



**Committee of the Whole Meeting**

**Date:** Monday, November 13, 2023 to follow Special Board of Trustees meeting  
**Time:** **6:10 p.m.**  
*\* Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.*  
**Location:** 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener

**Attendees:**

**Board of Trustees:**  
 Linda Cuff, Kathy Doherty-Masters (Vice-chair), Winston Francis, David Guerin, Renee Kraft, Marisa Phillips, Robert Sikora, Conrad Stanley, Tracey Weiler (Chair)

**Student Representatives:**  
 Bryanna Donoghue, Xavier Petrie

**Senior Administration:**  
 Tyrone Dowling, Gerald Foran, Shesh Maharaj, Paul Mendonça, Judy Merkel, Kerry Pomfret, Jennifer Ritsma, Annalisa Varano

**Special Resource:**

**Recording Secretary:**  
 Stephanie Medeiros, Executive Administrative Assistant

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Board Chair		
1.1 Opening Prayer & Memorials	Board of Trustees	--	--
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally cared for by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Board Chair	--	--
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest 1.4.1 From the current meeting 1.4.2 From a previous public or in-camera meeting	Individual Trustees		
1.5 Items for Action: N/A			
<b>2. Consent Agenda: Director of Education (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)</b>			

<b>ITEM</b>	<b>Who</b>	<b>Agenda Section</b>	<b>Method &amp; Outcome</b>
<b>3. Consent Agenda: Board (Minutes of meetings)</b>			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Committee of the Whole Minutes – October 2, 2023	Board of Trustees	pp. 4-6	Approval
<b>4. Delegations</b>			
<b>5. Advice from the CEO</b>			
5.1 STSWR Annual Update 5.2 EQAO 5.3 Math Action Plan (Math Lead Update) 5.4 French Immersion Update	S. Maharaj J. Ritsma/A. Varano J. Ritsma S. Maharaj	pp. 7-57 pp. 58-64 pp. 65-70 pp. 71-72	Information Information Information Information
<b>6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)</b>			
6.1 Linkages Activity 6.2 Pastoral Care Activity	Trustees Trustees	-- --	Discussion Discussion
<b>7. Reports from Board Committees/Task Forces</b>			
<b>8. Board Education (at the request of the Board)</b>			
8.1 OCSTA/CCSTA Communications <a href="#">OCSTA/CCSTA Communications Link</a> 8.2 OCSTA Presentation - Bill 98	Board of Trustees OCSTA Speaker	Link --	Information Information
<b>9. Policy Discussion (Based on Annual Plan of Board Work)</b>			
<b>10. Assurance of Successful Board Performance (monitoring)</b>			
<b>11. Assurance of Successful Director of Education Performance (monitoring)</b>			
<b>12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries</b>			
<b>13. Announcements</b>			
13.1 <b>Upcoming Meetings/Events</b> (all scheduled for the Catholic Education Centre unless otherwise indicated): <ul style="list-style-type: none"> <li>Nov 27 – Inaugural Election Chair/Vice Chair and Board of Trustees</li> <li>Dec 6 – SEAC Meeting</li> <li>Dec 11 – Board of Trustees</li> <li>Dec 13 – CPIC Meeting</li> <li>Dec 25, 2023 – Jan 5, 2024 – Christmas break</li> </ul>	Chair	--	Information
<b>14. Items for the Next Meeting Agenda</b>		Trustees	

<b>ITEM</b>	<b>Who</b>	<b>Agenda Section</b>	<b>Method &amp; Outcome</b>
Board of Trustees Meeting: (November 27, 2023) <ul style="list-style-type: none"> <li>• Spec Ed Update</li> <li>• Community Planning and Partnerships (CPPG)</li> <li>• Adult Education Report</li> <li>• Indigenous Education Report</li> <li>• ESL</li> <li>• Audit Committee Annual Report</li> <li>• Financial Statements/Year End Report</li> <li>• Student Trustee Report</li> <li>• Chair of the Board Report</li> <li>• Director's Report</li> </ul>	Chair	--	Information
<b>15. Adjournment/ Confirm decisions made tonight</b>	Director of Education		
15.1 Confirm Decisions	Recording Secretary	--	Information
<b>16. Closing Prayer</b>			
<b>17. Motion to Adjourn</b>	Board of Trustees	Motion	Approval

CLOSING PRAYER

O Risen Lord, you have entrusted us with the responsibility to help form a new generation of disciples and apostles through the gift of our Catholic schools.

As disciples of Christ, may we educate and nurture hope in all learners to realize their full potential to transform God's world.

May our Catholic schools truly be at the heart of the community, fostering success for each by providing a place for all.

May we and all whom we lead be discerning believers formed in the Catholic faith community; effective communicators; reflective and creative thinkers; self-directed, responsible, life-long learners; collaborative contributors; caring family members; and responsible citizens.

Grant us the wisdom of your Spirit so that we might always be faithful to our responsibilities. We make this prayer through Christ our Lord.

Amen

Rev. Charlie Fedy, CR, and the Board of Trustees, 2010



## **Committee of the Whole Meeting**

A public meeting of the Committee of the Whole was held Monday, October 2, 2023, 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

Trustees Present:

Linda Cuff, Kathy Doherty-Masters, David Guerin, Renee Kraft, Julie Molenaar, Marisa Phillips, Robert Sikora, Conrad Stanley, Tracey Weiler (Chair)

Student Trustees Present:

Bryanna Donoghue, Xavier Petrie

Administrative Officials Present:

Tyrone Dowling, Gerald Foran, Shesh Maharaj, Paul Mendonca, Judy Merkel, Kerry Pomfret, Jennifer Ritsma, Annalisa Varano

Special Resources For The Meeting:

Regrets: Julie Molenaar

Absent:

Recorder:

Stephanie Medeiros, Executive Administrative Assistant

**NOTE ON VOTING:** Under Board by-law 4.7 all Board decisions made by consensus are deemed the equivalent of a unanimous vote. A consensus decision is therefore deemed to be a vote of 9-0. Under Board by-law 4.11 every Trustee "shall vote on all questions on which the Trustee is entitled to vote" and abstentions are not permitted.

### **1. Call to Order:**

The Chair called the meeting to order at 6:14 p.m.

#### **1.1 Opening Prayer & Memorials**

Trustee Kraft led prayer.

#### **1.2 Territorial Acknowledgement**

Territorial Acknowledgment declared by Chair Weiler.

#### **1.3 Approval of Agenda**

Chair Weiler motioned for approval of the agenda with the following amendments:

- Amendment to section 6 to add item 6.4
- Amendment to sections 8 to add items 8.1, 8.2, 8.3
- Item 13.1 Faith Day that was noted November 17, 2023 correction is November 13, 2023

**2023-20 -- It was moved by Trustee Doherty Masters and seconded by Trustee Sikora:  
THAT the agenda for Monday, October 2, 2023, be now approved, as amended.**

**--- Carried by consensus.**

#### **1.4 Declaration of Pecuniary Interest**

1.4.1 From the current meeting

1.4.2 From a previous public or in-camera meeting – NIL

## **2 Consent Agenda: Director of Education (e.g., day-to-day operational matters from the Ministry of Equity, Diversity and Inclusion)**

### **3 Consent Agenda: Board of Trustees (Minutes of meetings)**

#### **3.1 Approval of Minutes of Regular and Special Meetings**

3.1.1 Committee of the Whole Minutes – September 11, 2023

Chair Weiler motioned for approval of the consent agenda.

**2023-20 -- It was moved by Trustee Guerin and seconded by Trustee Doherty Masters:  
THAT the Consent Agenda of Board of Trustees and the recommendations contained therein be now approved.  
--- Carried by consensus.**

## **4 Delegations**

### **5 Advice From the CEO**

#### **5.1 BIEP Update**

Superintendent Ritsma presented the Board Improvement and Equity Plan (BIEP) as well as the Student Achievement Plan (SAP) update. Reviewed in detail the Pillars of BIEP and the three priorities of SAP. Chair opened the floor for questions. Trustees asked clarifying questions.

#### **5.2 Pastoral Plan update**

Superintendent Mendonca introduced the Pastoral Plan and then introduced John Murphy, Religion and Family Life Consultant, to present the Pastoral Plan update, highlighted review on three-year plan. Chair opened the floor for questions.

### **6. Ownership Linkage (Communication with the External Environment)**

#### **6.1 Linkages Activity**

Trustee Sikora provided an update on Linkages Activities including updates to items in Teams site. Reminders to Trustees for fundraisers. Reviewed upcoming events.

#### **6.2 Pastoral Care Activity**

Trustee Guerin provided an update on Pastoral Care Activity including group gatherings to discuss events. Reviewed participation in Faith Day.

#### **6.3 Trustee Committee Pay Process**

Trustees Weiler and Doherty-Masters presented the Trustee Committee Pay Process. Trustees asked clarifying questions.

#### **6.4 Letters from Toronto Youth Cabinet Statement - WCDSB Endorsement**

Student Trustees Donoghue and Petrie made joint statement supporting the decision to send two letters to the ministry regarding food insecurity and the world mental health crisis. Trustees shared thoughts and discussed how to move forward with supporting the topics of concern in the letter from the Toronto Youth Cabinet Statement. Discussion to be revisited at next the Board meeting.

## **7. Reports From Board Committees/Task Forces**

### **8. Board Education (at the request of the Board)**

#### **8.1 OCSTA - Awareness of Human Dignity model**

Chair Weiler briefly reviewed the Awareness of Human Dignity model slideshow sent from OCSTA.

#### **8.2 OCSTA – representative to review Bill 98**

Chair Weiler brought forth suggestion to invite a representative from OCSTA to inform Trustees about Bill 98

#### **8.3 Trustee Work Plan – October review**

Trustee Doherty Masters reviewed the events for October in the Trustee Work Plan.

**9. Policy Discussion**

**10. Assurance of Successful Board Performance**

**11. Assurance of Successful Director of Education Performance**

**12. Potential Agenda Items**

**13. Announcements (all scheduled for the Catholic Education Centre unless otherwise indicated)**

**13.1 Upcoming Meetings/Events**

Trustees discussed upcoming events.

**14. Items for the Next Meeting Agenda/Pending Items**

Trustees discussed upcoming items on agenda.

**15. Adjournment – Confirm decisions made tonight. Closing Prayer**

**15.1 Confirm Decisions**

The Recording Secretary confirmed the meeting decisions.

**16. Closing Prayer**

**17. Motion to Adjourn**

2023-21 -- It was moved by Trustee Phillips and seconded by Trustee Cuff:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:44 p.m.

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Chair of the Board

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Secretary

# *School Travel Planning in Waterloo Region*

*Annual Report 2022-2023*



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

*Landon Chan*

*Ashley Cullen*

*Leslie Maxwell*

*October 31, 2023*

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

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



*This work was made possible through financial support from the City of Cambridge, the City of Kitchener, the City of Waterloo, the Region of Waterloo, the Waterloo Catholic District School Board, and the Waterloo Region District School Board. In-kind support was provided by a variety of community partners, school administrators, and troupes of incredible community volunteers.*

*Data within this report reflects activities from September 1, 2022 to August 31, 2023 unless otherwise stated.*

*Cover photo taken at St. Peter CES on September 5, 2022 while preparing a new active transportation waiting area. Permissions granted.*

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



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# Executive Summary

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We are proud to bring you the 2022-23 School Travel Planning (STP) annual report.

This work is a true collaboration between school boards, municipalities, citizens, schools, and children that results in real impact on the ground, and so we hope you are proud of this work too. It is yours.

The 2022-23 year was marked by the fortification of a permanent team and the extension of STP work. The STP team dedicated themselves to goals set in the 2021-22 annual report to great effect, resulting in the refinement and growth of 5 out of 6 of our major programs, more comprehensive mode split data, more Drive to 5 maps, and more student involvement.

The team also expanded custom services to include 74 elementary schools and 2 high schools across Waterloo Catholic District School Board (WCDSB) and Waterloo Region District School Board (WRDSB). The action plans at these schools continue to grow in complexity and breadth, including bringing municipal partners in the City of Cambridge, City of Kitchener, City of Waterloo, and Region of Waterloo in to help tackle extreme traffic situations. In total, over 400 School Travel Planning actions were taken by schools in 2022-23.

Going above and beyond those goals, our team also underwent several hours of strategic planning exercises to set our course for the coming years. Our new strategic plan map will guide our internal decisions while giving funding and community partners a clear picture of the STP direction for the longer-term.

We hope our new strategic plan will lend more opportunity for the identification of synergies and inter-agency integrations that can work to move the collective “us” closer to our aspirational vision that every child in Waterloo region will walk or wheel for part or all of their school journey.

We know Waterloo region children deserve this, and we know we can get there, together.

Sincerely,  
Leslie Maxwell  
School Travel Planning Supervisor, STSWR

# Vision

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## VISION

**That every child will walk or wheel for part or all of their daily school journey**

### *Mandates*

1. To reduce vehicular traffic at schools, and
2. To encourage more active transportation modes like walking, cycling, and scootering for the journey to / from school.

The STP process is guided and supported by an STP Facilitator who brings school, school board, municipal and community stakeholders together to identify and resolve issues. The method used to achieve these mandates is based on the Ontario Active School Travel STP Method, as outlined in Appendix A.

### *Values*

The following values guide STP decisions.



### *Framework*

STP support to schools takes shape in two (2) forms;

- Programs – common supports to all schools
- Services – customized support for schools to create unique action plans.

(See Appendix B for a rationale for STP work.)

# Programs

STP programs have been developed to address barriers that are found to be common to many schools. The bulk of these programs focus on education, encouragement, and evaluation. These programs allow STSWR to prompt greater shift towards active school travel (AST) by allowing schools to take actions outside of formal School Travel Planning, and by raising the profile of AST through system-wide actions.

This greater exposure to AST ensures that more students feel comfortable trying it, more students use it on a regular basis, and more students consider it a normal choice.

In 2022-23, STSWR issued milestone magnets to all Junior Kindergarten students to encourage ongoing home coaching and to set the expectation that students will walk to school or to the bus stop during their school career. In addition, Trailblazers, Sidewalk Smarts, Canadian Automobile Association (CAA) Standing Foot Patrol, Winter Walk Day, and Bike to School Day programs all aimed to improve active travel culture at schools across the region. To date, STSWR has created and maintained 128 Drive-to-5 maps to encourage families who choose to drive to alleviate traffic at school sites by parking a few blocks away. Unfortunately, Cycling Into The Future disbanded and no comparable cycling education alternative was available. Table 1 below shows who our programs aim to support and motivate.

Descriptions of STP programs can be found in Appendix C.

Table 1: Programs		Intervention		Target		
"E"	Program	Students	Parents	School	Community	
Education	<b>Sidewalk Smarts*</b>	✓				
	<b>Trailblazers*</b>	✓			✓	
Encouragement	<b>Drive-to-5 Maps*</b>		✓			
	<b>Kindergarten Package (Magnets + Slides)</b>	✓	✓			
	<b>Walking School Bus Support</b>	✓	✓			
	<b>Bike Bus Guide</b>	✓	✓	✓	✓	
	<b>Winter Walk Day / AT Celebration Events</b>	✓		✓	✓	
	<b>Bike to School Week</b>	✓		✓	✓	
	<b>Community Road Model Project</b>	✓	✓		✓	
Reinforcement	<b>CAA Standing Foot Patrol*</b>	✓		✓	✓	
Engineering	<b>Parking Restriction Request Support</b>		✓		✓	
Evaluation	<b>BikeWalkRoll*</b>	✓		✓		

\*Standard Operating Procedures (SOP's) outlining details, risks, and expected outcomes are available at: <https://www.stswr.ca/walkzone/school-travel-planning/solutions/>

### *Bike Bus*

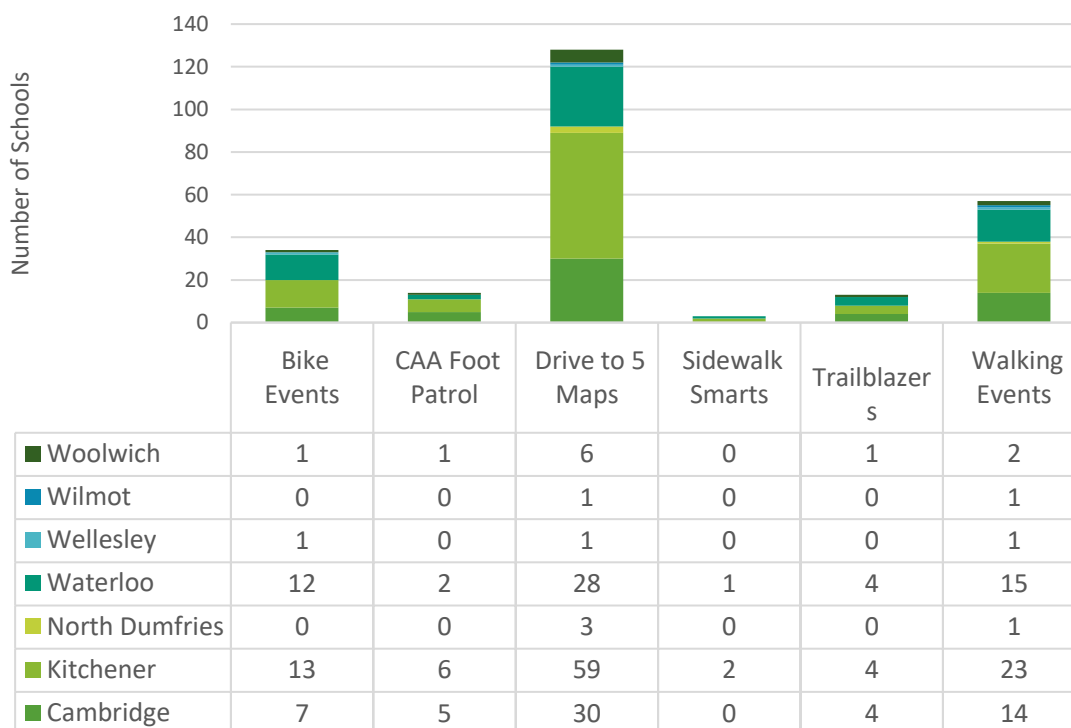
The bike bus launched by parents and the Bike Mayor of Waterloo (Arcy Canumay) at Empire P.S. gave the STP team an opportunity to develop a Bike Bus Guide with these partners that is available to any school seeking to create their own. Photos below show the bike bus in action and a special visiting cyclist, Mayor McCabe of the City of Waterloo!



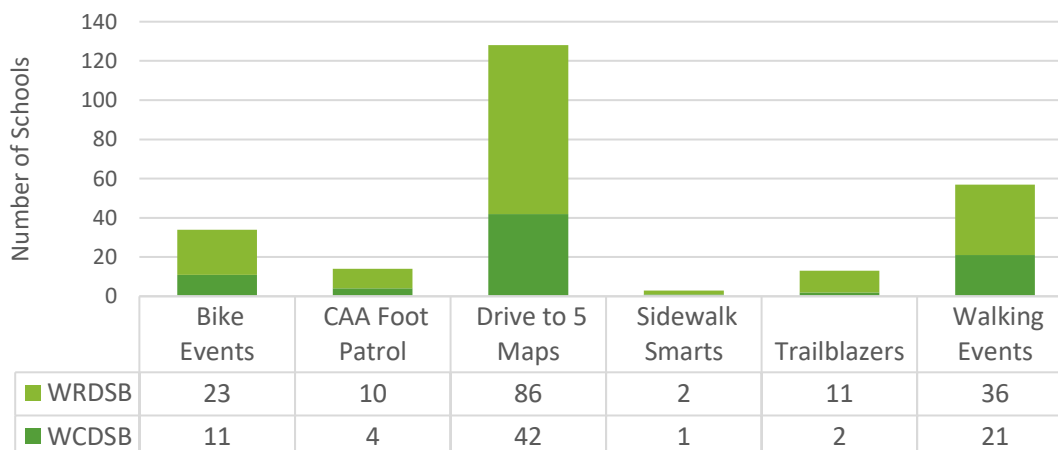
## Program Participation

2022-23 saw a return to more normal activities. Trailblazers grew from 9 schools to 13, CAA Standing Foot Patrol went from 11 schools to 14, Drive to 5 Maps increased from 100 to 128, Winter Walk Day grew from 49 to 57 schools, and Bike to School Week increased from 29 schools to 34. Unfortunately, one school backed out of Sidewalk Smarts without time to offer it to another school, so it was delivered to 3 schools only.

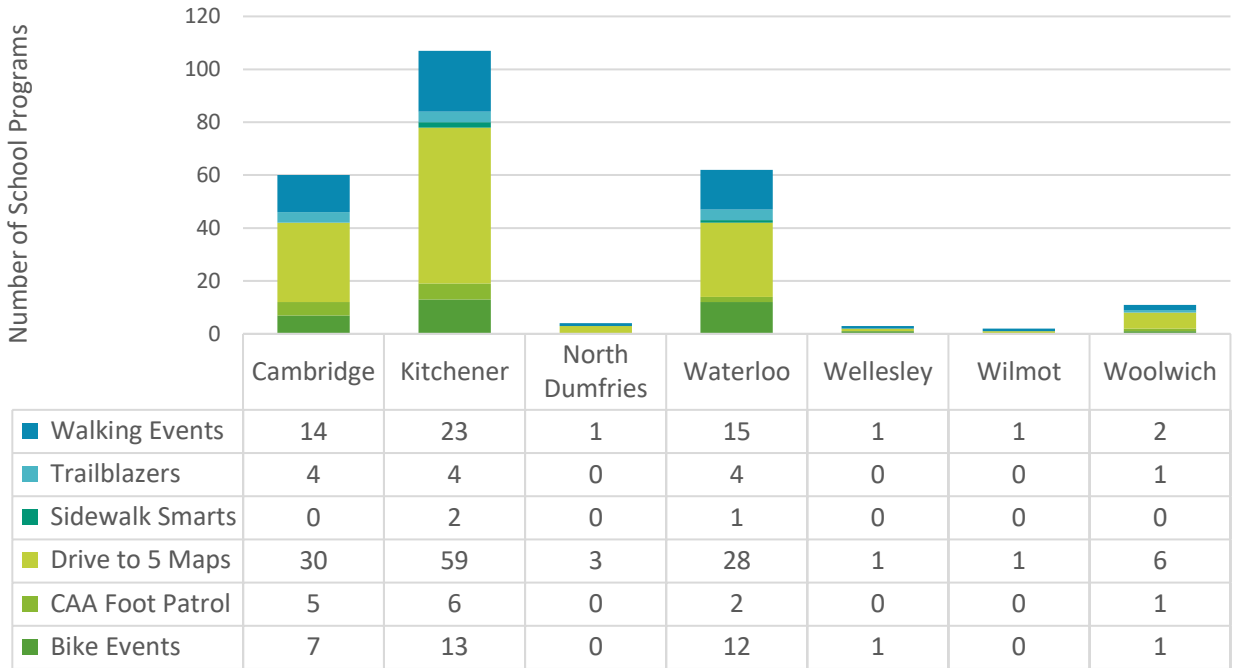
### Participation in Major Programs by Municipality



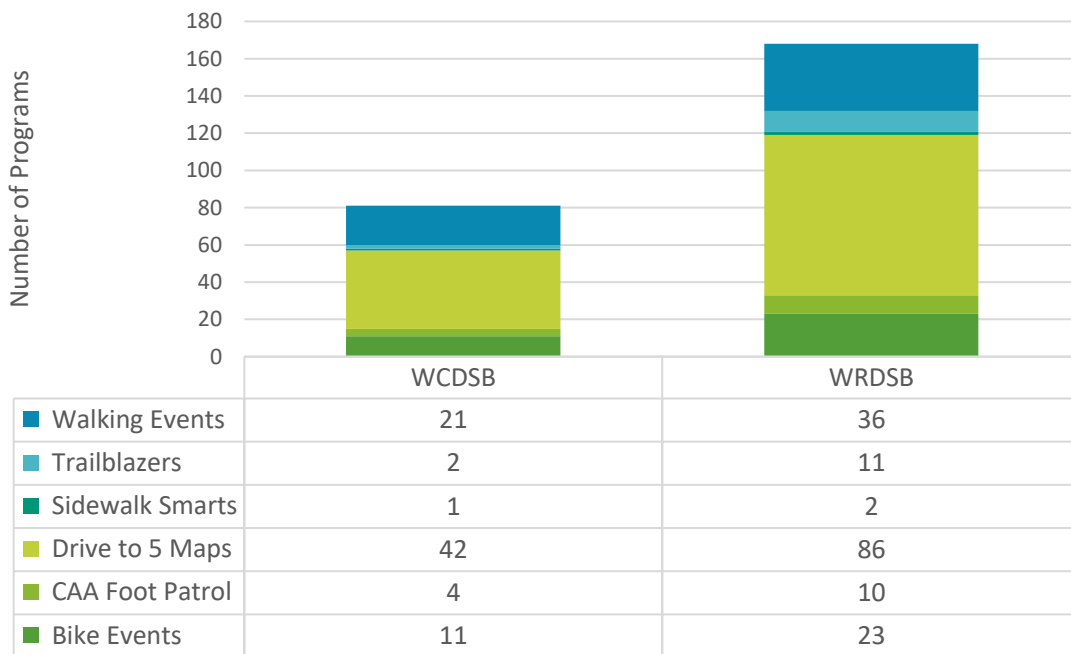
### Participation in Major Programs by Board



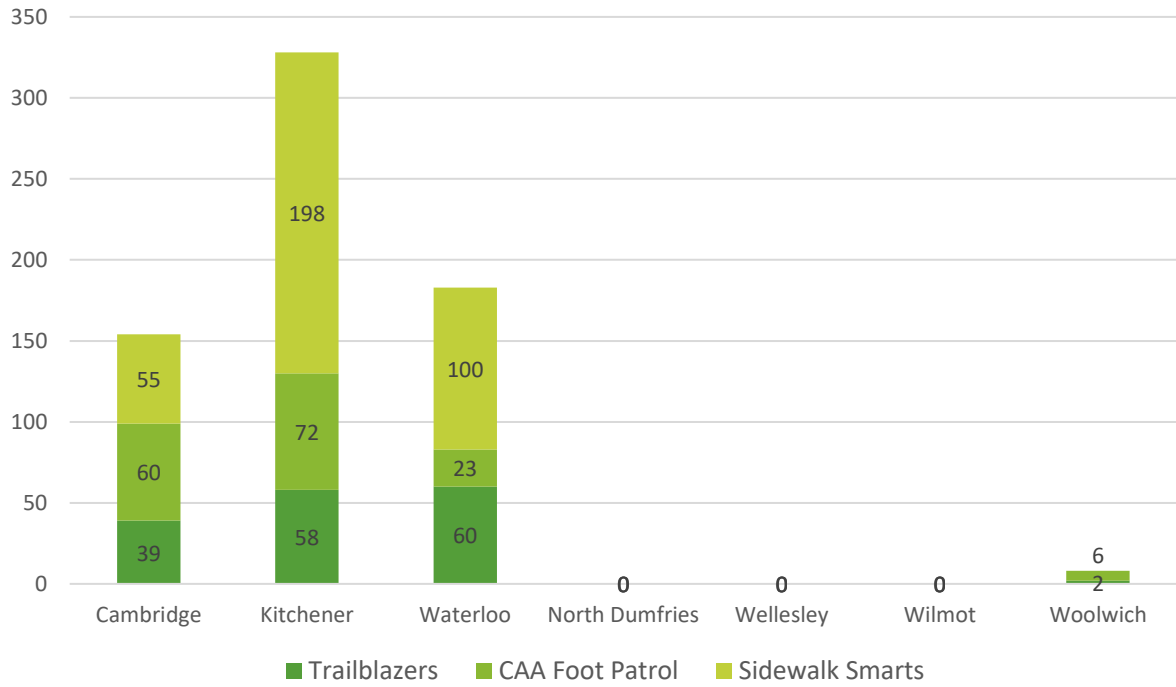
### Dispersion of Schools in Select Programs by Municipality



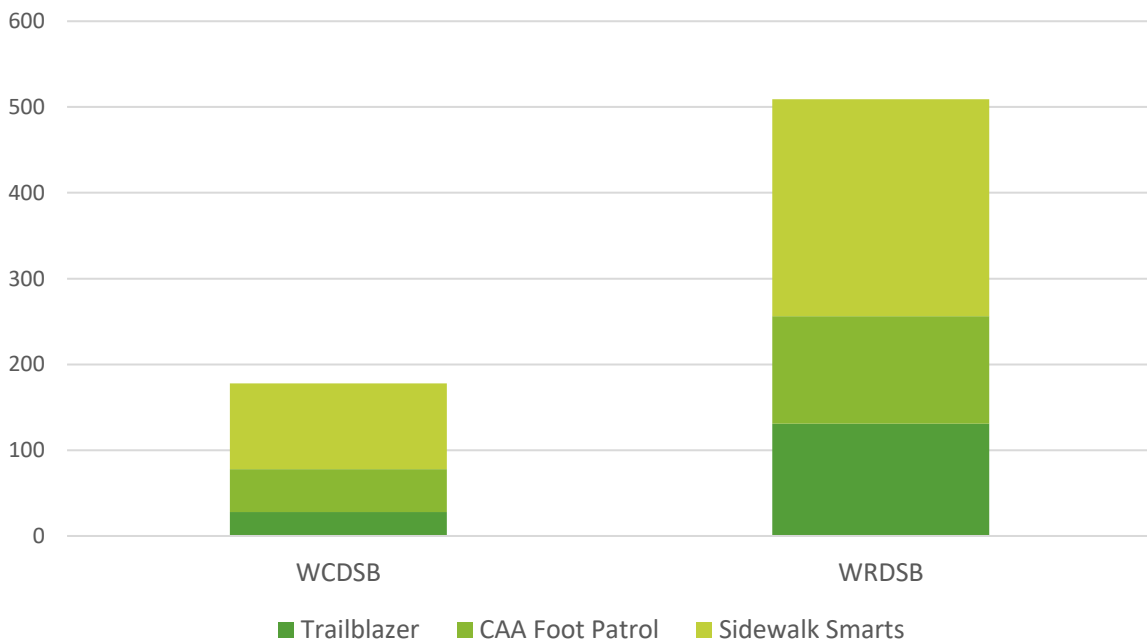
### Dispersion of Schools in Select Programs by Board



### Student Participation in Select Programs by Municipality

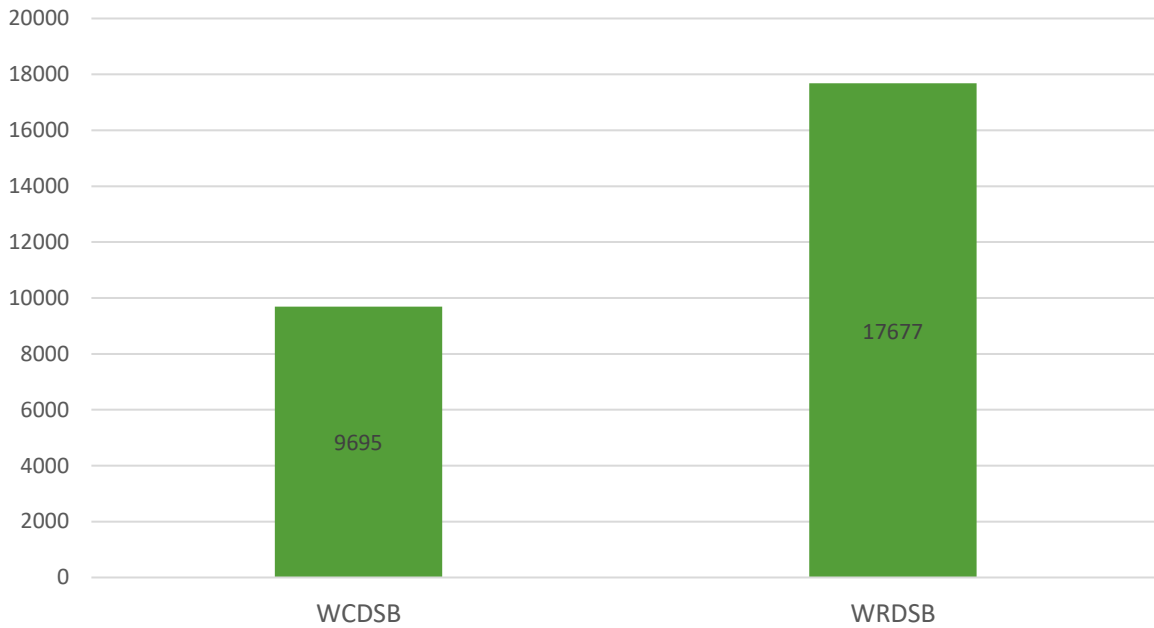


### Student Participation in Programs by Board

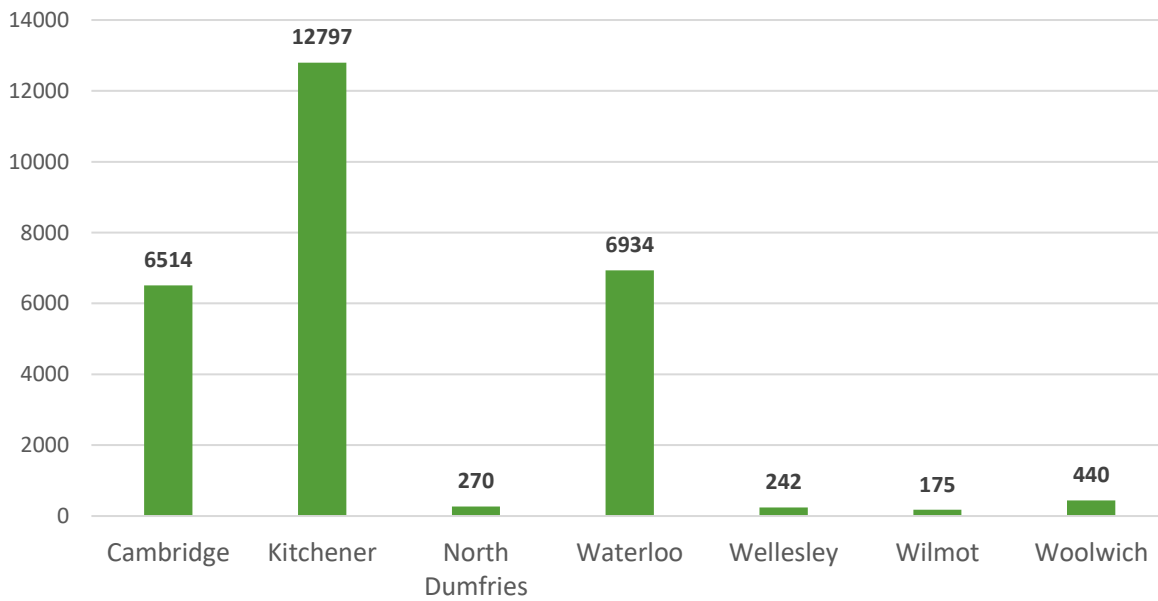




Number of Students Receiving Winter Walk Day Messaging by Board



Number of Students Receiving Winter Walk Day Messaging by Municipality



## *Bike to School Week 2023*

Bike to school week grew to include 34 registered schools and collectively promoted cycling to school to 18,013 students. Five hundred and forty-five (545) students registered for a contest and through it pledged to ride a total of 7,260.4 kilometres over the course of the week. Schools counted a total of 1,178 bikes in their racks on bike count day (Wednesday) with the highest turnout at Groh P.S. and the highest percentage turnout at John Mahood P.S. The lucky winner of the bike rack is Trillium P.S.!

Municipal partners provided prizes for this event, and 60 students won either an active transportation prize or a Dairy Queen gift certificate; Trillium P.S. won a new bike rack (all winners chosen by electronic random draw from eligible registrants). Table 2 shows Bike to School Week results.

### Results like this at Groh P.S. in Kitchener depend on:

- Solid municipal infrastructure
- Fun prizes for schools and kids
- Engaging board-wide school recruitment
- Frequent, multifaceted in-school promotion
- Supportive school administration
- In-school champion of the cause
- Loads of encouraging parents
- Hundreds of enthusiastic students

*Thank you all!*



**Table 2: Bike to School Week Results**

Registered School	Bike/ Scooter Count	School Enrollment	% Biked	Municipality	Board
Avenue Road PS	35	481	7.28%	Cambridge	WRDSB
Galt Collegiate Institute	17	997	1.71%	Cambridge	WRDSB
Grand View PS (C)	16	244	6.56%	Cambridge	WRDSB
Hillcrest		401		Cambridge	WRDSB
St Andrews PS		316		Cambridge	WCDSB
St Margaret of Scotland	18	315	5.71%	Cambridge	WCDSB
Chicopee Hills P.S.	81	803	10.09%	Kitchener	WRDSB
Christ the King		243		Kitchener	WCDSB
Groh PS	177	935	18.93%	Kitchener	WRDSB
Janet Metcalfe PS		788		Kitchener	WRDSB
Lackner Woods	115	621	18.52%	Kitchener	WRDSB
Oak Creek PS		518		Kitchener	WRDSB
Saint Anne (K)		651		Kitchener	WCDSB
Saint John Paul II	61	767	7.95%	Kitchener	WCDSB
Southridge PS	39	388	10.05%	Kitchener	WRDSB
St Daniel	19	564	3.37%	Kitchener	WCDSB
St. Timothy	26	317	8.20%	Kitchener	WCDSB
Trillium PS	36	194	18.56%	Kitchener	WRDSB
Wilson Ave P.S.	35	486	7.20%	Kitchener	WRDSB
Abraham Erb	53	426	12.44%	Waterloo	WRDSB
Edna Staebler	41	558	7.35%	Waterloo	WRDSB
Elizabeth Ziegler PS	50	469	10.66%	Waterloo	WRDSB
Laurel Heights SS	48	1760	2.73%	Waterloo	WRDSB
Laurelwood	78	651	11.98%	Waterloo	WRDSB
Lincoln Heights PS		433		Waterloo	WRDSB
Mary Johnston	32	410	7.80%	Waterloo	WRDSB
Northlake Woods PS		357		Waterloo	WRDSB
ST Nicholas	13	505	2.57%	Waterloo	WCDSB
St. Agnes	45	499	9.02%	Waterloo	WCDSB
Vista Hills		813		Waterloo	WRDSB
Westvale	29	413	7.02%	Waterloo	WRDSB
John Mahood	114	443	25.73%	Woolwich	WRDSB
St Clement		247		Woolwich	WCDSB

## Services

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School Travel Planning services focus on individual schools and may be initiated at any time throughout the school year. This fluidity allows for real-time response to traffic events, champion interest, construction projects, and resident issues as they develop. The process includes engagement between and among Facilitators, parents, school staff, students, municipal staff, community groups, and community leaders to create and act together on a unique action plan that addresses shared active travel and traffic goals.

For best success, STP requires:

- active support for at least two (2) years at each school
- a trained Facilitator who works directly with the school, liaises with community stakeholders, leads data collection and analysis, and guides action-planning and implementation

STP schools participate in region-wide programming outlined above in the Programs section, and they go further to target the specific issues arising at their schools. STP committees are encouraged to be creative in their approach to action-planning, while the Facilitator distills requests, connects schools to resources, and manages expectations or guides new solutions when some plans cannot be fulfilled. Some of the unique action plan items selected, designed, and completed by various school STP Committees during the 2022-23 school year are outlined in Table 3 below.



*A Tactical Urbanism Project at Abraham Erb P.S. to mitigate u-turns and live-lane drop offs. The trial used pylons on the street to determine the most effective placement for permanent infrastructure.*

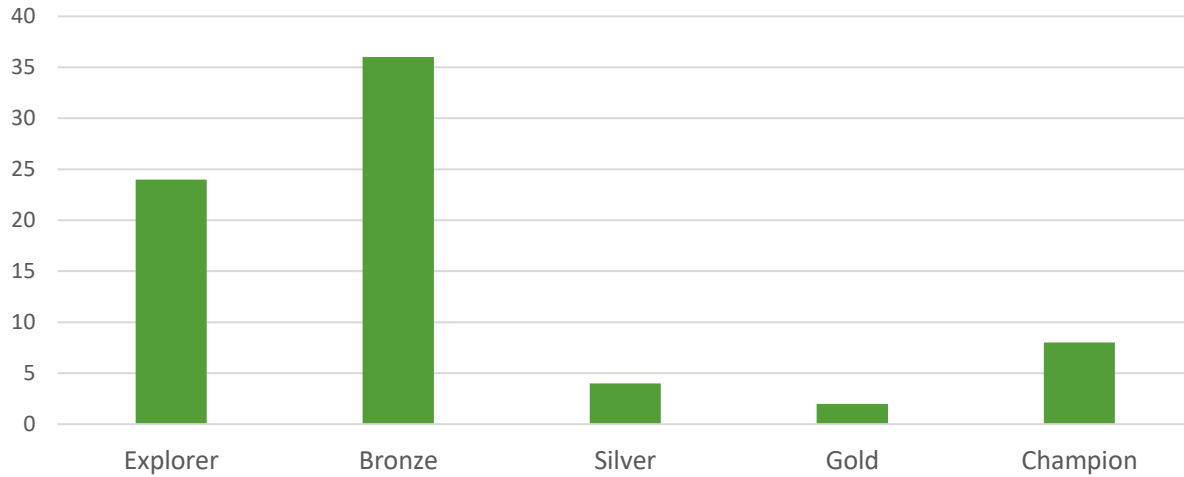
Table 3: Services		Intervention		Target Audience		
Focus Area	Sample Action Plan Items*	Students	Parents	School	Community	
Consultation	Initial Assessment*			✓		
	Parking Lot Assessment*			✓		
	STP Committee Meetings*	✓	✓	✓	✓	
	Walkabout*		✓	✓	✓	
Education	Bike Rodeo*	✓				
	Letters/ Council Delegation		✓		✓	
	School Council Presentation	✓	✓			
	STP Booth at School Event	✓	✓			
	Student Inquiry or Design Project	✓	✓			
	Class-based STP Project	✓	✓	✓		
	Traffic Flow Map			✓		
	Walking Clinic*	✓				
Encouragement	Drive-to-5*		✓			
	Kindergarten Package	✓	✓			
	Monthly Parent Communications*		✓			
	Weekly Announcements*	✓				
	Letters to Parents		✓			
	Walking Buddy system	✓	✓			
	Walking School Bus	✓	✓	✓		
	Winter Clearance Thank You*					✓
Reinforcement	Anti-idling Campaign		✓			
	Administrator Parking Lot Supervision*		✓			
	Distribute Traffic Pamphlet		✓			
	Parking Attendants		✓	✓		
	Parking Lot Blitz*		✓			
	Police or Bylaw Collaboration		✓			
Engineering	Add Storage Rack	✓		✓		
	Access Point Improvement (on school site)			✓		
	Neighbourhood Matching Grant	✓	✓	✓	✓	
	Request Infrastructure Review					✓
	Parking Signage		✓	✓	✓	
	Temporary Tactical Urbanism Project		✓			✓
Evaluation	Family Survey*		✓			
	Traffic Observations		✓	✓		
	Request for Speed Monitor / Traffic Counter		✓			✓

For actions marked with "\*" within this table, Standard Operating Procedures are available at: <https://www.stswr.ca/walkzone/school-travel-planning/solutions/>.

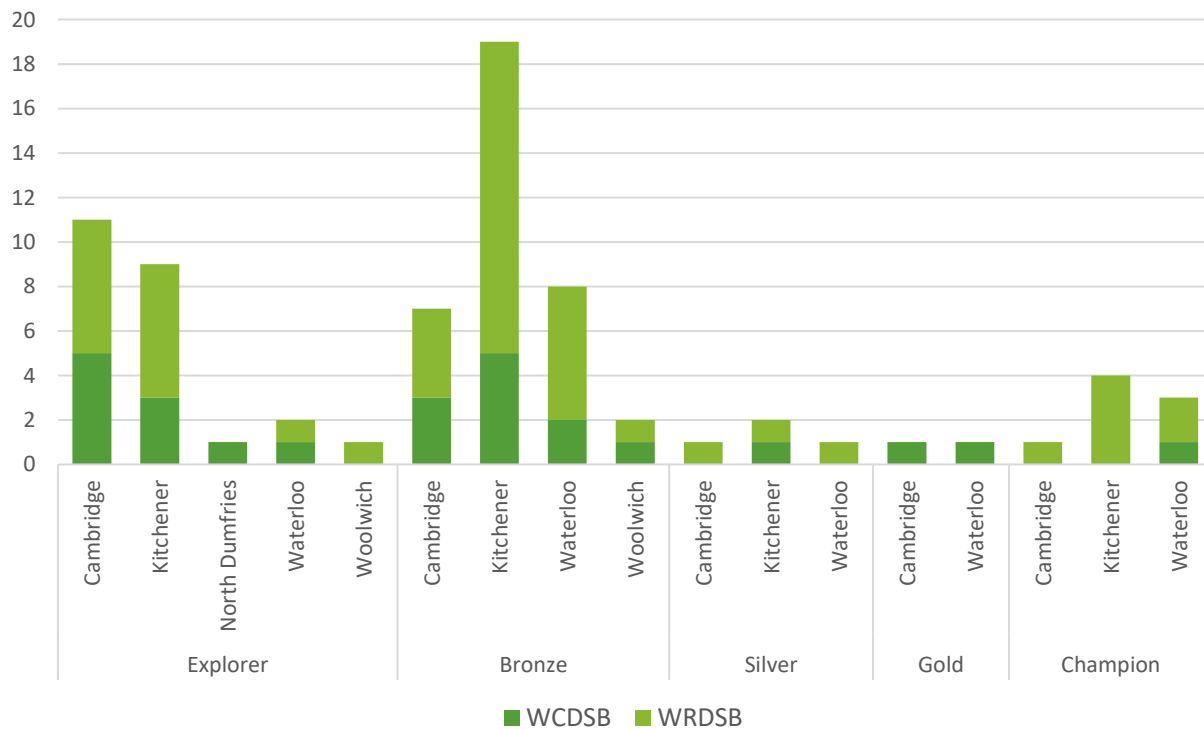
## Schools Receiving Custom Services

The charts below show the count of STP schools by rank and then further break down the rank by municipality and by board, so that each stakeholder can see the output associated with their organization.

### Count of Schools by Rank



### Schools by Rank, Municipality, and Board



STSWR conducted initial assessments at ten (10) schools during the 2022-23 school year, raising the number of schools that have reached out for support since 2016 to a total of 74. Ten (10) schools held regular committee meetings, while many others completed action items with school staff support only. Most of the 74 schools continue to participate in active school travel events and/or programs and send active travel messages to parents and students. They all know they can reach out any time for additional support when there are heightened traffic problems, too.

There was a large shift of schools from Explorer to Bronze stage in the 2022-23 school year, thanks in part to great efforts from Facilitators and in part to a minor shift in point weighting aimed to more fairly reward the schools that are working so hard at the beginning of their involvement with STP. Two schools achieved Gold status this year, and four achieved Silver status, through various combinations of interventions.

For example, St. Agnes achieved gold status after completing the following interventions this year:

Education	Encouragement	Reinforcement	Engineering	Evaluation
<ul style="list-style-type: none"> <li>• School council presentation</li> <li>• Bike Rodeo</li> <li>• Sidewalk Smarts</li> <li>• Trailblazers</li> <li>• Walking School Bus</li> <li>• Kindergarten outreach</li> </ul>	<ul style="list-style-type: none"> <li>• Drive to 5 campaign</li> <li>• Winter Walk Day</li> <li>• Bike to School Week</li> </ul>	<ul style="list-style-type: none"> <li>• Traffic pamphlet</li> <li>• Occasional admin parking supervision</li> <li>• Messaging coordinated with Bylaw blitz</li> </ul>	<ul style="list-style-type: none"> <li>• Improved snow management</li> <li>• Parking/road signage changes</li> <li>• Access points improved</li> </ul>	<ul style="list-style-type: none"> <li>• BikeWalkRoll in-class data</li> <li>• Family Survey</li> <li>• Traffic behaviour data</li> <li>• Speed monitor placed</li> </ul>



## School Rank and Status

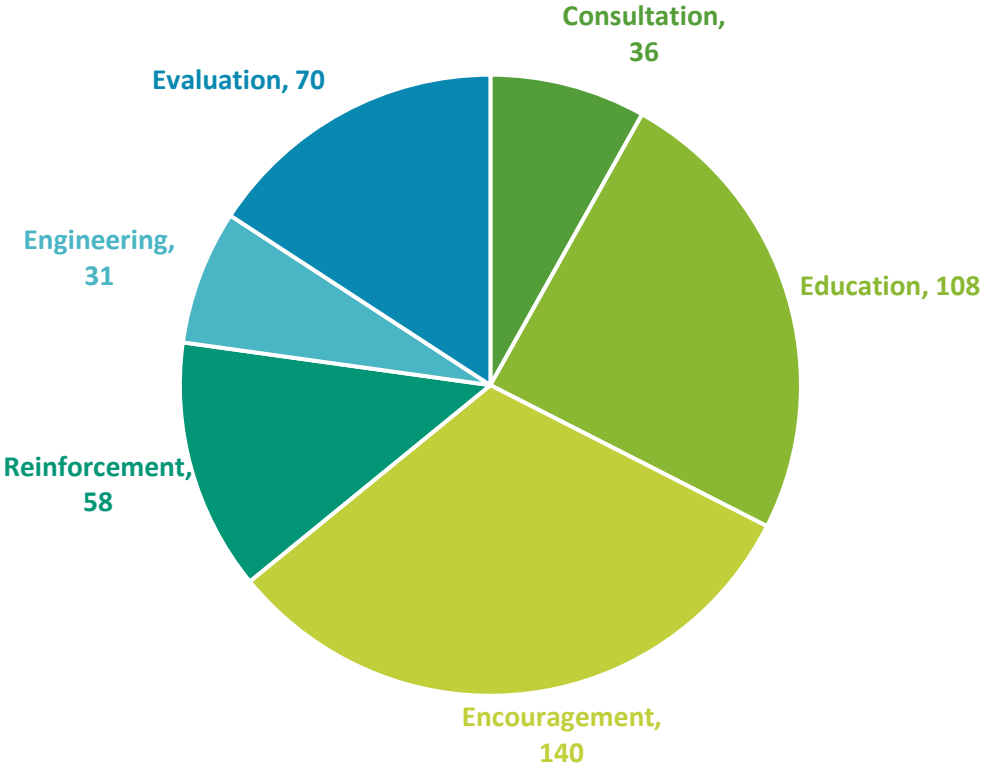
A full list of school rankings follows in Table 4.

Table 4: School Rank and Status			
Ranking	School	Municipality	Board
<b>Champion</b>	Chicopee Hills	Kitchener	WRDSB
	Edna Staebler	Waterloo	WRDSB
	Janet Metcalfe	Kitchener	WRDSB
	Mary Johnston	Waterloo	WRDSB
	Saginaw	Cambridge	WRDSB
	Sandhills	Kitchener	WRDSB
	St. Matthew	Waterloo	WCDSB
	Wilson Avenue	Kitchener	WRDSB
<b>Gold</b>	St. Agnes	Waterloo	WCDSB
	St. Peter	Cambridge	WCDSB
<b>Silver</b>	Hillcrest	Cambridge	WRDSB
	Oak Creek	Kitchener	WRDSB
	St. Anne (K)	Kitchener	WCDSB
	Vista Hills	Waterloo	WRDSB
<b>Bronze</b>	St. Benedict	Cambridge	WCDSB
	St. Boniface	Woolwich	WCDSB
	St. Daniel	Kitchener	WCDSB
	St. John	Kitchener	WCDSB
	St. John Paul II	Kitchener	WCDSB
	St. Mark	Kitchener	WCDSB
	St. Michael	Cambridge	WCDSB
	St. Nicholas	Waterloo	WCDSB
	St. Timothy	Kitchener	WCDSB
	Suddaby	Kitchener	WRDSB
	Trillium	Kitchener	WRDSB
	Waterloo Collegiate Institute	Waterloo	WRDSB
<b>Explorer</b>	A.R Kaufman	Kitchener	WRDSB
	Blair Road	Cambridge	WRDSB
	Blessed Sacrament	Kitchener	WCDSB
	Bridgeport	Kitchener	WRDSB
	Coronation	Cambridge	WRDSB
	Elgin St.	Cambridge	WRDSB
	Hespeler	Cambridge	WRDSB
	J.F. Carmichael	Kitchener	WRDSB
	John Mahood	Woolwich	WRDSB
	Manchester	Cambridge	WRDSB
	Millen Woods	Waterloo	WRDSB
	Our Lady of Fatima	Cambridge	WCDSB
	Preston	Cambridge	WRDSB
	Shepphard	Kitchener	WRDSB
Smithson	Kitchener	WRDSB	



St. Augustine	Cambridge	WCDSB
St. Brigid	North Dumfries	WCDSB
St. Elizabeth	Cambridge	WCDSB
St. Josephine	Kitchener	WCDSB
St. Luke	Waterloo	WCDSB
St. Margaret of Scotland	Cambridge	WCDSB
St. Teresa Kitchener	Kitchener	WCDSB
St. Vincent de Paul	Cambridge	WCDSB
Williamsburg	Kitchener	WRDSB

Number of Interventions



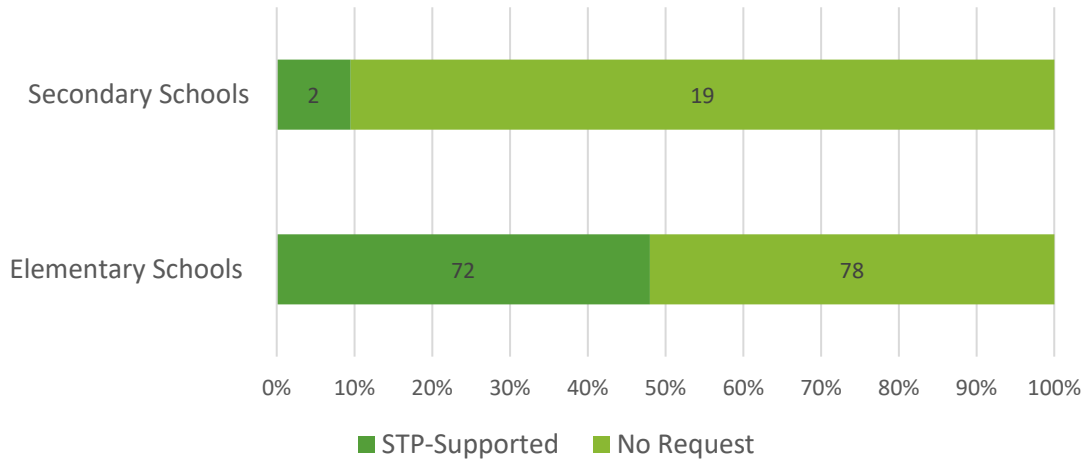
# Goals and Achievements

Goals set in the 2021-22 annual report resulted in the following achievements:

## *Goal #1 - Responding to demand for help.*

Ten additional schools requested assistance managing traffic and/or encouraging active travel.

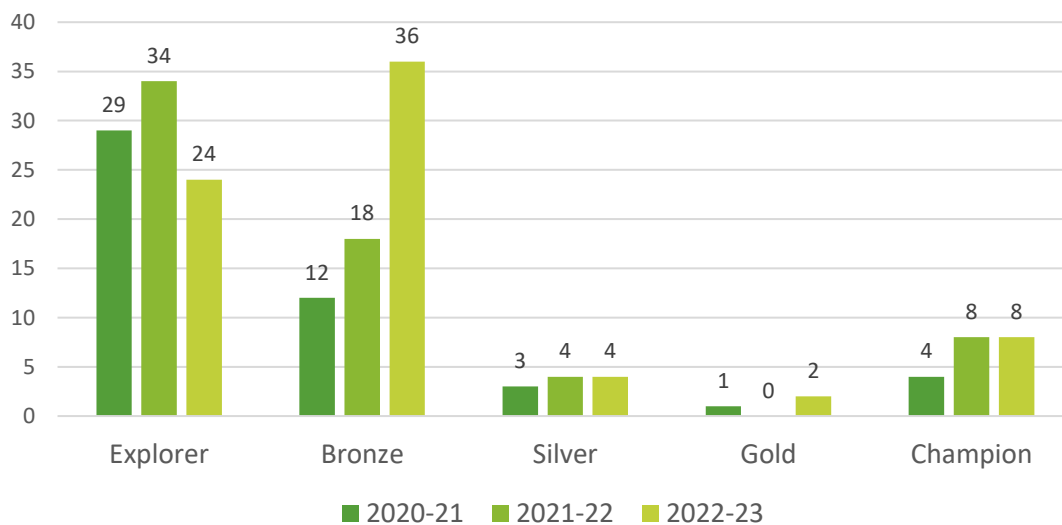
Percentage Schools Supported with Services to Date



## *Goal #2 – Advance school rankings.*

Many schools advanced from Explorer to Bronze status this year. This shift was caused by schools holding more events and activities in their schools after pandemic restrictions were lifted, as well as by a slight adjustment to the formula allowing new schools making good strides to be recognized for their work. No new schools advanced to Champion status.

STP School Certifications



### *Goal #3 - Improve data to support interventions.*

The STP team collects data with willing schools to help committees determine the barriers to active travel and to highlight opportunities for change. Many schools are hesitant to collect data due to privacy concerns by various members of the school community, so the STP team continues to seek ways to make data collection easier and more targeted to return useful and meaningful information that can inform and support the choice of interventions at schools.

Data collection agreements were struck between STSWR and both boards late in the school year. These agreements allow STP data collection without annual application. Annual reporting on these activities to board research teams will continue.

Over the course of 2022-23, the STP team was able to conduct 9 family surveys, 32 BikeWalkRoll audits, and 12 traffic behaviour observations that contributed to understanding various pressures on the school commute and the potential interventions that could help schools overcome them.

### *Goal #4 – Refine programs.*

The STP team advanced the following programs:

**Bike Bus Program** – A bike bus was piloted in Waterloo at Empire P.S. Due to insurance concerns, it was parent-led and backed by Bike Mayor of Waterloo. STP developed a guide to assist parents to develop bike buses at other schools.

**Bike to School Week** – Bike to School Week is supported by a partnership between STP and municipal Transportation Demand Management teams. This year, it was expanded from being promoted to only STP schools, to being promoted to all schools through WRDSB and WCDSB communications teams.

**Sidewalk Smarts** – Due to the disbanding of Cycling Into the Future and the lack of partnership to roll out Sidewalk Smarts, the STP team conducted this training themselves at three schools. This offered an opportunity to review the efficacy of the content and to develop in-class materials to better retain student attention.

**Community Road Model Program** – In anticipation of working with clusters of schools, the team expanded and improved outreach materials.

**Standing Foot Patrol** – The STP Steering Committee requested that Standing Foot Patrol be folded into STP work so that issues regarding the program could be discussed at monthly meetings as needed. In response to municipal needs, the STP team worked with the STSWR patrol safety team to develop intake forms that identify specific Foot Patrol locations so that on-street infrastructure will be easier to monitor in the future.

**Cycling Into the Future** – The disbanding of this treasured program leaves the Region of Waterloo without an accessible elementary-school level cycling education program. The STP team worked with partners from across the region to lead a review of the program and the development of a business case for a replacement program.

*Goal #5 – Increase Drive-to-5 Map Inventory.*

The team built 28 new maps for a total of 128. Six (6) high schools now have maps.

*Goal #6 – Involve students in more projects.*

The STP team was able to deliver a small handful of interventions that involved students including:

**Bike rodeo at St. Agnes CES**

St. Agnes held a school-hours bike rodeo with help from student leads in each class.



**Classroom yard sign project at Janet Metcalfe P.S.**

Kindergarten students designed yard signs that will be printed and used along school frontage.



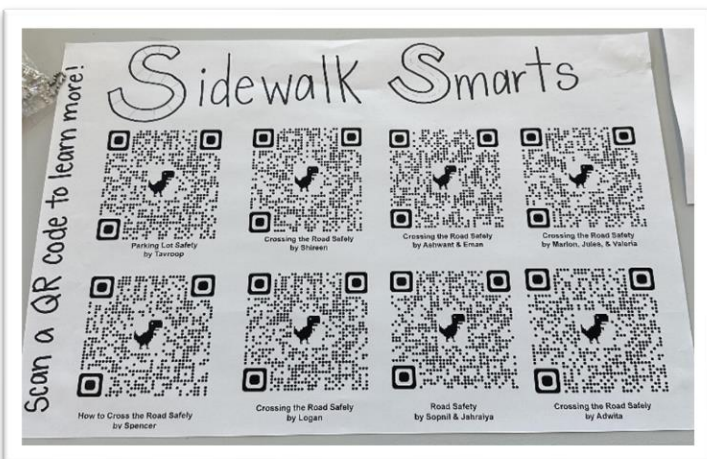
### Safe street design project at St. Peter CES

St. Peter CES created a temporary installment in their parking lot to create space for families waiting for students who walk and roll to school. Later, they won a KEEP CALM grant to improve a shared street adjoining the school parking lot. All students and residents were given the opportunity to give input via survey and Standing Foot Patrollers have been involved in co-designing the shared street with the school community and nearby residents. In December, Standing Foot Patrollers delivered holiday cards to neighbours.



### Sidewalk Smarts videos/posters project at Oak Creek P.S.

After participating in the Sidewalk Smarts program, Oak Creek's grade 3 and 4 students created videos and posters to share with the rest of the school at the school's end-of-year grand opening.



*Goal #7 – Develop a school interface for the certification program.*

The STP team is working with Mobius One to develop project management platform called STEPS (School Travel Evaluation and Planning System). This is the first project management system of its kind, specifically developed for the complexities of school travel behaviour change, and Waterloo Region is fortunate to have the interest and investment of time in the development of this tool for free. The STP team is currently working with the boards and Mobius One to ensure the platform can be used within all board protocols.

This platform is designed to deliver easy yet detailed reports that can be shared with schools at their convenience through the STP website.

*Goal #8 - Secure municipal funding.*

Municipal partners have added STP into budgets to ensure ongoing funding, allowing two temporary STP Facilitator roles to become permanent. The team developed a strategic plan to ensure cities of mid-term direction and to support further budgetary inclusion.



*Photo: STP works with Crossing Guard programs across the region. Crossing Guards form an integral part of the human and structural infrastructure responsible for making AST an easier choice for families.*

## Support Activities

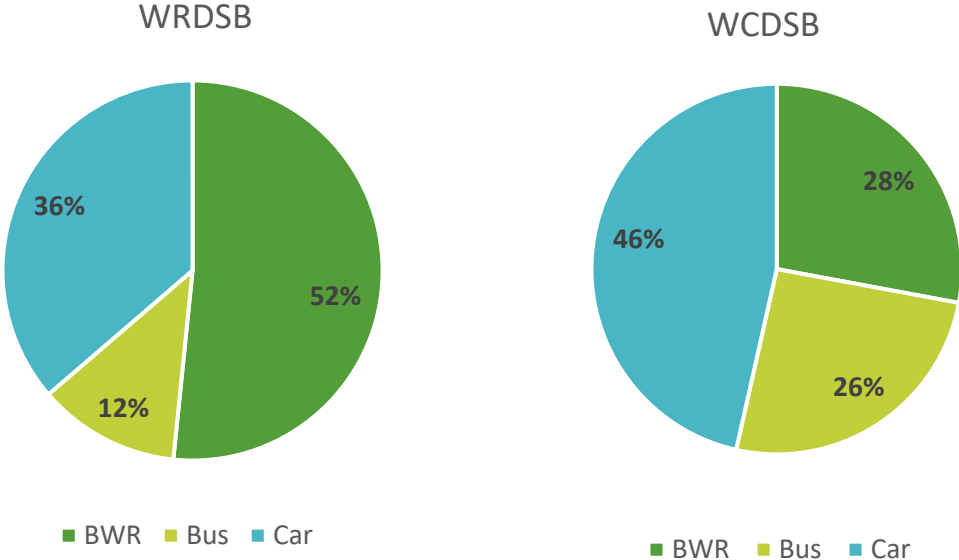
The STP Team participates in a number of activities outside of programs and services that support active school travel, including providing consultations, examining development and construction plans, serving on and leading committees, and delivering presentations. Table 5 outlines some such activities undertaken in 2022-23.

<b>Table 5: Support Activities</b>	
<b>Consultations</b>	
Organization	Topic
<b>WRDSB, WCDSB</b>	CMC Bus Decision Appeals
<b>WCDSB</b>	New school development (St. Josephine, Kitchener)
<b>WCDSB and WRDSB</b>	Kiss n Ride Considerations
<b>City of Kitchener</b>	Vision Zero Plan
<b>Region of Waterloo</b>	Franklin Boulevard / Saginaw Intersection
<b>Urban Minds 1Up</b>	1Up Leaders Lab – Students and Built Environment
<b>Committees</b>	
Organization	Topic
<b>All funding agencies</b>	STP Steering Committee
<b>WCDSB, WRDSB</b>	Joint Board Sustainability Working Group
<b>Area Municipalities, Universities, and Road Safety Authorities</b>	Inter Municipal Partnership for Active Transportation (IMPACT)
<b>Ontario Association of School Board Officials</b>	Active Transportation Leading Practices
<b>Active School Travel Canada</b>	Stakeholder Committee
<b>All funding agencies</b>	Cycling Into The Future Review
<b>Plan Examinations</b>	
Organization	Topic
<b>Township of Woolwich</b>	225 Starlight and 95 Loxleigh
<b>Region of Waterloo</b>	Franklin Boulevard Reconstruction at Saginaw
<b>WRDSB</b>	New Breslau Hopewell Crossing
<b>WRDSB, WCDSB</b>	435 King St. North
<b>WRDSB</b>	800 Fairway Rd at Lackner
<b>WCDSB</b>	20 Northfield
<b>WCDSB</b>	751 Victoria Street South
<b>WRDSB</b>	506 Hespeler Road
<b>Presentations</b>	
Organization	Topic
<b>City of Waterloo</b>	Waterloo Winter Sidewalk Maintenance Proposal
<b>WRPS</b>	Bike Rodeo
<b>Nova Scotia Collaborative</b>	“STP, A Collaborative Approach”

# Results

## Mode Split

The STP team encourages collection of mode split data through the BikeWalkRoll.org app. Though BikeWalkRoll (BWR) data was always an option for schools to participate in, this year (2022-23) the STP team offered to enter schools to conduct counts, resulting in a larger body of data for comparison than ever before. In addition to using this data within schools, it has also been used by municipal partners to justify specific engineering changes near some, and in delegating to support the City of Waterloo’s winter maintenance proposal. It must be noted that Kindergarten classes were not surveyed, many schools were not included in the count, and most counts were single-day only; while this is not a complete picture of the mode splits in the Region of Waterloo, it offers only a general picture of active school travel within these two boards.

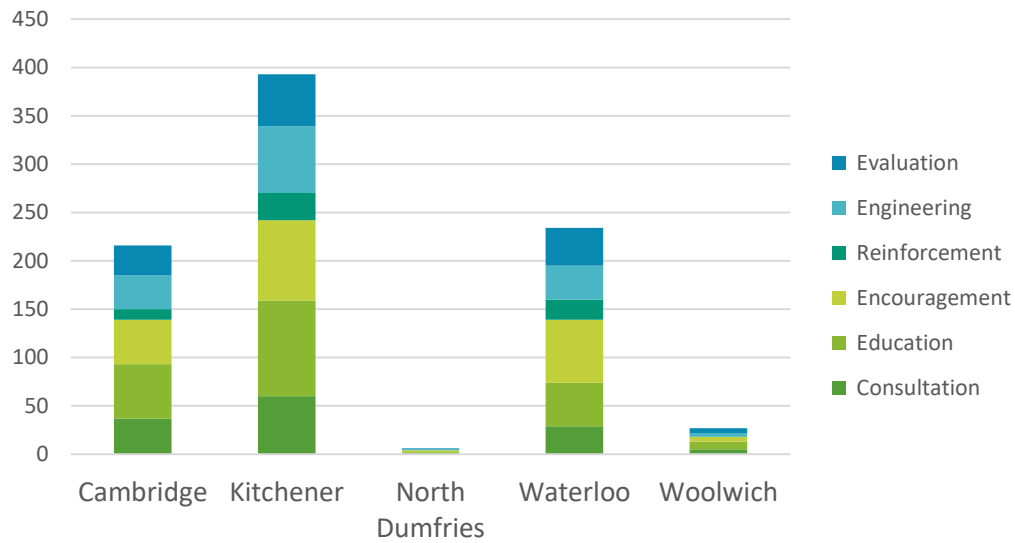


## Intervention Dispersion

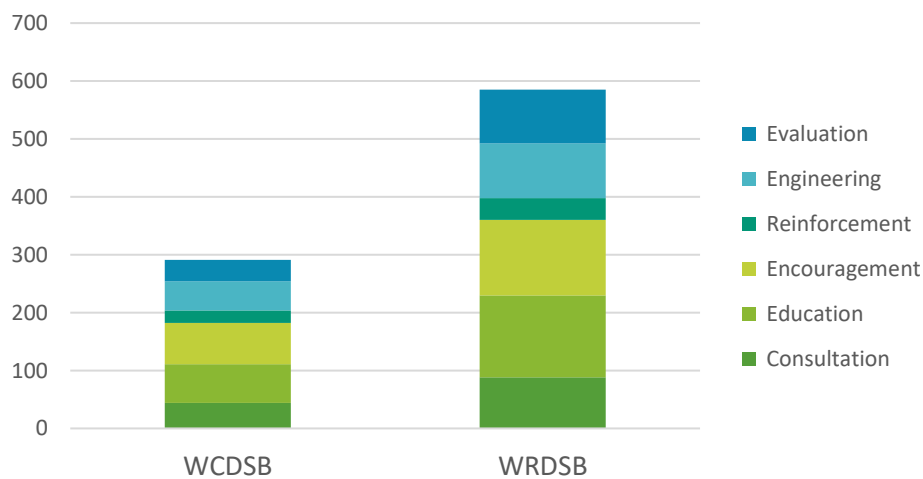
The STP model has proven that a multipronged approach using five areas of interventions will change behaviours. To that end, the Waterloo STP team aims to inspire school committees to choose a variety of interventions across all 5 areas including education, encouragement, reinforcement, engineering, and evaluation. STP further acknowledges schools’ request for consultation as an indicator of awareness of a problem, which is often the first step in shifting behaviours. The following graphs indicate that there is a healthy balance of interventions by schools in the region.



Dispersion of Intervention Types across Municipalities



Dispersion of Intervention Types across Boards



## Parent Involvement

STP engages deeply with parents who are committed to helping change travel behaviours. The following data is intended to highlight the amount of work they put in and how STP makes the parent connection.

- **96** parents engaged in regular School Travel Planning Committee meetings or projects
- **5** Bike Bus leaders
- **15** Sidewalk Smarts Volunteers

Website analytics are no longer available to STSWR.

# Financials

## Funding Partners

The STP partnership collectively provided \$266,985 to fund this work in 2022-23.

**Municipalities**

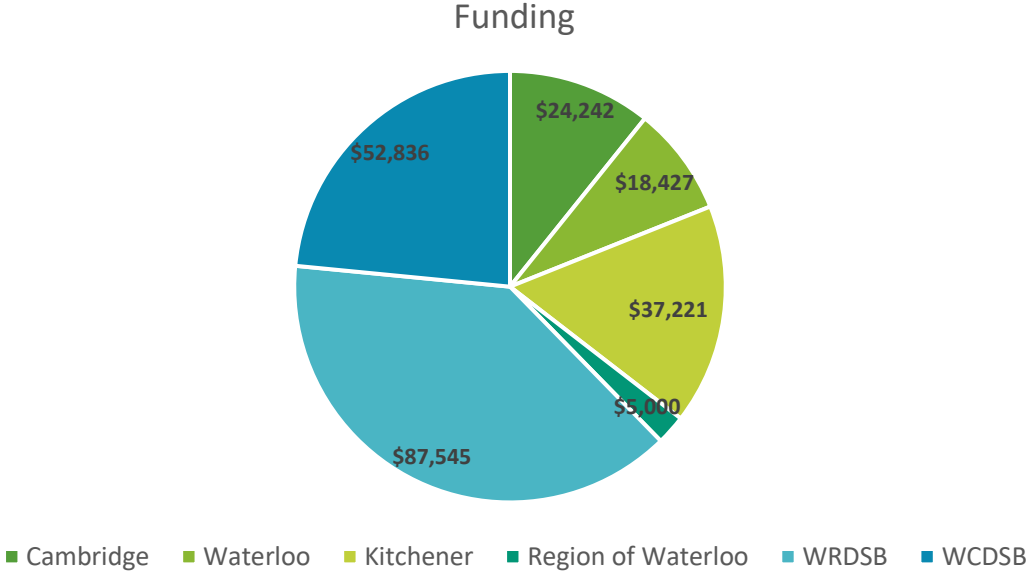
- City of Cambridge
- City of Kitchener
- City of Waterloo
- Region of Waterloo

**School Boards**

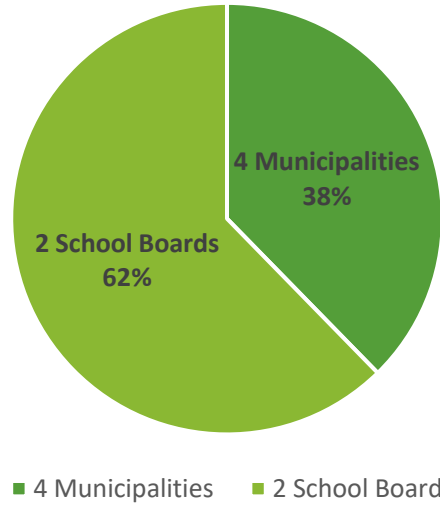
- Waterloo Catholic District School Board
- Waterloo Region District School Board

## Funding

Funding for the 2022-23 school year includes 62% from school boards and 38% from municipalities. The funding supports two (2) Facilitators and one (1) Supervisor, plus a small expense budget for travel, marketing, and materials.



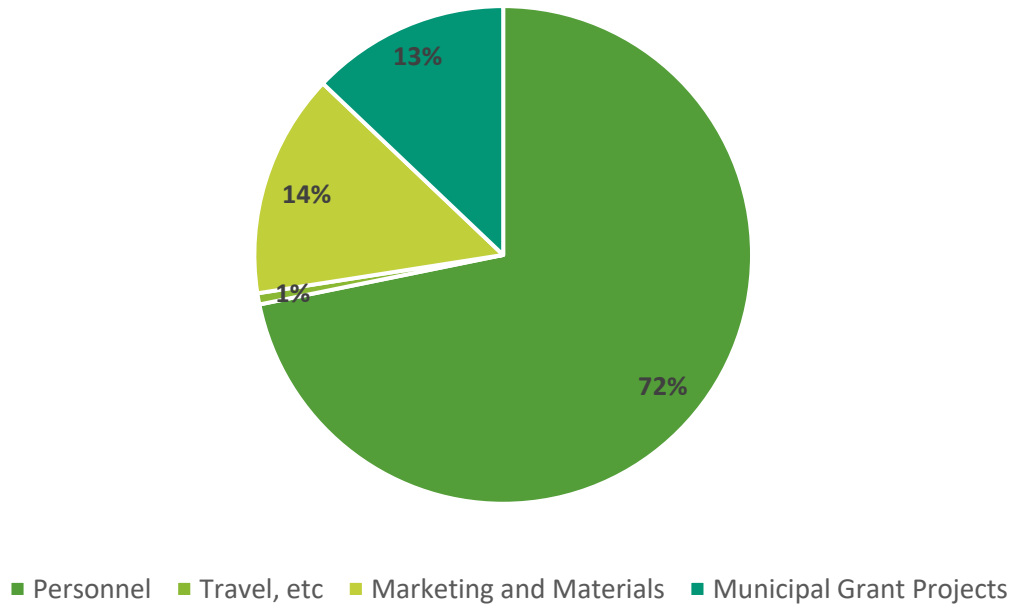
### Percentage of Funding by Partner Group



### Uses

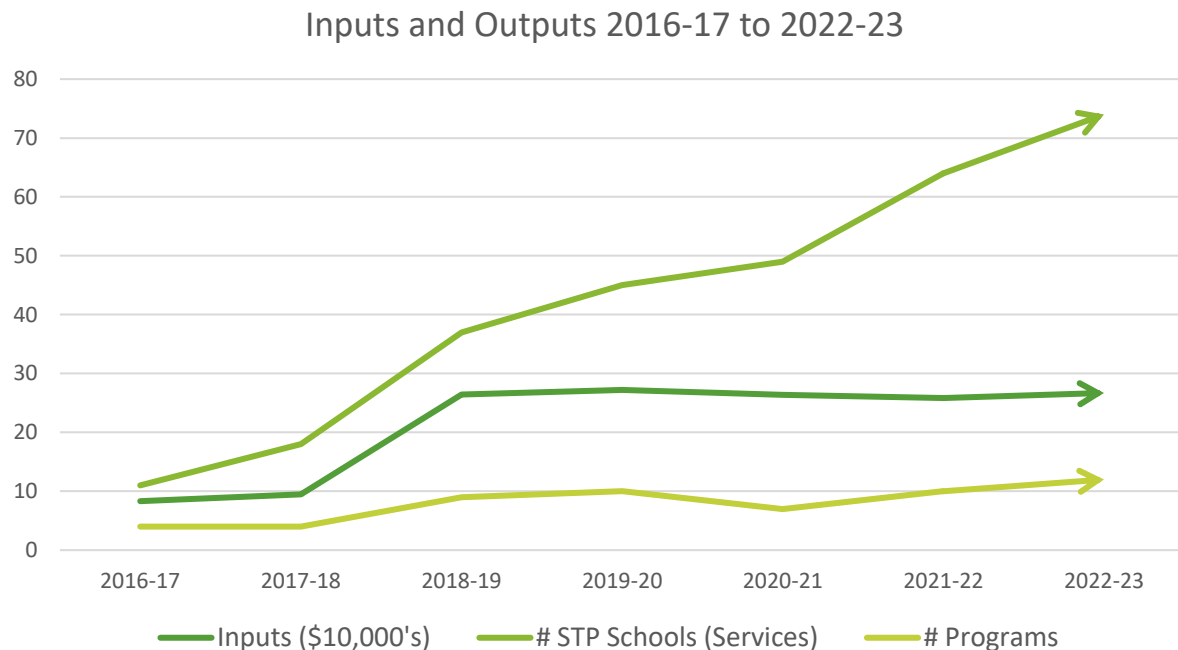
Three main uses of funding include salaries, travel (to schools), marketing, and materials that allow the team to deliver programs, custom school services, and projects to engage school communities and motivate a modal shift. In 2022-23, thirteen (13) per cent of the budget was collected and spent on the Cycling Into The Future review.

### Funding Uses



### Trajectory

School Travel Planning has provided consistent support to schools without impacting school budgets. Over time, the breadth of impact has grown despite unchanging inputs.



### Risk Factors

The following table shows risks that impacted STP work in Waterloo Region in 2022-23, ongoing controls for those risks, and actions STSWR took to respond to the actualization of those risks and/or to mitigate them in the future.

Table: Risks	Controls	2022-23 actions
<b>Schools hesitant to form committees</b>	<ul style="list-style-type: none"> <li>Gain school council buy-in for depth of support</li> <li>Offer alternatives to traditional programming</li> <li>Mitigate principal work load</li> </ul>	<ul style="list-style-type: none"> <li>Map out plans for individual schools to move towards committees while also addressing urgent needs</li> <li>Work with parents online, outside of school time</li> </ul>
<b>Ongoing partner funding capacity</b>	<ul style="list-style-type: none"> <li>Robust reports to build case for support</li> <li>Maximize grant and sponsorship options</li> <li>Expand funding partnership</li> </ul>	<ul style="list-style-type: none"> <li>Conduct strategic planning to show medium-term direction and goals</li> <li>Engage townships in partnership work</li> <li>Apply for grant funding as it becomes available</li> </ul>

# Future Development

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## Strategic Priorities

Through strategic planning exercises conducted in spring, 2023, three priority areas emerged including safety, strong communities, and process improvements. These emerge in several ways through STP.

- 1. Safety** – That STP provides quality programs that reduce traffic and encourage AST. That solutions are targeted and proven to result in healthier and safer students. That the focus is on safer school traffic and more AST. That the public recognizes inconvenient changes are placed to support AST and to reduce dangers. That programs are both fun and important for safety. That programs equip students properly for safe AST. That programs ensure more consistent use of AST infrastructure. That programs train the next generation of adults who use active travel.
- 2. Strong Communities** – That school communities recognize that STP school committees result in safer spaces and easier AST for everyone. That participants see they are valued and their voices are heard. That it is responsive to citizen concerns. That creative methods allow deeper engagement with parents. That actions are focused on creating a healthier and safer region. That the committee brings fun, engaging, encouraging and informative programs to the school community. That people feel the fact that they are part of a movement that is bigger than themselves. That community leaders are given a chance to celebrate successes with schools.
- 3. Process Improvements** – That quality programs become easier to deploy and scale to motivate more families towards AST. That clear and focused communications are used to share data and outcomes. That clear and regular updates are shared with each stakeholder. That the team responsibly collects and manages data. That quality data is packaged well for parents and partners and to motivate greater uptake of AST. That STP brings mass visibility to the AST movement.

## *Beyond 2024*

Long-term delivery of effective School Travel Planning is dependent on:

1. Supporting schools that are highest in need of safety interventions.
2. Enhancing current programs to keep them relevant and accessible:
  - e.g. develop better tools for Trailblazer school coordinators.
3. Scaling delivery of region-wide programs (e.g. Sidewalk Smarts) to ensure equitable access and to give all students a chance to learn and participate.
4. Developing and celebrating AST champions in every school.
5. Developing more parent resources.
  - e.g. active travel preferred routes maps showing pedestrian/cycling facilities and identifying top routes
  - e.g. digital Sidewalk Smarts home course
  - e.g. online route planning tools
6. Tracking progress with better data collection practices and tools.
7. Expanding support activities like plan reviews, consultations, presentations, delegations, and committee membership.

## Conclusion

The 2022-23 year was marked by the creation of permanent Facilitator roles and the extension of STP work to include 48% of the elementary schools and 10% of the high schools in the STSWR family.

The STP team worked to diversify interventions, refine programs, improve data, and involve more students for a greater impact on the region and so that one day every child will walk or wheel for part or all of their school journey.

We are on our way!



*Photo: Students from a Walking School Bus at Elizabeth Ziegler lead a “Jane’s Walk” to share their experience and recommendations with interested members of the public*

## Appendix A: STP Method

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Ontario Active School Travel (formerly Active & Safe Routes to School) is a program of Green Communities Canada that promotes STP as the most effective approach to creating a culture of AST. They provide a toolkit and procedure that STSWR uses to guide STP processes. According to their website:

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

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

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

- address ongoing transportation and traffic safety problems
- increase the number of students using active and sustainable modes for all or part of the journey to school.<sup>2</sup>”

### **The 5 areas include:**

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

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<sup>2</sup> <https://ontarioactiveschooltravel.ca/school-travel-planning/> extracted October 28, 2020.

<sup>3</sup> Mammen, George. School Travel Planning in Canada: A Holistic Examination of Program Impact on Active School Travel. University of Toronto, Graduate Department of Exercise Sciences. 2016; pp. 31.

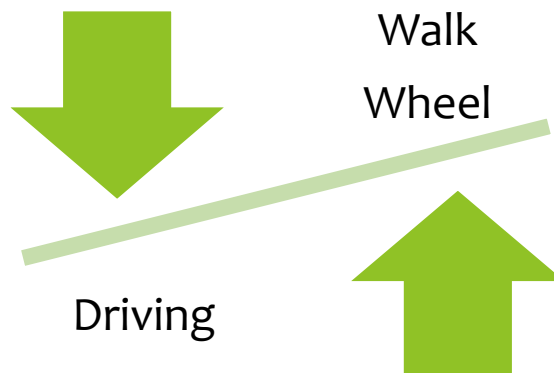
## Appendix B: Rationale for STP

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For every four (4) children who are eligible for a bus at WCDSB and WRDSB schools, there are seven (7) whose families must plan a different way for them to travel. School Travel Planning offers support for children who travel by active means to reduce the number of personal vehicles at school sites.



Coaching children to be active travellers takes time, knowledge, and resources over the course of several years before parents may allow them walk or wheel alone. Yet, the short trip to school offers a rich opportunity to convert thousands of daily car trips into active transportation trips that could dramatically improve children’s health, air quality, and safety in school zones and on routes to school across the region<sup>4</sup>.



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<sup>4</sup> Ontario Active School Travel. Making the Case for Active School Travel; Fact Sheet & Reference List. Accessed October 1, 2022. <https://ontarioactiveschooltravel.ca/wp-content/uploads/2019/12/Making-the-Case-Dec-2018-En.pdf>



## Appendix C: Program Descriptions

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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# Student Transportation Services of Waterloo Region

## 2022-2023 Annual Report

November 2023



# 2022-2023 Annual Report

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Measuring Performance

Summary of Appeals

2022-2023 Overview

2023-2024 Outlook

Financial Overview



# 2022-2023 Highlights

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## Safety Initiatives:

STSWR continues to focus on student safety and adapted the training to students and parents following the evolution of the pandemic:

- Increase number of school bus with seat belts to 35
- Extended “Drive to 5” safe parking maps with 128 schools
- First Rider program for Kindergarten students back in-person
- Bus evacuation simulation for all elementary students
- Bi-annual bus safety training for elementary students (online)
- Bus and Standing Patrols, Trailblazers in-person
- Sidewalk Smarts (pedestrian skills training)
- Return of Bus Driver PD day

## Contract Compliance and Performance Management:

- All bus operators and taxi operators were audited in the spring to ensure contract compliance.
- A monthly scorecard system helps us regulate operator and driver compliance for:
  - Valid drivers' licenses
  - Valid First Aid training for all drivers
  - Annual EpiPen reviews
  - Vehicle age
  - Vehicle GPS performance
- Bus routes audits continued with the GPS tracking system



# 2022-2023 Highlights

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## Aggressive Recruitment of Bus Drivers

- Supported the School Bus Operators in their recruitment initiatives
- Driver recruitment and retention was difficult in a very competitive labour market.

## Productivity Initiatives:

- Return to normal bell times
- Minimizing delays when faced with driver shortage
- Minimized cancellations due to driver shortage
- Significant growth in new development area causing stress on the network.



# Measuring Performance - Key Performance Indicators -

## Key Performance Indicators

STSWR monitors several key performance indicators to benchmark performance against industry standards and to track improvements year over year.



### STSWR Scorecard 2022-2023

Updated : September 1

			Goal	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
<b>Safety</b>	Student Injuries	Injuries on bus	0	1	2	2	0	0
	Collisions	with students on board	0	48	30	24	37	46
	Collision Frequency	All collision per million km	4.4	9.3	7.2	5.8	9.7	10.2
<b>Quality</b>	Student Ride time	Average ride time one way	14	13	13	12	14	14
<b>Service</b>	Service interruption	route-day	0	171	315	3 (am only)	0	0
	Late bus > 50 minutes	runs	0	845	356	12	63	36 (100)
<b>Cost</b>	Variance to Plan	Better (Worse)	\$ -	\$(188,795)	\$(1,345,926)	\$ 2,423,200	\$ 1,555,038	\$ 118,528
	\$/student	Total all in	\$ 841	\$ 853	\$ 942	\$ 992	\$ 711	\$ 748

Injuries:	Student dislocated knee getting off the bus. Pre-existing condition
Collision	Working closely with operator with higher collision frequency. 2/3 of collisions are preventable and caused from rushing
delays	Daily absences causing service disruptions 736 delays driver related, 52 weather, 23 mechanical
Service interruption	Recovered from driver shortage
Cost variance	Small variance, taxi demand very high



# Improving Safety

## Extended Stop Arm:

We initiated a pilot with 3 big school buses with 2m extended stop arm. Preliminary results of extended stop arms appear to be effective at stopping traffic. We will continue to monitor their effectiveness to support a greater roll out.



## Seatbelts:

We continued to add big buses with seat belts during the fleet renewal. The transition is mostly seamless. Some kindergarten students need some training. Schools are very supportive in these circumstances.



## School Safety Zone:

The STP team helped to forge a provincial working group that surveyed experts across the province about the Highway Traffic Act definition of a school zone to understand if the definition and associated policies could be improved for greater safety.





# Measuring Performance - Improving the Experience -

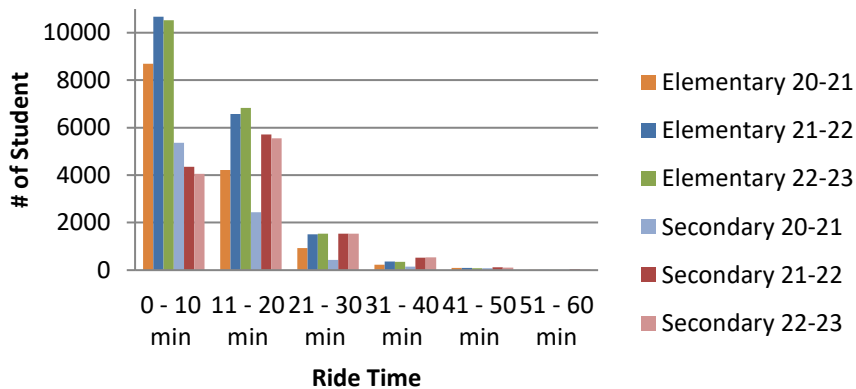
## Average Distance to Bus Stop:

Kindergarten	134 m, range from 0 m to 496 m
Elementary	146 m, range from 0 m to 932 m
Secondary	278 m, range from 0 m to 1,466 m

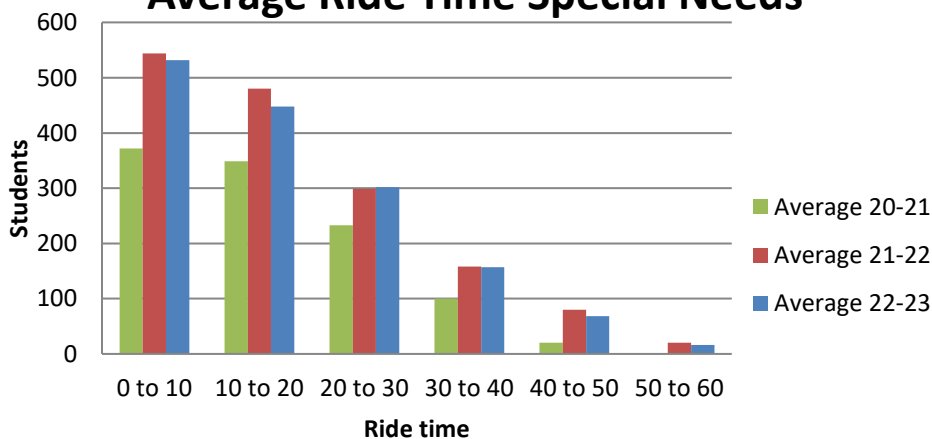
## Ride Time Distribution:

- Returning to normal routing at Secondary impacted ride time
- Increase in ridership in Spec-Ed increased ride time.

### Student Ride Time (minutes)



### Average Ride Time Special Needs



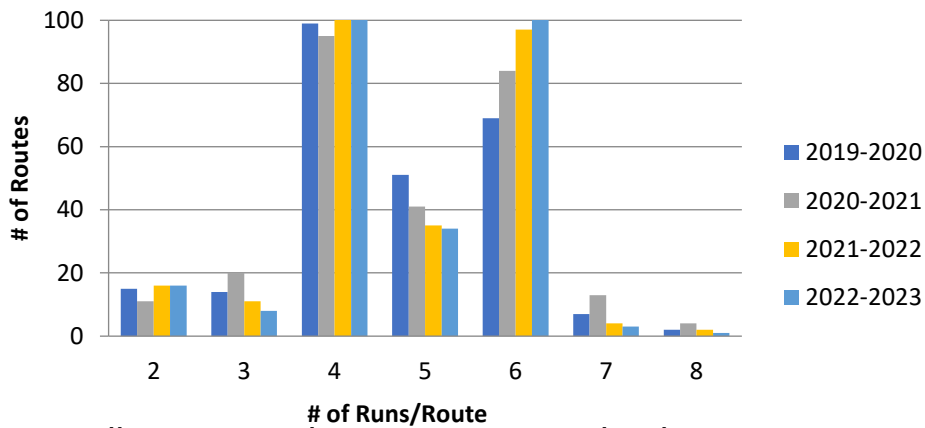


# Measuring Performance - Vehicle Capacity -

## Vehicle Capacity Utilization:

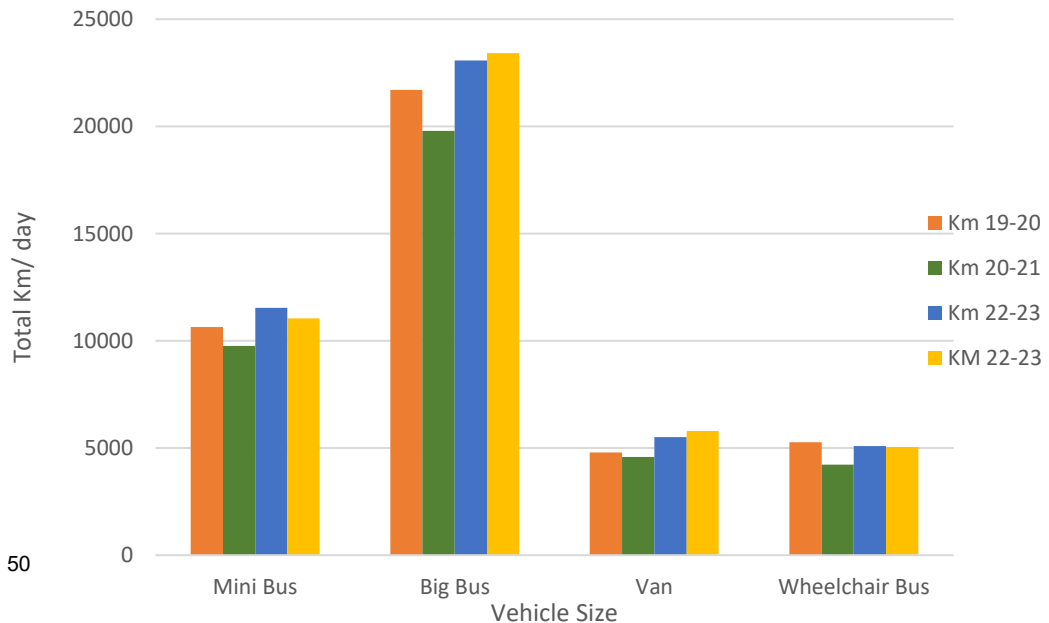
- Big buses continue to be leveraged for multiple schools

### Number of Runs/Route



- Significant mileage growth pre to post pandemic

### Total Km per day





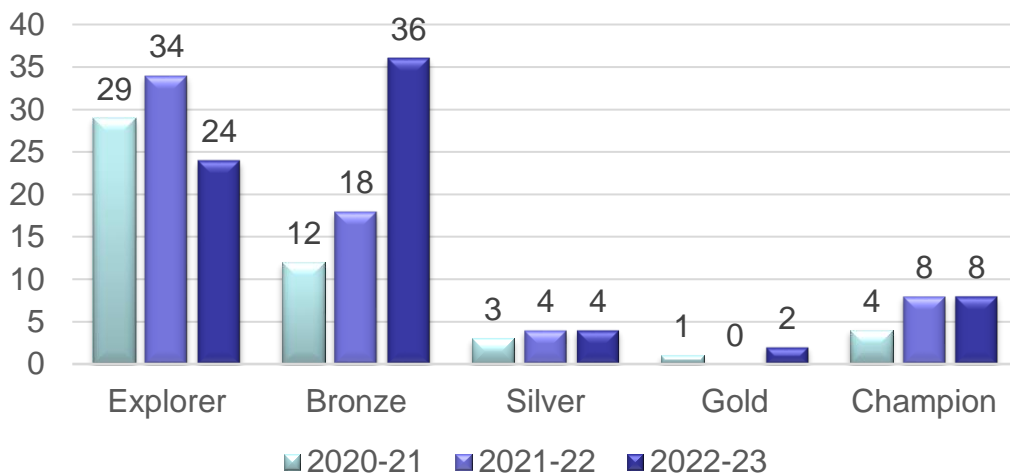
# Measuring Performance - School Travel Planning -

## School Travel Planning Numbers

School Travel Planning offers services and programs to support active school transportation and to address traffic and parking issues.

- **74 schools** engaged in different levels of school travel planning
- **159 students trained** in Trailblazers\* at 11 schools
- **95 parents** engaged in STP committees\*, events, and programs
- **57 schools** participated in Winter Walk Day

## STP School Certifications



\* Program delivered online to reduced numbers



# Measuring Performance - Traffic -

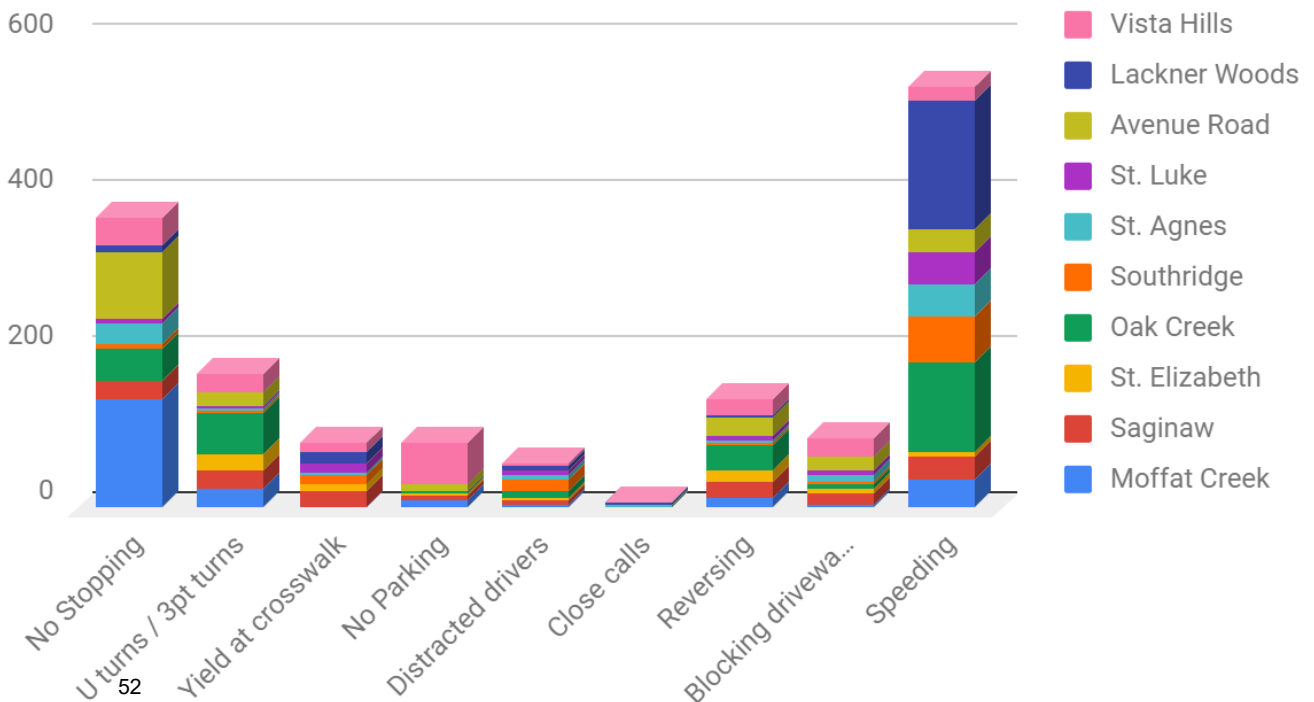
## Traffic issues

- Incidents still indicate a high number of dangerous maneuvers in many school contexts

We use this data to:

- Select action plan items with school STP committees
- Communicate to larger school community
- Build cases for Bylaw, Police, and municipal transportation interventions

## All Behaviours, Ten Schools





# Measuring Performance

## BikeWalkRoll School Travel Modes 2022-23

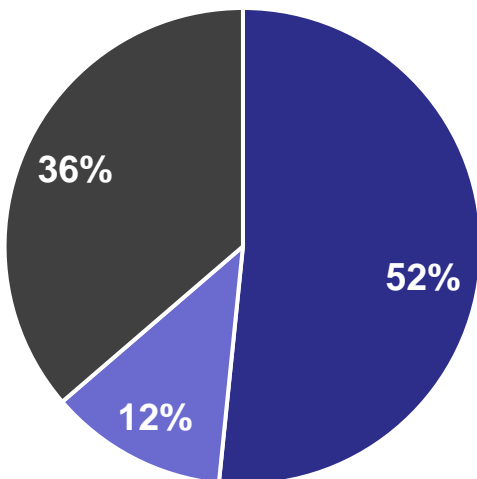
Method:

- Classroom hands' up collection by Facilitators
- Kindergarten excluded - Not an accurate indicator of ridership

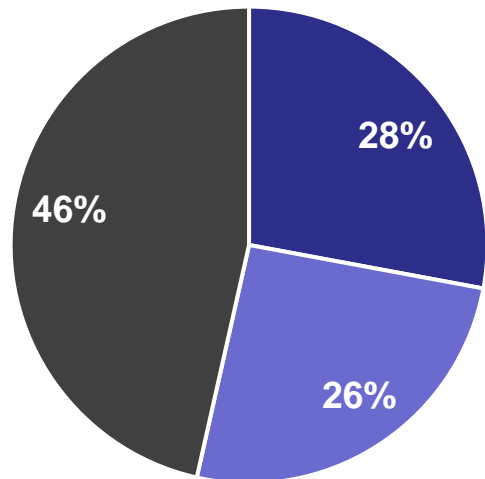
We use this data to:

- Help determine impact of STP interventions over time
- Select action plan items with school STP committees
- Communicate to larger school community

### WRDSB



### WCDSB

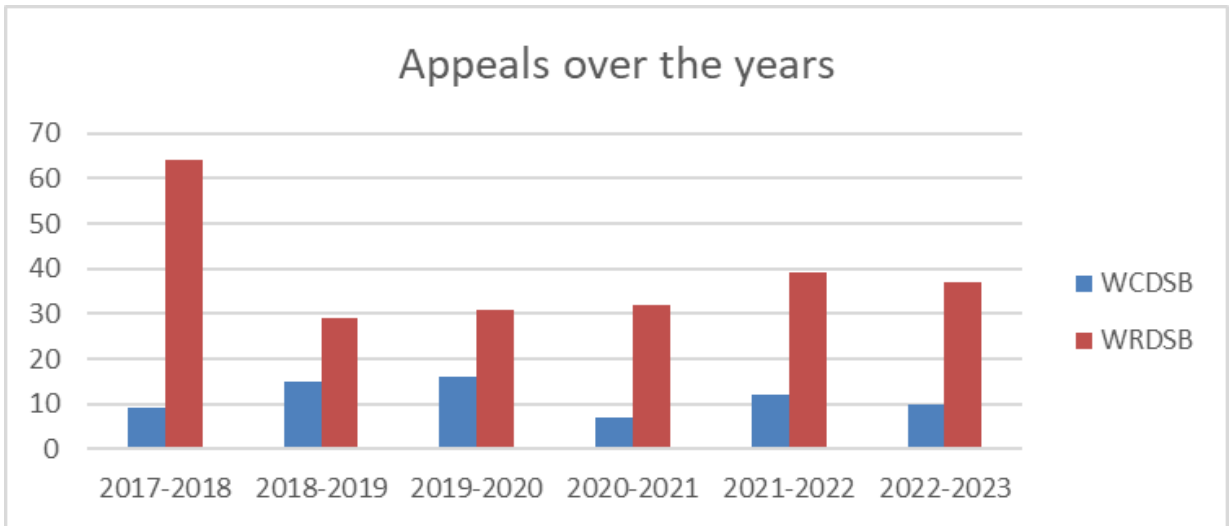




# Summary of Appeals

## Appeals:

- Number of appeals remain very low with 47 in total.
- At both School Boards walking distance continue to be the main point of contention.
- The following tables illustrate the number of appeals to each board, the reason for the appeal, and the outcome.



WCDSB	2022-2023 School Year					
	Elementary	Secondary	Total	Granted by GM	Elevated to CMC	Granted by CMC
Sibling eligibility	4		4		2	
Distance	2		2			
Referred to medical	1	1	2			
Stop selection		1	1		1	1
French Immersion	1		1			
<b>Total</b>	<b>8</b>	<b>2</b>	<b>10</b>	<b>0</b>	<b>3</b>	<b>1</b>



# 2022-2023 Overview

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## 2022-23 Summary:

Transportation continues to be very safe for students. Overall, STSWR had a very successful year. The remanence of the pandemic continued to linger and affected driver availability.

### Safety

- ✓ Sustainable process to ensure safe kindergarten drop off.
- ✓ Public awareness messaging continued with two radio campaigns.
- ✓ Bi-annual school bus safety training to elementary schools was modified to be online.
- ✓ Expanded the seat belt pilot to 34 big buses and 1 minibus.
- ✓ Piloting extended stop arm

### Customer Service

- ✓ Maintain high participation in delay and cancellation notifications with over 40000 registered users.
- ✓ 7900 "X" (formally Twitter) followers (@STSWR).

### Active Transportation

- ✓ Worked with 74 schools
- ✓ A bulk of schools moved from Explorer to Bronze status.
- ✓ Now 128 Drive to 5 maps.
- ✓ First mass collection of BikeWalkRoll data for program planning.
- ✓ Developed first five-year STP strategic plan.

### Driver Shortage

- ✓ Limited cancellation of services.
- ✓ Strong effort by the bus operators help fill the vacancies.
- ✓ Higher incidence of daily absences causing longer delays.



# 2023-2024 Outlook

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## 2023-2024 Objectives:

Building upon our successes and challenges from 2022-2023, there are a number of key areas that STSWR will focus on during the 2023-2024 school year. These include:

### Safety

- Continue with simple message to be safe.
- Continue the evaluation of extended stop arm.

### Customer Service

- Continuously working with all stakeholders to ensure every interaction is a positive one.

### School Travel Planning

- Support more schools to move forward in the certification process
- Collect second year of mass BikeWalkRoll data
- Improve processes to produce seamless services to schools
- Improve Sidewalk Smarts program and grow with Vision Zero

### Technology

- Working with technology vendors to provide better tools to support communication and delivery of services.

### Funding

- Working through the new funding model





# Financial Overview

## - 2022-2023 Expenditure -

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<b>STSWR 2022-2023</b>	<b>Total</b>
Overhead	\$ 1,567,525
WCDSB Transportation	\$ 7,007,298
WRDSB Transportation	\$ 19,749,177
School travel Planning	\$ 136,514
<b>Total</b>	<b>\$ 28,460,514</b>

<b>WCDSB Details</b>	<b>Total</b>
Regular School Bus	\$ 4,527,849
Spec-Ed Bus	\$ 1,448,907
Taxi	\$ 423,556
GRT	\$ 43,380
Fuel Escalator	\$ 501,190
Other	\$ 62,417
<b>Total</b>	<b>\$ 7,007,298</b>

<b>WRDSB Details</b>	<b>Total</b>
Regular School Bus	\$ 8,912,296
Spec-Ed Bus	\$ 7,216,721
Taxi	\$ 2,038,554
GRT	\$ 91,980
Fuel Escalator	\$ 1,357,519
Other	\$ 132,108
<b>Total</b>	<b>\$ 19,749,177</b>



**Date:** November 13, 2023  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** 2022-2023 EQAO Achievement Report

**Type of Report:**

- Decision-Making
- Monitoring
- Incidental Information concerning day-to-day operations

**Type of Information:**

- Information for Board of Trustees Decision-Making
- Monitoring Information of Board Policy **XX XXX**
- Information only of day-to-day operational matters delegated to the CEO

**Origin: (cite Education Act and/or Board Policy or other legislation)**

Education Act Section 169. (1)

Every Board shall:, (a) promote student achievement and well-being; (b) ensure effective stewardship of the board's resources; (c) deliver effective and appropriate education programs to its pupils; f) develop a multi-year plan aimed at achieving the goals of student achievement and well-being, positive school climate, inclusive and accepting schools, stewardship of resources, and effective and appropriate education programs to its pupils

**Policy Statement and/or Education Act/other Legislation citation:**

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – Grades 1 to 12 (2010)  
Growing Success: The Mathematics Addendum, Grades 1 to 8 (2020)  
Multi-Project Agreement 2023 F1: Project Plan - Math Strategy p. 103-112  
PPM 119 Equity & Inclusion (2013)  
[Leveraging Multi-Stage Computer Adaptive Testing for Large Scale Assessments](#)

**Alignment to the MYSP:**

**Awaken to Belong**

- Every student can see themselves reflected in their learning.
- Staff experiences a positive, healthy, and inclusive workplace.
- Are aware of and/or use the available resources to assist in navigation of the school system.

**Ignite to Believe**

- Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- The relationship between home, parish and school is strengthened.

**Strengthen to Become**

- Every student reaches their full potential.
- Staff see their impact on student achievement.



☒ Are engaged as active partners in our students' Catholic education journey.

**Background/Comments:**

**PURPOSE:**

This report will highlight the board and provincial Education Quality and Accountability Office (EQAO) data from the 2022-23 assessments, which marks the second year of reporting on student achievement results of EQAO's digitalized and modernized provincial assessments. (Note: EQAO went public on Oct. 12, 2023 - [Waterloo Catholic DSB \(67148\)](#))

**CONTEXT:**

Results from **2021-2022** are provided along those from the **2022-2023** school year to show trends in achievement and attitudes over the last two years. Such analyses of results contribute to a better understanding of student learning over time.

In 2021-2022, the agency introduced an online mode of delivery and new assessment models (multi-stage computer adaptive; linear test design [Leveraging Multi-Stage Computer Adaptive Testing for Large Scale Assessments](#)) for the Primary & Junior Assessment of Reading, Writing and Mathematics, Grade 9 Mathematics Assessment and OSSLT (Ontario Secondary School Literacy Test) which differ from those of the prior paper-based assessments

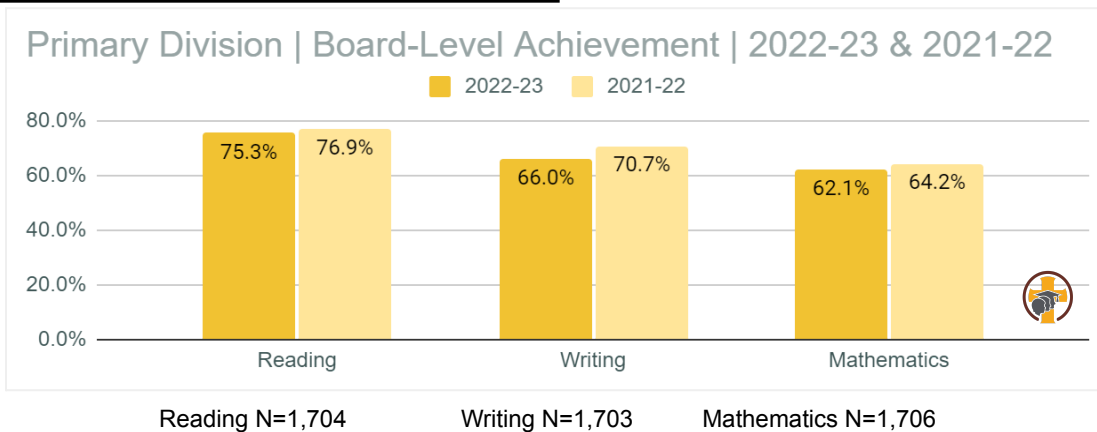
**QUICK FACTS:**

For the 2nd consecutive year with the newly digitized EQAO eAssessment, WCDSB students have met or exceeded the provincial average in Grade 3 & 6 math. This includes standing 2.4% and 2.9% above the provincial average in grade 3 and 6 respectively.



- The Grade 3 WCDSB to Ontario comparison shows WCDSB ahead of the province by +2.7% in reading (75.3%), 0.4% in writing (66%) and 2.4% in math (62.1%).
- The Grade 6 WCDSB to Ontario comparison shows WCDSB reading scores level with the province (at 83.7%), writing stands ahead of the province by +1.8% (85.4%) — while math (54.4%) stands +4.9% above the provincial average.
- The Grade 9 WCDSB to Ontario comparison shows WCDSB students are below the provincial average by -3.7% (50%).
- The WCDSB to Ontario comparison of OSSLT results shows WCDSB students are slightly below provincial average for first-time eligible students (-1.4%)

**PRIMARY, GRADE 3, BOARD COMPARISON OVER TIME**



Note: **N=Fully Participating (FP) Students**, describes results that are reported only for those students who took part in the assessment (excludes “no data” and “exempt” categories). The Ministry of Education has set **Level 3 as the provincial standard**.

**Waterloo CDSB** assessment results for FP students:

- 75.3% Grade 3 students met the provincial standard in reading (76.9% met the standard in 2021-22 ↓1.6%).
- 66% Grade 3 students met the provincial standard in writing (70.7% met the standard in 2021-22 ↓4.7%).



→ 62.1% Grade 3 students met the provincial standard in mathematics (64.2% met the standard in 2021-22 ↓2.1%).

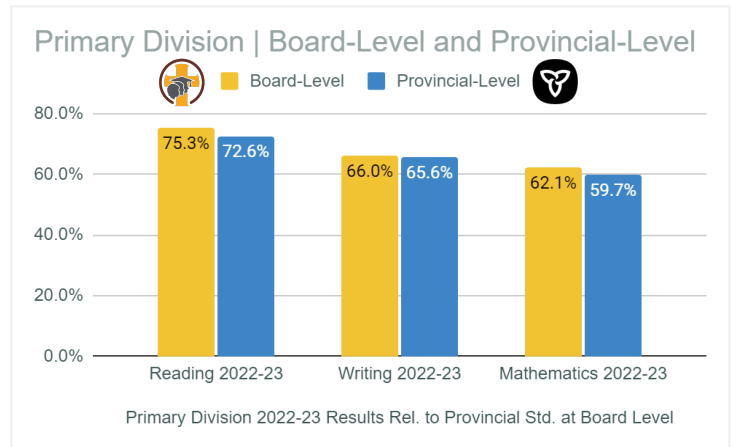
**PRIMARY, GRADE 3, PROVINCIAL COMPARISON 2022-23**

WCDSB continues to exceed **the provincial level in all three components** for the Primary Division Assessment.

- Reading (↑2.7%)
- Writing (↑0.4%)
- Mathematics (↑2.4%)

**Provincial assessment results for FP students:**

- 72.6% of Grade 3 students met the provincial standard in reading (73% met the standard in 2021-22).
- 65.6% of Grade 3 students met the provincial standard in writing (65% met the standard in 2021-22).
- 59.7% of Grade 3 students met the provincial standard in mathematics (59% met the standard in 2021-22).



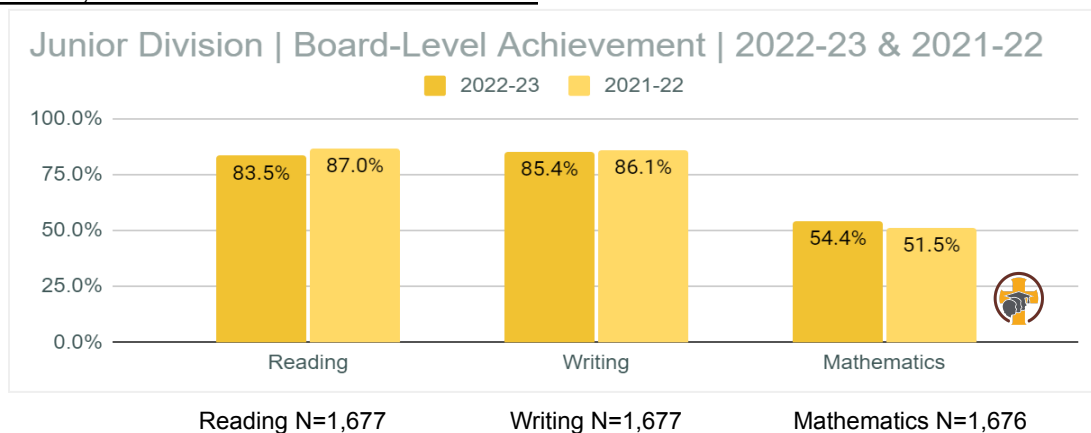
**Waterloo CDSB Learners' context, grade 3 students:**

- **71%** indicated that they **like to read**, and **60%** that they **like to write** (73.2% & 61% in 2021-22).
- **72.4%** indicated that they feel **they are a good reader**, and **57.8%** indicated they feel **they are a good writer** (76.2% & 58.8% in 2021-22).
- **68.8%** indicated that **they like math**, and **63.5%** indicated they feel **they are good at math** (70% & 65% in 2021-22).

**Provincial Learners' context, grade 3 students:**

- 72.1% indicated that they like to read, and 57.2% that they like to write (74% & 58% in 2021-22).
- 72.9% indicated they feel they are a good reader, and 55.9% feel they are a good writer (72% & 56% in 2021-22).
- 68.5% indicated that they like math, and 62.9% feel they are good at math (69% & 61% in 2021-22).

**JUNIOR, GRADE 6, BOARD COMPARISON OVER TIME**



Note: **N=Fully Participating (FP) Students**, describes results that are reported only for those students who took part in the assessment (excludes “no data” and “exempt” categories). The Ministry of Education has set **Level 3 as the provincial standard**.

**Waterloo CDSB assessment results for FP students:**

- 83.5% Grade 6 students met the provincial standard in reading (87% met the standard in 2021-22 ↓3.5%).
- 85.4% Grade 6 students met the provincial standard in writing (86.1% met the standard in 2021-22 ↓0.7%).



→ 54.4% Grade 6 students met the provincial standard in mathematics (51.5% met the standard in 2021-22 ↑2.9%).

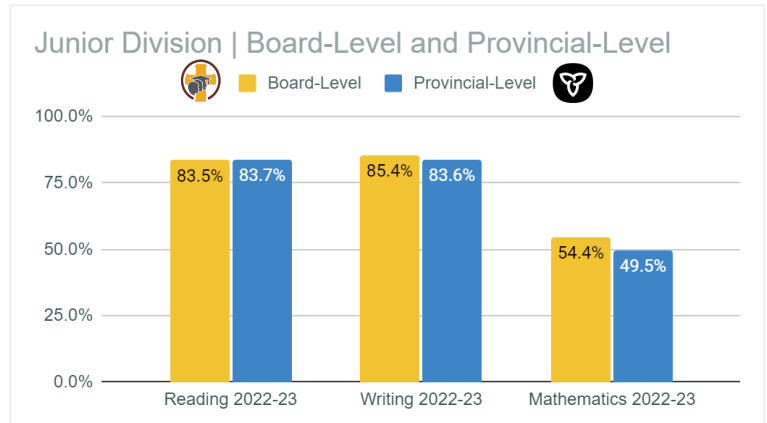
### JUNIOR, GRADE 6, PROVINCIAL COMPARISON 2022-23

WCDSB continues to exceed **the provincial level in two components** for the Junior Division Assessment.

- Reading (↓0.2%)
- Writing (↑1.8%)
- Mathematics (↑4.9%)

**Provincial** assessment results for FP students:

- 83.7% of Grade 6 students met the provincial standard in reading (85% met the standard in 2021-22).
- 83.6% of Grade 6 students met the provincial standard in writing (84% met the standard in 2021-22).
- 49.5% of Grade 6 students met the provincial standard in mathematics (47% met the standard in 2021-22).



**Waterloo CDSB** Learners' context, grade 6 students:

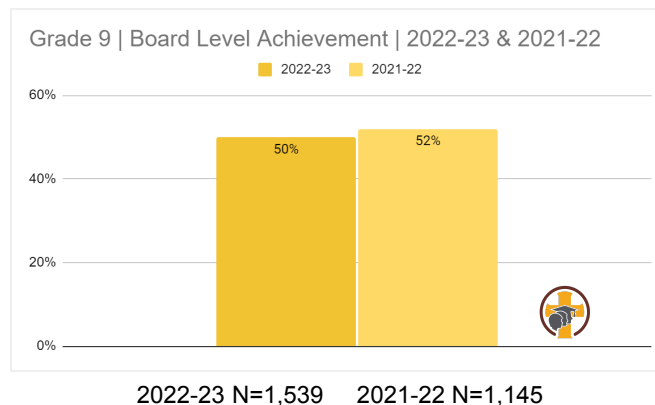
- **58.5%** indicated that they **like to read**, and **53.1%** that they **like to write** (58.5% & 53.1% in 2021-22).
- **70.5%** indicated they feel **they are a good reader**, and **49.5%** indicated they feel **they are a good writer** (69.1% & 50% in 2021-22)
- **50.6%** indicated that **they like math**, and **50.8%** indicated they feel **they are good at math** (50.6% & 50.6% in 2021-22).

**Provincial** Learners' context, grade 6 students:

- 59.9% indicated that they like to read, and 53.5% that they like to write (62% & 54% in 2021-22)
- 69.2% indicated they feel they are a good reader, and 47.9% indicated they feel they are a good writer (68% & 48% in 2021-22)
- 48.6% indicated that they like math, and 49.8% indicated they feel they are good at math (51% & 48% in 2021-22)

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### GRADE 9 ASSESSMENT OF MATHEMATICS 2022-23



Note: **N=Fully Participating (FP) Students**, describes results that are reported only for those students who took part in the assessment (excludes “no data” and “exempt” categories). The Ministry of Education has set **Level 3 as the provincial standard**.

**Waterloo CDSB** assessment results for all participating students:

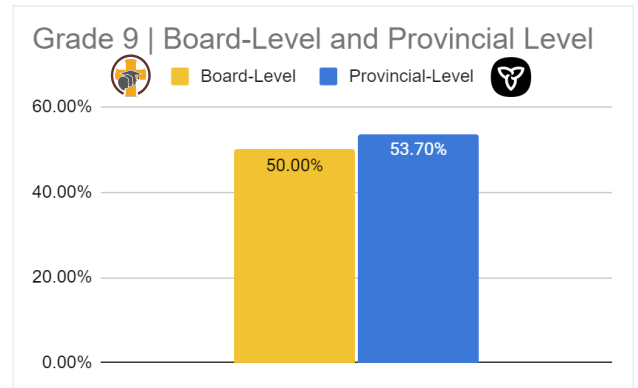
→ 50% Grade 9 students met the provincial standard in mathematics (52% met the standard in 2021-22 ↓2%).

WCDSB is below the provincial level for the Grade 9 Mathematics Assessment.

→ Mathematics (↓3.7%)

**Provincial** assessment results for all participating students:

- 53.7% of Grade 9 students met the provincial standard in mathematics (52.3% met the standard in 2021-22).



**Waterloo CDSB** Learners’ context:

- 51.2% of Grade 9 students either somewhat agree or strongly agree that they are good at mathematics (56.6% in 2021-22)
- 61.1% of Grade 9 students either somewhat agree or strongly agree that they understand most of the mathematics they are taught (68.1% in 2021-22)
- 76.4% of Grade 9 students either somewhat agree or strongly agree that nearly everyone is capable of learning math if they work at it. (80.2% in 2021-22)

**Provincial** Learners’ context:

- 53.4% of Grade 9 students either somewhat agree or strongly agree that they are good at mathematics (55.2% in 2021-22)
- 65.5% of Grade 9 students either somewhat agree or strongly agree that they understand most of the mathematics they are taught (67.4% in 2021-22)
- 76.5% of Grade 9 students either somewhat agree or strongly agree that nearly everyone is capable of learning math if they work at it. (76.7% in 2021-22)

### ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT) 2022-23

The Ontario Secondary School Literacy Test (OSSLT) is a computer-based assessment that determines whether students have attained literacy standard (75%) across all subject areas up to the end of Grade 9, as outlined in the Ontario Curriculum. In April 2023, WCDSB First-Time Eligible students completed this evaluation, whereas Previously-Eligible students had the opportunity for multiple attempts, reporting their best result. Achieving success on the OSSLT is a requirement for graduation.

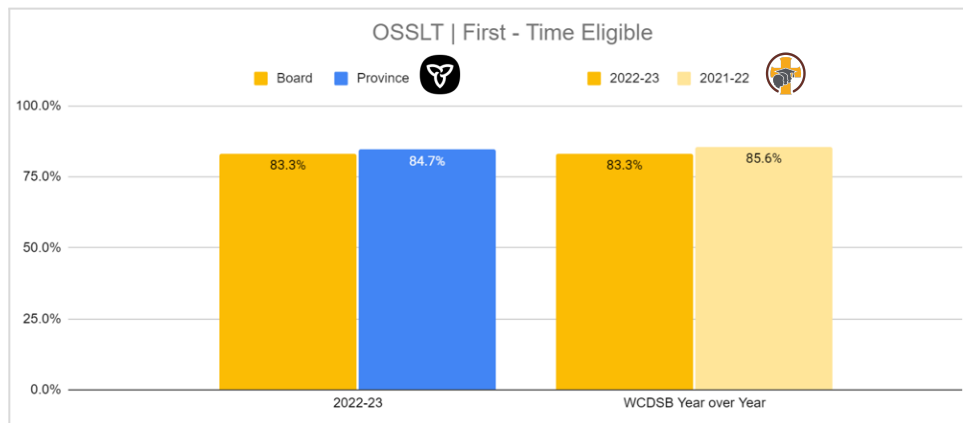
#### FIRST-TIME ELIGIBLE - Spring 2023

**Waterloo CDSB** assessment results for all participating students (1,601):

→ 83.3% of Grade 10 first-time eligible students were successful when completing the OSSLT (85.6% were successful in 2021-22 ↓2.3%)

**Provincial** assessment results for all participating students:

→ 84.7% of Grade 10 first-time eligible students were successful



when completing the OSSLT (82.1% were successful in 2021-22 ↑2.6%)  
2022-23 N=1,601                      2021-22 N=1,655

Note: **N=Fully Participating (FP) Students**, describes results that are reported only for those students who took part in the assessment (excludes “no data” and “exempt” categories). The Ministry of Education has set **Level 3 as the provincial standard**.

**Waterloo CDSB Learners’ context:**

- 83.2% of Grade 10 students either somewhat agree or strongly agree that they are **confident in reading** by reading texts easily.
- 70.4% of Grade 10 students either somewhat agree or strongly agree that they are **confident in writing** by writing easily.
- 72.4% of Grade 10 students either somewhat agree or strongly agree that they are able to **critically analyse texts** from a variety of sources

**Provincial Learners’ context:**

- 79.6% of Grade 10 students either somewhat agree or strongly agree that they are **confident in reading** by reading texts easily.
- 64.1% of Grade 10 students either somewhat agree or strongly agree that they are **confident in writing** by writing easily.
- 67.5% of Grade 10 students either somewhat agree or strongly agree that they are able to **critically analyse texts** from a variety of sources

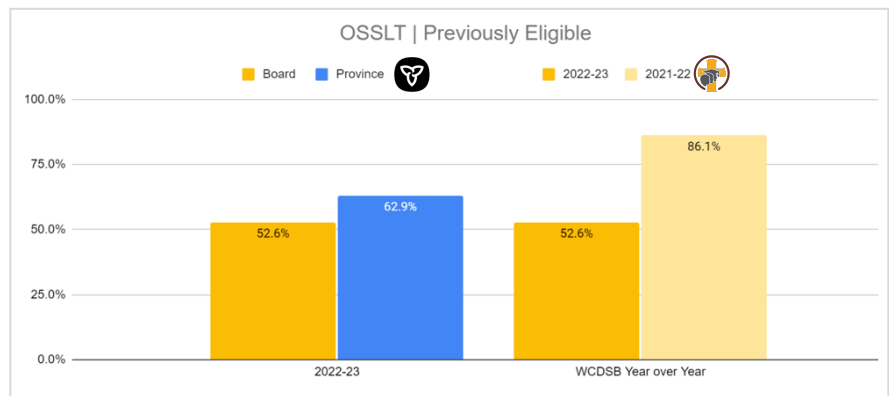
**PREVIOUSLY ELIGIBLE - Fall 2022/Spring 2023**

**Waterloo CDSB** assessment results for all fully participating students attempting the OSSLT multiple times (352 students):

- 52.6% of previously-eligible students were successful when completing the OSSLT.

**Provincial** assessment results for all participating students:

- 62.9% of previously-eligible students were successful when completing the OSSLT.



2022-23 N = 352

2021-22 = 1,737

\*For the 2021-22 school year, previously eligible students included the Grade 11 students who were unable to write the OSSLT in Grade 10 due to the pause on EQAO assessments during the pandemic. For this reason, 2021-2022 and 2022-2023 are not comparable.

**Waterloo CDSB Learners’ context:**

- 66.9% of previously-eligible students either somewhat agree or strongly agree that they are **confident in reading** by reading texts easily.
- 58.9% of previously-eligible students either somewhat agree or strongly agree that they are **confident in writing** by writing easily.
- 70.2% of previously-eligible students either somewhat agree or strongly agree that they are able to **critically analyse texts** from a variety of sources

**Provincial Learners’ context:**



- 68.5% of previously-eligible students either somewhat agree or strongly agree that they are **confident in reading** by reading texts easily.
- 55.8% of previously-eligible students either somewhat agree or strongly agree that they are **confident in writing** by writing easily.
- 61.9% of previously-eligible students either somewhat agree or strongly agree that they are able to **critically analyse texts** from a variety of sources

**Recommendation:**

This report is for information for the Board.

**Prepared/Reviewed By:**

Tyrone Dowling  
Director of Education

Jennifer Ritsma  
Superintendent of Learning

Annalisa Varano  
Superintendent of Learning

Petra LeDuc  
K-12 Mathematics Coordinator, Board Math Lead

Kim DeGasperis  
Student Achievement Consultant, Literacy K-6

Amy Healy  
Student Achievement Consultant, Literacy 7-12

Sarah Gonzalez-Day  
Student Achievement Consultant, Mathematics 7-12

\*4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the CEO, subject in all instances to what otherwise actually occurred.







**Date:** November 13, 2023  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** 2023-24 Math Achievement Action Plan (Math Recovery Plan), Fall

**Type of Report:**  Decision-Making  
 Monitoring  
 Incidental Information concerning day-to-day operations

**Type of Information:**  Information for Board of Trustees Decision-Making  
 Monitoring Information of Board Policy **XX XXX**  
 Information only of day-to-day operational matters delegated to the CEO

**Origin: (cite Education Act and/or Board Policy or other legislation)**

- Education Act Section 169. (1)  
 Every Board shall: (a) promote student achievement and well-being; (b) ensure effective stewardship of the board’s resources; (c) deliver effective and appropriate education programs to its pupils; f) develop a multi-year plan aimed at achieving the goals of student achievement and well-being, positive school climate, inclusive and accepting schools, stewardship of resources, and effective and appropriate education programs to its pupils.
- Education Quality and Accountability Office Act, 1996, S.O. 1996, c. 11, October 19, 2021 – (e-Laws currency date)

**Policy Statement and/or Education Act/other Legislation citation:**

- The Ontario Curriculum, Grades 1-8: Mathematics, 2020
- Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – Grades 1 to 12 (2010)
- Growing Success: The Mathematics Addendum, Grades 1 to 8 (2020)
- Multi-Project Agreement 2023-24 Theme: Math E1 Project Plan p. 102– Math Recovery Plan (Board Math Lead(s), School Math Facilitator(s), Digital Math Tools)

**Alignment to the MYSP:**

**Awaken to Belong**

- Every student can see themselves reflected in their learning.
- Staff experiences a positive, healthy, and inclusive workplace.
- Are aware of and/or use the available resources to assist in navigation of the school system.

**Ignite to Believe**

- Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- The relationship between home, parish and school is strengthened.

**Strengthen to Become**

- Every student reaches their full potential.
- Staff see their impact on student achievement.
- Are engaged as active partners in our students' Catholic education journey.



## Background/Comments:

To respond to 2021-22 EQAO math assessment results, the ministry developed a new Math Recovery Plan which uses the Taking Action in Math Framework to support improved student math performance. As part of this plan, school boards received funding to focus improvement efforts in Grades 3, 6 and 9 math classes.

This report will provide an update and information with respect to the following 4 components of this plan:

1. Board Math Leads
2. Priority Schools
3. School-Based Math Facilitators
4. 'Taking Action in Math' Framework – Math Achievement Action Plan

### 1. Board Math Leads

School boards were allocated funding to hire a Board Math Lead who is assigned to inform, monitor and provide timely reporting of progress towards math achievement and improvement targets and lead board-wide actions to meet these targets. This position is responsible for:

- Leading board-wide efforts to meet targets, including intentional actions
- Leading math curriculum implementation and the use of instructional and assessment practices
- Develop a communication plan for all stakeholders, including trustees which will receive an update three times throughout the year
- Develop and facilitate job-embedded professional learning opportunities in math
- Develop parent/family math resources

### 2. Priority Schools

As part of the Math Achievement Action Plan priority schools were identified to receive additional funding for School Math Facilitators. The priority schools were identified using 21-22 EQAO math assessment results. For each grade, priority schools include the lowest achieving 20% of schools.

Priority Schools will;

- Engage in 3 cycles of math coaching throughout the year: Sept.-Nov., Jan.-Feb., Apr.-June
- Prioritized math support in grades 3 and 6 classrooms
- Common Math Content Area will be the focus for all math coaching

*Note: WCDSB does not have any identified priority school at secondary for 2023-24*

### 3. School-Based Math Facilitators (Math Coaches)

WCDSB has engaged in tiered math coaching since 2016 as a part of the Renewed Math Strategy and the Ontario Math Strategy wherein our math coaches work directly in classrooms with teachers and students over multi-week time blocks three times a year in assigned learning cycles. The work of school-based math facilitation (math coaching) outlined in the current 2023-24 math plan is a continuation of WCDSB's previous math coaching model which includes:

- Work in priority schools in Grades 3 and 6 classrooms
- Supporting math academic achievement efforts in alignment with the school and board improvement goals and actions.
- Provide in-class facilitation to strengthen math knowledge and pedagogy

PRIORITY SCHOOLS Ontario

Christ the King   Gr. 3
Monsignor Haller   Gr. 6
St. Clement   Gr. 6
St. Gregory   Gr. 3 & 6
St. Joseph   Gr. 6
St. Peter   Gr. 6



- Share resources and effective practices.
- Collaborate with classroom educators to identify students' strengths, needs and determine appropriate interventions which may also include Resources and/or Special Education teachers.
- Work directly with students who require additional support by using high-impact and early intervention strategies

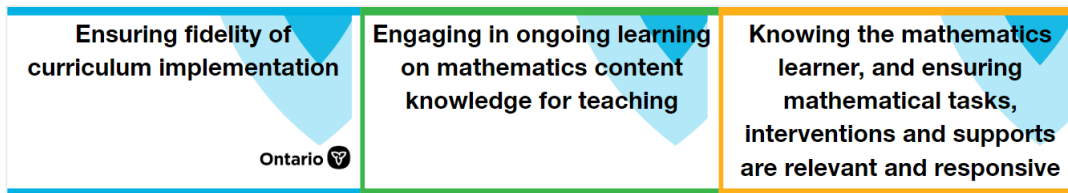
Currently we have two Math Coaches (School-based Math Facilitators) that each have three priority schools and engage in scheduled learning cycles of math coaching throughout the year.

#### 4. 'Taking Action in Math' Framework - Math Achievement Action Plan

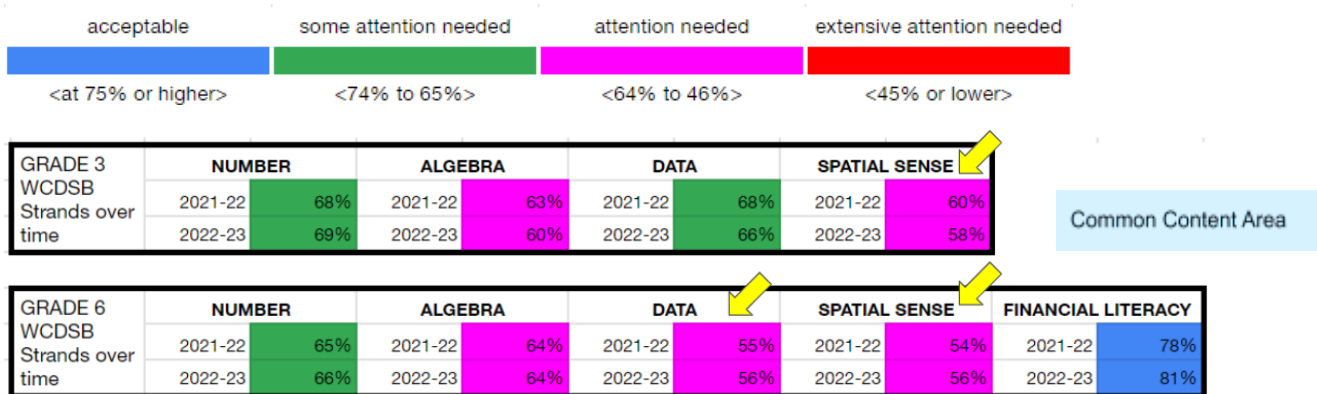
To better prepare students for success in the classroom and for their future, the objectives of the Taking Action in Math framework are to improve mathematics achievement and success through the following key pillars:

- Curriculum fidelity
- Math content knowledge for teaching
- Knowing your student(s)

Math achievement efforts across the province should include multiple proven evidence-informed strategies and approaches to address local learning needs in schools. Three interwoven math actions will be prioritized in the 2023–24 school year. Board Math Leads, **determine board and school priorities in mathematics achievement, develop, implement, and monitor** a Math Achievement Action Plan that includes meaningful and measurable key performance indicators (KPIs) aligned with each of the priority actions below.



Determined priorities in mathematics achievement from Strand & Skills over time data from Grade 3 & 6 EQAO



GRADE 3 WCDSB Skills over time	KU		AP		TH	
	2021-22	73.0%	2021-22	65%	2021-22	56%
	2022-23	73.0%	2022-23	65%	2022-23	57%

GRADE 6 WCDSB Skills over time	KU		AP		TH	
	2021-22	75.0%	2021-22	62%	2021-22	52%
	2022-23	76.0%	2022-23	65%	2022-23	52%

Common Skill Area

Content by Learning Cycle



Our elementary math team created gr. 3 & 6 pre/post assessments per learning cycle to target specific expectations in **Spatial Sense** and **Data**. The questions in the assessments are constructed to prompt the thinking (TH) skill category & the knowledge & understanding (KU) skill category. Each question is identified by specification expectation and has a correlated small group instruction task to provide in-the-moment gap closing.

**Grade 3 Spatial Sense**

Cycle 1	Cycle 2	Cycle 3
<ul style="list-style-type: none"> <li>Geometric Reasoning</li> <li>Length, Mass, and Capacity</li> </ul>	<ul style="list-style-type: none"> <li>Length, Mass, and Capacity</li> </ul>	<ul style="list-style-type: none"> <li>Location and Movement</li> </ul>

**Grade 6 Data**

Cycle 1	Cycle 2	Cycle 3
<ul style="list-style-type: none"> <li>Data Analysis</li> </ul>		<ul style="list-style-type: none"> <li>Data Analysis</li> </ul>

**Grade 6 Spatial Sense**

Cycle 1	Cycle 2	Cycle 3
<ul style="list-style-type: none"> <li>Geometric Reasoning</li> <li>Angles</li> </ul>	<ul style="list-style-type: none"> <li>Area and Surface Area</li> <li>Geometric Reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Location and Movement</li> <li>The Metric System</li> </ul>

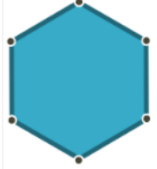

The pre/post assessments and small group tasks were sourced from the sample tasks from the Mathematics Curriculum 2020 and from our system core math resources Mathology.ca and knowledgehook.com.

Gr. 6 Spatial Sense Question Sample

Pre/Post Question by skill category

Task for in-the-moment gap closing, direct instruction

Curriculum Identifier

Curriculum Expectation	Pre/Post Question: THINKING	Pre/Post Question: KNOWLEDGE	Small Group Task:
<p><b>Geometric Reasoning</b> E1.1 create lists of the geometric properties of various types of <b>quadrilaterals</b>, including the properties of the <b>diagonals</b>, <b>rotational symmetry</b>, and <b>line symmetry</b></p>	<p>Use the properties of shapes to explain why all squares are rectangles, and why all rectangles are not squares. Source: Curriculum</p>	 <p>A regular hexagon has rotational symmetry. What is the order of rotational symmetry for this shape? Source: KnowledgeHook</p> <p>Name this shape. List 3 properties about the shape:</p>  <p>Source: Mathology</p>	<p>To move deeper into creating property lists to define classes, provide groups of students with already-sorted sets of quadrilaterals: squares, rectangles, parallelograms, rhombuses, kites, darts, trapezoids. Give each group the name of each set (e.g., "These are all parallelograms"), and have them write detailed property lists to describe the class (e.g., "So what is a parallelogram?").</p>



School boards are required to complete and submit to the ministry their Math Achievement Action Plan three times a year:

- November 15, 2023 (Initial): Initial strategies and KPIs
- March 15, 2024 (Progress): Incorporate data from Term 1
- July 15, 2024 (Final): Incorporate data from Term 2

School boards must complete all sections 1. All School Report, 2. Priority Schools Reports and 3. Priority schools Provincial KPI Report and share for information to the Director and trustees of the board prior to submitting to the ministry. The Math Achievement Action Plan should be completed using the Taking Action in Mathematics framework.

All Schools and Priority Schools Reports

	Ensuring fidelity of curriculum implementation	Engaging in ongoing learning on mathematics content knowledge for teaching	Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive
Areas of Need	Select from ...		
Board Strategies	<input checked="" type="checkbox"/> Select from ...		
School Strategies	<input type="checkbox"/> Not Yet Implemented		
Classroom Strategies	<input type="checkbox"/> Little to No Progress		
Measurable Results: Improvements in Math Achievement through KPIs	<input checked="" type="checkbox"/> Considerable Progress		
	<input type="checkbox"/> Fully Implemented		
	<input type="checkbox"/> Unsure		
	<input type="checkbox"/> Not Effective		
	<input type="checkbox"/> Somewhat Effective		
	<input type="checkbox"/> Effective		

Priority Schools Provincial KPI Report

Indicator	Baseline (Reported in Initial Report)	Target (Reported in Initial Report)	Progress (Reported in Mid-term and Final)
% of students who progressed in their level of achievement on math report cards.			
% of students whose individual attendance rate is equal to or greater than 90 percent.			
% of Grades 3, 6 and 9 math students who report positive results regarding math attitudes and confidence).			



**Recommendation:**

This report is for information for the Board.

**Prepared/Reviewed By:** Tyrone Dowling  
Director of Education

Jennifer Ritsma  
Superintendent of Learning

Petra LeDuc  
K-12 Mathematics Coordinator, Board Math Lead

\*4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the CEO, subject in all instances to what otherwise actually occurred.





**Date:** November 13, 2023  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** French Immersion Site Expansion

**Type of Report:**  Decision-Making  
 Monitoring  
 Incidental Information concerning day-to-day operations.

**Type of Information:**  Information for Board of Trustees Decision-Making  
 Monitoring Information of Board Policy **XX XXX**  
 Information only of day-to-day operational matters delegated to the CEO

**Origin: (cite Education Act and/or Board Policy or other legislation)**

This report provides Trustees with an update on French Immersion programming for St. Josephine Bakhita CES and contains a recommendation that French Immersion site expansion be put on hold.

**Policy Statement and/or Education Act/other Legislation citation:**

**Alignment to the MYSP:**

**Awaken to Belong**

- Every student can see themselves reflected in their learning.
- Staff experiences a positive, healthy, and inclusive workplace.
- Families are aware of and/or use the available resources to assist in navigation of the school system.

**Ignite to Believe**

- Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- The relationship between home, parish and school is strengthened.

**Strengthen to Become**

- Every student reaches their full potential.
- Staff see their impact on student achievement.
- Families are engaged as active partners in our students' Catholic education journey.



**Background/Comments:**

On June 14, 2021, the Board of Trustees approved recommendations to support boundary changes in the South West area of Kitchener. The intent of the recommendations was to establish an attendance boundary for St. Josephine Bakhita CES, to balance enrolment between schools in the review area, and to confirm French Immersion programming would be offered at this site. The approval for French Immersion follows:

**2021-96- It was moved by Trustee Gravelle and seconded by Trustee Weiler: That French Immersion be offered at the new Huron Brigadoon CES upon its opening in September 2022, or at such time that the new school opens, starting with grade 1 and growing a grade per year. — Carried by consensus**

In the fall of 2022, messaging was provided to Trustees and to families residing in South West Kitchener that a French Immersion program could not be offered at St. Josephine Bakhita CES for 2023-24 as there was an insufficient supply of teaching staff to support the program.

While recruitment activities yielded a sufficient supply of qualified teachers for French Immersion for the 2023-24 school year, hiring projections indicate planned expansion for 2024-25 at St. Josephine Bakhita will not be possible.

Another complicating factor is the ability to accommodate students in dedicated French Immersion classes at St. Josephine Bakhita. The school is at capacity in its first year. Portables will be placed on site for 2024-25 to accommodate projected enrolment growth. Placing additional portables on site to support French Immersion is not sustainable given additional classes are added every year as students progress through the program.

Given the sector’s challenges with teacher recruitment and additional complications associated with accommodation, staff are recommending that all planned French Immersion site expansion be put on hold. Site expansion will be considered in a future year when hiring and accommodation no longer present barriers to running a successful program.

Families living in South West Kitchener will continue to be eligible to participate in the St. Anne CES (Kitchener) French Immersion admissions process.

Students in existing programs are not affected by this recommendation.

Subject to Trustee approval, communications will be sent to affected stakeholders outlining this important change.

**Recommendation:**

This report is for information for the Board.

- Prepared/Reviewed By:**
- Tyrone Dowling  
Director of Education
  
  - Paul Mendonca  
Superintendent of Learning
  
  - Kerry Pomfret  
Superintendent of Human Resources
  
  - Shesh Maharaj  
Executive Superintendent, Corporate Services

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