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 Monday, November 2, 2026, 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 May 26, 2026
Approve Minutes - Special Education Advisory Committee Meeting of September 9, 2026
Receive Minutes - Board Meeting of September 28, 2026
Approve Minutes - Policy and Governance Standing Committee of October 7, 2026
Approve Minutes - Student Achievement and Well-Being Standing Committee of October 19, 2026

Receipt/Approval of Monthly Reports:

31 Staffing Information – Retirements and Resignations — B. Lemon
33 Staffing Information – Appointments — B. Lemon
35 Trustee Absences — Chair

Recommendations from Standing Committees

36 Policy and Governance Standing Committee
48 Student Achievement and Well-Being Standing Committee

Staff Follow Up

Reports

Generative Artificial Intelligence (AI) Update Presentation
N. Muhammad / J. Fedosoff/ S. Watters

Math Achievement Action Plan — A. Gaymes-San Vicente / J. Maliha / S. Watters

51 2025-2026 Year-End Board Improvement and Equity Plan (BIEP) Report
S. Miller / A. Gaymes-San Vicente / D. Lane

Inclement Weather Process — J. Fedosoff

Board Reports

Board Communications

84 Lakehead District School Board to Minister of Education

Other Business

Presentation to Outgoing Chairperson — S. Miller

Question Period (10 minutes)

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

Adjournment

Report to Board

November 2, 2026

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, Chief Operating Officer, in consultation with Leadership Council.

Appendix A

Staffing Statistics – Retirements
Current at November 2, 2026

Retirements: Elementary Teaching Staff				
First	**Last**	**Position/Location**	**Retirement Date**	**Years of Service**
Debbie	Moore	Teacher, Wellesley PS	November 30, 2026	29
Jennifer	Radke	Teacher, Ayr PS	October 31, 2026	30
Catherine	Sanderson	Teacher, Highland PS	November 30, 2026	32
Melanie	Witmer	Teacher, Lackner Woods PS	December 31, 2026	29

Retirements: Secondary Teaching Staff				
First	**Last**	**Position/Location**	**Retirement Date**	**Years of Service**
Nena	Orescanin-Wicken	Teacher, Waterloo Oxford DSS	November 30, 2026	20

Retirements: Administrative & Support Staff				
First	**Last**	**Position/Location**	**Retirement Date**	**Years of Service**
Colleen	Howey	Child Youth Worker, Meadowlane & Elizabeth Ziegler PS	October 30, 2026	22
Cathy	Kostachen	Head Secretary, Bridgeport PS	October 30, 2026	41

Staffing Statistics – Resignations
Current at November 2, 2026

Permanent Staff Resignations			
First	**Last**	**Position/Location**	**Resignation Date**
Miranda	Powell	Teacher, Sheppard PS	October 14, 2026

Report to Board

November 2, 2026

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, Chief Operating Officer, in consultation with Leadership Council

Appendix A

Staffing Information – New Appointments
Current at November 2, 2026

New Appointments: Elementary Teaching Staff			
First	**Last**	**Location**	**Effective Date**
Naomi	Anderson	Teacher, Sunnyside PS	October 21, 2026
Phoebe	Clemens	Teacher, Blue Heron PS	October 26, 2026
Beth	Crossey	Teacher, Coronation PS	October 13, 2026
Andrew	Gilbert	Teacher, Forest Hill PS	October 19, 2026
Victoria	Harris	Teacher, Stewart Avenue PS	October 19, 2026
Richelle	Hart	Teacher, Driftwood Park PS	October 13, 2026
Ryan	Hooper	Teacher, Queensmount PS	October 14, 2026
Amy	Johnston	Teacher, Pioneer Park PS	October 23, 2026
Thomas	Jokinen	Teacher, William G Davis PS	October 13, 2026
Natalie	Letourneau	Teacher, John Darling PS	October 19, 2026
Brenna	Mackenzie	Teacher, JW Gerth PS	October 9, 2026
Kristen	Munch	Teacher, Wilson Avenue PS	October 19, 2026
Kelsey	Nocera	Teacher, Chalmers Street PS	October 19, 2026
Kaitlyn	Principi	Teacher, Breslau PS	October 19, 2026
Leon	Ranger	Teacher, St. Andrew's PS	October 19, 2026
Sarah	Van Kruistum	Teacher, Sheppard PS	October 15, 2026
Tessa	Weaver	Teacher, Elgin Street PS	October 13, 2026

New Appointments: Administrative and Support Staff			
First	**Last**	**Location**	**Effective Date**
Serena	Jeng	Custodian, Jacob Hespeler SS	October 26, 2026
Mirian	Larromana	Custodian, Laurel Heights SS	October 26, 2026
Tracey	Morrell	Custodian, Waterloo CI	October 26, 2026
Tracy	Psenak	Custodian, Galt CI	October 26, 2026
Vivian	Sousa	Custodian, Laurel Heights SS	October 26, 2026
Snezana	Stojanovic	Custodian, Waterloo Oxford District SS	October 26, 2026

New Hires - due to retirements, resignations or leaves and are to replace full or part-time vacancies.

Human Resources & Equity Services

Report to Board

November 2, 2026

Subject: Absences from Board Meetings - October

Recommendation

This report is provided for information.

Status

This report provides a summary of approved absence requests from Trustees between the period of September 25, 2026 and October 30, 2026.

Approved Absences

Trustee	Date of Request	Meeting Date	Public Meeting	In Camera	Approved	Approved By	Approval Date
M. Waseem	09/28/26	09/28/26	☐	☐	☐	Chair	09/28/26

Background

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

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

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

Financial implications

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

Communications

Trustee attendance at meetings is recorded and available on the WRDSB website.
Prepared by: Manager S. Reidel for Chair M. Radlein in consultation with Leadership Council.

Report to Board

November 2, 2026

Subject: Recommendations from the Policy & Governance Standing Committee

Recommendation

That the Waterloo Region District School Board approve the recommendations from the Policy & Governance Standing Committee meeting of October 7, 2026.

Status

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

Policy Recommendations

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

- Board Policy 3000 - Trustee Honoraria (Appendix B)
- Board Policy 3001 - Trustee Expenditures (Appendix C)
- Board Policy 3003 - Trustee Professional Development Expenses (Appendix D)
- Board Policy 3007 - Membership in Ontario Public School Boards' Association (Appendix E)
- Board Policy 4006 - Parking on School Board Properties (Appendix F)
- Board Policy 6006 - Adult and Continuing Education (Appendix G)

Standing Committee Meeting Agenda Package, Recording and Minutes

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

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

Background

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

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

Financial implications

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

Communications

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

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

Appendix A

Policy & Governance Standing Committee Recommendations

October 7, 2026

A. Board Policy 3000 - Trustee Honoraria (Appendix B)

That the Policy & Governance Standing Committee recommend approval of Board Policy 3000 - Trustee Honoraria as presented at the October 7, 2026 Policy & Governance Standing Committee meeting.

B. Board Policy 3001 - Trustee Expenditures (Appendix C)

That the Policy & Governance Standing Committee recommend approval of Board Policy 3001 - Trustee Expenditures as presented at the October 7, 2026 Policy & Governance Standing Committee meeting.

C. Board Policy 3003 - Trustee Professional Development Expenses (Appendix D)

That the Policy & Governance Standing Committee recommend rescinding Board Policy 3003 - Trustee Professional Development Expenses as presented at the October 7, 2026 Policy & Governance Standing Committee meeting.

D. Board Policy 3007 - Membership in Ontario Public School Boards' Association (Appendix E)

That the Policy & Governance Standing Committee recommend approval of Board Policy 3007 - Membership in Ontario Public School Boards' Association as presented at the October 7, 2026 Policy & Governance Standing Committee meeting.

E. Board Policy 4006 - Parking on School Board Properties (Appendix F)

That the Policy & Governance Standing Committee recommend rescinding Board Policy 4006 - Parking on School Board Properties as presented at the October 7, 2026 Policy & Governance Standing Committee meeting.

F. Board Policy 6006 - Adult and Continuing Education (Appendix G)

That the Policy & Governance Standing Committee recommend approval of Board Policy 6006 - Adult and Continuing Education as presented at the October 7, 2026 Policy & Governance Standing Committee meeting.

Waterloo Region District School Board

Board Policy 3000
TRUSTEE HONORARIA

Legal References:	*Ontario Regulation O. Reg. 320/26: Honoraria For Board Members*
Related References:	Education Act, R.S.O. 1990, c. E.2, *Section 191*
Effective Date:	*October 30, 2006*
Revisions:	*October 15, 2018, June 9, 2025, DATE*
Reviewed:	*January 11, 2016,*

1. Purpose

The Waterloo Region District School Board, in compliance with the legislative requirements contained in ~~O. Reg. 357/06: Honoraria for Board Members~~ *Ontario Regulation O. Reg. 320/26: Honoraria For Board Members* pays an honorarium ~~allowance~~ to trustees.

2. Application

2.1 Effective November 15, 2026, each Trustee will be paid an honorarium of $9,000.

2.1.1 The honorarium amount for a Trustee who serves for a partial year will be prorated.

~~The allowance paid to to trustees is as follows:~~

~~2.1.2 a base amount of $5,900.00;~~

~~2.1.3 an amount calculated annually as the Board's average day school enrollment multiplied by $1.75 and divided by the number of trustees.~~

2.2 In addition to the honorarium amount set out in Section 2.1:

2.2.1 the Chair of the Board shall receive an additional ~~base amount~~ annual amount ~~honoraria~~ of $1,000 ~~$5,000~~;

2.2.2 the Vice-Chair of the Board shall receive an additional ~~base amount~~ annual amount ~~honoraria~~ of $500 ~~$2,500~~.

2.3 The WRDSB will publish on the WRDSB website, by November 16 in each year, the amount of the honorarium that was paid to each trustee in the preceding year of the trustee's term of office.

2.3.1 The amount for each year shall remain on the WRDSB website for the trustee's entire term of office.

DRAFT

Waterloo Region District School Board

Board Policy 3001

TRUSTEE EXPENDITURES

Legal References:	*Education Act, Section 171(1)17: Powers of Boards - Membership Fees and Travelling Expenses* *Education Act, Subsection 8 (1), Paragraph 3.7 (Ministry Policy Directives under Bill 101)* *Education Act, Section 191(2): Travel Expenses* *Broader Public Sector Expenses Directive (Effective January 1, 2020)* *Ministry Memo 2006:B15 – School Board Expenditure Guidelines* *Ministry Memo 2009:B8 – Trustee Expense Guideline*
Related References:	*Administrative Procedure 4380 – Expense Reimbursement* *Administrative Procedure 4381 – Travel and Meals Expenditures* ~~*Administrative Procedure 4382 – Hospitality Expenditures*~~ ~~*Administrative Procedure 4383 – In-Service Expenditures*~~ *Board Policy 3008 – Use of Board Resources During the Election Campaign*
Effective Date:	*March 2007*
Revisions:	*June 18, 2018, February 8, 2021, February 9, 2026, October 7, 2026*
Reviewed:	*March 20, 2017*

1. Purpose

1.1 The Education Act provides for reimbursement to members of the Waterloo Region District School Board (WRDSB) ~~trustees~~ for expenses incurred while on WRDSB business ~~or for professional development~~.

2. Application

2.1 All expenses to be reimbursed must be reasonable and relevant to the business activity of the WRDSB as determined by the Chief Executive Officer; this applies to all trustees including Student Trustees.

2.1.1 eligible expenses (mileage, parking) will be reimbursed with accordance with the requirements set out in Administrative Procedure 4381.

2.3 The WRDSB will not incur or reimburse expenses for:

2.3.1 board members to pay membership fees in OPSBA or a similar Trustee association.

2.3.2 board members to attend or participate in any discretionary event or activity. Ineligible expenses for discretionary events or activities include registration fees, travel, meal, accommodation, and hospitality expenses.

A discretionary event or activity is defined as any event or activity where a board member's attendance or participation is not essential to the Board's core business operations, and for which expenses are incurred by choice rather than operational necessity. Discretionary events or activities include, but are not limited to:

- Professional development activities
- Professional associations' or sector organizations' events or activities
- Education-related symposiums, conferences, and conventions

2.3.3 political activities or events.

DRAFT

2.4 The Board assumes no obligation to reimburse expenses that do not comply with this policy.

2.5 The WRDSB will publicly report the total amount reimbursed to trustees annually.

~~2.1 Reimbursement will be in accordance with Administrative Procedure (AP) 4380 – Expense Reimbursement, AP 4381 – Travel and Meals Expenditures, AP 4382 – Hospitality Expenditures and AP 4383 In Service Expenditures.~~

~~2.2 Expenses related to political activities or events are not reimbursed.~~

~~2.3 All expenses to be reimbursed must be reasonable and relevant to the business activity of the Board. The expenditures must be transparent, with appropriate accountability and relate to the goals and objectives of the Board's Strategic Plan. Requests for employee time or other board resources, which are for trustee personal use, are not permitted.~~

~~2.4 For an expense to be paid or reimbursed it must have the appropriate authorizations and approvals as set out in Administrative Procedure 4380 – Expense Reimbursement, and AP 4381 – Travel and Meals Expenditures.~~

~~2.5 The Board assumes no obligation to reimburse expenses that do not comply with this policy.~~

~~2.6 A detailed breakdown of trustee expenses and any required explanation must be posted annually on the Board website.~~

~~2.7 The WRDSB will publicly report the total amount reimbursed to trustees annually.~~

DRAFT

Waterloo Region District School Board

Board Policy 3003

TRUSTEE PROFESSIONAL DEVELOPMENT EXPENSES

Legal References:	*Education Act, Section 171(1)17: Powers of Boards – Membership Fees and Travelling Expenses* *Ministry Memo 2006:B15 – School Board Expenditure Guidelines;* *Ministry Memo 2009:B8 – Trustee Expense Guideline*
Related References:	*Board Policy 3001 – Travel, Meals and Hospitality Expenditures – Trustees* *Administrative Procedure 4380 – Travel, Meals and Hospitality Expenditures* *Trustee Request For Reimbursement Of Expenses - Professional Development* *HR-99-300 - Request for Staff Development Funds*
Effective Date:	*January 25, 2010*
Revisions:	*November 20, 2017, April 11, 2022*
Reviewed:	*November 12, 2018*

RECINDED

1. Trustee Professional Development

1.1 It is the policy of the Waterloo Region District School Board (WRDSB) to support and encourage the attendance of trustees at conferences, conventions, seminars and courses of an educational nature, in accordance with the regulations governing this policy, subject to budget limitations established by the WRDSB, in recognition of the benefits of providing opportunities for trustees to gain greater depth of knowledge and experience relative to their responsibilities.

2. Guidelines

2.1 A trustee professional development budget shall be established annually by the WRDSB.

2.2 Trustees may not travel to more than one out-of-province professional development activity per year.

2.3 No more than three trustees may travel to the same out-of-province professional development activity.

2.4 In the event that more than three trustees apply to travel to the same out-of-province professional development activity, a special committee consisting of the Chairperson and two trustees to be appointed by the Board of Trustees would make the determination in accordance with the regulations. The Committee will give consideration to Board or Committee members having a special interest in the topic(s) being covered during the professional development activity and to the order in which applications were received.

2.5 The WRDSB will pay expenses in connection with the attendance by a trustee at an approved professional development activity in accordance with Administrative Procedure 4380 – Travel, Meals and Hospitality Expenditures.

2.6 A “Request for Staff Development Funds” form (HR-99-300) must be completed and submitted to the Chairperson for approval prior to attending the professional development activity.

2.7 Supporting vouchers and receipts for expenses incurred under these regulations must be submitted to the Chairperson's Office on a Trustee Request For Reimbursement Of Expenses - Professional Development.

2.8 Trustees whose expenses are being paid by another sponsoring organization will not be reimbursed under the policy and regulations.

2.9 Trustees attending a professional development activity under this policy and its regulations must complete a written report attached to the Trustee Request For Reimbursement Of Expenses - Professional Development. The conference report will be posted on the WRDSB website quarterly providing information about the experience and how it contributed to their position as Trustee, as well as to education in the WRDSB while supporting the strategic plan.

RECINDED

Waterloo Region District School Board

Board Policy 3007

MEMBERSHIP IN ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

Legal References:	*Education Act 191.2(3) – Other Expenses (Board Members)*
Related References:	*Board Policy 3001 - Travel, Meals and Hospitality Expenditures – Trustees* *Board Policy 3003 – Trustee Professional Development Expenses* *Ontario Public School Boards' Association's Policies and Procedures*
Effective Date:	*June 2000*
Revisions:	*June 21, 2021, May 13, 2024, March 9, 2026, October 7, 2026*
Reviewed:	*May 9, 2022, June 12, 2023, May 14, 2025,*

1. Purpose

1.1 The Waterloo Region District School Board (WRDSB) recognizes the inherent values in maintaining a positive relationship with other public district school boards throughout the Province of Ontario through membership in the Ontario Public School Boards' Association (OPSBA).

1.2 OPSBA represents English public district school boards and public school authorities across Ontario, which together serve more than 1.4 million public elementary and secondary students. OPSBA advocates on behalf of the best interests and needs of the public school system in Ontario. ~~OPSBA is seen as the expert voice of public education in Ontario and is routinely called on by the provincial government for input and advice on legislation and the impact of government policy directions~~.

1.3 OPSBA serves its Member Boards through its expertise and provincial work in the following areas:

- Education Program Policy
- Policy Development
- Legislation and Regulation Monitoring and Analysis
- Government Relations
- Communications and Media Relations
- Equity, Diversity, and Inclusion
- ~~Labour Relations and Human Resources~~
- Education Finance
- Networking and Facilitation
- ~~Conference, Meeting and Event Coordination~~
- ~~Professional Development and~~ Issues Awareness

2. Application

2.1 Membership in the OPSBA will be reviewed ~~renewed~~ annually~~ in conjunction with the development of the WRDSB operating budget~~. ~~At that time, this policy (Board Policy 3007 - Membership in OPSBA) will also be reviewed.~~

2.2 In accordance with OPSBA's bylaws, appointments to the following positions must be approved by the Board of Trustees annually prior to OPSBA's Annual ~~General~~ Meeting:

- Voting Delegate and Alternate for the OPSBA Annual ~~General~~ Meeting;
- ~~Director on the OPSBA Board of Directors.~~

2.3 The Board of Trustees may also nominate any eligible trustees for the open positions during the OPSBA Annual ~~General~~ Meeting or at OPSBA's request for nominations.

2.4 ~~Expenses related to attendance at OPSBA events are governed by Board Policy 3003 – Trustee Professional Development Expenses.~~ The WRDSB will not incur or reimburse expenses for board members to pay membership fees in OPSBA or similar Trustee associations.

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Appendix F

Waterloo Region District School Board

Board Policy 4006

PARKING ON SCHOOL BOARD PROPERTIES

Legal References:	*Education Act* *Trespass to Property Act*
Related References:	https://www.wrdsb.ca/community/community-use-of-schools/
Effective Date:	*March 30, 1998*
Revisions:	*February 8, 2016, November 12, 2018*
Reviewed:	*October 18, 2021*

RESCINDED

1. Preamble

1.1 This policy is intended to apply to commercial use vehicles parking on school property outside of regular school operations or community use of schools.

1.2 It is the policy of the Waterloo Region District School Board (WRDSB) to permit the use of its parking lots provided that:

1.2.1 The school Principal approves the request and/or a permit for facility use is in place through the Rentals group in Facility Services;

1.2.2 Principals have implemented site specific protocols to ensure permitted vehicles have a physical copy of their permit on display in the vehicle;

1.2.3 The use of the parking lot does not interfere with the daily operations of the school including but not limited to maintenance work or snow removal;

1.2.4 Permitted users are made aware that parking on WRDSB property is done at their own risk;

1.2.5 There is no cost to the WRDSB; and

1.2.6 The vehicle owner complies with any restrictions on the property which have been posted with appropriate signage. Failure to comply with these restrictions may result in costs which will be charged to the vehicle's owner. Examples of these costs included but are not limited to parking tickets and towing fees.

Waterloo Region District School Board

Board Policy 6006

ADULT AND CONTINUING EDUCATION

Legal References:	*Education Act* *PPM 129 - Prior learning assessment and recognition (PLAR): implementation in Ontario secondary schools* *PPM 132 - Prior Learning Assessment and Recognition for Mature Students*
Related References:	*Regulation 285 – Continuing Education*
Effective Date:	*February 23, 1998*
Revisions:	*April 14, 2014, October 7, 2026*
Reviewed:	*April 15, 2019, March 21, 2022*

1. Purpose

~~It is the policy of the~~ The Waterloo Region District School Board (WRDSB) ~~to provide adult~~ supports the development and implementation of adult and continuing education as alternative educational programs, outside of ~~other than~~ the regular day school programs, for people of all ages in order to respond to the educational needs of the citizens in its jurisdiction, consistent with ~~approved~~ available financial resources ~~available~~.~~, recognizing that:~~

2. Definitions

Adult and Continuing Education includes, but is not limited to, Essential Skills Upgrading (ESU), Summer School Programming, International and Indigenous Language Program (IILP), Re-Engagement, and Prior Learning Assessment and Recognition (PLAR).

3. Application

3.1 The WRDSB ~~acknowledges the concept~~ recognizes the importance of ~~life long learning and~~ adult and continuing education as an important component of a fulsome educational program. ~~and~~ The WRDSB is committed to providing adult and continuing education programs in environments that are inclusive, accessible, identity-affirming, responsive and relevant to students of all ages~~,~~. Programming will be consistent with available financial, human, and physical resources;

3.2 The mandate of adult and continuing education is to provide alternative programs and processes through which people of all ages may improve their skills and enrich their knowledge ~~in order that they may participate fully in modern society~~ to achieve their education and employment goals.

DRAFT

Report to Board

November 2, 2026

Subject: Recommendations from the Student Achievement & Well-Being Standing Committee

Recommendation

That the Waterloo Region District School Board approve the recommendations from the Student Achievement & Well-Being Standing Committee meeting of October 19, 2026.

Status

Recommendations from the Student Achievement & Well-Being 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 Student Achievement & Well-Being Standing Committee will ensure matters related to school programs and school services 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 Student Achievement & Well-Being Standing Committee in consultation with Leadership Council.

Appendix A

Student Achievement & Well-Being Standing Committee Recommendations October 19, 2026

A. 2025-26 Suspension/Expulsion Annual Report (SAWBSC Folio 05)

That the Student Achievement & Well-Being Standing Committee recommend staff be directed to review the possibility of including incidents of reported bullying that did not result in a suspension or expulsion to the Annual Suspension/Expulsion Report.

Report to Board

November 2, 2026

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 2025-2026 school year ending August 31, 2026 (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.

In the 2025-2026 school year, the WRDSB Board Improvement and Equity Plan focused on 4 areas:

- Achievement
- Preparing Students for Future Success
- Mental Health, Well-Being and Engagement
- Services and Operations

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 baseline for our assessment of change and improvement year-over-year. The 2025-2026 plan continues to integrate 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.

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 11, 2025 the WRDSB Board of Trustees approved the 2025-2026 School Year Budget. The final financial results of the WRDSB's operations for the 2025-2026 school year will be presented at a Special Board Meeting on November 23, 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 Board Improvement and Equity Plan will be posted on the Board website, shared with 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, Chief Executive Officer; Alison Gaymes San Vicente, Chief Education Officer; Bill Lemon, Chief Operations Officer; David Lane, Executive Manager of Research & Organizational Transformation; and Senior Team members, in consultation with Leadership Council.

Board Improvement and Equity Plan - 2025-2026 - 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 2025-2026 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 2024-2025 school year. SAP indicators are marked with an asterisk (*). Additional publicly available data for SAP indicators can be accessed using the following weblinks: EQAO results and SAP indicator data.

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 meet or exceed the provincial standards in learning environments that are culturally responsive.**
PREPARING STUDENTS FOR FUTURE SUCCESS	**Every student is prepared for elementary, secondary, & post-secondary pathways in environments that promote high expectations & academic engagement.**
MENTAL HEALTH, WELL-BEING & ENGAGEMENT	**Every student will feel engaged in inclusive & affirming learning environments that support & build their awareness of mental health, well-being, & belonging.**
SERVICES AND OPERATIONS	**All students, staff, parents, families, and the broader community will have confidence in public education at the WRDSB.**

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 2025-2026 school year
⏸ Paused - Strategy and related actions were paused in the 2025-2026 school year

Throughout the 2025/2026 school year, WRDSB staff implemented actions aligned to 45 of the 45 strategies (100%) identified in this year's BIEP. To make progress toward our strategies, the 2025/2026 BIEP included 127 actions across all of the result areas of the BIEP. Our year end progress monitoring found that WRDSB staff implemented 118 of the 127 identified actions (92%). Throughout this report, you will see examples of the performance measurement related to the implementation of actions in each result area.

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Achievement

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

<table>
<tr><th>Indicators</th><th colspan="2">Strategies & Status</th><th>Actions</th></tr>
<tr><td rowspan="5">% of students scoring at or above benchmark on the early reading screening tool
<table><tr><th>2023-24*</th><th>2024-25</th><th>2025-26</th></tr><tr><td>43%
(N=9,816)</td><td>53%
(N=13,160)</td><td>59%
(N=12,839)</td></tr></table>*System-wide early reading screening did not begin until partway through the 2023-24 school year. For this reason the Middle of Year (MOY) screening period, rather than the Beginning of Year (BOY) screening period, is reported for the 2023-24 school year.</td><td>Implement the Structured Literacy Multi-Year Plan</td><td>✅</td><td>• Build capacity of educators through professional development sessions and embedded school coaching (e.g., early reading resource teachers) to implement foundational skills instruction and effective multitiered systems 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.</td></tr>
<tr><td>Build administrator and educator capacity in structured literacy</td><td>✅</td><td>• 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, 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.</td></tr>
<tr><td>Implement and monitor evidence-based reading practices in classrooms</td><td>✅</td><td>• Use universal screening data collected in the beginning of the year (BOY) and the 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.</td></tr>
<tr><td>Embed Early Reading Resource Teachers, and Junior and Intermediate Literacy Coaches</td><td>✅</td><td>• 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.</td></tr>
<tr><td>Build administrator and educator capacity for Culturally Relevant and Responsive Pedagogy (CRRP) across curriculum areas</td><td>✅</td><td>• 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.</td></tr>
</table>

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<table>
<tr><th>Indicators</th><th colspan="2">Strategies & Status</th><th>Actions</th></tr>
<tr>
<td>
% of students who meet or exceed the provincial standard on the Grade 3 EQAO Assessments of Reading, Writing, and Mathematics*
<table>
<tr><th></th><th>2022-23</th><th>2023-24</th><th>2024-25</th><th>2025-26</th></tr>
<tr><td>Reading</td><td>73%
(N=4,134)</td><td>68%
(N=4,067)</td><td>72%
(N=4,076)</td><td>70%
(N=3,929)</td></tr>
<tr><td>Writing</td><td>65%
(N=4,129)</td><td>60%
(N=4,074)</td><td>62%
(N=4,094)</td><td>62%
(N=3,936)</td></tr>
<tr><td>Mathematics</td><td>59%
(N=4,137)</td><td>58%
(N=4,073)</td><td>62%
(N=4,094)</td><td>61%
(N=3,939)</td></tr>
</table>
% of students who meet or exceed the provincial standard on the Grade 6 EQAO Assessments of Reading, Writing, and Mathematics*
<table>
<tr><th></th><th>2022-23</th><th>2023-24</th><th>2024-25</th><th>2025-26</th></tr>
<tr><td>Reading</td><td>84%
(N=4,126)</td><td>82%
(N=4,161)</td><td>85%
(N=4,117)</td><td>85%
(N=4,195)</td></tr>
<tr><td>Writing</td><td>85%
(N=4,161)</td><td>81%
(N=4,174)</td><td>85%
(N=4,131)</td><td>86%
(N=4,209)</td></tr>
<tr><td>Mathematics</td><td>51%
(N=4,121)</td><td>52%
(N=4,163)</td><td>52%
(N=4,129)</td><td>55%
(N=4,198)</td></tr>
</table>
</td>
<td>Implement the Structured Literacy Multi-Year Plan</td><td>✅</td>
<td>

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 (FNMI) students through the LEARNstyle Corrective Reading program, offering personalized, one-on-one instruction that builds foundational skills, confidence, and cultural identity

</td>
</tr>
<tr>
<td rowspan="3">
% of students who meet or exceed the provincial standard on Grade 9 EQAO mathematics*
<table>
<tr><th>2022-23</th><th>2023-24</th><th>2024-25</th><th>2025-26</th></tr>
<tr><td>53%
(N=4,170)</td><td>52%
(N=4,206)</td><td>62%
(N=4,326)</td><td>62%
(N=4,227)</td></tr>
</table>
</td>
<td>Build administrator and educator capacity in using high-impact instructional practices</td><td>✅</td>
<td>

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.

</td>
</tr>
<tr>
<td>Implement the Math Achievement Action Plan</td><td>✅</td>
<td>

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.
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.

</td>
</tr>
<tr>
<td>Implement the Math Achievement Action Plan</td><td>✅</td>
<td>

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.

</td>
</tr>
<tr>
<td>Build administrator and educator capacity in using high-impact instructional practices and tiered interventions</td><td>✅</td>
<td>

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.

</td>
</tr>
</table>

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<table>
<tr><th>Indicators</th><th colspan="2">Strategies & Status</th><th>Actions</th></tr>
<tr><td rowspan="2">% of first-time eligible, fully participating students who are successful on the Ontario Secondary School Literacy Test (OSSLT)*
<table>
<tr><th>2022-23</th><th>2023-24</th><th>2024-25</th><th>2025-26</th></tr>
<tr><td>85%
(N=4,257)</td><td>85%
(N=4,309)</td><td>85%
(N=4,242)</td><td>85%
(N=4,227)</td></tr>
</table></td><td>Implement the Multi-Year Structured Literacy Plan</td><td>✅</td><td>• 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).</td></tr>
<tr><td>Build administrator capacity in using literacy-based data to support the school learning and improvement process</td><td>✅</td><td>• Implement professional development sessions for Grade 7-10 administrators focusing on tier 1 foundational skills and implementation of the MTSS model.</td></tr>
<tr><td rowspan="2">% of students achieving the provincial standard in Grade 9 de-streamed and Grade 10 academic courses

Grade 9 De-Streamed Courses
<table>
<tr><th></th><th>2022-23</th><th>2023-24</th><th>2024-25</th><th>2025-26</th></tr>
<tr><td>English</td><td>81%
(N=4,347)</td><td>81%
(N=4,026)</td><td>81%
(N=4,350)</td><td>79%
(N=4,249)</td></tr>
<tr><td>Math</td><td>67%
(N=4,638)</td><td>67%
(N=4,285)</td><td>66%
(N=4,603)</td><td>65%
(N=4,527)</td></tr>
<tr><td>Science</td><td>76%
(N=4,555)</td><td>76%
(N=4,233)</td><td>77%
(N=4,520)</td><td>73%
(N=4,438)</td></tr>
<tr><td>Geography</td><td>78%
(N=4,724)</td><td>79%
(N=4,309)</td><td>79%
(N=4,638)</td><td>79%
(N=4,547)</td></tr>
<tr><td>French</td><td>81%
(N=3,434)</td><td>81%
(N=2,995)</td><td>81%
(N=3,190)</td><td>83%
(N=3,070)</td></tr>
</table></td><td>Build administrator and educator capacity in the delivery of de-streamed/Grade 10 academic curriculum, assessment and evaluation.</td><td>✅</td><td>• 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</td></tr>
<tr><td>Build administrator and educator capacity for Culturally Responsive and Relevant Pedagogy (CRRP) across curriculum areas</td><td>✅</td><td>• 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.</td></tr>
</table>

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<table>
<tr><th>Indicators</th><th colspan="2">Strategies & Status</th><th>Actions</th></tr>
<tr>
<td>

Grade 10 Academic Courses

	2022-23	2023-24	2024-25	2025-26*
English	-	-	-	80% (N=4,560)
Math	-	-	-	67% (N=4,456)
Science	-	-	-	71% (N=4,514)
History	-	-	-	80% (N=4,458)

*Grade 10 academic courses were added to the Board Improvement & Equity Plan as an indicator in 2025-26.
</td>
<td></td>
<td></td>
<td>

- Deploy Itinerant Equity teacher to collaborate with classroom educators and students in fostering inclusive, identity-affirming school environments grounded in belonging.
</td>
</tr>
<tr>
<td>

% of students with special education needs who have demonstrated an increase in their foundational literacy skills

2022-23	2023-24	2024-25	2025-26
-	-	-	50% (N=109)

This indicator was added to the Board Improvement & Equity Plan in 2025-26.
</td>
<td>Implement and monitor evidence-based reading practices in classrooms.</td>
<td>✅</td>
<td>

- 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 (ENG1L, ENG2L).
- 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.
</td>
</tr>
</table>

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Supporting student achievement in practice:

Implementing High-Impact Instructional Practices in Mathematics - In 2026-2026, principals in schools identified by the Ministry as participants in the WRDSB Math Achievement Action Plan documented their classroom observations of the implementation of high-impact instructional practices (HIIP) in mathematics. Principals reported an increase from mid-year to the end-of-year in the percentage of their observations where they saw HIIPs being effectively implemented. By the end of 2025/2026, the percentage of observations for the effective implementation of each HIIP were: 'Direct Instruction' - 83%, 'Math Conversations.' 80%, 'Problem Solving Tasks' - 78%, 'Tools and Representations' - 74% and 'Deliberate Practice' - 58%.

Increasing educator comprehension in research-based literacy instruction - In 2025-2026, 70 grade 7-8 teachers and 55 grade nine educators engaged in professional development to increase educator comprehension through research-based, step-by-step strategies for explicitly scaffolding complex text structures and vocabulary. Educators who participated in this three part series reported higher confidence levels on the post-series survey than on the pre-series survey in their ability to scaffold learning in the following areas: 'vocabulary' (+44%), 'morphology' (+31%), 'word reading' (+5%), and 'density and structure' (+23%).

Implementing one-on-one, evidence-based literacy interventions for self-identified First Nations, Métis, and Inuit students - Throughout the 2025-2026 school year WRDSB supported Tier 3, evidence-based literacy intervention for self-identified First Nations, Métis, and Inuit students through the LEARNstyle Corrective Reading program, offering personalized, one-on-one instruction that builds foundational skills, confidence, and cultural identity. On the post-program testing 14 of the 24 students demonstrated an increase in their approximate reading grade level. This includes 17 of 24 students who demonstrated a reading level that was approximately at or above their current grade level in school. Additionally, on pre- and post-program surveys, the number of students who reported that they believe they are good readers increased from 3 out of 15 (20%) to 9 out of 15 (60%).

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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 & Status		Actions
% of students who earn 16 or more credits by the end of Grade 10* **2022-23**: 80% (N=4,453) **2023-24**: 81% (N=4,370) **2024-25**: 81% (N=4,287) **2025-26**: forthcoming from Ministry of Education	Implement high-yield strategies focused on credit accumulation	✅	• 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 • Support student credit accumulation by the use of gap closing/foundational courses in literacy and numeracy (i.e., MAT1LY, ELS20).
% of students participating in at least one job skills program (SHSM, Dual Credits or OYAP)* **2022-23**: 16% (N=10,918) **2023-24**: 23% (N=11,206) **2024-25**: 29% (N=11,303) **2025-26**: forthcoming from Ministry of Education	Implement and expand programs to support students on different pathways	✅	• Expand opportunities for students to participate in Special High Skills Major, 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.
% of students graduating with an Ontario Secondary School Diploma (OSSD) within five years of starting Grade 9* **2022-23**: 87% (N=4,697) **2023-24**: 88% (N=4,681) **2024-25**: forthcoming from Ministry of Education **2025-26**: forthcoming from Ministry of Education	Support students to earn credits towards their diploma	✅	• 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. • 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, Ontario Youth Apprenticeship, and Cooperative Education programs.

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<table>
<tr><th>Indicators</th><th colspan="2">Strategies & Status</th><th>Actions</th></tr>
<tr><td></td><td>Enhance academic achievement, sense of belonging, and graduation outcomes with identity affirming support from Graduation Coach for Black Students strategy and Graduation Support Teacher.</td><td>✅</td><td>• 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.</td></tr>
<tr><td rowspan="3">% of Students Enrolled in at Least One Grade 12 Math or Grade 11 or Grade 12 science course*<table><tr><th>2022-23</th><th>2023-24</th><th>2024-25</th><th>2025-26</th></tr><tr><td>60%
(N=12,966)</td><td>61%
(N=13,303)</td><td>62%
(N=13,396)</td><td>forthcoming from Ministry of Education</td></tr></table></td><td>Build student awareness of Math and Science requirements for post-secondary pathways.</td><td>✅</td><td>• Share information with students about continuing in Math and Science courses in the senior grades with support of Guidance counsellors.</td></tr>
<tr><td>Implement supports for students to engage in different pathways.</td><td>✅</td><td>• Provide targeted supports to students through Graduation Support Teacher.</td></tr>
<tr><td rowspan="3">% of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)*<table><tr><th></th><th>2022-23</th><th>2023-24</th><th>2024-25</th><th>2025-26</th></tr><tr><td>Grade 6</td><td>-</td><td>57%
(N=4,039)</td><td>59%
(N=3,986)</td><td>60%
(N=4,148)</td></tr><tr><td>Grade 9</td><td>-</td><td>67%
(N=3,435)</td><td>67%
(N=3,562)</td><td>74%
(N=3,582)</td></tr><tr><td>Grade 10</td><td>-</td><td>67%
(N=3,307)</td><td>69%
(N=4,073)</td><td>71%
(N=3,892)</td></tr></table></td><td>Implement supports for students to successfully transition to the next steps in their learning experience</td><td>✅</td><td>• 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 their transition to secondary school.
• Offer all Grade 8 students the opportunity to complete the Future Grade 9 Survey and all Grade 12 students the opportunity to complete the Your Life After High School Survey.
• Offer Reach Ahead program for students in Summer School.</td></tr>
<tr><td>Engage students in creating and monitoring an Individual Pathways Plan (IPP) through myBlueprint</td><td>✅</td><td>• 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.</td></tr>
<tr><td>Implement Special Education Transition Navigator Role</td><td>✅</td><td>• 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.</td></tr>
</table>

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<table>
<tr><th>Indicators</th><th colspan="2">Strategies & Status</th><th>Actions</th></tr>
<tr>
<td>% of students accessing a University educational experience after secondary school
<table>
<tr><th></th><th>2022-23</th><th>2023-24</th><th>2024-25</th><th>2025-26</th></tr>
<tr><td>University Applications</td><td>54%
(N=3,866)</td><td>56%
(N=4,061)</td><td>53%
(N=4,241)</td><td>56%
(N=4,588)</td></tr>
<tr><td>University Offer of Admission Accepted</td><td>48%
(N=3,866)</td><td>50%
(N=4,061)</td><td>47%
(N=4,241)</td><td>48%
(N=4,588)</td></tr>
<tr><td>College Applications</td><td>24%
(N=3,866)</td><td>Awaiting data from OCAS</td><td>25%
(N=4,241)</td><td>Awaiting data from OCAS</td></tr>
<tr><td>College Offer of Admission Accepted</td><td>17%
(N=3,866)</td><td>Awaiting data from OCAS</td><td>19%
(N=4,241)</td><td>Awaiting data from OCAS</td></tr>
</table>
</td>
<td>Monitor student post-secondary pathways to inform improved supports for student transitions.</td>
<td>✅</td>
<td>• Offer all Grade 12 students the opportunity to complete the Your Life After High School Survey.</td>
</tr>
<tr>
<td>% of students enrolled in a Grade 11 or 12 technological education course
<table>
<tr><th></th><th>2022-23</th><th>2023-24</th><th>2024-25</th><th>2025-26</th></tr>
<tr><td>All Technological Education Courses</td><td>-</td><td>-</td><td>-</td><td>30%
(N=13,221)</td></tr>
</table>
This indicator was added to the Board Improvement & Equity Plan in 2025-26.
</td>
<td>Support student enrolment in Grade 11 and 12 technological education courses through expanding student pathway</td>
<td>✅</td>
<td>• Expand opportunities for students in technological education courses through support of pathways programs (i.e., SHSM, OYAP, COOP, and dual credit courses).</td>
</tr>
<tr>
<td rowspan="2">% of students in the Alternative Continuum of Education (ACE) Program who are prepared for the next steps in their learning experience

An established data collection process for this indicator is still in the development phase. Please see Annex B for more information about: the ACE Program, the Inclusive Community Access and Navigation (ICAN) area of the ACE curriculum, and the ICAN Experiential Learning Progression.</td>
<td>Build student independence through the Inclusive Community Access and Navigation (ICAN) program.</td>
<td>✅</td>
<td>• Create and coordinate a range of placements aligned to students' levels of independence and interest.</td>
</tr>
<tr>
<td>Build educator capacity to develop literacy and math skills in Alternative Continuum of Education classrooms</td>
<td>✅</td>
<td>• Provide professional learning series for educators in Alternative Continuum of Education (ACE) classrooms with a focus on building mathematics skills and literacy skills.</td>
</tr>
</table>

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Preparing Students for Future Success in practice:

Implementing gap closing/foundational course in Grade 9 mathematics - Throughout the 2025-2026 school year, student credit accumulation in mathematics was supported through the use of a gap closing/foundational course in numeracy (MAT1LY). The course was offered in the first semester with the requirement that students enroll in the de-streamed grade 9 math course (MTH1W) in their second semester. A total of 340 grade 9 students participated in the gap closing/foundational courses in mathematics. 312 of these students (92%) received their MAT1LY, grade 9 mathematics credit. Many students participating in the grade 9 gap closing/foundational course in mathematics (MAT1LY) expressed an increase in their math confidence. At the beginning of the course 26% (of 93 students surveyed) agreed with the statement "I am confident in my ability to learn math." At the end of the course, the percentage of students who agreed with the statement had doubled to 52%.

Expanding opportunities to participate in Special High Skills Major (SHSM), Ontario Youth Apprenticeship (OYAP), and Cooperative Education (Co-op) programs - In 2025-2026, the Preparing Students For Future Success team set a goal for 80% of SHSM students to complete their SHSM programming. By year end, of the 2975 SHSM students 90% had completed their programming. In 2025-2026, the Co-op team developed and released a Co-op handbook to support staff and students and led a two day training retooling session for 100 WRDSB teachers. As Co-op opportunities for students increase across all secondary schools, professional development sessions were delivered throughout the year to build capacity and consistency of the Co-op program These sessions included collaboration with guidance, business, SHSM and OYAP. Approximately 5000 credits earned by students through Co-op programs 2025-2026 (including summer school). The OYAP team set a 2025/2026 goal of 750 new student participants and 35 new registered trade agreements. This goal was surpassed by March of 2026. By the end of the 2025-2026 school year, OYAP saw an increase of 894 students and 87 registered trade agreements. Key factors of success in the OYAP program are related to continuous training and collaboration with Co-op teachers and the connections with Co-op employers.

Launching the Graduation Coach for Black Students and Graduation Support Teacher initiative - In the 2025-2026 school year, the WRDSB launched the Graduation Coach for Black Students and Graduation Support Teacher initiative. Throughout the year, the WRDSB Black Graduation Coach supported 125 students from grades 9 to 12, as they navigated their secondary school pathways toward graduation. Starting in February 2026, the WRDSB Graduation Support Teacher supported an additional 20 students with mentorship and secondary course navigation (including Prior Learning Assessment and Recognition and the Ontario Literacy Course). In 2025-2026, 25 secondary school graduates had worked with and received support from the Black Graduation Coach and Graduation Support Teacher.

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Mental Health, Well-Being & 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.

<table>
<tr><th>Indicators</th><th colspan="2">Strategies & Status</th><th>Actions</th></tr>
<tr><td rowspan="3">% of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent*
<table><tr><th>2022-23</th><th>2023-24</th><th>2024-25</th><th>2025-26</th></tr><tr><td>67%
(N=35,559)</td><td>64%
(N=35,389)</td><td>61%
(N=35,468)</td><td>forthcoming from Ministry of Education</td></tr></table></td><td>Establish a Student Attendance Strategy</td><td>✅</td><td>• Establish an attendance support team consisting of school administrators and staff.
• Building understanding of current research and data pertaining to attendance trends.</td></tr>
<tr><td>Build staff capacity in supporting students' attendance at school</td><td>✅</td><td>• 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.</td></tr>
<tr><td>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.</td><td>✅</td><td>• 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.</td></tr>
<tr><td>% of students in Grades 4-12 who were suspended at least once*
<table><tr><th></th><th>2022-23</th><th>2023-24</th><th>2024-25</th><th>2025-26</th></tr><tr><td>Grades 4-8</td><td>3%
(N=23,702)</td><td>3%
(N=23,634)</td><td>3%
(N=23,687)</td><td>forthcoming from Ministry of Education</td></tr><tr><td>Grades 9-12</td><td>5%
(N=21,621)</td><td>4%
(N=21,752)</td><td>4%
(N=21,684)</td><td>forthcoming from Ministry of Education</td></tr></table></td><td>Build administrator and educator capacity in a progressive discipline approach</td><td>✅</td><td>• 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.</td></tr>
</table>

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<table>
<tr><th>Indicators</th><th colspan="2">Strategies & Status</th><th>Actions</th></tr>
<tr><td></td><td>Ensure all WRDSB schools create an environment where students feel a sense of connection and belonging</td><td>✅</td><td>• 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.</td></tr>
<tr><td rowspan="2">% 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*
<table><tr><th></th><th>2022-23</th><th>2023-24</th><th>2024-25</th><th>2025-26</th></tr><tr><td>Grade 6</td><td>-</td><td>60%
(N=4,035)</td><td>63%
(N=4,001)</td><td>65%
(N=4,159)</td></tr><tr><td>Grade 9</td><td>-</td><td>65%
(N=3,452)</td><td>68%
(N=3,609)</td><td>71%
(N=3,604)</td></tr><tr><td>Grade 10</td><td>-</td><td>66%
(N=4,239)</td><td>69%
(N=4,132)</td><td>69%
(N=3,997)</td></tr></table></td><td>Build student knowledge and understanding of mental wellness and access to supports and resources through implementation of the Mental Health and Addictions Strategic Plan</td><td>✅</td><td>• Support implementation of Grade 6 and Grade 10 Mental Health and Substance abuse curriculum
• Mobilize school wellness teams and conference.
• M3d. Support student participation in the Youth Champions Initiative.
• Support educators in the utilization of School Mental Health Ontario Wayfinder resources.</td></tr>
<tr><td>Build educator capacity to support student mental health literacy</td><td>✅</td><td>• Build capacity to promote social emotional learning and mental health literacy through support from Mental Health and Wellbeing Itinerant Coach.</td></tr>
<tr><td rowspan="2">% of students who report that they feel a sense of belonging, inclusion, and engagement in their school on a student survey.
Belonging
<table><tr><th></th><th>2022-23*</th><th>2023-24*</th><th>2024-25*</th><th>2025-26**</th></tr><tr><td>Grades 4-6</td><td>71%
(N=9,739)</td><td>68%
(N=10,953)</td><td>66%
(N=10,997)</td><td>76%
(N=10,353)</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><td>71%
(N=6,497)</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><td>68%
(N=7,801)</td></tr></table>*% of students who reported a high sense of school belonging on the Safe, Caring, and Inclusive School Survey
**Students were asked about their sense of belonging on the WRDSB Student Census</td><td>Build educator capacity to co-create mentally healthy classrooms with students and other stakeholders.</td><td>✅</td><td>• 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 the Administrator Driven Learning series to build capacity in sovereignty-affirming leadership, culturally safe school conditions, and Indigenous-informed restorative practices.</td></tr>
<tr><td>Build staff capacity to support student mental health literacy through culturally responsive and trauma-informed practices</td><td>✅</td><td>• Build administrator and educator capacity to foster identity-affirming, inclusive, and culturally responsive school environments through Professional Development on Dismantling Anti-Black Racism</td></tr>
</table>

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Indicators	Strategies & Status		Actions
Engagement **Grades 4-6**: 2022-23: - ; 2023-24*: - ; 2024-25**: 59% (N=10,997) ; 2025-26***: 66% (N=10,761) **Grades 7-8**: 2022-23: - ; 2023-24*: 68% (N=568) ; 2024-25**: 54% (N=6,087) ; 2025-26***: 62% (N=6,482) **Grades 9-12**: 2022-23: - ; 2023-24*: 56% (N=706) ; 2024-25**: 43% (N=8,744) ; 2025-26***: 54% (N=7,778) *Students in Grade 7 and Grade 10 were asked about their school engagement in pilot administration of the Student Engagement Survey **Students were asked about their school engagement on the Safe, Caring, and Inclusive School Survey *** Students were asked about their school engagement on the WRDSB Student Census	Foster student mental wellness by creating and sustaining identity-affirming and affinity spaces that nurture belonging, joy and well-being.	✅	• 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.	✅	• Support and expand student participation in school-based identity-affirming Affinity Groups.

Mental Health, Well-Being & Engagement in practice:

Delivering Mentally Healthy Schools and Mentally Healthy Classrooms professional development sessions - Mentally Healthy Schools and Mentally Healthy Classrooms professional development sessions were delivered to WRDSB staff to build and cultivate a sense of belonging. Throughout the school year, over 600 staff members participated in these sessions, including: Special Education Resource Teachers, Elementary Educators, Literacy and Math Itinerant teachers, Special Education Consultants, Social Workers, Psychologists, Speech Language Pathologists, Child and Youth Workers, Alternative Education staff, and Careers Educators. 90% of participants who completed the post-session survey indicated that they learned about at least one new idea, resource or strategy they will use to contribute to the creation of mentally healthy schools and classrooms. Additionally, 89% indicated that they were likely or very likely to utilize at least one of the resources that was shared during the sessions.

Delivering administrator learning opportunities regarding the use of mitigating factors as articulated in the Education Act and relevant regulations - In August of 2025, 243 administrators completed the annual safe schools training which included a review of resources and responsibilities related to utilizing mitigating factors when making decisions related to progressive discipline according WRDSB's Student Discipline Procedure (Administrative Procedure 1260), in alignment with the Education Act. Additionally, 122 administrators were further engaged throughout the school year through monthly meetings with secondary administrators and through new administrator onboarding sessions in the spring of 2026. Additional resources and guidance were also shared related to early and ongoing tiered prevention strategies and a step-by-step overview of the progressive discipline process.

Hosting the WRDSB Student Wellness Conference "Finding Your Balance" - In November 2025, 90 secondary students, 20 staff members, and 22 community partners (representing 10 organizations) participated in the WRDSB Student Wellness Conference "Finding Your Balance." Students at the widely reported that they learned new and actionable ideas at the conference as 98% (58 out of 59 surveyed) agreed that they 'learned something new' and that they were leaving with 'at least one idea for promoting wellness' at their school. Similarly, 83% of staff attendees (10 out of 12 surveyed) indicated that their team was leaving with 'at least one Idea for promoting wellness' at their school.

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SERVICES & OPERATIONS

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

Indicators	Strategies & Status		Actions
Attendance Support Program (ASP) statutory elements established on time as prescribed by PPM 171. 2022-23: - 2023-24: - 2024-25: - 2025-26*: 100% *The Ministry of Education required school boards to have their ASP posted publicly on the school board's website and implemented within two years of the effective date of PPM 171. This indicator was added to the Board Improvement & Equity Plan in 2025-26.	Develop and Implement Attendance Support Program	✅	• 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 in the Planning Department's annual workplan. 2022-23: - 2023-24: - 2024-25: - 2025-26*: 88% (N=49) *Of the 49 LTAP actions scheduled for completion during the 2025-26 reporting period, 43 were completed within the specified timeframe, 5 were deferred due to approved external dependencies (e.g., Ministry funding decisions, municipal approvals, property acquisition requirements, or other factors outside the Board's direct control), and 1 was cancelled because it no longer met the criteria for implementation. This indicator was added to the Board Improvement & Equity Plan in 2025-26.	Strengthen Accountability Structures	✅	• Implement and monitor a centralized tracking system for LTAP actions.
	Enhance Engagement and Communication	✅	• Gather feedback and demonstrate how planning decisions reflect community needs and priorities.
% of board procedures reviewed and revised in alignment with the Ontario Human Rights Code (OHRC), the Accessibility for Ontarians with Disabilities Act (AODA), or related legislations. 2022-23: - 2023-24: - 2024-25: - 2025-26*: 100% (N=13) This indicator was added to the Board Improvement & Equity Plan in 2025-26.	Implement Administrative Procedure 1650 - Development of Board Policy and Procedure, section 4.4	✅	• 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.

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<table>
<tr><th>Indicators</th><th colspan="2">Strategies & Status</th><th>Actions</th></tr>
<tr><td>All WRDSB expenses align with all Ministry reporting and balanced budget requirements.

Information for this indicator will be included in the full report presented at the Special Board Meeting in November 2026.</td><td>Prepare and administer annual budgets that comply with all Ministry and legislative requirements</td><td>✅</td><td>• 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.</td></tr>
<tr><td># of work orders completed annually and % priority work orders completed within the expected timeline.

<table><tr><th></th><th>2022-23</th><th>2023-24</th><th>2024-25</th><th>2025-26</th></tr><tr><td>Work orders completed</td><td>-</td><td>-</td><td>-</td><td>32,784</td></tr><tr><td>Priority work orders completed</td><td>-</td><td>-</td><td>-</td><td>97%
(N=2,200)</td></tr></table>This indicator was added to the Board Improvement & Equity Plan in 2025-26.</td><td>Improve the efficiency and effectiveness of our work order management and response process</td><td>✅</td><td>• 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.</td></tr>
<tr><td rowspan="2">% utilization of available Extended Day spaces

<table><tr><th></th><th>2022-23</th><th>2023-24</th><th>2024-25</th><th>2025-26</th></tr><tr><td>Before School Care</td><td>-</td><td>-</td><td>-</td><td>64%
(N=4,264)</td></tr><tr><td>After School Care</td><td>-</td><td>-</td><td>-</td><td>82%
(N=4,264)</td></tr></table>This indicator was added to the Board Improvement & Equity Plan in 2025-26.</td><td>Implement changes to our registration business processes</td><td>✅</td><td>• Ensure families can register siblings together.
• Implement fixed, part-time care options to improve utilization.</td></tr>
<tr><td>Identify community initiatives that can be adopted to improve access</td><td>✅</td><td>• 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.</td></tr>
</table>

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Indicators	Strategies & Status		Actions
% of new student registrations finalized **2022-23** | **2023-24** | **2024-25** | **2025-26** - | - | - | 81% (N=6,698) This indicator was added to the Board Improvement & Equity Plan in 2025-26.	Provide schools with training and support to effectively complete registrations	✅	• 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	✅	• 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 **2022-23** | **2023-24** | **2024-25** | **2025-26** - | - | - | 95% (N=10,731) This indicator was added to the Board Improvement & Equity Plan in 2025-26.	Strengthen accountability, monitoring, and communication around training	✅	• 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.

Services and Operations in practice:

Providing staff training on the Attendance Support Program - As part of Provincial Policy Memorandum 171 the Ministry of Education recommends the establishment of a staff training plan for the Attendance Support Program. In early 2026, the human resources department coordinated training for administrators and managers that covered the components of the ASP, including: statement of principles and objectives, definitions of absences, attendance thresholds, defined roles and responsibilities, documented processes and procedures, and monitoring, evaluating and reviewing processes. The Attendance Support Training program included three in person sessions and one online session. All sessions were completed by the end of March 2026 with 259 WRDSB staff members.

Reviewing budget actuals, forecasts and staffing variances in alignment with Ministry funding requirements and WRDSB priorities - Throughout the 2025-2026 school year, the finance team coordinated over 50 meetings with budget owners throughout the WRDSB. Financial and staffing reports were shared with all budget stakeholders. Quarterly meetings were held with each department to review budget actuals, forecasts and staffing variances. Through these meetings the finance team has observed that budget owners have gained a greater awareness of their budgets and are more proactively communicating with finance when they expect their work to be over/under budget.

Implementing fixed part-time care options to improve Extended Day space utilization - The Extended Day program implemented fixed part-time care options to improve utilization of available spaces. There were approximately 4,000 students enrolled in Extended Day in 2025/2026. Parents received communication about the benefits of the fixed part time options ahead of registration and the change was implemented for the 2025/2026 school year. Through the team's effort, waitlists were reduced by over 50%. The number of schools with a waitlist dropped from 19 schools to 4 schools for before school programs and from 52 to 27 for after school programs. Overall, the utilization of before and after school care spaces increased by 1% from the previous school year.

Board Improvement and Equity Plan - Indicator Specifications

ACHIEVEMENT

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

#	Indicator	Definition/Calculation
1	% of students score at or above benchmark on the early reading screening tool	This indicator is reported for SK, Grade 1 and Grade 2 students at the Beginning of Year (BOY) benchmark period. To calculate this indicator, the number of students whose Reading Composite Score is at or above benchmark on Acadience Reading, K-6 is divided by the total number of students who were screened with Acadience Reading, K-6 and have a valid Reading Composite Score.
2	% of students who meet or exceed the provincial standard on the Grade 3 & 6 EQAO Assessments of Reading, Writing, and Mathematics*	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. 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. Note: Fully participating excludes students who are exempted from or absent during the assessments.
3	% of students who meet or exceed the provincial standard on Grade 9 EQAO mathematics*	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. 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

***** 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

#	Indicator	Definition/Calculation
		participate in the assessment. Note: Fully participating excludes students who have no data.
4	% of first-time eligible, fully participating students who are successful on the Ontario Secondary School Literacy Test (OSSLT)*	Students are counted as having been successful on the OSSLT if they meet the expected standard as defined by EQAO. 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 Note: Fully participating excludes students who are deferred or absent from the assessment.
5	% of students achieving the provincial standard in Grade 9 de-streamed and Grade 10 academic courses	<u>Grade 9 De-Streamed Courses</u> 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.. 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 each Grade 9 de-streamed course. <u>Grade 10 Academic Courses</u> Students who achieve 70% or higher in compulsory Grade 10 academic courses (i.e., MPM2D, ENG2D, CHC2D, and SNC2D) are counted as having achieved the provincial standard. To calculate this indicator, the number of students who achieve 70% or higher in each compulsory Grade 10 academic course (i.e.,

***** 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

#	Indicator	Definition/Calculation
		MPM2D, ENG2D, CHC2D, and SNC2D) is divided by the total number of students who receive a final grade in each compulsory Grade 10 academic course.
6	% of students with special education needs who have demonstrated an increase in their foundational literacy skills	The foundational literacy skills of students with identified literacy learning needs enrolled in Locally Developed English (i.e., ENG1L, ENG2L) and Learning Strategies (i.e., GLS10, GLE1O, GLE2O, GLE3O or GLE4O) courses and who were using Lexia were assessed at the beginning and at the conclusion of the Lexia program using the San Diego Quick Assessment. Lexia is an adaptive online literacy learning program for students in Grades 6-12 that targets word reading, grammar, and comprehension skills by integrating online activities with teacher-directed instruction. The San Diego Quick Assessment is a screening tool that measures a student's word recognition out of context (i.e., reading words in isolation) on a series of grade-level word lists. Each student's instructional level (i.e., the highest grade-level word list on which students made 2 or fewer errors) was compared at the outset and at the conclusion of the Lexia Program. This indicator is calculated by dividing the number of students whose Instructional Level on the San Diego Quick Assessment had increased at the conclusion of the Lexia Program by the total number of students who had valid Instructional Level data at both the outset and conclusion of the Lexia Program. *This indicator was added to the Board Improvement & Equity Plan in 2025-26.*

***** 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

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

#	Indicator	Definition/Calculation
7	% of students who earn 16 or more credits by the end of Grade 10*	Students enrolled in the 2021-22 Grade 9 cohort who earn 16 credits by the end of their Grade 10 year are counted as having earned 16 credits by the end of grade 10. 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.
8	% of students participating in at least one job skills program (SHSM, Dual Credits or OYAP) *	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. 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 unique students enrolled in any Grade 11 or 12 course.
9	% of students graduating with an Ontario Secondary School Diploma (OSSD) within five years of starting Grade 9*	Students in the 2019-20 Grade 9 cohort (i.e., students who started their grade 9 year at an Ontario secondary school in 2019-20) and have earned an OSSD within 5 years (i.e., between September 1, 2019 and August 31, 2024) are counted as having graduated with an OSSD within five years of starting Grade 9. To calculate this indicator, the number of students in the 2019-20 Grade 9 cohort graduating with an Ontario Secondary School

***** 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

		Diploma (OSSD) within five years of starting Grade 9 (between September 1, 2019 and August 31, 2024) is divided by the total number of students enrolled in the 2019-20 Grade 9 cohort.
10	% of Students Enrolled in at Least One Grade 12 Math or Grade 11 or Grade 12 science course *	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. 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 total number of unique students enrolled in any Grade 11 or Grade 12 course.
11	% of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc) *	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 Grade 6 and Grade 9 EQAO Assessments and the OSSLT: 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". 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". To calculate this indicator, the number of students who agreed with the statement (i.e., Grade 6 - the number who selected "Yes, I

***** 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

		agree" and Grades 9 & 10 - the number of students who selected, "Somewhat agree" or "Strongly agree") is divided by the total number of fully participating students. Note: Fully participating excludes students who are exempted from, absent during or otherwise have no data for the assessments.
12	% of students accessing an educational experience after secondary school (college, or university)	Students who (a) apply to or (b) receive an offer of admission for further educational experience at a public institution offering college or university programs in Ontario are counted as accessing an educational experience after they graduate from secondary school. This indicator is reported separately for college and university applications and admissions. To calculate this indicator, the number of students who apply to or receive an offer of admission to an Ontario public college or university is divided by the total number of students who earned an OSSD and were demitted from WRDSB.
13	% of students in the Alternative Continuum of Education (ACE) Program who are prepared for the next steps in their learning experience	The ACE program is a non-credit program leading to a Certificate of Accomplishment (COA). The focus of this program is functional skill instruction that is embedded in the alternative curriculum to promote students' quality of life, as they prepare to enter the adult community. The ACE program's alternative curriculum areas include: Literacy/Mathematics, Personal Life Management, Citizenship, and Inclusive Community Access and Navigation (ICAN). The ICAN alternative curriculum area allows students to explore a continuum of potential experiential learning opportunities that range from supported to semi-independent to independent. Progression through these experiences will vary for each student, with experiences being planned based on the

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Board Improvement and Equity Plan - Indicator Specifications

		student's level of readiness and the support required. Please see ICAN Experiential Learning: A Planned Progression for more details. An established data collection process for this indicator is still in the development phase. *This indicator was added to the Board Improvement & Equity Plan in 2025-26.*
14	% of students enrolled in a Grade 11 or 12 technological education course	Students who are enrolled in any Grade 11 or Grade 12 technological education course are counted as having been enrolled in at least one Grade 11 or Grade 12 technological education course. To calculate this indicator, the number of unique students enrolled in at least one Grade 11 or Grade 12 technological education course is divided by the number of unique students enrolled in any Grade 11 or 12 course. A list of all Grade 11 and 12 technological education courses is available from the Ontario Ministry of Education. *This indicator was added to the Board Improvement & Equity Plan in 2025-26.*

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Board Improvement and Equity Plan - Indicator Specifications

Mental Health, Well-Being & 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.

#	Indicator	Definition/Calculation
15	% of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent*	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. 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. 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. 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.
16	% of students in Grades 4-12 who were suspended at least once*	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. 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.

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Board Improvement and Equity Plan - Indicator Specifications

#	Indicator	Definition/Calculation
17	% 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*	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: 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". 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". 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. Note: Fully participating excludes students who are exempted from or absent during the assessments.
18	% of students who report that feel a sense of belonging, inclusion, and engagement in their school on a student survey.	Students who report that they feel a sense of belonging, inclusion, and engagement are based upon the responses to the 2026 Student Census from students in Grades 4 to 12+. To calculate this indicator for feelings of *belonging and inclusion*, the number of

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Board Improvement and Equity Plan - Indicator Specifications

#	Indicator	Definition/Calculation
		students who responded 'Strongly agree' or 'Somewhat agree' to the statement, "I feel I belong when I am at school" is divided by the total number of students who provided a valid response (i.e., excluding 'Prefer not to answer'). To calculate this indicator for feelings of *engagement*, the number of students who responded 'Always engaged' and 'often engaged' to the statement, "How often do you feel engaged in school?", is divided by the total number of students who provided a valid response to the question (i.e., excluding 'Prefer not to answer'). These indicators are reported separately for students in Grades 4-6, Grades 7-8, and Grades 9-12.

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Services & Operations

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

	Indicator	Definition/Calculation
19	Attendance Support Program (ASP) statutory elements established on time as prescribed by PPM 171	Policy/Program Memorandum 171 - Attendance Support Programs (ASPs) was introduced by the Ontario Ministry of Education June 26, 2024. The purpose of this PPM is to set clear and consistent expectations for school boards for the development and implementation of ASPs with the goal of enhancing employee well-being and attendance to support student achievement and a healthy school/school board community. The PPM 171 requirement for school boards to develop and implement an ASP is considered completed on time when the school board's ASP is posted to their website and implemented within two years of the effective date for PPM 171 (i.e., June 30, 2026). The development and implementation of WRDSB's ASP have been established through the completion of the following prior to June 30, 2026: ● WRDSB AP3880 - Attendance Support Program posted to the WRDSB public website; ● Communications sent to staff through their respective employee groups; ● A dedicated information page for WRDSB's ASP created and posted to the Human Resources section of the WRDSB staff website. *This indicator was added to the Board Improvement & Equity Plan in 2025-26.*
20	% of long-term accommodation plan (LTAP) actions that have been completed	To calculate this indicator, the number of LTAP actions completed during the 2025-26 school

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Board Improvement and Equity Plan - Indicator Specifications

	Indicator	Definition/Calculation
	in the Planning Department's annual workplan.	year is divided by the total LTAP actions identified in the Planning Department's annual workplan. Additional information about factors that may impact the implementation of actions are also reported. For example: ● Actions impacted by material external constraints (e.g., action deferred due to Ministry funding decisions, municipal approvals, property acquisition requirements, or other factors outside the Board's direct control) ● Material scope changes approved by the Board. Progress tracking occurs within Planning Department tracking systems. *This indicator was added to the Board Improvement & Equity Plan in 2025-26.*
21	% of board procedures reviewed and revised in alignment with the Ontario Human Rights Code (OHRC), the Accessibility for Ontarians with Disabilities Act (AODA), or related legislations.	To calculate this indicator the number of administrative procedures that were reviewed and revised in 2025-26 to align with the Ontario Human Rights Code (OHRC), the Accessibility for Ontarians with Disabilities Act (AODA), or related legislations is divided by the total number of administrative procedures reviewed and revised in 2025-26. *This indicator was added to the Board Improvement & Equity Plan in 2025-26.*
22	All WRDSB expenses align with all Ministry reporting and balanced budget requirements (compliance report).	Compliance with Ministry of Education reporting and balanced budget requirements is required under provincial legislation and Public Sector Accounting Standards (PSAS). To calculate this indicator, we will leverage the Ministry of Education's determination of balanced budget compliance, as outlined in the EFIS compliance report. Furthermore, our external auditors provide an opinion on the

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Board Improvement and Equity Plan - Indicator Specifications

	Indicator	Definition/Calculation
		WRDSB's financial statements based on PSAS requirements (accuracy, materiality, fair representation and compliance). *This indicator was added to the Board Improvement & Equity Plan in 2025-26.*
23	# of work orders completed annually % priority work orders completed within the expected timeline.	Facilities work orders created and completed over the school year (i.e., September 1 2025 to August 31, 2026) are tracked using eBase, to calculate overall completion rates. This data is further segmented into priority work orders that require immediate action to alleviate risk and are expected to be completed within 7 days. Backlog levels are monitored to support proactive resource allocation and drive continuous improvement. Priority work orders may include but not limited to: vandalism (excluding graffitti), equipment failures, critical plumbing, HVAC, electrical, doors & security, building envelope, accessibility, washrooms, interior/building repairs, site/exterior etc. To calculate these indicators: 1. The total number of work orders completed between September 1 2025 to August 31, 2026 as documented in eBase. 2. The number of priority work orders completed is divided by the total number of priority work orders opened between September 1 2025 to August 31, 2026 as documented in eBase. *This indicator was added to the Board Improvement & Equity Plan in 2025-26.*
24	% utilization of available Extended Day spaces	This indicator is calculated by dividing average daily enrollment in the Extended Day Program (FTE) by the total number of available spaces (operational capacity, not licensed capacity).

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Board Improvement and Equity Plan - Indicator Specifications

	Indicator	Definition/Calculation
		This indicator is reported separately for before school care and after school care. *This indicator was added to the Board Improvement & Equity Plan in 2025-26.*
25	% of new student registrations finalized	This indicator is calculated by dividing the number of registrations finalized by the total number of valid registrations. *This indicator was added to the Board Improvement & Equity Plan in 2025-26.*
26	% of staff completing cybersecurity training earlier in the school year	Business Email Compromise (BEC) attacks are on the rise and one of the most effective methods to manage this risk is to raise awareness amongst staff. The emphasis is to complete this training earlier in the year to better prepare staff against these sorts of attacks. This indicator is calculated by dividing the number of active staff members who completed the cybersecurity training by the number of active staff members who were enrolled in the cybersecurity training. *This indicator was added to the Board Improvement & Equity Plan in 2025-26.*

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Lakehead Public Schools

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October 8, 2026

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

Via email: minister.edu@ontario.ca

Subject: Concerns Regarding Recent Legislation, Special Education Funding, and the Impact on Students with Special Education Needs

Dear Minister Calandra:

On behalf of the Lakehead District School Board's Special Education Advisory Committee (SEAC), we are writing to express our concern regarding Bill 33 and Bill 101, current funding structures and the impact on students with special education needs.

Bill 33 and Bill 101 together represent a significant shift toward increased centralization of decision-making within the Ministry of Education. These changes expand ministerial authority, reduce local discretion, and alter the role and influence of trustees. From a special education perspective, this shift raises serious concerns about accountability, responsiveness, and the ability of families to access timely and meaningful support.

For students with special education needs, governance structures are not abstract, they directly affect access to programs, services, and accommodations. Trustees play a critical role in ensuring public accountability and in providing families with an accessible, locally responsive avenue for advocacy when supports are not being delivered as required. Evidence from provincial advocacy highlights that many families rely on trustees to resolve barriers to access, particularly when supports are delayed.

SEACs are legislated advisory bodies that rely on meaningful access to local decision-makers in order to fulfill their role. Any reduction in local governance or shifts that limit transparency and responsiveness risk weakening the ability of SEACs to advocate effectively for students with special education needs.

In addition to governance concerns, Lakehead District School Board's SEAC is deeply concerned about the growing disconnect between student needs and current funding structures.

Across our schools, there is an increasingly complex and interconnected continuum of need between mental health challenges and special education needs. Many students require consistent, intensive support in order to access learning; however, they may not have a formal special education identification. These students often present with significant mental health needs, including anxiety, self-regulation challenges, and trauma-related impacts, which directly affect their ability to function safely and successfully within the classroom.

In practice, there is a significant overlap between these needs. While the funding frameworks treat mental health and special education as distinct areas, front-line support requirements do not align with these silos. Students with mental health needs frequently require the same type of in-class, consistent adult support that is traditionally funded through special education, most often through Educational Assistants.

As a result, school boards are increasingly required to rely on special education funding to meet the needs of students whose primary challenges may be mental health-related. This creates additional strain on already limited special education resources and contributes to broader challenges in meeting the needs of students with formally identified exceptionalities.

At present, mental health funding is largely directed toward professional services such as social workers and psychological supports. While these services are essential, they do not address the day-to-day, in-class support needs of students who require ongoing supervision, co-regulation, and assistance to access the learning environment safely.

In this province we need a dedicated staffing component within mental health funding, beyond professional service delivery models. It is important to recognize the blended and overlapping nature of student need, rather than maintaining rigid funding silos. We need resourcing that reflects the reality that students often require consistent, in-class human support in order to be successful.

Without this shift, boards will continue to rely on special education budgets to meet needs that extend beyond the scope of those allocations, further stretching already limited resources and impacting service levels for all students requiring support.

In light of the combined impacts of Bill 33 and Bill 101, we respectfully urge the Ministry to:

- Ensure that changes to governance structures preserve meaningful local accountability and responsiveness to families;
- Maintain clear and direct access for SEACs to decision-makers, regardless of governance model;
- Engage in broad and authentic consultation with SEACs, school boards, and communities prior to further implementation of these legislative changes;
- Ensure that funding models align with the actual complexity of student need, including the overlap between mental health and special education; and
- Develop a dedicated, sustainable staffing approach within mental health funding to support students whose needs extend beyond episodic professional services and require consistent in-school support.

A publicly funded education system must be structured in a way that allows all students to access meaningful learning, regardless of the nature of their needs. This requires not only adequate funding, but governance structures that remain transparent, accountable, and responsive to the students and families they serve.

We appreciate your attention to this important matter and would welcome ongoing dialogue on how best to support students with special education and mental health needs across Ontario.

Sincerely,

Suzanne Posthumus, Chair
Special Education Advisory Committee
Lakehead District School Board

cc: Lakehead District School Board Trustees
cc: Hon. Michael Parsa, Minister of Children, Community and Social Services (MCCSS)
cc: Ontario Special Education Advisory Committee (SEAC) Chairs