



Board of Trustees' Board Meeting

Date: December 12, 2016

Time: 6:00 p.m. *

** Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.*

Location: Board Room, Catholic Education Centre, 35 Weber Street, Kitchener

Attendees:

Board of Trustees:

Joyce Anderson (Chair), Bill Conway, Manuel da Silva, Amy Fee, Jeanne Gravelle, Wendy Price, Greg Reitzel, Brian Schmalz, Melanie Van Alphen

Student Representatives:

Samantha Lim, Joseph De Sousa

Senior Administration:

Loretta Notten, Gerry Clifford, Jason Connolly, David DeSantis, Derek Haime, John Klein, Shesh Maharaj, Laura Shoemaker

Special Resource:

Recording Secretary:

Barb Pilsner

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Board Chair		
1.1 Opening Prayer & Memorials	Board Pastoral Team		
1.2 Approval of Agenda	Board of Trustees		Approval
1.3 Declaration of Pecuniary Interest	Individual Trustees		
1.3.1 From the current meeting			
1.3.2 From a previous public or in-camera meeting			
2. Consent Agenda: Director of Education (e.g.: day –to –day operational matters from the Ministry of Education that the Board is required to do)			
2.1 2017-18 Budget Plan	Trustees	pp. 1-5	Information
2.2 Revised Estimates	Trustees	pp. 6-7	Information
3. Consent Agenda: Board (Minutes of meetings, staff report)			
3.1 Approval of Minutes of Regular and Special Meetings			
3.1.1 Minutes of Nov 28, 2016 Board meeting	Trustees	pp. 8-11	Approval
3.1.2 Minutes of Nov 2, 2016 SEAC meeting	Trustees	pp. 12-14	Receipt
3.1.3 Minutes of Nov 7, 2016 Governance meeting	Trustees	pp. 15-17	Receipt
3.1.4 Minutes of Board of Trustees AGM Dec 5, 2016	Trustees	pp. 18-19	Approval

ITEM	Who	Agenda Section	Method & Outcome
4. Delegations/Presentation			
5. Advice from the CEO			
5.1 Director's Annual Report 5.2 Renewed Math Strategy – Numeracy Update 5.3 Accumulated Surpluses/Reserves 5.4 French Immersion Update 5.5 Extended Day Fees	Loretta Notten Sherrie Rellinger/ Nancy Snyder Shesh Maharaj Jennifer Kruithof Gerry Clifford	pp. 20-79 pp. 80-87 pp. 88-91 pp. 92-94 pp. 95-97	Information Information Approval Information Approval
6. Ownership Linkage (Communication with the External Environment)			
7. Reports from Board Committees/Task Forces			
7.1 Student Trustee report 7.2 Governance Recommendations 7.3 Trustees Quarterly Budget 2016-17	Samantha Lim/ Joseph De Sousa Joyce Anderson Joyce Anderson	pp 98-99 pp. 100-125 p. 126	Information Approval Information
8. Board Education (at the request of the Board)			
8.1 OCSTA Communications	Joyce Anderson	pp. 127-148	Information
9. Policy Discussion			
10. Assurance of Successful Board Performance			
10.1 Board Policy II 005 Consultation (Bill Conway) 10.2 Is There a Need to Review This Policy?	Trustees Trustees	p. 149 --	Approval Discussion
11. Assurance of Successful Director of Education Performance			
11.1 Monitoring Reports & Vote on Compliance			
11.1.1			
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			
12.1 Trustee Inquiry Report from the CEO 12.2 Shared concerns			
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): Dec 22 Board Office Mass/Christmas Luncheon Dec 26 – Jan 9 Christmas Break Jan 11 6:30 SEAC Jan 13-14 OCSTA PD Seminar Jan 16 Committee of the Whole Jan 18 Audit Committee Jan 23 Governance Jan 24 Board Office Mass Jan 30 Board Meeting			

ITEM	Who	Agenda Section	Method & Outcome
13.2 Pending Items: - Look at building our rural population - Consider a committee to review the boundaries for future consideration 13.3 Pending Items for OCSTA Consideration	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
14. Items for the Next Meeting Agenda	Trustees		
15. Adjournment Confirm decisions made tonight	Director of Education		
16. Closing Prayer			
17. Motion to Adjourn	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

Date: December 12, 2016
 To: Board of Trustees
 From: Director of Education
 Subject: 2017-2018 Budget Plan

Type of Report: ☐ Decision-Making
☒ Monitoring
☐ Incidental Information

Type of Information: ☐ Information for Decision Making
☒ Monitoring Information
☐ Information Only

Origin:

In order for the Board to meet Ministry deadlines for budget submission annually in June, staff must plan the timing of the budget preparation and approval process. Board Executive Limitation IV007 dictates criteria to which staff must adhere in the preparation, planning and presentation of the budget. Budget planning typically commences in January and concludes with the presentation of the budget to the Trustees in early June. Administration requires an approved budget by the end of June in order to file the budget with the Ministry on time.

Policy Statement:

Board Policy IV 007 "Financial Planning/Budgeting"

"The CEO shall not...

1. Develop a budget without conducting a formal process for soliciting input on the needs and priorities of the system
5. Present a budget that has not met the criteria of timely, open, two-way sharing, and allowing sufficient time for decision-making

Alignment to the MYSP:

Building Capacity to Learn, Learn and Live Authentically

Strategic Direction: Our decisions, actions and stewardship of resources are evidence-based and responsive

Goal: To commit to evidence based, responsive, timely and professionally executed planning and gap analysis in all budgetary decisions.

Background/Comments:

For the **2016-2017 budget year**, the budget development process was as below:

1. Development of budget consultation survey
 - Engage budget holders **mid-January** to pre-determine questions for survey
2. Budget Advisory Committee (BAC) finalization of budget consultation questions and methods: **February 23, 2016**
3. Public budget consultation survey
 - Online questionnaire open **Mar 1 – March 18, 2016**
4. Analysis of Results
 - **March 21, 2016**: distribution of survey results to budget holders
 - **April 4, 2016**: budget holder indication of incorporation of results into budget

Budget Advisory Committee:

Composition	Tasks
Director of Education	- Review/finalize budget survey questions - Review and approve enrolment - Provide feedback and front line perspective
Chief Financial Officer	
2 Trustees	
2 Parents (SEAC & CPIC)	
1 Elementary Administrator	
1 Secondary Administrator	
Senior Manager, Financial Services	
Manager of Budget & Financial Reporting	

Secondary Enrolment Committee (SEC):

Composition	Tasks
Manager of Budget & Financial Reporting	- Review enrolment calculation methods and processes - Provide scenarios of secondary enrolment projections for BAC consideration
Senior Financial Analyst	
Superintendent of Human Resource Services	
Superintendent of Learning	
Internal Auditor	
Chief Information Officer	
2 Secondary Principals	
Manager of Planning	
Various IT Members	

Trustees updates:

- GSN announcement highlights (March/April)
- Consultation Survey updates and results (March)
- Enrolment determination (April)
- Revenue estimation (April)

Budget finalization and presentation:

- Formal budget presentation: **June 6, 2016**
- Budget deliberation period: **June 7 – 27, 2016**
- Budget approval: **June 27, 2016**
- Ministry submission: **June 28, 2016**

Proposal for 2017-2018 Budget



For **2017-2018 budget year**, the budget development process will follow similar a structure to the prior year. The major timelines and changes are proposed as follows:

Major Timelines:

1. Development of budget consultation survey
 - a. Engage budget holders **early-January** to pre-determine questions for survey
2. BAC finalization of budget consultation questions and methods: **February 22, 2017**
3. Public budget consultation survey
 - a. Online questionnaire open **February 27 – March 27, 2017**
4. Balancing of budget by **May 1, 2017**
5. Analysis of Results
 - a. **April 3, 2017**: distribution of survey results to budget holders
 - b. **April 10, 2017**: budget holder indication of incorporation of results into budget

Budget Advisory Committee: no change to composition or tasks

Secondary Enrolment Committee: no change to composition or tasks

Trustees updates: no change to update schedule

Budget finalization and presentation:

- Formal budget presentation: **June 5, 2017**
- Budget deliberation period: **June 6 – 26, 2017**
- Budget approval: **June 26, 2017**
- Ministry submission: **June 30, 2017**

New for 2017-2018:

Introduction of an Elementary Enrolment Committee (EEC):

Building upon the success of the Secondary Enrolment Committee, the EEC will serve to guide the elementary enrolment projections for the budget. The mandate will provide enrolment scenarios to the BAC for consideration

Elementary Enrolment Committee (EEC) composition:

Composition	Tasks
Manager of Budget & Financial Reporting	- Review enrolment calculation methods and processes - Provide scenarios of elementary enrolment projections for BAC consideration
Senior Financial Analyst	
Superintendent of Human Resource Services	
Superintendent of Learning	
Internal Auditor	
Chief Information Officer	
2 Elementary Principals	
Manager of Planning or designate	
Various IT Members	

Introduction of a staffing model approach:

Currently the Board uses a database-driven approach to confirm staffing by employee type (teachers, custodians, etc.) using staff in place as a base for the salaries and benefits budget. This detailed approach is very time consuming and can cause delays with budgeting timelines.

For the upcoming budget, the Board will pilot a “model-based” approach which will involve identifying staff need based upon contributing factors such as enrolment or collective bargaining agreements by employee type. This approach has been tested satisfactorily and will be reviewed in collaboration with Human Resources.

Introduction of a Budget Steering Committee:

In order to effectively balance the budget earlier, the introduction of a small budget steering committee will be piloted. The committee would consist of the Director, Chief Financial Officer and a Learning Superintendent who would analyze budget submissions to approve, modify, postpone, or reject submissions in order to guide budget submissions into alignment with the MYSP. Budget holders will have access to improved budget templates that will assist them in connecting expenditures to MYSP action item. The committee would justify changes for inclusion/exclusion based on alignment with board and Ministry priorities.

Recommendations:

That the Board of Trustees receives this report as information.

Prepared/Reviewed By: Loretta Notten
 Director of Education

 Shesh Maharaj
 Executive Superintendent of Corporate Services and Treasurer

 Laura Isaac
 Senior Manager, Financial Services

 Raf Wyszynski
 Manager of Budget

*Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – *except where approval is required by the Board of Trustees 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 Director, subject in all instances to what otherwise actually occurred."

Date: December 12, 2016
To: Board of Trustees
From: Director of Education
Subject: Revised Estimates – Impacts on Approved Budget

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
☒ 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 information on changes made to the approved budget as a result of enrolment changes and operational needs.

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

N/A

Alignment to the MYSP:

Building Capacity to Lead, Learn and Live Authentically

- Strategic Direction: Our decisions, actions and stewardship of resources are evidence-based and responsive
 Goal: To commit to evidence based, responsive, timely and professionally executed planning and gap analysis in all budgetary decisions

Background/Comments:

Revised Estimates has been prepared using actual enrolment as at October 31, 2016 and a revised projection for March 2017. This resulted in an adjustment to revenues as enrolment increased by 442 students over the original forecast used to prepare the Estimates budget.

Due to the revised enrolment and changing operational needs, sixty-eight new positions were added to the current school year including 25 teaching positions and 25 educational assistants. The balanced revised estimates budget will be filed with the Ministry of Education based on the changes outlined below.

Enrolment changes:

	2016-2017 Estimates	2016-2017 Revised Estimates	Change
Elementary	14,785	15,119	334
Secondary	6,145	6,253	108
Difference	20,930	21,372	442

Changes to budget:

2016-2017 Estimates Submission	\$	-	Balanced as at June 2016
Changes to Revised Estimates			
Additional Teaching Staff required for increased enrolment	\$	(2,200,000)	
Additional Education Assistants	\$	(1,050,000)	
Additional CYCW	\$	(30,000)	
Additional Early Childhood Educators	\$	(460,000)	
Other staff - formula driven	\$	(210,000)	
EPO funded staff (new)	\$	(102,000)	
Facilities budget change	\$	(270,400)	
Math strategy budget change	\$	(125,000)	
RDO budget change	\$	(100,129)	
School budgets	\$	(55,000)	
Other changes	\$	(249,471)	
Revenue Adjustments			
Additional Enrolment - GSN	\$	4,750,000	
EPO Grants (new)	\$	102,000	
2016-2017 Revised Estimates Submission	\$	-	Balanced as at December 2016
			** Target Filing Date: December 15, 2016

The budget will be monitored throughout the year, and forecasts will be prepared and presented to Trustees on a quarterly basis.

Recommendation:

That the Board of Trustees receive this report as information.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Laura Isaac
Senior Manager of Financial Services

Raf Wyszynski
Manager of Budget

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Board of Trustees' Meeting

A public meeting of the Board of Trustees was held on Monday, November 28, 2016 at the Waterloo Region Catholic Education Centre.

Trustees Present:

Joyce Anderson, Bill Conway, Manuel da Silva (Chair), Amy Fee, Jeanne Gravelle, Wendy Price, *Greg Reitzel, Brian Schmalz, Melanie Van Alphen

*attended by teleconference

Student Trustees Present:

Joseph De Sousa, Samantha Lim

Administrative Officials Present:

Loretta Notten, Gerry Clifford, Jason Connolly, David DeSantis, Derek Haime, John Klein, Shesh Maharaj; Laura Shoemaker

Special Resources For The Meeting:

Regrets:

Recorder:

Barb Pilsner, Executive Administrative Assistant

NOTE ON VOTING: Under Board by-law 5.7 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 5.11 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 of the Board called the meeting to order at 6:02 p.m.

1.1 Opening Prayer & Memorials

The meeting opened with prayer by Jeanne Gravelle, Board Pastoral Team. Intentions were offered for the family of the young mother who was killed in an accident last night, and for M. da Silva's wife's aunt who passed away last week.

1.2 Approval of Agenda

Move 5.5 and 5.6 to follow 5.3

2016-125 -- It was *moved* by **J. Gravelle** and *seconded* by **W. Price**:

THAT the agenda for November 28, 2016 as amended be now approved. --- Carried by consensus.

1.3 Declaration of Pecuniary Interest

1.3.1 From the current meeting – NIL

1.3.2 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 Education that the board is required to do)

2.1 External Auditor Appointment

2.2 Consolidated Financial Statements – Year Ended Aug 31/16

2.3 Regional Internal Audit Team Mandate

2.4 St. Agatha ARC Update

2.5 2015-16 Annual Audit Committee Report

2016-126 -- It was moved by **B. Conway** and seconded by **A. Fee**:

THAT the Consent Agenda Director of Education and the recommendations contained therein be now approved. ---

Carried by consensus

3. Consent Agenda: Board of Trustees (Minutes of meetings)

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Minutes of October 24, 2016 Board meeting

3.1.2 Minutes of October 4, 2016 SEAC meeting

3.1.3 SEAC Membership - revised

2016-127 -- It was moved by **M. Van Alphen** and seconded by **B. Schmalz**:

THAT the Consent Agenda Board of Trustees and the recommendations contained therein be now approved. ---

Carried by consensus

4 Delegations

5 Advice from the CEO

5.1 Director's Report

L. Notten highlighted several of the more notable events that happened during October and November from the Office of the Director. Full details are listed in her report.

5.2 Interior Cameras on Vehicles Transporting Students

B. Bourgault advised the driver's first priority is driving the bus safely transporting students to school. Drivers are often accused of wrong doing and we have undesirable student behaviour as well. Interior cameras would monitor the driver as well as the students thereby deterring misbehavior and bullying. In the event of a complaint against the driver the surveillance could be examined to substantiate any claims and allow for the proper resolution to occur.

The cost to outfit interior cameras on vehicles transporting students other than by yellow school bus is reasonable. STSWR will work with the Region of Waterloo on the stop arm cameras and will request that interior cameras be included in any Request for Purchase documents that may be issued by the Region as part of their deliberation process.

5.3 School Travel Planner

S. Maharaj introduced Leslie Maxwell, the Region's new School Travel Planner. She reported traffic inundates the front of schools each day. She advised of the many benefits for students who walk or bike to school. The School Travel Plan Committee consists of principals, vice-principals, teachers, students and parents. L. Maxwell is in the early stages of developing a plan to create school travel plans for each school in the Region, prioritized based on the level of challenges experienced at school sites for both school boards.

The cost for the School Travel Planner and associated resources will be shared by:

Waterloo Catholic District School Board

Waterloo Region District School Board

Cities of Kitchener, Waterloo and Cambridge

5.4 English as a Second Language Support

J. Klein introduced Carrie Mage, ESL Consultant, to speak about the array of supports available to our English Language Learners to ensure that all students develop the level of proficiency in English required for success at school.

English as a Second Language (ESL) programs provide support for students born in Canada or newcomers whose first language is other than English.

English Literacy Development (ELD) programs are for newcomer students whose first language is other than English. Students in these programs are generally from countries in which their access to education has been limited or limited opportunities to develop language and literacy skills in any language.

Our English Language Learners are welcomed and supported at our Newcomers' Reception Centre, which is one of Canada's longest standing reception centres.

5.5 A Deeper Look at Literacy: Grade 8-10

David DeSantis introduced Beth Wolf, Literacy Consultant.

The purpose of the OSSLT is based on the expectations for literacy (reading and writing) across all subjects in the Ontario curriculum up to the end of Grade 8. Successful completion of the OSSLT is one of the 32 requirements of the Ontario Secondary School Diploma (OSSD).

Our students' success on the OSSLT is facilitated through the implementation of initiatives that focus on areas of student need and teacher professional development, using a variety of data measures to determine student learning needs, and decide upon instruction and learning opportunities to further develop literacy skills.

Literacy Teams will continue to analyse school data in order to target specific skills for whole school, subject-embedded instruction, as well as specific students for withdrawal and small group instruction.

5.6 Facility Condition Index/Capital Renewal Plan Update

S. Maharaj reviewed how the facility condition index (FCI) is calculated.

T. Pickett advised as an enhancement to school renewal funding was announced by the Ministry of Education our capital renewal plan for 2016-17 was updated so projects can be planned and carried out as required.

5.7 Enrolment Update

S. Maharaj provided information on the October 31st enrolment which has shown an increase at both elementary and secondary since the June projection.

6 Ownership Linkage (Communication with the External Environment)

7 Actions From Board Committees/Task Forces

7.1 Student Trustee Report

J. De Sousa and S. Lim provided their report on activities at the secondary schools in the past month. Full details are in the report.

S. Lim invited trustees to attend the student council unity conference to be held on December 7th from 9:30 to 4:30 at St. Jerome's University in the Academic Centre.

8 Board Education (at the request of the Board)

8.1 OCSTA Communications Addendum

M. da Silva advised the communications from OCSTA have been added to the agenda should trustees have any questions or comments.

9 Policy Discussion

10 Assurance of Successful Board Performance

10.1 Board Policy II 004 Advocacy and Advertising

2016-128 -- It was *moved* by **W. Price** and *seconded* by **J. Anderson**:

THAT the Board of Trustees reviewed Policy II 004 Advocacy and Advertising and find we are in compliance. ---
Carried by consensus

10.2 Is There a Need to Review This Policy?

Trustees agreed there is no need to review this policy.

11 Assurance of Successful Director of Education Performance

11.1 Monitoring Reports & Vote on Compliance

12 Potential Agenda Items

12.1 Trustee Inquiry Report from the CEO

12.2 Shared Concerns

13 Announcements

13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):

Dec 5 Annual Meeting to Elect Chair/Vice-chair
 Dec 7 5:30 CPIC
 Dec 7 6:30 SEAC
 Dec 9 Spiritual Development Day (site-based)
 Dec 12 Board Meeting
 Dec 22 Board Office Mass/Christmas Luncheon
 Dec 26 to Jan 8 – Christmas Break

13.2 Pending Items:

- Look at building our rural population
- Consider a committee to review the boundaries for future consideration

13.3 Pending Items for OCSTA Consideration

14 Items for the Next Meeting Agenda

15 Adjournment – Confirm decisions made tonight.

The Recording Secretary confirmed the meeting decisions.

16 Closing Prayer

17 Motion to Adjourn

2016-129 -- It was *moved* by **A. Fee** and *seconded* by **J. Gravelle**:

THAT the meeting be now adjourned.

The meeting was adjourned by consensus at 8:18 p.m.

Chair of the Board

Secretary



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SEAC Committee Meeting Minutes

Date & Time:	Wednesday, November 2, 2016 6:30 pm
Location:	WRPS, North Division, 45 Columbia St. E. Waterloo, Community Room
Next Meeting:	Wednesday, December 7, 2016
Committee Members: Jeanne Gravelle, Irene Holdbrook, Wendy Price, Rhonda Ruetz, Richard Gough, Kim Murphy, Zina Bartolotta, John Gilbert, Christine Zaza, Stuart Cross, Wendy Price Administrative Officials: Laura Shoemaker, Gerald Foran Regrets: Christine Zaza	

Opening Prayer Welcome	Laura Shoemaker
Approval of Agenda Motion by: Kim Murphy Seconded: Rhonda Ruetz	
3. Declared Pecuniary Interest Nil	
4. Approval of the Minutes October 5, 2016 Minutes Motion by: Rhonda Ruetz Seconded: Zina Bartolotta	
5. School System Operational Business 5.1 Sacramental Preparation John Murphy, Religion and Family Life consultant, presented the communication and support available to parents of children with Special Needs during immediate Sacramental Preparation. John walked through a brochure put out by the Diocese of Hamilton on Sacramental Preparation [A Resource for Parents, Priests, and Catechists Preparing Children with Special Needs: http://hamiltondiocese.com/uploads/docs/catechesis/140912_calledBapConComm.pdf]	John Murphy

The brochure outlines the reasonable and attainable requirements for children to be considered 'ready' to receive a sacrament. There are many accommodations that can be made to enable children of differing needs however parents may be unaware of these options. Anne Jamieson, Director of Catechesis with the Diocese of Hamilton, has agreed to participate in our PRO Grant evening to speak to parents about the support their local parish and ultimately the Diocese provides for Sacramental Preparation for children with Special Needs. 5.2 Change of February SEAC Meeting Date from February 1, 2017 to February 8, 2017 Motion by: Rhonda Ruetz Seconded: Wendy Price		
6. Ministry Updates 6.1 Nil		J. Gravelle
7. SEAC Committee Functions 7.1 Special Education Plan 7.2 SEAC Sub-Committee Update 7.3 Pro-Grant Jeanne updated committee members on the work the SEAC Sub-Committee has been doing on the PRO GRANT. Decisions made to date Date: April 20 6-8:30PM Location: St. Mary's 5 Topics: Resiliency, speaker - DJ Cunningham Sacramental Prep, speaker - Anne Jamieson (Diocese of Hamilton) together with John Murphy and Clergy Math Strategies, speaker - Donna Kotsopoulos Assisted Tech, speaker - Chris Runstedler Transition planning, speaker - Tracey Fuschino Draft schedule: 6-6:30 - Intro and mingling (with booths of community resources set up for parents) 6:30-7:10 Session 1 (40 minutes) 7:10 - 7:50 Session 2 (40 minutes) 7:50-8:30 Session 3 (40 minutes) Task Lists was reviewed and volunteers where assigned to specific tasks. All members of SEAC are asked to speak to their association about providing support for the event.		
Task	Responsible	
Confirm date/Book location	Vikki	
Book Speakers	Jeanne/Laura	

Online Registration	Jeanne	
Promotional materials	Rhonda/Jeanne	
Childcare	Zina	
Food	Irene	
Video taping	Kim	
Thank you gifts for speakers/volunteers	Rhonda	
Take homes/brochures for parents	Speakers	
Reaching out to community partners	All SEAC Members	
7.4 Election of New SEAC Chair Rhonda Ruetz elected Chair Zina Bartolotta elected co-Chair		
8. Policy Advice to the Board		
9. Association Concerns/Association Updates (20 minutes) 9.1 Trustee Update Wendy Price provided Trustee Update, reviewing the October Board Bulletin. Association Update Kim Murphy provided an update for WRDSS Annual Buddy Walk – Nov 6, 2016 (flyer provided in agenda package) Rhonda Ruetz provided an update for Easter Seals Easter Seals has a new blog: You are here: EASTER SEALS KIDS AT SCHOOL – A New Blog About Special Education Dufferin-Peel will be hosting a PRO Grant night on the topic of Sacramental Prep. We have permission for 3 people to attend. Currently Jeanne and Rhonda will attend, anyone else interested can contact Rhonda. Jeanne Gravelle provided an update for WRFN New web-based resource: http://autisminhighschool.ca/ “Autism in High School” is a web-based resource guide to help students with autism and their families navigate the transitions and challenges of high school.		
10. Pending Items		
11. Adjournment Motion by: Rhonda Ruetz Seconded: Irene Holdbrook		
12. Action Items Place Holder		

Governance Committee Meeting

A meeting of the Governance Committee was held on the 7th of November, 2016 at 5:00 p.m.

Present:

Committee Members:

Joyce Anderson, Bill Conway, Manuel da Silva,

Administrative Officials:

Loretta Notten

Additional Attendees:

Amy Fee, Jeanne Gravelle, Wendy Price, Brian Schmalz, Melanie Van Alphen

Regrets:

Greg Reitzel

Next Meeting:

January 23, 2017

1. **Welcome and Opening Prayer:** J. Anderson

2. **Election of the Chair**

Deferred until after Caucus

3. **Approval of Agenda**

Motion: M. da Silva

Seconded: B. Conway

4. **Declared Pecuniary interest**

Nil

5. **Approval of May 2, 2016 Minutes**

Motion: B. Conway

Seconded: M. da Silva

6. **Discussion Items**

5.1 Policy II 012 Student Trustee Role Description

Recommend to Board to change the wording Council of Student Representatives to **Secondary Student Senate** in provisions 4, 5, 6 and 8.

5.2 Policy III 003 Accountability of the CEO and III 005

Revise Policy III 003 as follows:

3. The board will view CEO performance as identical to organizational performance, so that organizational accomplishment of board stated Ends **as connected to the annual priorities identified and mapped to MYSP.** and avoidance of board proscribed means will be viewed as successful CEO performance.

Revise Policy III 005 as follows:

Policy Statement:

Systematic and thorough monitoring of CEO job performance will be solely against expected CEO job outputs; organizational accomplishment of board policies on Ends, **as connected to the annual priorities identified and mapped to the Multi Year Strategic Plan, as well as** and organizational operation within the boundaries established in board policies on Executive Limitations.

2. the Board will acquire monitoring data by one or more of three methods:
 - a) by internal report, in which the CEO discloses **monitoring reports identified in Multi Year Strategic Plan** compliance information to the board,
3. In every case, the standard for compliance shall be **the board assessing a reasonable interpretation in consultation with the CEO** ~~any reasonable CEO interpretation of the board policy being monitored.~~

5.3 Review Section IV Policies

Section IV Policies are revised as follows:

- IV 001 – eliminate IV 001 and then re-number all subsequent policies
- IV 002 – approved as drafted
- IV 003 – approved as drafted
- IV 004 – approved as drafted
- IV 005 – approved as drafted
- IV 006 – old 006 removed
- IV 006 – new 006 approved as drafted
- IV 007 – approved as drafted
- IV 008 – approved as drafted
- IV 009 - approved as drafted
- IV 010 - approved as drafted
- IV 011 – approved as drafted (take out numbering – just a basic statement)
- IV 012 – approved as drafted
- IV 013 – approved as drafted

It was **moved** by **M. da Silva** and seconded by **B. Conway**:

That the Governance Committee recommend to the board of trustees the newly revised Section IV policies, as amended on Nov 7th, 2016, for approval and adoption.

Monitoring Report

Interpretation will be coupled with evidence and/or statistical analysis. There will be a MYSP Report Card informed by consultation with various stakeholder groups. Monitoring reports will be cross referenced to the Committee of the Whole/Board reports. Review Monitoring Report timeline at January 23rd Governance meeting.

5.4 Agenda Development

Development of the agenda will be Generative, Strategic and Fiduciary. Dialogue should involve discussion on oversight, insight, and foresight. There should be allowance for questioning when reports are presented and open dialogue at the end of the meeting to allow for group self-reflection

5.5 Review Policy II 005 Consultation

Committee members had a discussion regarding consultation with the broader public with consensus that revisions to Section IV policies do not lend themselves to broader consultation and would not serve the better interests of the board. No change to Policy II 005

5.6 Policy II 002 Governing Style

Replace Provision #5 with the following wording:

5. Enforce upon itself whatever discipline is needed to govern with excellence, **in compliance with Policy II 007**

Policy statement – revise f):

~~future rather than past or present~~ **considering past, present and future**

5.7 Policy Governance: Policy Review and Training Final Report

Committee members reviewed the report. Requested the report be located on the Trustee Team for future boards to reference.

6. Pending Items

- Board Policy I 001Ends - add statement " monitoring of the Ends through the MYSP"
- Policy IV 010 Facilities/Accommodation
- Addition of a Director's Report and Chair's Report to the agenda
- "Reasonable interpretation" should be agreed to when the policy is established
- Consider a Succession Planning Policy

7. Governance Committee Recommendations:

The Governance Committee makes the following recommendations to the Board:

Motion by M. da Silva

Seconded by B. Conway

That the Governance Committee recommend to the board of trustees the newly revised Section IV policies, as amended on November 7th, 2016, for approval and adoption.

That the Governance Committee recommend to the board of trustees all items reviewed and revised within the context of its meeting on November 7th, 2016 for approval and adoption.

8. Adjournment

Motion: B. Conway

Seconded: M. da Silva

That the meeting be adjourned.

The meeting was adjourned at 7:20 p.m.

Board of Trustees' Annual General Meeting

A public meeting of the Board of Trustees was held on Monday, December 5, 2016 at the Waterloo Region Catholic Education Centre.

Trustees Present:

Joyce Anderson; Bill Conway; Manuel da Silva; Amy Fee; Jeanne Gravelle; Wendy Price; Greg Reitzel; Brian Schmalz; Melanie Van Alphen

Student Trustees Present:

Joseph De Sousa; Samantha Lim

Administrative Officials Present:

Loretta Notten; Gerry Clifford; Jason Connolly; David DeSantis; Derek Haime; John Klein; Shesh Maharaj; Laura Shoemaker

Special Resources For The Meeting:

Regrets:

Recorder:

Barb Pilsner, Executive Administrative Assistant

NOTE ON VOTING: Under Board by-law 5.7 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 5.11 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 Secretary of the Board called the meeting to order at 6:30 p.m.

2. Roll Call

All trustees were present.

3. Declaration and Signing of Oath of Allegiance

Trustees together made their declaration and signed their Oath of Allegiance.

4. Election of the Chair

4.1 Election of the Chair

The Secretary asked for nominations for Chair of the Board.

2016-01 -- It was *moved* by **M. da Silva** and *seconded* by **G. Reitzel**:

THAT Joyce Anderson is nominated to be Chair of the Board of Trustees.

The Secretary asked if there were further nominations for Chair of the Board. No further nominations were received.

Joyce Anderson was elected as Chair of the Board.

5. Election of the Vice-Chair

5.1 Election of the Vice-Chair

The Chair asked for nominations for Vice-chair of the Board.

2016-02 -- It was *moved* by **G. Reitzel** and *seconded* by **M. Van Alphen**:
THAT Wendy Price is nominated to be Vice-chair of the Board of Trustees.

The Chair asked if there were further nominations for Vice-chair of the Board.

2016-03 -- It was *moved* by **B. Schmalz** and *seconded* by **A. Fee**:
THAT Bill. Conway is nominated to be Vice-chair of the Board of Trustees.

No further nominations were received.

The Chair asked for a show of hands for those in favour of W. Price:
 In Favour: 5 trustees

Wendy Price was elected as Vice-chair of the Board.

6. Inaugural Remarks by the Chair of the Board

The Chair gave her inaugural remarks.

7. Motion to Adjourn

2016-04 -- It was *moved* by **M. da Silva** and *seconded* by **J. Gravelle**:
THAT the meeting be now adjourned.

The meeting was adjourned by consensus at 6:41 p.m.

 Chair of the Board

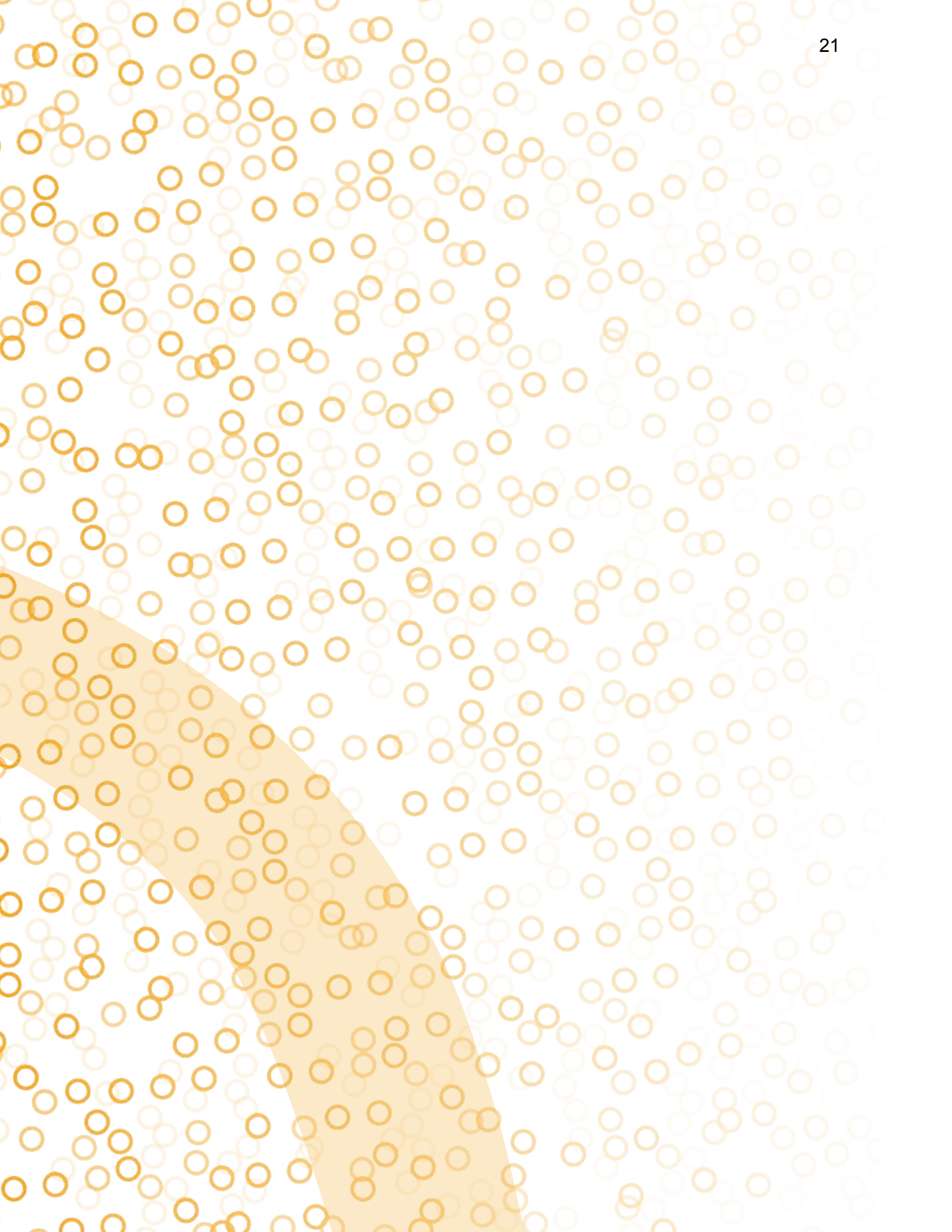
 Secretary

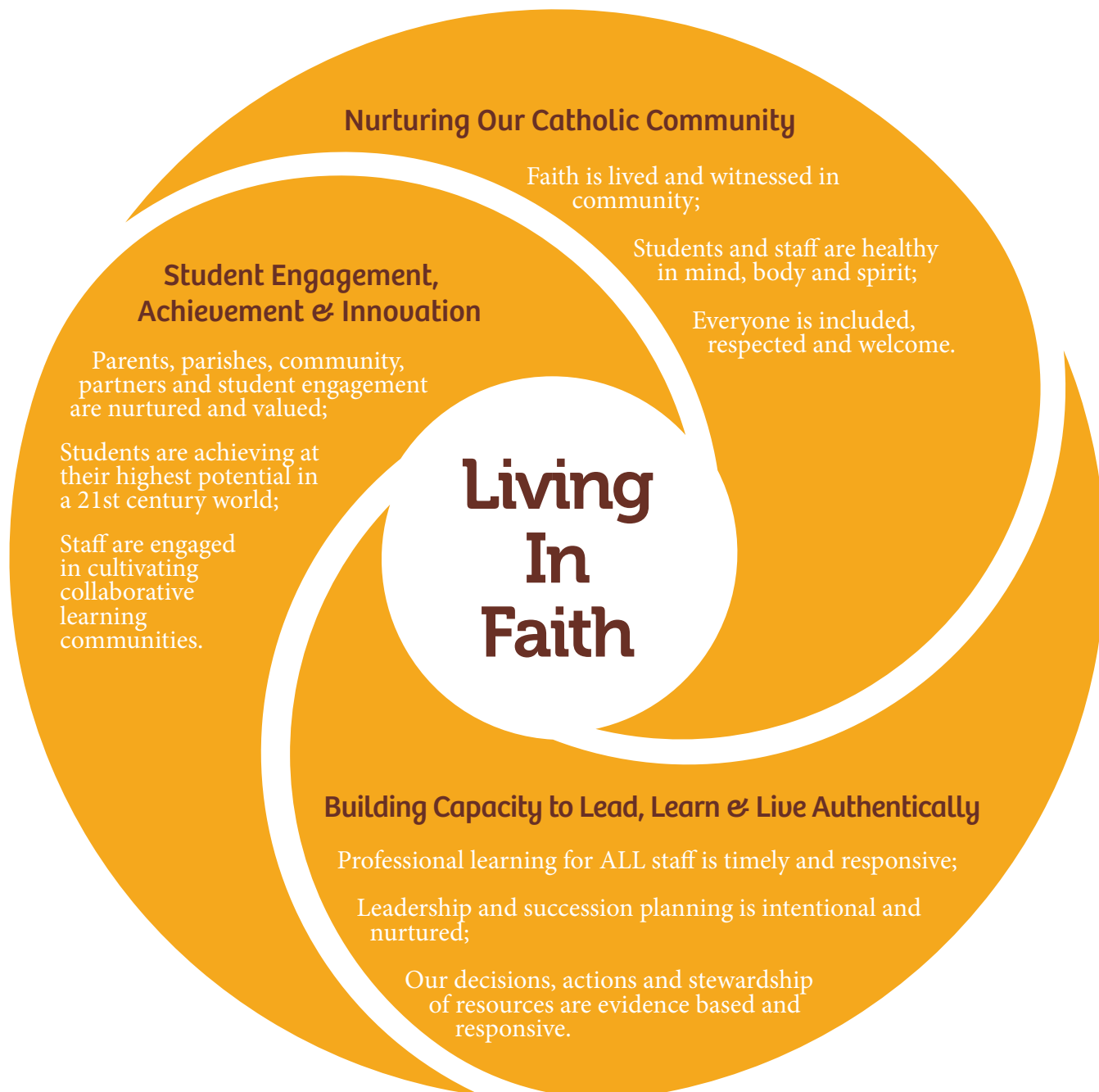
DIRECTOR'S ANNUAL REPORT

December 2016

Living In Faith

Waterloo Catholic District School Board





Introduction

Directors Message

Welcome to the Waterloo Catholic District School Board's Director's Annual Report for the 2015-16 school year. In the fall of the year, we launched a new Multi-Year Strategic Plan – Living in Faith - in which we committed ourselves to preserving and enhancing the legacy of Catholic Education in Waterloo Region. This year we celebrated 180 years of providing quality, inclusive, faith-based education. During 2015-16 we collectively committed ourselves to a new Pastoral Plan, set new expectations for student achievement and re-examined how we are building capacity to lead and learn within our system.

The first year of our Pastoral Plan was symbolized by The Giving Tree, in which each school identified the various ways in which we give witness to our faith as People of Love. The authentic engagement of our parishes and our parents was seen as an aspirational goal to which we should strive. The well-being of students and staff, in mind, body and spirit, was captured not only with progress on our mental health plan, but in how healthy active living was connected to student achievement. Over the course of last year, gains were made in the critical areas of student achievement, realizing not only positive gains in our literacy and numeracy achievement, but also in development of a new Board Improvement Plan for Student Achievement (BIPSA), which is now very much focused on assessment for learning and responding to the needs of the learner. 21st Century Learning continued to figure prominently in our classrooms and we continued with a substantial investment in our Chromebook strategy, which is helping us transform classrooms across the system into environments rich in digital tools. Several updates to our IT infrastructure, corporate website and support networks were effectively implemented.

Our student leaders exemplified our mission statement as they embraced their role as true agents of change in the world. Our student leadership conference and Town Hall with the Director of Education brought out a wide array of students,



empowered to make a difference in their local and broader community. The leadership strategy for staff continued to experience excellent growth, with the addition of formal mentorship and Leadership for Learning sessions open to all staff, thus bringing many opportunities for adult learning to flourish.

Our stewardship of resources continues to be exemplary as we delivered a balanced budget, earning our fourth consecutive Meritorious International Budget Award for excellence in budget presentation. Our strong capital plan saw many of our properties renovated and improved, while the construction of St Anne Cambridge was completed for the school's opening in Sept 2016.

It is a privilege and an honour to work with the staff and broader community at Waterloo Catholic. Similarly, we are proud to share our collective accomplishments with you. Our schools are Heart of the Community, providing success for each and a place for all...and for that, they are truly worthy of celebration.

Loretta Notten

A handwritten signature in black ink, appearing to read 'Loretta Notten', with a stylized flourish at the end.

Overview of the School System

The Waterloo Catholic District School Board is the eighth largest Catholic District School Board in Ontario, serving the ratepayers and students of Waterloo Region. The school system traces its history back 180 years to the first Catholic schools in the Region – St. Agatha and St. Boniface Catholic Elementary Schools – both founded in 1836 in what are now the villages of St. Agatha and Maryhill.

WCDSB now has 45 elementary schools with a student population as of October 31, 2016 of 15,119 students -- JK to Grade 8. This results in a full-time equivalent of 15,112 elementary school students. The board also has five secondary schools serving 6,442 students in Grades 9 to 12. This results in a full-time equivalent of 6,386 secondary school students. Our total elementary and secondary school enrolment is 21,748 -- or a full-time equivalent of 21,499 students. The Board also runs four Adult and Continuing Education sites serving more than 12,000 adult learners and an alternative education high school serving approximately 25 students.

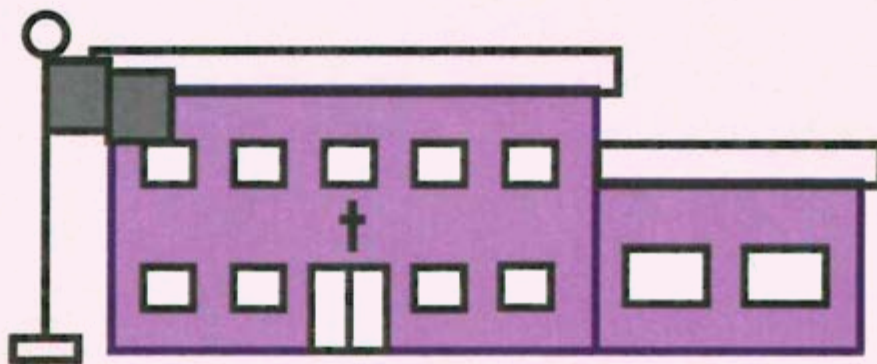
There are 99 different languages spoken in Waterloo Region's Catholic schools representing students from 100 nations. Waterloo Region is the fourth area of choice for new Canadians. Accordingly, within our current enrolment, a significant number of students come from homes where English is not the first language.

Board of Trustees - 2015/16

Back L to R - Maria Paz Rodrigues*, Frank Johnson, Greg Reitzel, Bill Conway, Brian Schmalz, Karen Hakim
Front L to R - Amy Fee, Joyce Anderson, Manuel da Silva, Wendy Price, Melanie Van Alphen

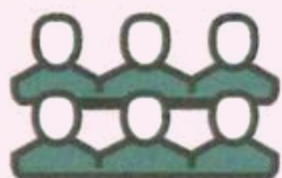
*replaced by Sebastian Monsalve in 2015-2016





45 Elementary
Schools

5 Secondary
Schools



21,400
Students



3,600
Staff



96,000
Catholic School
Ratepayers



CELEBRATING

180 YEARS

of Catholic Education
in Waterloo Region

Nuturing Our Catholic Community

Pastoral Plan & Faith Development

Pastoral Plan

Dr. Terry-Nelson Johnson kicked off the 2015-16 school year with an inspiring presentation on The Paschal Mystery to all WCDSB staff. The next steps from this talk included integration of the presentation's thoughts into our everyday practice and as a foundation for the development of our new three year Pastoral Plan, embedded in our Multi-Year Strategic Plan. We launched the plan at the beginning of the new liturgical calendar with People of Love and over the next two years we will transition to People of Hope and People of Faith. In each case we will ensure the system is connected with symbolic, relevant, impactful lived activities which help us to celebrate our identity and proclaim our message to the broader Waterloo Region Community.

Key Accomplishments during the Year of People of Love:

- The Giving Tree, by Shel Silverstein was the mentor text for the year
- Each school received a copy of the book
- Inside the book is the Scriptural focus passage (John 12:24) connecting the giving of the tree to the fact that we must give freely of ourselves, and we did ...
- Each school created their own "Giving Tree". Students added "branches" to the tree as they lived out the theme of being People of Love. The school "tree" was a living and growing example of our faith in action.
- All schools contributed an "ornament" outlining an activity the entire school engaged in to be People of Love to



the Catholic Education Centre tree - displayed during Catholic Education Week. This demonstrated our system-wide support of the theme in a very visible way.

- Pictures of school trees and pictures / videos of activities in schools that exemplify People of Love, were submitted and shared for Catholic Education Week
- People of Love Retreat Day: April 18th full day retreat offered to Grade 10 students focusing on being People of Love in our community. Retreat focused on personal faith development, social justice outreach and developing leadership skills. Students were expected to come back and plant the seeds of faith in their school community
- Year of Mercy Youth Retreat at Camp Brebeuf for Grades 7-12
- Faith Leadership Series offered for all staff ongoing throughout the year
- Faith Retreat days offered April 19th, 20th, 21st at Loyola House inspired us to be People of Love
- People of Love Commitment Activity: Grade 8's asked to mark their personal commitment to living as People of Love on a canvas prepared with a tape tree.
- Diocesan Mass was held as a celebration of our year living out servitude love.

Pastoral Plan & Faith Development

Faith Development

One of the Ontario Catholic School Graduate Expectations is to develop, “A discerning believer formed in the Catholic faith community who celebrates the signs and sacred mysteries of God’s presence through word, sacrament, prayer, forgiveness, reflection and moral living.” In our busy world, children are bombarded at an early age with noises, stimulus and a message to keep busy. Our consistent fast pace can detract from our ability to be discerning believers. One of the ways to achieve this is by teaching students the practice of Christian Meditation.

Christian Meditation is a form of prayer used by monks dating as far back as the fourth century with St. Anthony of the Desert. The purpose of teaching children Christian Meditation is to impart knowledge about God and to provide first-hand experience of God’s love through the experiential process of “doing” meditation.

Meditation is not about getting into altered states of consciousness or seeing and experiencing anything out of the ordinary. It is about entering more fully into the ordinary and discovering thereby, the absolute wonder of the presence of God.

Staff from all WCDSB schools have been provided with resources and training on the practice of Christian Meditation. This was further enhanced with learning sessions through our Pastoral Team system-wide support sessions and in-class visits by the Consultant for Religion, Family Life and Faith Formation and our Chaplains.



Following the implementation of this form of prayer in schools, results show that Christian Meditation is proven to:

- Make children calmer and more relaxed.
- Help create a sense of wonder and community in children.
- Help create a sense of God in those who meditate.
- Allow children a chance to be silent and experience God's presence in silence.

Meditation brings about change in those who do it. The change can best be described in St. Paul's letter to the Galatians, "The fruit of the Spirit is love, joy, peace, patience, kindness, generosity, faithfulness, gentleness and self-control". (Galatians 5:22)

The goal is for all WCDSB teachers to bring this prayer into their respective classrooms and to have our students personally practice this form of prayer (and all other prayers taught) throughout their lives. We are well on our way to achieving this.

Mental Health & Well Being

As an extension of Ontario's Well-Being Strategy for Education and the Waterloo Catholic District School Board's Multi-Year Strategic Plan, the Board's Mental Health and Well-Being Strategy is dedicated to the enhancement, and addition to programs and supports pertaining to the development of resiliency, strengths based education, social and emotional learning, and behavioural competence within the context of Catholic education and our Catholic community.

In our fourth year of implementation, the Mental Health and Well-Being Strategy has served as a platform for ensuring that all students and their families, Mental Health and Well-Being is addressed. The strategy was created with the concept of strengths based education at its base as it reminds us that each student needs to be viewed as having great potential while also emphasizing the importance of student voice.

Our five goals:

1. To strengthen system wide commitment to WCDSB's vision for Mental Health and Well-Being through initiatives which engage students, parents and staff in working towards mentally healthy school communities;
2. To continue the resiliency pathway, strengths based education and growth mindset approach with all students and staff;
3. To build staff capacity to support students and ourselves in the area of Mental Health and Well-Being;



4. To continue to promote and educate regarding the suicide, self-harm and depression protocol, while consistently reviewing prevention programming, interventions and postvention, unique to the needs of students within WCDSB; and,
5. To continue to expand and strengthen our community partnerships, creating a coordinated and integrated pathway to care for students.

The Board's Mental Health & Well Being Plan is available at: www.wcdsb.ca/about/mental-health/index.html



Healthy Schools

In partnership with the tri-cities, Region of Waterloo Public Health, Student Transportation Services of Waterloo Region, the Waterloo Region District School Board and the Ministry of Transportation we continuously promote and encourage active transportation to school to our students and staff. The goal for 2016-17 is to achieve a measurable increase in active school travel.

Community Engagement

The WCDSB is actively and continuously promoting collaboration with the local community. In 2015-16 we received donations of 400 surplus recycling bins from Conestoga College and 320 surplus bins from Busch Systems. Other accomplishments include:

- Facility Services participated in 30 day Carbon Cleanse Challenge on a Regional level with other Sustainable Waterloo Region members.
- Facilities Services hosted a waste free lunch and a Lunch & Lean workshop on home retrofits with REEP Green Solutions.
- Several WCDSB schools participated in the five-day Zero-Waste Challenge through REEP Green Solutions.



The goal for 2016-17 is to strengthen and increase WCDSB's presence through community wide collaboration. The re-establishment of a system level Sustainable Development Committee will assist in moving the sustainable development mandate forward.

Sustainable Development

The Sustainability Office focuses on several key areas: reduction of energy, water, and waste; operation and maintenance of buildings; Ecoschools and healthy schools; sustainable education; development of green outdoor areas; and community engagement. This is in keeping with the guidance of Pope Francis in his historic encyclical, *Laudato si'* – On Care for our Common Home as well as the WCDSB's own mission and vision.

The Sustainability Office of WCDSB is actively promoting sustainable initiatives across the board through our Twitter page and our EcoZone website.

Energy Conservation

In September, 2015 the WCDSB became a pledging partner and member of Sustainable Waterloo Region. In 2015-16 we began working on our Energy Conservation Plan. Our goal is to set clear targets to reduce our energy consumption and our greenhouse gas emissions.

Waste Reduction

We have partnered with the Region of Waterloo and delivered the Green Bin program to 10 schools to divert waste from the landfill. We have also installed “moloks” for organics at 14 schools through Waste Management. The goal for 2016-17 is continued and increased waste diversion.



EcoSchools

The Ontario EcoSchools program has been instrumental in the development of sustainable education at our school board. With the help of our teachers and support staff at schools (particularly custodians), our students are far more aware about the state of our natural environment and are tremendously engaged in environmental initiatives. Nineteen WCDSB schools received EcoSchools certification in 2015-16 (10 Gold, 5 Silver, 4 Bronze).

Goals for 2016-17 and beyond include:

- 100% EcoSchools certification by 2018.
- To increase mentoring between schools.
- To develop sustainability courses & workshops for students and staff.

School Grounds Greening

WCDSB currently has 18 outdoor classrooms and 24 school gardens – with a 2016-17 goal of encouraging even greater use of outdoor classrooms and natural spaces for experiential education.



Accessibility

WCDSB's Multi-year Accessibility Plan as well as the WCDSB's Accessible Customer Service, Information & Communication, Employment, and Student Transportation policies and procedures are available online at: www.wcdsb.ca/accessibility/index.html

The AODA standards require that the Ontario Building Code be followed regarding accessibility for newly constructed schools and for schools where major renovations occur.

Key Accomplishments

- During the year, school designs were selected for two new schools – St. Vincent de Paul CES and St. Brigid CES. Architects worked on these designs during 2015/2016, and will finish their work in the following school year.
- Two major renovations took place during the year which required both school buildings to be brought up to current accessibility standards.

Evidence

- The new school designs are being designed to meet the Ontario Building Code and will be fully accessible.
- The major renovations that took place at St. Anne CES in Cambridge and St. Aloysius CES in Kitchener required alterations at each school to bring them up to current accessibility standards.

Analysis and Reflection

The AODA standard does not apply to schools which do not undergo major renovations. As students register at schools where facilities may not meet their accessibility requirements, modifications will be made as required. All sites which do not meet the standards for accessibility listed in the Ontario Building Code will receive upgrades on a rotational basis through the Multi-Year Capital Plan. These upgrades may include things like door hardware modification, power door openers, and specialized signage.



Safe & Nurturing Schools / Equity & Inclusion

At the WCDSB we continue to work together to ensure a safe and welcoming school environment for everyone. It is essential that our schools are safe, inclusive and accepting so our students can continue to increase their well-being and achievement as they strive to reach their potential to transform God's world. Our code of conduct; bullying prevention and intervention plans, education and events; progressive discipline procedures; restorative justice teachings; online safety education; healthy relationships education; equity, diversity and inclusive education; and police/school board protocol all serve to help our students realise this potential.

Leadership for Equity and Diversity (LEAD Academy)

Participants in the LEAD Academy are working as a team with other educators in the board to develop, implement, and evaluate school-based equity projects that will address the needs of the most vulnerable students in their school population. Teams include at least four members in one of the following configurations:

- School-wide teams
- Staff from the same school
- Family of schools teams
- Staff from various schools within the same family of schools



Equity Trainers Collaborative (ETC)

Participants in the Equity Trainers Collaborative (ETC) are receiving intensive training in order to become “Equity Trainers” responsible for supporting equity related projects at the school, family of schools, and board-level including the professional development of classroom teachers and school administrators. In addition to attending the LEAD Academy workshops, ETC members are receiving additional training support designed to prepare them to develop and facilitate future cohorts of the LEAD Academy.

Participants in the LEAD Academy will continue to work as a team with other educators in the board to develop, implement, and evaluate school-based equity projects that will address the needs of the most vulnerable students in their school population.

“Equity Trainers” will become responsible for supporting equity related projects at the school, family of schools, and board-level including the professional development of classroom teachers and school administrators. ETC members will develop and facilitate future cohorts of the LEAD Academy.

What WCDSB Staff Say About LEAD Academy Workshops

“My participation has offered an opportunity to see more deeply the challenges faced by our most vulnerable students. As a Catholic community we are called to make changes where change is needed”

“My involvement has opened my eyes to the diverse experiences of our students and families, and how lived experiences impact a sense of belonging and success in school. My understanding and awareness of the wide range of diverse life experiences our students have, has humbled me, opened my eyes to the realities of privilege, and pushed me to learn more, see more and do more work towards equity”

“Our work with Dr. Sonia James-Wilson during the 2015-2016 school year has been nothing short of transformational. I have certainly changed as a result of it because how and what I think about equity has changed, how I feel has changed, and the actions I take have changed. I have a much better understanding of Liberation Theology and the Preferential Option of the Poor, and am able to apply these to my actions”

Support for First Nations, Métis and Inuit Students

In 2011, WCDSB began to collect self-identification data of First Nations, Métis and Inuit students. Our goal is to ensure that the needs of our students who have indigenous heritage are met and that they can recognize themselves in our schools and be proud of their heritage as Canada’s first peoples.

In 2011 we had 47 students self-identify in our system. By 2015, we now have more than 200 students who self-identify as First Nations, Métis or Inuit. This growth is a result of growing relationships with our families and our students through outreach, awareness and through integrating First Nations, Métis and Inuit perspectives in the curriculum.

Some of the many highlights include professional development opportunities for teachers, a collaborative learning project in math through a First Nations, Métis and Inuit perspective as well as cultural student workshops to highlight just a few

of the exciting happenings. Resurrection CSS also had a student production of *The Berlin Blues* by acclaimed playwright and author Drew Hayden Taylor. We have partnered with community organizations to create high quality programming for schools and organizations within the Waterloo Region.



Student Engagement, Achievement & Innovation

EQAO

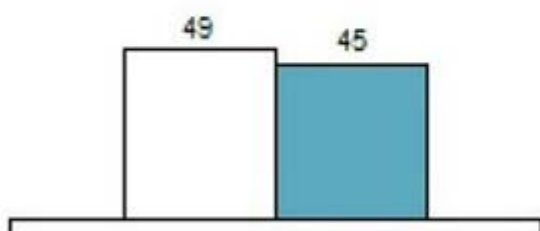
In 2015-16 our students met or exceeded the provincial average in all Grade 3, 6, 9 & 10 EQAO assessment categories. Grade 3 math results surpassed the province by 5%, Grade 6 math surpassed the province by 2%, Grade 9 Applied Level math was 4% ahead of the province, while the board's Ontario Secondary School Literacy Test (OSSLT) results also topped the province.

Key Results:

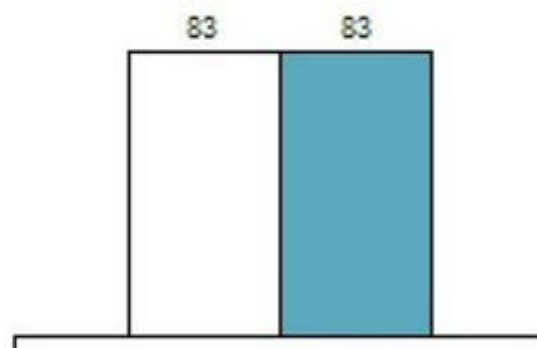
- The Grade 3 WCDSB to Ontario comparison shows WCDSB ahead of the province by +4% in reading (76%), +3% in writing (77%) and +5% in math (68%).
- The Grade 6 WCDSB to Ontario comparison shows WCDSB reading and writing scores level with the province (at 81% and 80% respectively) -- while math (52%) stands +2% above the provincial average.
- The Grade 9 WCDSB to Ontario comparison shows WCDSB's Applied Level Mathematics students ahead of the province by +4% (at 49%) -- while the board's Academic Level Mathematics students match the provincial average of 83%.
- English Language Learners in Applied Level Mathematics scored 46% -- nine percent ahead of the rest of the province.
- Students with Individual Education Plans (IEPs) in Applied Level Mathematics scored 43% -- six percent ahead of the rest of the province -- while students with IEPs in Academic Level Mathematics scored 77% -- also six percent ahead of their provincial peers.
- The WCDSB to Ontario comparison of OSSLT results shows WCDSB students topped the provincial average by 1% -- with 82% of students achieving success.

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2015–2016

APPLIED COURSE



ACADEMIC COURSE

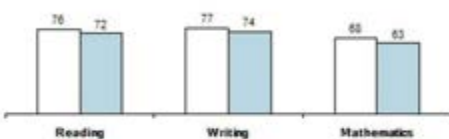


□ Board

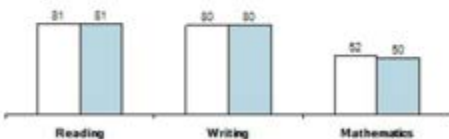
■ Province

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2015–2016

Grade 3



Grade 6



□ Board

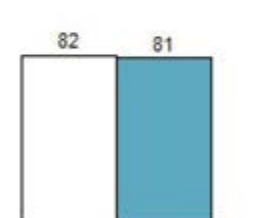
■ Province

FIRST-TIME ELIGIBLE STUDENTS, 2015–2016: PARTICIPATION RATE AND ACHIEVEMENT RESULTS

Percentage of Eligible Students Who Participated Fully



Percentage of Fully Participating Students Who Were Successful



□ Board

■ Province

Student Engagement, Achievement & Innovation

Early Learning

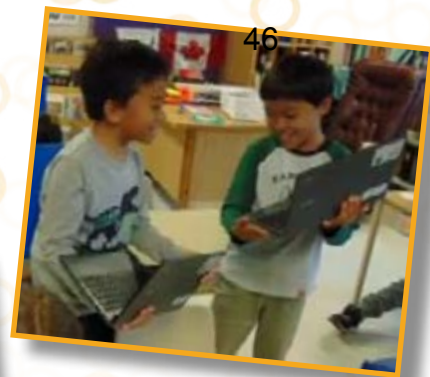
Extended day programs offer families a convenient seamless day in a setting that is safe and nurturing.

In school communities where sufficient interest exists, extended day programs are available from 7 a.m. to 6 p.m. In 2011, the extended day program was implemented in three elementary schools providing care for 44 students. Programs have since been expanding to meet families' needs and are now offered at 31 Catholic schools in Waterloo Region, providing quality inclusive care to more than 1,000 students. The program provides children from JK to grade 6 with opportunities to expand their knowledge through a variety of activities that stimulate their curiosity, independence and communication skills. Extended day programs are delivered by teams of Registered Early Childhood Educators who are dedicated in providing faith based, quality, educational programming. Programs are delivered in an enriched play-based educational environment that compliments the school day curriculum. The extended day program offers parents a convenient school location, equity of access in a safe and healthy environment for young children.

Special Education

The WCDSB's vision of, "Our Catholic Schools: Heart of the Community – Success for Each, A Place for All," speaks to the WCDSB Multi-Year Strategic Plan by improving student learning and achievement for students who have an Individual Education Plan.

Staff are engaged in cultivating collaborative learning communities to increase student engagements, achievement and innovation. Our Special Education Advisory Committee (SEAC) created a guide for parents to navigate their child's IEP. Our SEAC committee was provided \$8 000 as part of the Ministry of Education's Parents Reaching Out Grants (PRO Grant) to be used for a conference in the Spring of 2017, "Empowering and Engaging Students with Special Needs to Support Student Success".



WCDSB's Student Services department supports the Ministry of Education Special Education Goals within the Student Achievement agenda:

- Improve achievement and well-being of students with special education needs through community partnerships across Waterloo Region (e.g., Partnership with Parents for Community Living for a Computer Apprenticeship Program and the development of our Community Connections Program to create co-op placements for our students in Active and Community Living classes).
- Increase capacity of schools to effectively meet the needs of all learners (e.g., Learning for All teacher portal, professional activity days with a focus on meeting the needs of all learners with an emphasis on the Individual Education Plan).
- Support the development and implementation of effective Individual Education Plans (e.g., professional learning for all teachers, special education teachers, administrators and support staff).
- Enhance collaboration among ministries, schools, families and community partners (e.g., Special Needs Strategy: submission of Co-ordinated Service Plan to the Ministry of Education).
- Enable transitions for students into, through and exiting from WCDSB (e.g., dedicated community transition support worker to facilitate pathways for our students exiting WCDSB at age 21).
- Implementation of Academic Placement (AP) pathway courses in all of our five Secondary Schools across WCDSB
- Investment in mobile technology to support student achievement goals (e.g., 100 percent of all student Chromebooks have Google Read and Write application installed to ensure access to technology for all students JK-12)

The Board's Special Education Plan is available at www.wcdsb.ca/spec-ed/dl/pdf/SPECIAL-EDUCATION-PLAN.pdf

Literacy and Numeracy

Literacy: Kindergarten to Grade 3

The focus for literacy learning in 2015-2016 continued to be precision in data analysis, text selection and vocabulary building to respond to learner needs within a gradual release model. Particular attention was given to students with identified and unidentified literacy learning challenges. Knowing the learner through focussed student data collection: (observations, conversations, products), and responding within guided reading, writing, word study opportunities were particular areas of attention. With the supportive collaboration of the speech and language department, professional learning opportunities engaged Kindergarten to Grade three teachers in a range of strategies including:

- Literacy data analysis, including B LAM data and classroom assessments in all areas of literacy instruction
- Co-planning, co-teaching & co-observing lessons to respond to this data
- Co-reflecting on observation data to plan next steps for teacher learning and student learning
- Focussed analysis of the demands of texts to gain precision in matching texts to learner needs
- Teacher questioning within a gradual release model to provoke student thinking and persistence during literacy tasks
- Building an enhanced understanding of the relationship between teacher language and the gradual release instructional model
- Deepening teacher learning around the components of literacy learning within all literacy tasks



Teacher feedback data shows greater awareness of the broader range of literacy components necessary to develop critical text consumers, the importance of teacher language to support students as they gain independence, and the role of assessment in matching texts to learner needs.

Numeracy: Kindergarten to Grade 12

The WCDSB had a continued focus on the areas of our K-12 Numeracy Plan in 2015-16, which included professional learning that addressed the following areas:

1. Mobilizing Mathematics Knowledge for Teaching (MKT) -- deconstructing the mathematics curriculum using the Big Ideas including backwards design planning for instruction with a focus on the sequence of learning in the mathematics curriculum. This involves continuing providing resources for teachers in developing a daily number sense routine, 15-minute mini-lessons to increase fluency in arithmetic, mental math, operational skills and modeling of mathematical thinking.
2. Supporting teachers in providing a Comprehensive Math Program which includes: a repertoire of instructional approaches, and a balance of the development of conceptual and procedural understanding, skill development and problem-solving. Supporting this will be revisiting concepts through the practice of punctuated instruction and providing additional opportunities for teachers to build capacity in promoting an adaptive mathematics learning environment.

Innovative Practices in Kindergarten to Grade 8 to Improve Outcomes in Mathematics

The WCDSB targeted mathematics teaching and learning strategies in response to student groups who are struggling in mathematics. Practices to support these students are essential for some, but they are also helpful to all students for optimizing learning and achievement. These innovative practices include:

- Continued efforts to develop daily number sense routines to increase mental math and computational fluency in K to 6 classrooms; classroom teachers integrating the use of number strings and number talks into daily connected learning of mathematics throughout the day in early years, primary & junior classrooms;
- Implementation of networked professional learning communities in mathematics, Collaborative Inquiry and Learning in Mathematics (CIL-M) and Grade 3 to 6 Numeracy Networks. The implementation of CIL-M included Grades 1 to 6 classrooms, teachers and administrators with a focus on subtraction and division as well as patterning and algebra. The implementation of the Grade 3 to 6 numeracy networks included Grade 3, 4, 5 & 6 classrooms, teachers and administrators with a focus on proportional reasoning; the junior numerate learner is at the heart of this inquiry;
- Numeracy Learning Leaders; K to 6 teachers of mathematics and administrators representing 31 of our 45 schools collaborating to develop a deeper understanding of the math content in the curriculum and engaging in learning opportunities to improve student achievement in mathematics with a focus of math leadership learning at their school sites;



- Mathematics research project for early learners of mathematics, Math for Young Children (M4YC) with Trent University and the Ministry of Education. Our third year in this collaborative action research project with a focus on spatializing the mathematics curriculum. Schools involved in M4YC include St. Bernadette (2013 & 2014), St. John (2014, 2015 & 2016), Monsignor Haller (2015), Our Lady of Grace (2015 & 2016) and St. Aloysius (2016 & 2017). Areas of math content learning include: 2D & 3D Geometry, Measurement, Number Sense, and Algebra with a focus on ceiling less curriculum approach to learning;
- School Based Instructional Rounds (SBIR) in math teaching and learning; a school based approach to observe student mathematics learning in areas of urgent learning need, targeting teaching strategies and monitoring progressions in learning within a focused area of mathematics;
- Small & Northern Boards (SNB) project; with the Ministry of Education collaborative action research project over two years at John Sweeney CES in the areas of spatial reasoning and measurement.

Parent Engagement

At the WCDSB, we know that student achievement, well-being and faith development improve when parents play an active role in their children's education. Our excellent WCDSB schools continue to become even better when parents are engaged. To this end, the entire system benefits from the excellent work our Catholic School Councils (CSCs) and Catholic Parent Involvement Committee (CPIC) (<https://www.wcdsb.ca/parents/pic/pic.html>) do to empower parents to be ever more engaged. A key initiative to increase meaningful parent engagement was through obtaining and using Parents Reaching out Grants.

Key accomplishments

Thirty-eight of 50 WCDSB Catholic School Councils (CSCs) received PRO Grants in the 2015/16 school year for a total of \$35,870 -- to fund a wide variety of parent workshops supporting the educational and career planning needs of their children, including:

- Workshops for parents about cyber-bullying, internet safety and character development to support parents' involvement in student achievement, safety and well-being;
- Parent led workshops to share their expertise on a variety of topics such as multiple intelligences, literacy, and numeracy to support parent engagement of student achievement and well-being;
- Science nights for families to experience science together and encourage student success in science with the support of their parents (Science Technology Engineering Mathematics);
- Workshops to enhance parent engagement by providing parents with math information and resources to support their children's learning at home and at school;



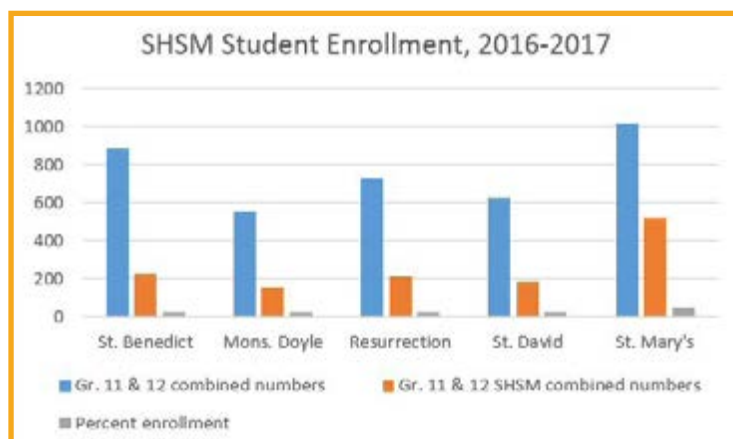
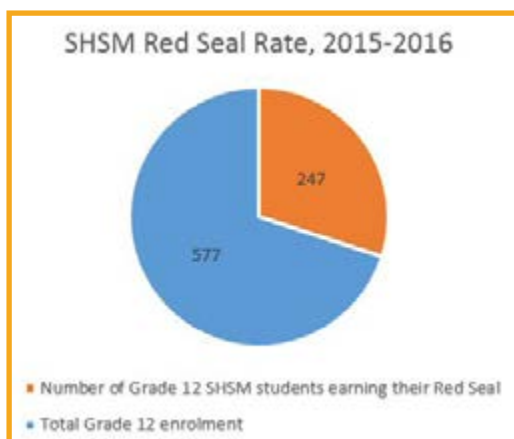
- Presentations to provide parents with information and strategies to support positive mental health, build resiliency, and help their children manage stress and anxiety;
- Providing parents with important information and resources to improve communication and parent engagement in student achievement and well-being;
- Creation of parent handbooks with information about how parents can support their children's transition to high school and on how parents can stay involved throughout high school to support student achievement and well-being;
- Workshops for parents on equity and inclusive education to create a safe, equitable, and inclusive school culture where every child can succeed;
- A series of workshops for parents on student fitness, health, and nutrition in support of student well-being.

For the 2016-17 school year the Waterloo Catholic Parent Involvement Committee will be holding a 3 hour parent event at St. Mary's H.S. on Saturday, April 1 from 9am to 12pm. It promises to be a highly engaging day and the CPIC is engaging in more partnership and collaboration with other partners within the Waterloo Catholic community.

Specialist High Skills Major Program

The WCDSB's Specialist High Skills Major (SHSM) programs are recognized as among the very best in Ontario. These innovative learning opportunities encourage students to focus their secondary school education toward a career area of their choice. No matter which pathway the student chooses, whether it be apprenticeship or college/university, they can earn an SHSM red seal diploma. The SHSM symbol on their diploma informs employers and post-secondary institutions that the student has the knowledge, skills, and industry-recognized qualifications related to a particular career sector. The Ministry of Education plans to grow the SHSM program with an enrollment target of 25% of all grade 11 and 12 students implemented over the next four years. The current provincial average enrollment for SHSM is fourteen percent.

By contrast, the Waterloo Catholic DSB currently has an enrollment of 35% in SHSM for all grade 11 and 12 students. In 2015-16, the WCDSB had 247 grade 12 students earn their red seal diploma.





Student Leadership

In November, 2015 the Waterloo Catholic District School Board Student Trustees established the WCDSB Elementary Student Senate. The Elementary Student Senate provides a forum for student servant leadership, the exchange of ideas, discussion, consultation, peer mentorship and communication with the Secondary Student Senate. It is a resource that allows elementary students to share their opinions and opens a communication channel with the Student Trustees. The data obtained from this forum is used to help the Student Trustees better represent students and is intended to be shared with the board community.

In January, 2016 a diverse sample of the WCDSB students were invited to participate in the first ever WCDSB Town Hall. The Town Hall is an initiative in consultation with the Director of Education to gain further insight into students' experiences in our Waterloo Catholic Schools. The Town Hall included facilitated discussions to receive students' input on the WCDSB Multi Year Strategic Plan as well as creating a platform for students to share their experiences about their schools and education.

In April, 2016 the Waterloo Catholic District School Board Secondary Student Senate organized Operation Leadership: To Community and Beyond. Student representatives from each elementary and secondary school were present for a fun filled conference comprised of keynote speakers, leadership workshops and spirit sessions. The goal of the conference was to develop a sense of fellowship within the board and to reward students for their outstanding leadership in the schools.

In May, 2016 the Waterloo Catholic District School Board Secondary Student Senate planned a United Week initiative where each secondary school organized a fundraiser and the money raised was donated to United Way. Initiatives such as, bring your own banana, coffee houses and miracle minutes took place throughout schools and the secondary schools raised approximately \$1500 which will help towards United Ways efforts in our community.

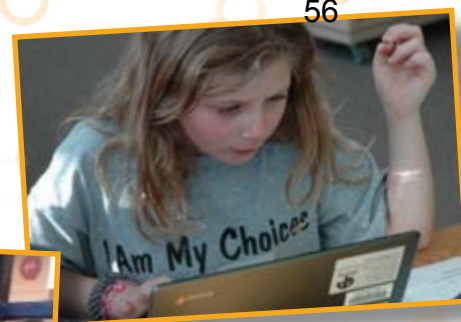
21st Century Learning

As part of the board's final Ministry of Education report for the Technology Learning Fund, we created two video artefacts which illustrate students achieving their highest potential through 21st century learning in our classrooms. The first video illustrates how Laura Healey (St. Matthew) used innovative teaching approaches and technology to improve student understanding of key concepts related to a Grade 6 math unit on measurement. The second video is of Tawnya Dosman's Grade 3 class (Holy Rosary) and how they used Chromebooks, Google Docs and voice notes to write collaborative adventure stories.

In 2016, 650 elementary students participated in our Elementary Technology Skills Competition, which is designed to provide learners with an opportunity to develop 21st Century skills in hands on, problem-based, collaborative activities. The PD sessions outlined below were also designed to help prepare students for the skills competition.

Thirty-five elementary teachers participated in Lego robotics PD to support the kits we purchased for elementary students with Ministry funding (primary, junior/ intermediate). The focus of the PD was so that students could gain more experience; building models featuring working motors and sensors; programming their models; and exploring a series of cross-curricular, theme-based activities while developing their skills in science, technology, engineering, and mathematics as well as language, literacy, and social studies.

Twenty-two educators were selected to attend PD delivered by Google engineers in order to run coding pilots using the CS-First curriculum. The focus of this initiative was to give students an opportunity to use coding to develop 21st century competencies and as a way of demonstrating their learning.



Teachers were asked to identify the areas in which their knowledge and application of strategies and tools were enhanced through participation in the 21st century professional learning cycle.

New 21st Century Learning Tools

Using capital and Ministry funds we will establish a ratio of 1 : 3.5 (Chromebooks to students) in each of our elementary schools and a ratio of 1 : 3 in our secondary schools. After this round of distribution the Board will have more than 6,500 Chromebooks throughout the system. The purchase of the Lenovo N22 Chromebook with a rotatable camera will aid in improved pedagogical documentation, supported by the usage of technology.

Enabled by Research & Development Office (RDO) funding, new data projectors were rolled out to every elementary library across the system, as well as to the newly-rebuilt St Anne CES in Cambridge. These new projectors have bulbs that are 1/3 the cost of the current projectors, are brighter and have almost twice the lifespan. Projectors are used to engage students with rich instruction and content. They play a critical role in the Board's new pedagogies.

Cloud-based Software

Cloud implementations remove the burden of supporting the extensive server infrastructure and file storage for often less money or free to the Board. The Board's administrative Exchange email infrastructure has been moved to Microsoft Office 365 Exchange online, Synrevoice has been moved to a cloud implementation and Compass for Success -- a cloud implementation for managing information for student achievement -- has been implemented. Testing of a cloud

shared server environment with several other school boards has started this year. The Smartfind Express and ERO staff attendance and PD applications have been moved to a hosted implementation and the Google apps for Education package continues to expand with more engagement tools for students and teachers, including tools like Gmail and Read & Write.

Wireless Infrastructure

WCDSB wireless infrastructure allows students and staff to Bring Your Own Device (BYOD) and connect to the Board Internet feed and online resources. WCDSB has been experiencing greatly increased utilization of the BYOD wireless infrastructure. The Board Internet feed utilization has been increased steadily to our full capacity. Upgrades are being made to the wireless to support the ever increasing demand of devices and bandwidth. Wireless connectivity has been made available in all instructional areas within the Board. In 2016/17 the Board will continue to add wireless to new instructional spaces and portables. Present infrastructure will be upgraded as required by increased demand.

Adult & Continuing Education

This year St. Louis Adult Learning and Continuing Education Centres is celebrating 30 years of offering, “Hope, Opportunity, & Success for All” in the Cambridge, Kitchener-Waterloo and surrounding communities. St. Louis is an integral part of the Waterloo Catholic District School Board and is proud of the four pillars used to guide all program decisions:

1. Offer secondary school credit opportunities to adults in a variety of models;
2. Offer language training to both adults and youth;
3. Offer pathway programs that lead to employment; and
4. Offer program supports to day schools and the greater community.

Quickfacts about St. Louis:

- 383 staff at five main locations and many satellite locations;
- There will be 13,000 to 15,000 ‘learner contacts’ this coming year;
- 700 applications to college and universities were processed in 2015-16;
- 1,500 adults receive English language instruction on a daily basis;
- 1,700 Kindergarten to Gr. 8 students receive Saturday morning language instruction in one of 19 languages;

- Approximately 42,000 hours of additional literacy and numeracy support were provided for Gr. 7 to 10 students in our elementary and secondary schools as value-added academic supports;
- Our Culinary Arts, Hairstyling, and Personal Support Worker programs continue to offer adults employment pathways while also granting secondary school credits; and
- St. Louis graduated 372 students last year with an Ontario Secondary School Diploma.

One focus for St. Louis from last year which will continue throughout this year is the support for the many Syrian refugees who have arrived in our communities, as well as all newcomers to our region who make Kitchener one of the top ten newcomer destinations in the country. St. Louis provides critical language training to adults and supported 293 Syrian refugees in 2015-16 with their language training needs, with that total expected to increase in 2016-17.





ESL

WCDSB's Newcomer Reception Centre has been busy welcoming the world to our board. Over the last couple of years, we have seen a dramatic increase to the number of students coming to our board learning English as an additional language. We currently have students from 100 different countries, speaking 99 different languages! This year, the Newcomer Centre celebrated ten years of service to the WCDSB community. As one of the longest running Newcomer Reception and Assessment Centres in the province, the occasion was marked with much celebration as some of the former, now retired staff, who began the centre in 2006, joined in the celebration.

Our Accomplishments

- 33% increase in the number of newcomer students welcomed from 2013/14 to 2014/15;
- 44% increase in the number of newcomer students welcomed from 2014/15 to 2015/16;
- Anticipating a further increase from the 2015/16 academic year to 2016/17;
- Most newcomer students are arriving from Central and South America, Africa, and the Middle East;
- Partnerships with YMCA Immigrant Services, as well as the KW Multicultural Centre provide smoother transitioning to the WCDSB community.

Special programs such as Mothers' Group -- held at St. John CES -- support newcomer transitioning. With the continued partnership with our Settlement Workers, staff are able to successfully support these programs.

Follow the Newcomer Reception Centre on Twitter @WCDSBNewcomer

FSL

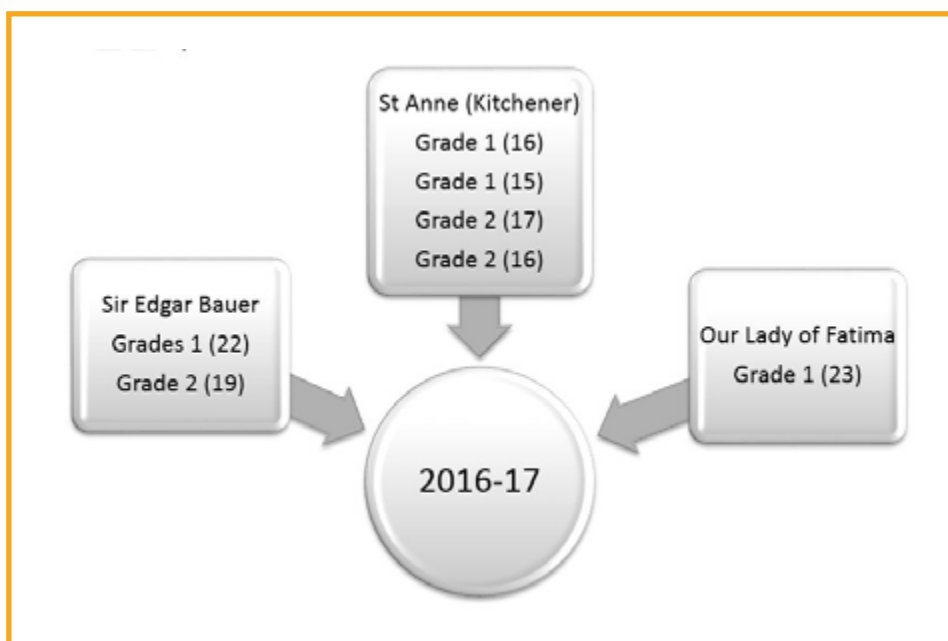
In the Fall of 2015, as our first cohort of French Immersion students were settling in to St Anne CES in Kitchener and Sir Edgar Bauer CES in Waterloo, we were already busy expanding the FI program to Our Lady of Fatima CES in Cambridge, complete with parent information nights in December and January, and Open Houses in June. Our Core French students from Grades 4-12 enthusiastically participated in system-level enrichment activities such as Classes Vertes, Concours Oratoire, and the Pathways to Bilingual Success Student Conference. Over the course of the year, Core French teachers also had opportunities to participate in collaborative inquiry, and co-teaching initiatives. Teachers were inserviced on topics which included the FSL for All, and the FSL Continuum of Implementation. New teachers participated in a Mentoring Group, and four teachers took their DELF Correcteur certification through the French Embassy.

Looking Ahead to Priorities for 2016-17

- Develop the French Immersion Pilot Program
 - » Market the FI program during the Kindergarten registration process; make information easily accessible on the board website; host parent information nights; and send home program information with Kindergarten students in December.
 - » Respond to student achievement data collected in the first year
- Increase the Percentage of Core French Students in Grades 9-12
 - » Meet with secondary school French departments to share data pertaining to FSL participation trends for students with an IEP



- » Work with the French, Special Education and Guidance departments at Resurrection CSS to offer the FSF10 credit for Fall, 2017
- » Work with the French department at Monsignor Doyle CSS to add AP French to the list of course offerings in Fall, 2017.



International Education

The Ministry of Education released the Ontario Strategy for International Education, JK-12, in June 2015. The goals of the document align directly with the dimensions of the Waterloo Catholic strategy as our district continues to include global citizenship and competencies as essential aspects of a comprehensive 21st century education.

Highlights:

- In 2015-2016, we saw the first secondary school graduating students who participated in the International Certificate Program. Waterloo Catholic is only the third district in Canada to offer this opportunity to our students. During the school year, many secondary students from our schools also participated in an Global Youth Forum and a Model UN conference organized in collaboration with our education partners at the Centre for International Governance Innovation (CIGI), in Waterloo. Model UN is an education simulation in which students learn about diplomacy, international relations and the United Nations.
- New secondary school courses with an international focus were introduced in three of our secondary schools and workshops in intercultural competencies and awareness were also introduced to students and staff.
- Twenty-two elementary and secondary schools hosted international students and educators from ten different Asian, South American and European countries. International students were immersed in our classrooms, learning about Canadian culture, improving their English language skills, and learning with their Ontario colleagues. Our students benefited from the interface with other cultures and often established international relationships which will last a lifetime.



- In July 2015 and July 2016, sixteen Waterloo Catholic teachers and principals were guests of a famous school in Shijiazhuang, China. Our educators shared their expertise and had the opportunity to experience Chinese culture and education through an immersion experience.
- In October 2015, two Waterloo Catholic principals were invited guests participating in an international education conference in China. They learned and shared their best practice and perspectives with delegates from fourteen different countries through this immersion experience.
- In July 2016, a delegation including five secondary teachers and a vice-principal travelled to Japan to prepare for the first cultural exchange program between a school in Yokohama, Japan and our secondary schools in 2016-2017.
- Waterloo Catholic continued to promote the “Waterloo” brand internationally in cooperation with our post-secondary education partners – University of Waterloo, Wilfrid Laurier University and Conestoga College.

Building Capacity to Lead, Learn & Live Authentically

Professional Learning

Compass for Success

The Compass for Success evidence based decision making tool was implemented to support managing information for student achievement. This tool includes a comprehensive and sophisticated data warehouse and business intelligence solution, dashboards displaying key performance indicators driven by research, data collection tools to support board assessments and teacher tools structured to support the Assessment for Learning philosophy. This will ensure the collection, grouping and monitoring of students on a daily basis including an electronic data wall to track progress for all students.

Extensive training has been attended by Administrators and educators throughout the system. Videos created to help staff in the utilization of the tool have been readily accessed. Weekly Google hangouts virtual sessions have been well attended by educators across the system. Schools are beginning to embed the utilization of Compass to inform educational practice.

Analysis and Reflection: New graphs and data have been added to the dashboard to further inform educators with timely achievement and demographic reports. Compass is being expanded in 2016/17 to include an online Growing Success compliant Gradebook. Further PD opportunities will continue to be made available to the system.

Professional Learning Opportunities

In 2015-16 the board continued with our professional learning cycle to provide opportunities for our teachers to design activities and collaborate on 21st century learning projects with their students and colleagues. Through the professional



learning opportunities provided via collaborative inquiry, teachers identified a problem of practice for their project and used the artefacts of student learning they collected to analyze the effect of their interventions and to determine what kinds of interactions had the greatest impact on student engagement and achievement. The target group for this year's PLC was 76 elementary teachers (i.e. those that had not previously received 21st century PD). Fifty-one percent of the participants were primary teachers, compared to 20% the previous year.

Education Innovation Conference

In order to create a culture to optimize the conditions for instructional leadership in 21st century teaching and learning, the Board hosted its first Education Innovation Conference in November, 2016. Sylvia Duckworth, an innovative educator and the winner of the Prime Minister's Award for Teaching Excellence was our keynote. We used the open space conference format to permit the 100 participants to engage in hands-on, self-directed professional learning related to the use of 21st century learning tools and approaches. By adopting a shared leadership model, we were able to leverage the expertise and experience of a large number of our teachers who are committed to transforming learning and teaching. This is an important initiative because it allows for the innovative practices to be adopted on a broader scale due to the ability of our educators to take ownership of the different ways the tools and approaches can be adapted to improve student achievement.

Leadership Development

Effective leadership and succession planning is key to organizational success. To that end the WCDSB has developed a very robust leadership development strategy. School and system leaders in the WCDSB are continuously developing the capacity to engage in effective instructional leadership as defined by research and the Catholic Leadership Framework.

In order to facilitate the development described above, capacity building will include the components of the Catholic Leadership Framework with a focus on a call to innovative leadership that supports change in the best interests of building capacity and improving student achievement. This process will build the capacity of our aspiring leaders and newly appointed and experienced administrators that will directly support our Board Improvement Plan for Student Achievement (BIPSA) goals.

Our leadership steering committee that oversees the leadership strategy is comprised of members of senior staff and eleven current administrators (15% of all administrators).

Key Accomplishments:

Leadership Part I – based on the book “Shepherd Leadership”

- 47% increase in aspiring leaders participating in Leadership Part I from 2014-2015
- 159 aspiring leaders have completed Leadership Part I since its inception in 2013-2014



Leadership Part II – based on the book “Leading like Jesus”

- 91 aspiring leaders have completed Leadership Part II since its inception in 2014-2015

Leadership Part III – based on a mentorship/job shadowing model

- 49 aspiring leaders have completed Leadership Part III since its inception in 2015-2016
- Induction for New Administrators – mentorship for new administrators
- 19 current administrators or 25% of all our administrators fulfilled exemplary mentorship duties for a new administrator last year, which speaks to their commitment to our overall goal to build leadership in a manner that is intentional and nurtured.

Innovation in Leadership – program that inspires innovative leadership practices through the book “Pope Francis: Why He Leads the Way He Leads”

- 21% of our administrators completed this six session module last year with 49% in total completing since its inception in 2014-2015

Lifelong Learning Series

The Lifelong Learning Series launched last year is an exemplary Catholic leadership and growth development program offered through the Waterloo Catholic District School Board's Building Leadership Development Strategy to all employees. The program reflects in content and approach, the Gospel values. All sessions align with our Multi-Year Strategic Plan and Board Improvement Plan for Student Achievement.

- 130 staff participated in 21st Century Teaching & Learning
- 60 staff participated in Building Interpersonal Skills
- 276 staff participated in Faith Leadership
- 76 staff participated in Introduction to Leadership
- 118 staff participated in Mental Health & Wellness

In total 97 staff achieved certificate of accomplishments for the completion of all modules within one or more of the above series.

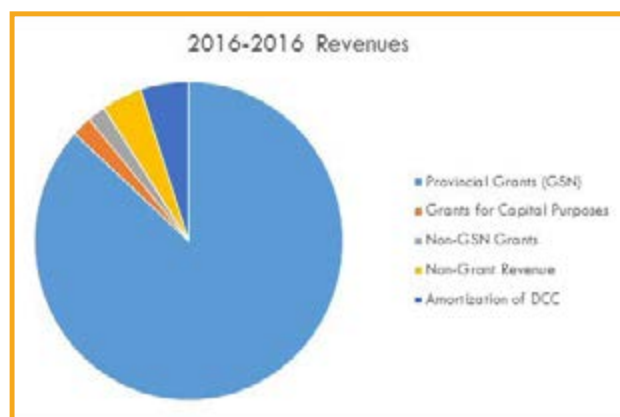
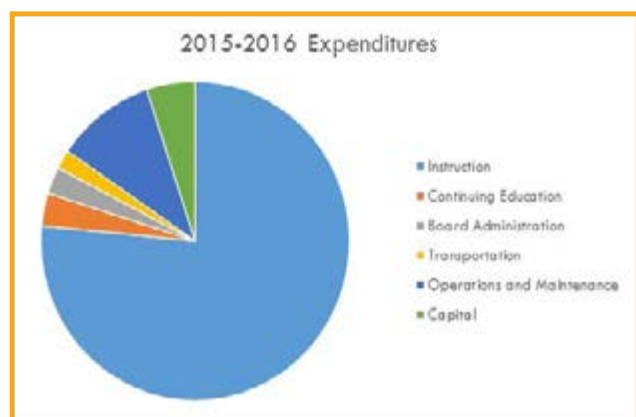
Key “highlight”

Due to the success of our Leadership strategy our board now facilitates its own Catholic Principals Council of Ontario (CPCO) Principal's Qualification Program Part I in which 19 of our staff enrolled.

For more details on our leadership strategy please go to <https://www.wcdsb.ca/about/leadership/index.html>

Annual Revenues & Expenditures

The audited financial statements for the year ended August 31, 2016 reported total revenues of \$254.7 million and expenditures of \$254.1 million. The small surplus of \$0.6 million is available for use in future years as the board continues to build accumulated surpluses. With increasing enrolment in 2015-16 and continuing increases forecast for 2016-17 and beyond, the greatest challenge moving forward will be predicting enrolment based on a shifting trend of registration. These are exciting times in Catholic education, watching our system grow and flourish in ways that parents and families find attractive - Our Catholic Schools: heart of the community -- success for each, a place for all.



Capital Improvements

The 2015-2016 school year was an exciting and busy time in our schools. More than 70 individual projects were undertaken during the year with a value of approximately \$8.4 million. Projects included major additions, as well as upgrading and replacing outdated building components.

Major Highlights:

- A newly renovated St. Anne CES in Cambridge re-opened its doors to the school community in September 2016. The 11,775 square foot addition included six new classrooms, an inviting open foyer, new office and staff area, and new parking and drop off area. Playground space was increased through the acquisition of a neighboring vacant property.
- At Monsignor Haller CES, a full building refresh was undertaken. Work included replacement of classroom partitions, installation of new interior ceilings complete with LED lighting, and new flooring and millwork. Exterior upgrades included LED lighting, and new siding.
- Renovations at Our Lady of Lourdes CES included removal of dated glass block and exterior curtain wall systems. The main stairwell was reconstructed, and new countertops were installed at all radiator locations. The new exterior wall system includes siding and new operable windows.
- At St. Anne CES, Kitchener interior ceilings were replaced and LED lighting upgrades were installed in all corridors and the library. Removal of the glass block window and installation of new windows in classrooms and stairwells added a new openness to the school.



- Work at St. Mary's H. S. included the replacement of the gym flooring system.
- Resurrection C.S.S. received a new state of the art eight lane track as well as exterior lighting and security upgrades.

New Schools:

Planning started on two new schools during 2015/2016.

The new St. Vincent de Paul CES (SVDP) is scheduled to open its doors to students and school community in September 2018. An architect has been selected and design and specifications are underway for the project. Due to site constraints the existing SVDP students have been relocated to 25 Chalmers Ave, Cambridge (formerly St. Ambrose CES). The new SVDP will be built on the existing school property. The majority of the existing facility will be demolished. The new design will reuse the existing school's gym and change rooms. The new school design will be 2 storeys and consist of 19 classrooms plus a childcare facility. The main entry will boast a two storey high entry atrium with a stone veneer clad feature wall across from the main office. The design includes access to natural light within the school environment and throughout the main corridor routes. The school will provide 550 pupil places plus a five-room child care centre. Total cost is \$13.2 million.



The new St. Brigid CES is scheduled to open its doors to the students and school community in January, 2018. The architect awarded the project is +VG Architects (the Ventin Group). The new school concept drawings were presented to the school community during the school's open house BBQ. During construction of the new school, the staff and students will remain on site in the present building as the new building will be constructed in a different location on site. The project will consist of three phases. Phase 1 is the construction of the new single storey 3553 sq. m. facility. The new school will incorporate a large, inviting foyer, double gym, seven classrooms, two kindergarten rooms, one special education room, a learning commons area and a five-room childcare facility. This portion of the construction will be completed and ready for occupancy in January, 2018. Phase 2 includes the demolition of the existing school and construction of the new parking lot. This will take place only after phase 1 is complete. Phase 3 will be the removal of the existing parking lot and will not take place until phase 2 is complete. Total cost of the project is \$8.19 million.

School Renewal Funding:

At the end of 2015-16, the Ministry of Education announced a major enhancement to school renewal funding available to school boards. This exciting announcement means that more capital work will be taking place during 2016-17 and in future years. Please view our published Multi-Year Capital Plan for details on projects being planned at a Catholic school near you.

School Enrollment

Enrollment for 2015-16 showed strong growth over previous years. Two factors are contributing to these increases:

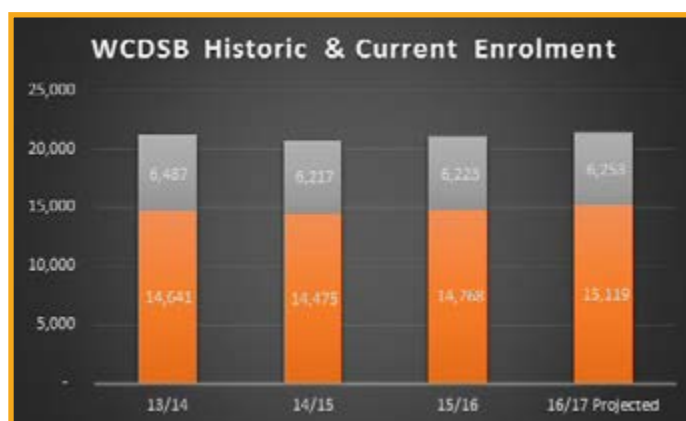
Demographics:

The Baby Boom generation (born between 1946 and 1966) was followed by the Boom Bust generation, which was significantly smaller. This caused a ripple effect resulting in enrollment increases in the 1990s and enrollment declines post 2001. The children of Baby Boomers -- the Baby Boom Echo generation -- are now in their child bearing years and the number of school aged children is projected to increase over the next ten years.

Immigration:

Immigration accounts for much of Waterloo Region's population growth. A change in the admission procedure during 2014-15 has resulted in a significant number of students entering the system from families of other faith traditions.

During 2015-16, surveys were launched for families enrolling their JK/SK age children at our schools. The surveys gathered information on why parents chose our schools, and asked for feedback on how best we could interact with prospective parents. Data from these surveys will inform decision-making in the areas of marketing, planning, and orientation for new students and families.



Appendix

Waterloo Catholic District School Board

BOARD MULTI-YEAR STRATEGIC PLAN

The following hyperlink will re-direct you to the board's Multi-year Strategic Plan for 2015 to 2018. www.wcdsb.ca/about/mysp/pdf/WCDSB-MYSP-2016-18.pdf

BOARD OF TRUSTEES POLICIES

Policies of the Board of Trustees are available online at www.wcdsb.ca/ap_memos.html

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT

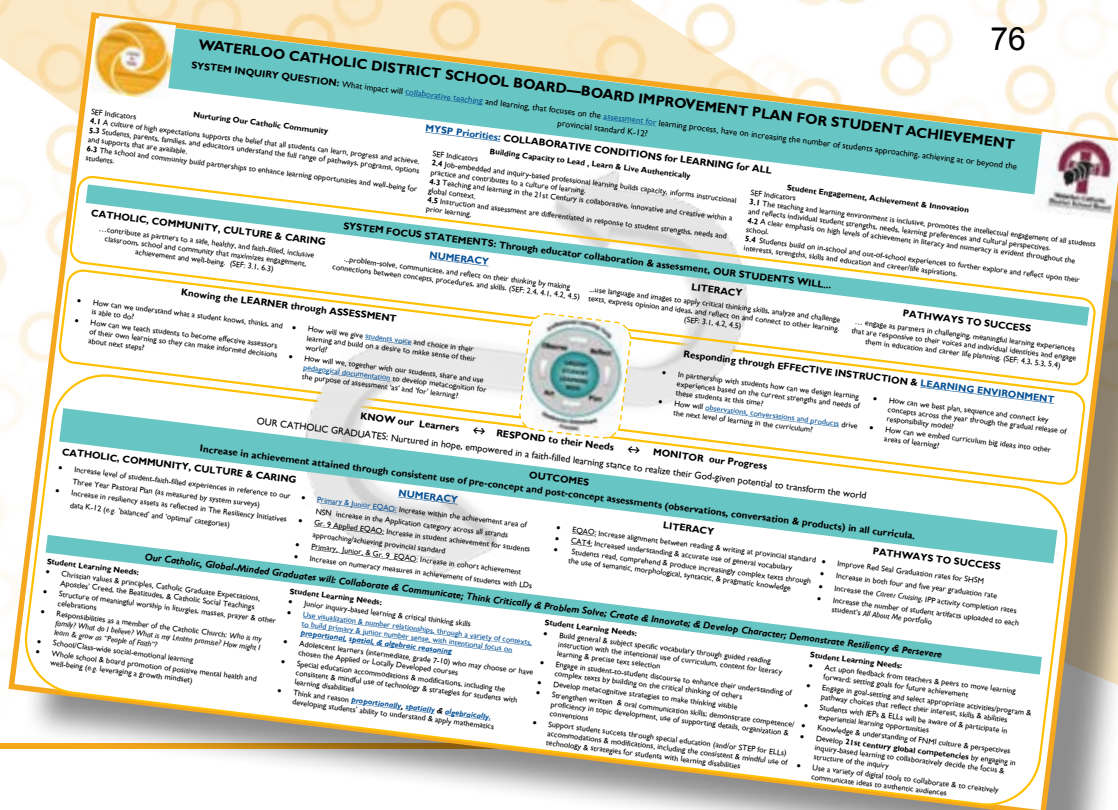
WCDSB's Board Improvement Plan for Student Achievement is available online: www.wcdsb.ca/about/pdf/bipsa/2016-17-MYSP-BIPSA.pdf

PUBLIC COMMUNICATION

Members of the public can sign up to receive up-to-date WCDSB information via Twitter at: <http://twitter.com/WCDSBNewswire>

The board's YouTube channel – WCDSBTube – is available at: <https://www.youtube.com/channel/UCLXXjcqNvbgDmhVSD4y1IEQ>

The online Staff Directory is available at: <http://www.wcdsb.ca/Directory/index.aspx> or by clicking the "Contact Us" link at the top of the Board's web page (www.wcdsb.ca).



The Board's NewsWire subscription service is available at: <http://newswire.wcdsb.ca/wcdsb-subscribe.aspx>.

Board Website

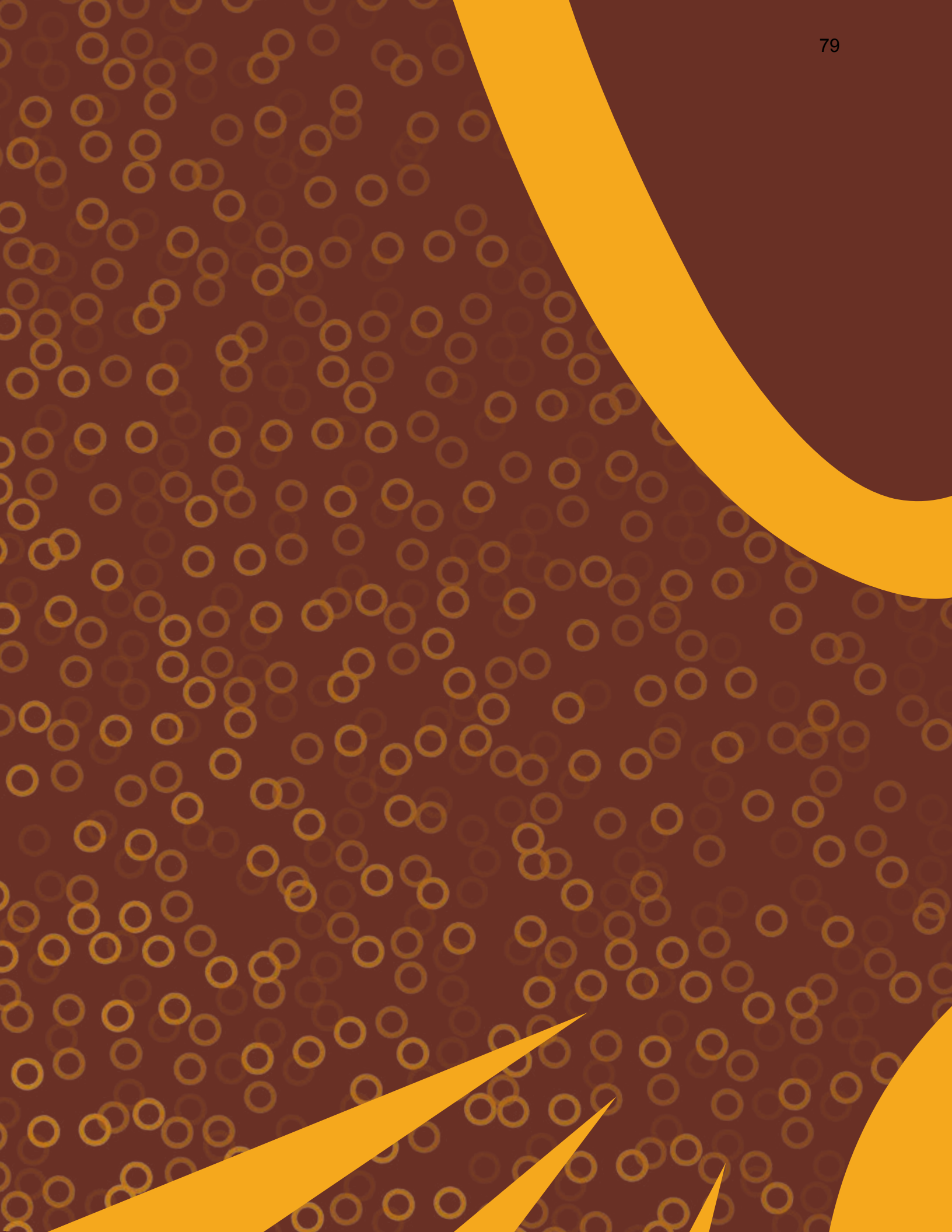
An update of the WCDSB's main website was begun in 2015-16 and will continue throughout 2016-17. The revision includes:

- Improved navigation, ease of access, and profiling of featured schools good news stories about Catholic education – including extensive use of videos and a live Twitter feed.
- A School Safety and Bullying Reporting section to help promote safe schools.
- The Cancellations and Delays section has been highlighted to create better access to inclement weather information for the community.
- A Google search box has been added to ease the search of information regarding WCDSB facilities and services.
- Registering for a WCDSB school has been highlighted in several sections of the main website and the new online registration component has been used by many -- 675 to date.

In 2016-17 the board website will be converted to an easier to edit and maintain environment to enable schools and departments to easily add and manage their own content. This will ensure content is up to date and relevant for the WCDSB community. Online registration will be customized to collect information critical to Catholic Education, and online calendar of public events will be provided, and a new section for school board volunteers will be added.



**Waterloo Catholic
District School Board**



Date: December 12th, 2016
To: Board of Trustees
From: Director of Education
Subject: Update on the Renewed Math Strategy (RMS) at the WCDSB

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 Quality and Accountability Office Act, 1996

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

Achieving Excellence: A Renewed Vision for Education in Ontario (2014)

School Effectiveness Framework (2013)

Alignment to the MYSP:

Priority Area:

Student Engagement, Achievement, & Innovation

Strategic Direction:

Students are Achieving at their highest potential in a 21st Century world

Goals:

To focus on the 21st century competencies of critical thinking and problem solving, creativity and collaboration

To support our students in meeting the Ontario Catholic Graduate Expectations

Priority Area:

Student Engagement, Achievement, & Innovation

Strategic Direction:

Staff are engaged in cultivating collaborative learning communities

Goal:

To improve student learning and achievement in mathematics

To improve student learning and achievement in Applied Level classrooms

To improve student learning and achievement for those students who have an IEP

Priority Area:

Building Capacity to Lead, Learn, & Live Authentically

Strategic Direction:

Leadership & succession planning is intentional and nurtured

Goal:

To improve and to build collaborative ownership of system goals and priorities so they are owned by all

To support Principals and educators in maintaining high levels of professional judgement and assessment

PURPOSE

This report will update trustees on the implementation of the Renewed Math Strategy (RMS) at the Waterloo Catholic District School Board (WCDSB) at the one-third point of the school year. Trustees will recall that the RMS exists as a key component of the Board Improvement Plan for Student Achievement (BIPSA) and reflects numerous board priorities articulated in the Multi-Year Strategic Plan.

In a previous report, trustees were apprised of relevant student assessment data, in particular EQAO trends provincially and locally, that helped shape the WCDSB numeracy plan. Further to this, trustees were made aware of the instructional strategies and capacity-building priorities for 2016-2017. This plan is founded upon a belief that collaborative professionalism and an inquiry mind-set drives pedagogical improvement.

IMPLEMENTATION PROGRESS of WCDSB NUMERACY INITIATIVES 2016-17, as it aligns to the RMS:

RMS HIGHLIGHTS	NUMERACY INITIATIVES 2016-17	PROGRESS (as of December 2016)
Tiered & differentiated system of support	All elementary and secondary schools have been identified as receiving numeracy support at one of these levels: Intense, Increased, Support. Numeracy consultants, elementary numeracy support teachers, & site-based math facilitator assist with differentiated support.	Elementary Intense support schools (2): • K-1: sessions begin term 2 • Gr. 2-6: 1.5-2.5 CI sessions based on SIPSA numeracy focus • Gr. 7-8: 1.5 CI sessions Elementary Increased support schools (4): • K-1: sessions begin term 2 • Gr. 2-6: 1.5 CI sessions based on SIPSA numeracy focus • Gr. 7-8: 1 CI session Secondary Increased support schools (4): • All schools engaged in various learning and CI sessions (details included below with each specific PLN)
Focus on learner with LD profile	Multiple numeracy initiatives invite participation from Spec. Ed. Teachers (SETs) for the purpose of addressing learning needs of the student with LD (<i>i.e.</i> Math Lead Teacher, LMS Team, Grade 9 Applied/Academic Learning Networks, Cross-Panel Networks) Targeted Numeracy professional learning planned for SETs Grade 9 Applied <i>From Patterns to Algebra (FptoAlg)</i> Professional Learning Network (PLN) Closing the Gaps - Grade 9 PLN	Elementary: • SETs attend Intense and Increase support CI sessions • SETs invited to be part of learning as a Math Lead Teacher or as a school site participant in the co-learning with Lead Teachers through release funds. Intense support school administrators, Math Facilitator, Numeracy consultant Gr. 1-8 attended 3 days of Ministry-led prof. learning re: learner with LD profile in mathematics Approx. two-thirds of elementary and some secondary SETs participated in Number Sense Routines training Gr. 9 Applied <i>FptoAlg</i> PLN's: 3 CI sessions which included prof. learning re: learner with LD profile Gr. 9 PLNs invite SET participation

		Secondary Leading Math Success Team received prof. learning on student with LD from SERTs Secondary SETs participated in cross-panel transitions & pathway session (see cross-panel learning networks below for more details)
Increasing math content knowledge - whole school/whole dept. collaborative professional learning	ALL Numeracy Initiatives focus on specific content within proportional, spatial, and algebraic reasoning. Numeracy networks are all rooted in collaboration with colleagues, including the administrator as a co-learner. Elementary numeracy networks: • CIL-M yr. 1 & yr. 2 (Collaborative Inquiry Learning – Mathematics) • Grades 3-6 Network • Number Sense Routines: refresher for elementary, new for Intermediate • Elementary Math Lead Teacher (EMLT) • Intense and Increased support schools Secondary numeracy networks: • Grade 9 Applied <i>From Patterns to Algebra</i> Professional Learning Network • Closing the Gaps between Grade 9 Academic & Applied	Elementary numeracy networks: • CIL-M yr. 1: ◦ Gr. 2-6 network; 1.5 CI sessions ◦ Focus on number relationships and interconnectedness of reasoning areas outlined in BIPSA • CIL-M yr. 2: ◦ Gr.1-4 network: 2.5 CI sessions ◦ Focus on fractional sense as it relates to the reasoning areas outlined in BIPSA • Gr. 3-6 Network: ◦ 1-1.5 CI sessions ◦ Focus on proportional reasoning as highlighted in BIPSA • Number Sense Routines refresher: ◦ Four sessions held for educators in the following grade bands: K, 1-2, 3-4, 5-6 ◦ Select teachers from schools shared their learning journey with participants • Intermediate Number Strings training: ◦ All schools sent 1 intermediate teacher for training ◦ All schools were provided with 1-2 copies of resources based on school size • Elementary Math Lead Teacher (EMLT): ◦ SIPSA numeracy reasoning area supported by break-out sessions • All sessions at Intense/Increased support schools focus on SIPSA content area Secondary: • Gr. 9 <i>FPToAlg</i> PLN: 3 CI sessions (Sem 2 will involve new teachers) • Gr. 9 PLN: 2 - 3 CI sessions per school

	• Whole Department PLN • Mock EQAO Grade 9 Numeracy PD Day New Teacher Induction Program (NTIP)	○ Focus areas related to school and student needs (e.g. development of question strings targeting conceptual gaps; creating targeted EQAO preparation for each unit of study; creating purposeful homework) • Whole Math Dept. PLN: 0.5-1 day CI session (continuing into Semester 2) ○ Focus areas related to school and student needs (e.g. closing gaps in gr 10 - 12 pathway; improving rigour of tasks) • Mock EQAO Gr 9: refined based on EQAO trend analysis while being responsive to present student need - administered month of December Numeracy PD Day ~ November 18th • Feedback highlighted the success of the day based on approx. 600 exit surveys and word-of-mouth feedback from administrators and teachers • A variety of modules offered for self-directed learning K-12 • TRU Math Dimensions explored by each elementary school • Both panels engaged in a “Code Breaker” mathematics challenge: ○ Elementary: Focus on the curriculum document ○ Secondary: Focus on numeracy across subject disciplines NTIP: • Half-day professional learning session with two CI sessions remaining with mentor • After-school session offered to learn more about inquiry in mathematics
Building Leadership Capacity	Elementary Math Lead Teacher (EMLT)	Elementary Math Lead Teacher: • Each school has 1-3 lead teachers involved in this learning • 2 of 5 sessions have taken place so far • Whole group focus on: ○ BIPSA system inquiry question, numeracy outcomes and identified needs ○ Mathematical content and process expectations ○ Assessment for learning driving instruction ○ Beliefs regarding learning ○ Quality numerate tasks as part of the Instructional Core ○ Current research in mathematics ○ Board and Ministry supports (i.e. Vision of Mathematics Learner, Balanced numeracy program) ○ Intentionality of resources to support student need

	Secondary Leading Math Success Team (LMS) Numeracy PD Day (November)	○ Promotion of digital learning tools • Differentiation: ○ Schools break into their SIPSA numeracy focus area of either proportional, spatial or algebraic reasoning ○ Each session is led by a Numeracy consultant and/or Ministry SAO partner Secondary Leading Math Success Team: 4 sessions (monthly) • Exploration of interactive dynamic learning/technology to enhance conceptual understanding • Investigation of math tasks connecting areas of reasoning and usefulness across grade level courses • Co-creating PD for department professional learning • Sharing of professional learning from math conferences • Ongoing discussion/exploration of A & E strategies Numeracy PD Day: • Elementary Math Lead Teachers (1-3 in each school) led professional learning at their school sites for 90 min. based on learning from the EMLT sessions and their own learning through use of release funds (2.5 full days per school). SIPSA numeracy reasoning areas were explored to build capacity amongst staff. • Secondary - LMS Team members facilitated morning numeracy session
Cross-panel learning networks	Every Family of Schools will participate in cross-panel professional learning with a focus on building content continuum knowledge and students not achieving at provincial standard	Each secondary school has hosted a half-day Gr. 8-9 Math Transitions & Pathways collaborative learning session with their feeder schools. Each session included the following: • Investigate mathematics for each of the three Gr9 courses (Essential, Applied, Academic) • Identify connections in our math curriculum between the two panels • Explore a Transition Brochure for students, teachers, & parents to assist them in understanding the differences between the Gr. 9 courses • Gain a clearer understanding of all possible math pathways in secondary and the post-secondary options they lead to - enabling clear communication to intermediate students and their parents

		Explore and give feedback on Gr. 8-9 Math Transitions webpages to be housed on secondary websites
Technology-enabled learning	TLF-M (Technology Learning Fund – Mathematics) project in grades 4-6 with a focus on transformational geometry. (an element of spatial sense) Multiple secondary numeracy initiatives expect educators to consider how to use technology appropriately to improve student engagement and deepen students' understanding of math concepts	TLF-M: - To commence in Feb. as the team needed to secure an external researcher and align dates with training provided by <i>New Pedagogies for Deep Learning</i> Numeracy PD Day: - Technology and Digital Learning module available to all teachers K-12. Elementary: - Twitter is being promoted as a means to connect digitally with one another for various networked learning. - Twitter handles of consultants shared at network sessions - Hashtags have been created to support mathematics learning for networks: #EMLT_WCDSB for Elementary Math Lead Teacher #CILM_WCDSB for CIL-M yr.1 & yr.2 #NUMSTRINGS for Intermediate teachers exploring/learning with the new resources and training provided this year Secondary: - LMS Team explores interactive dynamic learning/technology at each session - Some Gr. 9 PLNs are piloting Knowledgehook and tracking its effect on student learning - Some secondary SLTs focus on how to incorporate technology and dynamic interactive learning Elementary/Secondary: Promotion of Google+ community for ongoing professional learning related to 21st Century Global Competencies which include technology and interactive dynamic learning

Note: CI: Collaborative Inquiry (job-embedded PD which often includes classroom observation)

PLN: Professional Learning Network (often between or among departments and/or schools)

NTIP: New Teacher Induction Program

The Renewed Math Strategy reflects a refined approach to professional collaboration as defined by Policy and Program Memorandum 159: *Collaborative Professionalism* (2016). Because of this, the response to student learning needs is one in which teams of educators work together to explore and employ research-based approaches to instruction and then observe, monitor, and reflect upon their impact. The RMS at the WCDSB supports school leaders by providing for them numerous opportunities to co-learn with their teachers. Principals and vice-principals have received training on managing and interpreting student achievement data in mathematics in order to identify areas of concern as well as determine responsive strategies. Opportunities to broaden and deepen this skill set – and other leadership facets -- will continue as the school year progresses.

Ontario's Renewed Mathematics Strategy (RMS) is outlined in the [April 2016 Memorandum to Directors of Education](#). Further information can be found on the Ministry site or by clicking [here](#).

Recommendation: This report is for the Information of the Board

Prepared/Reviewed By: Loretta Notten
Director of Education

David DeSantis
Superintendent of Learning

John Klein
Superintendent of Learning

Nancy Snyder
Numeracy Consultant

Sherrie Rellinger
Numeracy Consultant

*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – *except where approval is required by the Board of Trustees 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 Director, subject in all instances to what otherwise actually occurred.

Date: December 12, 2016
To: Board of Trustees
From: Loretta Notten, Director of Education
Subject: Annual Report on Accumulated Surpluses/Reserves

Type of Report: ☒ Decision-Making
☐ Monitoring
☐ Incidental Information

Type of Information: ☒ Information for Decision Making
☐ Monitoring Information
☐ Information Only

Origin:

Board Policy IV 008 allows the CEO to use only those amounts from reserves that have been approved in advance by the Board of Trustees. This report is being presented to Trustees to request the use of certain reserves.

Policy Statement:

Board Policy IV 008 Policy Provision 3:

“...the CEO shall not:

1. Use any reserves”

Alignment to the MYSP:

Building Capacity to Learn, Learn and Live Authentically

Strategic Direction: Our decisions, actions and stewardship of resources are evidence-based and responsive

Goal: To commit to evidence based, responsive, timely and professionally executed planning and gap analysis in all budgetary decisions.

Background/Comments:

Accumulated surpluses are amounts held by the school board that have resulted from surpluses in prior years where no external restrictions have been imposed on their use. Some amounts have been apportioned internally for various uses, but the amounts are all generally available for use at the discretion of the Board of Trustees. The terms accumulated surplus and reserve are often used interchangeably.

The CEO is required to obtain permission from the Board of Trustees regarding any use of reserves per Board Policy IV 008. This report serves as the annual request for the use of such funds to ensure that the Board is compliant with Board Policy.

Accumulated Surplus Balances

1. WSIB: \$147,220

This reserve is used by an outside agency to settle WSIB obligations on our behalf. The balance fluctuates depending on needs and level of replenishment. A budget of \$180,000 has been approved in contributions to the account for the year. The actuarially determined obligation for our WSIB claims at August 31, 2016 is \$1,637,999. Since the balance in this account fluctuates, administration would like full access to the balance to service our WSIB obligations. **A request for the full use of these reserves can be found at the end of this report.**

2. Operating/Working Funds: \$2,478,072

This is a general surplus without internal or external restrictions. There is no request for the use of these funds.

3. Network Infrastructure: \$700,000

This amount was set aside to fund WCDSB's portion of the infrastructure for access to the Waterloo Region Education and Public Network (WREPNet). This reserve has been sitting unused for a number of years. The Chief Information Officer has advised that anticipated costs of \$150,000 will be budgeted for 2017-18, with no further major draws planned in the medium term. The costs of maintaining WREPnet infrastructure will be included in a newly developed multi-year plan for technology on a prospective basis. Accordingly, it is recommended this reserve be made available for technology purchases as detailed in the multi-year plan for technology and will be renamed **Technology Renewal Reserve**.

The multi-year plan for technology will be presented to Trustees in the Spring of 2017.

4. Insurance: \$150,000

The insurance surplus was set aside to manage the deductibles related to multiple incidences of property damage where available operating budget dollars are insufficient. There is no request to use these funds at this time.

5. Early Learning Resources: \$200,000

This reserve was set up at the end of 2015-2016 in order to provision for future resource needs related to the Extended Day Program which require renewal. **A request for the full use of these reserves can be found at the end of this report.**

6. Administrative Capital: \$61,945

This reserve was set up at the end of 2015-2016 in order to provision for future administrative capital needs. The Ministry of Education does not provide funding for renewal or replacement of administrative buildings. Funding can be taken from the Board Administration envelope to a maximum of administrative grants exceeding administrative expenses. Building condition assessments are currently being undertaken for the Catholic Education Centre and Facility Services buildings. This assessment will dictate the need and priority of work being carried out within the funding available for this purpose. There is no request to use these funds at this time.

7. Committed Sinking Fund Interest: \$503,979

These funds have been set aside to service interest costs relating to certain retired sinking fund debentures which have been refinanced by the Ministry of Education. **A request for \$50,000 for associated interest costs can be found at the end of this report.**

8. Committed Capital Projects: \$463,809

The Board has internally set aside funds to pay for investments in capital assets. This amount will be drawn down on an annual basis to offset the costs of depreciation related to assets which the Board has purchased. **A request for \$100,000 from these funds can be found at the end of this report.**

In previous reports, requests for the use of deferred revenues has also been made. Upon further review, there is no requirement under the Education Act or Board policy to require Board approval for the use of these funds. Conditions and provisions have been put in place by external parties that govern their use. Accordingly, the conditions and provisions of the third parties will be followed in the use of these funds.

Recommendation:

1. That Administration be given permission to use up to \$147,220 from the WSIB surplus to service potential WSIB costs.
2. That Administration be given permission to use up to \$200,000 from the Early Learning Resources surplus to purchase resources as needed.
3. That Administration be given permission to use up to \$50,000 from the Committed Sinking Fund surplus to service known Committed Sinking Fund costs.
4. That Administration be given permission to use up to \$100,000 from the Committed Capital Project surplus to service depreciation on internally funded capital projects.
5. That the Network Infrastructure reserve be renamed Technology Renewal Reserve.

Prepared/Reviewed By: Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Laura Isaac
Senior Manager, Financial Services

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Schedule 5 - Detail of Accumulated Surplus/(Deficit)

		Accumulated Surplus (Deficit) - Balance at September 1	Transfer to Committed Capital or Committed Sinking Fund Interest Earned	Accumulated Surplus (Deficit) - In- Year Increase (Decrease)	Accumulated Surplus (Deficit) - Balance at August 31
		Col. 1	Col. 2	Col. 3	Col. 4
1	Available for Compliance - Unappropriated				
1.1	Operating Accumulated Surplus	0	-	0	0
1.2	Available for Compliance - Unappropriated	0	-	0	0
2	Available for Compliance - Internally Appropriated				
2.1	Retirement Gratuities	0	-	-	0
2.2	WSIB	147,220	-	-	147,220
2.3	School Renewal (previously included in pupil accommodation debt reserve)	0	-	-	0
2.3.1	Amounts previously included in pupil accommodation debt reserves that are not related to NPP or School Renewal	0	-	-	0
	Other Purposes - Operating:				
2.4	Operating	2,440,017	-	-	2,440,017
2.5	Network	700,000	-	-	700,000
2.6	Insurance	150,000	-	-	150,000
2.7	Early Learning Resources	200,000	-	-	200,000
2.8	Administrative Capital	100,000	-	-	100,000
2.8.1	Committed Sinking Fund interest earned	503,979	-	-44,534	459,445
2.8.2	Committed Capital Projects	463,809	-	-	463,809
	from Schedule 5.5				
	Other Purposes - Capital:				
2.9	STSWR	4,100	-	-	4,100
2.10		0	-	-	0
2.11		0	-	-	0
2.12		0	-	-	0
2.13		0	-	-	0
2.14	Available for Compliance - Internally Appropriated	4,709,125	-	-44,534	4,664,591
3	Total Accumulated Surplus (Deficit) Available for Compliance (Sum of lines 1.2 and 2.14)	4,709,125	-	-44,534	4,664,591
4	Unavailable for Compliance				
4.1	Employee Future Benefits - retirement gratuity liability	-1,663,183		313,808	-1,349,375
4.1.1	Employee Future Benefits - Early Retirement Incentive Plan	0		0	0
4.1.2	Employee Future Benefits - Retirement Health Dental Life Insurance Plans etc	-1,398,590		233,098	-1,165,492
4.1.3	Employee Future Benefits - other than retirement gratuity	-1,426,028		-	-1,426,028
4.2	Interest to be Accrued	-1,289,326		104,209	-1,185,117
4.4	School Generated Funds	1,375,835		2,152	1,377,987
4.7	Revenues recognized for land	26,663,570	-	3,091,419	29,754,989
4.8	Liability for Contaminated Sites	-		-	-
4.9	Total Accumulated Surplus (Deficit) Unavailable for Compliance	22,262,278	-	3,744,686	26,006,964
5	Total Accumulated Surplus (Deficit)	26,971,403	-	3,700,152	30,671,555

Date: November 28, 2016
To: Board of Trustees
From: Director of Education
Subject: French Immersion

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)

AP001 Admission Criteria

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

Achieving Excellence: A Renewed Vision for Education in Ontario (2014)
School Effectiveness Framework (2013)
The Ontario Curriculum French as a Second Language (2013)

Alignment to the MYSP:

Priority Area:

Student Engagement, Achievement, & Innovation

Strategic Direction:

Students are achieving at their highest potential in a 21st Century world.

Goals:

To focus on personalized authentic and (culturally) relevant inquiry.

To support our students in meeting the Ontario Graduate expectations

Priority Area:

Building Capacity to Lead, Learn, & Live Authentically

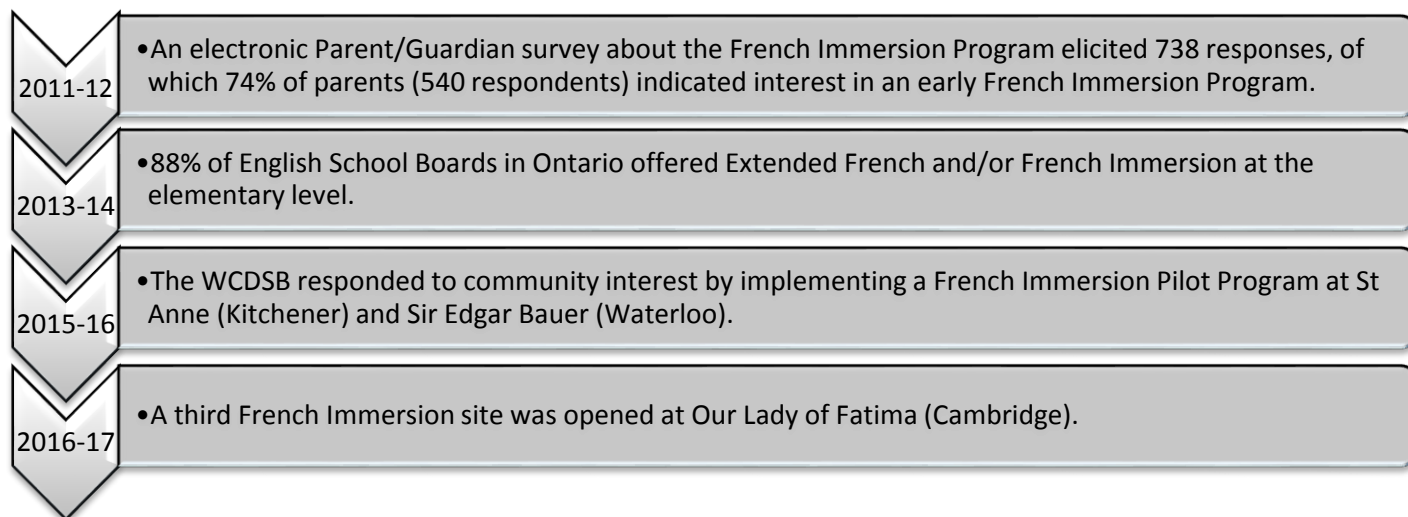
Strategic Direction:

Our decisions, actions and stewardship of resources are evidence-based and responsive

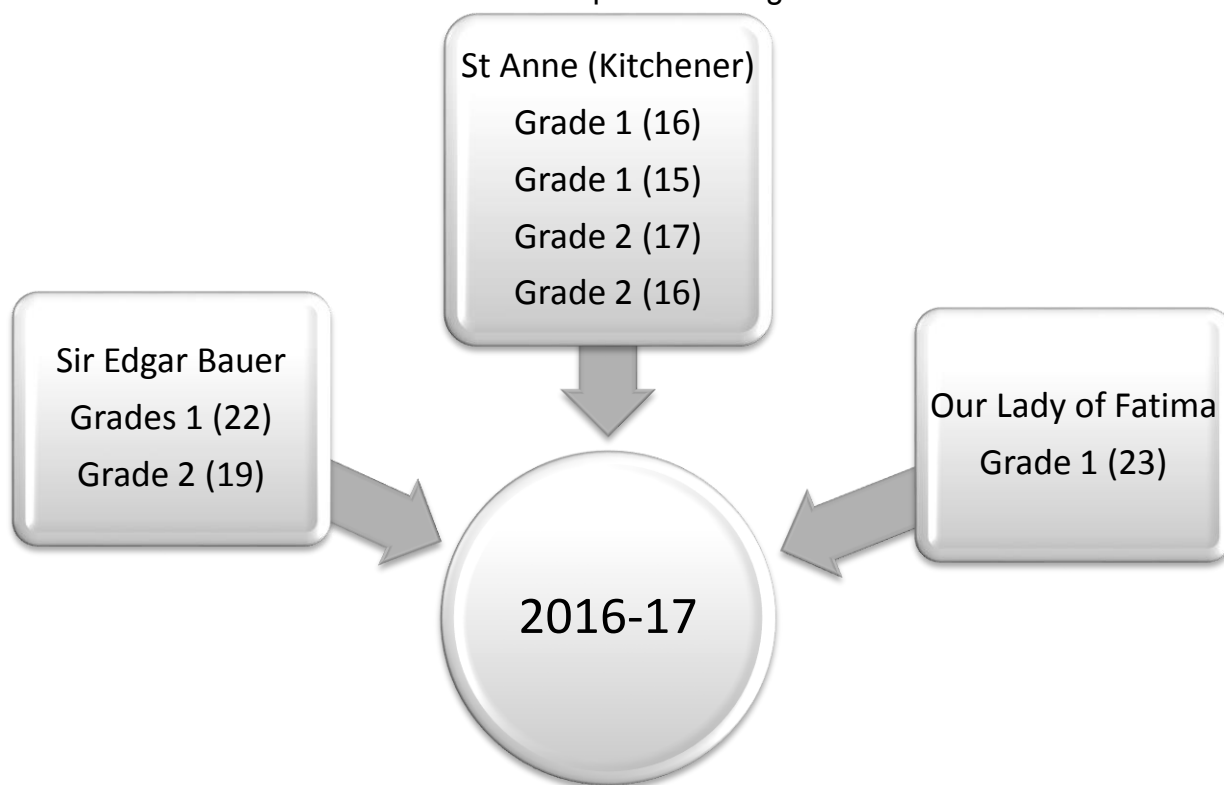
Goals:

To ensure all program offerings are tied to student need and stakeholder interests, and that they will equip students to become globally-engaged responsible citizens

Background/Comments:



This year we have three French Immersion sites up and running:



MARKETING PLAN

- We are mentioning the French Immersion Program in Kindergarten Registration radio and print promotions.
- A flyer goes home with all “Year 2” Kindergarten students

- A link to French Immersion program information will be available from the main web page from December 9th-February 1st.
- Parent Information evenings will be held on the following dates:

St Anne Catholic Elementary School 250 East Avenue, Kitchener, Ontario, N2H 1Z4	Thursday, January 12, 2017 5:00-6:00pm
Sir Edgar Bauer Catholic Elementary School 660 Glen Forrest Boulevard, Waterloo, Ontario, N2L 4K2	Tuesday, January 17, 2017 5:30-6:30pm
Our Lady of Fatima Catholic Elementary School 55 Hammet St, Cambridge, Ontario, N3C 2H5	Thursday, January 19, 2017 6:00-7:00pm

STAFFING PLAN

- We will continue to test applicants for language proficiency before Interviews
- We would like to be proactive by posting the new Grade 3 French Immersion positions earlier in the year (*i.e.* February) in order to...
 - a. Ascertain whether we have a sufficient number of internal applicants. (If we need to post externally we should do so well in advance to secure the best candidates.)
 - b. Have time to lead the new teachers in professional development around all subject areas in preparation for the expansion to grade 3.
 - c. Provide the new teachers with an opportunity to view EQAO testing in progress before implementing it themselves.

REGISTRATION

- Online registration will be open from January 3rd to January 31st.
- We will continue to provide spots for siblings already enrolled in the program. All other spots will be offered through a lottery system as described in the Program Information brochure.
- We will continue to allow out of boundary Kindergarten students at all three French Immersion schools so that siblings may attend the same school.

LOOKING AHEAD

- At the end of the pilot period, in 2018-19 we will form an FSL Program Review Committee which will examine the successes of the program pilot and determine next steps.
- The FSL Program Review Committee will be comprised of at minimum one French Consultant, one Superintendent, and three principals. This committee will seek input from parents, teachers, Human Resources, and Corporate Services.
- Regardless of decisions made to expand or collapse the program, children currently registered in the program would be offered the opportunity to continue following the French Immersion program through to grade 9, as indicated to parents. Courses offered in grades 10-12 will be based on enrollment numbers for each course.

Recommendation:

This report is presented to the Board as information.

Prepared/Reviewed By: Loretta Notten, Director of Education
John Klein, Superintendent of Learning
Jennifer Kruithof, FSL Consultant

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Date: December 12, 2016
To: Board of Trustees
From: Director of Education
Subject: Extended Day Programs Fees

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)

- Part IX.I of the Education Act, Regulation 221/11 entitled Extended Day Programs and Third Party Programs

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

1. The Education Act requires boards to operate extended day programs or ensure the operation of a third party program for children enrolled in elementary schools. The program must be offered to children from Kindergarten to Grade 6.

Alignment to the MYSP:

Priority area

Building capacity to lead, learn and live authentically

Strategic direction

Our decisions, actions and stewardship of resources are evidence-based and responsive

Goal

To ensure all program offerings are tied to student need and stakeholder interests, and that they will equip students to become globally-engaged responsible citizens

Background/Comments:

1. Extended Day programs are not funded by the Ministry of Education. Boards will charge fees to families that have been calculated to allow the programs to operate on a cost-recovery basis.
2. The fee calculation process requires that Boards are to set fees and approve them through a regular, open meeting of the board. Fees for extended day programs are to be published on the board website.

Recoverable costs include:

- Staffing (salary, benefits and vacation allowance for program employees). Extended day programs are staffed by Designated Early Childhood Educators (DECE) and, where enrolment exceeds 15 children, a DECE Assistant and if required an Educational Assistant or a Child and Youth Care Worker.
- Professional development for program staff
- Program costs such as consumable supplies, photocopying, replacement of resources, etc.
- Nutrition breaks
- Special Education allowance
- Supply coverage allowance
- School operations and administrative costs
- Vacancy allowance to account for fluctuations in enrolment during the school year.

3. Boards are not required to operate an extended day program where they have determined that these programs are not viable.

4. In the past the Board approved a base daily fee for before and after schools programs at
 \$24.00 per day in 2011-12
 \$21.50 per day in 2012-13
 \$21.50 per day in 2013-14
 \$24.00 per day in 2014-15
 \$24.00 per day in 2015-16
 \$24.00 per day in 2016-17

and a full day fee for a non- instructional day at
 \$48.00 per day in 2011-12
 \$37.50 per day in 2012-13
 \$37.50 per day in 2013-14
 \$24.00 per day in 2014-15
 \$24.00 per day in 2015-16
 \$24.00 per day in 2016-17

5. Proposed daily base fee for 2017-18 Extended Day Programs to remain unchanged at \$24.00 per day for before and after school programs and non-instructional programs.

6. Before and after school fees are prorated based on bell-times therefore fees charged for these programs will vary from school to school.

7. Parents of children registering for the 2017-2018 school year in Junior Kindergarten, Kindergarten, and Grades 1 through 5 at each school will receive registration information about extended day programs. Registration is to be completed online by visiting our board's website. Registration is to be completed by April 7th, 2017 at which time program viability will be assessed. On or before May 15, 2017 parents will be notified as to whether or not the extended day program will operate at their child's school. If there is insufficient interest in the program parents will be directed to the Region of Waterloo Child Services Department for a list of before- and after- school programs in their neighbourhoods.

Recommendation:

THAT the Board of Trustees approve an Equal Billing Fee for Extended Day Programs not to exceed \$24.00 per day including PD days; and

THAT the Board of Trustees approve a Non- instructional Daily Base Fee for Full-Day Programs during Christmas and March Break not to exceed \$24.00 per day.

Prepared/Reviewed By: Gerry Clifford
Superintendent of Learning

Loretta Notten
Director of Education

*Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – *except where approval is required by the Board of Trustees 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 Director, subject in all instances to what otherwise actually occurred."



Date: November 28, 2016
To: Board of Trustees
From: Joseph De Sousa and Samantha Lim
Subject: Student Trustee Report

As Christmas Break approaches, the students continue to be involved in leadership opportunities and have taken the time to get more in touch with the Catholic Faith.

Our secondary schools participated in spiritual development with our Dominican Encounter with Faith & Hospitality Trip that allowed several secondary school students to travel to the Dominican Republic. The students had the rewarding experience to immerse themselves into the community of Consuelo and form bonds with various families. They had the opportunity to play with the young children and were empowered by the lessons of love and happiness that they learned. They learned that life's true pleasures can be found by simple measures. The whole trip helped to strengthen their relationship and understanding of God. They visited Bateys, volunteered in senior homes, day cares and health clinics, and visited different neighbourhoods while they spent time with the residents of Consuelo. These students came back humbled by their experiences and motivated to appreciate all that they have and be selfless and kind to those around them.



As December began, the secondary and elementary schools have been decorating their schools in the spirit of Christmas. This has included the planning of Christmas festivities and having tinsel and snowflakes lining the hallways of the schools. The teachers and students have worked hard to incorporate advent activities into the normal schedule. There have been several advent liturgies to begin the new liturgical school year and many people within the communities of schools have begun to embrace the meaning of being People of Hope. We look forward to the unitive nature that Christmas brings and hope this will inspire more students to be involved in their faith.

The 12th Annual Walk to End Homelessness was run by the Social Justice Club members at Monsignor Doyle in collaboration with the Cambridge Shelter Corporation. The students and members of community raised money for the homeless in Cambridge and the rest of the Waterloo Region. The event included a 5km walk or a 10km walk and helped to raise awareness for the homeless members in the community that we must keep in mind during the holiday season.



On December 7, 2016, the students from the student council from all five secondary schools had the opportunity to travel to St. Jerome's University for a wonderful leadership development opportunity called the SAC Unity Conference. This is one of the initiatives led by the Student Trustees and facilitated by the Secondary Student Senate. The attending students walked into the building at the beginning of the day with unmeasurable amounts of spirit and an eagerness to network and gain leadership skills. This level of spirit continued until the very end of the day. Students of similar roles on the student councils from the five secondary schools

participated in workshops specifically catered to them. The students voiced that they received applicable information that could be taken back to their student councils. The students also



listened to keynote speaker Drew Dudley as he talked about the importance of getting more out of education and maximizing the capability of being a leader. The students were left inspired to go back to their student councils and to start making positive change within their school. The Director of Education and Chair of the Board were both in attendance and the students received valuable messages from their words. Amid the other fun activities, the

student leaders of the region connected and to benefit off each other and the workshops.

The students have many activities planned for December and January and the Elementary Student Senate is scheduled to have its first meeting. This year is planned to end on a very good note.

WATERLOO CATHOLIC DISTRICT SCHOOL BOARD
GOVERNANCE COMMITTEE RECOMMENDATIONS
FROM NOVEMBER 7, 2016 MEETING

The Governance Committee makes the following recommendations to the Board.

THAT the Board approve the revisions/deletions to the following policies:

*II 002 Governing Style
II 012 Student Trustee Role Description
III 003 Accountability of the CEO
III 005 Monitoring CEO Performance
IV 001 General Executive Limitation – delete and renumber following IV policies
IV 002 Treatment of the Public
IV 003 Treatment of Students
IV 004 Treatment of Staff
IV 005 Hiring and Promotions
New IV 005 Legal Responsibilities and Liabilities
IV 006 Employee Compensation – delete and renumber following IV policies
IV 007 Financial Planning/Budgeting
IV 008 Financial Conditions and Activities
IV 009 Asset Protection
IV 010 Facilities/Accommodations
IV 011 Emergency CEO Replacement
IV 012 Communication and Support to the Board
IV 013 Leadership*

Number: II 002
Subject: Governing Style

Approval Date: May 26, 2008

Effective Date: May 26, 2008

Revised: May 25, 2009; January 28, 2013; May 27, 2013; December 12, 2016

Policy Statement:

The board will govern with an emphasis on a) outward vision rather than an internal preoccupation, b) encouragement of diversity of viewpoints from within the system and the community, c) strategic leadership more than administrative detail, d) clear distinction of board and chief executive roles, e) collective rather than individual decisions, f) **considering past, present and future** ~~future rather than past or present~~, and g) proactivity rather than reactivity.

On any issue, the Board must ensure that all divergent views are considered in making decisions, yet must resolve into a single organizational position.

More specifically, the Board will:

1. Operate with a clearly stated governance model that demonstrates its legal and moral obligation to represent the interests of the Catholic ratepayers of Waterloo Region and details the responsibilities that fulfill this obligation.
2. Allow no officer, individual or committee of the board to hinder or be an excuse for not fulfilling this commitment.
3. Direct, control and inspire the organization with thoughtful establishment of the broadest organizational policies reflecting the Board's values.
4. Cultivate a sense of group responsibility. The board will be responsible for excellence in governing. The board will be an initiator of policy and the board will use the expertise of individual members to enhance the knowledge and ability the board as a body, rather than to substitute their individual judgments for the board's values.
 - a. In accordance with this discipline, the board will only allow itself to address a topic after it has answered these questions:
 - i. What is the nature of the issue?
 - ii. What is the value that drives the concern?
 - iii. Is this a shared issue?
 - iv. Whose issue is this? Is it the board's or is it the CEO's?
 - v. Has the board dealt with this subject in policy? If so, what has been said? Does the board wish to change what it has already said?
 - vi. If the matter is several levels below board level, what is the broadest way to address the issue so that it is still under existing board policy? Is that policy sufficient to deal with the concern?
 - b. It is out of order for board members to talk about content until these questions of appropriateness are settled.
5. Enforce upon itself whatever discipline is needed to govern with excellence, **in compliance with Policy II 007**. ~~Discipline will apply to matters such as attendance, preparation for meetings, policymaking principles, respect of roles, and ensuring the continuance of governance capability.~~
 - a. ~~Concerns with any board member performance will be brought to the attention of the chair of the board in writing~~
 - b. ~~The chair of the board will attempt to facilitate a resolution. Failing that, the issue will be brought to a meeting of the board of trustees. This meeting will be held in-camera if the concern about a board~~

~~member's performance relates to an issue which the Education Act allows to be dealt with in a meeting closed to the public~~

~~c. The Board of Trustees will determine if the member's performance is in violation of the code of conduct~~

~~d. Trustees named in the complaint on a member's performance shall not vote on a resolution determining if the named trustee violated the code of conduct~~

~~e. Board members found to be in violation of policy by the Board of Trustees may be subject to a motion of censure at a regular meeting of the Board under section 218.3 of the Education Act.~~

6. Ensure that continual board development will include orientation of new members in the board's governance process and on-going discussion of process improvement
7. Monitor and discuss the board's process and performance within a scheduled review process.

Number: II 012
Subject: Student Trustee Role Description

Approval Date: September 2, 2008

Effective Date: September 2, 2008

Revised: October 26, 2010, November 26, 2012, September 29, 2014, December 12, 2016

Policy Statement:

The position of Student Trustee of the Waterloo Catholic District School Board has three distinct roles; as members of the Board of Trustees, as school and student representatives and as leaders within the system.

Accordingly:

Board of Trustees Role and Responsibilities

1. Attend all regularly scheduled public Board meetings and committees on which the student trustee may be assigned. If a conflict prevents attendance at the meeting, notice must be sent to the appropriate superintendent and the committee chair prior to the start of the meeting. Transportation to and from Board meetings may be via family member, public taxi or the student's vehicle (if of legal age).
2. Represent their own views and those of students within the board on any matter before the Board of Trustees including but not limited to government legislation and policies or operational practices enacted by the Ministry of Education, the Board or individual schools.
3. Represent the Board's students at public/official functions and on Board committees as assigned.
4. Report regularly to the Board of Trustees on their activities with the ~~Council of Student Representatives~~ **Secondary Student Senate** and Ontario Student Trustee's Association.

School and Student Representative Role and Responsibilities

5. Serve as co-chairs of the ~~"Council of Student Representatives"~~ **Secondary Student Senate** which holds a minimum of six (6) meetings per year.
6. Provide leadership within the ~~Council of Student Representatives~~ **Secondary Student Senate** for its responsibility to promote the distinctiveness of a Catholic education within the Waterloo Catholic District School Board and the Region of Waterloo.
7. Participate as a member of his/her home school student council as an ex-officio member. The degree of participation beyond attendance at regular Student Activity Council meetings is at the discretion of the student trustee.
8. Report regularly to the ~~Council of Student Representatives~~ **Secondary Student Senate** on the activities of the Board of Trustees and the Ontario Student Trustee's Association.

Leadership Role and Responsibilities

9. Monitor the activities of the Catholic Council of the Ontario Student Trustee's Association.
10. Participate in student leadership development activities associated with their school, board and association roles. If the activities are outside of Board jurisdiction supervision is to be provided by the student trustee parents and/or parents provide written permission for student trustee to attend. All excursions are subject to the availability of funds.

Number: III 003
Subject: Accountability of the CEO

Approval Date: April 28, 2008
Effective Date: April 28, 2008
Revised: December 12, 2016

Policy Statement:

The CEO is the board's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the board is concerned, is considered the authority and accountability of the CEO.

Accordingly:

1. The board will not give instructions to persons who report directly or indirectly to the CEO.
2. The board will not evaluate, either formally or informally, any staff other than the CEO.
3. The board will view CEO performance as identical to organizational performance, so that organizational accomplishment of board stated Ends **as connected to the annual priorities identified and mapped to MYSP.** ~~and avoidance of board proscribed means will be viewed as successful CEO performance.~~

Number: III 005
Subject: Monitoring CEO Performance

Approval Date: April 28, 2008
Effective Date: April 28, 2008
Revised: June 24, 2013; December 12, 2016

Policy Statement:

Systematic and thorough monitoring of CEO job performance will be solely against expected CEO job outputs; organizational accomplishment of board policies on Ends, **as connected to the annual priorities identified and mapped to the Multi Year Strategic Plan, as well as** and organizational operation within the boundaries established in board policies on Executive Limitations.

Accordingly:

1. Monitoring is simply to determine the degree to which board policies are being met. Data which do not do this will not be considered to be monitoring data.
2. the Board will acquire monitoring data by one or more of three methods:
 - a) by internal report, in which the CEO discloses **monitoring reports identified in Multi Year Strategic Plan** compliance information to the board,
 - b) by external report, in which an external, disinterested third party selected by the board assesses compliance with board policies and
 - c) by direct board inspection, in which a designated member or members of the board assess compliance with the appropriate policy criteria.
3. In every case, the standard for compliance shall be **the board assessing a reasonable interpretation in consultation with the CEO.** ~~any reasonable CEO interpretation of the board policy being monitored.~~
4. All policies which instruct the CEO will be monitored at a frequency and by a method chosen by the board. The board can monitor any policy at any time by any method, but will ordinarily depend on a routine schedule as defined in Appendix A.

Appendix A WCDSB Monitoring Schedule 2013

	<u>Method</u>	<u>Frequency</u>	<u>Date</u>
<u>I AIMS/ENDS</u>			
• 001 AIMS/ENDS		Annual	
<u>II GOVERNANCE PROCESS</u>			
• 001 General Governance Commitment	Direct Inspect	Annual Review – approval only for changes	June
• 002 Governing Style	Direct Inspect	Annual	September
• 003 Board Job Description	Direct Inspect	Annual	October
• 004 Advocacy and Advertising	Direct Inspect	Annual	November
• 005 Consultation	Direct Inspect	Annual	December
• 006 Celebration of Excellence	Direct Inspect	Annual	January
• 007 Board Members' Code of Conduct	Direct Inspect	Annual	February
• 008 Chairperson's Role	Direct Inspect	Annual	March
• 009 Board Committee Principles	Direct Inspect	Annual	June
• 010 Board Committee Structure	Direct Inspect	Annual	June
• 011 Student Representation on the Board	Direct Inspect	Annual	May
• 012 Student Trustee Role Description	Direct Inspect	Annual	May
• 013 Cost of Governance	Direct Inspect	Annual	March
• 014 Trustee Expenses	Direct Inspect	Annual	March
• 015 Ownership Linkage	Direct Inspect	Annual	April
<u>III BOARD-DIRECTOR RELATIONSHIP</u>			
• 001 Global Governance-Management Connection	Direct Inspect	Annual Review – approval only for changes	May
• 002 Unity of Control	Direct Inspect	Annual	January
• 003 Accountability of the CEO	Direct Inspect	Annual	February
• 004 Delegation to the CEO	Direct Inspect	Annual	February
• 005 Monitoring CEO Performance	Direct Inspect	Annual	March

• 006 CEO Compensation & Benefits	Direct Inspect	Annual	September
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<u>IV EXECUTIVE LIMITATIONS</u>			
• 001 General Executive Limitations	Internal	Annual Review	May
• 002- 001 Treatment of the Public	Internal	Annual	February
• 003 002 Treatment of Students	Internal	Annual	February
• 004 003 Treatment of Staff	Internal	Annual	May
• 005 004 Hiring and Promotions	Internal	Annual	January
• New 005 Legal Responsibilities	Internal	Annual	November
• 006 Employee Compensation	Internal	Annual	November
• 007 006 Financial Planning/Budgeting	Internal	Annual	May/June
• 008 007 Financial Conditions and Activities	Internal	Quarterly	Nov, Mar, Jun
	External	Annual	November
• 009 008 Asset Protection	Internal	Annual	October
• 010 009 Facilities Accommodations	Internal	Annual	January
• 011 010 Emergency CEO Replacement	Internal	Annual	April
• 012 011 Communication and Support to the Board	Internal	Annual	March
• 013 012 Leadership	Internal	Annual	September

Monitoring Calendar

	<u>Section 1</u> Ends	<u>Section 2</u> Board Governance	<u>Section 3</u> Board/CEO Relationship	<u>Section 4</u> Executive Limitations
September		• 002 Governing Style	• 006 CEO Compensation & Benefits	• 043 012 Leadership
October		• 003 Board Job Description	•	• 009 008 Asset Protection
November		• 004 Advocacy and Advertising	•	• 008 007 Financial Conditions and Activities • 006 Employee Compensation • NEW 005 Legal Responsibilities
December		• 005 Consultation	•	• CEO Annual Report Ministry Requirement
January		• 006 Celebration of Excellence	• 002 Unity of Control	• 005 004 Hiring and Promotions • 040 009 Facilities Accommodations
February		• 007 Board Members' Code of Conduct	• 003 Accountability of the CEO • 004 Delegation to the CEO	• 002 001 Treatment of the Public • 003 002 Treatment of Students
March		• 008 Chairperson's Role • 013 Cost of Governance • 014 Trustee Expenses	• 005 Monitoring CEO Performance	• 008 007 Financial Conditions and Activities (item #1) • 042 011 Communication and Support to the Board
April		• 015 Ownership Linkage	•	• 044 010 Emergency CEO Replacement
May		• 011 Student Representation on the Board • 012 Student Trustee Role Description	• 001 Global Governance-Management Connection - Annual Review – approval only for changes	• 001 General Executive Limitation • 004 003 Treatment of Staff
June		• 001 General Governance Commitment - Annual Review – approval only for changes • 009 Board Committee Principles • 010 Board Committee Structure	•	• 007 006 Financial Planning/ Budgeting • 008 007 Financial Conditions and Activities (item #1)

DELETE

Number: IV 001

Subject: General Executive Limitation

Approval Date: September 2, 2008

Effective Date: September 2, 2008

Revised: October 26, 2010

Policy Statement:

The CEO shall not cause or allow any practice, activity, decision or circumstance in the organization that is unlawful, imprudent, unethical, or contrary to the teachings and traditions of the Catholic Church.

Treatment of the Public:

With respect to interactions with the public, the CEO shall not cause or allow conditions, procedures, actions, or decisions that are undignified, unprofessional, or contrary to the preservation and promotion of Catholic values and teachings and to a positive image of the Board.

Treatment of Students:

In addition to all of the policy direction that applies to the public, with respect to interactions with students, the CEO shall not cause or allow conditions, procedures, actions, or decisions that are unsafe, or unhealthy.

Treatment of Staff:

In addition to all of the policy direction that applies to the public, with respect to treatment of paid and volunteer staff, the CEO shall not cause or allow conditions, procedures, actions, or decisions that are unclear, unsafe, or unhealthy.

Hiring and Promotions:

The CEO shall not cause or allow hiring/promotions to occur without procedures in place to recruit, hire and promote the best possible candidates.

Employee Compensation:

With respect to employment compensation and support to employees, the CEO shall not cause or allow jeopardy to fiscal integrity or public image.

Financial Planning/Budgeting:

Financial planning for any fiscal year or the remaining part of any fiscal year shall not deviate materially from board's Ends priorities, risk fiscal jeopardy, violate the Education Act or Ministry of Education guidelines, or fail to be derived from a multi-year plan.

Financial Activities and Conditions:

With respect to the actual, ongoing financial condition of the organization, the CEO shall not cause or allow the development of fiscal jeopardy or a material deviation of actual expenditures from board priorities established in the approved budget.

Asset Protection:

The CEO shall not allow assets to be unprotected, inadequately maintained nor unnecessarily risked.

Facilities/Accommodations:

The CEO shall not permit the establishment of facilities that a) that lack physical signs of our Catholic faith and allowance for sacred space, (b) limit students from fully experiencing the curriculum and (c) do not have relationship with the community.

Emergency CEO Replacement:

In order to protect the board from sudden loss of CEO services, the CEO may not have fewer than two other designees familiar with board and CEO issues and processes.

Communication and Support to the Board:

The CEO shall not permit the board to be uninformed or unsupported in its work.

Leadership

The CEO shall not cause or allow leadership at the top levels of the organization that is unskilled, unethical, and uninspiring.

Number: ~~IV-002~~ IV 001
Subject: Treatment of the Public

Approval Date: April 28, 2008

Effective Date: April 28, 2008

Revised: October 26, 2010; February 23, 2015; December 12, 2016

Policy Statement:

With respect to interactions with the public, the CEO shall not cause or allow conditions, procedures, actions, or decisions that are undignified, unprofessional, or contrary to the preservation and promotion of Catholic values and teachings and to a positive image of the Board.

Further, without limiting the scope of the foregoing, the CEO shall not:

1. Elicit information for which there is no clear necessity or which is unnecessarily intrusive.
2. Implement processes that do not allow the public to interact with the school board.
3. Cause individuals to be unclear about what may be expected and what may not be expected in their relationship with the Waterloo Catholic District School Board.
4. Discourage persons who believe they have not been accorded a reasonable interpretation of their protections under policy from airing a complaint and being heard.
5. Fail to follow the Elementary Admission to Catholic Schools Administrative Procedure, dated January 2015. The Administrative Procedure must include the following parameters:
 - there will be a formal application process in place
 - there will be a process to determine and assess the reason(s) the parent/guardian is making the application
 - children who are admitted under this process must agree to participate in and support the faith life of the school community
 - the process will be consistently applied across the system.

Number: ~~IV-003~~ IV 002
Subject: Treatment of Students

Approval Date: April 28, 2008
Effective Date: April 28, 2008
Revised: September 2, 2008; December 12, 2016

Policy Statement:

In addition to all of the policy direction that applies to the public, with respect to interactions with students, the CEO shall not cause or allow conditions, procedures, actions, or decisions that are unsafe, or unhealthy **or inherently inequitable**.

Further, without limiting the scope of the foregoing, the CEO shall not:

1. Use methods of collection, reviewing, transmitting, or storing information that allows improper access to the material gathered.
2. Allow barriers to exist that prevent any student achieving his/her unique and full potential within the context of the Catholic faith.

Number: ~~IV-004~~ IV 003
Subject: Treatment of Staff

Approval Date: April 28, 2008
Effective Date: April 28, 2008
Revised: March 30, 2009; December 12, 2016

Policy Statement:

In addition to all of the policy direction that applies to the public, with respect to treatment of paid and volunteer staff, the CEO shall not cause or allow conditions, procedures, actions, or decisions that are unclear, unsafe, or unhealthy **or arbitrarily inequitable**.

Further, without limiting the scope of the foregoing, the CEO shall not:

1. Cause conditions to exist that adversely impact on staff morale and performance.
2. Operate without written personnel rules which:
 - a) clarify rules for staff and volunteers,
 - b) provide for effective handling of grievances,
 - c) protect against wrongful conditions such as nepotism and preferential treatment for personal reasons, and conflict of interest
3. Discriminate against anyone for non-disruptive expression of dissent.
4. Prevent staff from addressing the board when
 - a) internal procedures have been exhausted
 - b) the employee alleges that board policy has been violated to his or her detriment

Allow staff to be uninformed or unaware of their protections under this policy.

Number: ~~IV-005~~ IV 004
Subject: Hiring and Promotions

Approval Date: April 28, 2008
Effective Date: April 28, 2008
Revised: March 30, 2009; April 26, 2010

Policy Statement:

The CEO shall not cause or allow hiring/promotions to occur without procedures in place to recruit, hire and promote the best possible candidates **and to be fully compliant with all related legislation.**

Further, without limiting the scope of the foregoing, the CEO **shall** ~~will~~ not:

~~1. Fail to make applicants aware of the board's Hiring/Promotion policy.~~

Renumber the following:

2. Hire anyone who is not willing to support the values of Catholic education in the performance of their duties.

3. A) Hire teachers who have not completed a Pastoral Declaration Form and who do not have Religious Education Part 1, an equivalent, or a commitment to undertake the course within two years.

B) Hire Early Childhood Educators who have not completed a Pastoral Declaration Form.

~~4. Hire or promote ineligible and/or unqualified individuals.~~

5. Promote to an academic position of responsibility including that of Principal, Vice- Principal, Program Head or Consultant of Religious Education/Family Life Education without a Pastoral Declaration from a Catholic priest and their commitment to mandatory participation in ongoing leadership and faith formation programs of the school system.

6. Hire/appoint Chaplains without use of the Chaplaincy guidelines issued by the Ontario Conference of Catholic Bishops.

7. Provide for the hiring/promotion of a supervisory officer without Board approval to proceed and **without consultation with the Board of Trustees as to their possible** trustee representation on the selection team.

NEW Number: IV 005

Subject: Legal Responsibilities and Liabilities

Approval Date: December 12, 2016

Effective Date: December 12, 2016

Revised:

Policy Statement:

With respect to legal issues that affect trustees and school boards, the CEO shall not cause or allow conditions to arise whereby the board does not meet its obligations and responsibilities arising from both legislation and common law.

DELETE

Number: IV 006

Subject: Employee Compensation

Approval Date: September 2, 2008

Effective Date: September 2, 2008

Revised:

Policy Statement:

With respect to employment compensation and support to employees, the CEO shall not cause or allow jeopardy to fiscal integrity or public image.

Accordingly, without limiting the scope of the foregoing, the CEO shall not:

1. Violate collective bargaining agreements
2. Promise or imply guaranteed employment
3. Provide less than some basic level of support to all full time employees
4. Establish compensation and support which:
 - a) deviates materially from the geographic or professional market for the skills employed
 - b) create obligations over a longer term than revenues can be safely projected, or that subjects the board to losses of revenue
5. Establish or change benefits which:
 - a) cause unfunded liabilities to occur or in any way commit the organization to benefits which incur unpredictable future costs
 - c) cause any employee to lose benefits already accrued from any foregoing plan
6. Establish or change his/her own compensation and benefits

Number: ~~IV-007~~ IV 006
Subject: Financial Planning/Budgeting

Approval Date: April 28, 2008

Effective Date: April 28, 2008

Revised: April 26, 2011; June 27, 2011; November 26, 2012; December 12, 2016

Policy Statement:

Financial Planning for any fiscal year or the remaining part of any fiscal year shall not deviate materially from board's Ends priorities, **established in the Board's Ends policy**, risk fiscal jeopardy, violate the Education Act or Ministry of Education Guidelines, or fail to be derived from a multi-year plan.

Further, without limiting the scope of the foregoing, the CEO shall not:

1. Develop a budget without conducting a formal process for soliciting input on the needs and priorities of the system
2. Develop a budget without employing credible projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosing planning assumptions
3. **Develop a budget that does not include trend analysis and historical comparators.**
4. Plan the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period
5. Provide less for board prerogatives during the year than is set forth in the Cost of Governance policy.
6. Present a budget that **does not allow** ~~has not met the criteria of timely, open, two-way sharing, and allowing sufficient time for decision-making~~
7. Present a budget that **cannot be readily understood by persons without a financial/education background**
 - a. ~~Is not clear, transparent, and understandable~~
 - b. ~~Does not include trend analysis and historical comparators~~

Number: ~~IV-008~~ IV 007
Subject: Financial Conditions and Activities

Approval Date: April 28, 2008
Effective Date: April 28, 2008
Revised: April 26, 2010; December 12, 2016

Policy Statement:

With respect to the actual, ongoing financial condition of the organization, the CEO shall not cause or allow the development of fiscal jeopardy or a significant deviation of actual expenditures from board priorities established in the approved budget.

Further, without limiting the scope of the foregoing **and without approval of the board**, the CEO shall not:

1. ~~Expend more funds than have been received in the fiscal year to date or incur debt unless the debt can be repaid by certain, otherwise unencumbered revenues within 90 days~~

Renumber provisions:

2. Operate with a line of credit of more than \$30 million
3. Use any reserves
4. ~~Allow payroll obligations to be unsettled or untimely~~
5. ~~Allow tax payments or other government ordered payments or filings to be overdue or inaccurately filed~~
6. ~~Allow debts to be unpaid beyond a reasonable period of time or in such a way as to jeopardize the organization's ability to receive trade credit, damage its credit worthiness, or diminish its reputation in the trades or in the community~~
7. ~~Allow receivables to go uncollected beyond a reasonable period of time without aggressively pursuing their collection~~
8. Acquire, encumber or dispose of real property
9. Enter into any financial **or professional services** agreements over 5 years

Further, without limiting the scope of the foregoing, the CEO shall not:

10. **Allow tax payments or other government ordered payments or filings to be overdue or inaccurately filed**

11. Allow debts to be unpaid beyond a reasonable period of time or in such a way as to jeopardize the organization's ability to receive trade credit, damage its credit-worthiness, or diminish its reputation in the trades or in the community
12. Receive, process or disburse funds under controls which are insufficient to meet the Board-appointed auditor's standards.
13. Allow unregulated access to funds in any part of the school system.
14. Enter into any grant or contract arrangements unless it **is consistent with the board's Ends policy** primarily emphasizes the production of Ends and secondarily, the avoidance of unacceptable means
15. Permit fundraising/sponsorship activities without **appropriate accounting** procedures **and ethical standards** in place.

Number: IV 009 008
Subject: Asset Protection

Approval Date: April 28, 2008

Effective Date: April 28, 2008

Revised: March 30, 2009; June 28, 2010; May 30, 2011; December 12, 2016

Policy Statement:

The CEO shall not allow assets to be unprotected, inadequately maintained nor unnecessarily risked.

Further, without limiting the scope for the foregoing, the CEO shall not:

1. Fail to insure against theft and casualty losses and against liability losses to Board members, staff, or the organization itself.
2. ~~Allow unregulated access to funds in any part of the school system.~~
3. ~~Subject plant and equipment to improper wear and tear or insufficient maintenance.~~
4. Unnecessarily expose the organization, its Board or staff to claims of liability or loss.
5. **Subject plant and equipment to improper wear and tear or insufficient maintenance.**
6. ~~Make any individual purchase without having procedures and protocols in place to ensure compliance with the Province of Ontario Broader Public Sector Procurement and Expense Directives.~~
7. ~~Receive, process or disburse funds under controls which are insufficient to meet the Board appointed auditor's standards~~
8. ~~With regard to investments: invest or hold operating capital in instruments that have not been approved by the Ministry of Education.~~
9. Engage in banking services for operations with any institution other than a chartered bank.
10. **Fail to present an** ~~Exceed more than five years without tendering professional services (Banking, Auditors, Architects), nor without presenting an annual report to the Board of Trustees on the Labour Relations Solicitor of Record and the Local Solicitor of Record that includes a~~ **year over year** ~~fee comparison and professional performance statement.~~
11. Allow intellectual property, information systems and files to be pirated, lost, stolen, or suffer significant damage.

- ~~12. Endanger the organization's public image or credibility, particularly in ways that would hinder its accomplishment of Ends.~~

Number: IV 010 009
Subject: Facilities/Accommodations

Approval Date: September 2, 2008
Effective Date: September 2, 2008
Revised: October 26, 2009; October 26, 2010; April 26, 2011; October 24, 2011; January 30, 2012; June 10, 2013, October 26, 2015; December 12, 2016

Policy Statement:

The CEO shall not permit the establishment of facilities that:

- a. that lack physical signs of our Catholic faith and allowance for sacred space;
- b. limit students from fully experiencing the curriculum and
- c. do not have relationship with the community.

Accordingly, **without limiting the scope of the foregoing**, the CEO shall not:

1. Allow material changes to facilities, boundary changes, or the closure of existing facilities to occur without established procedures that includes the board appointing two trustees as a non-voting members of the Accommodation Review Committees.
2. Fail to present to the board an annual report on current enrolment status, future demographic trends and a list of potential schools being considered for boundary changes or closure.
3. ~~Fail to explore~~ **Initiate or enter into projects that involve material changes to facilities without exploring** available financing options and public sector partnerships.
4. ~~Fail to Engage in~~ **facility** partnerships ~~only with~~ **out** board approval.
5. ~~Fail to provide facilities that are accessible to all.~~
6. Fail to address the impact of facilities on the environmental footprint.
7. Fail to **conduct accommodation reviews process (i.e. boundary reviews and school closures) that is not in compliance with current Ministry of Education guidelines and directives.** ~~follow the Pupil Accommodation Review Process dated October 26, 2015.~~

Number: IV 011 010
Subject: Emergency CEO Replacement

Approval Date: September 2, 2008

Effective Date: September 2, 2008

Revised: December 12, 2016

Policy Statement:

In order to protect the board from sudden loss of CEO services, the CEO may not have fewer than two other designees familiar with board and CEO issues and processes.

Accordingly, **without limiting the scope of the foregoing**, the CEO shall not:

Fail to have procedures to assure administrative and operational continuity for a minimum of thirty days.

Number: IV 012 011

Subject: Communication and Support to the Board

Approval Date: September 2, 2008

Effective Date: September 2, 2008

Revised: May 31, 2010

Policy Statement:

The CEO shall not permit the board to be uninformed or unsupported in its work.

Further, without limiting the scope of the foregoing by this enumeration, ~~he or she~~ **the CEO** shall not:

1. Neglect to submit monitoring data required by the board in a **that is** timely, accurate, and understandable fashion, **and** directly **addresses** addressing provisions of board policies being monitored.
2. Let the board be unaware of relevant trends, anticipated adverse media coverage, threatened or pending lawsuits, material external and internal changes, particularly changes in the assumptions upon which any board policy has previously been established.
3. ~~Let the board be unaware of board behaviour which is detrimental to the work relationship between the board and the CEO.~~
4. Deny the board access to, or be uninformed by, a range of relevant perspectives, including staff and external viewpoints, as needed for fully informed board ~~choices~~ **decisions**.
5. ~~Present information in unnecessarily complex or lengthy form or in a form that fails to differentiate among information of three types: monitoring, decision preparation, and other.~~
6. ~~Communicate substantive governance information to an individual or segment of the board except when (a) fulfilling individual requests for information or (b) responding to officers or committees duly charged by the board.~~
7. ~~Let the board be unaware of an actual or anticipated noncompliance with any policy of the board as soon as possible; in the case of noncompliance that could significantly impact the ability to meet organizational Ends, as soon as it is discovered.~~
8. ~~Allow the board to be non-compliant with legal or contractual requirements for board approval on delegated activities of the organization or fail to supply relevant monitoring assurance pertaining thereto.~~
9. ~~Cause the board to operate without appropriate and effective mechanisms and support for official board, officer or committee work and communications.~~
10. ~~Place the board in a position where it is asked to make a decision that is not based on data analysis, research and meaningful consultation where appropriate~~

Number: IV 013 012
Subject: Leadership

Approval Date: March 20, 2010
Effective Date: March 29, 2010
Revised: October 26, 2010

Policy Statement:

The CEO shall not cause or allow leadership at the top levels of the organization that is unskilled, unethical, and uninspiring **and that is inconsistent with our Catholic values.**

Further, without limiting the scope of the foregoing, the CEO shall not fail to:

1. Lead by example;
2. Address the future needs of the system with a succession plan for formal leaders in the organization;
3. Positively manage change;
4. Foster innovation and creativity;
5. Enlist others in creating and implementing a shared vision.
6. Apply the guiding principles of holism, lifelong learning, equity, collaboration, excellence and accountability, reflection, and reconciliation.

Trustees Budget Spreadsheet 2016-2017

	Professional Development 3170 31 6 600 001	Board/ Committee Catering 3510 31 6 600 001	Other Travel Expenses (non mileage) 3520 31 6 600 001	Mileage within Region 3630 31 6 600 001	Mileage outside Region 3631 31 6 600 001	Phone 4050 31 6 600 001	Office 4100 31 6 600 001	Legal Fees 6520 31 6 600 001	Other Contracts 6540 31 6 600 001	Board Membership 7010 31 6 600 001	Trustee Awards 7040 31 6 600 001	Miscellaneous 7250 31 6 600 001
Date	(12,000.00)	(7,000.00)	(11,000.00)	(9,000.00)	(2,500.00)	(850.00)	(500.00)	(7,000.00)	(17,500.00)	(119,017.00)	(750.00)	(900.00)
9/6/2016						21.02						
9/14/2016	561.88											
9/21/2016		173.67										
9/21/2016												12.26
9/28/2016								536.34				
9/28/2016										73221		
9/29/2016				59.81								
10/6/2016										43017.00		
10/19/2016		294.17										
10/19/2016				146.10								
10/19/2016				103.79								
10/19/2016												75.00
10/19/2016												65.00
10/20/2016			3.62	97.06								25.00
10/26/2016	720.00											
10/26/2016				97.64								
10/26/2016			153.18	34.29	208.29							
10/26/2016				279.90								
10/27/2016		91.01										
10/27/2016		119.36										
10/27/2016		28.60										
10/27/2016												12.26
10/27/2016			168.56									
11/1/2016												60.00
11/9/2016				66.91	292.55							
11/21/2016												150.00
11/24/2016			93.99									
11/24/2016		182.08										
11/24/2016			153.17									
11/24/2016			(153.17)									
11/24/2016		334.86										
11/29/2016				127.84								
11/29/2016				43.04								
11/30/2016				51.42								
11/30/2016				41.66								
11/30/2016				115.28								
11/30/2016				118.62	39.05							
									10949.70			
		94.25										
		259.11										
			678.63									
			678.63									
		235.04										
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												82.50
		12.29										
		160.20										
		112.56										
				171.60								
				130.80								
		282.50										
				135.44	229.60							
	(10,718.12)	(4,620.30)	(9,223.39)	(7,178.80)	(1,730.51)	(828.98)	(500.00)	(6,463.66)	(6,550.30)	(2,779.00)	(750.00)	(307.80)



Ontario Catholic School
Trustees' Association

December 1, 2016

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Stephen Andrews, Director of Legislative and Political Affairs

SUBJECT: **Bill 45 Election Statute Law Amendment Act, 2016**

Summary:

On October 19, 2016 the Attorney General introduced Bill 45 the Election Statute Amendment Act, 2016 for First Reading. Second Reading occurred on November 16 and Committee hearings were held on November 28. The purpose of this bill is to implement proposed reforms that will transform Ontario's election system. **One reform directly impacting school boards is the obligation to make schools polling stations under the Election Act and the Municipal Elections Act, 1996.**

The bill is expected to pass prior to the Legislature recessing for the Christmas break.

Key features of the Bill include:

- The date for scheduled provincial elections is changed from the first Thursday in October to the first Thursday in June.
- The Education Act is amended to reflect the obligation of school boards to make schools available as polling places under the Election Act and the Municipal Elections Act, 1996.
- The Chief Electoral Officer is required to create a provisional register of 16 and 17 year olds who request that their names be added to the register. These persons would be transferred to the permanent register of electors when they reach voting age.
- The Chief Electoral Officer may issue a direction requiring the use of vote counting equipment during an election and modifying the usual voting process to permit the use of the equipment.
- Owners of multiple-residence buildings are prohibited from refusing access to candidates and their canvassers. An administrative penalty scheme is created to deal with violations.
- The Chief Electoral Officer is to assign a unique identifier to each eligible voter on the Permanent Register of Electors.

- The Chief Electoral Officer may only share information from the Permanent Register of Electors with political parties that submit a privacy policy that meets the standards set in Elections Ontario's guidelines. In addition, when providing elector information to parties and their candidates, the Chief Electoral Officer may only share the elector's name, unique identifier and address.
- Poll clerks are required to prepare a document at regular intervals that permits the identification of electors who voted during that interval. Political parties will also be able to receive this information after the election.
- Changes are made to the nomination, registration and endorsement processes for candidates under the Election Act and Election Finances Act.
- Political parties and candidates may opt out of receiving products that contain elector information.
- Candidates would be permitted to have the surname they use ordinarily, rather than their legal surname, printed on ballots.
- Changes are made to the rules respecting advance polls.
- Information that is currently required to be provided to candidates by the Chief Electoral Officer would also be provided to parties.
- The Representation Act, 2015 is amended to establish a Far North Electoral Boundaries Commission with a mandate to review the electoral boundaries of Kenora-Rainy River and Timmins-James Bay and make recommendations about the creation of one or two more ridings in that geographic area.

From: Connie Araujo-De Melo [<mailto:cdemelo@ocsta.on.ca>]

Sent: Wednesday, November 30, 2016 12:41 PM

Subject: OCSTA Survey re Broadband Access in Catholic School Boards

TO: Directors of Education
- All Catholic District School Boards

cc: Board Secretaries and Administrative Assistants
OCSTA Staff

PLEASE SHARE WITH YOUR SENIOR BUSINESS OFFICIALS

All levels of government in Canada have identified the need for citizens and businesses to have access to acceptable and affordable high speed internet services.

Currently, however, service levels and costs vary widely with northern and rural areas of the province having poor to no high speed internet access.

Schools and boards in northern and rural jurisdictions as well have limited access to high speed internet access and these present significant challenges to meeting the educational needs and requirements of their students.

The recent initiatives of the Ministry of Education also identify access to a reliable, equitable and robust broadband internet connection as a key to achieving educational excellence.

They also recognize that many school boards lack access to sufficient bandwidth to support the growing needs of technology in the classroom. The Ministry has just launched a Program ("Broadband Modernization Wave 1") with select school boards to try and resolve some of the key issues related to inadequate broadband access.

The purpose of this survey is to identify the key barriers northern and rural school boards have to accessing reliable, cost-effective high-speed internet services.

This information will be used by OCSTA for policy advocacy purposes with the Ministry of Education and other relevant ministries responsible for developing Telecommunications infrastructure in Ontario.

Please click on the following link to participate in the survey: <https://www.surveymonkey.com/r/SSGZ6QZ>

Thank you for participating in our survey. Your feedback is important. Please respond by December 20, 2016.

Stephen Andrews
Director of Legislative and Political Affairs

CATHOLIC EDUCATION: *Walking Forward Together*

Connie Araujo-De Melo
Ontario Catholic School Trustees' Association
1804-20 Eglinton Avenue West, Box 2064
Toronto, ON M4R 1K8
Tel: 416-932-9460 ext. 226 Fax: 416-932-9459
Web: www.ocsta.on.ca Email: cdemelo@ocsta.on.ca

From: Sharon McMillan [<mailto:smcMillan@ocsta.on.ca>]

Sent: Monday, December 05, 2016 12:35 PM

To: Directors of Education, OCSTA Member Boards

Below please find an email that was sent last week to all Catholic trustees and directors of education at all CDSBs. It has come to our attention that not all Directors of Education have received this announcement email so we are resending the announcement. Please see below:



Ontario Catholic School Trustees' Association

Good Morning,

We wanted to reach out to you about a new online campaign that OCSTA is launching today to promote Catholic education in Ontario.

Called *Together in Faith*, our goal is to build a vibrant online community of supporters of Catholic education, and share the stories of the exceptional students, teachers, and other members of our faith community who are demonstrating excellence in our distinct school system.

Please join our campaign by visiting www.togetherinfaith.ca and signing up to show your support for Catholic education in Ontario.

In order to build this vibrant online community, we'll need your help to spread the word in our schools and local parishes. We've developed flyers, posters, and content for your Catholic board and school's social media accounts to help drive awareness about this campaign. [Click here to download these materials.](#)

Finally, we are looking for faith-leaders like you to share stories of excellence in your district. If you know an exceptional individual demonstrating excellence in Catholic education, please visit www.togetherinfaith.ca/spreadtheword to let us know about them.

We hope you'll join us in celebrating the excellence of Catholic education in Ontario.

Thank you,

Sharon McMillan

Director of Communications

20 Eglinton Ave. W., Suite 1804 | PO Box 2064 | Toronto, ON, Canada | M4R 1K8

Main: 416.932.9460 ext 232 **Mobile:** 416.460.7937

E: smcmillan@ocsta.on.ca

W. www.ocsta.on.ca

www.Twitter.com/catholicedu | www.Facebook.com/CatholicEducationInOntario

Together in Faith - A project by the OCSTA · Canada

From: Sharon McMillan [<mailto:smcMillan@ocsta.on.ca>]

Sent: Thursday, November 24, 2016 12:30 PM

To: Sharon McMillan

Subject: OCSTA Newswire - January Seminar, Catholic Trustee Discussion Forum

Importance: High



OCSTA Newswire - November 24, 2017

Click on links below to view articles

- 1 [Upcoming Event](#)
 - 1.0.1 2017 Catholic Trustees' Seminar – January 13-14
- 2 [OCSTA Government Submissions](#)
- 3 [Spirited Citizenship](#)
- 4 [Catholic Trustee Discussion Forum](#)
- 5 [Bishop Barron Podcast](#)
- 6 [2016 Student Short-video Contest](#)
 - 6.0.1 Submission Guidelines and Forms
 - 6.0.2 More Exposure for All Submissions
 - 6.0.3 Prizes
- 7 [Premier's Awards for Accepting Schools](#)

Sharon McMillan

Director of Communications



From: Sharon McMillan [<mailto:smcMillan@ocsta.on.ca>]

Sent: Thursday, December 01, 2016 3:57 PM

To: Sharon McMillan

Subject: Together in Faith Campaign for Catholic Education and TCDSB Parish-School Connection

Importance: High

To: All Catholic Trustees and Directors of Education

Catholic Education in Ontario Updates:

OCSTA has recently launched an online campaign for publicly funded Catholic education in Ontario called **Together in Faith**. You can learn more at: <http://www.ocsta.on.ca/together-in-faith-campaign/>

Sharon McMillan

Director of Communications



Ontario Catholic School
Trustees' Association

20 Eglinton Ave. W., Suite 1804 | PO Box 2064 | Toronto, ON, Canada | M4R 1K8

Main: 416.932.9460 ext 232 Mobile: 416.460.7937

E: smcmillan@ocsta.on.ca

W: www.ocsta.on.ca

[www.Twitter.com/catholicedu](https://www.twitter.com/catholicedu) | [www.Facebook.com/CatholicEducationInOntario](https://www.facebook.com/CatholicEducationInOntario)



Ontario Catholic School Trustees' Association

November 29, 2016

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

CC: CDSB Student Trustees

FROM: Nicolas Bottger, President, Catholic Board Council, OSTA
Manuela Zapata, Vice President, Catholic Board Council, OSTA
Brian O'Sullivan, MA, Ed.D., Director of Catholic Education, OCSTA

SUBJECT: Student Video Submissions for CEW

Each year our Catholic Student Trustees play a leadership role in the organization of Catholic Education Week (CEW) across Ontario. The theme for CEW 2017 is, "*Walking Forward Together*" and our Catholic Student Trustees are inviting student video contributions. Students will be asked to answer one of the following questions in their video clip:

- *What does your Catholic faith mean to you?*
- *What does Catholic education mean to you?*
- *How do you follow in the footsteps of Christ in your daily life?*

Video submissions can be sent from **Wednesday, November 30, 2016 – Wednesday, February 15, 2017.**

The video clip of about 15-30 words will need to be uploaded to a YouTube account. Students are asked to provide video clips that are filmed horizontally with high resolution (such as 1080p HD).

Recognizing the inclusiveness of Catholic education, students are invited to send their video responses in French, English, any other international language, sign language or any Indigenous languages. For those sending their video clip in any language other than English, please add a subtitle in English that states your message and the language you are speaking.

Once you have done so, please send the URL address to acabral@ocsta.on.ca by **Wednesday, February 15, 2017.**

Students are asked to submit videos without their school or board names/logos.

These video clips will be placed on the OCSTA website when complete and schools and boards can download them for their CEW Mass in May 2017.

We see this as an exciting way for our Catholic youth to participate in a provincial project and proudly declare the importance of Catholic education in your board of education.

Please do not hesitate to contact us at OCSTA if you have any further questions.

“Partners in Ontario’s Education Success Story”

A Brief to the Minister of Education

December, 2016



**Ontario Catholic School
Trustees' Association**



Ontario Catholic School Trustees' Association

Mission Statement

Inspired by the Gospel, the Ontario Catholic School Trustees' Association provides the provincial voice, leadership and service for elected Catholic school trustees to promote and protect publicly funded Catholic education in Ontario.

Vision Statement

Ontario is enriched by a publicly funded Catholic education system, governed by locally elected Catholic school trustees who serve with faith, commitment and compassion.

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Introduction

The Ontario Catholic School Trustees' Association (OCSTA) was founded in 1930. It represents 237 elected Catholic trustees who collectively represent 29 English-language Catholic district school boards. Collectively, these school boards educate approximately 545,000 students from junior kindergarten to grade 12 and adults in continuing education programs province-wide.

Inspired by the Gospel, the Mission of the Ontario Catholic School Trustees' Association is to provide leadership, service and a provincial voice for elected Catholic school trustees who seek to promote and protect publicly funded Catholic education in Ontario.

Annually, OCSTA submits a brief to the government with recommendations for improvements to the funding of education. Recommendations are made on the basis that the education funding system in Ontario must respond to four essential principles:

Equity: A funding formula must distribute education dollars equitably among all Ontario school boards and their students;

Adequacy: The level of funding for education must be adequate to ensure quality education for today's students;

Autonomy/Flexibility: The model must allow school boards the autonomy and flexibility in spending they require to achieve the distinctive goals of their system, and to meet local needs; and

Accountability: The educational funding model must include mechanisms that ensure the appropriate degree of accountability for all parties and transparent processes and reporting mechanisms to support efficient and effective use of educational resources for students.

The recommendations contained in this brief were approved by the members of OCSTA and are important issues to the Catholic school community in this province. We trust that the Minister of Education will consider our comments as part of the government's on-going commitment to consultation. As always, we would be pleased to meet with representatives of the Ministry to discuss any of the following items in more detail.

Information Technology Infrastructure

In October 2008 the Council of Senior Business Officials (COSBO) received a detailed report titled “K-12 Educational Network / Connectivity Study – Costing & Technical Analysis”. This report was commissioned by COSBO and funded by Effectiveness & Efficiency Initiative. Subsequently, this report went forward to Ministry for review and funding consideration, however no funding support was forthcoming in response to the report recommendations. In 2000, a portion of the Foundation Grant specifically allocated to support technology was reduced by \$25 million which has not been reinstated. Recently, Ontario Association of School Business Officials – IT Committee (OASBO) published “Manifesto for 21st Century Learning” which builds on the seminal report findings and recommendations of the (K-12 Educational Network report). In an October 21, 2016 memo to Directors of Education, the Ministry announced a Broadband Modernization Program: Wave 1 which aligns with recommendations outlined in the “Manifesto for 21st Century Learning”. The memo specifically states “The ministry is committed to supporting school boards to ensure that barriers to achieving adequate broadband connectivity are addressed. Wave 1 Broadband Modernization Program is the first step forward in a systematic, phased approach to closing the broadband connectivity gaps that schools may face and a key enabler to supporting student outcomes...”. OCSTA welcomes the announcement on Broadband technology and looks forward to working with the Ministry in identifying and supporting our Boards in implementing the initiative to ensure appropriate funding and resources are made available to fully implement Broadband Modernization.

In the past the GSN has not provided for any one-time funding of the foundation Information and Communications Technology (ICT) infrastructure for either academic or administrative purposes, which have a maximum life cycle of seven to ten years. Sufficient, ongoing, sustainable funding for the regular replacement and upgrading of ICT infrastructure is critical to boards in order to support today’s learning and administrative requirements.

During the recent GSN consultations the Ministry asked about the considerations for enabling digital education. The infrastructure needs of school boards has significant implications for enabling digital education but it is not possible to provide a fulsome overview in a brief. This needs to involve several areas of expertise and requires resources to develop a feasible long term plan.

Recommendation 1

- OCSTA recommends that the Minister of Education consult with OCSTA to ensure appropriate funding and resources are made available to fully implement Broadband Modernization.
- OCSTA recommends to the Minister of Education that the GSN allocation be adjusted to incorporate funding to support Board’s ICT Infrastructure needs.
- OCSTA recommends the Minister establish a taskforce to review issues related to digital education and technology infrastructure requirements.

Funding Formula Reform and School Board Budget Reductions

Over the last few years the province has implemented changes to certain education funding categories such as school operations, board administration and special education. These changes have been funding neutral provincially (a redistributive model) but had significant impacts on some boards. Some boards have benefitted seeing increases in grants but other boards have had significant reductions. One example of the impact of these funding changes is the Dufferin-Peel CDSB, which has realized reductions in school operations and board administration in the amount of approximately \$10M annually (after the phase-in is completed).

In addition, the government raised the issues of the compliance with the enveloping provisions of the School Board Administration and Governance Grant during the recent GSN consultations. OCSTA respects the restrictions of the GSN regulation but often the uses of certain components of the grant and some revenue offsets differ from board to board. Some clarity regarding these issues would be helpful provided there is also some flexibility as boards' needs differ.

Recommendation 2

OCSTA recommends that the Ministry of Education review the recommendations from the Board Administration and Governance Advisory Group (BAAG) and the redistributive impacts of the funding on boards, with a view to recognizing the administrative and governance requirements of large boards and adjusting funding that fully supports Board's administrative needs.

21st Century Programs and Services for Students with Differing Abilities Including Diverse Learning Needs

On May 4th, 2016, the Ontario government announced its intention to consult with its education partners on its Well-Being Strategy for Education in the fall of 2016. OCSTA's President and Executive Director were present at the launch of this initiative. This Well-Being strategy focuses on promoting:

- Positive mental health
- Safe and accepting schools
- Healthy schools
- Equity and Inclusive education.

To facilitate discussion, the government released a series of background documents and discussion papers that formed the basis of its consultations. The Ministry of Children and Youth Services released a revised autism strategy with additional funds for school boards in 2016 as well. This will include transition funds to support children in transition from ABA services to schools.

Recommendation 3

- That the Minister ensure that funding to Boards is on-going, equitable and sustainable for all including students facing mental health challenges and students experiencing a variety of transitions and challenges.
- That the Ministry conduct a funding review of other commitments including aligned supports for student identity, engagement, well-being, achievement, and voice for all learners with differing abilities.
- That the Ministry of Education continue to address the changing nature of student needs as evidenced in the need for on-going enhanced prevention/intervention and aligned staff professional development supports for students with mental health challenges in transition.

Special Education

In 2014, The Ministry of Education announced its intention to restructure the “High Needs Amount Allocation” of the Special Education Grant funding into a new formula called “Differentiated Special Education Needs Amount” in an attempt to address the variation among school boards with respect to their population of students with special needs and each school boards ability to support these needs. This new formula is being phased in over four years starting in 2014-15. During this four year phase in period, the Ministry has indicated that it recognizes the new formula will negatively impact some school boards and will therefore hold the provincial former “high needs amount” at \$1.5 billion during this four-year period. Catholic Boards have identified adequacy of special education funding as critical to their ability to deliver the range of services necessary to provide quality learning opportunities for special needs students.

Recommendation 4

- That the Ministry of Education limit the special education funding reduction that a board can face in any one year and/or multiple years under the new funding model.
- That boards be funded for demonstrated special education needs above and beyond the funding allocation based on the new funding allocation model.
- That the Minister establish a Special Education Working group to review the adequacy of funding, including the reformulated High Needs Amount and that OCSTA be participants in the working group.

School Bus Transportation

Many school boards are currently running significant deficits in funding student transportation. The Auditor General's 2015 Annual report addressed this issue in part in its review and recommendations on student transportation.

One of the central findings of the report is that the structure and funding of student transportation needs updating and it is not based on the needs of a school board. As the report notes, the funding model is based on a "historical amount - each boards' 1997 spending level with annual adjustments for enrolment and inflation, and other minor adjustments". The most important influences on a school board's student transportation costs are not factored into the model such as enrolment density, geography, the number of special needs students and safety hazards. In addition, the new competitive procurement process that school boards must follow in securing transportation has resulted in significant cost increases. In one case of a large urban transportation consortium, costs increased by roughly 18% which had to be absorbed by the affected school boards.

Recommendation 5

- That the Ministry of Education immediately review the student transportation funding formula and restructure it based on the actual needs of school boards.
- That the Ministry ensure that any recommendations that may have cost implications to Board's Transportation Allocations be reflected appropriately in funding.

Cost of Sick Leaves and Short Term Disability Leaves

School boards have stated that the cost of the sick leave and short-term disability leaves have increased significantly in the past few years. Sick leave costs represent a material expenditure of a school boards' annual operating budget. A 2014 survey of absenteeism shows that there has been significant increase in sick leave in a number of job classes. It is imperative that the Ministry review the increasing costs of sick leave and address the lack of adequate funding for these costs.

Recommendation 6

That the Ministry of Education increase funding to address the current and predicted costs associated with sick leave and short-term leave absenteeism.

Funding Issues with the Renewed Mathematics Strategy

On April 8, 2016 the Ministry of Education announced “The Renewed Mathematics Strategy” and funding model “is an Early Years to Grade 12 strategy that leverages the collective knowledge and skills from our shared successes of the past to focus on improving student achievement in mathematics” (Memorandum from Deputy Minister to all Directors of Education. According to the Memorandum, the strategy will provide new forms of support to all schools, increased support to some schools and intensive support to a select group of schools with the greatest needs in mathematics. The strategy will also focus on students with special needs and high school students taking compulsory courses in applied mathematics. The total amount of funding allocated to support the renewed math strategy is roughly \$53 million.

Some of the supports for school boards include:

- Dedicated blocks of mathematics instruction time;
- Teaching math lead teachers
- Professional support programs for teachers and principals
- Funding for facilitators and extra support for special education students.

The funding model is based on EQAO results in grades 3, 6, and 9 mathematics and information from students and board staff. Some flexibility is built into the model that recognizes the unique circumstances of some school boards, for instance, where a board has a shortage of occasional teachers or very small schools. Further, it is noted that “transfer payment agreements” will be made with each board based on their project funds to support the renewed Mathematics Strategy.

The funding model, however, is not equitable in respect of its impact on Catholic school boards. Generally speaking, Catholic boards have been achieving higher math scores as measured by EQAO tests and therefore receive less funding overall. In order to achieve the goals for mathematics knowledge, Catholic boards may have to allocate funds from other parts of the Grants for Student Needs and thus negatively impact student achievement in those non-mathematics areas.

The Mathematics Strategy, also may have program planning and assessment challenges. At this stage, it is not clear how teaching and learning practices are to be monitored in the classroom; furthermore, some of resources used by the Ministry to support teachers are out date and program requirements lack cohesion and consistency. Another challenge is the teacher training and hiring regulations. These present barriers to the implementation of the renewed Mathematics Strategy by making it difficult for school boards to find or hire the most qualified mathematics teachers available.

Recommendation 7:

- That the Ministry of Education provide EPO funding on an equitable basis to Catholic school boards to support the Renewed Mathematics Strategy;
- That the Ministry of Education collaborate with Catholic school boards to make funding adjustments to compensate for the erosion of funds for other program areas;
- Continue to Collaborate with school boards and other education partners to improve the Mathematics program and planning components and facilitate access to the most qualified mathematics teachers available.

Summary of Recommendations

Recommendation 1

- OCSTA recommends that the Minister of Education consult with OCSTA to ensure appropriate funding and resources are made available to fully implement Broadband Modernization.
- OCSTA recommends to the Minister of Education that the GSN allocation be adjusted to incorporate funding to support Board's ICT Infrastructure needs.
- OCSTA recommends the Minister establish a taskforce to review issues related to digital education and technology infrastructure requirements.

Recommendation 2

OCSTA recommends that the Ministry of Education review the recommendations from BAAG and the redistributive impacts of the funding on boards, with a view to recognizing the administrative and governance requirements of large boards and adjusting funding that fully supports Board's administrative needs.

Recommendation 3

- That the Minister ensure that funding to Boards is on-going, equitable and sustainable for all including students facing mental health challenges and students experiencing a variety of transitions and challenges
- That the Ministry conduct a funding review of other commitments including aligned supports for student identity, engagement, well-being, achievement, and voice for all learners with differing abilities.
- That the Ministry of Education continue to address the changing nature of student needs as evidenced in the need for on-going enhanced prevention/intervention and aligned staff professional development supports for students with mental health challenges in transition.

Recommendation 4

- That the Ministry of Education limit the special education funding reduction that a board can face in any one year and/or multiple years under the new funding model.
- That boards be funded for demonstrated special education needs above and beyond the funding allocation based on the new funding allocation model.

- That the Minister establish a Special Education Working group to review the adequacy of funding, including the reformulated High Needs Amount and that OCSTA be participants in the working group.

Recommendation 5

- That the Ministry of Education immediately review the student transportation funding formula and restructure it based on the actual needs of school boards.
- That the Ministry ensure that any recommendations that may have cost implications to Board's Transportation Allocations be reflected appropriately in funding.

Recommendation 6

That the Ministry of Education increase funding to address the current and predicted costs associated with sick leave and short-term leave absenteeism.

Recommendation 7:

- That the Ministry of Education provide EPO funding on an equitable basis to Catholic school boards to support the Renewed Mathematics Strategy;
- That the Ministry of Education collaborate with Catholic school boards to make funding adjustments to compensate for the erosion of funds for other program areas;
- Continue to Collaborate with school boards and other education partners to improve the Mathematics program and planning components and facilitate access to the most qualified mathematics teachers available.

Ontario Catholic School Trustees' Association
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Ontario Catholic School
Trustees' Association

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Policy Statement:

The Board of Trustees values a culture that holds consultation at its core. Consultation occurs to gain different perspectives. We believe that meaningful consultation is planned, purposeful, and equitable and that it contributes to enhanced decision making. Consultation occurs because the views and experiences of our owners, stakeholders and other partners in Catholic education are valued and inform the work of the board.

1. The Board of Trustees and associated advisory committees will confirm that meaningful consultation occurs on matters of importance that affect the WCDSB. Matters of importance shall include but not be limited to:
 - a. Establishment or amendment of Board policies affecting one or more groups.
 - b. Matters which specifically require a board decision.
2. Consultation may be formal or informal.
3. All consultations will provide feedback to participant groups/individuals