

Board of Trustees' Board Meeting

Date: **December 11, 2017**

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

Student Representatives:
Kate Jamieson, Meghan Nemeth

Senior Administration:
Loretta Notten, Gerry Clifford, Jason Connolly, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson, Laura Shoemaker

Special Resource:

Recording Secretary:
Alice Figueiredo, Executive Administrative Assistant

| ITEM | Who | Agenda Section | Method & Outcome |
|---|---------------------------|----------------|------------------|
| 1. Call to Order | Board Chair | | |
| 1.1 Opening Prayer & Memorials | Board Pastoral Team Chair | | |
| 1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today. | | | |
| 1.3 Approval of Agenda | Board of Trustees | | Approval |
| 1.4 Declaration of Pecuniary Interest 1.3.1 From the current meeting 1.3.2 From a previous public or in-camera meeting | Individual Trustees | | |
| 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 | | | |

| ITEM | Who | Agenda Section | Method & Outcome |
|---|---|--|---|
| 3. Consent Agenda: Board (Minutes of meetings, staff report) | | | |
| 3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Minutes of November 27, 2017 Board meeting 3.1.2 Minutes of December 4, 2017 Board Meeting 3.1.3 Human Resource Services Staffing Update (November 20 th , 2017) | Trustees Trustees Trustees | pp. 4-8 pp. 9-10 | Approval Approval Information |
| 4. Delegations/Presentation | | | |
| 5. Advice from the CEO | | | |
| 5.1 French as a Second Language Overview 5.2 Well Being Plan – Equity 5.3 Revised Estimates Report 5.4 Annual Report on Accumulated Surpluses/Reserves 5.5 Director's Annual Report | John Klein Richard Olson Shesh Maharaj Shesh Maharaj Loretta Notten | pp. 11-15 pp. 16-19 pp. 20-21 pp. 22-25 pp.26-27 | Information Information Information Information Information |
| 6. Ownership Linkage (Communication with the External Environment) | | | |
| 7. Reports from Board Committees/Task Forces | | | |
| 8. Board Education (at the request of the Board) | | | |
| 8.1 OCSTA/CCSTA Communication 8.2 Bishops Banquet 2018 Correspondence | Wendy Price Wendy Price | 8.1 & 8.2 see Appendix A | Information Information |
| 9. Policy Discussion | | | |
| 10. Assurance of Successful Board Performance | | | |
| 10.1 Board Policy I 001 Ends - Broad Policy Provision (All) 10.1.1 Is There a Need to Review This Policy? 10.2 Board Policy II 005 Consultation (Bill Conway) 10.2.1 Is There a Need to Review This Policy? | Trustees Trustees Trustees Trustees | | Approval Discussion 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 6: SEAC Dec 7: Trustee/Superintendent Christmas Social Dec 11: Regular Board Meeting Dec 21: CEC Christmas Mass & Luncheon Jan 10: CPIC Jan 10: SEAC | | | |

| ITEM | Who | Agenda Section | Method & Outcome |
|---|-----------------------------|-----------------|---------------------|
| 13.2 Pending Items: <ul style="list-style-type: none"> • 13.3 Pending Items for OCSTA Consideration <ul style="list-style-type: none"> • Additional funding for Re-engagement officer/program | <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

Board of Trustees' Meeting

A public meeting of the Board of Trustees was held on Monday, November 27, 2017 at the Waterloo Region Catholic Education Centre.

Trustees Present:

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

Student Trustees Present:

Kate Jamieson, Meghan Nemeth

Administrative Officials Present:

Loretta Notten, Gerry Clifford, Jason Connolly, John Klein, Judy Merkel, Laura Shoemaker

Special Resources For The Meeting:

Regrets:

Jeanne Gravelle, Greg Reitzel Shesh Maharaj & Richard Olson

Recorder:

Alice Figueiredo, 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 Kate Jamieson & Meghan Nemeth, Student Trustees.

1.2 Approval of Agenda

2017-138 -- It was *moved* by Trustee de Silva and *seconded* by Trustee Schmalz:

THAT the agenda for November 27, 2017 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)

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 30, 2017 Board meeting
- 3.1.2 Minutes of October 4, 2017 SEAC meeting
- 3.1.3 Financial Statements and Year End Position
- 3.1.4 Special Education Advisory Committee Membership Update
- 3.1.5 Audit Committee Annual Report

2017-139 -- It was *moved* by **Trustee da Silva** and *seconded* by **Trustee Fee**:

*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 Monthly Report

Director Notten presented Board with highlights of her activities in the month of November, the main points of interest include:

- Campus tour of University Cooperative Education Program (UCEP) at St. Jerome's University with the Monsignor Doyle and St Benedict's students.
- O Canada Deh production at Resurrection CSS – where a wide variety of students representing various disciplines, from each of the 5 WCDSB Secondary Schools presented. The presentations were thematically linked to celebrate Canada's 150th Anniversary and our proud heritage.
- Participated in Remembrance Day Ceremony and procession of the Year of Faith Cross at St Gregory CES to St Gregory RC Church.
- Attended the *Renewing the Promise Symposium* with our WCDSB team – the symposium was a wonderful dialogue about mission and vision of Catholic education, a celebration of our legacy, an affirmation of who we are currently and an articulation of who we want to be.

5.2 Autism Support Plan

Principal Gerald Foran presented to Board the Autism Support Plan including all of the Board's services offered to students and families.

The Autism Support Team is a dedicated group of professionals with a focus on the application of Applied Behaviour Analysis (ABA) in the classroom for students with a diagnosis of Autism Spectrum Disorder (ASD). ABA uses methods based on scientific principles of learning and behaviour to build useful repertoires of behaviour and reduce problematic ones. The ASD Team consists of two Autism Support Facilitators and one Behaviour Analyst.

Principal Foran discussed the role of the Autism Support Team, how they can be accessed and the levels of support (Tier 1 and Tier 2) in details. Starting first and foremost with the classroom teacher and the Special Education Teacher. The classroom teacher is responsible for programming for their students and is the first line of support. Other supports may include the CYCW or Education Assistant or both. These staff interact and support the student on a daily basis so it is key that we build capacity within our school staff. The Board provides on going Professional Development on a regular basis which is tracked.

The Autism Support Facilitators, Lisa Woodrow and Linda Roffi presented on their roles within the Board. The Connections process is a series of organized meetings supported by parents, a team of educators (Autism Support Facilitator, Principal, Special Education Teacher, Classroom Teacher, Educational Assistant, Speech-Language Pathologist, Special Education Liaison) and community agencies (e.g., KidsAbility) committed to making transition to school as smooth as possible.

Trustee Fee requested details on how the within information is distributed to families. It was confirmed that brochures are distributed to each school to have on display and it is available on the Board's website. Also, the brochure with information is placed in the IEP checklist.

Trustee da Silva requested clarification on who requests the services (parents or school). Superintendent Shoemaker confirmed that the request comes in all shapes and sizes and can be any part of the systems, including teacher, parents or principal.

Trustee da Silva requested clarification of the role of school systems if raised by a teacher. It was noted that the Independent Education Plan (IEP) is the responsibility of the school principal and the school works with families to determine best needs of the child.

Trustee da Silva requested clarification on whether it became problematic when English is not the first language of the child and parents and how the team deals with these obstacles. Superintendent Shoemaker noted that we have a very responsive English as a Second Language (ESL) department which arranges for interpreters for meetings or translation of documents when required.

5.3 English as a Second Language (ESL)

Carrie Mage, ESL Consultant presented to Board the English as a Second Language (ESL) and English Skills Development (ELD) programs and services provided by WCDSB along with trends.

There has been an increase in the number of newcomer students is notable during the 2014-2015 academic year, and another significant increase occurred in the 2015-2016 academic year, where the Newcomer Reception Centre (NRC) welcomed 180 Newcomer students. The academic year 2016-2017 is indicating a continued increase (with 196 students welcomed to the WCDSB from August-June). There are more than five hundred students at the WCDSB who are in their first two years in Canada.

The NRC has seen an increase in the number of students requiring ELD program needs as a result of interrupted, formal education in the home country (i.e. students from Eritrea and/or Sudan, or via Sudan), also requiring significant settlement support to better understand and integrate into Ontario's school system and society.

The WCDSB continues to strive to meet the varied and increased needs of its English Language Learners (ELLs). Staff engage in an ongoing manner with partners and stakeholders throughout the region to ensure that newcomers to Canada experience a transition to school that is as safe and smooth as possible.

Arrivals from the country of Eritrea continues to grow in the Waterloo region. Hadembes Yebetit shared his journey from Eritrea along with what a person from his country may experience. Many individuals would have faced devastating trauma in their country and on their journey to Canada. It can take up to 4 years or longer to arrive in Canada. Faith-based education is preferred by Eritreans as they are very religious people and they want their children to know Jesus.

Trustee Fee requested clarification on what services are offered to students who experience trauma. It was noted that support from Student Services is available and families are directed to medical services in the region that are available to them. Also, families are partnered with Settlement Workers who direct families to different services.

Trustee da Silva requested clarification on whether children are provided any education while on their journeys to Canada and does the Board determine the grade level with this knowledge. It was noted that there is some basic education but no formal education provided to students. As per Ministry of Education mandate, children are placed in grades based on their age. Many tests are provided to student upon arrival to determine need.

5.4 Environmental Education

Elena Weber-Kraljevska, Energy Conservation Officer provided the Board with WCDSB continued promotion and practices essential to environmental education in our Board.

Ms. Weber-Kraljevska highlight for trustees four initiatives currently promoted by the WCDSB:

- **Ontario's EcoSchools Program:**
The EcoSchools program certifies K-12 schools in environmental learning and action. It is very student-oriented, innovative, accountable, and capacity driven. The Ontario EcoSchools requires teachers to cover several modules: Teamwork and Leadership, Waste Minimization, Energy Conservation, School Ground Greening, Curriculum, and Environmental Stewardship.

- **Focus on Nature**
Focus on Nature is an innovative, school-based program that uses photography to engage grade five students in the exploration of the world around them, cultivating a connection to their environment that carries forward into their lives.
- **Environmental Teacher Training (CODE Project)**
Funding to support environmental education initiatives in 2017-18 was provided to every school board in Ontario to support curriculum-linked teaching and learning related to climate change. The WCDSB is using this funding for Environmental Teacher Training. The training took place on October 20th, 2017 at RIM Park. A total of 23 teachers from 17 elementary and secondary schools attended. Most of these teachers are EcoSchools school champions.
- **Energize: Sustainable City Challenge**
Over the past ten months the WCDSB has been working with the Faculty of Environment Studies at the University of Waterloo, the Waterloo Global Science Initiative, and ClimateActionWR to develop the Energize: Sustainable City Challenge for high school students in the region.

Trustee Schmalz questioned whether the new initiatives have made an impact in what is being dumped by our schools. It was noted that there has been a major decrease in printers and light bulbs being tossed in the dumpster and disposed of responsibly.

6 Ownership Linkage (Communication with the External Environment)

7 Actions From Board Committees/Task Forces

7.1 Student Trustee Report

Student Trustee Jamieson and Student Trustee Nemeth presented on their activities or initiatives that took place over the past month. Initiatives included a visit from Grade 8 students to WCDSB high schools to tour and experience a day in secondary school.

They noted their experience at Reviewing the Promise Symposium on November 14-15, 2017 and expressed gratitude for the opportunity.

8 Board Education (at the request of the Board)

8.1 Chair's Report

Trustee Price reviewed highlights from her report. Highlights included participation in the Commissioning Ceremony, Remembrance Day ceremonies and the St. Louis graduation.

8.2 OCSTA Communications

Trustee Price advised that the OCSTA communications are for information.

9 Policy Discussion

10 Assurance of Successful Board Performance

10.1 Board Policy II 004 Advocacy and Advertising

2017-140 -- It was *moved* by **Trustee da Silva** and *seconded* by **Trustee Schmalz**:
THAT the Board of Trustees reviewed Board 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?

It was confirmed that there is no need to review the 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 4: Annual Meeting to elect the Chair/Vice Chair of the Board

Dec 6: SEAC

Dec 7: Trustee/Superintendent Christmas Social

Dec 11: Regular Board Meeting

Dec 21: CEC Christmas Mass & Luncheon

Jan 10: CPIC

Jan 10: SEAC

13.2 Pending Items:

13.3 Pending Items for OCSTA Consideration

- Additional funding for Re-engagement officer/program

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

2017-141 -- It was *moved* by **Trustee Van Alphen** and *seconded* by **Trustee Schmalz**:

THAT the meeting be now adjourned.

The meeting was adjourned by consensus at 8:20 p.m.

Chair of the Board

Secretary

Board of Trustees' Annual General Meeting

A public meeting of the Board of Trustees was held on Monday, December 4, 2017 at the Waterloo Region Catholic Education Centre.

Trustees Present:

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

Student Trustees Present:

Kate Jamieson, Meghan Nemeth

Administrative Officials Present:

Loretta Notten, Gerry Clifford, Jason Connolly, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson, Laura Shoemaker

Special Resources For The Meeting:

Regrets:

Recorder:

Alice Figueiredo, 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 6:32 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.

2017-01 -- It was *moved* by **Trustee da Silva** and *seconded* by **Trustee Anderson**:
THAT Wendy Price 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.

Wendy Price 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 **Trustee da Silva** and *seconded* by **Trustee Van Alphen**:
THAT Bill Conway 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. No further nominations were received.

Bill Conway was elected as Vice-chair of the Board.

6. Inaugural Remarks by the Chair of the Board

Trustee Price gave her inaugural remarks.

7. Motion to Adjourn

2017-03-- It was *moved* by **Trustee Gravelle** and *seconded* by **Trustee da Silva**:
THAT the meeting be moved into In-Camera at 6:41 p.m. --- Carried by consensus

2017-04-- It was *moved* by **Trustee Van Alphen** and *seconded* by **Trustee Schmalz**:
THAT the meeting be now adjourned.
The Meeting was adjourned by consensus at 7:57 p.m.

Chair of the Board

Secretary

Date: December 4, 2017
 To: Board of Trustees
 From: Director of Education
 Subject: FSL Program Overview 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)

- *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12, 2013*, available at www.edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf
- *The Ontario Curriculum: French as a Second Language – Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8, 2013*, available at www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf
- *The Ontario Curriculum: French as a Second Language – Core, Extended, and Immersion French, Grades 9 to 12, 2014*, available at www.edu.gov.on.ca/eng/curriculum/secondary/fsl912curr2014.pdf
- APA001 Admissions to Elementary Catholic Schools – https://www.wcdsb.ca/ap_memos/PDF/APA001.pdf
- APO012 Transportation https://www.wcdsb.ca/AP_Memos/PDF/APO012.pdf

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:

Parents, parishes, community partners and student engagement are nurtured and valued.

Goals:

To engage students in authentic learning experiences that reflect real-life application and engagement.

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Priority Area:

Student Engagement, Achievement, & Innovation

Strategic Direction:

Students are achieving their highest potential in a 21st century world

Goal:

To support our students in meeting the Ontario Graduate expectations

Background/Comments:

In the WCDSB we offer our students four types of French Second Language programming:

- Core French
- Intensive French
- French Immersion
- AP French

VISION OF FSL in ONTARIO:

Students in English-language school boards have the confidence and ability to use French effectively in their daily lives.

FSL Priorities in the WCDSB:

Assessment for Learning

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. Our FSL teachers have been asked to reflect on the following questions:

- In your French classes is Assessment for Learning more of an event or an ongoing process?
- How do you use student data to inform your decision making and improve student learning?
- How do you help your students to interpret evidence of their own language learning?
- Are you aware of how individual students perform in CEFR language levels in all 4 strands?
- Are you aware of what specific knowledge and skills are appropriate for A1 and A2 learners?
- Could your students articulate at any given time what they can already do in French, and what next step they are working on?

Professional Collaboration

In Ontario, collaborative professionalism is defined as professionals working together, sharing knowledge, skills and experience to improve student achievement and well-being of both students and staff. Our FSL teachers have been asked to reflect on the following questions:

- Do you have another French teacher with whom you can share successes, challenges, and ideas?
- Have you made an effort to reach out to another French teacher that is “alone” at their school, to share best practice and offer collaborative opportunities?
- Do you connect with the grade 8 and 9 teachers in your family of schools to moderate student work and ensure a smooth transition from elementary to secondary?

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- How does participating in system-level committees such as Classes Vertes, Concours, Mentors, or Regional Lead Team impact your own well-being and that of your students?

Student Engagement and Well Being

Student voice helps to shift the classroom culture from a grading to a learning culture, to foster student confidence, and to promote retention in FSL programs. Our FSL teachers have been asked to reflect on the following questions:

- How has student voice played a role in transforming FSL culture at your school?
- How does the shift from a grammar-focus to a communication and interaction focus change student attitudes toward FSL?
- How has using technology enabled learning in French classes helped boost engagement and improve achievement?
- What evidence do you see in your classes that student learning increases when engagement and well-being are the focus?
- How do you foster a learning environment that supports learning?
- What do you do to help French classes remain relevant for students?
- How are students developing global competencies in your French classes?

PROGRAM OVERVIEW:

CORE FRENCH

In Ontario, Core French is mandatory subject from Grades 4 to 9. School Boards are required to offer students 600 instructional hours by the end of Grade 8. In Secondary, one FSL credit (110 hours) is compulsory for the OSSD. FSL courses also count towards each of the three groups within the 18 compulsory credits of the OSSD.

In the WCDSB we offer Core French for 40 minutes per day, 5 days per week from grades 4-8. In secondary, the FSF credit is offered in every secondary school from grades 9-12.

BEST PRACTICES IN CORE FRENCH:

- **Instruction in the Target language:** the teacher speaks exclusively (or almost exclusively) in French.
- **Increased Student Talk Time:** teachers intentionally plan for student interaction.
- **Acts of Speech:** Classroom activities are focussed around acts of speech, such as greeting, inviting, or convincing, rather than on themes.
- **Functional language:** Teachers intentionally plan language that will be useful outside the classroom in real-world contexts.
- **Open-Ended tasks:** Through the process of gradual release, students move from very structured interactions, to communicative activities, to open-ended tasks.
- **Exposure to Authentic Voices:** Teachers intentionally provide opportunities for students to hear other French accents, rhythms and tempos of voice through authentic oral texts such as video, audio, and community connections.
- **Intercultural Understanding:** When introducing cultural aspects of the francophone world, the teacher continually brings it back to connect with the student's own culture.
- **Metacognition and Goal Setting:** Teachers explicitly instruct students about using strategies, identifying what they can do on a continuum, and planning next steps.

CHALLENGES IN CORE FRENCH:

- Hiring qualified staff continues to be a challenge in Core French.

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INTENSIVE FRENCH

Intensive French, also known as the Neurolinguistic Approach, is an optional opt-in FSL program offered nationally in grade 5 or 6. In Ontario, only four School Boards have been granted permission to offer the Intensive model.

In the WCDSB Intensive French is offered in grade 5 at 4 elementary schools: Our Lady of Fatima, St Dominic, Sir Edgar Bauer, and St Luke. It is taught for 240 minutes per day in the first semester, and 200 minutes per week in the second semester (chunked in blocks of 60 minutes or more over 2-3 days). At the end of the grade 5 year, Intensive French students have 345 hours of French Instruction. After the Intensive French year, students re-enter the Core French model, with a higher degree of language skills. At the end of grade 8 they have accumulated 825 hours of Instruction in French.

BEST PRACTICES IN INTENSIVE FRENCH APPROACH:

The five principles of the Intensive French Program have been embedded in the Revised FSL Curriculum for teachers of all FSL Programs to use.

- **Authenticity:** Making tasks connect to real-world situations that are of importance to the student.
- **Literacy:** Teaching language through a literacy lens.
- **Cognitive Development:** Language is acquired by concentrating on completing the task at hand instead of concentrating on the language structure itself.
- **Interaction:** Planning purposeful opportunities for students to interact in French on a regular basis.
- **Implicit Competencies:** Learning grammar and language structures implicitly through use and re-use of the language.

CHALLENGES:

- When the French Immersion Program reaches grade 5 schools currently offering Intensive French, the Intensive French Program at those locations may need to be re-considered.

FRENCH IMMERSION

French Immersion is an optional opt-in French program with various models across Canada. In addition to learning to speak French, students in the French Immersion program learn subject content in French.

In the WCDSB, the French Immersion Program offers 150 minutes of French Instruction, and 150 minutes of English Instruction daily. We offer three regional program that begin in Grade 1 at St Anne Kitchener, Sir Edgar Bauer, and Our Lady of Fatima School. In the fall of 2018, we will have phased in grades 1-4 in Kitchener and Waterloo, and grades 1-3 in Cambridge, with the intention of adding another grade level every year until the end of grade 9. From grades 10-12 French Immersion will be offered based on student enrollment.

The French Immersion Program is undergoing a review this year, to ensure that a quality program is offered to all students, regardless of their program. As part of the review, the French Immersion Review Committee will consider school organization, the program's entry point, French Immersion boundaries, registration priorities, transportation, and criteria for selecting new French Immersion sites. The purpose of the review is not to shut down current programs. All current French Immersion schools will continue to offer French Immersion in the fall of 2018. Recommendations stemming from the Review Committee are scheduled to be shared at Public Meetings in March 2018.

BEST PRACTICES IN FRENCH IMMERSION:

- Teachers in our French Immersion Programs continue to collaborate regionally through shared planning documents in the Google Drive, and by meeting in-person.
- The best practices listed under Core French also apply to the French Immersion program.

CHALLENGES:

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- Hiring qualified staff in French Immersion continues to be a challenge.

AP FRENCH

The French AP (Advanced Placement) program is offered at St. Mary's. Pre-AP courses are being offered at Monsignor Doyle and Resurrection. AP French is an enrichment program that caters to motivated students that have a passion for learning. AP courses offer college-level curricula and examinations to high school students. American and Canadian colleges and universities may grant placement and course credit to students who obtain high scores on the examinations.

ACHIEVEMENTS:

- The AP course at St Mary's is well-established and able to help mentor new AP French programs at Monsignor Doyle and Resurrection.

CHALLENGES:

- AP teacher training is expensive. While it is impractical to train entire departments, for the program to remain sustainable, more than one teacher should have attended the training.
- The AP curriculum is created by the College Board and does not always mesh well with the expectations of the Revised Ontario French Curriculum.

LOOKING AHEAD:

We are currently exploring options that would allow our Grade 12 Core French students to take the DELF exam through the Ministry's new Virtual DELF Centre. The DELF (Diplôme d'Études en Langue Française) is an official certificate awarded to French Second Language Speakers by the French National Ministry of Education to certify the competency of candidates from outside of France in the French language. This certificate is recognized internationally by employers seeking candidates with second-language skills.

Recommendation:

This report is presented to the Board as information.

Prepared/Reviewed By: Loretta Notten, Director of Education
John Klein, Superintendent of Learning

*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 11, 2017
To: Board of Trustees
From: Director of Education
Subject: Well Being Plan – Equity

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)

Board Governance Policy I:001 Ends
Ontario Catholic School Graduate Expectations (OCSGE, 2011): [Institute for Catholic Education]

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

Ontario's Equity and Inclusive Education Strategy (2009)
APC037: Equity and Inclusive Education Policy
Ontario's Well-Being Strategy for Education: Discussion Document (2016)
Ontario's Equity Action Plan (2017)

Alignment to the MYSP:

Nurturing Our Catholic Community:

- *Faith is lived and witnessed in community:*
To strengthen and cultivate school, parish and home relationships.
- *Students and Staff are healthy in mind body and spirit:*
To strengthen system commitment to school, student and staff spiritual health.
- *Everyone is included, respected and welcomed:*
To increase improved awareness respect of differences within our school communities.

Background/Comments:

With the publication of *Achieving Excellence: A Renewed Vision for Ontario Education (2014)*, The Ministry of Education made a commitment to every student in the province of Ontario. Regardless of 'ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, socio-economic status or other factors' (p. 8), all students should be able to access the curriculum, feel safe at school, and also have a sense of belonging.

This goal is congruent with Ontario's Equity and Inclusive Strategy and our Waterloo Catholic DSB Equity and Inclusive Education Policy (APC037). With the implementation of the Well-Being Strategy for Education and the Ontario Equity Action Plan, school districts are well-resourced to continue the work of making sure that all of our students are served, especially those who have traditionally had difficulty accessing the curriculum, and achieving academic success.



At Waterloo Catholic DSB, our Equity, Diversity and Learning (EDL) Committee has set a goal of building educator capacity to serve all students and assist in removing identified barriers to success. In our Catholic context, we employ a lens of liberation theology with a strong emphasis on the social teaching of preferential option for the poor. Simply stated, this involves empowering students and their families to advocate for change so that they may not just survive but thrive in our school communities. Additionally, we have committed to supporting our school administrators and educators in understanding and working to remove barriers that exist for students in accessing their learning.

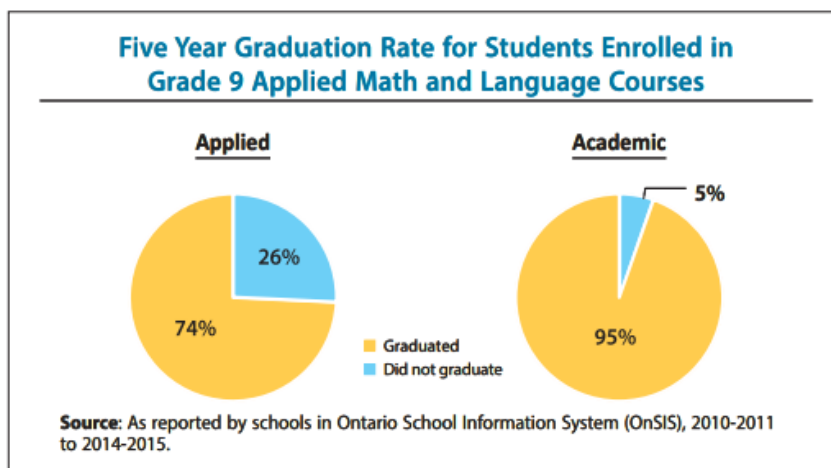
To support this goal, our EDL Committee is delivering three workshop sessions to all of our school administrators over the course of the 2017-2018 school year. They will also be offering three after-school leadership sessions to our system educators as an addition to our regular leadership series offerings. While students with special education needs have traditionally not met provincial assessment standards at the same rate as

others, the equity and inclusive education aims to eliminate barriers, including those that emerge with complex intersectionality's such as when physical and/or intellectual ability are combined with race, or socio-economic status.

New this school year, the Ontario Education Equity Action Plan outlines key priorities in four areas:

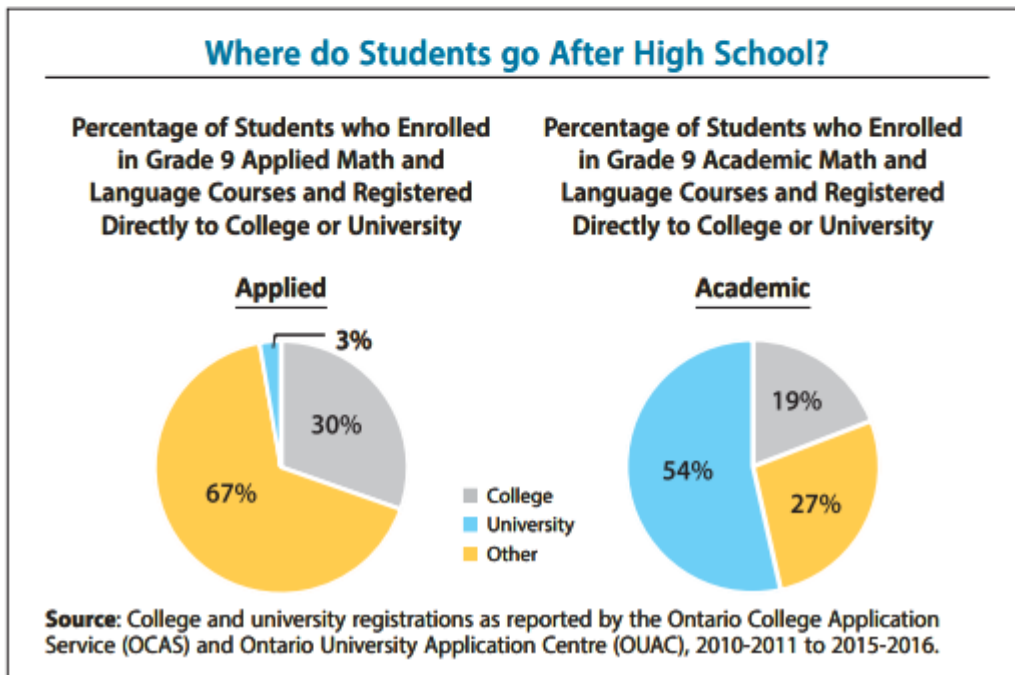
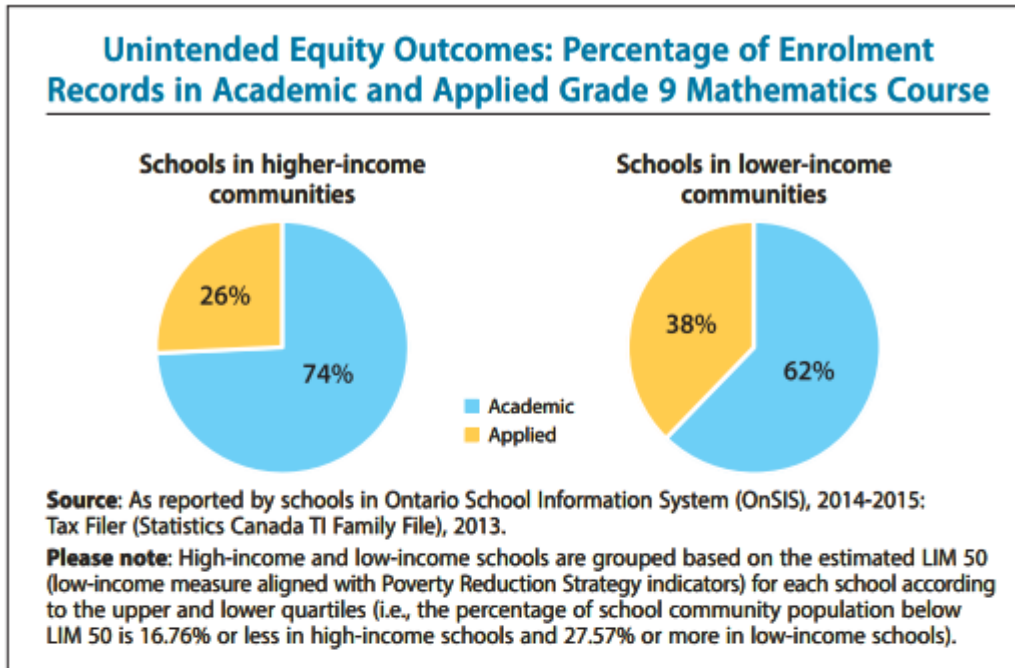
- School and classroom practices
 - Implementation of culturally relevant and responsive pedagogical practices
- Leadership, governance and human resource practices
 - Training for trustees on equity and human rights
 - Director's Report to address equity
 - Customize equity action plan to local context
 - Workforce, including leadership, to better represent students in the classroom
- Data collection, integration and reporting
 - Procedures will be put in place, supported by the Ministry, to gather data to help inform supports for students who are experiencing barriers to the curriculum that may be hindering their achievement
- Organizational culture change
 - Ministry must lead in hiring a more diverse workforce to better serve Ontarians
 - Mentoring programs for under-represented educators

Attention to each of these priorities is intended to address the inequities we find in our provincial assessments that extend out also to our provincial graduation rates:



(Ontario's Education Equity Action Plan, p. 14)

Then, when we consider the intersection of other factors like socio-economics, we can see how pathways for students are also influenced.



(Ontario's Education Equity Action Plan, p. 15)

In response to the trends outlined above, our EDL committee has offered a workshop session to all school administrators bringing attention to our Catholic social teaching and its relationship to the socio-economic realities of our school communities. For example, some schools have a greater capacity to raise school generated funds that ultimately help enrich the learning experience of students.

Additionally, Waterloo Catholic has an operative Re-Engagement Committee that actively reaches out to disengaged students to support them in successfully completing their Ontario Secondary School Diploma (OSSD) within four or five years.

Finally, beginning in March 2018 a series of three workshops for will be offered for new and emerging leaders in our school district. This first session will be an *Introduction to Leadership for Equity*. This session will introduce participants to foundational equity concepts and frameworks. An examination of spirituality in leadership will be used to explore the act of working towards equity in schools as a moral imperative.

The second session will focus on *Encouraging Teacher Leadership, Student Leadership and Empowering Communities*. This session will provide examples of the ways in which teachers and students can take on leadership roles that support equity in schools. There will be a discussion about the benefits of engaging the community beyond the school, and provide strategies for empowering families to increase their involvement in the learning process.

The third session is entitled *Sustaining Leadership for Equity*. This final session will introduce practical strategies for maintaining equity work over time. Examples from local school boards will be used to illustrate the recommended practices, including culturally relevant and responsive pedagogy and inclusive leadership.

In Summary:

With the work of our Equity, Diversity and Learning Committee in raising awareness for school administrators and educators, and with the implementation of the Equity Action Plan, our goal is to remove barriers to student success and well-being in Waterloo Catholic.

As stated in Ontario's Well-Being Strategy for Education, "Supporting equity and inclusive education helps the education community identify and remove discriminatory biases and systemic barriers in order to support student achievement and well-being. Research confirms that students who feel welcome and accepted in their schools are more likely to succeed academically. In fact, everyone in our publicly funded education system – regardless of background or personal circumstances – should feel engaged and included." (page 6)

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education
Richard Olson
Superintendent of Learning

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Date: December 11, 2017
 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 of revenue and expenses have been prepared using actual enrolment as at October 31, 2017 and a revised enrolment projection for March 31, 2017. Enrolment for the school year is now forecast as follows:

| | 16-17EST | 16-17RE | Change |
|-----------------------|----------|---------|--------|
| <i>Elementary ADE</i> | 15,382 | 15,709 | 327 |
| <i>Secondary ADE</i> | 6,291 | 6,379 | 88 |
| <i>Total ADE</i> | 21,673 | 22,088 | 415 |

As a result of increased enrolment and a review of preliminary budgets, the following changes have been made:

| 2017-2018 Estimates submission | | \$ | - | Balanced as at June 2017 |
|--|--|-----------|-------------|-------------------------------------|
| Changes to Revised Estimates | | | | |
| Additional teaching staff (24) | | \$ | (2,110,000) | |
| Additional classroom assistants (26.5 EAs and PSWs) | | | (1,020,000) | |
| Additional Designated Early Childhood Educators (16.5) | | | (660,000) | |
| Other salary and benefit adjustments | | | (380,000) | |
| Portable classrooms | | | (334,000) | |
| Other adjustments (van, scrubbers, program resources, audit) | | | (676,000) | |
| Revenue Adjustments | | | | |
| Additional Enrolment - GSN | | \$ | 4,793,000 | |
| Additional Special Education funds – GSN | | \$ | 387,000 | |
| 2017-2018 Revised Estimates Submission | | \$ | - | Balanced as at December 2017 |
| | | | | **Filing Date: Dec 15, 2017 |

The budget will be monitored throughout the year, and forecasts will be prepared and presented to the Audit Committee and Board of 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

Renée King
Manager of Budget

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Date: December 11, 2017
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: \$30,921

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 \$200,000 has been approved in contributions to the account for the year. The actuarially determined obligation for our WSIB claims at August 31, 2017 is \$2,017,261. 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: \$2,844,412

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

3. Technology Renewal: \$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. **A request for \$700,000 of these reserves can be found at the end of this report.**

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: \$531,978

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. A plan for renovations to the CEC was presented to Trustees in October 2017, some costs will begin to be incurred with respect to this renovation in 2017-2018. **A request for the full use of these reserves can be found at the end of this report.**

7. Committed Sinking Fund Interest: \$685,823

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: \$856,039

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 \$210,000 from these funds can be found at the end of this report.**

Recommendation:

1. That Administration be given permission to use up to \$30,921 from the WSIB surplus to service potential WSIB costs.
2. That Administration be given permission to use up to \$700,000 from the Technology Renewal surplus to service potential WREPNet costs.
3. That Administration be given permission to use up to \$200,000 from the Early Learning Resources surplus to purchase resources as needed.
4. That Administration be given permission to use up to \$531,978 from the Administrative Capital surplus to renovate Board Administrative buildings as previously discussed.
5. That Administration be given permission to use up to \$50,000 from the Committed Sinking Fund surplus to service known Committed Sinking Fund costs.
6. That Administration be given permission to use up to \$210,000 from the Committed Capital Project surplus to service depreciation on internally funded capital projects.

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 | - | -116,299 | 30,921 |
| 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 | 2,532,926 | - | 311,486 | 2,844,412 |
| 2.5 | Technology Renewal | 700,000 | - | - | 700,000 |
| 2.6 | Insurance | 150,000 | - | - | 150,000 |
| 2.7 | Early Learning Resources | 200,000 | - | - | 200,000 |
| 2.8 | Administrative Capital | 61,945 | - | 470,033 | 531,978 |
| 2.8.1 | Committed Sinking Fund interest earned | 730,357 | - | -44,534 | 685,823 |
| 2.8.2 | Committed Capital Projects | 1,063,779 | - | -207,740 | 856,039 |
| |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 | 5,590,327 | - | 412,946 | 6,003,273 |
| 3 | Total Accumulated Surplus (Deficit) Available for Compliance (Sum of lines 1.2 and 2.14) | 5,590,327 | - | 412,946 | 6,003,273 |
| 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 | | 99,941 | -1,189,385 |
| 4.4 | School Generated Funds | 1,375,835 | | 78,617 | 1,454,452 |
| 4.7 | Revenues recognized for land | 26,663,570 | - | 156,416 | 26,819,986 |
| 4.8 | Liability for Contaminated Sites | - | | - | - |
| 4.9 | Total Accumulated Surplus (Deficit) Unavailable for Compliance | 22,262,278 | - | 881,880 | 23,144,158 |
| 5 | Total Accumulated Surplus (Deficit) | 27,852,605 | - | 1,294,826 | 29,147,431 |



Date: December 11, 2017
To: Board of Trustees
From: Director of Education
Subject: Director's Annual Report

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

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

Origin: (cite Education Act and/or Board Policy or other legislation)
Multi-Year Strategic Plan

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

Education Act Section 283(3)
Achieving Excellence: A Renewed Vision for Education in Ontario
Multi-Year Strategic Planning A Guide for School Board Trustees DRAFT Jan 2017

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic Priority: Student Engagement, Achievement and Innovation

Strategic Priority: Building Capacity to Lead, Learn and Live Authentically

Background/Comments:

The Multi-Year Strategic Plan provides the roadmap for the staff of Waterloo Catholic District School Board and proclaims to the boarder community our goals and aspirations.

Per Section 283(3) of The Education Act the Director of Education will submit an Annual Report at the first Board meeting of December of each year reporting on the progress of the Board against the stated goals.

As was reflected when the Interim Report Card on the Multi-Year Strategic Plan was brought to board, there has been strong progress against all of our nine strategic directions, within our three priority areas.

There are many points of celebration and there is clear direction in terms of the work for the year ahead. We can be most proud that our Vision and Mission which is firmly rooted in our faith and gospel values, is perhaps recognized as our strongest or most clearly affirmed indicator. Rather than identify individual points of celebration and accomplishment, the Annual Report will provide those highlights.

The report takes a primarily electronic format this year – which is to say – while there will be a limited number of hard copy versions of the report, the primary design was intended for web presentation, and the hope is that the points of celebration will be seen equally strongly in word and picture.

We are tremendously proud of the accomplishments of our staff and students, and the vibrant connection that exists between home, parish and school. The report will be presented at the Board meeting and posted to our corporate website shortly thereafter. At Waterloo Catholic we are Heart of the Community, providing Success for Each and a Place for All.

Recommendation:

That the Board accept this report indicating compliance with our obligations under Section 282(3) of The Education Act.

Prepared/Reviewed By: Loretta Notten
Director of Education

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