



December 15, 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 December 15, 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 - Parent Involvement Committee Meeting of September 25, 2025

Approve Minutes - Special Education Advisory Committee Meeting of November 12, 2025

Receive Minutes - Board Meeting of November 24, 2025

Approve Minutes - Business Services Standing Committee of December 8, 2025

Receipt/Approval of Monthly Reports:

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30 Staffing Information – Appointments

B. Lemon

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2024-2025 EQAO Results

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

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Other Business

Question Period (10 minutes)

Future Agenda Items

Adjournment



Report to Board

December 15, 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 December 15, 2025

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Janet	Martin	Teacher, Floradale PS	January 31, 2026	31
Suzanne	McQuain	Teacher, Centennial (C) PS	December 31, 2025	21
Paul	Totzke	Teacher, Spec Ed Itinerant	December 31, 2025	28

Retirements: Administrative & Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Shelly	Biggs	Educational Assistant, Saginaw PS	January 2, 2026	24
Raffina	Knechtel	Educational Assistant, Forest Glen PS	January 30, 2026	20
Anita	Smith	Educational Assistant, NA MacEachern PS	January 5, 2026	26

Staffing Statistics –

Resignations Current at December 15, 2025

Permanent Staff Resignations				
First	Last	Position/Location	Resignation Date	
Margaret	Brush	Early Childhood Educator, Sandhills PS	January 2, 2026	
Chelsey	Harris	Library Clerk, Stewart Avenue PS	November 25, 2025	
Colleen	McGray	Speech Pathologist, Spec Ed	January 2, 2026	
Greg	Mitchell	Child & Youth Worker, Glencairn PS	January 2, 2026	
Lauren	Weber	Early Childhood Educator, Vista Hills PS	November 17, 2025	



Report to Board

December 15, 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 December 15, 2025

New Appointments: Elementary Teaching Staff			
First	Last	Location	Effective Date
Krystyna	Maresch	Empire PS	December 1, 2025

New Appointments: Administrative and Support Staff			
First	Last	Position / Location	Effective Date
Navya	Bathula	Library Clerk, JW Gerth PS	December 15, 2025
Kylee	Wood	Library Clerk, Floradale PS	December 15, 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

December 15, 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 December 8, 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

December 8, 2025

A. New Southeast Cambridge Joint Use Elementary School Boundary Review (BSSC Folio 01)

That the Business Services Standing Committee recommend approval of the elementary school boundaries and related recommendations developed by the Boundary Review Steering Committee, consistent with Scenario 2 described within Appendix A (Final Report - New Southeast Cambridge Elementary School Boundary Review);

And that an exception to Board Policy 4009 - Student Transportation be made for the new Southeast Cambridge Elementary School, amending transportation eligibility for students in Grades 1-3 to 0.8km.

B. West Cambridge Abridged Boundary Review (BSSC Folio 35)

That the Business Services Standing Committee recommend approval of the elementary school boundaries consistent with the boundary map shown in Appendix B (Proposed Blair Road and Highland Public School Boundaries).

That the Business Services Standing Committee recommend approval of an exception allowing current Junior Kindergarten to Grade 5 students living in the affected area (the “Blair Pocket”) and attending Blair Road Public School as of June 30, 2026, to remain at Blair Road Public School with transportation until June 30, 2033.



Report to Board

December 15, 2025

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

Recommendation

This report is for information to the Board and provides Trustees with a year-end update on staff's implementation of the Board Improvement and Equity Plan for the 2024-2025 school year ending August 31, 2025 (see Appendix A).

Status

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

Since the 2022-2023 school year, the WRDSB Board Improvement and Equity Plan focussed on 4 areas:

- Achievement
- Sovereignty, Human Rights and Equity
- Mental Health, Well-Being and Engagement
- Pathways and Transitions

Within each area the desired results, key indicators and strategies were identified, along with examples of the actions being taken by staff to improve outcomes as measured by the key indicators.

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

Given that the WRDSB Strategic Plan was launched in 2022-2023, results in this year's Board Improvement and Equity Plan represent the third year of measurement compared

to the baseline indicator data established in 2022-2023. The indicator data from the 2022-2023 Board Improvement and Equity Plan provides a foundation for setting goals and benchmarks for improvement in the coming years. The 2024-25 plan is also integrated with the requirements related to the monitoring of indicators from the Ministry of Education's mandated Student Achievement Plan. The data collected for our 2024-2025 Board Improvement and Equity Plan provides us with valuable learning and evidence upon which to focus and refine the strategies and actions we use to support students, staff, parents, families and community in the years to come.

Highlights of key achievements and outcomes included in the 2024-2025 Board Improvement Plan included:

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

Background

During the 2021-2022 school year the WRDSB engaged in a collaborative strategic planning process with the goal of creating a multi-year strategic plan that articulated the Vision, Mission, Strategic Directions and Learner Profiles of WRDSB Students. The strategic planning process, led by the Board of Trustees and supported by staff, prioritized student and community voice. Through a variety of engagement efforts, it was the student, community and staff voice that became the foundation for the WRDSB Strategic Plan and on June 27, 2021 the plan was approved by the Board of Trustees.

The WRDSB Board Improvement and Equity Plan aligns with the direction from the Ministry Of Education from fall 2022 and continues to be the process we use to measure our progress in achieving the Strategic Directions. During the school year staff presented updates to Trustees by sharing the actions that were taken and the impact these actions had on student achievement, well being, connection and belonging.

Financial implications

On June 12, 2024 the WRDSB Board of Trustees approved the 2024-2025 School Year Budget. The final financial results of the WRDSB's operations for the 2024-2025 school year was presented to the Board's Business Services Standing Committee on

November 19, 2025, as part of the presentation of the WRDSB's audited financial statements.

Communications

The Communication Department will continue its commitment to ensuring that the Strategic Plan and the Board Improvement and Equity Plan have a prominent and dynamic presence as part of WRDSB communication efforts.

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

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

Board Improvement and Equity Plan - 2024-2025 - Year End Report

The [WRDSB Strategic Plan](#) guides the directions and priorities of the WRDSB as a learning organization. The Board Improvement and Equity Plan (BIEP) supports the implementation and achievement of the WRDSB strategic directions in the 2024-2025 school year. The WRDSB BIEP is integrated with the requirements of the Ministry mandated [Student Achievement Plan \(SAP\)](#). Indicator data for the SAP (with the exception of EQAO results) are provided by the Ministry of Education and represent data from up to the 2023-24 school year. SAP indicators are marked with an asterisk (*) and links to publicly available data for these indicators are included throughout the report.

The following table shows the four areas of the BIEP and the overarching Results Statements describing the overall outcomes we desire for every WRDSB student and staff member.

BIEP Results Areas

 ACHIEVEMENT	Every student will succeed academically.
 SOVEREIGNTY, HUMAN RIGHTS & EQUITY	Every student and staff member has equitable opportunities in an environment free from discrimination.
 MENTAL HEALTH, WELL-BEING & ENGAGEMENT	Every student and staff member will learn and work in environments that engage them and support their mental health and well-being.
 PATHWAYS AND TRANSITIONS	Every student is prepared for the next step in their elementary and secondary education and their postsecondary pathway.

The Board Improvement and Equity Plan outlines the desired results, key indicators, strategies and examples of the actions being taken by staff to improve outcomes as measured by the key indicators. The following are the definitions of the different components of the Board Improvement and Equity Plan:

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

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

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

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

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

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

In the 2024/2025 plan, WRDSB staff identified 91 distinct actions to support the implementation of the strategies across all of the result areas of the BIEP. Our year end progress monitoring found that **WRDSB staff implemented 89 of the 91 (98%) of the identified actions**. Throughout this report, you will see examples of the performance measurement related to some of key actions in each result area.



ACHIEVEMENT

Result: Every student will succeed academically

Indicators			Strategies & Status		Actions																
% of students who are reading at grade level by the end of Grade 2			Implement the Structured Literacy Multi-Year Plan		<ul style="list-style-type: none"> Monitor the implementation of the early reading screener, ensuring all students in Kindergarten to Grade 2 are screened. Provide professional learning for administrators and staff with a focus on structured literacy. Place Early Reading Resource Teachers in all elementary schools to support the development of early reading skills. Deliver professional learning for educators on implementing reading intervention programs (i.e., Lexia, Empower, Corrective Reading and Rewards). Continue to implement the Structured Literacy Multi-Year Plan. 																
<table border="1"> <thead> <tr> <th></th> <th>2022-23*</th> <th>2023-24</th> <th>2024-25</th> </tr> </thead> <tbody> <tr> <td>76% (N=4,560)</td><td>69% (N=4,489)</td><td>69% (N=4,407)</td></tr> </tbody> </table>				2022-23*	2023-24	2024-25	76% (N=4,560)	69% (N=4,489)	69% (N=4,407)	Build administrator and educator capacity											
	2022-23*	2023-24	2024-25																		
76% (N=4,560)	69% (N=4,489)	69% (N=4,407)																			
<table border="1"> <thead> <tr> <th></th> <th>2022-23</th> <th>2023-24</th> <th>2024-25</th> </tr> </thead> <tbody> <tr> <td>Reading</td><td>73% (N=4,134)</td><td>68% (N=4,067)</td><td>72% (N=4,076)</td></tr> <tr> <td>Writing</td><td>65% (N=4,129)</td><td>60% (N=4,074)</td><td>62% (N=4,094)</td></tr> <tr> <td>Mathematics</td><td>59% (N=4,137)</td><td>58% (N=4,073)</td><td>62% (N=4,094)</td></tr> </tbody> </table>				2022-23	2023-24	2024-25	Reading	73% (N=4,134)	68% (N=4,067)	72% (N=4,076)	Writing	65% (N=4,129)	60% (N=4,074)	62% (N=4,094)	Mathematics	59% (N=4,137)	58% (N=4,073)	62% (N=4,094)	Implement and monitor evidence-based reading practices in classrooms		
	2022-23	2023-24	2024-25																		
Reading	73% (N=4,134)	68% (N=4,067)	72% (N=4,076)																		
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% of students who meet or exceed the provincial standard on the Grade 3 EQAO Assessments of Reading, Writing, and Mathematics*			Implement the Math Achievement Action Plan		<ul style="list-style-type: none"> Place mathematics facilitators in Grade 3 and 6 classrooms in schools identified by the Ministry of Education. Implement professional learning for administrators and staff with a focus on mathematics and structured literacy. Provide support for educators to complete the Mathematics Additional Qualifications course. Share the Math Achievement and Action Plan (MAAP) on the WRDSB website. Utilize PowerBI dashboards to monitor math achievement in Grades 2-6. Provide mathematical technology tools for Grades 1-10. Place Grade 3 Lead Literacy Teachers in 30 identified schools. 																
% of students who meet or exceed the provincial standard on the Grade 6 EQAO Assessments of Reading, Writing, and Mathematics*			Build administrators and educator capacity in using high-yield instructional strategies																		
<table border="1"> <thead> <tr> <th></th> <th>2022-23</th> <th>2023-24</th> <th>2024-25</th> </tr> </thead> <tbody> <tr> <td>Reading</td><td>84% (N=4,126)</td><td>82% (N=4,161)</td><td>85% (N=4,117)</td></tr> <tr> <td>Writing</td><td>85% (N=4,161)</td><td>81% (N=4,174)</td><td>85% (N=4,131)</td></tr> <tr> <td>Mathematics</td><td>51% (N=4,121)</td><td>52% (N=4,163)</td><td>52% (N=4,129)</td></tr> </tbody> </table>				2022-23	2023-24	2024-25	Reading	84% (N=4,126)	82% (N=4,161)	85% (N=4,117)	Writing	85% (N=4,161)	81% (N=4,174)	85% (N=4,131)	Mathematics	51% (N=4,121)	52% (N=4,163)	52% (N=4,129)			
	2022-23	2023-24	2024-25																		
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Mathematics	51% (N=4,121)	52% (N=4,163)	52% (N=4,129)																		

Indicators	Strategies & Status	Actions						
% of students who meet or exceed the provincial standard on Grade 9 EQAO mathematics * <table border="1" data-bbox="101 397 1070 587"> <thead> <tr> <th data-bbox="101 397 385 460">2022-23</th><th data-bbox="385 397 711 460">2023-24</th><th data-bbox="711 397 1070 460">2024-25</th></tr> </thead> <tbody> <tr> <td data-bbox="101 460 385 587">53% (N=4,170)</td><td data-bbox="385 460 711 587">52% (N=4,206)</td><td data-bbox="711 460 1070 587">62% (N=4,326)</td></tr> </tbody> </table>	2022-23	2023-24	2024-25	53% (N=4,170)	52% (N=4,206)	62% (N=4,326)	<p>Implement the Math Achievement Action Plan</p>	 <ul style="list-style-type: none"> Support educators to complete the Mathematics Additional Qualifications course. Implement professional learning for administrators and staff with a focus on mathematics. Provide mathematical technology tools for Grades 1-10.
2022-23	2023-24	2024-25						
53% (N=4,170)	52% (N=4,206)	62% (N=4,326)						
% of first-time eligible, fully participating students who are successful on the Ontario Secondary School Literacy Test (OSSLT)* <table border="1" data-bbox="101 756 1070 946"> <thead> <tr> <th data-bbox="101 756 385 819">2022-23</th><th data-bbox="385 756 711 819">2023-24</th><th data-bbox="711 756 1070 819">2024-25</th></tr> </thead> <tbody> <tr> <td data-bbox="101 819 385 946">85% (N=4,257)</td><td data-bbox="385 819 711 946">85% (N=4,309)</td><td data-bbox="711 819 1070 946">85% (N=4,242)</td></tr> </tbody> </table>	2022-23	2023-24	2024-25	85% (N=4,257)	85% (N=4,309)	85% (N=4,242)	<p>Build administrator and educator capacity in using high-yield instructional strategies</p>	 <ul style="list-style-type: none"> Continue implementation of tiered intervention model to support student learning. Place site-embedded Reading Support Teachers in secondary schools. Continue to implement the Structured Literacy Multi-Year Plan. Implement professional learning for administrators connected to structured literacy, specifically reading fluency.
2022-23	2023-24	2024-25						
85% (N=4,257)	85% (N=4,309)	85% (N=4,242)						

Supporting student achievement in practice: Strategies for supporting student achievement included the implementation of our Structured Literacy Multi-Year Plan (SLMYP) and our Math Achievement Action Plan (MAAP), as well as capacity building for administrators and educators capacity to support High-Impact Instructional Practices in classrooms. Key actions implemented in the 2024/2025 school year include:

- 98% of all students in Kindergarten to grade 2 were screened for early literacy skills in fall 2024. 87% of these students were screened for a second time in winter 2025 (nearly double the Ministry requirement).
- Literacy leads, Kindergarten teachers, and early childhood educators from every school participated in professional development 5 times throughout the year, building capacity to deliver consistent approaches to effective assessment, and evidence-based instructional practices across the WRDSB.
- All WRDSB educators in grades 3-8 received training to implement Oral Reading Fluency assessments. These assessments measure reading accuracy and rate, providing educators with essential information needed to identify student literacy needs on their path toward reading comprehension.
- Resources were provided to all elementary educators to support a tiered model of instruction and High-Impact Instructional Practices in math, including diagnostic tools, data tracking tools, and sequenced problem sets for small group instruction.
- Throughout 2024/2025, 26,000 students used an adaptive and individualized online math learning tool (Reflex) to support student achievement of basic math fact fluency in addition, subtraction, multiplication, and division. At the beginning of 2024/2025, nearly 7,500 students using the tool were not demonstrating math fact fluency. By the end of the year, nearly 9,000 students demonstrated at least 70% fluency in math facts, a significant marker of foundational skill development. The average number of math facts demonstrated per student grew from 75 in February to 95 in June.
- From October to May, WRDSB math leads facilitated a seven-part Administrator Learning Series to deepen school leaders' understanding of mathematics instruction. An average of 50 administrators participated in each session. The series focused on unpacking the High-Impact Instructional Practices and equitable assessment practices.
- Professional development in number sense was provided to 280 Designated Early Childhood Educators, who play a crucial role in supporting early numeracy development.
- School Math Facilitators also provided training for 2 teachers per school in all non-ministry identified schools, reaching more than 2,000 students across the WRDSB.



Sovereignty, Human Rights & Equity

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

Indicators				Strategies & Status		Actions	
% of students achieving the provincial standard in de-streamed courses							
	2022-23	2023-24	2024-25				
English	81% (N=4,347)	81% (N=4,026)	81% (N=4,340)	Build administrator and educator capacity in delivery of de-streamed/single streamed curriculum, assessment and evaluation		✓	<ul style="list-style-type: none"> Implement intervention strategies including Math Intervention Specialists, Empower Lexia, Corrective, Rewards, Long Range Plans. Offer learning series for administrators on de-streamed/single streamed curriculum, assessment and evaluation. Provide Professional Learning opportunities for all schools in Culturally Relevant and Responsive Pedagogy, Indigenous Understanding, and support for affirming student identities through the Indigenous and Equity Reps model. Place Itinerant equity teachers and Itinerant Indigenous education teachers to work with classroom teachers and students to build a culture of belonging in schools.
Math	67% (N=4,638)	67% (N=4,285)	66% (N=4,603)				
Science	76% (N=4,555)	76% (N=4,233)	77% (N=4,520)				
Geography	78% (N=4,724)	79% (N=4,309)	79% (N=4,638)				
French	81% (N=3,434)	81% (N=2,995)	81% (N=3,190)				
% human rights complaints resolved informally and formally				Implement and monitor a Human Rights complaints process		✓	<ul style="list-style-type: none"> Provide professional learning opportunities to system leaders focussed on building capacity and confidence in identifying and addressing human rights issues.
Informal Resolution	88% (N=42)	91% (N=32)	96% (N=47)				
Formal Resolution	12% (N=42)	9% (N=32)	4% (N=47)				

Indicators	Strategies & Status	Actions																																			
<p>% of students receiving special education modifications</p> <p>Data is unavailable</p>	<p>Build administrator and educator capacity in understanding the WRDSB Student Support Process</p> <p>Implement and monitor assessment, evaluation and evidence-based intervention practices</p>	<ul style="list-style-type: none"> Provide professional learning for administrators and Special Education Resource Teachers (SERTs) on the Student Support Process and tiered instruction (e.g., SERT PD, SEA Assistive Tech PD, Geneva Centre Courses, EA/CYW PD). Develop and share resources to support educators, In School Support Team (ISST) and Multidisciplinary Support Team (MDST). (e.g., Universal Design for Learning (UDL) Classroom tool, Educator handouts). Provide professional learning for educators on literacy interventions (i.e., Lexia, Empower, Corrective and Rewards). Offer weekly sessions for educators to consult with central staff about ways to support early learners. Implement a new information and data management platform (i.e., Clevr). Provide professional learning for teachers on critical consciousness and differentiated instruction in the context of implementing Culturally Relevant and Responsive pedagogies, Indigenous pedagogies, and Universal Design for Learning. 																																			
<p>Changes in the identities of individuals who apply, are hired and promoted to positions within WRDSB</p> <table border="1" data-bbox="101 1262 1070 1981"> <thead> <tr> <th data-bbox="101 1262 483 1347">Elementary OT Positions</th><th data-bbox="483 1262 711 1347">2023-24</th><th data-bbox="711 1262 940 1347">2024-25</th><th data-bbox="940 1262 1070 1347">Change</th></tr> </thead> <tbody> <tr> <td data-bbox="101 1347 483 1431">Qualified Applicants</td><td data-bbox="483 1347 711 1431">(N=533)</td><td data-bbox="711 1347 940 1431">(N=625)</td><td data-bbox="940 1347 1070 1431"></td></tr> <tr> <td data-bbox="101 1431 483 1516">Indigenous/Racialized</td><td data-bbox="483 1431 711 1516">36%</td><td data-bbox="711 1431 940 1516">41%</td><td data-bbox="940 1431 1070 1516">+5%</td></tr> <tr> <td data-bbox="101 1516 483 1600">Disability</td><td data-bbox="483 1516 711 1600">5%</td><td data-bbox="711 1516 940 1600">6%</td><td data-bbox="940 1516 1070 1600">+1%</td></tr> <tr> <td data-bbox="101 1600 483 1685">2SLGBTQ+</td><td data-bbox="483 1600 711 1685">9%</td><td data-bbox="711 1600 940 1685">8%</td><td data-bbox="940 1600 1070 1685">-1%</td></tr> <tr> <td data-bbox="101 1685 483 1769">Hired</td><td data-bbox="483 1685 711 1769">(N=472)</td><td data-bbox="711 1685 940 1769">(N=528)</td><td data-bbox="940 1685 1070 1769"></td></tr> <tr> <td data-bbox="101 1769 483 1854">Indigenous/Racialized</td><td data-bbox="483 1769 711 1854">26%</td><td data-bbox="711 1769 940 1854">30%</td><td data-bbox="940 1769 1070 1854">+4%</td></tr> <tr> <td data-bbox="101 1854 483 1938">Disability</td><td data-bbox="483 1854 711 1938">5%</td><td data-bbox="711 1854 940 1938">7%</td><td data-bbox="940 1854 1070 1938">+2%</td></tr> <tr> <td data-bbox="101 1938 483 1981">2SLGBTQ+</td><td data-bbox="483 1938 711 1981">11%</td><td data-bbox="711 1938 940 1981">8%</td><td data-bbox="940 1938 1070 1981">-2%</td></tr> </tbody> </table>	Elementary OT Positions	2023-24	2024-25	Change	Qualified Applicants	(N=533)	(N=625)		Indigenous/Racialized	36%	41%	+5%	Disability	5%	6%	+1%	2SLGBTQ+	9%	8%	-1%	Hired	(N=472)	(N=528)		Indigenous/Racialized	26%	30%	+4%	Disability	5%	7%	+2%	2SLGBTQ+	11%	8%	-2%	<p>Update and implement practices that support equitable application, hiring and promotion processes</p> <ul style="list-style-type: none"> Update questions and rubrics that are used as part of the hiring process. Establish the requirement to use questions and rubrics in the hiring process and communicate to system leaders. Host and attend job fairs. Update Department Head process to include Sovereignty Affirming & Equity Competencies (SA&E) Competencies.
Elementary OT Positions	2023-24	2024-25	Change																																		
Qualified Applicants	(N=533)	(N=625)																																			
Indigenous/Racialized	36%	41%	+5%																																		
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Disability	5%	7%	+2%																																		
2SLGBTQ+	11%	8%	-2%																																		

Indicators				Strategies & Status	Actions
Secondary OT Positions	2023-24	2024-25	Change		
Qualified Applicants	(N=283)	(N=398)			
Indigenous/ Racialized	20%	29%	+9%		
Disability	4%	8%	+4%		
2SLGBTQ+	8%	12%	+4%		
Hired	(N=179)	(N=264)			
Indigenous/ Racialized	11%	24%	+13%		
Disability	3%	7%	+4%		
2SLGBTQ+	8%	10%	+2%		

Sovereignty, Human Rights & Equity in practice: Strategies for supporting sovereignty, human rights, and equity included implementing and monitoring a Human Rights complaints process and building administrator and educator capacity in understanding in the WRDSB Student Support Process. Key actions implemented in the 2024/2025 school year include:

- 866 Teachers and Educational Assistants participated in the professional development sessions in the use of assistive technology to support the needs of WRDSB students.
- 45 Administrators participated in professional development on the use of Universal Design for Learning (UDL) processes and guiding documents.
- 110 and 107 Special Education Resource Teachers (SERTs) attended two separate UDL training sessions. 80% of SERTs in attendance indicated that the UDL documents were helpful or extremely helpful.
- 216 educators engaged in professional learning and received ongoing support through the Indigenous, Equity, and Human Rights consultants and Itinerant Teachers. Throughout the 2024/2025 school year, the WRDSB offered 11 full day professional development sessions to all Indigenous, Equity Representatives from schools across the WRDSB.
- School administrators and system leaders participated in human rights training across six different sessions throughout the 2024/2025 school year. Following the training, 75% of participant responses (out of 115) rated their confidence to integrate and implement the information and ideas into their work as 4 out of 5 or higher (with rating of 5 indicating significant confidence).
- In December 2024, hundreds of African, Caribbean and Black identifying students in Grades 10 to 12, alongside their families and caregivers, visited the WRDSB Education Centre to learn more about post-secondary pathways at the Black Brilliance Pathways to Post-Secondary Fair.



Mental Health, Well-Being & Engagement

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

Indicators				Strategies & Status		Actions	
% of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health *				Build student knowledge and understanding of mental wellness		✓	
	2022-23	2023-24	2024-25				
Grade 6	-	60% (N=4,035)	63% (N=4,007)				<ul style="list-style-type: none"> ● Continue to monitor and support students' attendance by Social Workers. ● Share updated the Attendance Counselling Procedure.
Grade 9	-	65% (N=3,452)	68% (N=3,609)				
Grade 10	-	66% (N=4,239)	67% (N=4,132)				
% of students in Grades 4-12 who were suspended at least once *				Build administrator and educator capacity in a progressive discipline approach		✓	
	2022-23	2023-24	2024-25				
Grades 4-8	3% (N=23,702)	3% (N=23,634)	forthcoming from Ministry of Education				
Grades 9-12	5% (N=21,621)	4% (N=21,752)	forthcoming from Ministry of Education				<ul style="list-style-type: none"> ● Provide an elementary and secondary administrator learning series with a focus on Safe Schools, including the use of mitigating factors as articulated in the Education Act and relevant regulations. ● Provide professional learning on Training Active Bystanders with Grade 5 & 6 schools.
				Ensure all WRDSB schools create an environment where students feel a sense of connection and belonging		✓	

Indicators				Strategies & Status			Actions	
% of students in Grades 4-12 who feel their school is a safe environment as reported through the Safe, Caring and Inclusive School survey								
	2022-23	2023-24	2024-25					
Physical Bullying								
Grades 4-6	61% (N=9,739)	56% (N=10,953)	54% (N=10,997)					
Grades 7-8	69% (N=6,350)	66% (N=6,394)	65% (N=6,087)					
Grades 9-12	86% (N=10,579)	86% (N=10,674)	84% (N=8,744)					
Verbal Bullying								
Grades 4-6	48% (N=9,739)	41% (N=10,953)	35% (N=10,997)					
Grades 7-8	49% (N=6,350)	42% (N=6,394)	39% (N=6,087)					
Grades 9-12	66% (N=10,579)	63% (N=10,674)	59% (N=8,744)					
Social Bullying								
Grades 4-6	53% (N=9,739)	46% (N=10,953)	40% (N=10,997)					
Grades 7-8	56% (N=6,350)	50% (N=6,394)	46% (N=6,087)					
Grades 9-12	66% (N=10,579)	63% (N=10,674)	59% (N=8,744)					
Cyber Bullying								
Grades 4-6	80% (N=9,739)	77% (N=10,953)	77% (N=10,997)					
Grades 7-8	80% (N=6,350)	76% (N=6,394)	78% (N=6,087)					
Grades 9-12	83% (N=10,579)	81% (N=10,674)	81% (N=8,744)					
Percentages represent the % of students who report they have never been bullied during the school year on the Safe, Caring & Inclusive School Survey.								
				Build staff capacity to support student mental health literacy.				
							<ul style="list-style-type: none"> ● Provide support for students through Social Workers. ● Provide job-embedded learning for educators on mentally healthy classrooms. ● Provide administrator and educator learning on Understanding Contemporary First Nations, Métis and Inuit Voices Studies course, and Dismantling Anti-Black Racism. 	

Indicators	Strategies & Status	Actions																
<p>% of students in Grades 4-12 who feel their school is an inclusive environment as reported through the Safe, Caring and Inclusive School survey</p> <table border="1" data-bbox="84 409 1080 819"> <thead> <tr> <th></th><th>2022-23</th><th>2023-24</th><th>2024-25</th></tr> </thead> <tbody> <tr> <td>Grades 4-6</td><td>71% (N=9,739)</td><td>68% (N=10,953)</td><td>66% (N=10,997)</td></tr> <tr> <td>Grades 7-8</td><td>49% (N=6,350)</td><td>47% (N=6,394)</td><td>52% (N=6,087)</td></tr> <tr> <td>Grades 9-12</td><td>40% (N=10,579)</td><td>41% (N=10,674)</td><td>44% (N=8,744)</td></tr> </tbody> </table> <p>Percentages represent the % of students who reported a high sense of school belonging on the Safe, Caring, and Inclusive School Survey.</p>		2022-23	2023-24	2024-25	Grades 4-6	71% (N=9,739)	68% (N=10,953)	66% (N=10,997)	Grades 7-8	49% (N=6,350)	47% (N=6,394)	52% (N=6,087)	Grades 9-12	40% (N=10,579)	41% (N=10,674)	44% (N=8,744)	<p>Build student knowledge and understanding of mental wellness.</p>	<ul style="list-style-type: none"> Support student participation in school based groups (e.g., Affinity Groups, GSAs, Student well-being teams). Host student conferences and symposiums (e.g., Black Brilliance, Human Rights). Continue work to create washrooms for everyone in all secondary schools (i.e., washrooms that include gender neutral sections with a barrier free option).
	2022-23	2023-24	2024-25															
Grades 4-6	71% (N=9,739)	68% (N=10,953)	66% (N=10,997)															
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<p>% of students in Grades 4-12 with high well-being as reported through the Safe, Caring and Inclusive School survey</p> <table border="1" data-bbox="84 1094 1080 1503"> <thead> <tr> <th></th><th>2022-23</th><th>2023-24</th><th>2024-25</th></tr> </thead> <tbody> <tr> <td>Grades 4-6</td><td>34% (N=9,739)</td><td>36% (N=10,953)</td><td>35% (N=10,997)</td></tr> <tr> <td>Grades 7-8</td><td>26% (N=6,350)</td><td>31% (N=6,394)</td><td>30% (N=6,087)</td></tr> <tr> <td>Grades 9-12</td><td>20% (N=10,579)</td><td>23% (N=10,674)</td><td>23% (N=8,744)</td></tr> </tbody> </table>		2022-23	2023-24	2024-25	Grades 4-6	34% (N=9,739)	36% (N=10,953)	35% (N=10,997)	Grades 7-8	26% (N=6,350)	31% (N=6,394)	30% (N=6,087)	Grades 9-12	20% (N=10,579)	23% (N=10,674)	23% (N=8,744)	<p>Build student and family knowledge and understanding of mental wellness and well-being</p>	<ul style="list-style-type: none"> Deliver in-class presentations on social-emotional learning (SEL) and mental health strategies. Promote student wellness through substance use prevention initiatives (e.g., Youth Champions Initiative and professional learning for educators). Implement professional learning for educators led by school mental health professionals with a focus on mental health literacy, including School Mental Health Ontario (SMHO) resources. Support the work of student wellness teams in secondary schools. Host the annual student wellness conference.
	2022-23	2023-24	2024-25															
Grades 4-6	34% (N=9,739)	36% (N=10,953)	35% (N=10,997)															
Grades 7-8	26% (N=6,350)	31% (N=6,394)	30% (N=6,087)															
Grades 9-12	20% (N=10,579)	23% (N=10,674)	23% (N=8,744)															
<p>% of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent*</p> <table border="1" data-bbox="84 1706 1080 1896"> <thead> <tr> <th>2022-23</th><th>2023-24</th><th>2024-25</th></tr> </thead> <tbody> <tr> <td>67% (N=35,559)</td><td>64% (N=35,389)</td><td>forthcoming from Ministry of Education</td></tr> </tbody> </table>	2022-23	2023-24	2024-25	67% (N=35,559)	64% (N=35,389)	forthcoming from Ministry of Education	<p>Build staff capacity in supporting students' attendance at school</p>	<ul style="list-style-type: none"> Continue to monitor and support students' attendance by Social Workers. Share updated the Attendance Counselling Procedure. 										
2022-23	2023-24	2024-25																
67% (N=35,559)	64% (N=35,389)	forthcoming from Ministry of Education																

Indicators	Strategies & Status			Actions																
% of students who feel engaged at their school as reported through a student survey																				
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	2022-23	2023-24	2024-25																	
Grades 4-6	-	-	59% (N=10,997)																	
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% of staff who report workplace as psychologically and socially supportive of their mental health and well-being																				
<table border="1"> <thead> <tr> <th>2022-23</th> <th>2023-24</th> <th>2024-25</th> </tr> </thead> <tbody> <tr> <td>56% (N=2,459)</td><td>-</td><td>-</td></tr> </tbody> </table> <p>The Guarding Minds at Work Survey was not administered in the 2023-24 or 2024-25 school years.</p>	2022-23	2023-24	2024-25	56% (N=2,459)	-	-	<p>Build system leader capacity to support them in creating a psychologically and socially supportive workplace</p>			<ul style="list-style-type: none"> Offer an Employee and Family Assistance Program. Provide leader learning network for service leaders. Offer network learning opportunities for educators and administrators (e.g., Aspiring Leaders, Administrator Mentoring Program, Network Learning Series). Provide system leaders with professional learning on disability management and accommodation. 										
2022-23	2023-24	2024-25																		
56% (N=2,459)	-	-																		
% of staff who report that their work environment protects their physical safety																				
<table border="1"> <thead> <tr> <th>2022-23</th> <th>2023-24</th> <th>2024-25</th> </tr> </thead> <tbody> <tr> <td>62% (N=2,459)</td><td>-</td><td>-</td></tr> </tbody> </table> <p>The Guarding Minds at Work Survey was not administered in the 2023-24 or 2024-25 school years.</p>	2022-23	2023-24	2024-25	62% (N=2,459)	-	-	<p>Build system leader capacity to support them in ensuring the protection of physical safety within the workplace</p>			<ul style="list-style-type: none"> Implement training for system leaders and new members of workplace inspection teams. Provide personal protection equipment, consultations, education and support to staff. Support an effective Internal Responsibility System with support from the joint union-management Health and Safety Committee. Create new signage at school entries outlining behavior expectations. Provide ongoing Behaviour Management System (BMS) training and support for staff. 										
2022-23	2023-24	2024-25																		
62% (N=2,459)	-	-																		

Indicators			Strategies & Status		Actions
% of staff who feel engaged at work			Build system leader and staff capacity in supporting their well-being at work	✓	<ul style="list-style-type: none"> Offer Road to Resiliency training for all staff. Offer professional learning for service leaders to build capacity on foundational leadership competencies. Develop resources for the Leadership Development website. Engage staff through Aspiring Leaders program, On-Boarding of Administrators program, Administrators Mentoring Program. Implement Educational Assistant (EA) and Child and Youth Worker (CYW) Coach roles.
2022-23	2023-24	2024-25	Determine, implement and monitor practices to support staff well-being informed through the Growing Minds at Work survey	II	
91% (N=2,459)	-	-			

The Guarding Minds at Work Survey was not administered in the 2023-24 or 2024-25 school years.

Mental Health, Well-Being & Engagement in practice: Strategies for supporting mental health, wellbeing, and engagement included building student knowledge and understanding of mental wellness, building educator capacity to support student mental health literacy, and building system leader capacity to create a psychologically and socially supportive workplace. Key actions implemented in the 2024/2025 school year include:

- 85% of elementary and secondary schools reported engaging in a student focused wellness initiative during the 2024-2025 school year.
- Student Wellness Teams led wellbeing events in secondary schools across the WRDSB including information fairs, games, wellness days, and information campaigns. WRDSB central board staff attended school events, where they had the opportunity to observe students leading and participating in these events.
- 48 Secondary Career Educators participated in the training about incorporating help-seeking information into Grade 10 Careers course.
- 40 junior educators representing 10 schools reported that they would take a strategy to build community and interrupt harm back to their classroom from the Training Active Bystander workshops.
- 40 elementary educators reported that they would incorporate a new community building and conflict resolution tool in their classroom from the social-emotional and activity-based programming workshops.
- 43 Grade 6 educators attended professional learning sessions about vaping and cannabis awareness. Vaping and cannabis awareness resources were shared with grade 6 classes in 30 elementary schools.
- 25 students from five secondary schools participated in the Youth Champions Initiative and led events at their schools using materials from Public Health.
- 100 WRDSB students and 32 secondary staff members attended the Student Wellness Conference in April 2025. At the conference, Student Wellness Teams developed plans for sharing their learning with their peers. 75% of student attendees felt they "learned something new that will be helpful to me or a friend" and 81% felt that they were leaving with "at least one idea for promoting wellness at our school."
- Throughout 2024/2025, service leaders participated in a series of professional learning opportunities, on a range of topics including 'Progressive discipline' (62 attendees), 'Emotional Intelligence' (55 attendees), 'Managing Issue-based Difference' (61 attendees) and 'System Thinking and Beyond' (68 attendees).
- 100% of the staff who completed the feedback forms about the sessions on 'Progressive Discipline' and 'Emotional Intelligence' indicated that the session will assist with their leadership skills.
- 91% of staff who completed the feedback forms about sessions on 'Managing Issue-based Difference' and 100% of staff who completed the feedback forms about sessions on 'System Thinking and Beyond' indicated that sessions like this contribute to the psychological support of staff.



Pathways & Transitions

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

Indicators	Strategies & Status	Actions						
<p>% of students who earn 16 or more credits by the end of Grade 10*</p> <table border="1" data-bbox="101 530 1080 720"> <thead> <tr> <th data-bbox="101 530 408 601">2022-23</th><th data-bbox="408 530 734 601">2023-24</th><th data-bbox="734 530 1080 601">2024-25</th></tr> </thead> <tbody> <tr> <td data-bbox="101 601 408 720">80% (N=4,453)</td><td data-bbox="408 601 734 720">81% (N=4,370)</td><td data-bbox="734 601 1080 720">forthcoming from Ministry of Education</td></tr> </tbody> </table>	2022-23	2023-24	2024-25	80% (N=4,453)	81% (N=4,370)	forthcoming from Ministry of Education	<p>Implement high-yield strategies focused on credit accumulation</p>	<ul style="list-style-type: none"> Provide Grade 6 to 7 and Grade 8 to 9 transition support to students. Provide opportunities for Grade 8 students to earn “Reach Ahead” credits. Offer credit rescue and credit recovery interventions in secondary schools. Provide eLearning options for students in Grades 9 and 10. Provide Blended Learning Support Teacher (BLST) & Student Success Teacher (SST) supports.
2022-23	2023-24	2024-25						
80% (N=4,453)	81% (N=4,370)	forthcoming from Ministry of Education						
<p>% of students graduating with an Ontario Secondary School Diploma (OSSD) within five years of starting Grade 9*</p> <table border="1" data-bbox="101 994 1080 1184"> <thead> <tr> <th data-bbox="101 994 408 1066">2022-23</th><th data-bbox="408 994 734 1066">2023-24</th><th data-bbox="734 994 1080 1066">2024-25</th></tr> </thead> <tbody> <tr> <td data-bbox="101 1066 408 1184">87% (N=4,697)</td><td data-bbox="408 1066 734 1184">forthcoming from Ministry</td><td data-bbox="734 1066 1080 1184">forthcoming from Ministry of Education</td></tr> </tbody> </table>	2022-23	2023-24	2024-25	87% (N=4,697)	forthcoming from Ministry	forthcoming from Ministry of Education	<p>Implement programs to support students to earn credits towards their diploma</p>	<ul style="list-style-type: none"> Engage in credit accumulation monitoring. Offer year round credit rescue and credit recovery interventions in secondary schools. Offer “Build a Credit” program to students. Offer e-Learning opportunities to earn credits. Offer opportunities for students to earn credits in summer school options (including Co-operative Education and eLearning). Expand offerings available through Specialist High Skills Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), and Cooperative Education. Implement system wide approach to delivering Prior Learning and Assessment Recognition (PLAR) Process (e.g., PLAR Assessor Role, build system capacity, etc.). Place Graduation Coach to support Black students.
2022-23	2023-24	2024-25						
87% (N=4,697)	forthcoming from Ministry	forthcoming from Ministry of Education						
<p>% of students enrolled in alternative programming (e.g., ACE students) who receive an Ontario Secondary School Certificate (OSSC) or Certificate of Accomplishment (COA)</p> <table border="1" data-bbox="101 1748 1080 1938"> <thead> <tr> <th data-bbox="101 1748 408 1820">2022-23</th><th data-bbox="408 1748 734 1820">2023-24</th><th data-bbox="734 1748 1080 1820">2024-25</th></tr> </thead> <tbody> <tr> <td data-bbox="101 1820 408 1938">86% (N=49)</td><td data-bbox="408 1820 734 1938">80% (N=55)</td><td data-bbox="734 1820 1080 1938">69% (N=49)</td></tr> </tbody> </table>	2022-23	2023-24	2024-25	86% (N=49)	80% (N=55)	69% (N=49)	<p>Build staff capacity to support students on alternative pathways</p>	<ul style="list-style-type: none"> Deliver professional learning for Alternative Continuum of Education (ACE) educators. Provide transition support for students enrolled in alternative programming.
2022-23	2023-24	2024-25						
86% (N=49)	80% (N=55)	69% (N=49)						

Indicators	Strategies & Status	Actions																
% of Students Enrolled in at Least One Grade 12 Math or Grade 11 or Grade 12 science course* <table border="1" data-bbox="101 333 1080 502"> <thead> <tr> <th data-bbox="101 333 394 397">2022-23</th><th data-bbox="394 333 721 397">2023-24</th><th data-bbox="721 333 1080 397">2024-25</th></tr> </thead> <tbody> <tr> <td data-bbox="101 397 394 502">60% (N=12,966)</td><td data-bbox="394 397 721 502">61% (N=13,303)</td><td data-bbox="721 397 1080 502">forthcoming from Ministry of Education</td></tr> </tbody> </table>	2022-23	2023-24	2024-25	60% (N=12,966)	61% (N=13,303)	forthcoming from Ministry of Education	Implement supports for students to engage in different pathways	 <ul style="list-style-type: none"> Continue implementation of tiered intervention model to support student learning. 										
2022-23	2023-24	2024-25																
60% (N=12,966)	61% (N=13,303)	forthcoming from Ministry of Education																
% of students participating in at least one job skills program (SHSM, Dual Credits or OYAP)* <table border="1" data-bbox="101 680 1080 849"> <thead> <tr> <th data-bbox="101 680 394 743">2022-23</th><th data-bbox="394 680 721 743">2023-24</th><th data-bbox="721 680 1080 743">2024-25</th></tr> </thead> <tbody> <tr> <td data-bbox="101 743 394 849">16% (N=10,918)</td><td data-bbox="394 743 721 849">23% (N=11,206)</td><td data-bbox="721 743 1080 849">forthcoming from Ministry of Education</td></tr> </tbody> </table>	2022-23	2023-24	2024-25	16% (N=10,918)	23% (N=11,206)	forthcoming from Ministry of Education	Implement and expand programs to support students on different pathways	 <ul style="list-style-type: none"> Offer Dual Credit (College) programs. Offer School Within a College (SWAC) program with Conestoga College. Expand offerings available through Specialist High Skills Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), and Cooperative Education. Offer summer school Cooperative Education opportunities to enhance SHSM program completion. 										
2022-23	2023-24	2024-25																
16% (N=10,918)	23% (N=11,206)	forthcoming from Ministry of Education																
% of students accessing a University educational experience after secondary school <table border="1" data-bbox="101 1072 1080 1347"> <thead> <tr> <th data-bbox="101 1072 394 1136"> </th><th data-bbox="394 1072 721 1136">2022-23</th><th data-bbox="721 1072 1080 1136">2023-24</th><th data-bbox="1080 1072 1406 1136">2024-25</th></tr> </thead> <tbody> <tr> <td data-bbox="101 1136 394 1241">University Applications</td><td data-bbox="394 1136 721 1241">54% (N=3,866)</td><td data-bbox="721 1136 1080 1241">56% (N=4,061)</td><td data-bbox="1080 1136 1406 1241">53% (N=4,241)</td></tr> <tr> <td data-bbox="101 1241 394 1347">University Admissions</td><td data-bbox="394 1241 721 1347">48% (N=3,866)</td><td data-bbox="721 1241 1080 1347">50% (N=4,061)</td><td data-bbox="1080 1241 1406 1347">47% (N=4,241)</td></tr> </tbody> </table>		2022-23	2023-24	2024-25	University Applications	54% (N=3,866)	56% (N=4,061)	53% (N=4,241)	University Admissions	48% (N=3,866)	50% (N=4,061)	47% (N=4,241)	Implement programs to support students on different pathways	 <ul style="list-style-type: none"> Offer opportunity for all Grade 12 students to complete the exit survey. Offer Dual Credit (College) programs. Offer School Within a College (SWAC) program with Conestoga College. Expand offerings available through Ontario Youth Apprenticeship Programs (OYAP). 				
	2022-23	2023-24	2024-25															
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	2022-23	2023-24	2024-25															
Grade 6	-	57% (N=4,039)	59% (N=3,986)															
Grade 9	-	67% (N=3,435)	67% (N=3,562)															
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Pathways & Transitions in practice: Our strategies for supporting pathways and transitions included implementing supports for students to successfully transition to the next steps in their learning experience, implementing programs to support students to earn credits towards their diploma. Key actions implemented in the 2024/2025 school year include:

- More than 2,500 students participated in a Specialist High Skills Major program (an approximately 9% increase from previous years). This included an additional 18 new programs.
- WRDSB exceeded their goals for growth offerings and participation in Ontario Youth Apprenticeship Programs (OYAP), increasing the number of OYAP participants by 251 students from the previous school year. WRDSB had 74 unique trades represented in the 2024/2025 OYAP program, an increase of 4 from the previous year.
- Approximately 2,302 students participated in COOP programming in 2024-2025, with students receiving a total of 5,273 course credits.
- A total of 4,746 credits were granted through WRDSB Elearn. This represents a 34% increase in the number of WRDSB Elearn credits granted from the previous year.
- A total of 3,361 Grade 8 students completed the Future Grade 8 survey, and 1,353 Grade 12 students completed the Your Life After High School survey.
- Over 1,750 Grade 8 students indicated that they attended a Grade 8 Information Night at a WRDSB high school in 2024/2025.
- WRDSB staff distributed WRDSB Transition Guides to 4,500 grade 8 and over 950 Grade 8 students indicated that they used the WRDSB Transition Guide to support their transition to secondary school.

Board Improvement and Equity Plan - Indicator Specifications



ACHIEVEMENT

Result: Every student will succeed academically

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

Board Improvement and Equity Plan - Indicator Specifications

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

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

Board Improvement and Equity Plan - Indicator Specifications



Sovereignty, Human Rights & Equity

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

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

Board Improvement and Equity Plan - Indicator Specifications

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

Board Improvement and Equity Plan - Indicator Specifications

Indicator	Definition/Calculation
	The identities of candidates who apply to and are hired for Elementary and Secondary Occasional Teaching positions are compared year over year to determine change.

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

Board Improvement and Equity Plan - Indicator Specifications



Mental Health, Well-Being & Engagement

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

Indicator	Definition/Calculation
<p>% of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent*</p>	<p>To calculate elementary student attendance rates, the total number of instructional days a student attends is calculated as a percentage of the total number of instructional days in a school year.</p> <p>The number of instructional days a student attends is calculated by subtracting the total days the student is absent (for any reason) from the total number of instructional days in a school year.</p> <p>The total number of instructional days for a school year is calculated by subtracting designated holidays and Professional Activity (PA) days from the total number of school days for the year.</p> <p>To calculate this indicator, the number of students in Grades 1-8 whose attendance rate is 90% or greater is divided by the total number of students actively enrolled in Grades 1-8.</p>
<p>% of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health*</p>	<p>Grade 6, 9 and 10 students' awareness of mental health supports is measured with the following item that appears on the student questionnaire that accompanies the Junior and Grade 9 EQAO Assessments and the OSSLT:</p> <p>Grade 6: "If I have questions or concerns about my mental health, I know about the supports that are available (for example, a help line or adults in my school)". Students respond to this item with one of the following 3 options: "No, I do not agree", "I am not sure", or "Yes, I agree".</p> <p>Grades 9 & 10: "If I have questions or concerns about my mental health, I know about the supports that are available". Students respond to this item with one of the following 5 options: "Strongly disagree", "Somewhat disagree", "Neither agree nor disagree", "Somewhat agree", or "Strongly agree".</p>

Board Improvement and Equity Plan - Indicator Specifications

Indicator	Definition/Calculation
	<p>To calculate this indicator, the number of students who agree with the statement (i.e., Grade 6 - the number of students who select “Yes, I agree” and Grades 9 & 10 - the number of students who select, “Somewhat agree” or “Strongly agree”) is divided by the number of fully participating students.</p> <p>Note: Fully participating excludes students who are exempted from or absent during the assessments.</p>
<p>% of students in Grades 4-12 who feel their school is a safe, inclusive environment as reported through the Safe, Caring and Inclusive School survey</p>	<p><u>Safe Environment</u>: Students in grades 4-12 who report “never” to the questions on the Middle Years Development Instrument (MDI) about experiencing physical, social, verbal or cyber bullying during the school year are counted as feeling their school is a safe environment.</p> <p>To calculate this indicator, the number of students who respond “never” to experiencing physical, social, verbal, or cyber bullying during the school year is divided by the total number of students who respond to each of the items about bullying.</p> <p><u>Inclusive Environment</u>: Students are counted as feeling their school is an inclusive environment if they reported a high sense of school belonging on the Middle Years Development Instrument (MDI). A high sense of school belonging on the MDI is defined as a response of “agree a little” or “agree a lot” to the following two questions: (a) “I feel like I belong in this school” and (b) “I feel like I am important to this school”</p> <p>To calculate this indicator, the number of students who report a high sense of school belonging is divided by the total number of students who respond to the two school belonging questions.</p>
<p>% of students in Grades 4-12 with high well-being as reported through the Safe, Caring and Inclusive School survey</p>	<p>Students who score in the high range on at least 4 of the 5 dimensions of the Well-Being Index on the Middle Years Instrument (MDI; Dimensions: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health) and who have no low-range scores are counted as having high well-being (i.e., a high Well-Being Index score)</p>

Board Improvement and Equity Plan - Indicator Specifications

Indicator	Definition/Calculation
	<p>The following items that make up the 5 dimensions of the Well-Being Index and all are rated on a 5-pt scale from “agree a lot” to “disagree a lot” (Optimism, Self-Esteem, Happiness, and Absence of Sadness) or 4-pt scale from “excellent” to “poor” (General Health):</p> <ol style="list-style-type: none"> 1. Optimism: (a) “I have more good times than bad times”, (b) “I believe more good things than bad things will happen to me”, and (c) “I start most days thinking I will have a good day” 2. Self-Esteem: (a) “In general, I like being the way I am”, (b) “Overall, I have a lot to be proud of”, and (c) “A lot of things about me are good” 3. Happiness: (a) “In most ways my life is close to the way I would want it to be”, (b) “The things in my life are excellent”, (c) “I am happy with my life”, (d) “So far I have gotten the important things I want in life”, (e) “If I could live my life over, I would have it the same way” 4. Absence of Sadness (reverse scored): (a) “I feel unhappy a lot of the time”, (b) “I feel upset about things”, (c) “I feel that I do things wrong a lot” 5. General Health: “In general, how would you describe your health?” <p>To calculate this indicator, the number of students with high well-being is divided by the number of students for whom a Well-Being Index score can be calculated.</p>
% of students who feel engaged at their school as reported through a student survey	<p>Students who indicate they are “always” or “often” engaged in school in response to the question, “How often do you feel engaged at school?” are counted as feeling engaged at their school.</p> <p>To calculate this indicator, the number of students who indicate they are “always” or “often” engaged is divided by the total number of students who answered the question.</p>

Board Improvement and Equity Plan - Indicator Specifications

Indicator	Definition/Calculation
<p>% of staff who report workplace as psychologically and socially supportive of their mental health and well-being</p>	<p>Staff who agree with the items that make up the “Psychological and Social Support” factor on the Guarding Minds at Work survey are counted as having reported that their workplace is psychologically and socially supportive of their mental health and well-being.</p> <p>The items that make up the “Psychological and Social Support” factor on the Guarding Minds at Work survey are: (a) “My employer offers services or benefits that support employees”; (b) “My employer would support me if I were psychologically distressed.”; (c) “People in my workplace understand the importance of protecting psychological health and safety”; (d) “People with disabilities are supported to do their jobs effectively”; (e) “My employer helps employees to cope with workplace stress”</p> <p>To calculate this indicator, the number of staff who agree with the items that make up the “Psychological & Social Support” factor is divided by the total number of staff who respond to these items.</p>
<p>% of staff who feel engaged at work</p>	<p>Staff who agree with the items that make up the “Engagement” factor on the Guarding Minds at Work survey are counted as having reported that they feel engaged at work.</p> <p>The items that make up the “Engagement” factor on the Guarding Minds at Work survey are: (a) “I enjoy my work”; (b) “I am willing to give extra effort at work if needed”; (c) “My work is an important part of who I am”; (d) “I am committed to the success of my organization”; (e) “I am proud of the work I do”; (f) “I am committed to the success of my team”</p> <p>To calculate this indicator, the number of staff who agree with the items that make up the “Engagement” factor is divided by the total number of staff who respond to these items.</p>

Board Improvement and Equity Plan - Indicator Specifications

Indicator	Definition/Calculation
<p>% of staff who report that their work environment protects their physical safety</p>	<p>Staff who agree with the items that make up the “Protection of Physical Safety” factor on the Guarding Minds at Work survey are counted as having reported that their work environment protects their physical safety.</p> <p>The items that make up the “Protection of Physical Safety” factor on the Guarding Minds at Work survey are: (a) “My employer takes appropriate action to protect my physical safety at work”; (b) “My employer offers sufficient training to help protect my physical safety at work (e.g., emergency preparedness, safe lifting, violence)”; (c) “When physical accidents occur or physical risks are identified, my employer responds effectively”; (d) “I have the equipment and tools I need to do my job in a physically safe way (e.g., protective clothing, adequate lighting, ergonomic)”; (e) “My employer responds appropriately when workers raise concerns about physical safety.”</p> <p>To calculate this indicator, the number of staff who agree with the items that make up the “Protection of Physical Safety” factor is divided by the total number of staff who respond to these items.</p>

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

Board Improvement and Equity Plan - Indicator Specifications



Pathways & Transitions

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

Indicator	Definition/Calculation
% of students who earn 16 or more credits by the end of Grade 10*	<p>Students enrolled in the 2021-22 Grade 9 cohort who earn 16 credits by the end of their Grade 10 year will be counted as having earned 16 credits by the end of grade 10.</p> <p>To calculate this indicator, the number students in the 2020-21 Grade 9 cohort who have earned 16 or more credits by the end of their Grade 10 year (i.e., credits earned in 2020-21 and 2021-22) is divided by the number of students enrolled in the 2020-21 Grade 9 cohort and who are still enrolled at WRDSB at the end of Grade 10.</p>
% of students graduating with an Ontario Secondary School Diploma (OSSD) within five years of starting Grade 9*	<p>Students in the 2017-18 Grade 9 cohort (i.e., students who started their grade 9 year at an Ontario secondary school in 2017-18) and have earned an OSSD within 5 years (i.e., by the end of the 2021-22 school year) are counted as having graduated with an OSSD within five years of starting Grade 9.</p> <p>To calculate this indicator, the number of students in the 2017-18 Grade 9 cohort graduating with an Ontario Secondary School Diploma (OSSD) within five years of starting Grade 9 (by the end of the 2021-22 school year) is divided by the total number of students enrolled in the 2017-18 Grade 9 cohort.</p>
% of students participating in at least one job skills program (SHSM, Dual Credits or OYAP)*	<p>Grade 11 and 12 students who participated in any of the following programs: Specialist High Skills Major (SHSM), Dual Credit, or Ontario Youth Apprenticeship Program (OYAP), are counted as having participated in at least one job skills program.</p> <p>To calculate this indicator, the number of unique Grade 11 and 12 students enrolled in at least one job skills program (i.e., Specialist High Skills Major, Dual Credit or Ontario Youth Apprenticeship Program) is divided by the number of students enrolled in Grades 11 and 12.</p>

Board Improvement and Equity Plan - Indicator Specifications

<p>% of Students Enrolled in at Least One Grade 12 Math or Grade 11 or Grade 12 science course *</p>	<p>Students who are enrolled in any Grade 11 science, Grade 12 science, or Grade 12 mathematics course are counted as having been enrolled in at least one Grade 11 science, Grade 12 science or Grade 12 mathematics course.</p> <p>To calculate this indicator, the number of unique students enrolled in at least one Grade 11 science, Grade 12 science, or Grade 12 mathematics course is divided by the number of unique students enrolled in any Grade 11 or 12 course.</p>
<p>% of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc) *</p>	<p>Grade 6, 9 and 10 students' beliefs about the extent to which their learning has prepared them for their next steps in their learning experience is measured with the following item that appears on the student questionnaire accompanying the Junior and Grade 9 EQAO Assessments and the OSSLT:</p> <p>Grade 6: "I feel prepared for learning in the next school year". Students respond to this item with one of the following 3 options: "No, I do not agree", "I am not sure", or "Yes, I agree".</p> <p>Grades 9 & 10: "I feel prepared for learning in the next semester or next school year". Students respond to this item with one of the following 5 options: "Strongly disagree", "Somewhat disagree", "Neither agree nor disagree", "Somewhat agree", or "Strongly agree".</p> <p>To calculate this indicator, the number of students who agreed with the statement (i.e., Grade 6 - the number who selected "Yes, I agree" and Grades 9 & 10 - the number of students who selected, "Somewhat agree" or "Strongly agree") is divided by the number of fully participating students.</p> <p>Note: Fully participating excludes students who are exempted from or absent during the assessments.</p>

Board Improvement and Equity Plan - Indicator Specifications

<p>% of students enrolled in alternative programming (e.g., ACE students) who receive an Ontario Secondary School Certificate (OSSC) or Certificate of Accomplishment (COA)</p>	<p>Students who are enrolled in alternative programming (i.e., ACE) who have met the requirements for and been awarded an Ontario Secondary School Credit (OSSC - 14-credit pathway) or a Certificate of Accomplishment (COA) by the end of their final year at WRDSB are counted as having received an OSSC or COA.</p> <p>To calculate this indicator, the number of students who are enrolled in the final year of ACE and who receive an OSSC or COA is divided by the total number of students enrolled in their final year ACE and who are working towards an OSSC or COA.</p>
<p>% of students accessing an educational experience after secondary school (i.e., apprenticeship, college, or university)</p>	<p>Students who (a) apply to or (b) receive an offer of admission for further educational experience at an Ontario institution offering apprenticeship, college, or university programs (each reported separately) are counted as accessing an educational experience after they graduate from secondary school.</p> <p>To calculate this indicator, the number of students accessing an educational experience after they graduate from secondary school is divided by the total number of students who earned an OSSD.</p>

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



Report to Board

December 15, 2025

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

Recommendation

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

Status

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

The 2025-2026 Board Improvement and Equity Plan/Student Achievement Plan outlines the desired results, key indicators, strategies and examples of the actions being taken by staff to achieve the identified areas. This year's Board Improvement and Equity Plan/Student Achievement Plan (see Annex A) aligns with Ontario's Better Schools and Students Outcome Act (Bill 98). The 2025-2026 Board Improvement and Equity Plan (BIEP) focuses on four areas:

Result Area	Results Statement
Achievement	Every student will meet or exceed the provincial standards in learning environments that are culturally responsive.
Mental health, Well-being and Engagement	Every student is prepared for elementary, secondary, and post-secondary pathways in environments that promote high expectations and academic engagement.
Pathways and Transitions	Every student will feel engaged in inclusive and affirming learning environments that support and build their awareness of mental health, well-being, and belonging.
Services and Operations	All students, staff, parents, families, and the broader community will have confidence in public education at the WRDSB.

This year's BIEP differs from the previous three years' plans, in that we have incorporated our Sovereignty, Equity, and Human Rights efforts across all areas of the plan, while adding a new area focused upon measuring and reporting the work conducted by our Services and Operations departments.

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

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

- The specific system-wide indicators under each priority area in the Ministry's Student Achievement Plan (SAP) with addition of key indicators identified by the WRDSB across the four key focus areas of the 2025-2026 Board Improvement and Equity Plan
- Placing an emphasis on continuing to assess, identify and provide intervention to ensure learning gaps are addressed and closed
- In addition to the strategies and actions identified in the 2025-2026 Board Improvement and Equity Plan, our ability as an organization to be responsive to the many challenges that we face is dependent on all Services and Operations areas of the organization:
 - Human Resources and Equity Services
 - Financial and Business Services
 - Facilities
 - Planning
 - Information Technology
- In essence, we cannot address our most vulnerable learners and their ability to be successful, without also addressing well-being and issues of human rights and equity while simultaneously providing adequate resources from all areas of the organization

The 2025-2026 Board Improvement and Equity Plan represents the fourth year of measurement within our current Strategic Plan. With the support of the WRDSB Research and Organizational Transformation Department, input from all departments was used to identify key indicators and a corresponding set of strategies and actions that will improve outcomes as measured by the indicators (see Appendix A). The impact of the strategies and actions on student learning, achievement, well-being, sense of belonging and connection will be monitored and the related outcomes will inform future decisions.

Background

During the 2021-2022 school year the Waterloo Region District School Board engaged in a collaborative strategic planning process with the goal of creating a multi-year strategic plan that articulated the Vision, Mission, Strategic Directions and Learner Profiles. The strategic planning process, led by the Board of Trustees and supported by staff, prioritized student and community voice. It was the student, community and staff voice that became the foundation for the WRDSB Strategic Plan and on June 27, 2021 the plan was approved by the Board of Trustees.

In 2023, the Ontario government introduced a regulation under the Better Schools and Student Outcomes Act to establish a framework to achieve a consistent focus on improving student achievement across Ontario's publicly-funded education system.

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

1. Learning Outcomes in Core Academic Skills: Ensuring students master literacy, math and other core academics that provide a foundation for further success
2. Preparation of Students for Future Success: Providing transferable life skills as well as development of interests and talents
3. Student Engagement & Well-Being: Promoting safe, inclusive environments where all students feel supported to excel

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

The 2025-2026 WRDSB Board Improvement and Equity Plan/Student Achievement Plan aligns with the direction from the Ministry of Education and Bill 98. Throughout the remainder of this school year staff will be presenting regular updates to Trustees by sharing the actions they are taking and the impact these actions are having on student achievement, well being, connection and belonging. A final report will be presented to Trustees in fall 2026.

Financial implications

On June 23, 2025 the WRDSB Board of Trustees approved the 2025-2026 School Year Budget. The final financial results of the WRDSB's operations in the 2025-2026 school

year will be presented to the Board of Trustees in November, 2026 as part of the presentation of the WRDSB's audited financial statements.

Communications

The Communication Department will continue its commitment to ensuring that the Strategic Plan and the Board Improvement and Equity Plan have a prominent and dynamic presence as part of WRDSB communication efforts.

The WRDSB Annual Report which will be shared in December 2026 will also utilize the Strategic Plan, Strategic Directions, Learning Profiles and Board Improvement and Equity Plan as a framework for reporting back to the community by sharing the work of the district and WRDSB students, staff and schools.

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

2025-2026 WRDSB BOARD IMPROVEMENT AND EQUITY PLAN

The WRDSB's Board Improvement and Equity Plan (BIEP) is guided by our [Strategic Plan](#) and the WRDSB North Star.

The WRDSB Strategic Plan guides our directions and priorities of the WRDSB as a learning organization. The Board Improvement and Equity Plan (BIEP) supports the implementation and achievement of the WRDSB strategic directions in the 2024-2025 school year. The WRDSB BIEP is integrated with the requirements of the Ministry mandated Student Achievement Plan (SAP). Indicator data for the SAP (with the exception of EQAO results) are provided by the Ministry of Education and represent data from up to the 2023-24 school year. SAP indicators are marked with an asterisk (*) throughout the report.

In the 2025-26 BIEP Sovereignty, Human Rights, and Equity are represented and embedded throughout the plan in the strategies and actions, and will be represented through the measurement and reporting of our progress through our indicators and performance measures. Throughout 2025/2026, we are committed to identifying disproportionate student outcomes in our indicator and performance measure data so that we can best identify how to support the different needs of all students.

ACHIEVEMENT

Result: Every student will meet or exceed the provincial standards in learning environments that are culturally responsive.

Indicators	Strategies	Examples of Actions
% of students who are reading at grade level by the end of Grade 2	Implement the Structured Literacy Multi-Year Plan	<ul style="list-style-type: none"> Build capacity of educators through professional development sessions and embedded school coaching (e.g., early reading resource teachers) to implement foundational skills instruction and an effective multitiered system of supports (MTSS) model in K-2. Collaborate with the Literacy Department to support K-2 educators in selecting identity-affirming, evidence-based literacy resources aligned with the Structured Literacy Multi-Year Plan.
	Build administrator and educator capacity in structured literacy	<ul style="list-style-type: none"> Implement professional development sessions for K-2 administrators focusing on tier 1 foundational skills and implementation of the (MTSS) model. Provide learning opportunities for early reading resource teachers, designated early childhood educators (DECEs), and literacy consultants with a focus on students with complex communication needs. Collaborate with the Literacy Department to build administrator capacity through embedded learning that highlights Indigenous-informed approaches to structured literacy.

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

2025-2026 WRDSB BOARD IMPROVEMENT AND EQUITY PLAN

Indicators	Strategies	Examples of Actions
	Implement and monitor evidence-based reading practices in classrooms	<ul style="list-style-type: none"> • Use universal screening data collected in the beginning of the year (BOY) and middle of the year (MOY) to determine next steps in classroom instruction. • Use progress monitoring to measure the effectiveness of small group (tier 2) instruction.
	Embed Early Reading Resource Teachers, and Junior and Intermediate Literacy Coaches	<ul style="list-style-type: none"> • Build capacity of educators through embedded school coaching to implement foundational skills instruction and an effective MTSS model in Grades K-2 and 3-6.
	Build administrator and educator capacity for Culturally Relevant and Responsive Pedagogy (CRRP) across curriculum areas	<ul style="list-style-type: none"> • Provide culturally relevant programming for self-identified First Nations, Métis, and Inuit (FNMI) students that strengthens identity, engagement, and achievement through Indigenous-informed math and literacy learning opportunities.
% of students who meet or exceed the provincial standard on Grade 3 and Grade 6 EQAO reading, writing and mathematics*	Implement the Structured Literacy Multi-Year Plan	<ul style="list-style-type: none"> • Build the capacity of educators through professional development sessions and embedded school coaching to implement foundational skills instruction and an effective MTSS model in Grade 3 to 6 classrooms. • Provide Tier 3, evidence-based literacy intervention for self-identified First Nations, Métis, and Inuit students that builds foundational skills, confidence and cultural identity.
	Build administrator and educator capacity in using high-impact instructional practices and tiered interventions	<ul style="list-style-type: none"> • Implement professional development sessions for administrators K-10 focusing on tier 1 foundational skills and implementation of the MTSS model • Deliver administrator learning series on the implementation of math high-impact instructional practices and tiered interventions. • Monitor in-school implementation of high-impact instructional practices and tiered interventions through administrator documentation of classroom observations.
	Implement the Math Achievement Action Plan	<ul style="list-style-type: none"> • Build capacity of educators in math instruction with explicit focus on tiered instruction and culturally responsive and relevant pedagogies with the support of Math Facilitators.

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

2025-2026 WRDSB BOARD IMPROVEMENT AND EQUITY PLAN

Indicators	Strategies	Examples of Actions
		<ul style="list-style-type: none"> Monitor Math Achievement Action Plan progress through a student, staff and Math Facilitator survey collected three times throughout the school year. Collaborate with the Math Lead to build Math Facilitator and Administrator capacity in embedding Indigenous ways of knowing into mathematics instruction. Provide centralized, culturally relevant, math learning opportunities for self-identified First Nations, Métis, and Inuit (FNMI) students by partnering with NPAAMB to deliver identity-affirming instruction and enrichment.
% of students who meet or exceed the provincial standard on Grade 9 EQAO mathematics*	Implement the Math Achievement Action Plan	<ul style="list-style-type: none"> Build capacity of educators in math instruction with explicit focus on tiered instruction. Monitor student and staff beliefs about math through a survey collected two times throughout the school year.
	Build administrator and educator capacity in using high-impact instructional practices and tiered interventions	<ul style="list-style-type: none"> Deliver administrator learning series on the implementation of math high-impact instructional practices and tiered interventions. Monitor in-school implementation of high-impact instructional practices and tiered interventions through administrator documentation of classroom observations.
% of first time eligible, fully participating students who are successful on the OSSLT*	Implement the Multi-Year Structured Literacy Plan	<ul style="list-style-type: none"> Build capacity of educators through professional development sessions and embedded school coaching to implement an effective MTSS model in Grade 9 classrooms. Increase educator comprehension through research-based, step-by-step strategies for explicitly scaffolding complex text structures and vocabulary professional development for Grade 7-8 Educators, all Grade 9 English Teachers (Sem. 1) and English Department Heads. Build capacity for Grade 9, 10, and 12 educators to embed Indigenous pedagogies into literacy programming in support of the NBE pathway (e.g. Jo Chrona's "5 More Minutes" self-directed PD).
	Build administrator capacity in using literacy-based data to support the school learning and	<ul style="list-style-type: none"> Implement professional development sessions for Grade 7-10 administrators focusing on

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

2025-2026 WRDSB BOARD IMPROVEMENT AND EQUITY PLAN

Indicators	Strategies	Examples of Actions
	improvement process	tier 1 foundational skills and implementation of the MTSS model
% of students achieving the provincial standard in Grade 9 de-streamed and Grade 10 academic courses	Build administrator and educator capacity in the delivery of de-streamed/grade 10 academic curriculum, assessment and evaluation.	<ul style="list-style-type: none"> Build capacity of educators through professional development sessions to implement foundational skills instruction and an effective MTSS model in Grade 9. Increase educator comprehension through research-based, step-by-step strategies for explicitly scaffolding complex text structures and vocabulary PD for grade 7-8 Educators and All grade 9 Sem. 1 English Teachers and English Department Heads
	Build administrator and educator capacity for Culturally Responsive and Relevant Pedagogy (CRRP) across curriculum areas	<ul style="list-style-type: none"> Embed CRRP into the School Learning and Improvement Process (SLIP) at the school level. Build system and school capacity in CRRP to foster identity-affirming, inclusive learning environments through sustained professional learning led by school-based Indigenous and Equity Representatives. Deploy Itinerant Equity teacher to collaborate with classroom educators and students in fostering inclusive, identity-affirming school environments grounded in belonging. Build educator capacity in critical consciousness and differentiated instruction to effectively implement CRRP and Universal Design for Learning in all classrooms.
% of students with special education needs who have demonstrated an increase in their foundational literacy skills	Implement and monitor evidence-based reading practices in classrooms.	<ul style="list-style-type: none"> Provide personalized learning experiences for Grade 9 and 10 students who will benefit from focused foundational literacy skills, supported by small group instruction. Provide educator professional development and coaching to ensure the implementation of a high fidelity, evidence-based tool for Fast Forward English Semester 1 Classes (ENG 1L, ENG 2L). Implement oral reading fluency assessments at the beginning, middle, and end of the year to monitor progress. Use ongoing assessments to gauge the effectiveness of small group (Tier 3) literacy instruction.

2025-2026 WRDSB BOARD IMPROVEMENT AND EQUITY PLAN

PREPARING STUDENTS FOR FUTURE SUCCESS

Result: Every student is prepared for elementary, secondary, and post-secondary pathways in environments that promote high expectations and academic engagement.

Indicators	Strategies	Examples of Actions
% of students finishing Grade 10 with 16 credits*	Implement high-impact strategies focused on credit accumulation	<ul style="list-style-type: none"> Build capacity of Secondary Reading Support Teachers with a focus on teaching phonics, word study and Tier 2 instruction in secondary. Provide Grade 9 and 10 program options for e-Learning. Offer credit recovery options for students through regular day school and summer school options. Support student credit accumulation by the use of gap closing/foundational courses in literacy and numeracy (ie: MAT1LY, ELS20).
% of students participating in at least one job skills program*	Implement and expand programs to support students on different pathways	<ul style="list-style-type: none"> Expand opportunities for students to participate in Special High Skills Major (SHSM), Ontario Youth Apprenticeship, and Cooperative Education programs. Offer Dual Credit (College) and School Within a College programs for secondary students. Provide and monitor engagement in Outdoor and Environmental Education Provide and monitor engagement in summer school Cooperative Education opportunities. Provide and monitor training for guidance counselors to support preparing students for future success. Offer summer school Cooperative Education opportunities to enhance SHSM program completion. Provide students in Alternative Continuum of Education (ACE) classes with an opportunity to participate in the Inclusive Community Access and Navigation program.
% of students graduating with an Ontario Secondary School Diploma (OSSD) within five years of starting Grade 9*	Support students to earn credits towards their diploma	<ul style="list-style-type: none"> Build capacity of Grade 9 educators and English Department Heads with a focus on strengthening Tier 1 instruction and scaffolding challenging texts to ensure that all students have access to strategies to unpack complex vocabulary. Offer credit recovery options for students through regular day school and summer school options.

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

2025-2026 WRDSB BOARD IMPROVEMENT AND EQUITY PLAN

Indicators	Strategies	Examples of Actions
		<ul style="list-style-type: none"> Offer summer school programming, including Reach Ahead, Cooperative Education. Develop and release resources and training for all Cooperative Education teachers. Expand opportunities for students to participate in Special High Skills Major (SHSM), Ontario Youth Apprenticeship, and Cooperative Education programs.
	Enhance academic achievement, sense of belonging, and graduation outcomes with identity affirming support from Graduation Coach for Black Students strategy and Graduation Support Teacher.	<ul style="list-style-type: none"> Launch and sustain the Graduation Coach for Black Students and Graduation Support Teacher initiative. Provide one-to-one mentorship, culturally responsive learning, and system navigation for Black identifying students and families.
% of students enrolled in at least one Grade 12 math, or Grade 11 or Grade 12 science course*	Build student awareness of Math and Science requirements for post-secondary pathways	<ul style="list-style-type: none"> Share information with students about continuing in Math and Science courses in the senior grades with support of Guidance counsellors.
	Build administrator and educator capacity in the delivery of de-streamed/grade 10 academic curriculum, assessment and evaluation.	<ul style="list-style-type: none"> Build capacity of educators through professional development sessions to implement foundational skills instruction and an effective MTSS model in Grade 9.
	Implement supports for students to engage in different pathways.	<ul style="list-style-type: none"> Provide targeted supports to students through Graduation Support Teacher. Collaborate to enhance access to disaggregated Indigenous student data in ways that honour Indigenous data sovereignty and support responsive school and system planning for achievement and well-being.
% of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post-secondary, etc)*	Implement supports for students to successfully transition to the next steps in their learning experience	<ul style="list-style-type: none"> Provide multiple training sessions for Guidance Counselors and Special Education Resource Teachers in Grades 6 and 8, and Grades 9 through 12. Offer transition sessions for Grade 8 students to support transitions to secondary school. Offer all Grade 9 students the opportunity to complete the <i>Future Grade 9 Survey</i> and all Grade 12 students the <i>Your Life After High School Survey</i>. Offer Reach Ahead program for students in Summer School.

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

2025-2026 WRDSB BOARD IMPROVEMENT AND EQUITY PLAN

Indicators	Strategies	Examples of Actions
	Engage students in creating and monitoring an Individual Pathways Plan (IPP) through myBlueprint	<ul style="list-style-type: none"> Provide a new Transition Guide activity for staff and students to support transitions. Provide support for students and staff to increase awareness and implementation of Individual Pathways Plans (IPP) in the myBlueprint platform. Develop a community pathway within myBlueprint for students with disabilities and/or special education needs.
	Implement Special Education Transition Navigator Role	<ul style="list-style-type: none"> Develop and share resources with students with disabilities and/or special education needs, and their families, regarding the transition to Grade 9 and post secondary pathways. Develop and provide professional development and resources for educators to support students with disabilities and/or special education needs in preparing for transitions.
% of students accessing an educational experience after secondary school (apprenticeship, college, or university)	Monitor student post-secondary pathways to inform improved supports for student transitions.	<ul style="list-style-type: none"> Offer all Grade 12 students the opportunity to complete the <i>Your Life After High School Survey</i>. Monitor student post-secondary pathways through key data sources.
% of students enrolled in a Grade 11 or 12 technological education course	Support student enrolment in Grade 11 and 12 technological education courses through expanding student pathways	<ul style="list-style-type: none"> Expand opportunities for students in technological education courses through support of pathways programs (i.e., SHSM, OYAP, Co-Op, and dual credit courses)
% of students in the Alternative Continuum of Education program who are prepared for the next step in their learning experience	Build student independence through the Inclusive Community Access and Navigation (ICAN) program.	<ul style="list-style-type: none"> Create and coordinate a range of placements aligned to students' levels of independence and interest.
	Build educator capacity to develop literacy and math skills in Alternative Continuum of Education classrooms	<ul style="list-style-type: none"> Provide 2 part learning series for educators in Alternative Continuum of Education (ACE) classrooms with a focus on building mathematics skills. Provide 2 part learning series for educators in Alternative Continuum of Education (ACE) classrooms with a focus on building literacy skills.

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

2025-2026 WRDSB BOARD IMPROVEMENT AND EQUITY PLAN

MENTAL HEALTH, WELL-BEING AND ENGAGEMENT

Result: Every student will feel engaged in inclusive and affirming learning environments that support and build their awareness of mental health, well-being, and belonging.

Indicators	Strategies	Examples of Actions
% of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent*	Establish a Student Attendance Strategy	<ul style="list-style-type: none"> Establish an attendance support team consisting of school administrators and staff. Building understanding of current research and data pertaining to attendance trends. Co-create a plan to improve student attendance rates with a focus on a cohort of students.
	Build staff capacity in supporting students' attendance at school	<ul style="list-style-type: none"> Build educator's awareness and capacity to understand and support student absenteeism through a culturally responsive and identity affirming lens. Provide professional development on Mentally Healthy Schools and Mentally Healthy classrooms to build and cultivate a sense of belonging. Provide school based Social Work/Attendance Counsellors to address the barriers and provide culturally responsive care for students and families.
	Promote and support accessible, inclusive, and equitable education practices for students with disabilities and/or special education needs both inside and outside of the classroom.	<ul style="list-style-type: none"> Build capacity of educators in neurodiversity-affirming practices. Build educator capacity in the use of assistive technology and augmentative and alternative communication to support students with special education needs and/or disabilities.
% of grade 4-12 students suspended or expelled from school*	Build administrator and educator capacity in a progressive discipline approach	<ul style="list-style-type: none"> Provide mandatory Safe Schools training for all administrators, including: Tips of the Waves training, Erin's Law, and Human Trafficking. Offer administrator learning opportunities regarding the use of mitigating factors as articulated in the Education Act and relevant regulations.

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

2025-2026 WRDSB BOARD IMPROVEMENT AND EQUITY PLAN

Indicators	Strategies	Examples of Actions
	Ensure all WRDSB schools create an environment where students feel a sense of connection and belonging	<ul style="list-style-type: none"> Provide and expand Training Active Bystanders opportunities for students and staff. Provide The Ripple Effect Education (TREE) programs in selected sites to support conflict resolution, peace building, and social justice. Provide professional development on Leading Mentally Healthy Schools for school administrators. Provide professional development on Mentally Healthy Schools and Classrooms for classroom educators.
% of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health*	Build student knowledge and understanding of mental wellness and access to supports and resources through implementation of the Mental Health and Addictions Strategic Plan	<ul style="list-style-type: none"> Support implementation of Grade 6 and Grade 10 Mental Health and Substance abuse curriculum. Provide Suicide Prevention/Life Promotion professional development for Guidance staff. Mobilize school wellness teams and conference. Support student participation in the Youth Champions Initiative. Support educators in the utilization of School Mental Health Ontario Wayfinder resources.
	Build educator capacity to support student mental health literacy.	<ul style="list-style-type: none"> Build capacity to promote social emotional learning and mental health literacy through support from Mental Health and Wellbeing Itinerant Coach.
% of students who report that feel a sense of belonging, inclusion, and engagement in their school on a student survey.	Build educator capacity to co-create mentally healthy classrooms with students and other stakeholders.	<ul style="list-style-type: none"> Provide professional development on Leading Mentally Healthy Schools training for school administrators. Provide professional development on Mentally Healthy Schools and Classrooms for classroom educators. Provide staff with training on how to access the Wayfinder resources provided by School Mental Health Ontario. Implement Administrator Driven Learning series to build capacity in sovereignty-affirming leadership, culturally safe school conditions, and Indigenous-informed restorative practices.

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

2025-2026 WRDSB BOARD IMPROVEMENT AND EQUITY PLAN

Indicators	Strategies	Examples of Actions
	Build staff capacity to support student mental health literacy through culturally responsive and trauma-informed practices.	<ul style="list-style-type: none"> Build administrator and educator capacity to foster identity-affirming, inclusive, and culturally responsive school environments through professional development on Dismantling Anti-Black Racism
	Foster student mental wellness by creating and sustaining identity-affirming and affinity spaces that nurture belonging, joy and well-being.	<ul style="list-style-type: none"> Support students and families through engagement with System Navigators to increase a sense of belonging, trust, and access to resources. Promote and support student participation in identity-affirming groups in their schools. Host Black Brilliance conference and 2SLGBTQIA+ student gatherings
	Implement and monitor high-yield strategies to strengthen student engagement, belonging and achievement.	<ul style="list-style-type: none"> Build capacity of staff to implement culturally and historically responsive pedagogy, Universal Design for Learning, cooperative learning structures, and student voice and choice initiatives. Support and expand student participation in school-based identity-affirming Affinity Groups.

2025-2026 WRDSB BOARD IMPROVEMENT AND EQUITY PLAN

SERVICES & OPERATIONS

Result: All students, staff, parents, families, and the broader community will have confidence in public education at the WRDSB.

Indicators	Strategies	Examples of Actions
Attendance Support Program (ASP) statutory elements established on time as prescribed by PPM171	Develop and Implement Attendance Support Program	<ul style="list-style-type: none"> Develop Attendance Support Program (ASP) protocol. Review absence data by employee groups to establish attendance thresholds for entering and exiting the program. Develop a communications plan and letters for staff entry into and exit from the program. Implement the consultation process for all employee groups and schedule dates. Develop a training plan and schedule training for managers/administrators. Launch the ASP for all employee groups.
% of long-term accommodation plan (LTAP) actions that have been completed within the specified timeframe.	Strengthen Accountability Structures	<ul style="list-style-type: none"> Implement and monitor a centralized tracking system for LTAP actions.
	Enhance Engagement and Communication	<ul style="list-style-type: none"> Develop and maintain a public-facing LTAP progress report. Gather feedback and demonstrate how planning decisions reflect community needs and priorities.
# of WRDSB procedures reviewed or revised in alignment with the Ontario Human Rights Code (OHRC), the Accessibility for Ontarians with Disabilities Act (AODA), or related legislation.	Implement Administrative Procedure 1650 - Development of Board Policy and Procedure, section 4.4	<ul style="list-style-type: none"> Create a process in collaboration with WRDSB staff to ensure procedures are considered and updated in alignment with the OHRC and AODA. Collaborate with and provide expertise to staff across the WRDSB in the process of reviewing and updating Administrative Procedures.

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

2025-2026 WRDSB BOARD IMPROVEMENT AND EQUITY PLAN

Indicators	Strategies	Examples of Actions
All WRDSB expenses align with all Ministry reporting and balanced budget requirements.	Prepare and administer annual budgets that comply with all Ministry and legislative requirements	<ul style="list-style-type: none"> Guide annual budget development process guided by strategic plan, BIEP, and Ministry directives. Identify risks and potential mediation in the annual budget report. Review staffing levels and discretionary spending lines in alignment with Ministry funding and priorities set by WRDSB Leadership. Identify emerging pressures and changes to the in-year forecast and report in Quarterly updates to the Trustees. Prepare financial statements in accordance and compliance with Public Sector Accounting Board and Ministry requirements. Show compliance with balance budget requirements, board administration requirements and transportation & facilities requirements through Education Finance Information System (EFIS) submissions.
# and % of facilities work orders completed annually	Improve the efficiency and effectiveness of our work order management and response process	<ul style="list-style-type: none"> Collect and analyze the data for the percentage of urgent work orders completed within 7 days and non-urgent work orders completed within 30 days to monitor progress and inform improvements. Track progress and adjust strategies or resources as needed to improve completion of high-priority requests.
% utilization of available Extended Day spaces	Implement changes to our registration business processes	<ul style="list-style-type: none"> Ensure families can register siblings together. Implement fixed, part-time care options to improve utilization.
	Identify community initiatives that can be adopted to improve access	<ul style="list-style-type: none"> Participate in the Child Care Access pilot with the Region of Waterloo to hold Extended Day spaces for families referred through Family & Children's Services or the Child Care Subsidy team at the Region of Waterloo.

2025-2026 WRDSB BOARD IMPROVEMENT AND EQUITY PLAN

Indicators	Strategies	Examples of Actions
% of new student registrations processed within the same week of submission	Provide schools with training and support to effectively complete registrations	<ul style="list-style-type: none"> Provide annual drop-in sessions for office staff to ensure current knowledge of Ministry requirements and system supports (e.g. Kindergarten registration resources).
	Ensure applications are accessible to parents and provide current reference documents	<ul style="list-style-type: none"> Ensure that schools are aware of translation options for online registrations. Review registration checklists and parent resources annually to ensure the information is current and uses relevant examples.
% of staff completing cybersecurity training earlier in the school year	Strengthen accountability, monitoring, and communication around training	<ul style="list-style-type: none"> Track monthly completion rates and issue scheduled reminders. Analyze staff data to identify employees at-risk of non-completion and develop targeted strategies to encourage completion.

Ministry of Education

Minister

315 Front Street West
Toronto ON M7A 0B8**Ministère de l'Éducation**

Ministre

315, rue Front Ouest
Toronto ON M7A 0B8

Maedith Radlein
Chair of the Board
Waterloo Region District School Board
maedith_radlein@wrdsb.ca

Dear Maedith Radlein,

Thank you for your letter on behalf of the Board of Trustees for the Waterloo Region District School Board (WRDSB) about education funding, including recommendations for future cycles. I always appreciate hearing from locally elected representatives and am pleased to respond.

Let me begin by acknowledging your respected work as a school board to submit a balanced budget for 2025-26, which includes making decisions to prioritize student success. Your feedback about student transportation funding is well received.

Our government is providing a record \$30.3 billion in Core Education Funding in 2025-26. The WRDSB is projected to receive \$870.7 million of this funding. This is an increase of 3.4 per cent compared to 2024-25, which is keeping up with inflation. I expect all school boards across the province to spend every dollar of these funds directly on supporting students and teachers.

To be clear I will be relentless in fighting to ensure students, parents, and teachers are at the center of the education system and that resources are directed back into classrooms so teachers have the resources they need to help students succeed.

Thank you for taking the time to write and to share your valued insight.

Sincerely,

The Honourable Paul Calandra
Minister of Education

Nov. 27, 2025

Honourable Paul Calandra
Minister of Education
5th Floor 438 University Avenue
Toronto, ON M7A 2A5

VIA EMAIL: minister.edu@ontario.ca

Dear Minister Calandra,

I am writing to you on behalf of the Special Education Advisory Committee (SEAC) for the Simcoe County District School Board (SCDSB). At our most recent meeting, members engaged in a robust discussion regarding *Bill 33, Supporting Children and Students Act, 2025*, and its potential implications for school boards. Following this discussion, the committee approved a motion to write a letter expressing our support for democratically elected school boards and emphasizing the vital contributions of trustees in our communities.

While we appreciate the Minister's stated intent to improve oversight and accountability within Ontario's education system, we believe the removal of Trustees undermines the principles of equity, inclusion, and local collaboration that are essential to supporting students with special education needs. These principles are especially important in a province where the availability of community services such as mental health supports, therapy providers, transportation options, and healthcare partnerships varies widely from region to region.

Of particular concern to SEAC members is Bill 33's expansion of ministerial authority to assume supervision of school boards. The potential to bypass local governance structures raises significant concerns. Trustees and SEACs ensure that decisions reflect the unique needs of students and families, including the reality that some communities have robust local supports while others have very limited access. Centralizing decision-making at the provincial level could diminish responsiveness to these differences and limit opportunities for meaningful parent and community engagement.

Trustees who serve on the SCDSB SEAC have been integral members of the committee for many years. Some of our current members began as volunteers and were later inspired to run for the position of Trustee in order to have a voice in decision-making. Our Trustees remain deeply engaged in their communities and consistently demonstrate their commitment to ensuring that local needs are heard and addressed.

Ontario is a vast and diverse province, and school boards face unique circumstances shaped by geography, demographics, and the availability of community resources. The SCDSB serves communities ranging from rural and suburban to rapidly growing urban centres, each with distinct opportunities and pressures. Some areas benefit from strong networks of local agencies, while others rely heavily on the school board as the primary source of support services. As one of the fastest-growing boards in Ontario, these differences significantly affect our ability to respond to special education needs, particularly where community services cannot keep pace with demand.

While we understand and appreciate the Minister's stated desire to promote consistency and equity across Ontario, we believe that local context must continue to inform decision-making. Achieving equitable opportunities for all students with special education needs cannot be accomplished through a one-size-fits-all model; it requires flexibility, collaboration, and respect for the profound differences in community infrastructure and access to specialized supports. For families of students with exceptionalities who already face systemic barriers, losing local accountability would be particularly harmful. SEAC meetings and board-level advocacy are vital for transparency and collaboration. Measures that restrict these processes, such as limiting public access or reducing trustee authority, risk silencing the voices of those most affected by educational policy.

We respectfully urge the Ministry to reconsider the proposed removal of Trustees and instead engage in broad consultation with stakeholders, including SEACs, educators, and families. Strengthening local partnerships, investing in evidence-based supports, and providing additional provincial resources to communities with limited local services would help achieve the goals of accountability and student success without compromising democratic governance or equity. Thank you for your attention to this important matter. We would welcome the opportunity to meet with you or your staff to discuss these concerns further and to work collaboratively toward solutions that uphold the best interests of all students.

Sincerely,



Brandy Rafeek
 Chairperson, SEAC



Kevin Berry
 Vice-chairperson, SEAC

- 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
- Hon. Jill Dunlop, MPP, Simcoe North
- Brian Saunderson, MPP, Simcoe-Grey
- Ontario Public School Boards' Association
- School Board Chairs
- Chairs of Ontario Special Education Advisory Committees
- Board of Trustees, SCDSB
- Dawn Stephens, Director of Education, SCDSB
- Dean Maltby, Associate Director, SCDSB