



February 25, 2026

Student Achievement & Well-Being Standing Committee

Notice of Meeting

The Student Achievement and Well-Being Standing Committee Meeting of the Waterloo Region District School Board will be held in the Boardroom, Building 2, 1st Floor, 51 Ardelt Avenue, Kitchener, Ontario, on Wednesday, February 25, 2026, at 6:00 p.m.

AGENDA

Call to Order

Territorial Acknowledgement and O Canada

Approval of Agenda

Announcements

Declarations of Pecuniary Interest

Delegations

Sheryl Tilley - Motion: Reassess Book Selection and Review Process

Cristina Fernandes - Motion: Reassess Book Selection and Review Process

Staff Follow Up

Reports

01 Reported Student Behaviour Incidents Quarterly Data Q2 –2025-2026 J. Albrecht

09 Student Evacuation Quarterly Data Q2 – 2025 - 2026 J. Albrecht

12 Student Suspension/ Expulsion Report, December 2025 R. Hume

Board Reports

14 Motion: Reassess Book Selection and Review Process Trustee C. Watson

Question Period for Members (5 minutes)

Adjournment

Questions relating to this agenda should be directed to Stephanie Reidel, Manager of Corporate Services
519-570-0003, ext. 4336, or Stephanie.Reidel@wrdsb.ca



Report to Student Achievement & Well-Being Standing Committee

February 25, 2026

**Subject: Reported Student Behaviour Incidents Quarterly
Data. Q2 –2025-2026**

Recommendation

This report is provided for information.

Status

- The Board has revised and enhanced AP2330 - Management Process for Student Behaviours Causing a Risk of Injury.
- The Board continues to deploy a variety of methods to staff schools given the rate of absenteeism within the system, staff are actively pursuing alternative approaches for emergency staffing.
- The Board continues to investigate innovative staffing initiatives to support students with the most complex needs.
- Employee absenteeism and attrition can introduce challenges with supporting complex students when new and/or different staff interact with them.
- Staff recommend caution in using incident reports as a proxy for student behaviour as a single incident could generate multiple reports.
- We continue to be proactive in utilizing our Behaviour Management Systems (BMS) team to support staff and administration in the following ways:
 - Responding to student specific referrals addressing supports for safety plans, review of critical incidents, and classroom observations and audits;
 - Providing site specific BMS support (i.e., practice a containment, student specific interventions etc.);
 - Supporting growing system needs in BMS by continuing to train new trainers;
 - Assisting in facilitating the transition of students returning to school;
 - Direct involvement with transition planning to ensure staff feel supported - setting both students and staff up for success;
 - Proactively identifying schools and students that may require direct support from BMS;
 - Analyzing and actively investigating special education paraprofessional resources to better support schools;

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

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

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

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

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

Previous Year Quarterly Report Comparison:

Quarterly student behaviour data as reported by WRDSB staff for the period November 16, 2025-January 31, 2026, compared to the data from the same period November 16, 2024-January 31, 2025 last school year:

- Total Elementary incidents have increased by 36 (4%) incidents from the same period last year.
- Total Secondary incidents have increased by 6 (12%) incidents from the same period last year.

2025-26 Reporting Information:

Reported Student Behaviour Incidents for The Current School Year (November 16, 2025) – January 31, 2026*):

- Total Elementary behaviour incidents: (**November 16, 2025-January 31, 2026**): **903 Incidents**
 - Hazard – 695 incidents
 - 78% of all elementary incidents
 - First Aid – 179 incidents
 - 20% of all elementary incidents
 - Health Care – 11 incidents
 - 1% of all elementary events
 - Lost Time – 11 events -

- 1% of all elementary events
- Total Secondary behaviour incidents from (**November 16, 2025-January 31, 2026**): **49 incidents**
 - Hazard – 31 incidents
 - 63% of all Secondary incidents
 - First Aid – 14 incidents
 - 29 % of all Secondary incidents
 - Health Care – 0 incidents
 - 0% of all Secondary incidents
 - Lost Time – 4 incidents
 - 8% of all Secondary incidents
- Total behaviour incidents for hazards, first aid, health care, and lost time per employee group from **November 16, 2025-January 31, 2026 - 952 Incidents**
 - Administrators – 8
 - 0.8% of total incidents
 - Custodian and Maintenance (CAMA) – 0
 - 0.00% of total incidents
 - Early Child Educator (ECE) – 68
 - 7% of total incidents
 - Educational Assistant (EA) / Child and Youth Worker (CYW) – 302
 - 53% of total incidents
 - Educational Support Staff (ESS) – 6
 - 0.6% of total incidents
 - Elementary Occasional Teacher (ETFO-OT) –48
 - 5% of total incidents
 - Elementary Teacher (ETFO) – 302
 - 32% of total incidents
 - MGMT/Other – 2
 - 0.1% of total incidents
 - Secondary Teacher/Occasional Teacher (OSSTF) – 10
 - 1% of total incidents
 - Supervision Monitors (SMACA) – 1
 - 0.1% of total incidents

2024-25 Reporting Information:

Reported Student Behaviour Incidents for the Previous School Year (November 16, 2024 – January 31, 2025):

- Total Elementary behaviour incidents: (**November 16, 2024-January 31, 2025**): **867 Incidents**
 - Hazard – 611 incidents
 - 70.47% of all elementary incidents
 - First Aid – 230 incidents
 - 26.53% of all elementary incidents
 - Health Care – 10 events
 - 1.15% of all elementary events
 - Lost Time – 16 events -
 - 1.85% of all elementary events

- Total Secondary behaviour incidents from (**November 16, 2024-January 31, 2025**): **43 incidents**
 - Hazard –28 incidents
 - 65.12% of all Secondary incidents
 - First Aid – 14 incidents
 - 32.56 % of all Secondary incidents
 - Health Care – 0 incidents
 - 0.00% of all Secondary incidents
 - Lost Time – 1 incident
 - 2.33 % of all Secondary incidents

- Total behaviour incidents for hazards, first aid, health care, and lost time per employee group from **November 16, 2024-January 31, 2025 - 910 Incidents**
 - Administrators – 12
 - 1.32% of total incidents
 - Custodian and Maintenance (CAMA) – 0
 - 0.00% of total incidents
 - Early Child Educator (ECE) – 92
 - 10.11% of total incidents
 - Educational Assistant (EA) / Child and Youth Worker (CYW) – 472
 - 51.87% of total incidents
 - Educational Support Staff (ESS) – 1
 - 0.11% of total incidents
 - Elementary Occasional Teacher (ETFO-OT) –46

- 5.05% of total incidents
- Elementary Teacher (ETFO) – 268
 - 29.45% of total incidents
- MGMT/Other – 5
 - 0.55% of total incidents
- Secondary Teacher/Occasional Teacher (OSSTF) – 13
 - 1.43% of total incidents
- Supervision Monitors (SMACA) – 1
 - 0.11% of total incidents

Background

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

Financial implications

Expenditures are accounted for within existing budgets.

Communications

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

Prepared by: Bill Lemon, Associate Director
 Justin Brown, Senior Manager, Human Resources & Equity Services,
 Shannon-Melissa Dunlop, Manager, Health, Safety & Security
 Jodi Albrecht, Superintendent



In consultation with Leadership Council

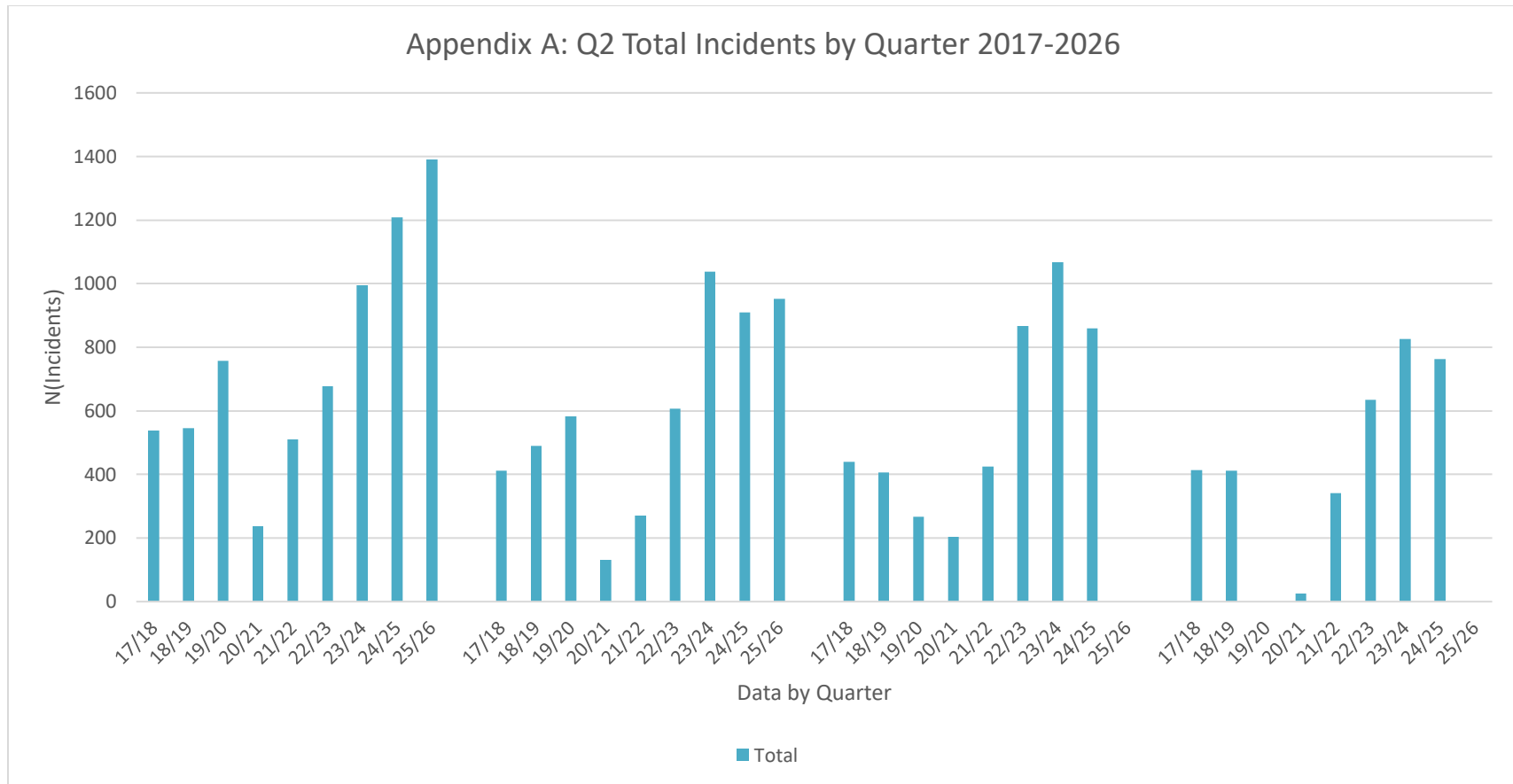
Appendix A

Appendices

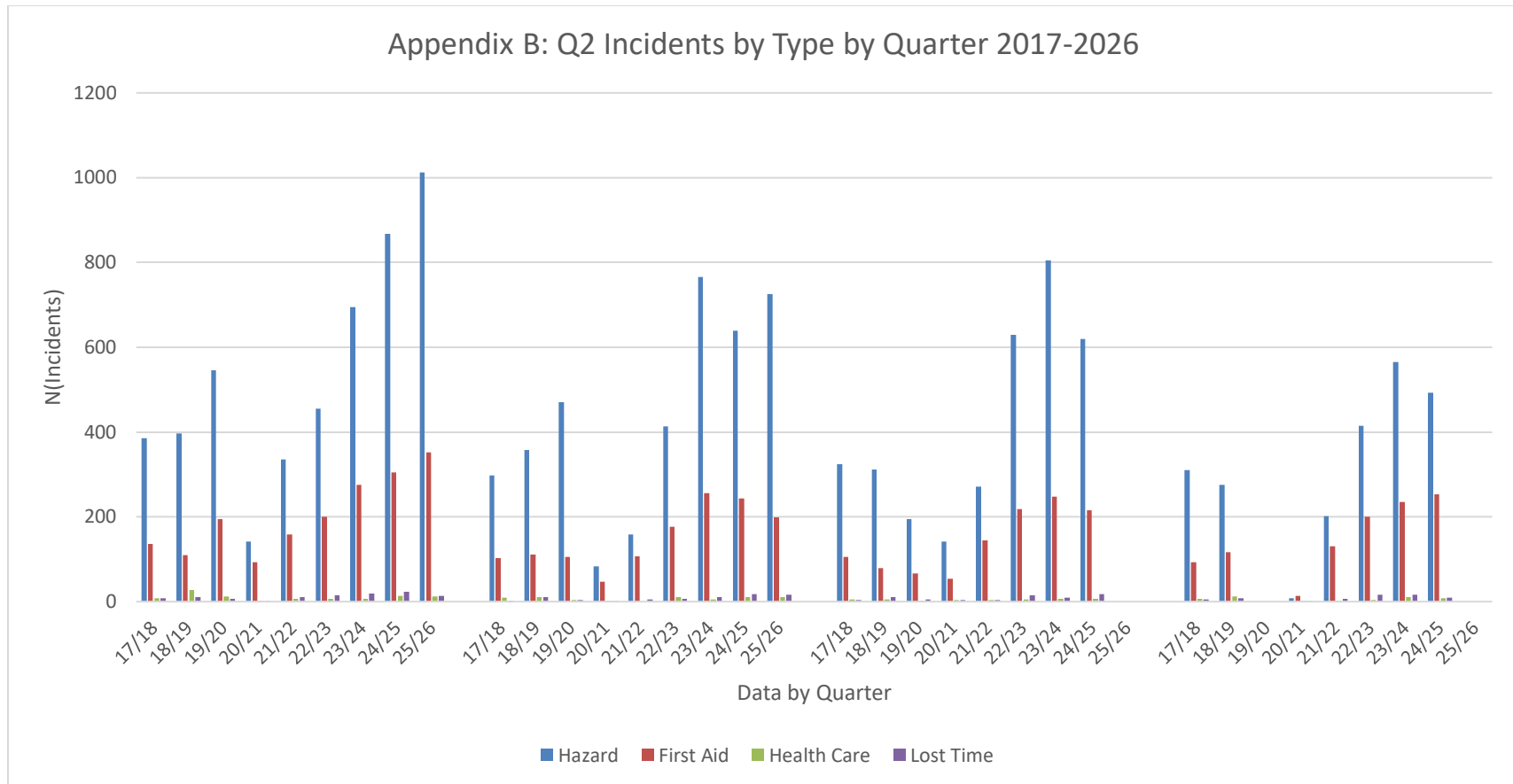
Appendix 'A' – Total Incidents: 2017-2026 Q2

Appendix 'B' – Types of Incidents by Quarter: 2017-2026 Q2

Appendix A: Q2 Total Incidents by Quarter



Appendix B: Q2 Incidents by Type by Quarter 2017 - 2026





Report to Student Achievement & Well-Being Standing Committee

February 25, 2026

**Subject: Student Evacuation Quarterly Data
Q2 – 2025 - 2026**

Recommendation

This report is provided for information.

Status

- Classroom evacuations are one tool utilized by staff to keep students and themselves safe.
- The Board has revised and enhanced AP2330 - Management Process for Student Behaviours Causing a Risk of Injury.
- Much of commentary associated with the Student Behaviour Incident Report applies to the data included in this report.

Classroom evacuations are categorized under three (3) broad categories:

- **Risk of Imminent Harm to Self or Others** – Based on the educator’s judgement, students in the class must relocate to allow staff to support a dysregulated student
- **Reduce Stimuli or Triggers for Student** – Based on the educator’s judgement and understanding of a student’s needs, students in the class must relocate to reduce environmental stimuli
- **Student Medical** – Based on direction in a student plan of care or exigent medical circumstances, students are removed from class to support the duty of care or maintain student dignity

Evacuations by Panel

Elementary	Secondary
485	10

Evacuations by Grade or Program

Grade	Number
Kindergarten	70
1	128
2	84
3	61
4	16
5/6*	16
7/8*	11
Alternative Continuum of Education (ACE)	66
Elementary Behaviour Program (EBP)	19
Extended day	14
Secondary	10
Grand Total	495

Evacuations by Cause

Risk of Harm	Reduce Stimuli & Student Medical*
431	64

* Some categories or classifications were combined to protect student privacy

Context:

The following information is provided to contextualize these data.

- Classroom evacuations can occur in a variety of ways. Staff make every effort to restore the learning environment as quickly as possible
- In the Elementary Panel:
 - The quarter consisted of 50 instructional days for 1930 classes
 - 194 classes experienced exactly one (1) evacuation
 - Evacuation rate: 0.5%
- In the Secondary Panel:
 - The quarter consisted of 47 instructional days with 3100 instructional periods
 - Evacuation rate: 0.007%

Background

As requested by the Board, student evacuation data is to be provided on a quarterly basis. These data reflect the quarterly data for the period November 16, 2025 to January 30, 2026, inclusive.

Financial implications

Expenditures are accounted for within existing budgets.

Communications

These reports are shared with the Trustees for information. These data are for internal use.

Prepared by: Bill Lemon, Associate Director
Jodi Albrecht, Superintendent, Student Achievement & Well-Being
Justin Brown, Senior Manager, Human Resource Services
and in consultation with Leadership Council.



Report to Student Achievement & Well-Being Standing Committee

February 25, 2026

Subject: Student Suspension/Expulsion Report December 2025

Recommendation

This report is provided for information.

Status

Comparing the year to date from Dec. 2024 and Dec. 2025, elementary suspensions have decreased by 12 and secondary suspensions have decreased by 5.

Comparing the year to date from Dec. 2024 and Dec. 2025, school expulsions have decreased by 5 and board expulsions have increased by 3.

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

Suspensions

- Total elementary school suspensions in December 2024 = 79, year to date = 363
- Total elementary school suspensions in December 2025 = 73 , year to date = 351
- Total secondary school suspensions in December 2024 = 99, year to date = 524
- Total secondary school suspensions in December 2025 = 104, year to date = 519

Expulsions

- Total school expulsions in December 2024 = 1, year to date = 5
- Total school expulsions in December 2025 = 0, year to date = 0
- Total board expulsions in December 2024 = 1, year to date = 4
- Total board expulsions in December 2025 = 2, year to date = 7

Violent Incidents

The term violent incident is defined as the occurrence of any of the following or the occurrence of a combination of any of the following; possessing a weapon, including possessing a firearm, physical assault causing bodily harm requiring medical attention,

sexual assault, robbery, using a weapon to cause or to threaten bodily harm to another person, extortion, hate and/or bias-motivated occurrences.

- Total elementary/secondary violent incidents in Dec. 2024 = 17, year to date = 71
- Total elementary/secondary violent incidents in Dec. 2025 = 10, year to date = 41

Background

As requested by the Board, suspension/expulsion data will be presented at the Student Achievement & Well-Being Standing Committee (SAWBSC) meeting in October, January, February, and June of each year.

Financial implications

There are no known financial implications.

Communications

Upon request, suspension/expulsion data is communicated to the Ministry of Education for statistical purposes. ITS runs reports monthly and annually that are shared with the System Administrator of Safe Schools for analysis and report development. Reports are developed, then shared for approval by the Superintendent of Safe Schools, then SAWB and Leadership Council to be presented to SAWBSC.

Prepared by: Ryan Hume, Superintendent, Student Achievement & Well-Being,
Brenda Cathcart, System Administrator, Learning Support Services,
in consultation with Leadership Council.



Report to Student Achievement & Well-Being Standing Committee

February 25, 2026

Subject: Motion - Reassess Book Selection and Review Process

Recommendation

That the Student Achievement & Well-Being Standing Committee recommend

(1) the WRDSB immediately undertake a full, transparent, and independent review of how the Selection of Educational Resources Procedure takes place, including the well-defined criteria, advisory sources, and decision-making process used to select and retain library (including online library commons) and classroom materials; and

(2) This review shall include formal, documented, and broad parental consultation, ensuring that the values, expectations, and concerns of parents of diverse views and beliefs are fully represented; and

(3) This review shall include a comprehensive audit of existing library (including online library commons) and classroom resources to:

(i) identify sexually explicit content or promotion of identitarian political frameworks such as critical race theory and gender ideology and

(ii) assess the educational value, developmental appropriateness, and weigh the benefits versus risks of exposing students to these materials; and

(4) The Board publicly disclose a summary of findings and proposed reforms arising from this review, including timelines, responsible departments, and clear accountability measures; and

(5) That the information collected by staff be presented to trustees in a board report by the end of March 2026.

Status

This Notice of Motion was served by Trustee C. Watson with support from Trustee B. Cody at the November 24, 2025 Board Meeting.

Background

“Whereas” statements are based on the reasoning and judgement of facts of the mover of this motion. The following recitals were included as background:

Whereas Boards are solely responsible for the selection and evaluation of supplementary resources and are to ensure age appropriateness and educational relevance – a process established by the WRDSB which did not include proper or broad parental consultation regarding the decisions by which resources are selected, approved, or maintained; and

Whereas parents have repeatedly expressed objections to books that promote ideological or identity-based political agendas, as well as to materials containing sexual content that is not age-appropriate, and have therefore not given consent for such content to be made accessible to their children; and

Whereas a majority of trustees opposed the request to implement age-appropriate filters for online library platforms.

Financial implications

Financial implications are not known at this time.

Communications

If approved, a communication plan would be developed.

Prepared by: Stephanie Reidel, Manager of Corporate Services, for Trustee Cindy Watson.