



November 24, 2025

Waterloo Region District School Board

Notice of Board 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 November, 24, 2025, at 7:00 p.m.

AGENDA

Call to Order

Territorial Acknowledgement and O Canada

Approval of Agenda

Announcements/Celebrating Board Activities

Declarations of Pecuniary Interest

Communications Good News Update

H. Hughes

Delegations

Consent Agenda

Receipt/Approval of Minutes:

Approve Minutes - Audit Committee Meeting of September 23, 2025

Approve Minutes - Special Education Advisory Committee Meeting of October 8, 2025

Receive Minutes - Board Meeting of October 27, 2025

Approve Minutes - Policy and Governance Standing Committee of November 10, 2025

Receive Minutes - Organizational Board Meeting of November 17, 2025

Approve Minutes - Business Services Standing Committee of November 19, 2025

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Question Period (10 minutes)

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Adjournment



Report to Board

November 24, 2025

Subject: Absences from Board Meetings - November

Recommendation

This report is provided for information.

Status

This report provides a summary of approved absence requests from Trustees between the period of September 27, 2025 and November 21, 2025.

Approved Absences

Trustee	Date of Request	Meeting Date	Public Meeting	In Camera	Approved	Approved By	Approval Date
K. Woodcock	11/18/25	11/24/25	Yes	Yes	Yes	M. Radlein (Chair)	11/18/25

Background

The [WRDSB Bylaws](#) provide guidelines for absences under Section 13.2. Request to be Absent from a Board Meeting:

13.2.2. The Board gives the Chair and Vice-Chair the authority to approve absences on behalf of the Board and will notify the board at the next Board meeting of any absences as part of the Consent Agenda.

13.2.3. Trustees shall follow the process outlined in “Request for Approved Absence from a Board Meeting” to request approval from the Chair and Vice-Chair of the Board for their absence.

Financial implications

There are no known financial implications to the approval of Trustee absences.

Communications

Trustee attendance at meetings is recorded and available on the WRDSB website.

Prepared by: Manager S. Reidel for Chair M. Radlein in consultation with Leadership Council.



Report to Board

November 24, 2025

Subject: Staffing Information – Retirements & Resignations

Recommendation

This report is provided for information.

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

Expenditures are accounted for within existing budgets.

Communications

Employees listed in this report have communicated through Human Resource Services.

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

Appendix A

Staffing Statistics – Retirements Current at November 24, 2025

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Keith	Hori	Teacher, Mackenzie King PS	December 31, 2025	34
Jennifer	Ohrling	Teacher, Brigadoon PS	December 31, 2025	27
Tina	Vicano	Teacher, Grand View PS	December 31, 2025	32

Retirements: Secondary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Jennifer	Knight	Teacher, Jacob Hespeler SS	December 31, 2025	30

Retirements: Administrative & Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
James	Bond	Principal, John Darling PS	August 31, 2026	27
Edita	Borso	Custodian, Glenview Park SS	December 31, 2025	23
Julie	Cowls	Educational Assistant, Trillium PS	November 7, 2025	28
Connie	Kelemen	Library Clerk, JW Gerth PS	November 6, 2025	18
Susan	Rayson	Custodian, Southwood SS	December 31, 2025	16
Maria	Santos	Custodian, Southwood SS	January 30, 2026	22
James	Shantz	Vice Principal, Bluevale CI	January 31, 2026	30
Marian	Shantz	Head Secretary, Pioneer Park PS	January 16, 2026	15

Staffing Statistics – Resignations Current at November 24, 2025

Permanent Staff Resignations			
First	Last	Position/Location	Resignation Date
Chantal	Cuomo	Educational Assistant, Riverside PS	November 3, 2025
Stacey	Kuenzler	Child Youth Worker & Educational Assistant, Hillside PS	November 28, 2025
Jasmine	Lambert	Educational Assistant, Southridge PS	October 27, 2025
Delia	Loveless	Student Engagement Officer, Communications	November 14, 2025
Laura	Mackay	Educational Assistant, Itinerant	November 14, 2025
Leanne	Presenger	Elementary Teacher, Suddaby PS	November 3, 2025
Carrie	Snyder	Library Clerk, Smithson PS	November 18, 2025
Julia	Spiegl	Educational Assistant, Itinerant	October 31, 2025
Kimberly	Truong	Elementary Teacher, Riverside PS	November 5, 2025



Report to Board

November 24, 2025

Subject: Staffing Information – Appointments

Recommendation

This report is provided for information.

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

Expenditures are accounted for within existing budgets.

Communications

Employees listed in this report have been advised of the appointments.

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

Appendix A

Staffing Information – New Appointments Current at November 24, 2025

New Appointments: Elementary Teaching Staff			
First	Last	Location	Effective Date
Ivan	Bilandzic	Margaret Avenue PS	November 4, 2025
Jelena	Dubroja	Riverside PS	November 6, 2025
Camille	Gingerich	Hespeler PS	November 4, 2026
Sydney	Nicholson	Crestview PS	November 3, 2025
Avery	Urowitz	William G Davis PS	November 18, 2025
Matthew	Williams	Edna Staebler PS	January 5, 2026
Kailee	Youngs	Silverheights PS	December 1, 2025

New Appointments: Administrative and Support Staff			
First	Last	Position / Location	Effective Date
Nandhini	Karuppannan	International Admissions and Enrolment Coordinator, Finance	October 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

November 24, 2025

Subject: Recommendations from the Policy & Governance Standing Committee

Recommendation

That the Waterloo Region District School Board approve the recommendations from the Policy & Governance Standing Committee meeting of November 10, 2025.

Status

Recommendations from the Policy & Governance Standing Committee are outlined in Appendix A for Board consideration.

Policy Recommendations

For ease of reference, copies of the policies for approval have been included in the appendices. The following policies are recommended for approval:

- Board Policy 6013 Drug Education and Addictive Behaviours (Appendix B)
- *Rescind* Board Policy 2004 Character Education and Social-Emotional Skills Development (Appendix C)
- New Anti-Racism Policy (Appendix D)

Standing Committee Meeting Agenda Package, Recording and Minutes

For context and background on the recommendations, please refer to the following standing committee materials:

- [Agenda Package](#)
- [Meeting Recording](#)
- Meeting Minutes (included in Board meeting package)

Background

In accordance with [WRDSB Bylaws](#), Standing Committees assist the Board in fulfilling its duties related to governance with a system wide focus by providing advice on system issues.

The Policy & Governance Standing Committee will ensure Board policies, bylaws and trustee self-evaluation are in alignment with the Board's Multi-Year Strategic Plan and operational goals.

Financial implications

Known financial implications for each recommendation are indicated within the applicable reports from the committee meeting.

Communications

Communications for each recommendation are indicated within the applicable reports from the committee meeting.

Prepared by: Manager S. Reidel for the Policy & Governance Standing Committee in consultation with Leadership Council.

Appendix A

Policy & Governance Standing Committee Recommendations

November 10, 2025

A. Board Policy 6013 Drug Education and Addictive Behaviours (Appendix B)

That the Policy & Governance Standing Committee recommend approval of changes to Board Policy 6013 - Education on Substance Use and Addictive Behaviours as recommended at the November 10, 2025, Policy & Governance Standing Committee.

B. Board Policy 2004 Character Education and Social-Emotional Skills Development (Appendix C)

That the Policy & Governance Standing Committee recommend rescinding Board Policy 2004 - Character Education & Social-Emotional Skills Development effective November 10, 2025.

C. New Anti-Racism Policy (Appendix D)

That the Policy & Governance Standing Committee recommend approval of the new policy titled Anti-Racism as presented at the November 10, 2025, Policy & Governance Standing Committee.



DRUG-EDUCATION ON SUBSTANCE USE AND ADDICTIVE BEHAVIOURS

Legal References:	Education Act, as amended; Policy/Program Memorandum 169 – Student Mental Health Provincial Code of Conduct; Ontario Regulation 472/07;
Related References:	Policy and Procedure Memorandum 145 – Progressive Discipline and Promoting Positive Student Behaviour; Board Policy 6000 – Safe Schools; Mental Health and Addictions Strategic Plan Board Policy 6001 – Code of Conduct; Board Policy 6008 – Student Discipline; Administrative Procedure 1260 – Student Discipline Procedure Administrative Procedure 1360 – Safety Response Issues in Schools Administrative Procedure 1370 – Responsibility for Maintaining Safety, Security and Order in the School Environment Administrative Procedure 3480 – Responsibilities and Expectations: Principal Administrative Procedure 3490 – Responsibilities and Expectations: Vice Principal; and School Board Police Protocol.
Effective Date:	January 22, 2018
Revisions:	February 10, 2020, November 10, 2025
Reviewed:	

1. Purpose Preamble

- 1.1 The Waterloo Region District School Board (WRDSB) believes that education is a critical strategy that can help prevent students from developing problematic addictions to substances and behaviours. ~~partners with community agencies and organizations to support a comprehensive awareness, prevention and intervention strategy that prohibits gambling and the use of alcohol, tobacco, vapour products and other drugs on school grounds.~~
- 1.2 Recognizing that, despite education, students may find themselves struggling with addictions to substances and behaviours, the WRDSB collaborates with community service providers to ensure students have access to a mental health system of care. ~~The WRDSB prevention strategy provides a framework for learning about:~~
 - ~~prevention of substance use and gambling problems through the delivery of a comprehensive curriculum, grades K-12~~
 - ~~intervention strategies with student/youth at risk of developing or having substance use or gambling problems, by actively promoting harm reduction approaches, treatment and recovery programs and services~~
 - ~~identification, assessment and referral to community agencies, resources and service providers to address substance use and gambling problems~~

2. Application

- 2.1 The WRDSB teaches elementary and secondary students about substance use and addictive behaviours in accordance with The Ontario Curriculum, Health and Physical Education.
- 2.2 In partnership with Region of Waterloo Public Health, educators receive professional development about substance use, addiction and wellness.
- 2.3 In alignment with the Mental Health and Addictions Strategic Plan, educators receive professional development to implement Tier 1 supports and to refer students to Tier 2 supports, such as Social Workers and Psychology staff members in schools. With increased awareness, educators may refer students, families and caregivers to Tier 3 supports, which involve appropriate and identity-affirming community resources and supports.

Community Collaboration (Waterloo Region Integrated Drug Strategy – WRIDS)

- 2.4 The WRDSB collaborates with a number of community partner agencies and service providers, collectively known as the Waterloo Region Integrated Drug Strategy (WRIDS) to deliver education programs and services in alignment with the Mental Health and Addictions Strategic Plan, following strategy pillars:
 - Prevention
 - Harm Reduction
 - Treatment and Recovery
 - Enforcement and Justice

Definitions

Prevention Pillar — this pillar includes interventions that seek to prevent or delay the onset of substance use and address root causes of use. This pillar committee is currently working to develop school and community curriculum to prevent and reduce the use of alcohol and drugs among youth.

Harm Reduction Pillar — to reduce the harms to individuals and communities resulting from problematic substance use. Led by the Region of Waterloo Public Health Department, this committee is currently working to increase sector capacity across harm reduction programs and services. They are also working to raise harm reduction awareness and reduce drug related stigma.

Treatment and Recovery Pillar — recovery and rehabilitation committee is working to improve the physical and emotional well-being of people who use or have used substances. They are currently addressing gaps in treatment including more complex behaviors that result at the intersection of substance use and mental health including meth use.

Enforcement and Justice Pillar — is addressing community safety to address crime and community disorder as a result of substance use. It includes partnerships with the police, courts, corrections and community reintegration services.

WRIDS Integration — The Waterloo Region Integrated Drugs Strategy Steering Committee and the Coordinator tie the strategy together at the intersection of services, programs, policies and work that crosses the four pillar committees.

Families and Caregivers

The WRDSB offers families and caregivers opportunities that provide information about substance abuse/addiction, self care and parenting approaches that are supportive of their student/youth. Families and caregivers are a vital component of each youth's treatment and recovery plan.

Communication

2.5 The WRDSB will regularly **and publicly** communicate ~~about the goals~~ **and key actions** of the Mental Health and Addictions Strategic Plan, ~~Waterloo Region Integrated Drug Strategy (WRIDS), resources and service providers available across Waterloo Region and specific safety alerts as they relate to substance use.~~

~~The WRDSB will engage in a three-year cyclical review of the Integrated Drug Strategy to ensure that it remains relevant and effective.~~



Board Policy 2004

CHARACTER EDUCATION AND SOCIAL- EMOTIONAL SKILLS DEVELOPMENT

Legal References:

Related References: *Finding Common Ground: Character Development in Ontario Schools, K–12, 2008*
A Guide to Character Development in Ontario Schools, K–12, 2008
Administrative Procedure 1200 - Student Bullying Prevention and Intervention
Administrative Procedure 1260 - Student Discipline Procedure
Administrative Procedure 4070 - Responsible Use Procedure for Information, Communication and Collaboration Technologies
Board Policy 6009 – Student Bullying Prevention and Intervention
Police School Board Protocol
Character Development Poster
Digital Citizenship Poster
Code of Digital Conduct Poster

Effective Date: *June 28, 2006*

Revisions: *November 16, 2015, March 6, 2017*

Reviewed: *September 15, 2014, May 14, 2018*

1. Preamble

1.1 The Waterloo Region District School Board (WRDSB) recognizes that character development promotes safety, caring and inclusion within all learning environments including the digital environment. These characteristics of the learning environment are important in supporting high expectations for student learning and equity of learning outcomes, and increased achievement and well-being for all students. These characteristics also create the conditions for student mental health and well-being

1.2 Parents, guardians, caregivers and family have the primary responsibility for students' character development including social and emotional skill development. The WRDSB also plays an important supporting role in character development including the identification, instruction and reinforcement of social and emotional skills that contribute to a student's cognitive, emotional and social well-being. This includes the WRDSB identified attributes: Social Responsibility, Co-operation, Empathy, Hope, Initiative, Integrity, Kindness, and Respect.

1.3 Staff are expected to integrate and reinforce character development for all students from JK-12. This includes embedding character development in their teaching of curriculum, integrating character development in system priorities or projects, and promoting character attributes, as identified by the WRDSB, in workplace practices and interactions with students, parents and community partners.

1.4 Staff is deliberate in their efforts to nurture democratic ideals, personal development and respect for self, others, property, the environment, diversity, human rights and other qualities upon which we find common ground and in doing so support the development of strong communities and the

ideals of citizenship. The focus on character development and related attributes creates and expands opportunities for students to learn about, and contribute to the building of healthy communities, our nation and the world.

2. Definitions

2.1 Character Development is defined as an ongoing process of growth that intentionally models, teaches and inspires all people to want to do the right thing for the greater good of our whole community. Character Development is the journey of connecting deep caring to knowing, feeling and doing.

2.2 The Waterloo Region District School Board has identified the following eight universal attributes that are valued within schools and our communities. Character development is the deliberate effort to nurture these attributes and use them as a standard against which we hold ourselves accountable. They are key aspects of school life. They bind us together and form the basis of responsible citizenship. They are a foundation for excellence and equity in education and for school communities that are respectful, safe, caring and inclusive.

2.2.1 Waterloo Region District School Board - Character Attributes:

Empathy:

Understanding how someone feels and responding with sensitivity.

Initiative:

Acting responsibly without being asked.

Cooperation:

Everyone working together for the greater good of all.

Integrity:

Saying and doing what you know is right, even when it is hard.

Respect:

Treating others, ourselves and our environment with care and consideration.

Kindness:

Helping others with your caring words and actions.

Hope:

Acting with the belief that things can be better and that what we say and do matters.

Social Responsibility:

Acting as caring citizens who want to make our world a better place for everyone.



(DRAFT) ANTI-RACISM

Legal References:	<u>Canadian Charter of Rights and Freedoms (Section 15);</u> <u>Ontario Human Rights Code (The Code);</u> <u>The Education Act.</u> <u>Anti-Racism Act</u>
Related References:	<u>Board Policy 1004 - Harassment</u> <u>Board Policy 1008 - Equity and Inclusion</u> <u>Board Policy 1009 - Violence in the Workplace</u> <u>Board Policy 1012 - Religious and Creed Accommodations</u> <u>Board Policy 1017 - Human Rights</u> <u>Board Policy 5000 - Fair, Equitable and Inclusive Hiring</u> <u>Board Policy 6000 - Safe Schools</u> <u>Board Policy 6001 - Code of Conduct</u> <u>Board Policy G021 - Trustee Code of Conduct</u> <u>Board Policy G300 – Policy Development and Reviews</u> <u>Administrative Procedure 1210 - Code-Based Human Rights Complaint Resolution Process for Staff</u> <u>Administrative Procedure 1215 - Code-Based Human Rights Complaint Resolution for Non-Staff</u> <u>Administrative Procedure 1230 - Religious and Creed Accommodations</u> <u>Administrative Procedure 3740 - Prevention and Resolution of Workplace Harassment</u> <u>Administrative Procedure 3760 - Progressive Discipline</u> <u>Policy on Preventing Discrimination Based on Creed, Ontario Human Rights Commission, 2015</u> <u>Policy on Competing Human Rights, Ontario Human Rights Commission, 2012</u> <u>Dreams Delayed: Addressing Systemic Anti-Black Racism and Discrimination in Ontario Public Education, Ontario Human Rights Commission, 2025</u>
Effective Date:	November 10, 2025
Revisions:	
Reviewed:	

1. Purpose

- 1.1. The Waterloo Region District School Board (WRDSB) and the Board of Trustees are committed to dismantling structural, institutional and interpersonal racism by identifying, preventing, and removing barriers in all WRDSB working and learning environments.
- 1.2. This policy underlines the WRDSB's commitment to understanding and addressing historical and current impacts of systemic racism and discrimination that results in inequities experienced by students, staff and other members of the WRDSB community.
- 1.3. The WRDSB seeks to address all forms of racism.
- 1.4. The provisions included in this policy are to be understood in a way that upholds existing rights as prescribed by the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code.
- 1.5. This Anti-Racism Policy further supports the WRDSB's commitment to address systemic forms of racism through the creation, evaluation and monitoring of a Multi-Year Anti-Racism Plan (MYARP).

- 1.6. The WRDSB acknowledges intersecting forms of oppression between race and the other [Ontario Human Rights Code](#)-protected grounds of age, ancestry, citizenship, colour, creed/religion, disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, sex, and sexual orientation which may compound the experiences of racism. This affirms the WRDSB's commitment to examine the patterns in individual experiences and to strive for systemic improvements.
- 1.7. The impact and consequences of historical and ongoing racism have created systemic barriers that prevent students and staff from reaching their highest potential in school boards across the province, including the WRDSB.
 - 1.7.1. This is especially true for Indigenous and Black students who are disproportionately impacted by systemic anti-Indigenous racism and anti-Black racism due to the legacies and ongoing impacts of colonization and enslavement. Due to systemic anti-Indigenous and anti-Black racism, Indigenous and Black students have experienced inequitable outcomes, which include lower graduation rates, higher rates of suspensions and expulsions, and are less likely to learn about their histories in positive, identity-affirming ways or to see themselves represented in the staff who are in their schools.
- 1.8. The WRDSB understands that racism can be experienced through systemic barriers, bias, and erasure of identity manifested through the implementation of policies, procedures, pedagogies, programs and practices.
- 1.9. Individual experiences of racism or discrimination will be attended to through the appropriate policy/procedure (referenced in "Related References" section above).
 - 1.9.1. Complaints of discrimination and/or harassment by or about WRDSB staff can be dealt with under the Violence in the Workplace Policy (1009), Prevention and Resolution of Workplace Harassment Administrative Procedure (3740) or Human Rights Policy (1017).
 - 1.9.2. Complaints of discrimination and/or harassment by or about students can be dealt with under the Safe Schools Policy (6000), the Code Of Conduct Policy (6001) or Human Rights Policy (1017).
 - 1.9.3. Complaints of discrimination and/or harassment by members of the WRDSB community including parents/caregivers, volunteers, community members and visitors can be dealt with under the Code Of Conduct Policy (6001) or Human Rights Policy (1017).
 - 1.9.4. Complaints of discrimination and/or harassment against a Trustee will be addressed under the Trustee Code of Conduct (G201).
- 1.10. Systemic change requires sustained collaboration throughout the Board. This policy affirms that all staff have a role to play in operationalizing this policy to reflect the WRDSB's commitment to understanding and addressing the impacts of systemic racism.
- 1.11. The WRDSB and the Board of Trustees will identify and eliminate or revise policies, procedures and other systemic practices that indirectly or directly create racism, through the Trustee administered policy review process, Board Policy G300 – Policy Development and Reviews and in alignment with AP 1650 - Development of Board Policy/Procedure.

2. Definitions

Definitions in this section are from many sources. The WRDSB recognizes that the terms and usage of the terms may vary based on individuals and groups. This list is not meant to be exhaustive or comprehensive.

- 2.1. **Anti-Black Racism:** Prejudice, attitudes, beliefs, stereotyping and discrimination that is directed at people of African, Afro-Caribbean, and/or Black descent and is rooted in their

unique history and experience of enslavement and its legacy. Anti-Black racism is deeply entrenched in Canadian institutions, policies and practices, to the extent that anti-Black racism is either functionally normalized or rendered invisible to the larger White society. (Source: [Government of Canada](#))

- 2.2. **Anti-Indigenous Racism:** The ongoing race-based discrimination, negative stereotyping, and injustice experienced by Indigenous Peoples within Canada (First Nations, Métis, and Inuit). It includes ideas and practices that establish, maintain and perpetuate power imbalances, systemic barriers, and inequitable outcomes that stem from the legacy of colonial policies and practices in Canada which continue today. (Source: [Government of Canada](#))
- 2.3. **Anti-oppression:** A proactive and consistent process of change to eliminate individual, institutional, and systemic oppression (e.g. ableism, antisemitism, biphobia, classism, colonialism, homophobia, Islamophobia, racism, sexism, transphobia). (Source: [Ontario Human Rights Commission](#))
- 2.4. **Anti-racism:** Is about taking proactive steps to fight racial inequity. It's different from other approaches that focus on multiculturalism or diversity because it acknowledges that systemic racism exists and actively confronts the unequal power dynamic between groups and the structures that sustain it. Anti-racism involves consistently assessing structures, policies and programs, and through monitoring outcomes, ensuring they are fair and equitable for everyone. (Source: [Government of Ontario](#))
- 2.5. **Barrier:** Anything that prevent a person or groups of people with shared identities from fully taking part in all aspects of society, including physical, architectural, information or communications, attitudinal, economic, and technological barriers, as well as policies or code practices. (Source: [Ontario Human Rights Commission](#))
 - 2.5.1. **Systemic barrier:** A barrier embedded in the social or administrative structures of an organization, including the physical accessibility of an organization, organizational policies, practices and decision-making processes, or the culture of an organization. These structures may appear neutral on the surface, but exclude members of groups protected by the *Ontario Human Rights Code*. (Source: [Ontario Human Rights Commission](#))
- 2.6. **Colonization:** The process of invasion, dispossession, genocide and subjugation of a people. The result is the dispossession of vast amounts of lands from the original inhabitants and the long-term result is institutionalized inequality. The colonizer/colonized relationship is by nature an unequal one that benefits the colonizer at the expense of the colonized. Settler colonialism — such as in the case of Canada — is the unique process where the colonizing population does not leave the territory, asserts ongoing sovereignty to the land, actively seeks to assimilate the Indigenous populations and extinguish their cultures, traditions and ties to the land. **Colonialism** refers to the ideology or method that makes way for colonization. (Source: [Government of Canada](#))
- 2.7. **Erasure:** The process by which individuals or groups are denied recognition or acknowledgment of their cultural, racial, or personal identities. This often occurs through systemic marginalization, stereotypes, and microaggressions that undermine the unique experiences and histories of these individuals or groups. Such erasure can contribute to feelings of invisibility and disconnection from one's heritage and community.
- 2.8. **Human Rights:** Human rights are rights we have because we exist as human beings. Everyone is entitled to a life of equality, dignity, and respect, free from discrimination. Human rights are recognised and protected by a set of international and Canadian laws. In Ontario, human rights are protected by the Ontario Human Rights Code. It is a provincial law that helps to make sure that everyone enjoys equal rights and opportunities without discrimination in areas such as employment, housing and services. (Source: [Ontario Human Rights Commission](#))

- 2.9. **Intersectionality:** A framework or approach that considers how someone's identification with more than one Code-protected ground or characteristic can result in unique or compounded barriers or discrimination (for example, how a student's First Nations, Métis or Inuit identity, race, gender, socio-economic status, being a newcomer, refugee, English-language learner or being in the child welfare system, can combine with a reading disability to create unique and overlapping experiences of disadvantage and discrimination). (Source: [Ontario Human Rights Commission](#))
- 2.10. **Microaggression(s):** A comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group (such as a racial minority). (Source: [Government of Canada](#))
- 2.11. **Oppression:** The systematic subjugation of one social group by a more powerful social group for the social, economic, and political benefit of the more powerful social groups. (Source: [Government of Canada](#))
- 2.12. **Racism:** An ideology that either directly or indirectly asserts that one group is inherently superior to others. It can be openly displayed in racial jokes and slurs or hate crimes, but it can be more deeply rooted in attitudes, values and stereotypical beliefs. In some cases, these are unconsciously held and have become deeply embedded in systems and institutions that have evolved over time. Racism operates at a number of levels, in particular, individual, systemic and societal. (Source: [Ontario Human Rights Commission](#))
- 2.13. **Stereotype:** Incorrect assumption based on things like race, colour, ethnic origin, place of origin, religion, etc. Stereotyping typically involves attributing the same characteristics to all members of a group regardless of their individual differences. It is often based on misconceptions, incomplete information and/or false generalizations. (Source: [Government of Canada](#))
- 2.14. **Systemic racism:** Consists of patterns of behaviour, policies or practices that are part of the social or administrative structures of an organization, and which create or perpetuate a position of relative disadvantage for racialized persons. These appear neutral on the surface but, nevertheless, have an exclusionary impact on racialized persons. (Source: [Government of Canada](#))

3. Application

- 3.1. This policy applies to all WRDSB students, staff, trustees and other users such as members of consultative committees, clients of the Board, parents/caregivers, volunteers, permit holders, contractors, and employees of organizations not related to the Board, but who work on or are invited onto Board premises.
- 3.2. All WRDSB staff have the additional responsibility to act immediately following relevant policies and procedures (outlined in Section 2.5 above) if they observe or become aware of harassment or discrimination due to racism. Managers and administrators are responsible for creating and maintaining an environment that is free from racism.
- 3.3. The WRDSB will provide human rights, anti-oppression and anti-racism professional learning opportunities for WRDSB staff. Trustees will engage in learning to support their knowledge and understanding of human rights and equity and responsibilities pursuant to the Ontario Human Rights Code.
- 3.4. The WRDSB will create and maintain a multi-year anti-racism plan that will be reviewed annually and updated as needed at a minimum of every five (5) years.
 - 3.4.1. The progress of the plan with key indicators will be reported to Trustees on an annual basis.



Report to Board

November 24, 2025

Subject: Recommendations from the Business Services Standing Committee

Recommendation

That the Waterloo Region District School Board approve the recommendations from the Business Services Standing Committee meeting of November 19, 2025.

Status

Recommendations from the Business Services Standing Committee are outlined in Appendix A for Board consideration.

Standing Committee Meeting Agenda Package, Recording and Minutes

For context and background on the recommendations, please refer to the following standing committee materials:

- [Agenda Package](#)
- [Recording](#)
- Meeting Minutes (included in Board meeting package)

Background

In accordance with [WRDSB Bylaws](#), Standing Committees assist the Board in fulfilling its duties related to governance with a system wide focus by providing advice on system issues.

The Business Services Standing Committee will ensure matters related to business and finance; capital planning and facilities; student transportation; and human resources are in alignment with the Board's Multi-Year Strategic Plan and operational goals.

Financial implications

Known financial implications for each recommendation are indicated within the applicable reports from the committee meeting.

Communications

Communications for each recommendation are indicated within the applicable reports from the committee meeting.

Prepared by: Manager S. Reidel for the Business Services Standing Committee in consultation with Leadership Council.

Appendix A

Business Services Standing Committee Recommendations

November 19, 2025

A. 2024-2025 Audited Financial Statements ([BSSC Folio 01](#))

That the Business Services Standing Committee recommend approval of the Audited Financial Statements for the year ended August 31, 2025.

B. Annual Audit Committee Report – 2024-2025 ([BSSC Folio 49](#))

That the Business Services Standing Committee recommend approval of the Annual Audit Committee Report for the year ended August 31, 2025.

C. 2025-26 & 2026-27 Strategic Spending Plan ([BSSC Folio 53](#))

That the Business Services Standing Committee supports the multi-year strategic spending plan outlined in this report.



Report to Board

November 24, 2025

Subject: Student Transportation Services of Waterloo Region 2024-2025 Annual Report

Recommendation

This report is provided for information.

Status

The General Manager of Student Transportation Services of Waterloo Region (STSWR), Keith Prudham, has prepared the 2024-2025 Annual Report and is present this evening to share the report and respond to any questions that may arise regarding the 2024-25 results.

Leslie Maxwell, Supervisor of School Travel Planning at STSWR, is also present this evening to share some of the highlights and work completed during the 2024-25 school year to support active school travel.

This report has been written to demonstrate STSWR's continued success in providing safe, reliable, and efficient student transportation across Waterloo Region.

Background

In 2006-2007 the government began implementing reforms for student transportation which included the mandating of consortium delivery of student transportation services. The objectives of the reforms were to build capacity to deliver safe, effective and efficient student transportation services, achieve an equitable approach to funding and reduce the administrative burden of delivering transportation. The overall objective was to allow school boards to focus on their core business of student learning and achievement and not be involved in the day-to-day operations of transportation.

The Waterloo Catholic District School Board (WCDSB) and the Waterloo Region District School Board (WRDSB) legally formed a consortium on September 7, 2007. In June of 2008, employees of the former boards were officially transferred to Student Transportation Services of Waterloo Region, Inc. (STSWR), a separate incorporated entity.

According to the Articles of Incorporation, STSWR is governed by a Board of Directors consisting of the Directors of Education and Business Superintendents from the Waterloo Region District School Board and the Waterloo Catholic District School Board. The role of the Board of Directors is to set the strategic directions for STSWR, review and approve annual budgets, and deal with other governance topics as they arise. The Board of Directors meets quarterly. A Consortia Management Committee (CMC) consisting of two representatives from each board meet monthly with the General Manager of the consortium. The role of the CMC is to monitor monthly budget variations, review and approve STSWR policies and procedures, monitor STSWR performance against the strategic directions set by the Board of Directors and deal with other operational issues as they may arise. The fundamental role of STSWR is to apply the policies and procedures of the partner boards; the CMC acts as an independent adjudicator of appeals brought forward through the established process to deal with the interpretation of board policies by STSWR, not exceptions to policy.

Since its inception in 2007, STSWR has evolved into one of the leading consortiums in the province, including being the first to offer School Travel Planning services to support students who walk, bike or roll to school. STSWR's ongoing focus is to provide safe and efficient transportation services for Waterloo Region students. We are pleased to present to the Board the 2024-25 Annual Report.

Financial implications

There are no known financial implications.

Communications

The information will be posted on the STSWR website.

Prepared by: Keith Prudham, General Manager, STSWR
 Leslie Maxwell, Supervisor of School Travel Planning, STSWR
 Nick Landry, Superintendent of Business Services and Treasurer of the Board
 in consultation with Leadership Council

Student Transportation Services of Waterloo Region

2024-2025 Annual Report

Agenda

- 2024-2025 Highlights
- Vision and Strategic Actions
- Measuring Performance
- Summary of Appeals
- 2024-2025 Summary
- 2025-2026 Objectives
- Finances



2024-2025 Highlights

Safety Initiatives:

- Bus evacuation training for all elementary students;
- Bi-annual bus safety training for elementary students;
- Increased the number of school buses with seat belts to 69;
- Annual Bus Driver PD Day;
- Drive to 5 safe parking maps at 139 schools;
- First Rider program for Kindergarten students;
- CAA Safety Patrol (bus and standing), and Trailblazers;
- Sidewalk Smarts (pedestrian skills training).

Contract Management/Compliance:

- All bus and taxi operators audited annually in spring.
- Monthly scorecard system to regulate operator and driver compliance for:
 - ✓ Valid drivers' licenses;
 - ✓ Valid First Aid training for all drivers;
 - ✓ Annual EpiPen reviews;
 - ✓ Vehicle age;
 - ✓ Vehicle GPS performance.
- Bus route audits performed using GPS tracking system.





2024-2025 Highlights

Bus Driver Availability:

- Recruitment remained challenging.
- Operators successfully filled the driver positions.
- Daily absences caused some service issues.
- However, no cancellations due to driver shortage.

Funding:

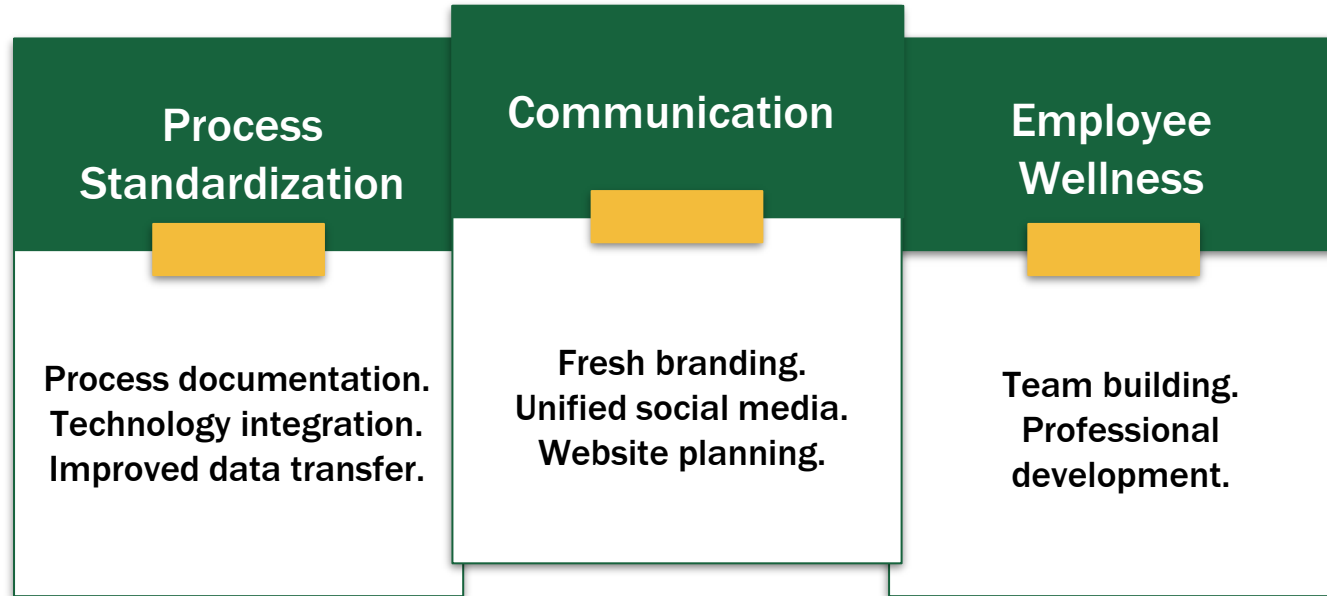
- Obtained additional partner funding from Region of Waterloo for trial extension of STP Planner roles to 12 months.

Vision

To be the beacon of excellence in multi-modal student transportation;
setting the standard for safety, sustainability and innovation.



Strategic Theme Actions



Measuring Performance

59

STSWR Scorecard 2024-2025

Updated : Sept 1, 2025

Goal 2024-2025 2023-2024 2022-2023 2021-2022 2020-2021

Safety	Collisions	With students onboard		68	57	48	30	24
	Collision Frequency	All collision per million km	6.0	11.0	10.1	9.3	7.2	5.8
	Injuries	Student injuries while on bus	0	1	0	1	2	2
Quality	Student Ride Time (avg ride time one way)	Big bus	14	13.7	13.4	12.5	12.5	12
		Mini Bus		19.1	18.8	19.3	18.9	
		Mini Bus Adapted		15.5	14.8	15.4	16.4	
		Vans		18.5	16.9	17.3	14.9	
		Students over 60 minutes		4				
Service	% of runs > 20 minutes late			0.74%	0.64%	1.15%		
	# Runs > 50 minutes late	STSWR has 2406 runs/day	0	409 (0.09%)	288	845	356	12
	Service interruption	Cancelled Route-day	0	0	0	171	315	3 (am only)
Cost	Variance to Plan	Better (Worse)	\$ -	\$ 1,278,297	\$ 312,356	\$ (188,795)	\$ (1,345,926)	\$ 2,423,200
	\$/student	Total all in	\$ 980	\$ 956	\$ 936	\$ 853	\$ 942	\$ 992

Injuries:
Collision

Student fell, needed stiches on head
Difficult January-February 21 collisions
56% of collisions are preventable improving from 65% in November

Delays
Service interruption
Cost variance

Daily absences causing service disruptions (long delays)
No cancellation
\$1.275K better than plan



Improving Safety

Extended Stop Arm:

We boast Ontario's largest fleet of extended stop arms and we have 13 Extended Stop Arms (+ 2 m to stop sign). We will continue to monitor effectiveness to support a greater roll out.



Seatbelts:

We added buses with seat belts during the fleet renewal process. Usage is becoming easier as more students and school staff are familiar.



Improving Safety

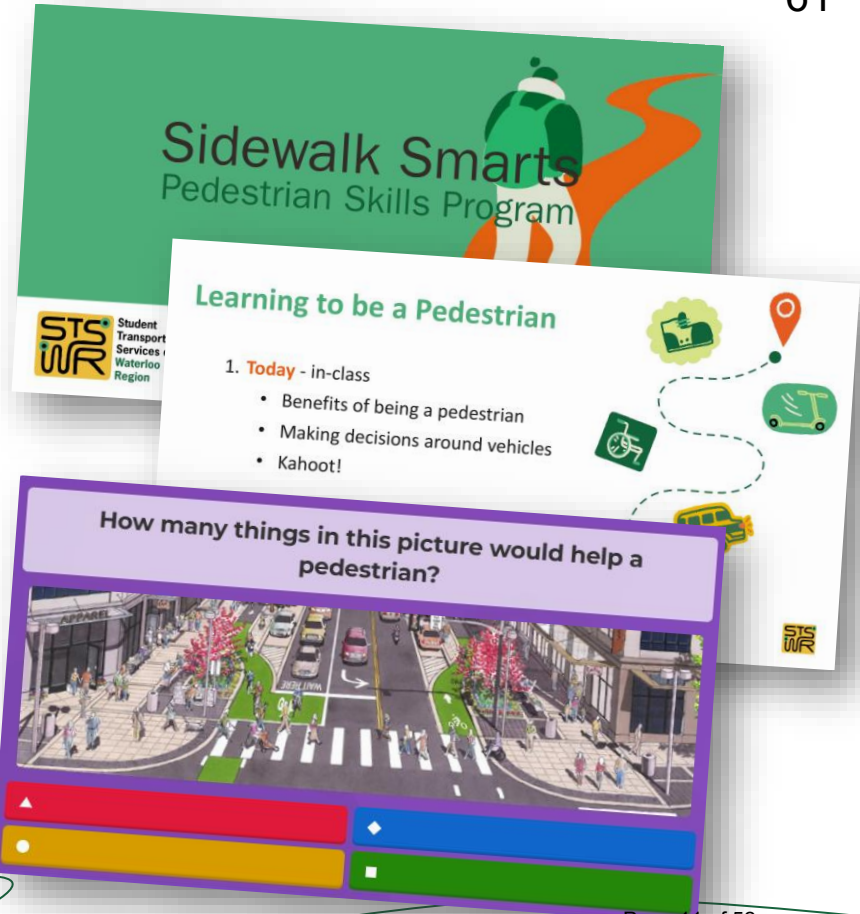
Sidewalk Smarts:

Updated in-class delivery model to be more interactive and engaging with Kahoot! so students have better recall of the material.

Reducing barriers to participation by using paid instructors as second adults on curbside sessions rather than school volunteers.

School Streets:

Currently evaluating schools for potential [School Streets](#) projects with the City of Waterloo and Green Communities Canada.



Measuring Performance

Improving the Experience

Average Distance to Bus Stop:

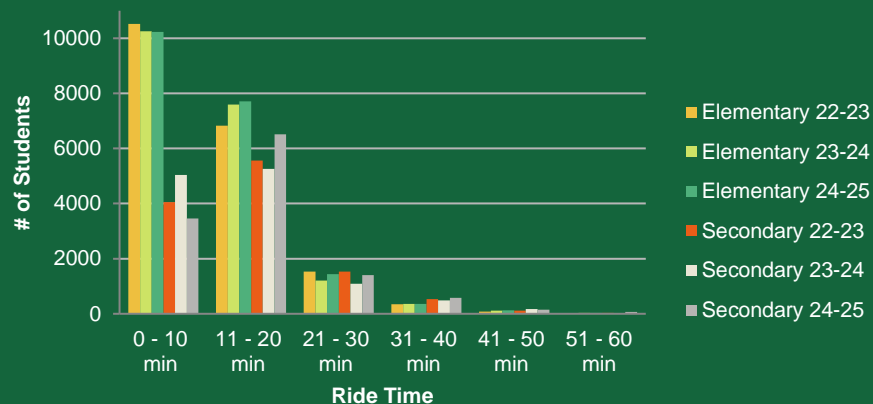
Kindergarten	133 m, range from 0 m to 498 m
Elementary	151 m, range from 0 m to 975 m
Secondary	290 m, range from 0 m to 1,477 m

Ride Time Distribution:

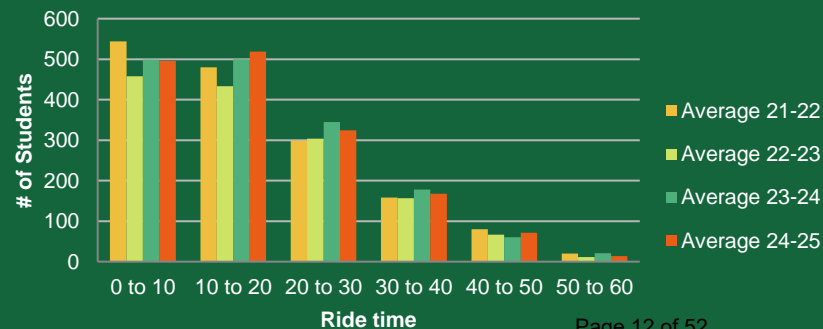
- 90% of our students travel less than 20 minutes;
- Program location and student placement affect ride time for students with exceptional needs.



Student Ride Time



Student Ride Time Exceptional Needs



Measuring Performance

Vehicle Capacity

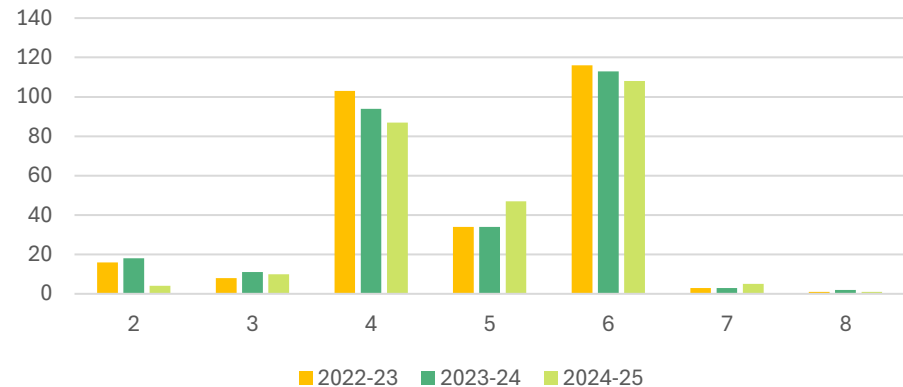
Vehicle Capacity Utilization:

- Big buses continue to be leveraged for multiple schools.
- With population growth, we continue to increase the distance traveled.

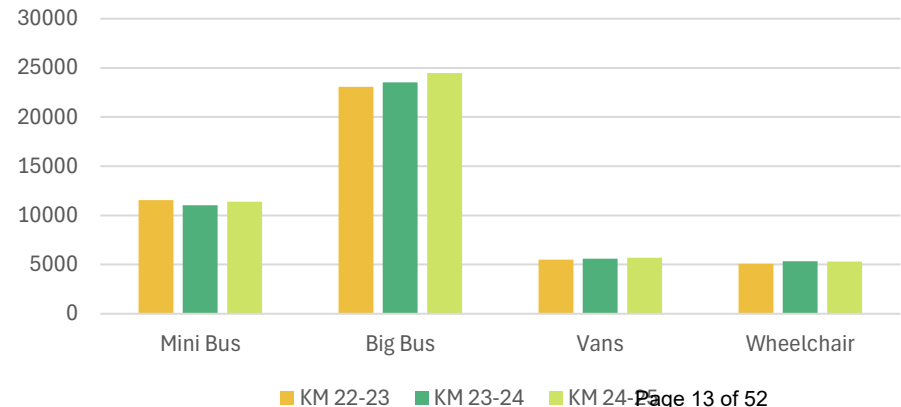


Number of School Runs per Route

63



Total Kilometres Per Day



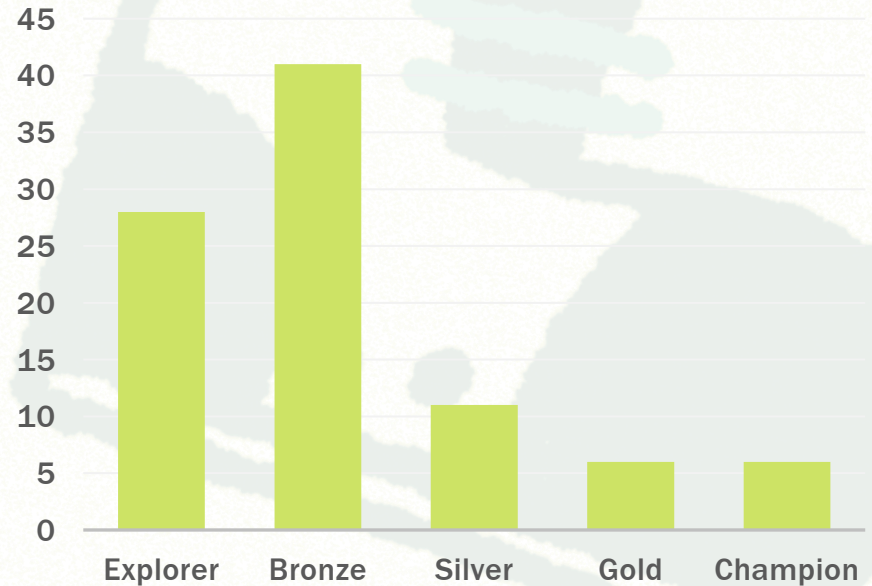
Measuring Performance

School Travel Planning

School Travel Planning engages school communities to identify and address barriers to active school travel.

- **92** schools engaged in different levels of school travel planning;
- **1822** students registered for Winter Walk Day;
- **1107** grade 3+4 students trained in Sidewalk Smarts at 11 schools;
- **151** students trained in Trailblazers at 16 schools;
- **53** parents engaged in STP committees, events, and programs;
- **47** schools participated in Winter Walk Day.

School Rankings



Measuring Performance

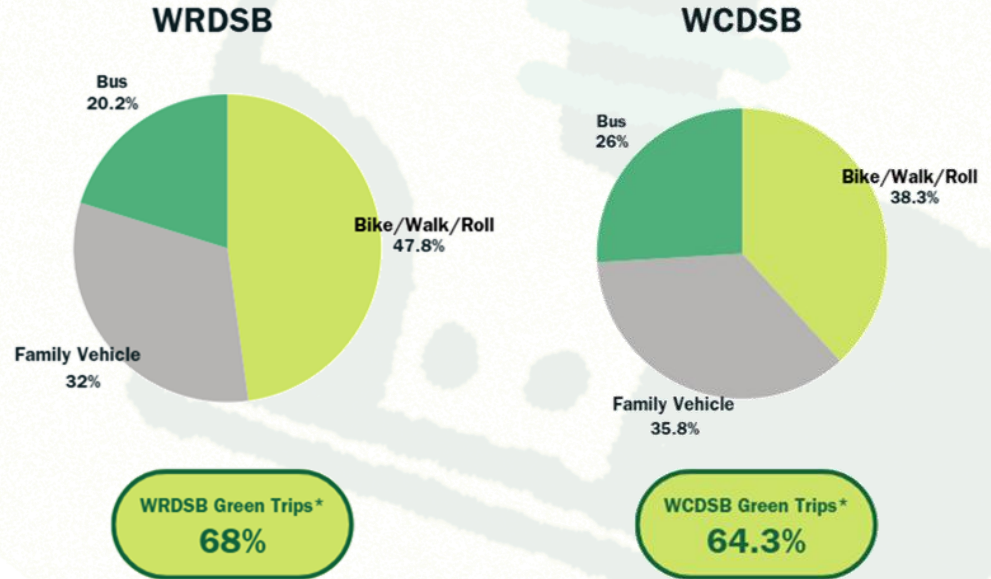
School Travel Modes – October 2024

Method:

- Classroom hands' up collection by STP Planners;
- Kindergarten excluded;
- Not an accurate indicator of ridership;
- Data available at BikeWalkRoll.org

We use this data to:

- Help determine impact of STP interventions overtime;
- Select action plan items with school STP committees;
- Communicate to larger school community.

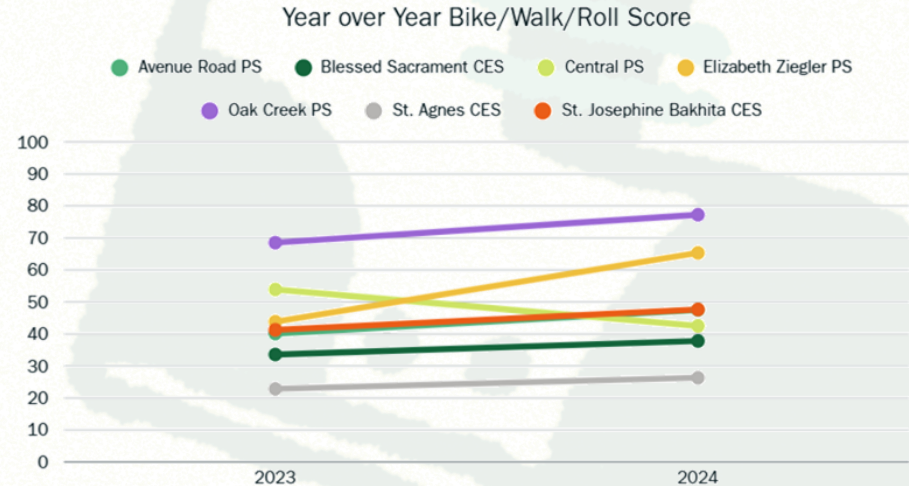


Measuring Performance

Mode Shift

Year-over-Year BikeWalkRoll* data:

- 7 schools have comparable data from 2023 + 2024;
- Single day of collection - not an exact indication of mode split;
- Tendency for scores to show improvement at schools that introduce STP interventions;
- Oak Creek, Elizabeth Ziegler, and St. Agnes achieved rankings of **Champion**, **Gold** and **Silver**;
- Remaining schools achieved Bronze rankings.



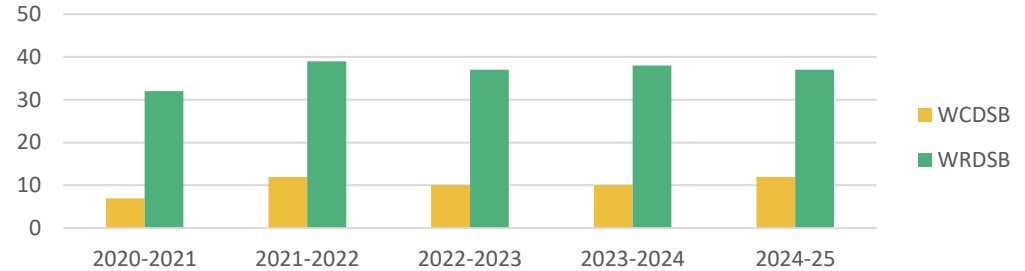
Summary of Appeals

Appeal management

- Number of appeals remain very low with 49 over both boards;
- Walking distance continues to be the main point of contention at both boards;
- Most are resolved within STSWR.



Year-over-Year Appeals



Number, Reason, and Outcome of Appeals by Board

WRDSB	2024-2025 School Year					
	Elementary	Secondary	Total	Granted by GM	Elevated to CMC	Granted by CMC
Distance	13	4	17	1	5	3
Loss of Transportation	11	0	11	1	2	0
Out of Bounds/District	2	1	3	0	1	0
Safety	2	1	3	0	1	0
Sibling Eligibility	3	0	3	0	1	0
Total	31	6	37	2	10	3

2024-2025 Summary

Transportation continues to be very safe for students. Overall, STSWR had a very successful year. Casual absenteeism continues to cause long delays.

Safety:

- ✓ Sustainable process to ensure safe Kindergarten drop off.
- ✓ Public awareness messaging continued with two radio campaigns.
- ✓ Bi-annual school bus safety training to elementary schools Expanding the seat belt pilot to 66 big buses and 3 minibuses.
- ✓ Continued efforts to expand extended stop arm.

Customer Service:

- ✓ Maintain high participation in delay and cancellation notifications with 50000+ registered users.
- ✓ Facebook and Instagram Followers Increasing.
- ✓ Improved communication with families using email.

Active Transportation:

- ✓ Worked with 92 schools
- ✓ Now 139 Drive to 5 maps
- ✓ Rebranded and refined materials
- ✓ Improved Sidewalk Smarts pedestrian skills training

Driver Availability:

- ✓ Higher incidence of daily absences causing longer delays.



2025-2026 Objectives

Building upon our successes and challenges from 2024-2025, in the new school year, STSWR will focus on:

SAFETY

- Continue with simple message to be safe
- Reduce number of collisions

CUSTOMER SERVICE

- New avenues to communicate with families
- Reduce long delays

SCHOOL TRAVEL PLANNING

- Improve processes with workflows
- Make action plans accessible to schools
- Continue exploration of School Streets

TECHNOLOGY

- New website
- New inclement weather videos



Finances

2024-2025 Expenditure

STSWR 2024-2025	Total
Overhead	\$ 1,866,424
WCDSB Transportation	\$ 9,629,464
WRDSB Transportation	\$ 20,182,152
School Travel Planning	\$ 195,617
Total	\$ 31,873,656

WCDSB Details	Total
Regular School Bus	\$ 6,086,975
Spec-Ed Bus	\$ 2,521,007
Taxi	\$ 543,698
GRT	\$ 99,258
Student Safety Training	\$ 48,826
Driver Retention	\$ 297,592
Others	\$ 32,108
Total	\$ 9,629,464

WRDSB Details	Total
Regular School Bus	\$ 9,687,247
Spec-Ed Bus	\$ 7,618,030
Taxi	\$ 1,933,660
GRT	\$ 139,841
Student Safety Training	\$ 110,695
Driver Retention	\$ 297,592
Others	\$ 395,086
Total	\$ 20,182,152

Thank you.





Student
Transportation
Services of
Waterloo
Region

—



2024-
25

ANNUAL REPORT

School Travel Planning

Prepared by the School Travel Planning Team
at Student Transportation Services of Waterloo Region

Leslie Maxwell

Hayat Shariff

Ashley Cullen

November 17, 2025

www.stswr.ca/walkzone

This report was prepared in an industrial office located 470 meters from the Grand River and the work it describes is performed across Waterloo region; lands traditionally used by the Haudenosaunee, Anishinaabe, and Chonnonton People. As treaty people and uninvited guests, we acknowledge the enduring presence of the Indigenous people with whom we share this land. We appreciate their deep traditional knowledge, laws, and philosophies, which among other things teach us that when we walk upon the land, we come into a relationship with it and that the way we step upon this earth matters.

“Even if the grassland has been ploughed under, even if you’re passing canola fields...you can still feel the sun on your face, see the sky, hear the birds, sense the gentle contours of the land in the muscles in the legs...You’re not alone when you’re walking by yourself. You’re with the land and it is with you.” ¹

¹ Wilson, K. (2021). Walking as Embodied Territorial Acknowledgment: Thinking about Place-Based Relationships from the Side of the Road. *Performance Matters*, 7(1-2), 97–115. <https://doi.org/10.7202/1085315ar>



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About Us

School Travel Planning (STP) at Student Transportation Services of Waterloo Region (STSWR) aims to make active travel part of every child's school journey.

Active travel on the daily school journey fosters healthy habits, builds road skills, reduces traffic congestion near schools, minimizes environmental impacts, and increases academic performance. School Travel Planning is a cycle of public engagement and intervention that iteratively works to create safer routes to school and make active travel an easier choice for families.

This report reflects the collective efforts of students, parents, schools, municipalities and school boards to create greater use of active school travel. Through STP, these efforts become balanced and focused for better outcomes.



We are grateful to our funding partners for contributions to programs and personnel, and for their ongoing expert insights and supportive work. Funding partners include Regional Municipality of Waterloo (RoW), City of Cambridge (CoC), City of Kitchener (CoK), City of Waterloo (CoW), Waterloo Catholic District School Board (WRDSB), and Waterloo Region District School Board (WRDSB).

Find out more about our services and programs at www.stswr.ca/walkzone, and for a description of our STP method, see Appendix A.

Photo: STSWR's bike decorating booth at City of Kitchener's Bike Day made safety fun with bright and safe options for kids of all ages to add character to their rides. Printed with permissions.



STSWR Vision

To be the beacon of excellence in multi-modal student transportation, setting the standard for safety, sustainability and innovation.

One day, every child will walk or wheel as part of their daily school journey.

STP Aspiration

Shared Values

Trust
Safety
Reliability
Environmental sustainability
Equity
Efficiency
Exceptional customer service



Our Team

The School Travel Planning team at STSWR comprises three dynamic individuals who work together with rightsholders to bring great ideas to life. They are driven to bring people together so they can tap into local community knowledge, find common ground and make active school travel an easier choice for families across the region.

This work cannot be completed without the untold students, caregivers, school staff, and community partners who give of themselves and find creative ways to make good things happen.

Group Facilitation
Student Instruction
Communications
Event Coordination
Map Building
Solution Development
Leadership
Data Collection
Traffic Flow Consultation

Community building
Creative problem solving
Volunteer hours/days/weeks
Financial contributions



Keith Prudham

STSWR
General Manager



Leslie Maxwell

STP Supervisor



Hayat Shariff

School Travel
Planner



Ashley Cullen

School Travel
Planner



Students

Heart of STP



Caregivers

Key Decision
Makers



Administrators

Communications
Leads



Partners

Benefactors and
Defenders

Executive Summary

The 2024–25 STP Annual Report highlights a year of significant growth in active school travel initiatives across Waterloo Region. With 92 schools now having participated, STSWR strengthened its evidence-based approach by sharing its first reliable year-over-year mode-shift data. Data show clear gains in active travel at several schools, especially those with robust, multi-year action plans that combine efforts in Education, Encouragement, Engineering, Reinforcement, and Evaluation. Updated branding, improved instructional materials, and expanded staff capacity contributed to more cohesive and effective delivery of STP initiatives.

Student engagement reached new heights through large-scale events and skill-building programs. Winter Walk Day messaging reached over 21,000 students, while Bike to School Week produced a measurable surge in cycling, with bike-rack counts nearly tripling during the event week. The new Walk for the Earth campaign added a sustainability-focused celebration, engaging 333 students who collectively walked more than 660 km. Schools also benefitted from enhanced safety programs: over 1,100 Grade 3–4 students received Sidewalk Smarts pedestrian training, nearly 1,000 participated in bike-safety education, and 338 students served as Trailblazers or CAA Foot Patrollers. These programs demonstrate STSWR's commitment to equipping students with the skills and confidence needed for safe, independent mobility.

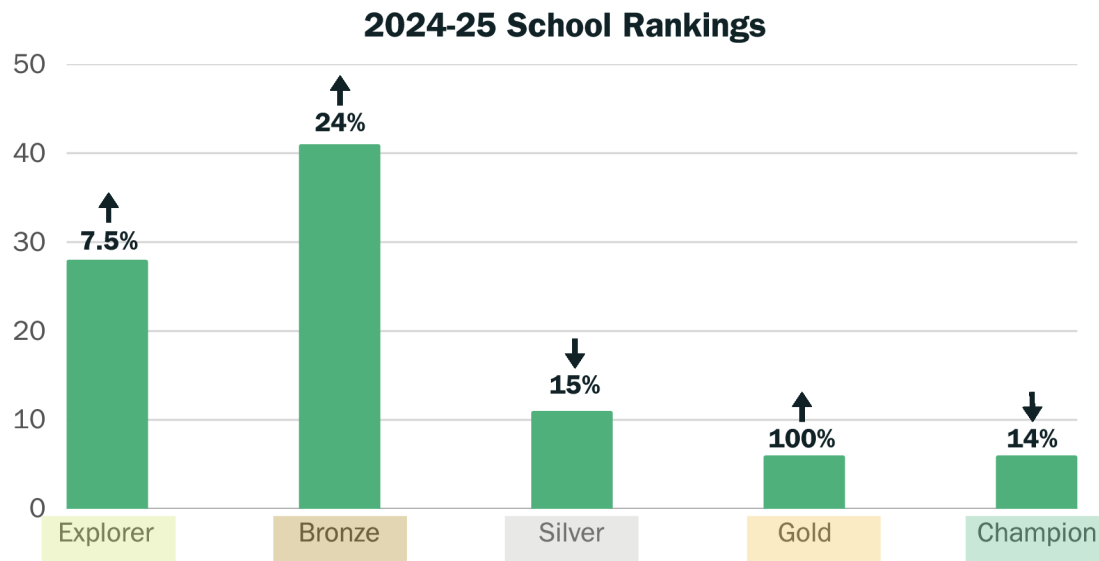
System-level actions further advanced the region's STP efforts. STSWR contributed data and expertise to municipal partners to support initiatives such as Automated Speed Enforcement, Vision Zero, and provincial school-zone safety research. Engineering upgrades, such as the new multi-use pathway at Chicopee Hills (page 17), show how coordinated advocacy can transform risky routes into safe, accessible corridors. Financial support from municipalities and school boards enabled the expansion of STP Planner roles to full-year positions, ensuring greater continuity and responsiveness. Looking ahead, STSWR plans to scale proven strategies, enhance safety education, expand mapping resources, and explore School Streets pilots. Together, these efforts position the region for continued progress toward the long-term vision that every child walks or wheels as part of their daily school journey.



Sidewalk Smarts pedestrian skills training is delivered between January-March when snow and ice provide additional learning opportunities.

School Rankings

Our School Travel Planners work with school communities to complete actions that will make an impact on participation in active travel and traffic at the school site. An effective and complete STP action plan includes a balance of Education, Encouragement, Engineering, Reinforcement, and Evaluation. A description of our biggest programs can be found in Appendix B. To encourage a good balance of STP actions, the STP Team awards points and weightings for each action completed, which culminates in an overall ranking. Actions that don't need to be completed twice (e.g. new crosswalk) earn lifetime points while other actions must be repeated annually (e.g. Winter Walk Day) or biennially (e.g. Sidewalk Smarts) to be reflected in their ranking.



Ten new schools joined the effort to suppress traffic and encourage active travel in the 2024-25 school year and since 2016, 92 schools have participated in the STP process. This marks a tipping point where more schools have requested our help than have not. Most schools never leave the STP family as they continue to participate in education and encouragement actions so that new students and new families receive support, and a strong walking culture continues.

2024-25 rankings indicate that more schools than ever are taking action and making good things happen. Explorer, Bronze, and Gold rankings increased in numbers this year while the numbers of Silver and Champion schools fell. We are very proud of all these schools finding the time to dedicate to children's safety, wellness, and independent mobility.

For a list of all school rankings, please refer to Appendix B.

Rankings by Board

	Explorer	Bronze	Silver	Gold	Champion	Total ranked	Unranked	Total
WRDSB	19	25	5	5	6	60	62	122
WCDSB	9	16	6	1	0	32	20	52
Totals	28	41	11	6	6	92	82	174

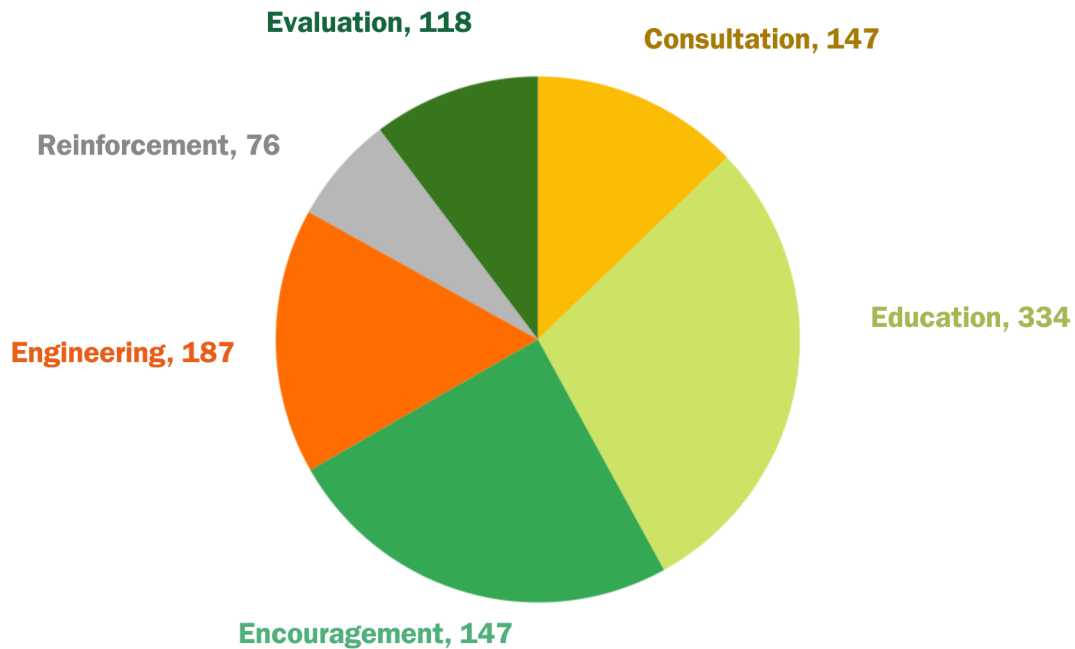
Rankings by Municipality

	Explorer	Bronze	Silver	Gold	Champion	Total ranked	Unranked	Total
Kitchener	13	19	4	2	5	43	31	74
Waterloo	3	10	2	2	1	18	14	32
Cambridge	10	10	4	1	0	25	20	45
North Dumfries	0	1	0	1	0	2	1	3
Woolwich	1	1	1	0	0	3	7	10
Wellesley	0	0	0	0	0	0	3	3
Wilmot	1	0	0	0	0	1	6	7
Totals	28	41	11	6	6	92	82	174

Participating schools come from both WCDSB and WRDSB and all area municipalities, including Waterloo region townships; rankings vary based on the level of engagement, which is often driven by school need and community capacity.

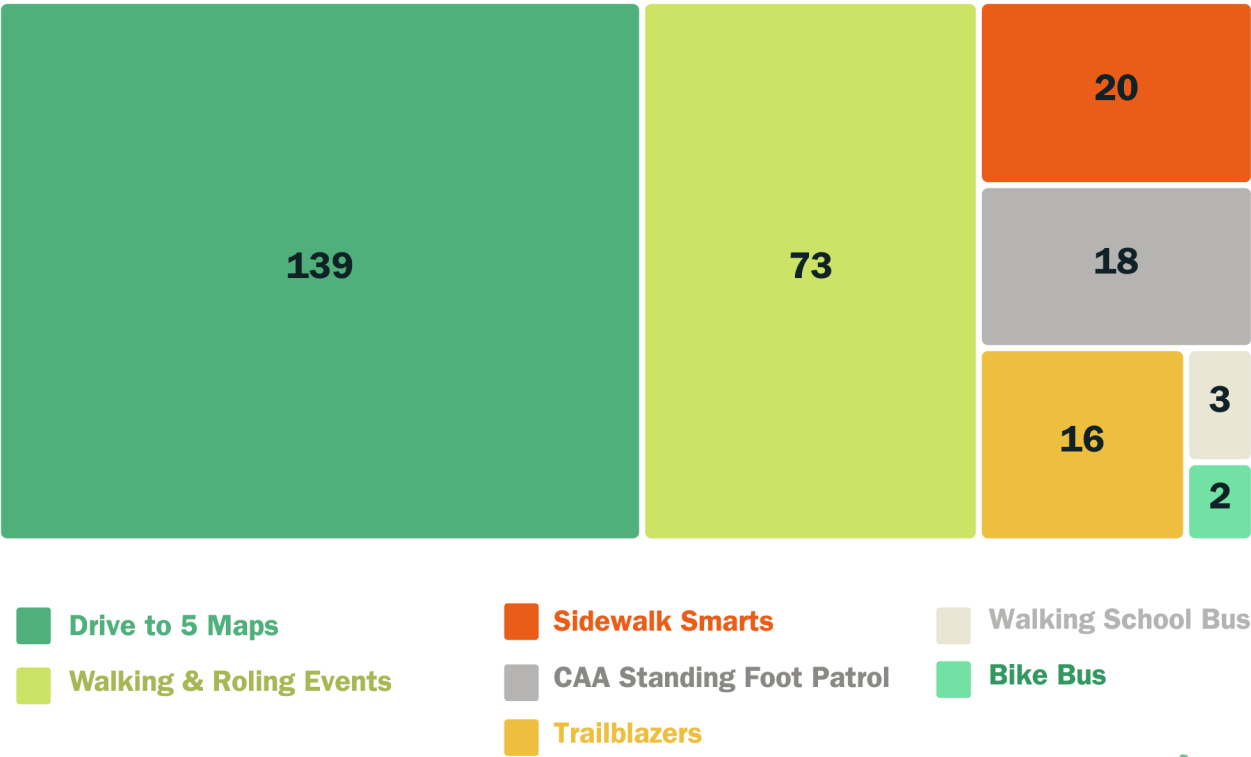


Number of Interventions



Eleven hundred and forty five (1145) actions qualified schools for their rankings this year. Engineering action points are valid for a lifetime because they rarely need to upgrade further; other actions must be repeated biennially or annually. These numbers represent an enormous amount of work by STP Planners, school communities, and partners.

School Participation in Select Programs



Some programs and actions appeal to a wide array of schools. Drive to 5 maps show legal and safe parking areas a short distance from the school and are requested at many schools. Walking and rolling events continue to be popular ways for schools to engage students and now include Winter Walk Day, Walk for the Earth, and Bike to School Week. Eleven (11) schools participated in Sidewalk Smarts in 2025, but the 9 schools that participated in 2024 are also counted here because the program is taught to both grades 3 and 4 their participation is current. In addition to the major programs, three Walking School Buses and two Bike Buses gave students a chance to practice road skills and learn new routes while having fun and socializing on the way to school.

For a full list of programs and their descriptions, please see Appendix C.



Student Engagement

Student Travel Modes

Student engagement is perhaps best illustrated by the number of students who travel actively to school regularly. In October, 2024, STP Planners collected mode split data by show of hand on a single day at 25-30 schools, indicating that **44% of Waterloo region students used active travel for the school journey**, just slightly ahead of the Canadian average of 43%.

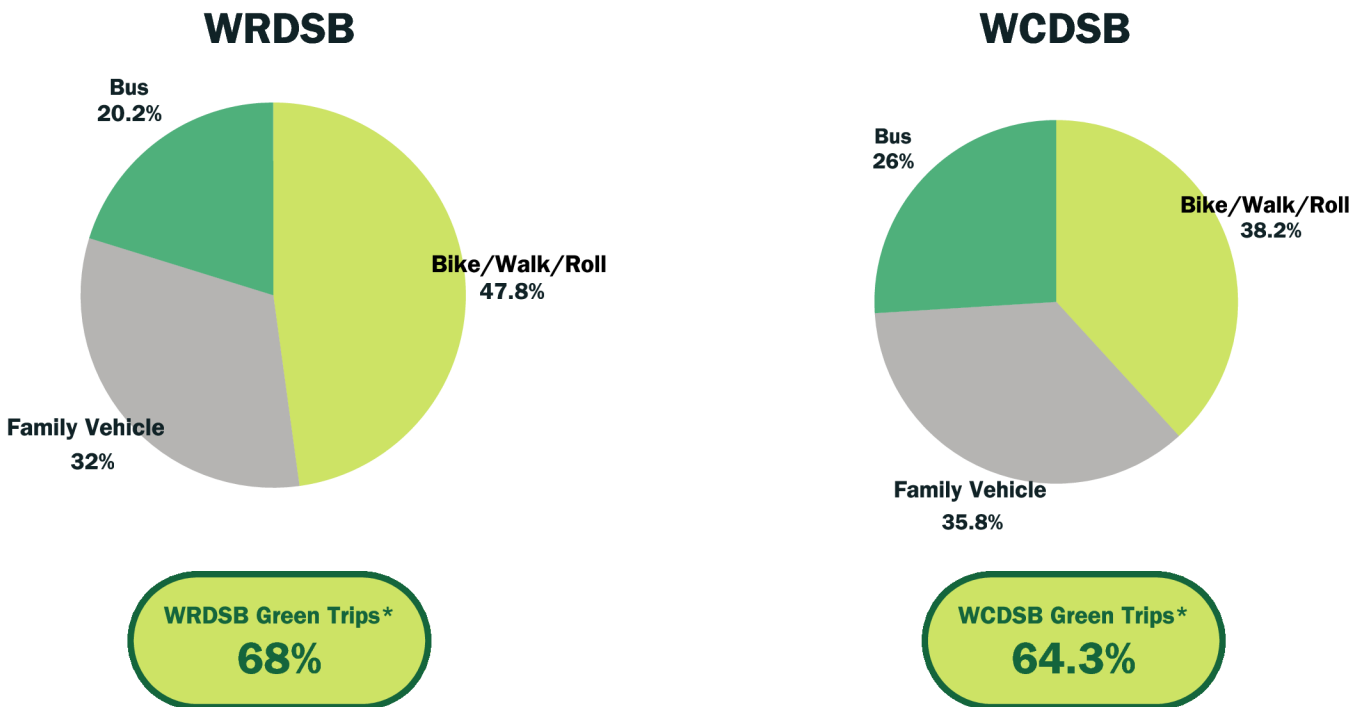
According to Participaction's 2024 Child and Youth Report Card:

- 43% of Canadian children aged 5-17 years attending in-person school either solely use active transportation to commute to school or combine active travel with other modes.
- 50% of caregivers in larger municipalities report they use active travel.
- 32% of caregivers in smaller communities report they use active travel.

Green Trips = active travel trips + bus trips

STP's "Green Trip" score may better compare school performance across size and density of school catchment areas by including bus trips. The 2024 data set indicates **67% of Waterloo region students arrive by sustainable modes**.

Conversely, that means an average **33% of Waterloo students traveled by family vehicle**. Extrapolation of this data indicates around 30,130 students travel by family vehicle; a number we are determined to reduce.

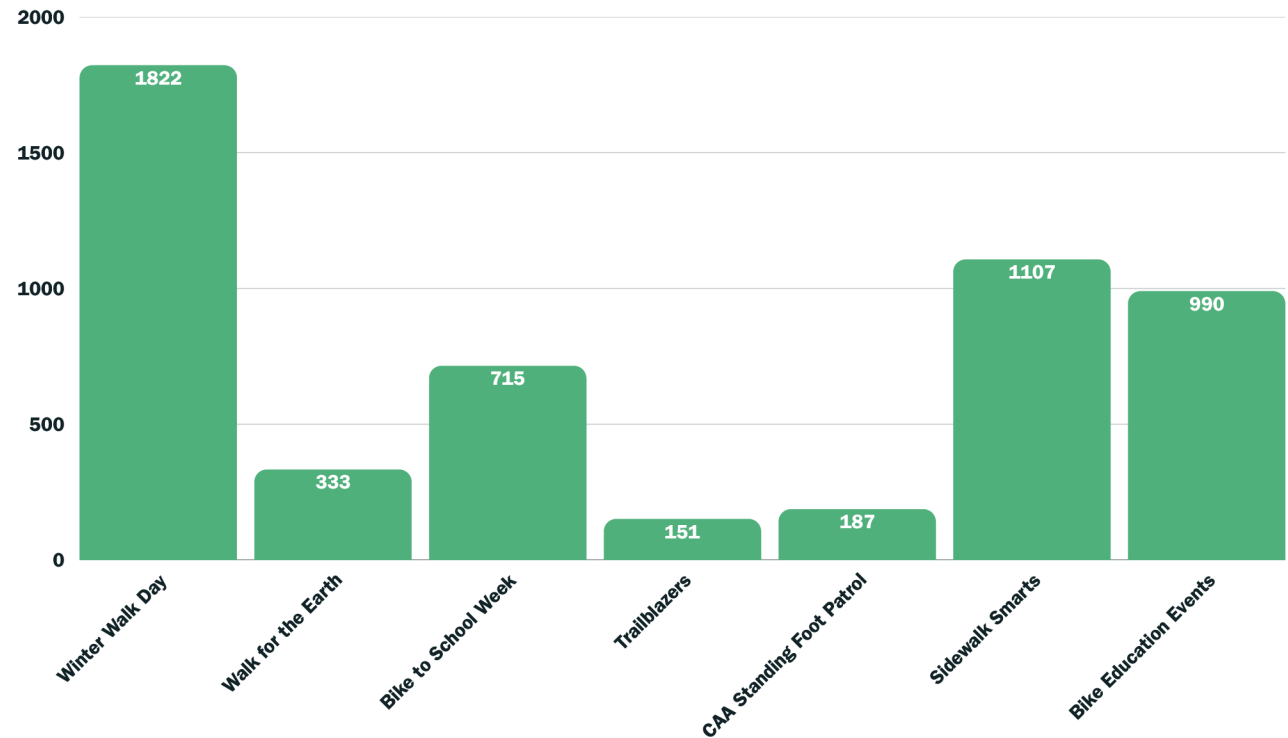


*Bike/Walk/Roll trips plus bus trips

Student Participation in Programs

Students participate in a variety of ways across the region, including by walking and rolling to school regularly, and by showing their enthusiasm for active travel through events and programs. Our first and biggest event of the year was **Winter Walk Day**, shared with **21,301 students** at **47 schools** this year and whose contest was entered by **1822** students. Those students walked a collective **140,192** kilometres that day!

Student Participants Per Program



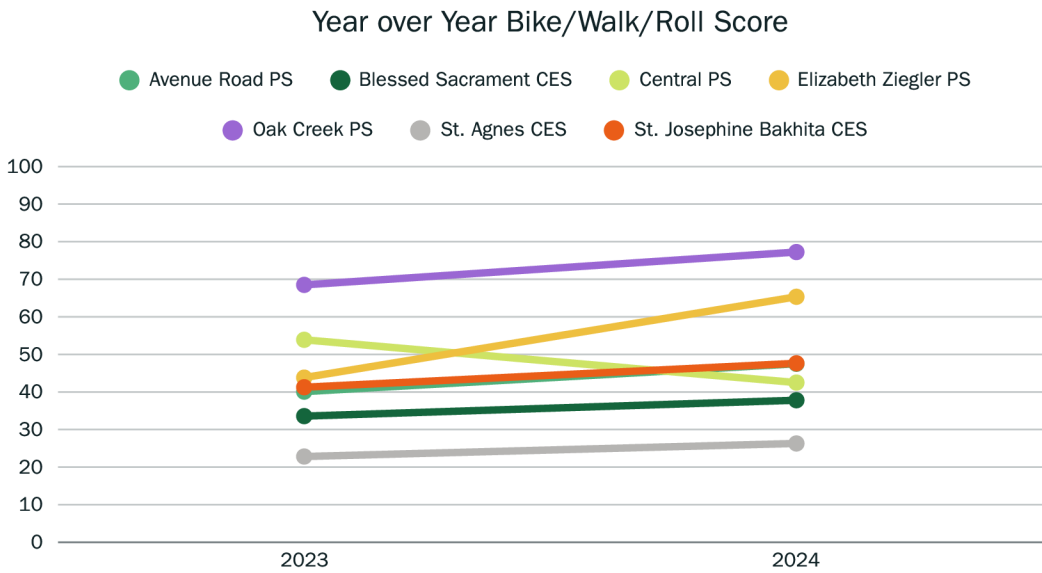
STSWR’s first Walk for the Earth event engaged **333** students who reported **665+ kilometers** walked on Earth Day. Bike to School Week was held on the last week of May, attracting a massive **715** registrants who pledged to ride **23,083 kilometers**.

Students also participate in educational programs to learn skills that help them use active travel or to act as safety patrollers. This year, we trained 151 Trailblazers who walked to

school daily, donning class 2 traffic vests to create a more visible school commute and to show their peers that they are there to help if needed. In addition, **187** CAA Foot Patrollers were trained to identify safe times to cross streets and parking lots. Finally, STSWR delivered Sidewalk Smarts pedestrian skills training to **1107** students in Grades 3 + 4, and bike safety education to **around 990** students at various school and regional bike education events.

Mode Shift

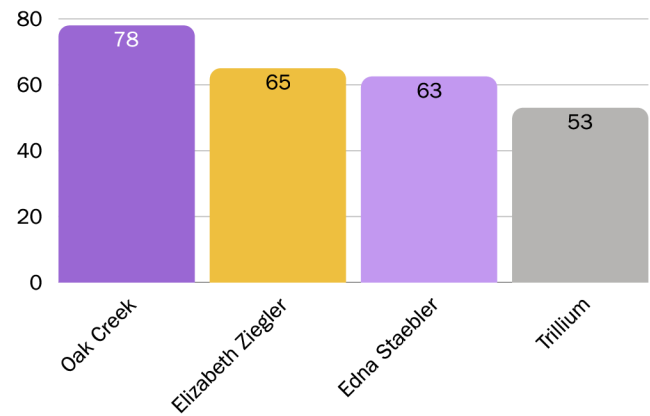
STSWR collects mode shift data at a couple dozen schools every October. Year over year Bike/Walk/Roll data is available at a handful of schools and hints at a tendency* for scores to improve at schools that introduce STP interventions. Schools for which both 2023 and 2024 data is available are shown below. Of these, Oak Creek, Elizabeth Ziegler, and St. Agnes introduced more STP interventions, achieving rankings of **Champion**, **Gold** and **Silver**; while the others were less involved with STP as indicated by their Bronze rankings.



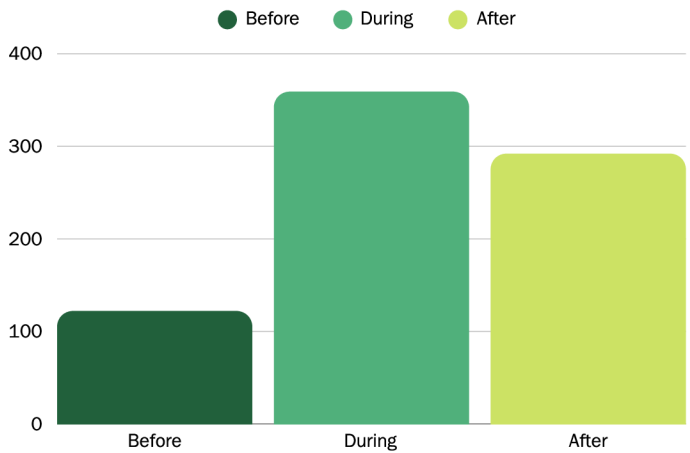
Most schools with comparative data show an increase in active travel over one year with School Travel Planning interventions. The outlier, Central P.S., may have been impacted by extreme environmental factors.

Four WRDSB schools led the way in active travel, earning **Champion**, **Gold**, and **Silver** STP rankings by putting diverse and effective action plans into practice. These schools soar above the 2024 regional average of 44%.

2024 Highest Percentage of Active School Travel



Bike Rack Counts,
Bike to School Week



Several participating schools counted the number of bikes in their storage racks 1 week before (n. 122), during (n. 359), and 1 week after (n. 292) Bike to School Week, demonstrating a significant rise in number of cyclists during the week and a residual effect of continued cycling even after the encouragement period was over.



Photo: Bike to school week encouraged students to ride to school, filling storage racks with hundreds of bikes.



Highlights

Walk for the Earth Event

Sustainable Encouragement

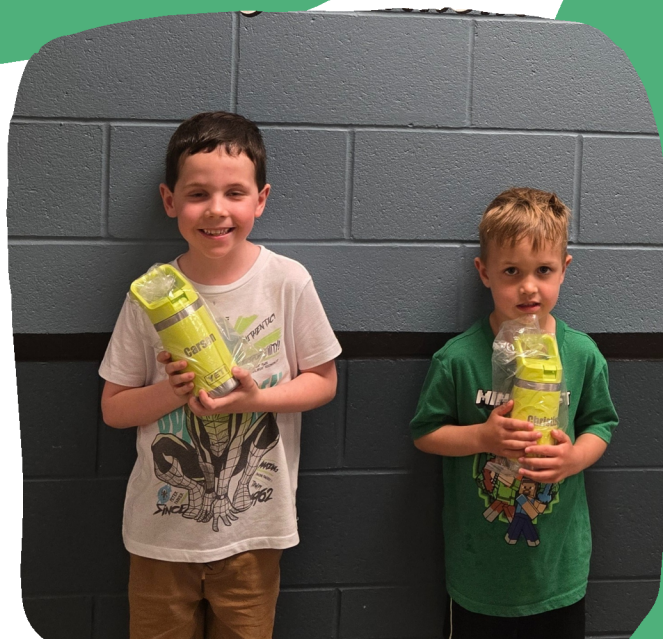


Photo: At John Sweeney C.E.S., TWO students each won a personalized, engraved water bottle—promoting both reusability and healthy hydration while enjoying the outdoors.

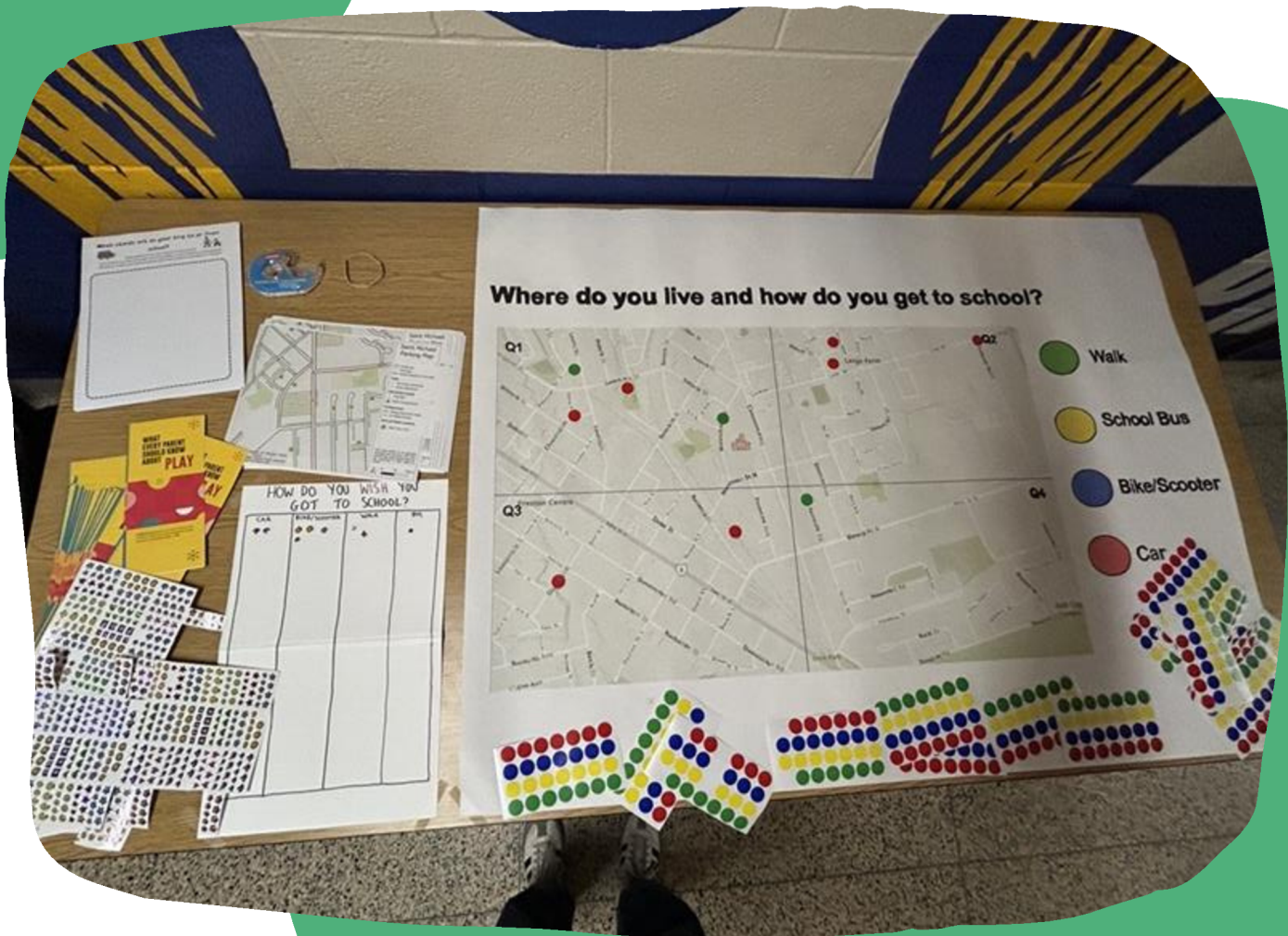
Walk for the Earth is a new encouragement event held on or near Earth Day in Waterloo Region, that invites families to celebrate sustainability through walking, wheeling, and exploring their community together. Walk for the Earth encourages participants to leave the car at home and discover how simple, active choices—like walking or cycling—can make a big difference for the planet and for personal health.

Walk for the Earth is promoted directly to families and in its inaugural year, 333 students participated, pledging to walk a collective 664.5 kilometres to school in a single day. With the chance to earn cool prizes, Walk for the Earth turns environmental education into an engaging family adventure—one step at a time toward a greener future.

St. Michael C.E.S.

Engaging Evaluation

At St. Michael C.E.S., students took part in an interactive planning and data collection evaluation activity designed to explore how they travel to school. Using coloured stickers, participants marked approximately where they lived and identified their usual mode of travel—green for walking, yellow for taking the school bus, blue for biking or scootering, and red for traveling by car. Afterwards, students shared how they wished they could get to school by adding their choices to a sticker tally sheet. Bike and Scooter was their top choice! This engaging exercise offered valuable insight into both current travel habits and students' transportation preferences, helping to guide future active school travel planning efforts.



Chicopee Hills

Engineering for Safety

New Multi Use Pathway at Chicopee Hills

Caregivers at Chicopee Hills PS worked through STP to advocate for a safer route along Fairway Road. What was once a narrow sidewalk beside 60 kph posted speeds is now a wider multi-use pathway with an additional painted buffer between traffic and 40 kph posted speeds. Families and children can now walk, bike (in both directions!), and roll more comfortably without fear of passing cars. This success saw a stressful route transform into a welcoming space that encourages active, sustainable travel and that is used by hundreds of students each day.

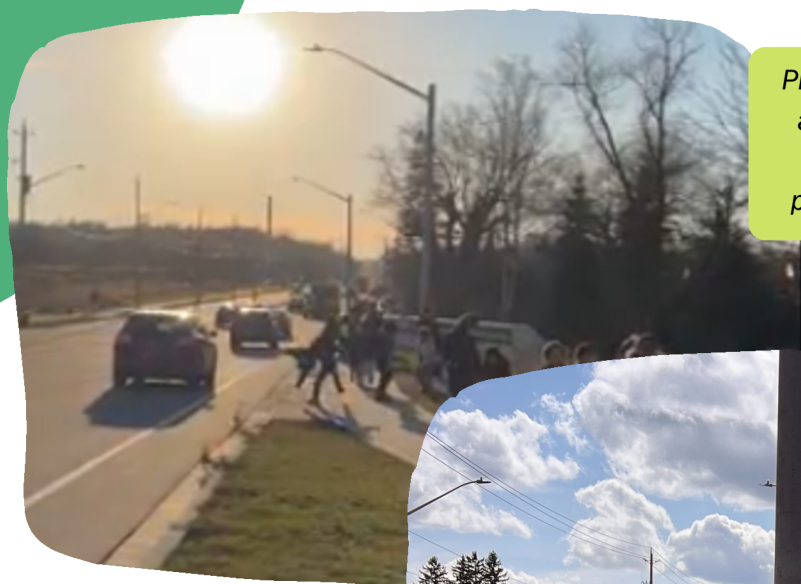


Photo: The old sidewalk required extra crossings and distance for cyclists, and at the bridge its narrowing and a misplaced light standard pushed pedestrians into the painted bike lane.



Photo: The new multi use pathway allows safe passage for crowds of pedestrians and cyclists in both directions.

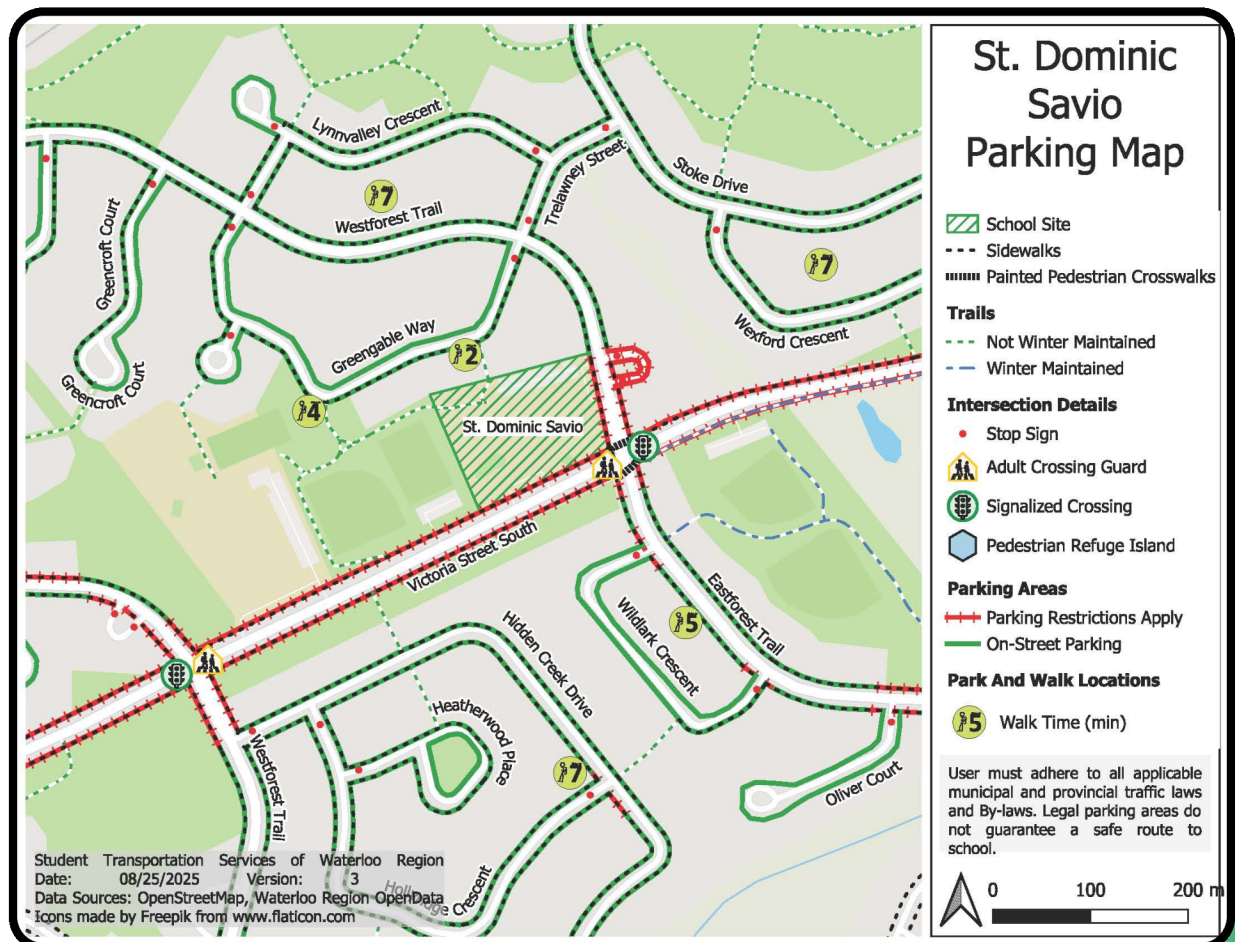
St. Dominic

Drive to 5 Encouragement

Repurposed Drop Off

St. Dominic's growing needs required repurposing a drop-off loop to provide sufficient space for specialized transport buses to safely load and unload students safely. STP led a series of close collaboration and consultation interactions between multiple stakeholders including school administration; City of Kitchener Transportation Planners; WCDSB Planners and Health and Safety Officers; and STSWR Transportation Planners.

To support families through the transition, the school promoted the use of the Drive-to-5 program as an alternative for drop-off. Subsequent site visits show a significant increase in "park and walk locations" reflecting high community uptake and improved site operations.



Reinforcement with Input

At Oak Creek's 2024–25 Spring Fair, an STP Planner hosted an expanded active travel booth designed to showcase the school's strong commitment to active school travel. The booth featured information about the STP action plan items Oak Creek has successfully completed and displayed key data collected at the school—including its impressive BikeWalkRoll score that indicates 77.7% of students walked or rolled to school (a regional high score!).

Activity/Initiative	Tasks	Person responsible	Proposed Dates	Resources or Cost	Notes/Implementation Status
Goal: Maintain strong ASL culture and encourage new families to choose ASL through education and community building initiatives					
Education					
School Council Presentation	Prepare presentation - Include interventions, proposed ideas - Green Scores	Ashley	Spring 2023 Winter 2025		Introduction to STP General updates, including Green Score
Kindergarten Magnets	Organize by school (JK) and distribute through interoffice mail or at the All Admin Assistant meeting	Leslie (ordering) STP staff (updating, packing and distributing)	Annual	STSWR - magnets	Delivery by first grade of school
Trailblazers	Invite school to register Send school registration form Schedule all registered schools Create/update curbside route maps Deliver program	School admin Ashley	2025-2026 2024-2025 2023-2024 2022-2023	STSWR costs - Kahoot subscription, vests	Step 2025: one grade 4 student has been a Trailblazer at Oak Creek since it's opening year
Sidewalk Smarts			Winter 2023 Winter 2025	STSWR - print materials	
Grand Opening - End of Year Celebration	Put together booth info handouts and activities Attend event and engage with parents about ASL and STP	Ashley	June 2023		Ashley participated in the organizing committee for this event starting in the New Year (2023). Also attended the Grand Opening ceremony during the school day
Encouragement					
Winter Walk Day	Promote and register school, students Plan celebrations or an event	School staff STP support	2023 2024 2025	STSWR cost - posters, huddles, foam hands School cost - additional materials	
Drive to 5 Maps	STSWR to update and draft a new Drive to 5 Map based on current conditions	STP Staff	Annual	STSWR hours	Oct 2025: Parent complaint that the map is inaccurate and there are new restrictions. Map is being reviewed.
Communications to Parents					
Spring Fair	Prepare participatory planning (like activities for the school community to participate in at the spring fair)	Ashley	May 2025	STSWR costs: printing Drive to 5 maps large boundary map	Jordan N. from Planning created the map that was displayed. STP handouts Large boundary map: choose a coloured sticker based on your mode of travel and add it to the map near your home Parents: How did you get to school when you were your child's age and how long did it take?
Bike to School Week	Register school, promote among school community and encourage students to register	School staff	2025 2024 2023	STSWR cost - posters	
Sidewalk Smarts follow on project	Create posters and videos highlighting key messages of the SWS program and educate peers	Chloe H. (Gr. 3 teacher)	Spring 2023	School cost - printing	Student work was displayed at the Grand Opening
Engineering					
Parking signage review	Ongoing due to neighbourhood being developed	Ashley Cork	2024	Cork if any	Tartan Ave.
Yield Signs	Student made slow down signs to display road side on school property		TBD		
Reinforcement					
Community Admin in parking lot and near street		School admin, staff	Annual		
Close lot with pylons		School admin, staff	Winter, spring 2025 community centres	School cost - pylons?	
Byline requests/therapy		School staff	Spring 2024		
Clear		School community centre staff	Spring 2024 Winter 2025		

[illegible]

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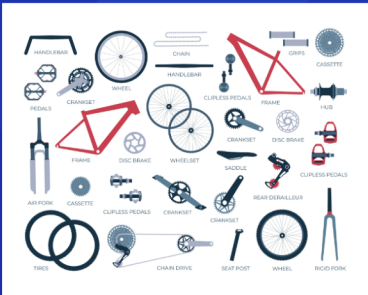
Wilson Avenue

School-wide Cycling Education

Interactive Engagement

Wilson Avenue hosted engaging cycling education sessions in their library for all students in Grades 1–6. All students learned about bike parts, proper helmet fitting, and the rules of the road through a fun, interactive Kahoot! quiz led by a School Travel Planner. Junior students (Grades 4–6) took their learning a step further by exploring the concept of Right of Way through a hands-on activity that brought real-world cycling scenarios to life.


What three things is your bike required by law to have?



II/horn, lights and rear brake

II, wheels and helmet

What is the one thing YOU are required to have?



extra tires

Water bottle holder

◆ Bike helmet

■ Bike basket

Kahoot! questions focused on the complexities, laws, and joy of cycling.

Systemic Actions

Our School Travel Planning team takes actions to advance active school travel-supportive laws, policies, and local practices. Here are some that we worked on in 2024-25.

STP Planner role expands

The STP Planner role was expanded from 10 months to full-year positions in order to support construction changes, new school builds, school personnel changes, and program improvements; all lending better continuity for school communities.

New Event - Walk for the Earth

Experiencing an active school commute can remind families how fun, healthy, and environmentally sustainable school travel can be. In its inaugural year, 333 students across the region participated in this new event.

Crossing Guard of the Year

The STP partnered with all cities and townships within the region and both WCDSB and WRDSB to honour its first Crossing Guard of the Year. Thirty-two (32) nominations were collected during Crossing Guard Appreciation Week in June, 2025 and the winner was Cathy M. in Wellesley.

Partner Events

STP participated in Waterloo Region Police Services' Bike Rodeo in April, 2025 and City of Kitchener's Bike Day in June 2025.

Cycling Education Review

Planning work has continued on development of a cycling education program that will target grades 5-6, with hopes that a pilot program can occur in fall, 2026.

Delegations

STP delegated to the Region of Waterloo and City of Kitchener, providing data and active school travel information to support Automated Speed Enforcement and Vision Zero.

School Safety Zones Public Survey

STSWR's STP team and the City of Hamilton co-led a province-wide survey, confirming earlier expert findings that current school-zone measures don't adequately curb risky behaviours. The results were shared with Active School Travel Canada in fall 2024.

Program Branding

STP introduced new branding to unify its programs and refreshed Sidewalk Smarts and Trailblazers with updated materials, skilled instructors, and a modern look.

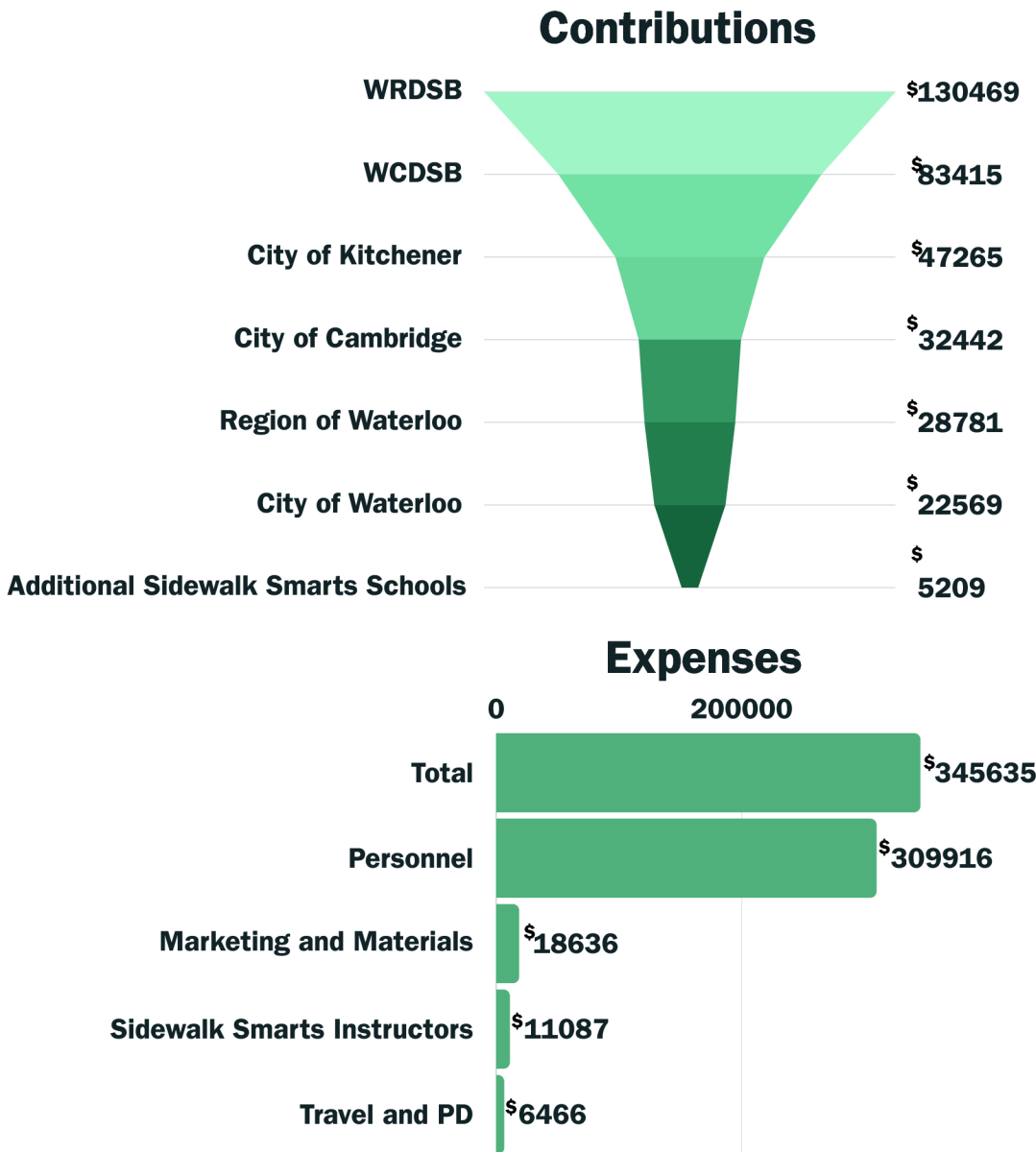
Input Provided

Input was sought from the STP team on the following projects: Wilfrid Laurier student project exploring paid Walking School Buses, Street Design Guidelines, GRT Business Plan (workshop), CoK Crossing Guard Appreciation Event, Ontario Traffic Committee School Zone Symposium, and Green Municipal Fund "Safe and Active School Routes" grant development.



Financials

Funding for STP work is collaboratively supplied by municipal and school board partners. From September 1, 2024 to August 31, 2025 the total amount contributed was \$344,941; partner inputs are depicted in the funnel graph below. The main expense for STP is personnel, which this year included an expansion to 12 month roles for the STP Planners. The STP team spends time engaging with school communities, developing ideas from those communities, creating programs and materials, conducting data collection, building data reports, planning and executing events, supporting communities through construction transitions, and making maps.



Next Steps

The 2025-26 year promises to be a richly productive year, with more engaged schools than ever before and greater opportunities to work with partners on the 5 E's of sustainable school travel. The STP team aims to:

Focus on proven tactics



Support replication of successful action-plan strategies from Champion/Gold/ Silver schools to others with similar needs. Provide tailored coaching to schools with lower active-travel rates to help them develop or refresh their action plans.

Expand map set



Complement Drive to 5 schemas by also providing maps that show families the best active travel routes to school including complete sidewalks, crossings, signals, bike lanes and other active travel infrastructure to help make active school travel an easier choice.

Improve safety education



Evaluate program impact and reach. Consider additions to the Sidewalk Smarts program, deeper engagement opportunities in the Trailblazer program and anti-idling materials for teacher use in the classroom.

Increase access to information



Support transition to a new STSWR website, ensuring strong connections and easy navigation for families looking for STP information.

Further Develop School Streets



The City of Waterloo and STSWR continue to participate within the “Aspiring Communities Stream” of the National School Streets Initiative, currently evaluating school contexts to see if and where this intervention could work. STP and City of Waterloo attended several training sessions in the 2024-25 school year and will use their new knowledge to evaluate and plan for a potential pilot project.

The Initiative is led by five core partners: Green Communities Canada, 8/80 Cities, Montreal Urban Ecology Centre, University of Montreal and Queens' University.



Reflections

The 2024–25 school year brought many reasons to celebrate — from our first-ever Walk for the Earth event, to a Crossing Guard of the Year award, to reaching a major milestone by supporting our 92nd school community. This achievement means we have now worked with more than half the schools across the WCDSB and WRDSB portfolios for the first time.

We are deeply grateful for our municipal partners, who continue to respond to school community needs with meaningful upgrades to streets, sidewalks, pathways, and crossings. Their efforts are making a tangible difference in how students travel — and how it feels for them to travel — to school throughout the region. We also extend our thanks to local enforcement officers for their ongoing attention to traffic conditions around schools, helping to manage congestion and support safer active travel for children.

Our STP, Sidewalk Smarts, and Trailblazer programs would not be possible without the unwavering support of the outstanding administrative teams and teachers at WCDSB and WRDSB schools — educators who also consistently show great patience during our brief but essential data collection visits. We are equally appreciative of the boards' planning and communications teams, whose collaboration has contributed significantly to creating school environments that foster active travel, both physically and culturally.

This work succeeds because our community comes together. Thank you all for a wonderful year and for helping us lay a strong foundation for continued active-travel growth in 2025–26. As we continue to deepen and strengthen our programs, we encourage any school community that could benefit from School Travel Planning support to reach out to us at stp@stswr.ca.

stp@stswr.ca
www.stswr.ca/walkzone



Appendix A

STP Method

Ontario Active School Travel provides a toolkit and procedure that STSWR uses to guide STP processes. According to their website:

“School Travel Planning is a community-based model for implementing active school travel that systematically addresses barriers to and incentives for walking to school. School Travel Planning strengthens local commitment to active school travel.

“School Travel Planning (STP) is a proven cost-effective way to get more kids walking and wheeling to school. When effectively coordinated and implemented, it results in positive travel behaviour changes with health, safety, environmental, and economic benefits.

“Through STP, school and community stakeholders collaborate to create and implement school-level action plans that use all of the 5 areas to:

- address ongoing transportation and traffic safety problems
- increase the number of students using active and sustainable modes for all or part of the journey to school.[1]”

The 5 areas include:

1. **Education** - teaching students and community members about active transportation options and ensuring they have the skills to be safe near traffic
2. **Encouragement** - using events, activities, support systems, and incentives to promote AST
3. **Engineering** – working with partners to make improvements to the built environment on and off school property to increase safety; “the majority of the studies finding null effects on AST only focused on non-infrastructure strategies through either educational (Ducheyne et al, 2014; McMinn et al., 2012) or encouragement tactics (Bungum et al., 2014; Sayers et al., 2012; Hunter et al., 2015) without addressing environmental barriers.[2]”
4. **Reinforcement** – partnering with police and bylaw officers on traffic and crime concerns in the neighborhoods around schools and along school routes, encouraging administrators to supervise traffic on school property, and encouraging parents/guardians to abide by traffic laws while reinforcing better drop-off behaviours
5. **Evaluation** – bringing attention to the mode split and assessing the effectiveness of the interventions

[1] <https://ontarioactiveschooltravel.ca/school-travel-planning/> extracted October 28, 2020.

[2] Mammen, George. *School Travel Planning in Canada: A Holistic Examination of Program Impact on Active School Travel*. University of Toronto, Graduate Department of Exercise Sciences. 2016; pp. 31.

Appendix B

STP School Rankings

Rank	School	Municipality	Board
Champion	Chicopee Hills	Kitchener	WRDSB
Champion	Groh	Kitchener	WRDSB
Champion	Oak Creek	Kitchener	WRDSB
Champion	Sandhills	Kitchener	WRDSB
Champion	Wilson Avenue	Kitchener	WRDSB
Champion	Edna Staebler	Waterloo	WRDSB
Gold	St. Peter	Cambridge	WCDSB
Gold	Brigadoon	Kitchener	WRDSB
Gold	Cedar Creek	North Dumfries	WRDSB
Gold	Elizabeth Ziegler	Waterloo	WRDSB
Gold	Vista Hills	Waterloo	WRDSB
Silver	Blair Road	Cambridge	WRDSB
Silver	Our Lady of Fatima	Cambridge	WCDSB
Silver	St. Michael	Cambridge	WCDSB
Silver	Cameron Heights Cl	Kitchener	WRDSB
Silver	Howard Robertson	Kitchener	WRDSB
Silver	St. Mark	Kitchener	WCDSB
Silver	Trillium	Kitchener	WRDSB
Silver	Resurrection CSS	Waterloo	WCDSB
Silver	St. Agnes	Waterloo	WCDSB
Silver	St. Boniface	Woolwich	WCDSB
Bronze	Avenue Road	Cambridge	WRDSB
Bronze	Central	Cambridge	WRDSB
Bronze	Clemens Mill	Cambridge	WRDSB
Bronze	Hespeler	Cambridge	WRDSB
Bronze	Hillcrest	Cambridge	WRDSB

SCHOOL TRAVEL PLANNING ANNUAL REPORT 2024-25

Rank	School	Municipality	Board
Bronze	Holy Spirit	Cambridge	WCDSB
Bronze	Jacob Hespeler SS	Cambridge	WRDSB
Bronze	Moffat Creek	Cambridge	WRDSB
Bronze	Preston	Cambridge	WRDSB
Bronze	Saginaw	Cambridge	WRDSB
Bronze	St. Augustine	Cambridge	WCDSB
Bronze	St. Benedict	Cambridge	WCDSB
Bronze	Blessed Sacrament	Kitchener	WCDSB
Bronze	Bridgeport	Kitchener	WRDSB
Bronze	Courtland	Kitchener	WRDSB
Bronze	Forest Hill	Kitchener	WRDSB
Bronze	Franklin	Kitchener	WRDSB
Bronze	Holy Trinity	Kitchener	WCDSB
Bronze	J.W. Gerth	Kitchener	WRDSB
Bronze	Janet Metcalfe	Kitchener	WRDSB
Bronze	John Sweeney	Kitchener	WCDSB
Bronze	King Edward	Kitchener	WRDSB
Bronze	Lackner Woods	Kitchener	WRDSB
Bronze	Pioneer Park	Kitchener	WRDSB
Bronze	Saint John Paul II	Kitchener	WCDSB
Bronze	Southridge	Kitchener	WRDSB
Bronze	St. Anne (K)	Kitchener	WCDSB
Bronze	St. Daniel	Kitchener	WCDSB
Bronze	St. John	Kitchener	WCDSB
Bronze	St. Josephine	Kitchener	WCDSB
Bronze	St. Patrick	Kitchener	WCDSB
Bronze	St. Timothy	Kitchener	WCDSB
Bronze	Suddaby	Kitchener	WRDSB
Bronze	St. Brigid	North Dumfries	WCDSB
Bronze	Abraham Erb	Waterloo	WRDSB
Bronze	Laurelwood	Waterloo	WRDSB
Bronze	Lincoln Heights	Waterloo	WRDSB
Bronze	MacGregor	Waterloo	WRDSB

SCHOOL TRAVEL PLANNING ANNUAL REPORT 2024-25

Rank	School	Municipality	Board
Bronze	Mary Johnston	Waterloo	WRDSB
Bronze	Our Lady of Lourdes	Waterloo	WCDSB
Bronze	St. Luke	Waterloo	WCDSB
Bronze	St. Matthew	Waterloo	WCDSB
Bronze	St. Nicholas	Waterloo	WCDSB
Bronze	Waterloo Collegiate Inst.	Waterloo	WRDSB
Bronze	Riverside	Woolwich	WRDSB
Explorer	Coronation	Cambridge	WRDSB
Explorer	Elgin St.	Cambridge	WRDSB
Explorer	Galt Collegiate	Cambridge	WRDSB
Explorer	Manchester	Cambridge	WRDSB
Explorer	Silverheights	Cambridge	WRDSB
Explorer	St. Anne (C)	Cambridge	WCDSB
Explorer	St. Elizabeth	Cambridge	WCDSB
Explorer	St. Margaret of Scotland	Cambridge	WCDSB
Explorer	St. Vincent de Paul	Cambridge	WCDSB
Explorer	Hillside	Kitchener	WRDSB
Explorer	Huron Heights	Kitchener	WRDSB
Explorer	J.F. Carmichael	Kitchener	WRDSB
Explorer	Jean Steckle	Kitchener	WRDSB
Explorer	Mackenzie King	Kitchener	WRDSB
Explorer	Monsignor Haller	Kitchener	WCDSB
Explorer	Shepphard	Kitchener	WRDSB
Explorer	Smithson	Kitchener	WRDSB
Explorer	St. Dominic Savio	Kitchener	WCDSB
Explorer	St. Teresa Kitchener	Kitchener	WCDSB
Explorer	Williamsburg	Kitchener	WRDSB
Explorer	Willow River	Kitchener	WRDSB
Explorer	Lexington	Waterloo	WRDSB
Explorer	Millen Woods	Waterloo	WRDSB
Explorer	Winston Churchill	Waterloo	WRDSB
Explorer	Grandview	Wilmot	WRDSB
Explorer	John Mahood	Woolwich	WRDSB

Appendix C

Program Descriptions

The following programs work in various ways to address barriers to active travel:

Active Transportation Celebration Events – Celebrates students who use active travel and encourages their peers to find ways to experience the active commute, sometimes for the first time. Individual school events can occur throughout the year.

Bike Bus – An organized system of getting children to school on bikes under the supervision of qualified adult volunteers.

Bike to School Week – Celebrates active modes of transportation like cycling and wheeling across Ontario. In Waterloo region, municipal partners provide incentives to join a region-wide celebration.

BikeWalkRoll – Allows schools to discover their modal split so they know how many children are walking, cycling, rolling (includes scootering and mobility devices), riding city transit, riding school buses, or being driven to school. This information is particularly useful in the action planning stage of school travel planning.

CAA Standing Foot Patrol – Trains student leaders to monitor school crossings by ensuring students cross roads near their school in a safe and responsible manner. Unlike Adult Crossing Guards, Patrollers do not stop or direct traffic. This program is provided by CAA through STSWR in partnership with Waterloo Region Police Services, and the cities of Cambridge, Kitchener, and Waterloo.

Community Road Model - Asks all road users to pledge to obey traffic laws, use active transportation more often, and to be courteous road users. Students take the pledge in class and a take-home discussion primer helps students encourage their parents or guardians to take the pledge, drive more safely, and place decals in vehicle windows.

Drive-to-5 Maps – Identifies safe and legal street parking a short distance away from the school to disperse congestion and leave school access points safer for children on foot. This program is a steppingstone towards active travel for hesitant parents.

Kindergarten Package – Introduces parents to the expectation that our smallest children can walk to the bus stop or to school, and helps parents teach their children about walking and road safety. Can include milestone magnets outlining coaching how-to's and Kindergarten orientation flyers and presentation slides.

Parking Restriction Request Support – Helps schools build a case to advocate for changes to parking restrictions when and where necessary.

Program Descriptions

Continued...

Sidewalk Smarts – Introduces grades 3 and 4 students to complex pedestrian skills. Students learn in-class and then practice skills curbside to get real life experience on familiar streets. Students take home a checklist that parents can use to gauge their child(ren)'s readiness to actively travel independently.

Trailblazers – Trains student walking experts who walk preferred routes to school wearing class II safety vests. This program provides greater visibility of active school commuters, provides a greater level of pedestrian skill knowledge on school routes, and helps to highlight preferred routes to other students.

Walking School Bus - An organized system of getting children to school on foot under the supervision of qualified adult volunteers.

Winter Walk Day – a Region-wide event held on the first Wednesday of February to celebrate those who walk in all weather and to encourage those who don't to try it.





Report to Board

November 24, 2025

Subject: 2025/2026 Board Committee Membership

Recommendation

That the Waterloo Region District School Board approve the 2025/2026 Board Committee Membership selections as outlined in Appendix A titled “2025/2026 - Board Committee Membership” dated November 24, 2025.

Status

On November 19, 2025, the Chair, Vice-Chair and Past Chair, along with the Manager of Corporate Services, met to review the responses to the Trustee Committee Preference Survey and provide the recommendations as attached (Appendix A). Most trustees have been selected for the committee they indicated as their first choice.

Continuing Committee Membership

4 Year Memberships:

- Special Education Advisory Committee (SEAC) - S. Estoesta, J. Meissner, C. Johnson (Alt)
- Audit Committee - S. Piatkowski, M. Waseem, K. Woodcock

2 Year Memberships:

- Business Services Standing Committee (BSSC) - B. Cody, S. Piatkowski, M. Ramsay, J. Weston
- Policy & Governance Standing Committee (PGSC) - S. Estoesta, J. Meissner, J. Weston, K. Woodcock
- Student Achievement & Well-Being Standing Committee (SAWBSC) - C. Johnson, S. Piatkowski, M. Waseem, C. Watson
- Director's Performance Appraisal (DPA) - K. Woodcock, M. Ramsay
- Equity & Inclusion Advisory Group (EIAG) - S. Estoesta, J. Meissner
- Mental Health & Addiction Strategy Working Group - S. Estoesta

Ad Hoc Committees:

- Consultation - C. Johnson, S. Piatkowski, M. Waseem, C. Watson, J. Weston

- Board Committee Structure - B. Cody, J. Meissner, S. Piatkowski, M. Radlein, J. Weston
- School Naming - S.E. Cambridge - B. Cody, C. Johnson

Committee Membership Based on Position

At the November 17, 2025, Organizational Meeting, Trustee M. Radlein was acclaimed as Board Chair and Trustee M. Waseem was acclaimed as Board Vice-Chair. As a result, Trustee J. Weston will serve at Past Chair. The following committee membership is based on Trustee position:

- Waterloo Education Foundation Inc (WEFI) - Chair & Vice-Chair
- Agenda Development Committee (ADC) - Chair, Vice-Chair, PGSC Chair, BSSC Chair, SAWBSC Chair
- Director's Performance Appraisal (DPA) Committee (In Camera) - Chair, Vice-Chair, Past Chair
- Committee Selection - Chair, Vice-Chair, Past Chair
- Past Directors' Bursary - Chair, Vice-Chair, Past Chair
- Business Services Standing Committee (BSSC) - Chair
- Policy & Governance Standing Committee (PGSC) - Chair
- Student Achievement & Well-Being Standing Committee (SAWBSC) - Chair

Background

On November 17, 2025, trustees received a link to the Trustee Committee Preference 2026 Survey and were asked to submit their committee preferences to the Manager of Corporate Services by November 19, 2024. The survey requested trustees rank their committee choices in order of preference.

Financial implications

There are no known financial implications.

Communications

The new committee membership structure will be posted on the website and communicated to staff responsible for these committees by the Manager of Corporate Services.

Prepared by: S. Reidel, Manager of Corporate Services for the Committee Selection Committee in consultation with Leadership Council

Appendix A

2025/2026 - Board Committee Membership

The following membership will be for a one-year term.

Discipline Committee

- B. Cody (Tuesday)
- S. Estoesta (Monday)
- C. Johnson (Monday & Tuesday)
- S. Piatkowski (Monday & Tuesday)
- M. Radlein (Tuesday)
- M. Ramsay (Monday & Tuesday)
- C. Watson (Monday)
- J. Weston (Monday & Tuesday)
- K. Woodcock (Monday - Alternate)

Parent Involvement Committee (PIC)

- J. Weston
- M. Radlein (Alternate)

Supervised Alternative Learning (SAL)

- S. Estoesta
- C. Johnson
- J. Meissner
- M. Radlein
- J. Weston

Student Trustee Mentors - effective August 1, 2026

- C. Johnson
- S. Estoesta

School Year Calendar

- K. Woodcock

Parent Reaching Out (PRO) Grant Evaluations

- J. Meissner

Internet Content Filtering

- C. Watson

Tim Walker Memorial Award Committee

- J. Meissner



October 30, 2025

The Honourable Doug Ford, Premier of Ontario
 Legislative Building
 Queen's Park
 Toronto ON M7A 1A1

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

The Honourable Prabmeet Singh Sarkaria, Minister of Transportation
 Ministry of Transportation
 5th Floor
 777 Bay St.
 Toronto, ON M7A 1Z8

Dear Honourable Premier and Ministers,

On behalf of Waterloo Region District School Board (WRDSB), I am writing to share the Board's opposition to the end of automated speed enforcement in school zones. At its meeting on October 27, 2025, the Board of Trustees approved a motion to write a letter in opposition to legislation that will ban the use of municipal automated speed enforcement cameras across the province.

School boards are responsible for the safety and well-being of students and employees. Speeding in school zones poses a significant danger to those staff and students, as well as parents, families and caregivers.

According to the article "[Automated speed enforcement significantly reduces speeding in Toronto school zones](#)" by The Hospital for Sick Children (SickKids), a new study led by researchers at SickKids and Toronto Metropolitan University (TMU) has found that automated speed enforcement (ASE) cameras reduced the number of speeding vehicles by 45 per cent in urban school zones. As highlighted in the article:

- The maximum speed travelled by 85 per cent of vehicles fell by 10.7 km/h
- The research supports ASE as a key component of urban road safety strategies, especially in school zones where child pedestrian injuries are most concentrated.


Waterloo Region District School Board

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

The WRDSB is asking that automated speed enforcement continue to be allowed in school zones so municipalities in Waterloo Region and throughout the province can continue to utilize as many strategies as possible to keep students safe.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Maedith Radlein'.

Maedith Radlein
 Chair, Board of Trustees
 Waterloo Region District School Board

cc: WRDSB Trustees
 Local Members of Provincial Parliament
 Local regional, municipal and township councils
 Waterloo Catholic District School Board
 Conseil Scolaire Viamonde
 Conseil Scolaire Catholique MonAvenir
 Ontario Public School Boards' Association
 Ontario public school boards

Oct. 1, 2025

VIA EMAIL: MinisterMCCSS@ontario.ca

The Honourable Michael Parsa
 Minister of Children, Community and Social Services
 7th Floor
 438 University Avenue
 Toronto, ON M5G 2K8

Dear Minister Parsa:

On behalf of the Simcoe County District School Board (SCDSB) Board of Trustees, I would like to thank you for your response to our previous letter. We appreciate the clarity you have provided with respect to the School Nutrition Program (SNP) funding structure so we may direct our continued advocacy accordingly. The Ministry of Education has emphasized their commitment to ensuring school boards are equipping students with the tools they need to succeed and utilizing funds to directly benefit students. We are confident that our advocacy for the equitable distribution of SNP funds aligns with these objectives, and we are in full support of this commitment.

Simcoe County continues to experience significant growth in population which has resulted in new schools and increased student enrolment at the SCDSB. With this growth, comes the need for increased funding to support school nutrition programs. Although we recognize that the School Nutrition Program is delivered through a Lead Agency model, we feel it is vitally important to bring to your attention the shortfalls with the current program guidelines and funding structure. Specifically, the present structure does not account for the addition of new schools in the district. Therefore, in order for new schools to receive SNP funding, all other schools in the district see their allocation reduced. This reduced allocation comes at a time when schools are already struggling to meet demand due to rising food costs, inflation, and increased student needs.

We respectfully request that the Ministry of Children, Community and Social Services review the challenges we have identified. We encourage the Ministry to consider a mandate that would ensure Lead Agencies are working with an inclusive funding model that allows for the equitable distribution of SNP funds and is responsive to growth boards, such as the SCDSB.

As a Board of Trustees, we are encouraged to hear about the National School Food Program and the coordination occurring between the Federal and Provincial governments to enhance student access to nutritious food. We are hopeful that the investment by the Federal government over three years will alleviate some of the pressures schools are facing and support the SNP to ensure all schools in the province receive adequate funding. Although this is a positive step forward, the investment of \$108.5 million federally will not meet the current national demands. We also must emphasize that the needs are urgent and cannot wait for a three-year rollout. While we recognize the value of a multi-year investment, these are daily challenges that require immediate attention. Students deserve reliable access to nutritious food today and every day, not years from now.

Thank you for your attention to this important matter. We believe that investing in food and nutrition programs in Ontario schools is directly aligned with our shared goal of ensuring students have the conditions to succeed. We look forward to your positive response and continued support.

Sincerely,



Dana Powell, Chairperson
Simcoe County District School Board

- c. Hon. Doug Ford, Premier of Ontario
- Hon. Doug Downey, MPP, Barrie-Springwater-Oro-Medonte
- Hon. Andrea Khanjin, MPP, Barrie-Innisfil
- Hon. Caroline Mulroney, MPP, York-Simcoe
- Brian Saunderson, MPP, Simcoe-Grey
- Ontario Public School Boards' Association
- School Board Chairs
- Board of Trustees, SCDSB
- Dawn Stephens, Director of Education, SCDSB
- Dean Maltby, Associate Director, SCDSB
- Jennifer Newby, Superintendent of Education, SCDSB

Oct. 1, 2025

VIA EMAIL: kellie.walden@ptbocfc.ca

Kellie Walden
 Director Services
 Peterborough Child & Family Centres
 201 Antrim Street
 Peterborough, ON K9H 3G5

Dear Kellie Walden:

The Simcoe County District School Board (SCDSB) Board of Trustees is committed to ensuring that all students have the conditions to learn, grow and succeed. This includes advocating for students to have regular access to nutritious food.

In response to a letter from the Board of Trustees to the Ministry of Children, Community and Social Services (MCCSS), we received clarification from the MCCSS regarding the funding structure for School Nutrition Programs (SNP). We understand that the SNP is delivered through a Lead Agency model and that lead agencies are responsible for making decisions to support local SNPs.

With this new understanding, we wish to bring to your attention the needs we have identified at the SCDSB with respect to SNP funding. As a Board of Trustees, it is our hope that consideration will be given to a review of the current funding allocation structure in our region.

Although we appreciate the funding we receive, the present funding structure for our region does not account for the addition of new schools in a district. This is especially relevant to the SCDSB as we are a board that continues to see significant growth. By 2027, it is anticipated that we will open an additional six schools. As the lead agency, we urge you to reconsider the site selection decision to ensure the equitable distribution of funds to all schools in the region. We recognize that a change in practice would impact the allocation amount existing schools are currently receiving; however, we fundamentally believe that no school should go without. Without the much-needed support from the Peterborough Child & Family Centres, new schools are looking to fundraising efforts and donations to raise funds for their food programs. Furthermore, without the SNP funding, Eat Well to Excel cannot provide support.

We believe that all students deserve regular access to healthy food in order to learn, grow, and succeed. By considering these important changes, we can ensure that our schools in our region are equipped with the resources they need to support students in reaching their full potential.

Thank you for your consideration.

Sincerely,



Dana Powell, Chairperson

Simcoe County District School Board

- c. Hon. Doug Ford, Premier of Ontario
- Hon. Doug Downey, MPP, Barrie-Springwater-Oro-Medonte
- Hon. Andrea Khanjin, MPP, Barrie-Innisfil
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