

## Board of Trustees' Board Meeting

**Date:** Monday, October 29, 2018

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

**Student Representatives:**

Meghan Nemeth, Izabella Tyc

**Senior Administration:**

Loretta Notten, Jason Connolly, Gerald Foran, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson, Laura Shoemaker

**Special Resource:**

**Recording Secretary:**

Alice Figueiredo

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Board Chair		
1.1 Opening Prayer & Memorials	Board Pastoral Team		
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.	Board Chair		
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest 1.4.1 From the current meeting 1.4.2 From a previous public or in-camera meeting	Individual Trustees		
1.5 Items for Action from previous In-camera meeting of October 29, 2018 regarding infrastructure/Human Resource Matters and October 15, 2018 regarding Human Resources Matters.	Board Chair		Approval
<b>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)</b>			

ITEM	Who	Agenda Section	Method & Outcome
<b>3. Consent Agenda: Board (Minutes of meetings, staff report)</b>			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Minutes of September 24, 2018 Board Meeting 3.2 Approved SEAC Minutes of September 5, 2018 3.3 Approved CPIC Minutes of September 12, 2018	Trustees Trustees Trustees	pp. 4-7 pp. 8-9 pp. 10-13	Approval Information Information
<b>4. Delegations/Presentation</b>			
<b>5. Advice from the CEO</b>			
5.1 Director's Update 5.2 Learning Commons Update 5.3 Student Success (Intermediate) Update 5.4 Year-Round Schooling Considerations 5.5 CEC Renovations	N. Notten M. Maharaj/S. Wood R. Olson N. Notten S. Maharaj	pp. 14-16 pp. 17-19 pp. 20-22 pp. 23-29 pp. 30-33	Information Information Information Information Information
<b>6. Ownership Linkage (Communication with the External Environment)</b>			
<b>7. Reports from Board Committees/Task Forces</b>			
7.1 Student Trustee Report	M. Nemeth, I. Tyc	pp. 34-35	Information
<b>8. Board Education (at the request of the Board)</b>			
8.1 Chair's Update 8.2 OCSTA/CCSTA Communications	W. Price W. Price	pp. 36-37 pp. 38-58	Information Information
<b>9. Policy Discussion</b>			
Items brought forth from Governance Committee, amendments for consideration: 9.1 Section 3 of Board Policy Hiring and Promotions Policy IV 005 9.2 Section 8.2 of By-Law 9.3 Section 4 (a) of Policy II 002	B. Conway B. Conway B. Conway	pp. 59-60 pp. 61-62 pp. 63-64	Approval Approval Approval
<b>10. Assurance of Successful Board Performance</b>			
10.1 Board Policy II 003 Board Job Description 10.1.1 Is There a Need to Review This Policy?	J. Anderson Trustees	pp. 65	Approval Discussion
<b>11. Assurance of Successful Director of Education Performance</b>			
<b>11.1 Monitoring Reports &amp; Vote on Compliance</b>			
<b>12. Potential Agenda Items/Trustee Inquiry Report (CEO)</b>			
12.1 Trustee Inquiry Report from the CEO 12.2 Shared concerns			
<b>13. Announcements</b>			
<b>13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):</b> <ul style="list-style-type: none"> <li>Nov 6: Commissioning of School Council Chairs</li> <li>Nov 12: Committee of the Whole</li> <li>Nov 14: Ken Seiling End-of-term Reception</li> <li>Nov 16: St. Louis Grad re: SSC/STW</li> <li>Nov 22: Justice Dinner</li> <li>Nov 23: St. Louis Grad re: PSW</li> <li>Nov 26: Board of Trustees</li> <li>Dec 3: Inaugural</li> </ul>			

ITEM	Who	Agenda Section	Method & Outcome
13.2 Pending Items:	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
13.3 Pending Items for OCSTA Consideration			
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' Board Meeting**

A public meeting of the Board of Trustees was held on Monday, September 24, 2018 at the Waterloo Region Catholic Education Centre.

### **Trustees Present:**

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

### **Student Trustees Present:**

Izabella Tyc, Meghan Nemeth

### **Administrative Officials Present:**

Loretta Notten, Jason Connolly, Gerald Foran, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson,

### **Special Resources For The Meeting:**

### **Regrets:**

Laura Shoemaker

### **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.

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

The Chair of the Board called the meeting to order at 6:00 p.m.

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

The meeting opened with prayer by Trustee Schmalz.

### **1.2 Approval of Agenda**

**2018-93 -- It was moved by Trustee Van Alphen and seconded by Trustee Reitzel:**

**THAT the agenda for Monday, September 24, 2018 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

#### 1.4 Items for Action from Previous Meeting

**2018-94 -- It was moved by Trustee da Silva and seconded by Trustee Conway:**

**THAT the actions arising from the In-camera and Private, Private meeting held September 10, 2018 and September 24, 2018 with respect to a student matter and Real Estate matters be now approved. --- Carried by consensus.**

#### **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)**

- **Approval of Minutes of Regular and Special Meetings**

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Minutes of June 26, 2018 Special Board Meeting

3.2 Approved SEAC Minutes of June 6, 2018

3.3 Approved CPIC Minutes of May 8, 2018

**2018-95 -- It was moved by Trustee Buchholtz and seconded by Trustee 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 Update**

Director Notten provided highlights from notable events and accomplishments since the last Board meeting of June 2018.

##### **5.2 Construction Update**

Superintendent Maharaj and Terri Pickett, Senior Manager of Facility Services provided the Board of Trustees with an update on the construction that took place during the 2017-2018 school year and a summary of schools which received the updates. These projects were associated with building renewal, school priorities, and capital projects funded by the Ministry of Education.

Trustees provided feedback.

##### **5.3 Appointment of Audit Elections Expense Committee Members**

Superintendent Maharaj provided a report on the Appointment of Audit Elections Expense Committee and recommendation on members. Every district school board must appoint a compliance audit committee before October 1, 2018, to hear and decide on applications for compliance audits of trustee candidates' campaign expenses. The Committee must be composed of three to seven people, none of whom can be members of the school board, an employee, or a candidate in the election.

**2018-96 -- It was moved by Trustee da Silva and seconded by Trustee Gravelle:**

**That Philip Silveira, Jessica Perkovic, James Schmiel, and Jeff Weir be appointed as members of the Elections Expense Compliance Audit Committee for a four-year term less two weeks beginning on December 1, 2018. --- Carried by consensus**

## **5.4 Reduction of Trustee Honoraria**

Superintendent Maharaj provided a report with respect to the reduction of Trustee honoraria and provided details and recommendations for changes to Board Policy II 013. As part of a recent announcement on changes to funding, the base amount of the honorarium for trustees was reduced from the amount previously approved for the 2018-19 school year.

**1. 2018-97 -- It was moved by Trustee Reitzel and seconded by Trustee da Silva:**

***That Trustees select a reduced base honorarium amount of \$5,900.***

***That Policy II 013 "Cost of Governance" policy provision 3 be amended to read as follows:***

***The Board will pay an honorarium to its trustees in accordance with the provisions in legislation. For the term of December 1, 2018 to November 14, 2022, the honorarium will be***

- \$10,209 per year composed of a base amount of \$5,900 and an enrolment amount of \$4,309.***
- The Chair of the Board will receive an additional honorarium of \$5,000 per year, plus an additional enrolment amount of \$1,108 per year.***
- The Vice-Chair of the Board will receive an additional honorarium of \$2,500 per year, plus an additional enrolment amount of \$554 per year.***

***For clarity, the following amounts will be paid to Trustees on an annual basis:***

***Trustee: \$10,209***

***Vice Chair: \$13,263***

***Chair: \$16,717***

***--- Carried by consensus***

## **5.5 Enrollment/Staffing Report**

Superintendent Connolly provided the Board of Trustees with an update on student enrollment and staffing along with it's impact on the system. Trustees provided feedback and asked questions with respect to trends and data which Superintendent Connolly clarified.

## **5.6 EQAO Update**

Superintendent Klein and Superintendent Olson provided an update on the 2017-2018 EQAO results for the system. Trustees provided feedback and asked questions with respect to trends and data which were clarified by the Superintendents.

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

## **7 Actions From Board Committees/Task Forces**

### **7.1 Student Trustee Report**

Students Trustee provided an update on activities that took place during the month of November in the secondary schools.

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

### **8.1 OCSTA/CCSTA Communications**

### **8.2 Chair's Report**

Trustee Price provided highlights from notable events from the month of September 2018.

### **8.3 Board Evaluation**

Board of Trustees discussed Board Evaluation results. The Board Evaluation will be used as a stepping stone to discuss the Trustees work for the 2018-2019 school year at the next Committee of the Whole Board.

## **9 Policy Discussion**

## **10 Assurance of Successful Board Performance**

### **10.1 Board Policy II 002 Governing Style**

10.1 Board Policy II 002 Governing Style

Trustees discussed and reviewed Board Policy II 002.

**2018-98 -- It was moved by Trustee da Silva and seconded by Trustee Gravelle:**

**THAT the Board of Trustees find Board Policy II 002 Governing Style in compliance. --- Carried by consensus**

10.1.1 Is There a Need to Review This Policy?

Yes, section 4, to be brought forward to Governance for further discussion.

### **10.2 Board Policy III 006 CEO Compensation and Benefits**

Trustees discussed and reviewed Board Policy III 006 CEO Compensation and Benefits.

**2018-99 -- It was moved by Trustee Reitzel and seconded by Trustee da Silva:**

**THAT the Board of Trustees find Board Policy III 006 CEO Compensation and Benefits in compliance. --- Carried by consensus**

10.2.1 Is There a Need to Review This Policy?

No

## **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):**

Sept 26 - Audit Committee Meeting

• Sept 29 - The Feast St. Jerome Liturgy & Dinner

• Oct 1 – Governance

• Oct 15 – Committee of the Whole

### **13.2 Pending Items:**

### **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**

**2018-92-- It was moved by Trustee Gravelle and seconded by Trustee Conway:**

**THAT the meeting be now adjourned. The meeting was adjourned by consensus at 7:52 p.m.**

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Chair of the Board

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Secretary

## SEAC Committee Meeting Minutes

<b>Date &amp; Time:</b>	Wednesday, September 5, 2018 6:30 pm
<b>Location:</b>	Boardroom, C.E.C.
<b>Next Meeting:</b>	Wednesday, October 3, 2018
<b>Committee Members:</b> Bill Conway, Kim Murphy, Irene Holdbrook, Frank Thoms, Sue Simpson, Stuart Cross, Jeanne Gravelle, John Gilbert  <b>Administrative Officials:</b> Laura Shoemaker, Erin Lemak  <b>Regrets:</b> John Gilbert	

<ul style="list-style-type: none"> <li>• <b>Opening Prayer</b> <b>Welcome</b>  Intentions were said for students and family members who have recently passed.</li> </ul>	L. Shoemaker
<ul style="list-style-type: none"> <li>• <b>Approval of Agenda</b>  Motion by: Jeanne Gravelle Seconded: Stuart Cross</li> </ul>	
<b>3. Declared Pecuniary Interest</b> Nil	
<b>4. Approval of the Minutes</b>  June 6, 2018 Minutes  Motion by: Jeanne Gravelle Seconded: Kim Murphy	
<b>5. School System Operational Business</b>  5. SEAC  Director Notten anticipates Pro Grant proceeding as a grant so SEAC will continue with working on a grant application.  SEAC membership was discussed, looking for additional avenues to receive new members. Could advertise to principals to advocate for members within	



their parent community, could also resend out letters to associations again, advocate during Pro Grant. Sue Simpson will follow up with Waterloo Region Family Network via their circulation.	
<b>6. Ministry Updates</b> (10 min) 6.1	
<b>7. SEAC Committee Functions</b>  Pro Grant Start Up SEAC was asked to review if there will there be a combined effort with the Catholic Parent Involvement Committee and discuss when it is on the agenda again. Pro Grant topic will be on the agenda every other month and on both March and April agendas to gear up to the application.  Election of Chair  Irene Holdbrook was nominated by consensus to the position of Chair.  Election of Vice Chair  Frank Thoms was nominated by consensus to the position of Vice Chair.	
<b>8. Policy Advice to the Board</b>	
<b>9. Association Concerns/Association Updates</b> <b>(20 minutes)</b> WRFN has a Camp Day on September 23 at Camp Ki-Wa-Y all are invited. In November they will be having their annual conference more details forthcoming.  Save the date for our annual WRDSS Buddy Walk which will take place Sunday November 4th - More details will be announced soon!  The Down Syndrome Syndrome Association of Peterborough is having a conference at Great Wolf Lodge on October 13 th and it's open to the public for  Autism Ontario – Waterloo Chapter is holding an IEP Workshop on Oct 13, 20 and 27 in Waterloo. Please see more details below:  <a href="https://www.eventbrite.ca/e/autism-ontario-school-iep-parent-workshop-registration-49622732930">https://www.eventbrite.ca/e/autism-ontario-school-iep-parent-workshop-registration-49622732930</a>  <b>Trustee Update</b> Board meeting has not occurred as of yet.	
<b>10. Pending Items</b>	
<b>11. Adjournment</b>  Motion to end meeting:  Motion by: Jeanne Gravelle Seconded: Sue Simpson	
<b>12. Action Items Place Holder</b>	



Date:	Wednesday, September 12, 2018
Time:	6:00pm (Dinner @ 5:30 pm)
Location:	Catholic Education Centre- St. Aloysius Meeting Room
Next Meeting:	Open for discussion

10

<p>Agenda approved without changes.</p>
<p><b>3. Approval of the Minutes:</b></p> <p>Linda asked to include as an attachment the \$500 google form where schools indicated how they spent their school council funds. Approval of minutes moved by Eric and seconded by Julie.</p>
<p><b>4. Other Correspondence/ Superintendent Update</b></p> <p>Judy said members may feel free to share the School Council Newsletter from Parents Engaged in Education (attached to minutes) and bring to onboarding meeting. Linda mentioned that the Parents Engaged in Education newsletter is not part of the Ministry's materials. Some parent information from the Ministry is not getting in front of our school councils. She said the Ministry newsletter should go out before the Parents Engaged in Education newsletter.</p> <p>Judy mentioned the Parent Bill of Rights initiated by the governing party of Ontario. She reiterated that the Board is heading into a new WCDSB strategic plan; this should be done by Dec.</p>
<p><b>5. Trustee Update:</b></p> <p>The Board has a new Faith animator – Father Joseph DeViveiros. He is residing at St. Mary's Parish.</p> <p>Trustee Schmalz said elections are coming up and 7 are seeking election, 2 acclaimed in Waterloo. Joyce decided not to run and Amy became a MPP. Wade Bucholz is back intermittently from Sept. to Nov.; the 3 trustees in Cambridge are running again</p> <p>At the past meeting, Superintendent Klein gave an overview of the Board Improvement Plan; this delves into our School Improvement plans coming in October</p> <p>At the last meeting the Head Start program, a gr. 9 program over 2 full days was discussed. It gives incoming gr. 9 students a preview/ orientation in the summer. It had very positive results; more students participated – 115 St. Benedicts, etc. Dave had positive feedback on his daughter's participation in the program.</p> <p>St. Benedicts piloted a credit course for incoming g. 9 students on Individual and Family Living. It was an opportunity to learn some cooking, literacy skills, etc. – 23 students participated at St. Benedicts. It will be rolled out to other schools in the future. The Board will track these 23 students; Eric asked if there would be feedback. He understood most of the kids in the class were high performing. It was mentioned that the class therefore might not be hitting its target demographic (not at risk). Bill said they will be getting more feedback moving forward from the school, e.g. from gr. 8 transition meetings. Julie suggested starting to talk about it</p>

at 7 Up. Going forward the class will be called Bridges to Success

Regarding the Health and Physical Education curriculum – the Catholic Board has always had the Fully Alive program, written by Canadian Catholic Bishops. The Board is still teaching this which was updated 2014. There are 3 or 4 lessons at the end of the school year which are an issue with WCDSB's/ new government's curriculum. The government will open consultation on the curriculum. Health Education conversation was not tabled at the WCD School Board meetings. WCDSB teachers are teaching the curriculum. Taking a nonpolitical stance.

## **6. Discussion Items/ Updates:**

### **6.1 OAPCE Update- Upcoming conference October 27<sup>th</sup> Durham Region**

Ontario Association for Parents in Catholic Education is in its 81<sup>st</sup> year. The conference date is Oct. 27<sup>th</sup> in Durham Region. Oapce.org has more information- not sure if there will be money for Boards to send delegates. Linda thinks she should have more information this week. In the past Loretta has made money available. In past years the committee put the offer of attendance out to School Council Chairs first; first come first served. Denise has attended in the past and said they have amazing speakers and it is inspiring.

OAPCE is now sitting at more curriculum meetings than in the past.

### **6.2 2018-19 CPIC Dates- Discussion Regarding Framework for the year**

- Feb. 6
- Apr. 3

CPIC is mandated to have four meetings per year. The above dates are scheduled for meetings and CPIC could use Oct. and Nov. for events. Maybe have a close out potluck meeting in May. In the December lull committee members could attend school events as part of becoming more active and use the committee roadshow. Our fourth meeting could be start of the commissioning event or Chair event in October or in May. *Diana to find a date now in the spring for the second part of the Chairs event.* April was suggested by Denise.

Instead of a full CPIC meeting in January a planning group will meet to work on the April event. Information can be shared via google docs in the meantime.

Sharon asked if we have a twitter account. No we don't; Linda suggested revisiting this with IT. CPIC could tweet at events, e.g., using #wdsbparents. Let's ask IT if we can create our own hashtag. Judy asked if Sharon would like to be part of the Communications committee. Linda suggested going back to IT and ask / reminder communication outcome (google classroom) of prior discussions. *Judy will follow up.* Dave said some issues were legal issues. John Shewchuk said communications/ social media would go through him.

<p><b>6.3 Recruitment of CPIC Members</b></p> <p>Is anyone interested in sitting on budget committee? Renee, our Budget Manager is looking for someone by Sept. 30<sup>th</sup>. Julie Hofstetter volunteered. Judy to connect the two.</p> <p>CPIC needs volunteers for elementary Resurrection FOS and elementary St. Mary's FOS to serve on CPIC (Holy Family, Holy Rosary, Our Lady of Lourdes, St. Dominic Savio, St. John, St. Mar, St. Nicholas, St. Paul / Blessed Sacrament, Canadian Martyrs, John Sweeney, Monsignor Haller, Our Lady of Grace, St. Anne (Kitchener), St. Aloysius, St. Bernadette, St. Daniel, St. John Paul II, St. Kateri Tekakwitha, St. Timothy). Julie said she might know someone.</p> <p><i>Diana to put through the church and through school newsletter (community centres). Diana to send to Admin assistants (text) send to Dave too</i></p>
<p><b>8. Council Chair event- Possibly October 10, 2018</b></p> <p>The committee decided to keep the Chair event as close to beginning of school as possible and before commissioning</p> <p>Diana to look into booking a highschool caf instead of the parish hall for Oct. 10<sup>th</sup></p> <p>PRO Grants are not approved yet. Julie said some funds were not released for last year and <i>Diana to double check that those schools' funds were cleared.</i></p> <p>Mobilize people who wanted to volunteer last year</p> <p>Sept. 30<sup>th</sup> is deadline for chairs. CPIC can ask these volunteers to be part of the planning committee. Let Diana know if you'd like to volunteer.</p> <p>Progrant committee – one meeting and helping at the event – Dave to volunteer; Judy available for committee.</p> <p>Diana will come up with year at a glance e.g., for trustee meetings, parent consultation end dates, budget consultation dates, etc.</p>
<p><b>9. Gratitude and Closing Prayer</b></p>
<p><b>10. Adjournment</b></p>

Attachment: [Parents Engaged in Education newsletter](#)



**Date:** Sept 29<sup>th</sup>, 2018  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Director's Report

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**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)**

Policy 1 001 Ends  
Policy IV 013 Leadership

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

Policy 1 001 Ends  
Policy IV 013 Leadership

**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 Month of October seemed to pass quickly, but provided some strong opportunities for building community and strengthening our leadership and broader staff team. As we soon draw to a close our Year of Faith and prepare to transition to our new Pastoral Plan rooted in the messages of Renewing the Promise, it is not hard to see why they are such an appropriate pastoral themes. Below are a few short highlights since our last Board meeting update that capture some of the more notable events or accomplishments from my work as Director:

- Waterloo Catholic was profiled by the OCSTA *Together in Faith* campaign for the “*People of Faith*” video – celebrated as much for its video quality as for the content which highlighted the comprehensive and inclusive nature of Christian Service within the community.

- Attended and chaired FACE Committee meeting.
- Attended Audit Committee meeting.
- Attended the St Jerome's Annual Feast where Rob Way was recognized with the John Sweeney Award.
- Participated in CODE and ECCODE executive teleconferences and meetings in relation to Executive Compensation and other items of import in preparation for dialogues with the government.
- Conducted interviews for new Principal of International Education and Safe Schools – Dan Witt was the successful applicant.
- Attended ERDI Conference in Calgary with Directors from across Ontario and all of Canada, with an opportunity to participate in 8 different panels on a variety of educational topics. Keynote was by Kevin Lamoureux, who spoke powerfully to our history as a treaty people and the need for attentiveness to reconciliation.
- Completed meetings with various members of the senior team to discuss goals and priorities for the upcoming school year.
- Visited St Domenic CES and St Benedict's School and corresponding Idea Exchange, as well as the Thanksgiving Liturgy at Monsignor Doyle CSS.
- Met with representatives of The Grand River Chinese School to explore on going relations with our Board and future directions.
- Participated in full day workshop with Administrators on Bias Aware Decision Making, facilitated by Annahid Dashgard of Anima Leadership.
- Participated in ongoing meetings working on the development of both our Multi-Year Strategic Plan, as well as our Well Being Plan.
- Attended retirement celebration for outgoing Deputy Minister Bruce Rodrigues in Toronto.
- Met with our regions new MPPs Belinda Karhalios, Amy Fee and Michael Harris to discuss educational priorities of mutual interest.
- Participated in the Great Food Challenge at Waterloo Region Food Bank with the Trustees and other members of senior staff.
- Attended and participated in Administrators' Conference and Retreat 2017, where the theme of "*Called to Serve, Refresh, Re-Energize and Renew*" was explored. (Forewent CODE Executive Meeting with Deputy Minister at Mowat Block, in favour of retreat)
- Attended Gala Retirement Celebration for Ken Seiling on the occasion of his retirement as Regional Chair (after 33 years of service).
- Visited the Grand Valley Institution for Women to discuss the role of education in the lives of the women affiliated with the institution.
- Attended monthly Administrators' Meeting and delivered opening remarks and attended Sept Secondary School Admin Meeting; also met with Administrators' Liaison Committee to discuss matters of concern.
- Addressed the first session of Leadership Part 1 and Part 2 – shared with candidates my vision for Catholic Leadership.

- Attended *Learning from the Middle* Symposium in Toronto.
- Attended the October SMART Cities Waterloo Region Steering Committee Meeting at Council Chambers, and earlier in the month had a one on one meeting with Chair Matthew Chandy to discuss insights from the Board and the proposal going forward.
- Attended Director's Dinner at When Faith Meets Pedagogy
- Attended the Catholic Education Foundation of Ontario (CEFO) Catholic Student Awards in Toronto where our 5 secondary schools had students who were recognized and Frank Clifford was awarded the Medal of Honour.

**Recommendation:**

This report is for the information of the Board.

**Prepared/Reviewed By:** 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:** October 29, 2018  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** WCDSB Learning Commons Transformation Project

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

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

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

This report provides Trustees with an update on the transformation of school libraries into Learning Commons.

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

N/A

**Alignment to the MYSP:**

Strategic Priority: Building Capacity to Lead, Learn & 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

Strategic Priority: Student Engagement, Achievement & Innovation

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

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

**Background/Comments:**

The 2015-2018 Multi-Year Strategic Plan committed to creating and engaging in a multi-year plan to transform school libraries into collaborative student-friendly spaces called Learning Commons. The transformation consists of minor renovations to library spaces and investments into furniture, technology, and equipment that support 21<sup>st</sup> century learning practices.

As part of preparing the multi-year plan, each school was visited by the Library Support Services Supervisor to scope out proposed changes as well as to draft an annual budget for the investments. Administrators, library technicians, and other school staff at each site were part of the planning process.

Year 1 of the plan was undertaken in 2017-2018 with all schools projected to be completed by the end of the 2021-2022 school year.

With the support of Facility Services, Supply and Administrative Services, and Information Technology Services, the following transformation schedule was adopted:

## Year 1: 2017-2018

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Canadian Martyrs

St. John

Monsignor Doyle

St. Joseph

Monsignor Haller

St. Michael

St. Anne C

St. Peter

St. Benedict

St. Teresa of Calcutta

St. Daniel

St. Gabriel

## Year 2 2018-2019

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Christ the King

St. Aloysius

St. Bernadette

St. Dominic

St. Gregory

St. Margaret

St. Mary's

St. Paul

St. Timothy

## Year 3 2019-2020

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Blessed Kateri

Blessed Sacrament

Holy Spirit

John Sweeney

Our Lady of Grace

St. Anne Kitchener

St. David

St. John Paul II

St. Matthew

## Year 4 2020-2021

Holy Family  
Holy Rosary  
Our Lady of Lourdes  
Resurrection  
St. Augustine  
St. Clement  
St. Mark  
St. Teresa Elmira

## Year 5 2021-2022

Our Lady of Fatima  
St. Agnes  
St. Brigid  
Sir Edgar Bauer  
St. Elizabeth  
St. Luke  
St. Nicholas  
St. Teresa Kitchener

Shelley Wood, Library Support Services Supervisor will be present at the October 29, 2018 meeting to provide an overview of the Learning Commons transformation as well as to provide a hands-on opportunity to use Learning Commons tools.

Updates on progress on the multi-year plan will be brought annually to the Board of Trustees each fall.

### **Recommendation:**

This report is being provided as information only.

### **Prepared/Reviewed By:**

Loretta Notten  
Director of Education

Shesh Maharaj  
Executive Superintendent of Corporate Services

Shelley Wood  
Library Support Services Supervisor

**Date:** October 29, 2018  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Student Success (Intermediate) Update

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**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 Policy I – Ends  
APC 017 - Assessment, Evaluation & Reporting in Secondary Schools

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

Achieving Excellence: A Renewed Vision for Education in Ontario - <http://www.edu.gov.on.ca/eng/about/excellent.html>  
Student Success/Learning to 18 - <http://www.edu.gov.on.ca/eng/teachers/studentsuccess/results.html>  
Building the Workforce of Tomorrow: A Shared Responsibility - <https://www.ontario.ca/page/building-workforce-tomorrow-shared-responsibility>

**Alignment to the MYSP:**

Nurturing Our Catholic Community

- To work in collaboration with our charitable and community partners to ensure our students in need are receiving the assistance they need to succeed in school
  - ✓ Ensure equity by identifying and utilizing data regarding communities, schools and students

Student Engagement, Innovation and Achievement

- Students are achieving at their highest potential in a 21<sup>st</sup> century world
  - ✓ To focus on personalized authentic and culturally relevant inquiry

Building Capacity to Lead, Learn and Live Authentically

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

The Ontario Ministry of Education has developed a wide range of initiatives to facilitate Student Success. The Student Success/Learning to 18 (SS/L18) Strategy is designed to meet five inter-related goals:

1. Provide students with an effective elementary to secondary school transition

2. Support a good outcome for all students
3. Provide students with new and relevant learning opportunities
4. Build on students' strengths and interests
5. Increase graduation rates and decrease dropout rates

Towards the end of this past school year, the Ministry of Education increased funding to school districts to increase the number of guidance and other teachers in elementary schools to better prepare students for a successful transition to high school, and to help Grade 7 and 8 students take their first steps in career planning.

With this funding increase, the Waterloo Catholic District School Board was able to expand number of student success consultants from two to five, moving from a model of support for only those fifteen schools who require more intensive support, to being able to support all our elementary schools using our Family of Schools model, with some adjustments for equity.

In this new model of support for intermediate students, the Student Success Consultants (SSC's) offer a variety of supports to intermediate students and teachers. These areas include the following:

- Pathway & transition planning
- Individual/small group social/emotional, academic support
- Restorative Justice, mediation & conflict resolution
- Capacity building and instructional coaching (e.g. restorative justice, myBlueprint implementation, Engagement Through Innovation Initiative)
- Intensive support for individual students in-risk ("Check & Connect")

SSC's are available for consultation regarding specific student concerns and resources/supports available. Areas of support may include transition issues, pathways, in-risk behaviours, academic struggles, mental health, conflict resolution, community connections, parent engagement, etc.

Our newer SSC's are also being trained in restorative justice practices to augment their ability to engage students who are struggling with behavioural and relational issues, and to help heal bruised or broken relationships so that schools and classrooms can continue to be safe and inclusive learning communities. In this regard, there are various types of support provided:

Health and Wellness	Pathways
Anxiety	Levels of Study
Bereavement	Fears about High School
Self-Harm	Attendance Concerns
Suicide	Suspension Support
Resiliency	Re-engagement
Anger	Bullying
Transitions	Discipline Issues
Peer Relationships	Conflict Resolution
Family Issues	Sexting
FACS Concerns	Economic Concerns

At the system level, our SSC's serve and lead in a variety of other contexts:

- SafeTalk Training
- Coordinate Restorative Justice training sessions
- Lead Restorative Justice Circles for Individual Classes
- NTIP Training Presentations
- School level PD - 21st Century Learning/Resiliency/Pathways
- Collaborate on System level PD - Creation of an Electronic Transition Form
- Parent Pathway Presentations
- Data Analysis with Research Coordinator
- Development of Family of School Model of Support
- Support Gr. 9 Reach Ahead Credit Course: Building Bridges to Success - Your Future Begins Now - HIFI0

- Facilitate Speak Up Grants at School Level
- Facilitate CCEL Grants at School Level
- Supervise Skills Canada Activities at School Level
- Members of School Improvement Heads Team
- Members of IPP Advisory Committee
- myBlueprint Roll Out for 2018-2019

Our Student Success Consultants also communicate with parents about the support they provide in the schools. Parents receive a letter indicating that a Student Success Teacher (SST) is working in their child's school as an experienced intermediate teacher, who is a resource for elementary students to make the transition to high school a smooth one. Working primarily with Grade 7 & 8 students, the SST participates in full class or small groups to facilitate discussions about high school and what the students can expect. Individual conversations between the SST and students often take place to build a positive rapport, discover a student's interests, and set goals and suggest courses that may relate to future career paths. Through the building of relationships in the elementary intermediate grades, the SST becomes a familiar face and a caring adult who assists students in a time of transition to high school while also helping to navigate any difficulties students may encounter along the way.



Monitoring of the SSC's impact with students, especially those student in-risk, takes place through our Ministry Taking Stock report, as well as through our EnCompass data collection platform. SSC also collect artifacts of students achieving success by documenting the stories and experiences of classroom teachers and students.

## Summary

Our district Student Success strategy includes the important work of our Student Success Consultants (Intermediate) who work closely with our school administrators, Grade 7 & 8 staff and students to support all students in the transition to high school. While often offering support to our most vulnerable students, they assist with pathway planning and use the principles of restorative justice to heal relationships thereby providing a safe and inclusive environment for all learners.

## Recommendation:

This report is for the information of the Board.

## Prepared/Reviewed By:

Loretta Notten  
Director of Education

Richard Olson  
Superintendent of Learning

**Date:** October 29, 2018  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Year-Round Schooling

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**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)**

Arising from a Board of Trustees Inquiry in the spring of 2018, staff committed to completing an overview to assist in any consideration of whether Year-Round Schooling had any potential positive implications for WCDSB.

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

Policy I 001 : Ends

**Alignment to the MYSP:**

**Priority:** Student Engagement, Achievement and Innovation

**Strategic Direction:** Students are achieving at their highest potential in a 21st Century World

**Goal:** To support student in meeting the Ontario Catholic Graduate Expectations

**Background/Comments:**

**Definition of Year-Round Schooling**

Year-round schooling (YRS) is a reorganization of the traditional 9-10 month school year, whereby the educational program is delivered over a 12-month period. The long summer vacation is replaced by more evenly distributed breaks throughout the year. The educational program offered is equivalent to the traditional school calendar (content and number of days); however, this approach is considered to be more balanced.

## Overview: Scope and Models

There are two main forms of year-round schooling (single and multi-track):

### a. Single-track:

- all teachers and students are on the same calendar
- generally used to provide a more balanced school year
- most common model is 45 days in school; 15 days off
- - other models include 60-20, 60-15, 45-10

### a. Multi-track:

- different groups of teachers and students who are on different, staggered calendars (scheduled so that some are on vacation, while others are in class)
- generally used to alleviate overcrowding
- 4-track models include 45-15, 60-20, 90-30; 60-15 accommodates a 5-track model

## Literature Review: Pros and Cons

### a) Pros

Proponents claim:

- Educational benefits include increased retention of information that has been taught due to a more balanced schedule. For example, it is argued that the extended summer vacation results in time being wasted reviewing material from previous year.
- Year-round schooling (YRS) maybe more beneficial to those with disadvantages, either academic or economical.
- Multi-track models are effective in resolving overcrowding, by increasing capacity.
- Possibility for additional remediation or enrichment opportunities during the intersession breaks.
- Benefits for students who are considered to be at risk academically (e.g., Kneese & Knight, 1995; Perry, 1991; Shields & LaRocque, 1996)
- Research summarized by McMillen (see references) indicates:
  - Achievement in YRS is equal to or greater than traditional schools
  - Teachers and students have more positive attitudes
  - Most parents are satisfied with YRS if well-implemented
  - Multi-track programs can result in significant cost savings

### a. Cons

Opponents claim:

- There are no demonstrated educational benefits.
- Single-track schools will cost as much or more than traditional schools
- Children are losing valuable learning experiences in the summer
- Our communities are currently not set up for YRS. For example, camps, recreational and other programs are not available for the intersession breaks that will be part of YRS. Currently programs are offered at 'traditional' school breaks such as Christmas vacation, March break and summer holidays (July/August).

## Overview of Findings and Research

### Program Efficacy: Examination of Impact on Student Achievement

Below is a summary of key research on the academic impact of year-round schooling (YRS). This report is not intended, nor does it represent, an exhaustive review of the relevant literature. It does, however, attempt to draw from selected, key literature to give an overview of findings from which informed decisions can be drawn. Sources such as What Works Clearinghouse, ERIC (Educational Resources Information Centre), and Google Scholar were searched using year-round schooling to find relevant research studies. These searches yielded a significant number of reports however, the majority were not relevant (e.g., post-secondary, non-academic factors, extended school year, summer learning loss) to the work at hand. Note, that as with a significant portion of the educational "research" literature, many reports dealing with year-round schooling were either opinion, case study testimonials, small-scale non-experimental studies (e.g., comparison of 2 schools), or studies with flawed designs (e.g., non-random assignment) from which conclusions are difficult to draw. The literature that is noted below mostly is American-based, concerned with the distribution of school days rather than additional days or hours, and utilizes standardized tests as the measure of



achievement.

Summaries of the early year-round schooling literature (pre-2000) have identified mixed results. Shields and Larocque (1998) in the *Alberta Journal of Educational Research* note studies from the 1980s and 1990s that indicate no impact of YRS, mixed impact depending on the population, improvement for all students, and improvement possibly attributed to other factors such as shifts in the teaching and learning stance of teachers. Shields and Oberg (1999) conclude from both their research and that of others that YRS provides a positive impact, however, they question what other changes accompany this structural change that may contribute to the findings.

More recent research, generally with larger data sets and attention to research quality, has yielded findings generally indicating non-significant achievement differences between a traditional school year organization and year-round schooling. Where positive YRS findings do occur the effect size can be classified as low, meaning little impact. Clarke (2010), in a summary article for the *National Journal*, notes that results have been mixed and that students in YRS schooling have “shown little academic improvement” relative to traditional year schooling.

Several studies report on the analyses of a large (over 300,000 students) data set from North Carolina. McMillen (2001) reports that students in YRS schools did not achieve higher than those in traditional school years. McMullen and Rouse (2012) in a study primarily focused on school crowding, noted a negative effect of YRS relative to traditional school year organization. In another large-scale study based on data from California, with a main emphasis on disadvantaged and minority students, Graves (2011) found negative effects of multi-track and single-track year-round schooling relative to traditional school year organization. Wu and Stone (2010), again using data from California, found no difference in outcome performance or growth rate between the two types of school calendars. Closer to home, Rob Brown from the Toronto District School Board (2008) in a review report concluded “that redistributing the same number of days within the school year will rarely result in achievement gains”. Naylor (2012) of the British Columbia Teacher Federation in discussing schooling in BC, concluded that there is “little evidence that students in these schools learn or achieve more than students in other schools.”

In summary while there may be various non-academic reasons for considering the implementation of year-round schooling, in terms of students’ academic achievement, there is no compelling rationale, based on the research literature, for implementing a year-round school schedule.

## **Program**

The response of Year-round schooling to the “summer slide” (the loss, on the part of many students, of some classroom norms, skills and concepts over the summer, requiring a significant amount of remediation in September) allows students to move through curricula with fewer gaps. This mitigation is particularly evident among economically disadvantaged and English Language Learners (ELLs) although this gap eventually narrows as the traditional year unfolds.

Year-round schooling requires teachers to be extremely aware of timelines as they schedule teaching units and themes over the course of shorter periods of time (i.e. nine weeks followed by a three week break). Concluding a unit in order to fit this arbitrary timeline might lead to a rushed and less-responsive pedagogy, to the detriment of student learning.

## **Professional Development**

There is some evidence to suggest that educator learning, in the context of year-round schooling, might be better met due to the increased number of break periods and shorter duration. Less teacher stress and increased engagement might also lead to more successful professional capacity building efforts. On the other hand, the summer break, a traditional opportunity for educators to engage in varied and significant additional qualifications courses (AQ), workshops, symposia, etc. -- particularly those, far beyond our community/region, would no longer offer equivalent opportunities.

Since schools who adopt year-round schooling across an entire Board in which various “tracks” exist, some potentially creative and attractive professional development possibilities arise. For example, a teacher, entering a three-week “break”, could take on a new role at a school in session, as a coach or administrator in training. This same model however, makes inter-school professional development problematic.

## **Extra Curriculars**

Extracurriculars such as after-school sports programs may suffer in a year round schooling model. Both District 8 and elementary athletics run on a ten-month schedule making it difficult to schedule competitive games against one another

during the summer months as the majority of schools would be on summer vacation. Extra curriculars would have to run at the school as a participatory model as opposed to a competitive model as not enough schools would be available for league play. It would be difficult for the school to participate in board-wide play during the school year as the scheduling for year-round school vacation would be not align with the 10-month school calendar.

## **Information Technology**

IT carries out major infrastructure builds every summer where systems are taken offline for weeks at a time to replace aged and failing equipment. Like facility work, some of the projects can be planned during the other breaks in the year, but some concessions will need to be considered where equipment replacement during school time is unavoidable. There may be periods where networks and wireless connectivity are not available. There may also be times where equipment is not available due to repair or replacement schedules.

## **Resource Centre**

There are limited implications for the resource centre. Some changes may be needed to the schedule for inventory periods at the affected schools. The Board's courier service may need to be adjusted to ensure all schools have service where required.

## **Facilities**

Presently, major capital projects are completed over a period of 60 days during July and August. Depending on the scope of the project, there are times when work runs into September. Compressing the available time and or spreading the work over different periods in the year is sometimes feasible depending on the nature of the project, but some concessions will need to be made to allow work to be completed while school is in session. Site work and roofing are two areas where facilities staff often receive feedback – site work because of the machinery that would be onsite, and roofing because of the odour emitted by the materials used.

Operating schools into the summer would require that schools be air conditioned which increases the costs of renewal, maintenance, and utility consumption. While most schools have at least one area that is cooled, not all schools have air conditioning, and retrofitting some WCDSB schools is cost prohibitive.

Partnerships with day-cares and other agencies would need to be revisited as many third parties run programs for students during the summer in our facilities. This may be offset with other programming during other school year breaks.

Finally, most schools receive a deep cleaning during the summer. This will need to be reviewed and revised to eliminate some tasks and to spread others over the other vacation periods.

## **Con Ed**

There are no implications for Con Ed as it is already a year-round operation.

## **Planning**

There are no planning implications for this proposal assuming the families attending the pilot schools follow the existing boundaries and processes in place for admission.

If parents are given a choice, the proposal becomes much more complex. A transient population could cause enrolment pressure at some schools and excess space at others depending on the popularity of year-round schooling. This would necessarily result in additional portables and boundary reviews depending on which pilot schools were chosen.

One option is to pair neighbouring schools together for planning purposes – one would offer year-round schooling, and the other would offer a traditional school calendar. This would provide families with choice and limit transience. There may be added transportation costs as a result of this option, and fewer students walking to school.

If year-round schooling is pursued, thought should be given to how the program is rolled out equitably across the Region. As WCDSB has 5 high schools, conceivably at least 2 out of 5 high schools would follow a YRS calendar.

## **Transportation**

The transition to year-round schooling will be very costly because of existing contracts. Further, all schools in both Boards need to be on the new schedule in order for it to be affordable.

Driver retention may be challenging to service the selected schools. Finally, a major consideration is that school buses are not air conditioned. This will be problematic during the month of July. There is no easy solution to this as buses would need to be retrofitted or renewed at the contract renewal period.

## **Finance**

The provision of adequate levels of support to school users would be a consideration for finance staff. This importance would depend on how many schools would adopt the new model. Vacation schedules would need to be reviewed, as would financial reporting schedules to verify the adequacy of human resources.

## **Extended Care Program**

The current WCDSB extended care program operates on a cost recovery model. Therefore, if year round schooling is offered, the increased revenue from additional days offered in the extended care program would assist in offsetting any increased costs.

In regard to ECE salaries in extended care, a percentage of their salary cost is allocated to the school day program (GSN) and a percentage is allocated to the extended care budget. Currently, on holidays such as March Break and Christmas Break, the extended care absorbs 100% of the ECE salary as no school day program is offered. Therefore, if the program were to run for the full year, any additional holidays (e.g., summer holidays) would be an increased cost that the extended care budget would be expected to cover.

The extended care budget also covers 100% of the salary for any Educational Assistants supporting the program. With year-round schooling, any increased EA support would also be an increased cost. Furthermore, the current Admin Assistant for the program is a 10-month employee and therefore their contract would need to be increased to support the program all year. Additionally, the extended care program currently has a two-week vacation credit for parents/guardians. In order to assist in cost recovery, this credit may no longer be offered if year round schooling is offered. It should be noted that WCDSB has not increased their extended care fees in four years and this may be an option to consider in order to assist in recouping any extra costs.

Other points to consider include the possibility of greater staff retention as ECE employees move from a 10-month salary to a 12-month salary. Furthermore, moving to a year-round model may require staff to renegotiate their contracts. Likewise, it would need to be determined if staff would apply for the new year-round position or if it would be based on seniority? Finally, if an all year program was offered at a particular school, would the current ECE school staff be expected to volunteer to work in the program and if they did not, would they be required to move schools?

## **Human Resources**

All of the Board's collective agreements and terms of employment are predicated on the traditional school year. While there are few clauses that explicitly prevent the implementation of a year-round school calendar, the Board would need to engage in detailed consultation and to negotiate and seek agreement from various bargaining units and groups to ensure a year-round school has the staff necessary to run efficiently and with all required supports. Failure to reach agreement with one group or bargaining unit could significantly disrupt the implementation a year-round school.

Examples include, but are not limited to, availability of Student and Program Services personnel, staffing less than full-time positions, and summer hours for custodial staff.

## **Community and Broader Workforce Implications**

Many students use the summer break from school as an opportunity to seek increased employment. A shorter summer break for secondary students would, of course, limit these opportunities.

Last, there are several businesses and organizations that rely on students and families as clients during the summer months. These include camps and programs and businesses that offer recreational activities to school aged children. Wide scale year-round schooling would limit the clientele for these businesses and organizations.

practice/delivery will garner with all groups - eg., will we be able to equitably cover all required positions, including those needed as central supports to schools.

- Board-wide Construction and IT Upgrades will be more challenging to facilitate given the shorter windows of opportunity available when the involved schools (for construction) and the entire system (for IT upgrades) are closed/down.
- There are budget implications to such a decision and preliminary analysis suggests that there will be some additional ongoing cost, primarily related to transportation and cooling (air-conditioning) costs.

**Recommendation:**

This report is for the information of the Board.

**Prepared/Reviewed By:** Loretta Notten  
Director of Education

**Date:** October 29, 2018  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Catholic Education Centre renovation plan

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

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

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

This report provides information on upcoming renovations to the Catholic Education Centre (CEC).

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

Board Policy IV 009 "Asset Protection"

"...the CEO shall not..."

3. Subject plant and equipment to improper wear and tear or insufficient maintenance."

**Alignment to the MYSP:**

Strategic Priority: Nurturing Our Catholic Community

Strategic Direction: Everyone is included, respected and welcomed

Goal: To attain improved access to Board facilities and services

Strategic Priority: Building Capacity to Lead, Learn & 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

Goal: To ensure all decisions connected to stewardship of environmental and capital resources are ecologically and socially responsible, in alignment with our Catholic social teachings and gospel values

**Background/Comments:**

Until the early 2000s, the Catholic Education Centre was located at 81-91 Moore Avenue in Kitchener. The CEC consisted of an old school building (Sacred Heart School), a portable "complex", and an administrative building. The old school building received limited renewal work and was subsequently deemed prohibitive to repair.

In 2002, St. Mary's HS left its original location at 35 Weber Street West in Kitchener and moved to its present home on Block Line Road. In 2004 renovations took place on the former St. Mary's HS building and the CEC was relocated to its present location.

At the time of renovations, there was a limited budget which consisted of proceeds from the sale of an administrative property owned on Maple Grove Road and an amount of unfunded debt. After several iterations based on the budget available, the architects created a design which resulted in a no-frills space which was workable based on the number of staff and programs in place at the time.

### Current Situation

The CEC is presently faced with the following pressures:

1. Since 2005, the number of staff in the building has increased based on enrolment trending at schools, funded Ministry priorities requiring dedicated staff, an expanded international student program, and changes in the business environment. Certain staff were placed at Sir Edgar Bauer School based on available space, but this space has been reclaimed by the school due to an expanding French Immersion program. There is no available office space in the CEC.
2. Relationships between departments have changed and require reconfiguration.
3. The board room contains insufficient space to hold public meetings and can hold no more than 14 people in the gallery. Presentations from members of the public is not ideal due to space (tight corner of room), audio, and a screen that they can see as they present.
4. There is insufficient meeting space in the CEC during the day.
5. The configuration of the ITS department requires adjustment to optimize training room space and to provide for improved working conditions for staff.
6. Parking has been a challenge since moving to the present location and with the relocation of the Main Campus of St. Louis, 43 spots will be lost of the 122 that are currently available.

### Solution

In order to address the pressures outlined above, the architectural firm of Walter Fedy was contracted to review the issues and to draft a rough plan for renovations that would address the current situation. Walter Fedy is the firm that designed the current CEC office space.

Walter Fedy gathered data from senior stakeholders through a detailed survey. Using this data and from discussions and a tour with staff, plans were developed for review.

The following changes have been proposed:

- A complete renovation of the first floor including the offices of the Resource Centre, Superintendents, Trustees, Parish Hall, and Resource Development Office.
- The Board Room is to be moved into the Parish Hall which will be fully renovated and updated to become a contemporary space for Board Meetings as well as for general use in gatherings and large staff meetings. Resource Centre materials will be relocated to the basement. Seniors' lunches will still take place in this space after the renovations.
- The second floor areas in HR and Finance have been modified to take advantage of synergies that need to be realized between HR and Payroll.
- ITS has been redesigned to take advantage of natural light and to optimize training space.
- The lower parking lot will be fully renovated and reconfigured to recapture space. The Diefenbacher building will be demolished as part of the reconfiguration.
- Space on the top floor of 77 Young (former St. Mary's Elementary School) will be used to support additional staff.

### Funding

There is no funding provided by the Ministry of Education for maintenance, capital renewal, or construction of administrative buildings. Boards can use the proceeds from the sale of old administrative buildings/sites or generate surpluses from the administrative envelope to carry out this work.

Salter Pilon, an architectural firm was hired to prepare detailed drawings and to create a budget for this project using an independent cost consultant. Construction estimates fall within available administrative capital funds.

### Parking

The chart below summarizes existing parking and proposed parking after lot modifications.

Area	Current	Proposed	Comments
St. Louis (80 Young Street)	43	0	Lease ending July 2020
St. Mary's E (77 Young Street)	13	13	
St. Mary's Church	36	36	
Diefenbacher Building	4	0	Building to be demolished
CEC - Front	6	6	
Duke Street Garage	20	20	
Parking lot enhancement	0	40	Add retaining walls, regrade, pave.
<b>Total</b>	<b>122</b>	<b>115</b>	
Employees	165	165	

### Communication

A communication plan has been created and executed. Affected staff have been given the opportunity to see the changes to their space and feedback will be incorporated where possible. Subsequent to the Board Meeting, a general message will be provided to all CEC staff informing them of the upcoming changes.

Discussion has taken place with the City of Kitchener regarding renovations to the Parish Hall. They will accommodate the proposed renovations by temporarily relocating their lunch program.

### Next Steps and Timelines

The next steps for this project include:

- Communication with staff in CEC (October 2018)
- Creating and issuing tender documents (November 2018)
- Selecting a contractor (December 2018)
- Preparing a plan to house staff while spaces are undergoing renovation (November - December 2018)
- Phase 1 – Parish Hall renovation (Early 2019 TBD)
- Phase 2 – All other renovations (Summer 2019)

Further updates will be provided as they become available.



**Recommendation:**

This information is being provided for information.

**Prepared/Reviewed By:**

Loretta Notten  
Director of Education

Shesh Maharaj  
Executive Superintendent, Corporate Services

Terri Pickett  
Senior Manager, Facility Services

Jeff Admans  
Manager of Supply and Administrative Services

Adrian Frigula  
Construction and Renovations Supervisor



**Date:** October 29th, 2018

**To:** The Board of Trustees

**From:** Izabella Tyc and Meghan Nemeth

**Subject:** Student Trustee Report

As the weather cooled and we solemnly said goodbye to the summer, students and teachers geared up for a fantastic year ahead. Many Student Councils have begun running and proposing larger initiatives and students have had many opportunities to get involved within their communities.



The students who attended CSLC in Edmonton last month, returned to their schools, inspired, motivated and ready for a the new school year. The Resurrection and Monsignor Doyle students were able to form relationships with students from other schools and provinces and the to the left, the Resurrection students who attended the conference are pictured at the closing banquet.

With the celebration of Thanksgiving, this was a month of service and generosity for the WCDSB. Monsignor Doyle ran a national teacher's appreciation day where they gifted the teachers with coffee and treats, spirit wear and thank you notes. Resurrection, St. Benedict's and St. David's held food drives for collections leading up to the Thanksgiving weekend and Resurrection also initiated their Buddy Program which intends to create safer spaces for the Community Living students. St. David's ended September with a hopeful Terry Fox run to raise money for cancer research.

A time of spirit, October was a month where schools exemplified their pride through various high energy events. Monsignor Doyle and St. David's ran Spirit weeks with a magician, a school wide kahoot, student vs teacher dodgeball game, a Rainbow Dance and many other fun activities during lunch. Many schools held pep rallies this month in support of athletics, had awards nights to celebrate academic achievement and showcases to celebrate the arts. The high schools also held their pening assemblies and masses. This month, the high schools worked collectively on certain events, Resurrection and St. David's held their annual KW Bowl football game and St. Mary's and St. Benedict's held a spirited football game with a half time show as well.

With Halloween approaching, councils used this spooky season as an opportunity for student engagement. Monsignor Doyle spent the month planning their Halloween Haunt extravaganza with over 35 volunteers and the cosmetology class helping run a haunted house, catacombs, treatment center and carnival. St. Mary's is running a costume contest challenge at lunch and will have a creepy photo booth as well and St. Benedict's is running a Halloween

week with a pumpkin carving contest and movie at lunch. These Halloween events will be happening this coming week.

This past weekend, the trustees also attended the OSTA-AECO Annual General Meeting in Toronto. During this conference, the organization worked within its Public and Catholic Board Councils to identify their major goals for the year. The CBC also had brunch with the Cardinal following the conference.

**Date:** October 29, 2018  
**To:** Board of Trustees  
**From:** Chair of the Board  
**Subject:** Chair's Report

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**Type of Report:** ☒ Incidental Information

**Type of Information:** ☒ Information only of the activities of the Chair

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

Policy I 001 Ends  
Policy II 003 Board Job Description  
Policy II 004 Advocacy and Advertising

**Comments:**

- Attended and participated in FACE committee meeting.
- Attended Monsignor Doyle's opening mass with Trustee Conway and Director Notten.
- Attended and participated in Saint Teresa of Calcutta Anniversary celebration.
- Toured the new Grand Innovations Facility in Cambridge with Trustee Conway.
- Attended and participated in the Audit committee meeting.
- Attended the Feast of St Jerome's with Trustees Conway, da Silva, Graville, Director Notten and Superintendent Olson.
- Attended and participated in the Governance committee meeting.
- Toured, attended and participated in the Heart of the Community opening of new library facility at St Benedicts with Trustees Conway, Schmalz, Van Alphen and Superintendent Olson.
- Participated and attended in the Mayor's Oktoberfest lunch in Cambridge with Trustee Conway.
- Attended the grand opening of the new Youth Centre at the Chaplin Family YMCA in Cambridge as well as the launch of the Suspension Program at the Y for Monsignor Doyle and St Benedict students. Trustees da Silva, Schmalz and Superintendent Markell also attended.
- Participated and attended meeting with MPP's Fee, Karahalios and Harris with Director Notten by our invitation.
- Attended Monsignor Doyle's Academic Awards night with Trustee Conway
- Participated in a SAL at Monsignor Doyle with Superintendent Merkel
- Participated in the Great Food Bank Sort Challenge with Trustees Conway, da Silva, Graville, Schmalz, Van Alphen, Director Notten, Superintendents Klein, Foran and student Trustee Tyc.

- Attended and participated in Resurrection's Academic Awards night with Trustee Schmalz and Superintendent Klein.
- Attended the tribute for Ken Seiling which included a reception and dinner with Trustees Conway, da Silva, Graville and Director Notten.
- Attended the 30<sup>th</sup> Anniversary for Blessed Sacrament.

**Prepared/Reviewed By:** Wendy Price  
Chair of the Board

October 11, 2018

MEMO TO: Trustees, Student Trustees & Directors of Education  
Catholic Partners & Education Organizations

FROM: Nick Milanetti, Executive Director

RE: Retirement of Jane Ponte, Executive Assistant

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OCSTA has been blessed over the last 30 years with an Executive Assistant that has served with dedication, loyalty and commitment. Jane Ponte began her career with the association on January 27, 1989. It is with great appreciation that I share with OCSTA members and others in the education community the news that Jane will be retiring from OCSTA effective December 31, 2018.

Jane has served under 5 executive directors and worked with 15 presidents during her tenure at OCSTA.

She is looking forward to spending additional time with her adored granddaughter Chelsea, husband Elton, her sons Paul and Charlie, and her daughter-in-law Nikki.

Effective January 1, 2019, Connie Araujo-De Melo will be replacing Jane as Executive Assistant.

Our sincere prayers and best wishes to Jane as she embarks on this new life journey.

Submission to  
The Standing Committee on Social Policy  
**Bill 36, Cannabis Statute Law Amendment Act, 2018**

October 9, 2018



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.



## Introduction

On behalf of the Ontario Catholic School Trustees' Association ("OCSTA") we are pleased to provide you with our submission on *Bill 36: An Act to enact a new Act and Make amendments to various other Acts respecting the use and sale of cannabis and vapour products in Ontario* ("Bill 36"). The recommendations contained within this submission reflect consultations with our Catholic school boards and should be considered within the context of OCSTA's earlier submissions on the *Cannabis Act, 2017*.

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. Together, 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.

## *Key Features of Bill 36*

Bill 36 introduces and enables a private retail market for the sale of non-medical cannabis. In the new model:

- Private retailers would be licensed and regulated by the Alcohol and Gaming Commission of Ontario ("AGCO"); the AGCO would begin accepting license applications in December 2018;
- The Ontario Cannabis Retail Corporation would be the exclusive wholesaler and online retailer of cannabis;
- Municipalities would be able to pass a council resolution by January 22, 2019 to opt out of retail stores;
- First Nations communities would be able to opt out of cannabis deliveries and retail stores;
- The province will provide municipalities \$40 million over two years to assist with the cost of non-medical cannabis legalization;
- No cap on the total number of licenses or store authorizations;
- A distance buffer between private cannabis stores and schools would be set through regulation in advance of December 2018 following further consultations with key stakeholders.

## **OCSTA's Concerns and Recommendations**

Schedule 2 of Bill 36 enacts the new *Cannabis Licence Act, 2018*, which sets out a licensing condition for private cannabis retail stores. The licensing rules are administered by the AGCO. These include:

- A retail store authorization allows its holder to operate a particular cannabis retail store. A separate authorization is required with respect to each store. In order to apply for a retail store authorization, a person must be the holder of or an applicant for a retail operator licence,
- Subsection 3 (12) enables the Registrar to refuse to issue a retail store authorization if the proposed cannabis retail store would be located less than the distance specified by or determined in accordance with the regulations from a school, prescribed land use or other circumstances laid out in regulations.

### **Recommendation 1**

Given the risks to student health and well-being that non-medical cannabis use poses, OCSTA believes that the citing of non-medical cannabis retail stores should be at least **3 km's away from the nearest school**.

### **Recommendation 2**

We would also recommend that it be specified in the regulation that the AGCO develop a stakeholder consultation mechanism with school boards to review licensing conditions and store operating procedures to ensure student safety and well-being.

### ***Municipal Exemptions***

Under section 41, a municipality may pass a resolution by January 22, 2019 prohibiting cannabis retail stores from being located in the municipality. Such a prohibition may be lifted by a later resolution passed by the municipality, but a municipality's decision to do so is final and may not be further reversed.

### **Recommendation 3**

Municipalities should be required to consult with local school boards on developing an opt out resolution and the timeframe for developing such a resolution be extended until March, 2019.

### ***Smoke Free Ontario Act Schedule 4 and Places of Use***

This schedule of Bill 36 regulates places where the smoking of cannabis (both medical and non-medical) would be allowed. It follows the same restrictions that apply to the smoking of tobacco products (enclosed workspaces, enclosed public places, for example). In general, municipalities may also pass bylaws to further restrict the use of cannabis.

#### **Recommendation 4**

OCSTA supports the development of expanded “school safety zones” where the consumption of cannabis products are strictly prohibited. For example, the restrictions imposed in *Ontario’s Smoke Free Ontario Act* and the *Electronic Cigarettes Act, 2016* that restrict the consumption of tobacco products to 20 meters of playgrounds and other public places should be expanded substantially to a minimum of 1 km from school property.

#### **Recommendation 5**

Bill 36 Schedule 4 should include amendments that explicitly direct municipalities to develop bylaws that further restrict places of use of cannabis products in order to protect youth from any illicit activity associated with the consumption of cannabis products.

Ontario Catholic School Trustees' Association  
BOARD OF DIRECTORS

2018-2019

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Michelle Griepsma, Vice President	Peterborough Victoria Northumberland & Clarington Catholic District School Board
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Fr. Patrick Fitzpatrick	Chaplain
Nick Milanetti	Executive Director

## NOTES



Ontario Catholic School  
Trustees' Association

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Ontario Catholic School  
Trustees' Association

October 15, 2018

**TO:** Chairs  
- Catholic District School Boards

**CC** Directors of Education

**FROM:** Nick Milanetti, Executive Director

**SUBJECT:** **Broader Public Sector Executive Compensation**

---

On Monday, October 15, 2018 representatives from OCSTA, along with the other trustee associations and CODE, attended a meeting hosted by Treasury Board Secretariat aimed at engaging the sector in stakeholder consultations on broader public sector executive compensation. OCSTA and the other stakeholders provided initial observations on the following 4 questions:

1. What role do school boards have in assisting the government on delivering on its objectives, including its fiscal priorities?
2. Within the education sector there is little, if any, history of linking compensation with performance. What are school boards doing now to measure the performance of executives on their teams?
3. At times, there may be a need or desire to manage unreasonable compensation outcomes in the broader public sector. How should the government address outliers and what types of action should be taken?
4. Based on your experience with previous approaches to managing executive compensation what components should continue, what could be improved and what should be removed?

In addition to these 4 questions, the attached document was also provided in advance of the meeting. OCSTA and the other stakeholders present at the meeting have the ability to provide additional commentary to all of the questions outlined herein. In the event that there is any commentary that your board wishes to provide, please forward it to Jane Ponte at [jponte@ocsta.on.ca](mailto:jponte@ocsta.on.ca) by end of day Tuesday, October 23, 2018 in order to allow OCSTA to collate all feedback received, prior to providing additional commentary to the government.

*Attachment: Broader Public Sector Executive Compensation Consultation Questions*

## Broader Public Sector Executive Compensation Consultation Questions

### INTRODUCTION

The President of the Treasury Board has committed to complete a review of the government's approach to managing executive compensation in the broader public sector by June 7, 2019. Government is now seeking feedback and ideas from impacted stakeholders as we work to develop a long-term policy on broader public sector executive compensation.

#### Target Outcome

*Establish a sustainable long-term policy that supports the government's fiscal priorities and recognizes the value of leaders within the broader public sector in providing better outcomes for Ontarians.*

#### Discussion

Please provide any feedback on this target outcome.

### GUIDING PRINCIPLES

The government has set out four guiding principles that align with the target outcome.

#### 1. PERFORMANCE-BASED COMPENSATION

- Foster a compensation culture that is based on improving outcomes and performance.
- Reward designated employers that meet or exceed government objectives.

#### 2. FISCAL RESPONSIBILITY

- Executive compensation should neither lead nor lag the market.
- Arrangements should demonstrate a respect for public funds.

#### 3. LONG-TERM STABILITY

- Executive compensation should drive transformation.
- Executive compensation policy should be forward looking.

#### 4. CLEAR AND CONSISTENT REQUIREMENTS

- Requirements are easy to understand and comply with.
- Policy should be general with built-in flexibility to address the variety of designated employers.

### QUESTIONS

The following questions are based on the guiding principles.

- 1) What role do broader public sector employers and their executives have in helping government achieve its fiscal priorities?
- 2) Briefly describe key experiences with the previous approaches to managing executive compensation in the broader public sector. What components of the previous approach could continue, what could be improved upon and what should be removed?



## Broader Public Sector Executive Compensation Consultation Questions

- 3) Does your sector or organization typically provide performance-based compensation to executives?
  - If yes, please share details that are important to consider in how it is provided in your sector or organization. For example, what are the objectives, how are objectives set, how are outcomes measured, how is compensation linked to executive performance.
  - If no, why not? Would it be possible to establish such a system?
- 4) How effective are performance-based compensation plans in driving transformation and better outcomes in your sector or organization? What challenges do they pose?
- 5) What organizational outcomes could be used to assess executive compensation in alignment with the government's mandate for your sector or organization?
- 6) How could the government's policy address executive base salary and other elements of compensation in a fiscally responsible way? For example, should employers set compensation caps, should employers standardize compensation amounts for new hires, etc.
- 7) Employers occasionally provide executive compensation arrangements that are inconsistent with their sector or are outliers in the broader public sector as a whole. What measures can be taken to address such arrangements?
- 8) Should the transparency requirements under the previous regulation be maintained in some manner? How can transparency requirements be structured to ensure a better public understanding of executive compensation?
- 9) How can government ensure its broader public sector executive compensation policy is easy to understand and comply with?
- 10) Should there be a system to centrally coordinate within and across sectors? If yes, what could be the roles of government, sectors and employers?
- 11) What can government do to ensure any new policy will continue to be sustainable in the long-term?



Ontario Catholic School  
Trustees' Association

October 17, 2018

**MEMORANDUM**

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

**FROM:** Beverley Eckensweiler, President

**SUBJECT: Update: Cannabis Legalization and Resources for School Boards**

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As you are aware, as of October 17, 2018 non-medical use of cannabis is legal for adults 19 years and older. Today the Ontario government will pass Bill 36, the *Cannabis Statute Law Amendment Act, 2018* and move forward with the provinces new retail structure for the distribution of non-medical cannabis. The bill was not substantially amended from its original form.

On May 8, 2018, the former Deputy Minister of Education sent a memorandum to all Directors of Education outlining funding for boards and resources for boards, parents/guardians, students and board staff. We have attached a link to those resources for your reference.

(<http://www.edu.gov.on.ca/eng/healthyschools/parents-resources.html>).

The Ministry is now in the process of updating the requirements for boards regarding suspension and exclusion policies that will reflect the new legislative requirements. Further information on these matters will be forthcoming this fall.

**Next Steps**

OCSTA will continue to liaison with the ministry of education and the ministry of finance regarding the development of regulations, board resources and policy changes in respect of cannabis legalization.

If you have any questions, please contact Steve Andrews at [sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca)



Ontario Catholic School  
Trustees' Association

October 17, 2018

**MEMORANDUM**

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

**FROM:** Beverley Eckensweiler, President

**SUBJECT: Education Development Charges Update**

---

On Friday October 12, 2018 Ontario Regulation 438/18 was released outlining revisions to education development charges (“EDC”) and the process through which school boards may pass education development charge by-laws. This regulation amends Ontario Regulation 20/98. In essence, the new regulation implements a temporary cap on EDC rate increases at their current level (as of August 31, 2018) and limits the ability of boards to change the areas in their by-laws that are subject to EDCs. Other changes include:

- Restricts additional boards from becoming eligible to pass a new EDC by-law;
- Streamlines some parts of the process requirements to be included in the background study supporting an EDC by-law application;
- Maintains the ability of boards to pass by-laws for a five year term;
- The regulation is effective as of October 12, 2018.

In addition, on Monday October 15, Assistant Deputy Minister Josh Paul sent a memorandum outlining the changes to regulation while noting the government’s intention to conduct a review of the education development charge policy framework.

OCSTA will indicate to the ministry its intention to participate in the EDC policy framework review.

If you have any questions, please contact Steve Andrews at [sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca) or Dan Duszczyzyn at [dduszczyzyn@ocsta.on.ca](mailto:dduszczyzyn@ocsta.on.ca).

Members' Centre

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## CATHOLIC EDUCATION IN ONTARIO NEWS – OCTOBER 22, 2018

Posted by Editor | Oct 22, 2018 | Good News Blog | 0 🗨️ | ★★★★★

2018 STUDENT  
SHORT-VIDEO  
CONTEST



## NEW STRATEGIC DIRECTIONS AT NORTHEASTERN CDSB



The Northeastern Catholic District School Board recently released their 2018-2022 Multi-Year Strategic Plan. The plan also includes the board's revised Vision and Mission Statements along with 5 new guiding Values and Beliefs. To view the strategy along with the message from the Director of Education, outlining the process for creating the plan, please click [here](#).

## PARTNERSHIP WITH LOCAL AIRPORT TO OFFER NIAGARA CATHOLIC STUDENTS INSIGHT INTO AVIATION CAREERS

CATHOLIC EDUCATION  
WEEK



SPEAK UP FOR  
CATHOLIC EDUCATION

Together  
in Faith

CATHOLIC SCHOOL  
BOARD DIRECTORY





**From the Niagara CDSB:** Secondary school students across Niagara Catholic – particularly those in Grades 11 and 12 – got their tickets to a brand-new career opportunity on October 17, when the Board signed a Memorandum of Understanding with the Niagara District Airport for a new Aviation and Aeronautics Specialist High Skills Major Program.

It's the first step in a process which will allow students the opportunity to learn all about careers in aviation, from aeronautical engineers who design planes and the technicians who service them, to pilots who fly them and air traffic controllers who have their eyes on the sky, with everything from the individuals who run the airlines to the grounds crew in between.

Experts in the field note that there is an ongoing shortage of pilots to service the growing global demand for air travel. Bringing a program such as this one to Niagara Catholic, which also includes partnerships with the Royal Canadian Air Cadets and private industries such as FlyGT which flies daily flights from Niagara to Toronto, will help introduce the possibility of a career in aviation to students who may have been up in the air about future career possibilities, and will provide valuable experience – along with Red Seal designation – to students whose heads were already high above the clouds.

"There are individuals among our individuals sitting here in this airport terminal today who will be future pilots, who will be the future individuals who will take care of us on the air crafts, those that will make sure it gets off the ground – everything from deicing ... to those who will make sure it taxis down the runway that it takes off safely, to those who have to study high levels of mathematics to so they are able to calculate the average weight of a person on the plane, the average weight of the luggage, where they position everything on an aircraft so that aerodynamically, it can take off," said Niagara Catholic Director of Education John Crocco. "They may also want to head off to Royal Military College to explore a career in the military. There may also be in this room a person who will be the next astronaut or will work on a new Canadarm, or the Space Station. These are the opportunities we are so excited about providing here at Niagara Catholic."

Patrick Darte, Lord Mayor of the Town of Niagara-on-the-Lake said he's particularly excited about the new SHSM program at the Niagara District Airport. Mayor Darte has been an advocate to bring a Catholic high school to Niagara-on-the-Lake and said having a program in the area for our Catholic secondary school students makes it feel more like there is a school within the community.

Terry Flynn, Chair of the Niagara District Airport Commission, called today's signing "an important step for (the) airport in supporting students across Niagara to look at a career in aviation."

"Given the variety of opportunities in the aviation sector, including the increasing demand for pilots here in Canada and abroad, we are incredibly excited to help showcase the role of our growing airport in introducing them to these careers."

Ivana Galante, the Board's Consultant for Business, Technology, Specialist High Skills Major and Ontario Youth Apprenticeship Program, said she hopes students will be in some form of classroom at the airport as early as the start of the second semester, in February 2019.

A few more photos are available on [Instagram](#), and on [Facebook](#). You can read stories about the event in [The Standard](#) and [Niagara This Week](#).

## RESIDENTIAL SCHOOL MONUMENT IN TORONTO



By Brian O'Sullivan, Director of Catholic Education

During the week of October 9 indigenous speakers, artists and dancers took part in special dedication ceremonies for a new monumen about Canada's Residential Schools to be installed as a stone sculpture in a garden in Nathan Phillips Square at Toronto City Hall.

The installation follows upon one of the specific recommendations from the Truth and Reconciliation Commission to install memorials about Residential Schols throughout Canada.





Ontario Catholic School  
Trustees' Association

October 24, 2018

**MEMORANDUM**

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

**FROM:** Beverley Eckensweiler, President

**SUBJECT: Making Ontario Open for Business Act, 2018 (repeal of Bill 148)**

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On Tuesday October 23, 2018 the government of Ontario introduced for first reading the *Making Ontario Open for Business Act, 2018*. If passed, the proposed legislation will appeal key provisions in the former government's amendments *Fair Workplaces, Better Jobs Act, 2017* (or "Bill 148").

**KEY AMENDMENTS TO BILL 148**

*Employment Standards Act, 2000 ("ESA")*

**Minimum Wage**

- Keeping the minimum wage at \$14 on January 1, 2019.
- Not rolling back any previous minimum wage increase.
- Establishing a 33-month pause in minimum wage increases with annual increases to the minimum wage, tied to inflation, to restart in 2020.

**Scheduling**

Repealing the following scheduling provisions that will come into force on January 1, 2019:

- Right to request changes to schedule or work location after an employee has been employed for at least three months.
- Minimum of three hours' pay for being on-call if the employee is available to work but is not called in to work, or works less than three hours.
- Right to refuse requests or demands to work or to be on-call on a day that an employee is not scheduled to work or to be on-call with less than 96 hours' notice.
- Three hours' pay in the event of cancellation of a scheduled shift or an on-call shift within 48 hours before the shift was to begin.
- The record-keeping requirements that relate to the above-noted scheduling provisions.

### **Three Hour Rule**

- Modifying and moving the existing three-hour rule to a new section of the ESA. Where an employee who regularly works more than three hours a day is required to report to work, but works less than three hours, the employee would be paid for three hours.

### **Personal Emergency Leave**

- Replacing the previous government's Personal Emergency Leave reforms with a package of annual leave days for every worker.
- Enshrining, the right of every worker to take up to three days for personal illness, two for bereavement and three for family responsibilities.
- Preserving the right of every worker in Ontario to receive three weeks of paid vacation after five years.
- Protecting current paid leave provisions for cases of domestic and sexual violence affecting an employee or an employee's child.
- Repealing the provision that prohibits employers from requiring an employee to provide a medical note from a qualified health practitioner. Employers would have the right to require evidence of entitlement to the leave that is reasonable in the circumstances (e.g., a note from a qualified health practitioner).

### **Public Holiday Pay**

- Repealing the averaging public holiday pay formula prescribed by Bill 148 and return to the previous prorating public holiday pay formula.

### **Misclassification**

- Repealing the requirement for the employer to prove that an individual is not an employee ("reverse onus") where there is a dispute over whether the individual is an employee.

### **Equal Pay for Equal Work**

- Repealing equal pay for equal work on the basis of employment status (part-time, casual, and temporary) and assignment employee status (temporary help agency status).
- Maintaining the requirement for equal pay on the basis of gender.

### **Sheltered Workshops**

- Delaying the January 1, 2019 repeal of the exclusion from the ESA of individuals who perform work in a simulated job or working environment if the primary purpose is the individual's rehabilitation. The repeal would instead come into force on proclamation.

### **Penalties for Contravention**

- The government is returning to the previous administrative penalties for contraventions of the ESA by decreasing the maximum penalties from \$350/\$700/\$1500 to \$250/\$500/\$1000, respectively.



## **Labour Relations Act (LRA)**

The government is proposing the following changes to the LRA:

### **Card-based Certification**

- Repealing the rules that forced card-based certification on the workers in home care, building services, and temporary help agencies. Instead the government will preserve the right of these workers to vote through a secret ballot.

### **Employee Lists**

- Protecting Ontarians' privacy and personal information by repealing the rules that forced an employer to hand over their employees' personal information to a union, even if only 20% of the workers showed interest in joining a union.

### **Remedial Certification**

- Reinstating pre-Bill 148 test and preconditions for the OLRB to certify a union as remedy for employer misconduct.
- Requiring the OLRB to determine whether a vote or new vote would be a sufficient remedy, or whether the only sufficient remedy would be to certify the union.

### **Successor Rights**

- Repealing the regulation-making authority to expand successor rights to contract tendering for publicly-funded services such as homecare.

### **Structure of Bargaining Units**

- Repealing the power of the OLRB to review and consolidate newly certified bargaining units with existing bargaining units.
- Empowering the OLRB to review the structure of bargaining units where the existing bargaining units are no longer appropriate for collective bargaining.

### **Return-to-work Rights**

- Returning to the six month limitation on an employee's right to reinstatement following the start of a strike or lock-out.

### **First Collective Agreement Mediation and Mediation-Arbitration**

- Repealing the Bill 148 first collective agreement mediation and mediation-arbitration provisions and provisions for educational support.
- Reinstating pre-Bill 148 conditions for access to first agreement arbitration (where it appears to the OLRB that collective bargaining has been unsuccessful for specified reasons).

### **Fines**

- Returning to the previous maximum fines for offences under the LRA by decreasing the fines from \$5,000 to \$2,000 for individuals and from \$100,000 to \$25,000 for organizations.

### **Streamlining and Improving Processes**

- Expanding and recognizing alternative means of communications under the Act (e.g., facsimile, e-mail) for various types of documents, and deeming the time of the release or receipt of the document.
- Allowing the OLRB to make rules to expedite certain proceedings without the requirement of an order of the Lieutenant Governor in Council to establish a coming-into-force date for the rule.
- Facilitating and requiring the publication of documents (collective agreements and arbitration awards) filed with the Minister, including publication on Government website.

If you have any questions, please contact Steve Andrews at [sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca).

**Number: IV 005**  
**Subject: Hiring and Promotions**

**Approval Date:** April 28, 2008

**Effective Date:** April 28, 2008

**Revised:** March 30, 2009; April 26, 2010; December 12, 2016

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**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 not:

1. Hire anyone who is not willing to support the values of Catholic education in the performance of their duties.
2.
  - 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.
3. 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.
4. Hire/appoint Chaplains without use of the Chaplaincy guidelines issued by the Ontario Conference of Catholic Bishops.
5. 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 representation on the selection team.

**Number: IV 005**  
**Subject: Hiring and Promotions**

**Approval Date:** April 28, 2008

**Effective Date:** April 28, 2008

**Revised:** March 30, 2009; April 26, 2010; December 12, 2016, **October 29, 2018**

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**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 not:

1. Hire anyone who is not willing to support the values of Catholic education in the performance of their duties.
2.
  - 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.
3. Promote to an academic position of responsibility including that of Principal, Vice- Principal, Program Head **of Religious Education** 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.
4. Hire/appoint Chaplains without use of the Chaplaincy guidelines issued by the Ontario Conference of Catholic Bishops.
5. 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 representation on the selection team.

## **8.2 Vacancy Within One Month Before Next Election**

When the vacancy occurs within one month before the next election, the vacancy shall not be filled.

## **8.3 Advertising The Office**

The Secretary of the *Board* shall advertise the office, qualifications and deadlines in a newspaper having circulation in the area to be represented and in the parishes located in the area.

## **8.4 Qualifications Review**

A committee established by the board shall review the qualifications of applicants and report to the board.

## **8.5 Applicants Interviewed**

Applicants will be interviewed by the *Committee of the Whole Board* open to the public at a date and time determined by the *Chair* in consultation with the Secretary.

## **8.6 Selection of Candidate**

Selection of a candidate shall be made in the manner prescribed in subsection 4.4.3 at a regular or Special *Meeting* of the *Board* not later than ninety 90 days after the office became vacant.

## **8.7 Appointee To Take Office**

The candidate appointed to fill the vacancy shall take office at the *Meeting* at which the selection is made, shall make the declaration and Oath of Office required by Section 209 of the ACT, and shall hold office for the remainder of the term of the *Trustee* who vacated the office.

# **ARTICLE 9 EXECUTION OF DOCUMENTS**

## **9.1 BOARD Seal**

The Seal of the *Board* shall be in custody of the Secretary of the *Board* who shall be responsible for affixing it to such documents as may be required.

## **9.2 Seal Record**

The Secretary of the *Board* shall keep a record, in a special register, of the date and the particulars of each use of the seal.

## **9.3 Signing Authorities**

All deeds, conveyances, mortgages, bonds, debentures, agreements, documents, contracts approved by the *Board* shall be sealed, as required, with the seal of the *Board* and signed by:

9.3.1 the *CEO*, or in the absence of the *CEO*, the Acting *CEO*

9.3.2 together with: the *CFO/Treasurer* of the *Board*, the *Chair*, or the *Vice-Chair*.

## **8.2 Vacancy Within One Month Before Next Election**

When the vacancy occurs within one month before the next election, the vacancy shall not be filled.

**“Trustees have the discretion to decide the process which will be used to fill the vacancy. If by advertised process that welcomes candidates, the process shall be governed by 8.3 to 8.6 below. When the vacancy occurs within one month before the next election, the vacancy shall not be filled.”**

## **8.3 Advertising The Office**

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# **ARTICLE 9 EXECUTION OF DOCUMENTS**

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The Seal of the *Board* shall be in custody of the Secretary of the *Board* who shall be responsible for affixing it to such documents as may be required.

## **9.2 Seal Record**

The Secretary of the *Board* shall keep a record, in a special register, of the date and the particulars of each use of the seal.

**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

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**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, 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.
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 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, October 29, 2018

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**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, 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 new a topic within the context of a Board meeting 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.
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 003  
Subject: Board Job Description

Approval Date: September 29, 2008  
Effective Date: September 29, 2008  
Revised: April 26, 2010; January 30, 2012; February 26, 2018

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Policy Statement:

The responsibility of the Board is to serve as trustees for the Catholic ratepayers of Waterloo Region in determining and ensuring appropriate organizational performance within the legal requirements of the Province of Ontario. The Board will plan and establish its priorities and the work to be completed at the first Committee of the Whole Board meeting of the new school year in September, concentrating its efforts on:

1. The link between the organization and the Catholic ratepayers of Waterloo Region.
2. Clarity of values and vision in written governing policies which, at the broadest levels of all organizational decisions and situations, address:
  - a. *Aims/Ends*: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which people and needs, at what cost)
  - b. *Governance Process*: Description of how the board conceives, carries out and monitors its own work
  - c. *Board-Director of Education Relationship*: Delegation of power and its proper use monitored; the Director of Education role, authority and accountability
  - d. *Executive Limitations*: Constraints on executive authority which establish the prudence and ethics boundaries within which all executive activity and decisions must take place.
3. The assurance of Director of Education performance as described in all board policies and detailed in legal responsibilities.
4. Advocacy for positive change to legislation and government policy that impact the organization.
5. Orientation of all new board members.