

Board of Trustees' Board Meeting

Date: Monday, January 28, 2019

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:

Bill Conway (Chair), Manuel da Silva, Kevin Dupuis, Jeanne Gravelle, Wendy Price, Greg Reitzel, Brian Schmalz, Melanie Van Alphen, Tracey Weiler

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	Individual Trustees		
1.4.1 From the current meeting			
1.4.2 From a previous public or in-camera meeting			
1.5 Items for Action:	Board Chair		Approval
1.5.1 In-camera meeting of December 10, 2018 regarding bargaining and budget matters.			
1.5.2 Private, Private, Private on January 14 and January 21, 2019 regarding Human Resources Matter.			
1.5.3 Private, Private on January 21, 2019 regarding Human Resources matter.			
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)			

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board (Minutes of meetings, staff report)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Minutes of December 10, 2018 - Board Meeting 3.1.2 Minutes of December 5, 2018 - SEAC	Trustees Trustees	pp. 4-8 pp. 9-12	Approval Information
4. Delegations/Presentation			
5. Advice from the CEO			
5.1 SMART Cities Presentation	M. Chandy & Karen Redman, Regional Chair	--	Information
5.2 Director's Report	L. Notten	pp. 13-15	Information
5.3 Annual Report on Board Properties	S. Maharaj & L. Ford	pp. 16-19	Information
5.4 Update on Ministry EPO Grant	S. Maharaj	pp. 20-23	Information
5.5 Leadership Strategy Update	J. Merkel	pp. 24-29	Information
5.6 FSL	J. Klein & J. Kruithof	pp. 30-35	Information
6. Ownership Linkage (Communication with the External Environment)			
7. Reports from Board Committees/Task Forces			
7.1 Student Trustee Update	I. Tyc, M. Nemeth	Distributed during meeting	
8. Board Education (at the request of the Board)			
8.1 Chair's Update	B. Conway	pp. 36	Information
8.2 OCSTA/CCSTA Communications	B. Conway	pp. 37-58	Information
8.3 AGM Resolutions			
8.3.1 Trustee Honoraria	G. Reitzel	pp. 59	Decision
8.3.2 Parents Reaching Out Grants	Melanie Van Alphen	pp. 60	Decision
8.4 Recap of OCSTA Seminar (Jan 18-19)	Trustees	--	Discussion
Policy Discussion			
Assurance of Successful Board Performance			
10.1 Board Policy II 006 Celebration of Excellence	W. Price	pp. 61	Approval
10.1.1 Is There a Need to Review This Policy?	Trustees		Discussion
10.2 Board Policy III 002 Unity of Control	B. Conway	pp. 62	Approval
10.2.1 Is There a Need to Review This Policy?	Trustees		Discussion
10.3 Board Policy IV 013 Leadership	W. Price	pp. 63	Approval
10.3.1 Is There a Need to Review This Policy?	Trustees		Discussion
Assurance of Successful Director of Education Performance			
11.1 Monitoring Reports & Vote on Compliance			
Potential Agenda Items/Trustee Inquiry Report (CEO)			
12.1 Trustee Inquiry Report from the CEO			
12.2 Shared concerns			
Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): • Jan 31: Bell Let's Talk Day Lunch – CEC • Jan 31: Audit Committee • Feb 6: SEAC & CPIC • Feb 2: Chinese New Year Celebration • Feb 11: Launch of Pastoral Plan – 4 p.m. St Anthony Daniel • Feb 11: COWB – late start: 6:30 p.m. at the CEC • Feb 21: OSTA-AECO Student Trustees			

ITEM	Who	Agenda Section	Method & Outcome
<ul style="list-style-type: none"> Feb 25: Board of Trustees Feb 27: Conversations with Bishop Douglas Crosby, OMI Mar 1: 3rd Annual KW Trivia Challenge Apr. 13: Mayor's Dinner 			
13.2 Pending Items:	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
13.3 Pending Items for OCSTA Consideration			
Items for the Next Meeting Agenda	Trustees		
Adjournment	Director of Education		
Confirm decisions made tonight			
Closing Prayer			
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, December 10th, 2018 at the Waterloo Region Catholic Education Centre.

Trustees Present:

Bill Conway (Chair), Manuel da Silva, Kevin Dupuis, Jeanne Gravelle, Wendy Price, Brian Schmalz, Tracey Weiler

Student Trustees Present:

Izabella Tyc, Meghan Nemeth

Administrative Officials Present:

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

Special Resources For The Meeting:

Regrets:

Greg Reitzel, Melanie Van Alphen

Recorder:

Alice Figueiredo, Executive Administrative Assistant

NOTE ON VOTING: Under Board by-law 5.7 all Board decisions made by consensus are deemed the equivalent of a unanimous vote. A consensus decision is therefore deemed to be a vote of 9-0. Under Board by-law 5.11 every Trustee "shall vote on all questions on which the Trustee is entitled to vote" and abstentions are not permitted.

1. Call to Order:

The Chair of the Board called the meeting to order at 6:04 p.m.

1.1 Opening Prayer & Memorials

The meeting opened with prayer by Trustee Schmalz.

1.2 Approval of Agenda

5.4 "FSL" was deferred to the January 28th, 2019 Board Meeting.

2018-04 -- It was moved by Trustee da Silva and seconded by Trustee Gravelle

THAT the agenda for Monday, December 10th, 2018 as amended, be now approved. --- Carried by *consensus*.

1.3 Declaration of Pecuniary Interest

1.3.1 From the current meeting – NIL

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

1.4 Items for Action from Previous Meeting of December 10, 2018 regarding Human Resource matters.

2018-05 -- It was moved by Trustee Schmalz and seconded by Trustee Price:

THAT Items for Action from Previous Meeting of December 10, 2018 regarding Human Resource 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 November 26, 2018 Board Meeting

3.1.2 Minutes of December 3, 2018 Board Meeting

2018-06 -- It was moved by Trustee da Silva and seconded by Trustee Price:

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 2019-2020 Estimates Budget Plan (Decision)

Superintendent Maharaj provided a report with respect to the 2019-2020 budget year, the Board budget development process will follow a similar structure to prior years. The major timelines were proposed to the Board of Trustees.

2018-07 -- It was moved by Trustee Gravelle and seconded by Trustee Price:

That the Board of Trustees receives the above noted methods of consultation and the proposed budget timelines set forth in the 2019-2020 Estimates Budget Plan report be approved. --- **Carried by *consensus***

5.2 Revised Estimates – Impacts on Approved Budget

Superintendent Maharaj provided the Board of Trustees with an updated on Revised Estimates using actual enrolment as of October 31st, 2018 and noted the impacts on approved budget. The balanced revised estimates budget will be filed with the Ministry of Education on December 14, 2018 based on the changes.

5.3 Annual Report on Surpluses (Decision)

Superintendent Maharaj provided the Board of Trustees with a report on accumulated surpluses held by the school board that have resulted from surpluses in prior years where no external restrictions have been imposed on their use.

Permission is required from the Board of Trustees for use of such funds. Superintendent Maharaj noted the accumulated balances from WSIB, Operating/Working Funds, Technology Renewal, Insurance, Early Learning Resources, Administrative Capital, Committed Sinking Fund Interest, Committee Capital Projects and Learning Priority Funds.

Trustees asked clarifying questions on the surpluses and Superintendent Maharaj provided information.

2018-08 -- It was moved by Trustee da Silva and seconded by Trustee Gravelle:

That Administration be given permission to use up to \$29,892 from the WSIB surplus to service potential WSIB costs. --- **Carried by *consensus***

2018-09 -- It was moved by Trustee Schmalz and seconded by Trustee Weiler:

That Administration be given permission to use up to \$700,000 from the Technology Renewal surplus to service potential WREPNet costs. --- **Carried by consensus**

2018-10 -- It was moved by Trustee Gravelle and seconded by Trustee Dupuis:

That Administration be given permission to use up to \$279,241 from the Early Learning Resources surplus to purchase resources as needed. --- **Carried by consensus**

2018-11 -- It was moved by Trustee Schmalz and seconded by Trustee Dupuis:

That Administration be given permission to use up to \$715,385 from the Administrative Capital surplus to renovate Board Administrative buildings as previously discussed. --- **Carried by consensus**

2018-12 -- It was moved by Trustee Weiler and seconded by Trustee Price:

That Administration be given permission to use up to \$50,000 from the Committed Sinking Fund surplus to service known Committed Sinking Fund costs. --- **Carried by consensus**

2018-13 -- It was moved by Trustee Price and seconded by Trustee Gravelle:

That Administration be given permission to use up to \$210,000 from the Committed Capital Project surplus to service depreciation on internally funded capital projects. --- **Carried by consensus**

2018-14 -- It was moved by Trustee Dupuis and seconded by Trustee Schmalz:

That Administration be given permission to use up to \$79,241 from the Learning Priority Fund surplus to offset staffing costs as required. --- **Carried by consensus**

5.4 FSL

Deferred to January 28, 2019 Board of Trustee Meeting.

5.5 Well Being Plan – Equity Action Plan

Superintendent Olson provided the Board of Trustees with a report on the Board's Well-Being Plan with respect to Equity. Key priority areas were noted including school and classroom practices, Leadership, governance and human resource practices, Data collection, integration and reporting and organizational culture change. The Well-Being Strategy is divided into four categories: Equity and Inclusive Education, Safe and Accepting Schools, Healthy Schools and Positive Mental Health.

Superintendent Olson noted that all Administrators would be obtain a session during the next Administrator's meeting from a local consulting firm "unlearn.". Unlearn. challenges everyone to develop an equity lens by thinking critically about their unconscious biases and examining how they can be reinforced by the media, their experiences and their relationships.

Other supports to our system include Student Success Consultants, Universal Design for Learning and RE-Engagement Officer/Committee. Trustees provided feedback on the presentation.

5.6 Director's Annual Report (Decision)

Director Notten provided the Board of Trustees with the Director's Annual Report for 2017-2018. Per Section 283(3) of the Education Act, the Director of Education will submit an Annual Report at the first Board meeting of December of each year reporting on the progress of the Board against the stated goals. There are many points of celebration and there was direction as to how the work of Waterloo Catholic had to continue to evolve to remain relevant and responsive to our students and stakeholders.

The report takes a primarily electronic format this year with a limited number of hard copy versions of the report. Trustee provided very positive feedback and gave appreciation for an extensive and informative report.

2018-15 -- It was moved by Trustee Schmalz and seconded by Trustee da Silva:

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

5.7 New MYSP (Decision)

Director Notten presented the 2018-2021 Multi-Year Strategic Plan to the Board of Trustees for approval. The current three-year Multi-Year Strategic Plan (MYSP), approved in December of 2015, will come to a conclusion at the end of December 2018. In the spring of 2018 a system survey took place to both inform the report card on the current plan and to inform direction for the next iteration of the MYSP.

The goals and actions identified within the plan speak to the specifics of how we aspire to bring the system forward, consistent with leading practices in education and respectful of building the required global competencies our students will require to live and thrive in a rapidly changing world. The plan is predicated on a culture of high expectations and a belief that reflects our core vision statement that at Waterloo Catholic we represent: *Heart of the Community, Success for Each and A Place for All*. We aspire to transform our school communities into learning spaces where Faith and gospel values are witnessed, students are empowered, and leadership is distributed.

Embedded within the MYSP reside all other plans that drive the system forward and keep us accountable to the Ministry of Education and our stakeholders. Efforts are being made to ensure strong alignment of all evolving plans, so that there is an integration and streamlining of work for all involved, but most especially for the end-user.

2018-16 -- It was moved by Trustee da Silva and seconded by Trustee Price:

That the Board approve the Multi-Year Strategic Plan for 2018-2021, as found in Appendix A and B. --- **Carried by consensus**

6 Ownership Linkage (Communication with the External Environment)

7 Actions From Board Committees/Task Forces

8 Board Education (at the request of the Board)

8.1 Chair's Update

Trustee Conway provided highlights of event attended and attending in the month of December.

8.2 OCSTA/CCSTA Communications

Correspondence were reviewed.

8.3 Trustee Committee Assignments

Committee Assignments were reviewed.

9 Policy Discussion

10 Assurance of Successful Board Performance

10.1 Board Policy I 001 Ends - Broad Policy Provision

Trustees reviewed Board Policy I 001 Ends – Broad Policy Provision and noted the Board in compliance.

2018-17 -- It was moved by Trustee Price and seconded by Trustee da Silva:

THAT the Board of Trustees find Board Policy I 001 Ends - Broad Policy Provision in compliance.

--- Carried by consensus.

10.1.1 Is There a Need to Review This Policy?

Yes. There were questions on whether the timing of the policy is appropriate. It was decided that this will be discussed at a future Committee of the Whole meeting.

10.2 Board Policy II 005 Consultation

Trustee Conway reviewed Board Policy II 005 Consultation and noted the Board in compliance.

2018-18 -- It was moved by Trustee Conway and seconded by Trustee Schmalz:

THAT the Board of Trustees find Board Policy II 005 Consultation in compliance. --- Carried by consensus.

10.1.2 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):

- Dec 13: Stuff in Stockings
- Dec 20: CEC Christmas Mass & Lunch
- Jan 9: SEAC
- Jan 14: Committee of the Whole (new pastoral committee and linkage, new chair will be needed) Work terms of reference. Bill to email. Read and get familiar.
- Jan 18-19: OCSTA Seminar
- Jan 21: Governance
- Jan 28: Board of Trustees

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--19 It was moved by Trustee da Silva and seconded by Trustee Gravelle:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:22 p.m.

Chair of the Board

Secretary



Waterloo Catholic
District School Board

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Committee Meeting Minutes

Date & Time:	Wednesday, December 5, 2018, 6:30 p.m.
Location:	Boardroom, Catholic Education Centre
Next Meeting:	Wednesday, January 9, 2019
Committee Members: Kim Murphy, John Gilbert, Frank Thoms, Bill Conway, Jeanne Gravelle, Irene Holdbrook	
Administrative Officials: Laura Shoemaker, Erin Lemak	
Regrets: Stuart Cross; Sue Simpson	

<ul style="list-style-type: none">• Opening Prayer Welcome	L. Shoemaker
<ul style="list-style-type: none">• Approval of Agenda Motion by: Jeanne Gravelle Seconded: Bill Conway	
3. Declared Pecuniary Interest N/A	
4. Approval of the Minutes Motion by: John Gilbert Seconded: Jeanne Gravelle	
5. School System Operational Business 5.1. Autism Report <u>Supporting Students with Autism Spectrum Disorder</u> Universal Support Strategies Starting Level of Support: <ul style="list-style-type: none">• Starting with the classroom teacher and the Special Education Teacher. The classroom teacher is responsible for programming for their students and is the first line of support• Other supports may include the CYCW or EA or both	E. Lemak L. Shoemaker

- These staff interact and support the student on a daily basis so it is key that we build capacity within our school staff
- Professional development is ongoing and offered to all staff and may take place in a variety of forms, for example workshops, in services, online programs, conferences
- Additional Support may be required during preschool transition to school, when a student is arriving from another school or newly diagnosed, when new assessments are done or at any times of change, challenge or transition

Another level of support (Collaborative team):

- Special Education Liaison - key point of contact for the school. If a school was looking to access more supports or services, they would do so through their SEL
- Psychoeducational Consultant – WCDSB Psychoeducational Consultants are qualified to diagnose ASD and recommend/assess appropriate programming
- Speech-language pathologist – Support students who have communication challenges in the classroom (expressive & receptive language, social communication) and provide students with augmentative communication systems (e.g. ipad with Proloquo2Go software)
- Social Worker – acts as a support for students and their families and liaise and communicate with community agencies
- Board Certified Behaviour Analyst or ABA Facilitator – focus on ABA and Universal Supports in the classroom for all students

Additional Services:

- Itinerant Teacher of the Deaf and Hard of Hearing
- Consulting Audiologist
- Itinerant Teacher of the Visually Impaired
- Itinerant Teacher the Gifted
- Community Transitions Support Worker
- Communication Disorder Assistant
- Mental Health Lead
- Special Education Assistive Technology Resource Teacher

Role of BCBA/ABA Facilitator

Serve as a member of the collaborative team who focus on ABA and Universal Supports in the classroom for all students, especially those with a diagnosis of ASD.

- Utilization of Universal Supports and the implementation of a variety of evidence-based ABA strategies
- Focus on building capacity with school staff to assist in student skill acquisition, independence and inclusion
- Data collection, review and analysis to inform programming, IEP and BSP development, implementation and monitoring
- Develop and deliver training, workshops and resources to school staff
- Provide families with resources about ASD and ABA strategies

Consultation Support:

- School team case conference
- Gather information, review student profile
- Complete school-based observation(s) to determine target behaviours

<ul style="list-style-type: none"> Collect, analyze and review ABC data with school staff to inform development of BSP, if applicable, in collaboration with CYCW as required <p><u>Referral Support:</u></p> <ul style="list-style-type: none"> Completion of all aspects outlined in Consultation Support In-school coaching and modeling of ABA strategies Collaboration with school based CYCW, SLP etc.as applicable Additional follow-up meeting with parents is available <p><u>Universal Supports:</u></p> <ul style="list-style-type: none"> highly effective strategies designed to help educators create an inclusive environment, promote independence, prevent problem behaviour, increase learning opportunities Universal Supports assist students in accessing the curriculum <p>Erin also talked about School Support Program consisting of planning tools offering help with classroom, peer and universal supports, instructional and visual strategies and functional communication.</p>	
<p>6. Ministry Updates</p> <p>6.1 SEAC budget – on hold until funding announcement from Ministry is made</p>	
<p>7. SEAC Committee Functions</p> <p>7.1. On hold until funding announcement from Ministry is made</p>	
<p>8. Policy Advice to the Board</p> <p>N/A</p>	
<p>9. Association Concerns/Association Updates (20 minutes)</p> <p>9.1. Trustee Update</p> <ul style="list-style-type: none"> Teacher Learning & Leadership Program Pastoral Plan Update Autism Support Plan English as a Second Language Update New Ontario Human Rights Policy Inaugural Meeting - Monday, December 3, 2018 <p>For more details, please see link below: https://www.wcdsb.ca/wcdsb-board-meeting-bulletin-november-2018</p> <p>With Bill Conway being selected new Catholic Board Chair, new trustee that will sit on the SEAC committee is Tracey Weiler and the alternative representative will be Kevin Dupuis.</p>	
<p>10. Pending Items N/A</p>	



11. Adjournment Motion to end meeting: Motion by: Jeanne Gravelle Seconded: Kim Murphy	
12. Action Items Place Holder	



Date: Jan 28th, 2019
To: Board of Trustees
From: Director of Education
Subject: Director's Report

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

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

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

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 Months of December and January have been filled with all the joy and celebration that is characteristic of both the season of our Saviour's birth and the ringing in of a new calendar year. As December was a month in which I brought forward the Director's Annual Report for 2017-18, below you will find highlights from the past 2 months, that capture some of the more notable events or accomplishments from my work as Director:

- Participated in the Catholic Partners Meeting at Kings College at Western University, London, ON
- Attended the Reception at Queen's Park Lobby Day in support of Catholic education, where I had the good fortune to observe our students in action.

- Offered greetings and observed a Student Leadership Conference sponsored by RBC and presented by WE – attended by students from St Benedict's and Monsignor Doyle.
- Participated in various meetings with Communications and Marketing staff about our next awareness campaign – 40,000 Journeys
- Met with Education Officer for our Board to discuss how Ministry staff might be judiciously accessed to support our professional and student learning.
- Attended the St David's production of Sister Act
- Hosted the (late) November meeting of the Smart Cities WR Advisory Committee at St Vincent de Paul – included a tour of the school and a highlight of innovative practice.
- Hosted a meeting with Chair Matthew Chandy, Alison Pearson, WRDSB Director John Bryant and Lila Reid at our Board offices to discuss next steps and involvement of the school boards.
- Attended the January meeting of Smart Cities at Communitech.
- Hosted Chair Matthew Chandy and Alison Pearson of the Child and Youth Planning Table for a 3 hour meeting with the senior team.
- Attended OCSOA Region 6 meeting, hosted by Niagara Catholic in Grimsby.
- Attended a meeting with ECCODE and CODE Executive, followed by a meeting with the Deputy Minister of Education and the ADMs, at the Mowat Block in Toronto.
- Attended various Christmas social functions, as well as charitable events, such as "Stuffing Stockings" with the senior team and trustees.
- Participated in the CEC Christmas Mass and lunch with all CEC and Dutton Drive staff and Trustees.
- Attended St Benedict's Poopy Installation Ceremony, Monsignor Doyle Co-op Fair, St Gabriel Christmas Concert, St Boniface Christmas Luncheon, Holy Spirit hosting of Hon Bardish Chagger and Brian May (with grade 5 students) and St Agnes Feast Day Mass and reception.
- Visited and toured the following schools: St Augustine, St Kateri, St Bernadette, Our Lady of Fatima, St Peter, St Clement's, Holy Rosary, and Our Lady of Lourdes.
- Participated in several days of Principals and Vice Principal interviews to help select our future school leaders.
- Participated in a meeting with our Administrator Association Chairs regarding the P/VP Extension agreement.
- Participated in meetings with key personnel and Fr Joseph de Viveiros to discuss the Pastoral Plan, and its elements and roll out to the system.
- Chaired our FACE members, where we discussed our fidelity to *Renewing the Promise*, and the launch of our Pastoral Plan.
- Participated in our Transportation Consortium bi-monthly meeting, as well as the opening of the new STSWR offices.
- Participated in meetings and discussions regarding the upcoming CEC renovation.
- Attended OCSTA Professional Development Seminar in Toronto with trustees.
- Attended monthly K-12 Administrators' Meeting in both December and January and delivered opening remarks. Presented the Director's Report in December and a full presentation on the new MYSP in January.

- Participated in the initial session of the IT Strategic Governance Steering Committee
- Attended a meeting of the Waterloo Schools Foundation
- Attended CODE CEO/CFO Conference in Toronto. Also supported ECCODE Mentorship program with a mentee. Attended ECCODE session on Roberts' Rules of Order.

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: January 28, 2019
To: Board of Trustees
From: Director of Education
Subject: Update on Property Matters and Major Construction

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:

This report is being provided to Trustees as information on the status of vacant properties and those that are being considered for purchase. It also provides information on major construction.

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

Executive Limitation IV 008 "Financial Conditions and Activities"

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

9. Acquire, encumber or dispose of real property"

Executive Limitation IV 009 "Asset Protection"

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

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

Ontario Regulation 444/98 "[Disposition of Surplus Real Property](#)"

Alignment to the MYSP:

Strategic Priority: Student Engagement, Achievement, and Innovation

Strategic Direction: Foster maximum opportunity for success for all

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

Strategic Direction: Nurture the well being of all students and staff

Background/Comments:

Capital Priority Requests

The Ministry of Education has in the past used a process to assess capital applications called Capital Priorities. The Capital Priorities window opens once per year, often in the fall. The Ministry of Education has signalled that it is unlikely that a Capital Priorities submission window will be opened in the current school year.

Property Disposition Update

Biehn Drive, Kitchener: In 1987, the Board agreed to trade a surplus 7 acre parcel of property in Kitchener with Hallman Aberdeen Limited for a 7 acre parcel of property in Kitchener on Biehn Drive, exact location TBD. As no property was ever received in return, Hallman owes WCDSB 7 notional acres of land. Staff are in discussions with Hallman to 'cash out' our interest in the seven acres as the developer does not own any property that is of interest to the Board. These discussions are moving slowly.

St. Agatha, St. Agatha: The disposition of this property is on hold while it is used as a temporary holding site while renovations take place elsewhere in the system. Carizon continues to dispute access to the property. Disposition will take place in the fall of 2019.

St. Francis, Cambridge: This property will be used as a temporary holding site while renovations take place elsewhere in the system. Consideration for disposition will take place in the fall of 2019.

New Site Acquisitions Update

GRCA Land (East Kitchener): Staff are working with GRCA and the City of Kitchener on severing land that will allow WCDSB to build a secondary school in East Kitchener. The Ministry that oversees GRCA then has to approve the sale to the Board. Preliminary information indicates the approval can take months. Based on what is known today, the purchase is expected to be completed by summer 2020. Funding to build the school will be solicited through the next round of Capital Priorities (date TBD).

Rosenburg (South West Kitchener): Discussions have taken place with potential partners for this site. The site is not yet available.

Doon South (South West Kitchener): Staff and the developer are working on an Agreement of Purchase and Sale. The site can be funded 100% from Educational Development Charges (EDC). A request for approval will be brought to Board once an agreement is reached.

Major Construction Update

St. Francis Kitchener: Construction and renovations on the new Main Campus for Con Ed (St. Francis Kitchener) will begin in the summer of 2019. Funding has been received from the Ministry of Education to build an addition for a new EarlyON family centre and a new childcare facility. Staff have also petitioned the federal government to provide funding for new Language Instruction for Newcomers (LINC) classrooms. If approved, additional classrooms would be built above the childcare.

Catholic Education Centre (CEC): Staff will be moved to temporary holding sites (St. Francis Cambridge and St. Agatha) in early March. Construction will begin shortly thereafter with expected completion in August. Lindsay Ford, Manager of Planning has been assigned to this project to assist in the coordination of the move as well as working as a liaison with construction staff.

St. Clement School: As almost one year has passed since the Board's request to use Proceeds of Disposition (POD) from school buildings to fully rebuild St. Clement School, staff are now planning for a major construction and renovation project for the summer of 2019. The scope of work at the site is to build a vestibule onto the building to incorporate an elevator and potentially a new admin area. Classrooms, which are currently 'open concept' will be renovated into traditional classrooms with a centre hall, and the rest of the building will be given a refresh including new paint, refinishing of floors, new ceiling tiles, and HVAC work. The estimated project cost is \$2M.

Huron Brigadoon: This project is on hold. The Board did not receive sufficient funds to build the school. The request to proceed using POD to cover the shortfall has not been met with a response (sent with St. Clement School request).

Breslau School: Construction is set to begin in late spring of 2019 with an estimated opening date of September 2020. This will be a smaller school with approximately 250 pupil places, a childcare, and an EarlyON family centre.

Upcoming Schools, Subject to Ministry Funding:

- South East Galt – Joint Campus with WRDSB and City of Cambridge (2022)
- East Kitchener Secondary School (2023)
- South West Kitchener (Doon South) (2022)
- South West Kitchener (Rosenburg) (2023)
- Wilmot Township School (2025 TBD)

Proceeds of Disposition: Below is a projected statement of the Board's Proceeds of Disposition revenues from the sale of school and administrative sites. It reflects known/upcoming school property sales and draws based on projects identified above. POD - Schools can be used on renewal work in schools and POD – Admin can be used on renewal work on admin buildings. Any use that is not renewal (e.g. addition of classrooms or square footage) requires Ministry approval.

Proceeds of Disposition - Schools				
Opening Balance			\$ 11,971,762	31-Aug-18
Sale of Biehn Drive	\$ 3,500,000			Sale of 7 acres of notional land
Sale of St. Ambrose School (School)	1,700,000			Closed in fall 2018
Sale of St. Agatha	800,000			Estimated, no recent appraisal
Contributions		\$ 6,000,000		
80 Young Street, Kitchener	\$ 500,000			Contingency for work required prior to end of lease
St. Francis Kitchener	2,500,000			Full interior renovation of existing school
St. Clement Renovations	2,000,000			Partial renovation of school
Uses		(5,000,000)		
Net Draws on POD			1,000,000	
Balance POD			\$ 12,971,762	
Proceeds of Disposition - Admin				
Opening Balance			\$ 2,045,142	31-Aug-18
Sale of St. Ambrose (pool)	\$ 750,000			Sold in fall 2018
Sale of 91 Moore Avenue	1,750,000			Sold in fall 2018
Contributions		\$ 2,500,000		
CEC Renovations	\$ 4,500,000			Estimated project budget
Uses		(4,500,000)		
Net Draws on POD			(2,000,000)	
Balance POD			\$ 45,142	

Recommendation:

This report is being provided as information.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Lindsay Ford
Manager of Planning

*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: January 28, 2019
To: Board of Trustees
From: Director of Education
Subject: Changes to Targeted (Education Program Other (EPO)) Grants

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 recent changes to EPO grants and highlights areas where in-year changes will be required.

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

Board Policy IV 012 "Communication and Support to the Board"
Policy Statement: The CEO shall not permit the board to be uninformed or unsupported in its work.

Board Policy IV 008 "Financial Conditions and Activities"
Policy Statement: With respect to the actual, ongoing financial condition of the organization, the CEO shall not cause or allow the development of fiscal jeopardy or a significant deviation of actual expenditures from board priorities established in the approved budget.

Alignment to the MYSP:

Strategic Priority: Student Engagement, Innovation & Achievement
Strategic Direction: Foster maximum opportunity for success for all
Goal: Improve Numeracy Achievement
Goal: Improve Graduation Rate
Goal: Improve Secondary Literacy Achievement

Background/Comments:

As part of the government's priority of reducing provincial debt, a thorough review of all programs and services across all Ministries was undertaken with a view to reduce expenses where possible. As part of that process, it was made known to school boards that Education Program Other (EPO) grants could be impacted. EPO grants are funds provided to school boards to carry out specific initiatives or to fund certain programs. These grants are provided outside of the Grants for Student Needs (GSN) to allow the province and boards some ability to change course if required. To that end, EPO grants are provided on a year to year basis. As part of school board

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*Bylaw 4.2 "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."

funding announced each spring, a list of EPO grants that will be provided is given to boards so they can begin planning and budgeting for the year. Some EPO grants, despite being outside of GSN have been provided for several years.

In December, information was flowed to boards that some of the previously announced EPO grants would be revised or ended. Information continues to flow with respect to these grants, and questions are being sent to Ministry staff to seek clarification where necessary. At the time of writing, board staff are aware of the following impacts to EPO grants:

Waterloo Catholic District School Board
Education Program Other (EPO) Grants
28-Jan-19

Grant	Funding			Impact
	18-19 Budget	Confirmed	Change	
Transportation for Youth in Care	-	-	-	Application based - no change.
Indigenous Student Learning and Leadership	-	-	-	Application based - no change.
Physical Activity (PASS)	-	-	-	Application based - no change.
Student Success Leaders: Supporting Racialized Students	-	-	-	Application based - no change.
Focusing on Fundamental Mathematics/RMS	477,314	477,314	-	No change.
Mental Health Workers in Schools	255,102	255,102	-	No change.
Supporting Students with Severe LD	215,000	215,000	-	No change.
Recreational Cannabis Legalization	19,300	19,300	-	No change.
Identity Based Data Collection (Originally due April 2019)	18,000	18,000	-	No change.
CUPE Apprenticeship and Training	20,360	20,360	-	No change.
Renewal of FSL	97,690	97,690	-	No change.
TLLPs	36,214	36,214	-	No change. Funds will not be received for 19-20.
EDU Design Lab	34,623	34,623	-	No change. No funding for new projects announced.
Leadership: Mentoring and Appraisal	-	31,676	31,676	Not budgeted, similar funding to previous year.
Parents Reaching Out - School Council	-	40,255	40,255	Not budgeted, similar funding to previous year.
Parents Reaching Out - Regional Provincial	-	7,000	7,000	Not budgeted, similar funding to previous year.
Experiential Learning Opportunities	-	125,880	125,880	Not budgeted, similar funding to previous year.
Special Education Professional Assessments	-	147,026	147,026	Not budgeted, similar funding to previous year.

Adult Education Hybrid Project	-	15,384	15,384	Not budgeted, similar funding to previous year.
Gap Closing - Literacy	-	45,500	45,500	Not budgeted, similar funding to previous year.
Speak Up grants	-	25,000	25,000	Not budgeted, and reduced from prior year.
Community Use Of Schools: Outreach Coordinators	77,600	48,500	(29,100)	Facilities budget will be reduced to offset for the balance of the year. Future years will require an adjustment to service levels.
Innovation Learning Fund	108,111	-	(108,111)	Grant ended. Funds were being used for hardware purchases and teacher PD. Both have been cancelled.
Engagement 12&12	-	-	-	Grant ended. Grant was minor. The majority of costs were being paid from student success funds. This will continue to be the case.
Safe, Inclusive & Accepting Schools - Bill 13	143,255	61,905	(81,350)	Grant reduced significantly. Programs will continue but will be staggered and scaled. Areas affected are training, PD, software licensing, Umbrella program, school resources.
Broadband Modernization	63,300	-	(63,300)	Funding will continue, questions sent to Ministry for clarification on timing, amount.

Major impacts to the system are:

- Reduction in innovation-related teacher PD
- Reduction in technology purchases for students
- Certain teacher PD expenses passed on to school budgets
- Reduction in facility services budgets to support cost of community use of schools staff
- Safe schools programming will be reduced, staggered, and scaled

Along with changes to EPO grants, it will be important to consider how the government will modify the 2019-20 Grants for Student Needs if reducing provincial debt is a priority. The Ministry's EPO review and associated grant reductions are but a small part of the board's budget. Management continues to receive messaging from the province that significant GSN changes are coming, though no concrete information has been given to boards. As part of the 2019-20 budget process, information will be brought forward as it is received.

Recommendation:

This report is being provided for information.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent, Corporate Services

Laura Isaac
Senior Manager, Financial Services



Date: January 28, 2019
To: Board of Trustees
From: Director of Education
Subject: Leadership Strategy 2018-2019

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

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

Origin:

Board Policy I 001 - Ends

Ontario Leadership Strategy - <http://www.edu.gov.on.ca/eng/policyfunding/leadership/threeYear.html>

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>

Board Leadership Development Strategy (BLDS) -
<http://www.edu.gov.on.ca/eng/policyfunding/leadership/BLDS2012Manual.pdf>

Alignment to the MYSP:

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

Strategic Direction: Nurture the wellbeing of all staff and students

Strategic Priority: Nurturing our Catholic Community

Strategic Direction: Promote a culture of belonging and respect, that supports success for all

Highlights:

Our leadership strategy has gone from **19** aspiring leaders in **2012-2013** to **527** in five years.

Year	Leadership Part I	Leadership Part II	Leadership Part III	Totals
2013-2014	70			70
2014-2015	36	60		96
2015-2016	53	31	49	131
2016-2017	54	48	17	119
2017-2018	44	31	34	109
Total	257	170	100	527

Year	Developing Leadership	Authentic Leadership	Advanced Leadership	Totals
2018-2019	41	34	22	97

Background/Comments:

The Ontario Leadership Strategy was developed in 2008-2009 to foster leadership of the highest possible quality in schools and school boards. School and system leaders play a critical role in creating the conditions of success, increasing student achievement, reducing gaps in student achievement and increasing public confidence in publicly funded education.

As part of the Ontario Leadership Strategy (OLS), each district in the province is provided with funding and support to develop and implement a Board Leadership Development Strategy (BLDS). The goals of the BLDS mirror the goals of the OLS – that is, to:

- attract the right people to leadership roles;
- develop personal leadership resources in individuals and promote effective leadership practices in order to have the greatest possible impact on student achievement and well-being; and
- develop leadership capacity and coherence in organizations to strengthen their ability to deliver on education priorities.

The Board Leadership Development Strategy Goals for the Waterloo Catholic District School Board are the following:

Overall Goal:

To develop leadership capacity to support the achievement of goals outlined in the Multi-Year Strategic Plan and the Board Improvement Plan for Student Achievement.

Goal One:

Create and promote leadership opportunities that engage all school and system leaders in order to strengthen staff capacity for instructional and spiritual leadership, to enhance organizational effectiveness, and to support succession planning as defined by research, Strong Districts and their Leadership and the Catholic Leadership Framework.

Goal Two:

School and system leaders in the WCDSB will develop the capacity to appropriately respond to the needs of learners by fostering a holistic view of student learning that encourages shepherd, servant and steward leadership.

Goal Three:

Create and provide opportunities for enhancing leadership capacity for the entire system by engaging in active professional lifelong learning, faith formation, mentorship and coaching.

Our comprehensive leadership plan includes:

- Catholic Leadership Series
- Induction Series
- Innovation Series
- Life Long Learning Series
- New Teacher Induction Program - “Meet Up Series” and Mentoring 101

Board Leadership Strategy- Updates:

Our Catholic Leadership Program has been renamed and transformed from Part I, II and III to Developing the Leader Within, Authentic Leadership and Advanced Leadership. New elements of each series commit to refocusing our mission to inspire a shared vision of Catholic leadership in the Waterloo Catholic District School Board. In concert with our strong principal course facilitators, Rev. Joseph de Viveiros C.R., our spiritual animator, contributes to each series- strongly grounding our work in our faith and reflective of the new pastoral letter from the Assembly of Catholic Bishops of Ontario, *Renewing the Promise*. Further to this, participants have an opportunity to discern their call to leadership, develop their understanding of their own journey through portfolio development and finally, gain further clarity and depth of knowledge regarding personal leadership style and our role as servant leaders in the Waterloo Catholic District School Board. In addition to changes to our Catholic Leadership Series the Life Long Learning Series offers a wider range of topics from past years and delivery format for this series as well as through our NTIP series includes webinars and podcasts. Due to significant budget cuts of 36% the participants now meet 4 times per year as opposed to 6, as well, mentoring opportunities have been reduced due to costs associated with supply teacher coverage. Additional resources for participants, speakers and contract opportunities have been altered to reflect budget changes as of January 2019.

Our aspiring leadership strategy for our teaching staff includes Developing the Leader Within, Authentic Leadership and Advanced Level Leadership:

Developing the Leader Within – Leadership and Learning- Discerning the Catholic Leader Within

Session 1: Developing Trust in Communications

Session 2: MBTI Personal Leadership Style

Session 3: Personal Resource Management

Session 4: Who am I as a Catholic Leader?

Authentic Leadership Start with Why - Faith at the Heart of our 'Why' We Choose Leadership

Session 1: Introduction to our book – Start with Why, by Simon Sinek; Portfolio Development

Session 2: Courageous Conversations

Session 3: Faith at the heart of our 'why' as Catholic leaders

Session 4: Panel Discussion: Catholic leadership and the "why".

Advanced Level Leadership- Personal Resources and the Catholic Leadership Framework

Session 1: Introduction to Personal Leadership Resources & resiliency

Session 2: Understanding Yourself as a Leader (Predictive Index)

Session 3: Servant Leadership / Panel Discussion

Session 4: Being a Resilient Leader / Next steps in the Journey

***CPCO Principal's Qualification Part I and II**

As a result of a very successful Leadership Strategy, our board continues to provide the Principal's Qualification Program through the Catholic Principals' Council of Ontario.

In December 2018 PQP2 concluded with 13 graduates. Currently 9 participants are in PQP1 which began early January 2019 continues to the first weekend in April.

Induction for Newly Appointed Administrators

Schools boards are required to implement induction programs for newly appointed administrators through BLDS funding.

Administrators in year one or two of this role are partnered with an experienced administrator in a mentor/mentee relationship. This program includes mentor/mentee coaching, job shadowing, and the specific topics: Developing School Culture, Monitoring student success, Budget 101 and Leading the Pastoral Life of a School. The monthly mentor/mentee sessions also focus on topics such as: Teacher Performance Appraisal/NTIP, Parent Engagement, Administrator Learning Walks, Special Education and creating a 5-year plan all rooted in the Catholic Leadership Framework.

Year	Induction
2014-2015	9
2015-2016	19
2016-2017	20
2017-2018	38
Totals	86
Current Enrolment	14

Innovation in Leadership

This program is provided for all administrators to broaden their experiences and knowledge around innovation in education from a leadership perspective the design and content of this program changed to reflect a focus on innovative practices, specifically related to New Pedagogies for Deeper Learning, and the role of the Administrator as an instructional leader. The goal of the Innovation in Leadership series is to support administrators and other system leaders in their own learning and leadership practices as related to innovations that support student achievement. The vision of the group is one of co-learning that is responsive to the specific needs of group members and their school communities. The learning process will follow an innovative and iterative design process that includes inquiry, ideation, incubation, and implementation designed for impacting student achievement. A significant focus will be on how educators can use this innovation process related to learning environments, pedagogical practices, learning partnerships, and/or leveraging digital in ways that support the development of global competencies in their students. A total of 14 administrators and 2 teaching staff have signed up to participate in the full learning series (including two evening sessions and a school visit); whereas all Family of Schools Administrator Professional Learning Communities will participate in at least one hands on learning session related to innovation and global competency development. Funding for Innovation has been cut by 100%. We will however continue to pursue ways in which our leaders can optimize their learning with and through others.

Year	Innovation
2014-2015	19
2015-2016	16
2016-2017	13
2017/2018	18
Total	62
Current Enrolment	13

Life Long Learning Series

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

In its pursuit of excellence in the development and selection of leaders within all employee groups, the Waterloo Catholic District School Board recognizes and values the Life-Long Learning Series and the key role it plays in capacity building, leadership development and succession planning.

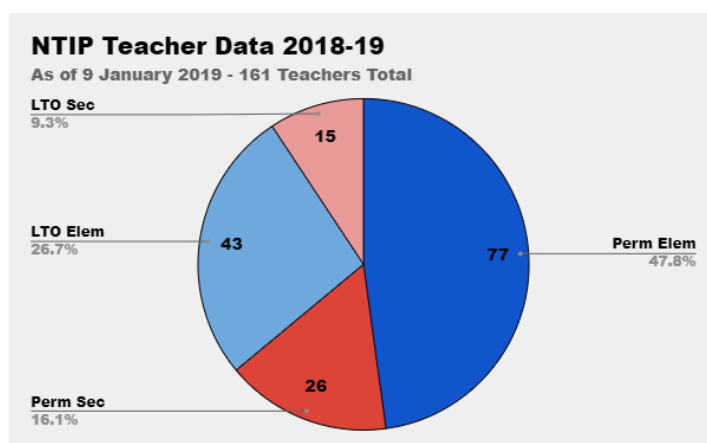
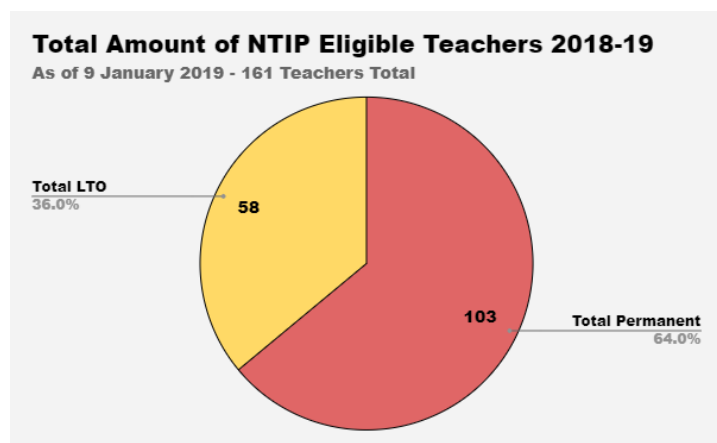
The Lifelong Learning Series includes

- A. Theology on Tap- Faith Formation
- B. Redeeming Conflict (Webinar Format)
- C. Money 101 and 201
- D. Wellbeing (3 Part Series)
- E. Math Literacy for Parents
- F. Supporting International Learners
- G. NPDL and Beyond (Webinar Format)
- H. Developing NPDL Competencies in Math
- I. Interviewing 101
- J. Creating a Global Classroom through a Model UN

New Teacher Induction Program and “Meet Up Series”, Podcasts, and Mentoring 101

NTIP is a Ministry mandated program designed to assist New Teachers in their first year(s) teaching. It consists of a mentorship program, resources (to borrow or keep), workshops, networking, and creating a strategy for long-term success and ongoing professional development.

NTIP Teacher Data



NTIP Meetups

NTIP Meetups have been our main source for beginning teacher professional development throughout the 2018-19 school year. So far, sessions have covered topics ranging from NPDL, classroom management, assessment, evaluation, and report card writing. Meetup 3 is taking place on 16 January (focusing solely on effective report card writing), with plans for Meetup 4, 5, and possibly 6 in the works.

Meetups are hosted after school at various locations throughout our board. Often, beginning teachers split into groups based on their division or subject, allowing for PD more specific to their needs. There are prize incentives, free resources, and opportunities for socialization and collaboration.

With each Meetup, we have received feedback on further topics we could cover and new formats for learning we should explore. Beginning teacher input has been highly encouraged and we have been enjoying their breadth of ideas for further professional development.

New Teacher Induction Podcast

The New Teacher Induction Podcast is an exciting new project for NTIP! It is our way of disseminating our NTIP PD sessions to teachers who cannot always attend after school sessions or cannot attend all the sessions they wish in one Meetup. It will also offer opportunities for recorded discussion on a variety of topics related to beginning teacher's experiences.

So far, we have recorded 3 sessions, with plans to record more. We hope to record many smaller, more intimate conversations on topics such as parent communication/interviews, ideas on subject/grade specific units, etc., with the many experienced and beginning professionals in our board. We hope the podcast format allows for PD in a modern, accessible method.

The website/audio is currently only available to WCDSB employees. We will be looking into other options for site/file hosting that would allow us to share the podcast with other boards and beyond.

Mentoring 101

As part of our commitment to the professional development of beginning teachers, we offer a 3-part mentoring workshop (Mentoring 101) to all experienced teachers who mentor our new colleagues. This leadership opportunity encourages reflective practice, where mentors are asked to think about the ways in which they communicate, listen, and share. We discuss and review methods of encouraging professionalism, independence, goal-setting, and several other positive mentor qualities.

Next Steps:

Through ongoing feedback from staff that engage in any of the learning opportunities offered through this portfolio, our Leadership Steering Committee will continue to refine the leadership strategy to ensure alignment with the Multi-Year Strategic Plan and the Board Improvement Plan for Student Achievement.

By continually looking at various modes of delivery, and impactful content that might engage more leaders we purport that we will broaden the resourcefulness of all our staff and future catholic leaders of the Waterloo Catholic District School Board.

Recommendation: For Information.

Prepared/Reviewed By: Loretta Notten
Director of Education

Judy Merkel
Superintendent of Learning

*Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – *except where approval is required by the Board of Trustees on a matter delegated by policy to the Board* – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."

Date: January 28, 2019
To: Board of Trustees
From: Director of Education
Subject: FSL Program Overview at the WCDSB

Type of Report:

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

Type of Information:

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

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

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

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

Achieving Excellence: A Renewed Vision for Education in Ontario (2014)
School Effectiveness Framework (2013)

Alignment to the MYSP:

Priority Area:

Student Engagement, Achievement, & Innovation

Strategic Direction:

Nurture a Culture of Innovation

Goals:

Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success

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Background/Comments:

English-language school Board in Ontario are required to provide students with a minimum of 600 hours of French instructional hours by the end of elementary school. In Secondary, one FSL credit (110 hours) is compulsory for the OSSD. A second FSL course can be counted towards the compulsory credits required for the OSSD.

The Waterloo Catholic District School Board currently offers four program options for French as a Second Language:

- Core French (offered in grades 4-12 at all sites)
- Intensive French (offered in grade 5 at 4 sites and grade 9-10 at 1 site)
- Advanced Placement (AP) and pre-AP French (offered in grades 9-12 at 2 sites and grades 9-10 at 1 site)
- French Immersion (offered in grades 1-3 at 3 sites and in grade 4 at 2 sites)

CORE FRENCH

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

CHALLENGES:

- While hiring qualified FSL teachers has always been challenging, we have been increasingly impacted by the province-wide FSL labour market shortage.
- Although all elementary and secondary teachers were all offered the chance to take the DELF Correcteur training over the summer (Diplôme d'études de langue française), in the end, no teachers were able to attend. This limits the number of grade 12 DELF candidates we will be able to test in May 2019.

GREAT MOMENTS IN CORE FRENCH:

- In March 2018, 61 students participated in our Board-wide French Impromptu Speech contest. In this contest, students are shown a picture and given 15 minutes to prepare before coming before the audience to describe the photo, explain what is happening, or justify an opinion, depending on their ability level. Eight of our students from grades 4-10 moved on to represent the WCDSB at the Provincial-level of the contest.
- In May 2018, 96 Intermediate students from a variety of elementary schools came together for a one-day French language outdoor education programme at which they learned about the Great Deportation of Acadians from Nova Scotia in 1755 and their resettlement as the Cajun people of Louisiana.
- In May 2018 we ran a mock version of the B1 level DELF scolaire exam with Grade 11 & 12 students from our 5 secondary schools. The DELF (Diplôme d'études de langue française) exam provides students with an internationally accredited certificate from the Ministry of Education in France, that is recognized around the world when applying for positions requiring language fluency, and also here at home with the government of Canada.

LOOKING AHEAD:

- In February 2019, 60 Core French students from 4 WCDSB secondary schools will be embarking on a 4-day journey to St Donat, Quebec for an action-packed French language and outdoor education programme. This cross-curricular programme incorporates Physical Education, Science, Music, Dramatic Arts and Language, resulting in a unique opportunity for students to practice their language skills in a truly French environment.
- In February 2019, we will once again offer a Board-wide French Impromptu Speech contest for up to 65 students in grades 4-12.
- In May 2019, in collaboration with the WRDSB, up to 20 Grade 12 students from the WCDSB will have the opportunity to attempt the International DELF scolaire exam at the A2, B1 or B2 level.
- In May 2019 we will offer a local outdoor education programme for up to 100 Intermediate students in which they will explore cultural aspects of Paris, France.

INTENSIVE FRENCH

Intensive French, also known as the Neurolinguistic Approach, is currently offered in grade 5 at 4 elementary schools: Our Lady of Fatima, St Dominic, Sir Edgar Bauer, and St Luke. It is taught for 240 minutes per day in the Intensive semester, and 200 minutes per week in the non-Intensive semester (chunked in blocks of 60 minutes or more over 2-3 days). After the Intensive French year, students re-enter the Core French stream, with a higher degree of fluency.

CHALLENGES:

- Teachers are required to take a 30 hour training course on Intensive French in order to be qualified to teach this program. This becomes increasingly challenging when there is temporary staffing in place, or a frequent turn-over in staffing for this class.
- 2018-19 will be the final year for Intensive French at Sir Edgar Bauer, as the French Immersion Program will expand to Grade 5 in 2019/20. Fall 2020 will be the last year for Intensive French at Our Lady of Fatima, and Fall 2023 will see the Intensive French at St Luke phased out. In 2023/24, St Dominic will be the only remaining Intensive French site in the elementary panel. We will need to discuss whether to continue running at program option that is only available at one school site, or whether to move the program to new sites when they are phased out of existing school sites.

GREAT MOMENTS IN INTENSIVE FRENCH:

- Intensive French remains a popular option for Core French students at the current sites.

LOOKING AHEAD:

- In 2023-24 St Benedict will run its final grade 9 Intensive French course with the last cohort from Our Lady of Fatima. The following year it will begin offering the French Immersion course for the first cohort of Immersion students.

AP FRENCH

The French AP (Advanced Placement) program is offered to grade 12 students at St. Mary's and Resurrection. Pre-AP courses are being offered at St Mary's, Resurrection, and Monsignor Doyle. AP French is an accelerated program that caters to motivated students that have a passion for learning. AP courses offer college-level curricula and examinations to high school students. American and Canadian colleges and universities may grant placement and course credit to students who obtain high scores on the AP examination taken in Grade 12.

GREAT MOMENTS IN AP FRENCH:

- 15 students from St Mary's chose to write the French AP exam last Spring
- Resurrection is offering the AP course to grade 12 students for the first time this year.

CHALLENGES:

- At most schools, the French Department consists of only 2-3 teachers. For the program to remain sustainable, more than one teacher in the department would need to attend the AP training.
- The AP curriculum is created by the College Board and includes content that is in addition to the expectations of the Revised Ontario French Curriculum.

LOOKING AHEAD:

- The pre-AP program at Monsignor Doyle will expand into grade 11 in 2019/20.

FRENCH IMMERSION

French Immersion is an optional regionally-based program. In addition to learning to speak French, students in the French Immersion program learn subject content in French. In the WCDSB, the French Immersion Program offers 150 minutes of French Instruction, and 150 minutes of English Instruction daily. We currently offer programs at 3 regional sites, beginning in Grade 1, at St Anne Kitchener, Sir Edgar Bauer, and Our Lady of

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Fatima School. It is a central program operating out of these schools in where 17 classes support 335 students. The French Immersion program is currently in its fourth year.

# of Classes In 2018-19	
Grade 1	5
Grade 1 /2	2
Grade 2	3
Grade 2 /3	1
Grade 3	3
Grade 4	3
Total:	17 classes

# of Students		
Grade 1	120	4 th cohort
Grade 2	93	3 rd cohort
Grade 3	70	2 nd cohort
Grade 4	52	1 st cohort

Sir Edgar Bauer:

The number of students in the English and French streams is fairly balanced at Sir Edgar Bauer. From grades 1-4 there are 4 English classes and 5 French classes. 69% of students that registered for the French Immersion lottery in January 2018 were attending Kindergarten at Sir Edgar Bauer.

# of Classes	English	French
Grade 1		1
Grade 1 /2	2	1
Grade 2		1
Grade 2 /3		
Grade 3	1	1
Grade 3 /4	1	
Grade 4		1
Total:	4	5

# of Students	English	French
Grade 1	21	27
Grade 2	21	34
Grade 3	27	19
Grade 4	16	18

Our Lady of Fatima:

At Our Lady of Fatima there are 4 English classes and 4 French classes from grades 1-3. The first two cohorts at Our Lady of Fatima were quite balanced. However, with the third cohort we opened a second grade 1 classroom in the French Immersion Program, resulting in a jump of nearly twice as many students in the French stream as in the English stream. It is worth noting that additional families did try to register from the 2nd cohort in Jan 2017, but they remained on a wait list as there were not enough students to open another full class in the French stream at that time. 78% of students that registered for the lottery in Jan 2018 were attending Kindergarten at Our Lady of Fatima School.

# of Classes	English	French
Grade 1	1	2
Grade 1 /2		
Grade 2		1
Grade 2 /3	1	
Grade 3	1	1
Grade 3 /4	1	
Total:	4	4

# of Students	English	French
Grade 1	19	42
Grade 2	16	20
Grade 3	25	23

St. Anne (K):

At St Anne, Kitchener there are 5 English classes and 8 French classes from grades 1-4. The first two cohorts to go through the program were fairly balanced, but the 3rd and 4th cohorts contained almost double the number of students in the French stream as compared to the English stream. Only 59% of students that registered in the Jan 2018 lottery were attending Kindergarten at St Anne.

# of Classes	English	French
Grade 1		2
Grade 1 /2	2	1
Grade 2		1
Grade 2 /3		1
Grade 3	1	1
Grade 3 /4	1	
Grade 4		2
Grade 4/5	1	
TOTAL:	5	8

# of Students	English	French	Total
Grade 1	18	51	69
Grade 2	17	39	56
Grade 3	26	28	54
Grade 4	31	34	65

In response to public demand, 2 new French Immersion sites are being offered for 2019-2020: Holy Rosary and St Luke, and 3 new sites are planned for 2020-2021: Blessed Sacrament, St Peter, and the new school that is planned for the Huron-Brigadoon area.

In response to the program expansion, French Immersion boundaries have been drawn up in anticipation of expansion in 2019-2020 and 2020-2021. These can be viewed at <https://www.wcdsb.ca/about-us/accommodations>

Specifically, the new program sites will pull students:

To St. Luke: St Mathew, St Teresa (K)

To Holy Rosary: St Mark, St Paul, St John, Our Lady of Lourdes, St Dominic Savio

To St. Blessed Sacrament: Our Lady of Grace, Monsignor Haller, John Sweeney

To Huron Brigadoon: St Timothy, St Kateri

To St. Peter: St Margaret, Christ the King, St Anne C, St Augustine, St Gregory, St Teresa of Calcutta, St Vincent de Paul, Holy Spirit, St Brigid

Moving forward, the current sites would pull students from a smaller catchment area:

To Our Lady of Fatima: St Gabriel, St Michael, St Joseph

To Sir Edgar Bauer: St Nicholas, St Agnes, St Clements, St Boniface

To St. Anne K: St Bernadette, St Aloysius, Saint John Paul II, Canadian Martyrs, St Daniel

EQAO results in French Immersion:

Our first group of grade 3 students participated in EQAO (Primary) testing in 2017-18. Since Math is taught in English, students complete the English version of the EQAO. Currently, the school sample size is too small to share (2 schools), as is the student sample size (52 students). We cannot speak to trends until we have three years worth of data. The 2017-2018 results showed common success among FI and non-FI students.

Staffing Projection:

In 2019-20 we will be increasing our use of the two-teacher model. We will be opening up to 8 new classrooms for FI and will make the two-teacher model our default. As such, we project that within the French Immersion program there will be 2 required placements in French, 3 postings for French Immersion and 7 postings for English Positions in the French Immersion program.

New classrooms would include:

Gr 1: up to 2 at Holy Rosary / up to 2 at St. Luke

Gr 4: 1 at Our Lady of Fatima

Gr 5: 1 at Sir Edgar Bauer / 2 at St. Anne K

	2018-19	2019-20
Classes using the one-teacher model	5	1
Classes using the two-teacher model	12	24

Lottery:

The lottery is currently open for SK students, and will close January 31st.

CHALLENGES:

- While the two-teacher model eases staffing challenges, it presents additional challenges at the school-level with scheduling planning time and itinerant planning time.

GREAT MOMENTS IN FRENCH IMMERSION:

- We have been building French connections in the community to support our Immersion program. For instance, Grade 2 students at Our Lady of Fatima students participated in a French program at Shade's Mill and performed a French Christmas song which aired the show "On s'sent chez nous" on our community radio station CKWR 98.5.
- Our French and English teachers have been collaborating to provide instructional consistency across the English and French parts of the day. For instance, at St Anne Kitchener, students in grades 1 and 4 have been using the inquiry process to examine why leaves change colour, and how animals change throughout the seasons, addressing expectations in math, science, English, and French.
- We have been purposeful in ensuring that students in both the English and French streams have a variety of opportunities to interact and build community within the school. For instance, Grade 1 students in both streams at Sir Edgar Bauer, held a celebration of reading in June where they were awarded certificates for their achievement and had parents join them for a celebratory pot luck.

LOOKING AHEAD:

- In 2019/20 we will be phasing in Grade 5 at Sir Edgar Bauer and St Anne Kitchener, and phasing in Grade 4 at Our Lady of Fatima.
- In 2022, subject to funding and planning approvals, the grade 7-8 French Immersion Program may move from St Anne K to a new East Kitchener Secondary School
- In 2023 St David will begin to offer the FIF 1D French Immersion Credit.
- In 2024-25 St Benedict will begin to offer FIF 1D, the French Immersion Credit.

Recommendation:

This report is presented to the Board as information.

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

*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."

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Date: January 28, 2019
To: Board of Trustees
From: Chair of the Board
Subject: Chair's Report

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

Background/Comments:

The month of January provided the opportunity to engage with our municipal partners as we begin the new year as well as talk to some wonderful students about their career choices and future aspirations which are truly inspiring. This month also provided the opportunity to re-engage with other Trustees in Ontario and to meet some of the newly elected trustees and again to learn from the many presentations by OCSTA

- Attended with Trustee Price, City of Cambridge New Year Levy (Jan 6)
- Attended Monsignor Doyle Career Fair (Jan 15)
- Attended OCSTA Seminar (Jan 18 – Jan 19)
- Attended with Trustee Van Alphen, Trustee Weiler, Trustee Schmalz Catherine Fife New Year Levy (Jan 20)
- Attended with Trustee da Silva evening of celebration of former City of Cambridge Mayor Doug Craig

Prepared/Reviewed By: Bill Conway, Chair



Ontario Catholic School
Trustees' Association

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Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

January 17, 2019

MEMORANDUM

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

FROM: Beverley Eckensweiler, President

SUBJECT: Municipal Governance Review

Overview:

On Tuesday, January 15, 2019, the Minister of Municipal Affairs and Housing announced the creation of a panel of two advisors to review regional government across several regions of the province and make recommendations on governance and service delivery improvements. The review will examine Ontario's eight regional municipalities (Halton, York, Durham, Waterloo, Niagara, Peel, Muskoka District and Oxford County), the County of Simcoe, and their lower-tier municipalities.

Mandate:

The mandate of the advisory panel is:

- To provide expert advice to the Minister of Municipal Affairs and Housing and to make recommendations to the government on opportunities to improve regional governance and service delivery.
- The panel members are Michael Fenn and Ken Seiling.

Key questions on municipal governance and decision-making that will focus the recommendations include:

- a. Is the decision-making (mechanisms and priorities) of upper and lower-tier municipalities efficiently aligned?
- b. Does the existing model support the capacity of the municipalities to make decisions efficiently?
- c. Are two-tier structures appropriate for all of these municipalities?

- d. Does the distribution of councillors represent the residents well? Do the ways that regional councillors/heads of council get elected/appointed to serve on regional council, help to align lower and upper-tier priorities? Is there opportunity for more efficient allocation of various service responsibilities?
- e. Is there duplication of activities?
- f. Are there opportunities for cost savings?
- g. Are there barriers to making effective and responsive infrastructure and service delivery decisions?

Stakeholder Consultations:

The advisory body will seek input from elected and appointed council members, municipal and business stakeholders and members of the public from the nine upper-tier municipalities and 73 lower-tier member municipalities. The consultation process will include:

- a. Interviews with all upper and lower-tier heads of council in early 2019 to elicit their views on an individual basis and to prepare for group consultations in spring 2019.
- b. Consultations with all nine upper-tier councils as well as the Mayors and Regional Chairs of Ontario (MARCO).
- c. Engaging key municipal associations such as the Association of Municipalities of Ontario (AMO), the Association of Municipal Managers, Clerks and Treasurers of Ontario (AMCTO), etc.
- d. A provincially-hosted online consultation targeted to residents and businesses within the regions and Simcoe County.
- e. Other consultation methods deemed appropriate to solicit additional input from other stakeholders, communities and/or organizations.

Timeline:

The work of the advisory body will begin on December 20, 2018. Recommendations will be submitted to the Minister by early summer 2019.

Next Steps for OCSTA:

Within the context of this governance review and the Ministry of Education's objective of finding efficiencies/cost savings in the education sector, OCSTA will carefully monitor the advisory panel to determine what, if any, steps are being considered with respect to school boards and possible board amalgamations.

If you have any questions, please contact Steve Andrews at sandrews@ocsta.on.ca

Members' Centre

Provincial Labour Portal

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OCSTA Newswire – January 17, 2019

Posted by Editor | Jan 17, 2019 | OCSTA Newswire | 0 🗨️ | ★★★★★

Dr. Mark McGowan on Catholic Education in Ontario



Leading author on Catholic education in Ontario and Professor and former Principal of St. Michael's College, University of Toronto – Dr. Mark McGowan – is among the highlighted speakers presenting at the 2019 OCSTA Catholic Trustees Seminar. Program details are listed below:

OCSTA Catholic Trustees Seminar

When: January 18 – 19, 2019

Location: Delta Hotels by Marriott Toronto Airport – 655 Dixon Rd., Toronto

For program and details please click [here](#).

Labour Relations Meeting

When: January 19, 2019

Location: Delta Hotels by Marriott Toronto Airport (same location as the Catholic Trustees Seminar)

Time: 12:30 pm – 2:30 pm – for registration information click [here](#).

Privacy Commissioner Releases Guide for Schools

The Information and Privacy Commissioner of Ontario (IPC) has produced [A Guide to Privacy and Access to Information in Ontario Schools](#). This guide describes the obligations and rights that school boards, principals, administrators and teachers have under the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*.

2018 STUDENT SHORT-VIDEO CONTEST



CATHOLIC EDUCATION WEEK



SPEAK UP FOR CATHOLIC EDUCATION

Together
in Faith

CATHOLIC SCHOOL BOARD DIRECTORY



The following IPC produced fact sheets provide a convenient overview of key topics covered in the guide, including:

- [protecting students' privacy online](#)
- [privacy in the school](#)
- [privacy and access to information in Ontario's schools](#)
- [children's privacy in schools](#) – a fact sheet and brochure for parents

For a hard copy of the guide, email your request with quantities to info@ipc.on.ca.

Legislative Update

The Legislative Assembly of Ontario will return on February 19, 2019.


In a January 7 letter to the Ontario Public Service, the Premier outlined government three “emerging priorities: jobs, balancing the budget and health care. Read the letter [here](#).

Short-Video Contest Winners to be Announced


Elementary School Video Contest Finalists

To cast a vote you must be signed up for Together in Faith!
Enter your contact information below and you'll automatically be signed up when you vote.
Clicking the 'Submit Your Pick' button will take you to the secondary school voting page.


First Name Last Name Email




St. Christopher's
Durham CDSB




St. Vincent's
Eastern Ontario CDSB




St. John's
Eastern Ontario CDSB



OCSTA Community Builders



OCSTA Community Builders



OCSTA Community Builders

The OCSTA “Community Builders” short-video contest winners will be announced on Friday, January 18 at 11:30 a.m. See the announcement at www.togetherinfaith.ca or in the news release section of this website.

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RATE:



Ontario Catholic School
Trustees' Association

From: OCSTA - Sharon McMillan [<mailto:SMcMillan@ocsta.on.ca>]
Sent: Sunday, January 20, 2019 2:10 PM
To: OCSTA - Sharon McMillan <SMcMillan@ocsta.on.ca>
Subject: OCSTA Short-Video Contest Winners: Community Builders
Importance: High

NEWS RELEASE

Ontario's Catholic Schools Celebrate Community Builders

FOR IMMEDIATE RELEASE

TORONTO – January 18, 2019—As part of Ontario's diverse and vibrant public school system, Catholic schools have a distinctive faith-based approach to education. That approach is rooted in a perspective that honours the dignity of every person and recognizes the shared responsibility for each other, all people share as Stewards of Creation. The annual Ontario Catholic School Trustees' Association (OCSTA) short-video contest for students in the province's Catholic schools is an opportunity to celebrate this perspective through various themes that bring to life what it means to experience a Catholic education. The 2018 short-video contest theme was "Community Builders" and on January 18, 2019 OCSTA announced the winners of this provincial student contest.

First, second and third place awards were presented to winning submissions at both the elementary and secondary levels.

"In our Catholic schools, students are taught that to serve others in the community who are in need is to live according to Gospel values that make our world a better place for everyone. Students feel compelled to act when they see people in need and instances in their communities where their own unique gifts can be put to good use. Our excellent teachers and staff in Catholic schools help to guide students in developing their talents and potential, and this year's student short video contest really helped to highlight that attribute of our system," explained OCSTA President and Chair of the Bruce Grey Catholic District School Board, Beverley Eckensweiler.

ELEMENTARY SCHOOL WINNERS

First Place: Iona Academy Catholic School, CDSB of Eastern Ontario

Second Place: St. George Catholic Elementary School, Niagara CDSB

Third Place: St. Marguerite d'Youville Catholic Elementary School, Halton CDSB

SECONDARY SCHOOL WINNERS

First Place: Immaculata High School, Ottawa CSB

Second Place: Marymount Academy, Sudbury CDSB

Third Place – TIE:

- Cathedral High School, Hamilton-Wentworth CDSB
- Notre Dame College School, Niagara CDSB

To view the winning entries visit:

http://www.togetherinfaith.ca/winners_2018_short_video_contest

The Ontario Catholic School Trustees' Association is the provincial voice for publicly funded Catholic education. Founded in 1930, OCSTA represents the interests of Catholic school boards that collectively educates approximately 545,000 students in Ontario, from Junior Kindergarten to Grade 12.

For more information, please contact:

Sharon McMillan, Director of Communications

Tel: 416-932-9460 ext. 232 – smcmillan@ocsta.on.ca



Ontario Catholic School
Trustees' Association

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Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

January 23, 2019

MEMORANDUM

TO: Communications Departments
- OCSTA Member Boards

CC: Directors of Education

FROM: Sharon McMillan, Director of Communications

SUBJECT: **OCSTA Response to Release of Provincial Consultation Guides re:
Class Size/FDK and Hiring Practices**

This afternoon the Minister of Education announced the release of consultation guides on Class Size/Full Day Kindergarten and School Board Hiring Practices. OCSTA has prepared the following responses in preparation for possible media calls to the Association:

- OCSTA is carefully reviewing these guides and will be seeking input from member boards to support this consultation process.
- Information gathered during this period will be used to determine the Association's response to these questions.
- Our responses will be shared directly with the government and will as always be aligned to our mandate to promote and protect publicly funded Catholic education in Ontario.

If you have any questions with respect to OCSTA's responses, please do not hesitate to contact me.

Class Size Engagement Guide

In June 2018, Ontario elected a government committed to restoring accountability and trust in Ontario's public institutions and finances.

Ontario's Government for the People has just concluded the largest public consultation on education in the province's history. This comprehensive education consultation had participation from parents, students, educators, employers and organizations from across Ontario.

We have also recently concluded this year's consultation on education funding reform. The feedback we received will help us to deliver vital education programs and services efficiently.

At the Ministry of Education we are committed to working together with our education partners to achieve student success. We continue to look to our education partners to provide input on how we can achieve greater efficiencies and accountability throughout the sector and, through this guide, we are seeking your input on kindergarten to grade 12 class sizes in Ontario.

Our Government looks forward to working with all of you.

Sincerely,

The Honourable Lisa Thompson,
Minister of Education

About this Engagement

Class size changes potentially affect students and those working in the education sector. We are committed to discussing class size options, with education stakeholders through an engagement process that allows stakeholders to provide the benefit of their expertise, experience, and ideas. This guide is intended to support stakeholders in understanding the government's objectives and assist in the development of stakeholder submissions.

In order to ensure your feedback is considered, please forward your electronic submission by February 22, 2019 to: EDULABFINANCE@ontario.ca.

If you have questions about this engagement, please send them to: EDULABFINANCE@ontario.ca.

Background on Class Size in Ontario

The Class Size regulation made under the *Education Act* (O. Reg. 132/12) governs class sizes in elementary and secondary panels. The funded class size average, or student to educator ratio, is the key driver of funding for each panel and is designed to support boards in meeting regulated class sizes.

The Pupil Foundation Grant, along with the Teacher Qualifications and Experience allocations, are the foundational allocations within the Grants for Student Needs that support the staffing of classroom teachers and Early Childhood Educators (ECEs). The ministry provides the framework, funding, and flexibility needed to support school boards in meeting class size requirements for all grades across the province, but class organization remains a local school board responsibility.

As educator staffing costs represent approximately 80 per cent of the Grants for Student Needs allocation, the province's current fiscal circumstances require an examination of whether changes to class size would allow school boards to deliver better value for government investment.

Current Class Size Model

PANEL	Summary of Regulatory Requirements (O. Reg. 132/12) ¹
ELEMENTARY	
Kindergarten	<ul style="list-style-type: none">• The maximum board-wide average class size is 26.• All school boards have a class size limit of 29 students.• Up to 10% of kindergarten classes of a board may exceed the class size limit and have up to 32 students under certain conditions².

¹ This provides a general overview of the Regulation only. The regulation contains further details, including definitions of key terms. Stakeholders should consult the text of the regulation.

² If purpose-built accommodation is not available (this exception will sunset after 2021–2022); if a program will be negatively affected (e.g., French immersion); or where compliance will increase kindergarten/Grade 1 combined classes.

PANEL	Summary of Regulatory Requirements (O. Reg. 132/12) ¹
	<ul style="list-style-type: none"> The funded average class size is 25.57.
Grades 1-3	<ul style="list-style-type: none"> At least 90 per cent of primary classes of a board must have 20 or fewer students. All school boards have a class size limit of 23 students. The funded average class size is 19.8.
Grades 4-8	<ul style="list-style-type: none"> Maximum board-wide average class size is 24.5, except for certain boards identified in the class size regulation. The regulation provides for a 5-year transition period, beginning in 2017, at the end of which the maximum board-wide average class size for all board would be 24.5 or lower. The funded average class size is 23.84.
Mixed Grade	<ul style="list-style-type: none"> All mixed-grade classes consisting of primary grade students (includes kindergarten) combined with students from junior-intermediate grades (grades 4 to 8) must have 23 or fewer students.
SECONDARY	
Grades 9-12	<ul style="list-style-type: none"> The maximum board-wide average class size is 22. The funded average class size is 22.0.

Hard Caps and Board-Wide Average Class Sizes

The ministry has heard, in previous education funding engagements that implementing hard caps on class sizes (as currently done in kindergarten and grades 1-3) is expensive and difficult for school boards to manage. It has been suggested that board-wide class size averages offer more flexibility for classroom organization and allows for more efficient use of board funds.

For Consideration:

1. Should the regulation continue to set hard caps on class sizes? Why or why not?
2. If hard caps are to be set out in regulation, what is an appropriate class size limit?
3. If hard caps were removed from regulation, what would be an appropriate mechanism to set effective class sizes?
4. Are board-wide averages appropriate to set effective class sizes? Why or why not?
5. Other than hard caps and board-wide averages, is there a different model for setting effective class size that the ministry should consider?

Kindergarten Classroom

The kindergarten maximum average class size requirement of 26 students on a board-wide basis results in an average child to educator ratio of 13:1. Most kindergarten classes are staffed with two qualified educators – a teacher and an ECE.

Ontario Reg 224/10, under the *Education Act*, contains an exception to this requirement. A board is not required to have an ECE in a kindergarten class if there are fewer than 16 kindergarten students in the class. This exception may be applied to one class per school per stream (i.e., one exception is allowed for English classes and one exception for French immersion classes per school). Boards must hire an ECE for all kindergarten classes if there is another class in the same school and the same track with more than 30 students.

For Consideration:

1. What are the implications of the present 'two educator' model for:
 - a. Student outcomes?
 - b. Educator workload and working conditions?
 - c. Value-for-money?
2. Are there other models the ministry should consider?

Overall Class Size

There is little expert consensus on whether and how educational outcomes are affected by class size. The average class size for OECD countries and partner countries/economies in PISA 2015 ranged from less than 20 students in a classroom (e.g. Belgium and Finland) to 40 students or more (e.g. Vietnam, CABA (Argentina), B-S-J-G (China), and Turkey). The relatively larger classroom sizes in Asian countries and their high average student performance is often cited as an example that high performance is possible in larger classrooms (OECD, 2012 and 2016).

Ontario currently has one of the lowest student to teacher ratios among the provinces in Canada with restrictions on class sizes. Yet, when Ontario is compared to all other provinces regarding international testing, PISA 2015, Ontario is statistically performing as follows:

Mathematics: Lower than British Columbia and Quebec, the same as Alberta and Prince Edward Island and above Nova Scotia, New Brunswick, Manitoba, Newfoundland and Labrador, and Saskatchewan.

Reading: The same as Alberta, British Columbia, Nova Scotia and Quebec, and above Manitoba, New Brunswick, Newfoundland and Labrador, Prince Edward Island and Saskatchewan.

Science: Lower than Alberta, British Columbia and Quebec, the same as Nova Scotia and Prince Edward Island and above Manitoba, New Brunswick, Newfoundland and Labrador, and Saskatchewan.

For Consideration:

1. To ensure quality education, for each panel, what class size would be considered too large or too small? Why?
 - a. kindergarten
 - b. grades 1-3
 - c. grades 4-8
 - d. grades 9-12
2. Do changes to class size, in the range of 1-6 students, affect educator workload and working conditions?
 - a. If so, do these effects have an impact on students' learning outcomes?
 - b. How could such effects be mitigated?
3. Is there any other feedback that you think should be considered that has not been addressed so far?

Conclusion

Ontario has a world-class publicly funded education system but others are quickly catching up. Through these types of engagements, the ministry challenges the status quo and seeks opportunities to do things better for the children in the Province of Ontario.

Thank you for taking the time to read this guide. We look forward to your feedback.

Ontario School Board Hiring Practices

MESSAGE FROM THE MINISTER OF EDUCATION

Dear partners,

In June 2018, Ontario elected a government committed to restoring accountability and trust in Ontario's public institutions and finances.

Ontario's Government for the People has just concluded the largest public consultation on education in the province's history. This comprehensive education consultation had participation from parents, students, educators, employers and organizations from across Ontario.

We have also recently concluded this year's consultation on education funding reform. The feedback we received will help us to deliver vital education programs and services efficiently.

At the Ministry of Education we are committed to working together with our education partners to achieve student success. We continue to look to our education partners to provide input on how we can achieve greater efficiencies and accountability throughout the sector and, through this guide, we are seeking your input on teacher hiring practices in Ontario.

Our Government looks forward to working with all of you.

Sincerely,

The Honourable Lisa Thompson
Minister of Education

INTRODUCTION

The Ministry of Education recognizes teachers as the single most important out-of-the-home factor in student success. This is supported by research that suggests that what teachers know and are able to do is crucial to student learning. As such, teacher quality is paramount in ensuring students are able to succeed in the classroom.

Prior to 2012, hiring practices and the transparency of hiring practices varied across school boards.

Ontario Regulation 274/12 – Hiring Practices (O. Reg. 274/12) came into effect September 2012. The regulation sets mandatory terms and conditions that all school boards who employ Ontario English Catholic Teachers' Association (OECTA), Elementary Teachers' Federation of Ontario (ETFO) or Ontario Secondary School Teachers' Federation (OSSTF) members (i.e. English language school boards) must follow when hiring long-term occasional and permanent teachers.

The Regulation, which is complemented by local collective agreement language, requires these school boards to:

- maintain a roster of occasional teachers (OTs) and establish a separate long-term occasional (LTO) teachers' list and rank OTs based on their seniority on the OT and LTO lists
- post long-term occasional teacher positions on their website
- conduct debrief interviews with unsuccessful candidates when requested
- only hire teachers to LTO and permanent positions from the LTO teachers' list (or OT roster), based on qualifications and seniority, giving due regard for the provision of the best possible program, safety and well-being of students, as required under Ontario Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools — General).

The purpose of O. Reg. 274/12 was to bring greater transparency, fairness, consistency, and accountability to school board hiring practices of teachers. However, since its implementation, stakeholders, including parents, principals, directors of education and teachers, have raised concerns about the regulation. As boards make hiring decisions under the Regulation, we have been told that student success may be negatively impacted and there have been some unintended consequences, such as increased principal workload and classroom teacher turnover, which impact consistency in the classroom.

ABOUT THIS CONSULTATION

Education partners and stakeholders are being given an opportunity to provide feedback about O. Reg. 274/12 via consultation to address concerns shared with the Ministry of Education. We would like feedback on the following principles, with a lens to having quality teaching in the classroom for all students:

- transparency
- consistency
- clarity
- diversity & equity
- reducing administrative burden

Stakeholders and partners are encouraged to send written feedback (see Appendix 1 for template) to PTPSB@Ontario.ca by February 22nd, 2019.

CONSIDERATIONS

Providing for Teacher Mobility

Currently, if a permanent teacher relocates to another school board they lose all of their accumulated seniority and have to begin as a daily OT in the new school board. As a result, it can take the relocating teacher a number of years before they are able to secure a permanent teaching position in their new school board. Permanent teachers could see this as a barrier to relocating. This is because school boards can only hire teachers for permanent teaching positions from their OT roster and LTO list. As such, relocating permanent teachers must first apply and be interviewed for placement on the school board's roster of occasional teachers.

Per the Regulation, a teacher is placed on a school board's OT roster and ranked by their seniority as an OT in that particular school board. Once they have been hired, they must teach at least 20 days over a ten-month period to be eligible to interview for the LTO list. When that school board hires for a LTO or permanent position, the board must interview and offer the position to the five teachers with the highest seniority with the appropriate qualifications in their school board. Following the completion of a four-month (80 instructional days) LTO assignment, without an unsatisfactory evaluation, the teacher is eligible to apply for inclusion on the LTO list and then for permanent teaching positions. However, there is variation across teacher federations; for example, the regulation does not apply to Association des enseignantes et des enseignants franco-ontariens (AEFO).

Discussion Questions:

1. What changes could be made to O. Reg. 274/12 to provide greater mobility for relocating occasional and permanent teachers or principals and vice-principals returning to teaching?
2. Is there a need to have both an OT roster and LTO list, or could these be merged together to create one without hindering clarity and transparency?
3. How could teaching experience be made portable for hiring purposes (i.e. recognizing all teaching experience, not just experience with a particular board)?

Interviewing the Most Qualified Candidates

For any LTO or permanent teaching position, under the current regulation, a school board must interview the five teachers from the LTO list who (i) are the most senior, (ii) have the required qualifications for the position and (iii) have agreed to be interviewed. If a teacher meets or exceeds the qualifications for the position, but is not part of the five most senior teachers, they would not qualify for an interview (unless all five of the interviewed candidates did not accept the position after it was offered to them). As such, the opportunity to hire this qualified candidate, and impact student learning in a positive way, would be missed.

Discussion Questions:

1. Would increasing the current cap of five teachers to, for example, eight, result in any meaningful and helpful change? Or would this just increase the administrative burden of principals and school boards and add to teacher churn for time to fill vacancies during the school year?
2. If interview list caps were removed altogether, how should interviews be structured?
3. Currently the regulation lists three elements used to select interviewees. What elements would you like to see in a regulation for selecting a group of interviewees that would maintain consistency and transparency?

Determining the Basis for Hiring

O. Reg. 274/12 requires school boards to organize their OT roster and LTO list based on the date each teacher was hired. When a teaching position becomes available, school boards must interview and hire candidates that have the highest seniority on the OT roster and LTO list.

Consistent and transparent hiring practices are important; however, the ministry has heard concerns about hiring that is heavily based on seniority, including:

- Seniority-based hiring values only time spent on a list. It does not value quality of teaching, commitment to students, experience/time spent in a particular school, or suitability for the particular assignment.
 - Examples of situations we have heard include schools looking for teachers with qualifications in music, math, physical education, indigenous languages, or to recruit based on diversity, but these might not be the teachers with the most seniority.

Discussion Questions:

1. How can the current focus on seniority-based hiring be changed so that hiring practices consider impact on student success, quality of teaching, diversity and transparency, while remaining consistent and fair?
2. How can hiring practices that are not seniority-based prevent bias from entering the hiring process?
3. Other than seniority, what components would you like to see in hiring practices for teachers?

Applying Hiring Practices Across the System

Currently, the application of the Regulation's sections is determined by the position to which the teacher is applying. For example, sections 10 to 15 of the Regulation apply to the hiring of occasional teachers in bargaining units represented by OECTA, while members belonging to AEFO are exempt from the Regulation altogether. As such, even though there is a regulation intended to standardize hiring practices across the province, hiring practices look different depending on which position the teacher is applying to.

Discussion Questions:

1. Can a consistent set of hiring practices work effectively across the province?
 - If yes, why?
 - If no, why not?
2. Could there be a parallel set of hiring practices for vice-principals who return to bargaining units?
3. What hiring practice criteria can work if applied across the province (e.g. minimum posting requirements)?

CONCLUSION

As all organizations do, the government must continue to look for innovative best practices that will help us meet our organizational goals of preparing students for success while in K-12 classrooms and following graduation. One way of doing this is to look at the ways we are currently working on meeting our goals and identify opportunities to improve current practices.

Thank you for your interest in this important matter. We look forward to receiving your feedback.

Hiring Practices – Consultation Paper

Appendix 1 – Feedback Form

This is the feedback form that will be used to frame feedback about Ontario Regulation 274/12 – Hiring Practice. Please submit feedback to PTPSB@Ontario.ca by February 22nd, 2019.

Ontario Regulation 274/12 – Hiring Practice Feedback Form
<p>Name:</p> <p>Title (if applicable):</p> <p>Organization (if applicable):</p>
<p>Providing for Teacher Mobility</p> <p><u>Guiding Questions</u></p> <ul style="list-style-type: none">• What changes could be made to O. Reg. 274/12 to provide greater mobility for relocating occasional and permanent teachers or principals and vice-principals returning to teaching?• Is there a need to have both an OT roster and LTO list, or could these be merged together to create one without hindering clarity and transparency?• How could teaching experience be made portable for hiring purposes (i.e. recognizing all teaching experience, not just experience with a particular board)?
<p>Feedback:</p>
<p>Interviewing the Most Qualified Candidates</p> <p><u>Guiding Questions</u></p> <ul style="list-style-type: none">• Would increasing the current cap of five teachers to, for example, eight, result in any meaningful and helpful change? Or would this just increase the administrative burden of principals and school boards and add to teacher churn for time to fill vacancies during the school year?• If interview list caps were removed altogether, how should interviews be structured?• Currently the regulation lists three elements ((i) are the most senior, (ii) have the required qualifications for the position and (iii) have agreed to be interviewed) used to select interviewees. What elements would you like to see in a regulation for selecting a group of interviewees that would maintain consistency and transparency?
<p>Feedback:</p>

Hiring Practices – Consultation Paper

Determining the Basis for Hiring

Guiding Questions

- How can the current focus on seniority-based hiring be changed so that hiring practices consider impact on student success, quality of teaching, diversity and transparency, while remaining consistent and fair?
- How can hiring practices that are not seniority-based prevent bias from entering into the hiring process?
- Other than seniority, what components would you like to see in hiring practices for teachers?

Feedback:

Applying Hiring Practices Across the System

Guiding Questions

- Can a consistent set of hiring practices work effectively across the province? If yes, why? If no, why not?
- Could there be a parallel set of hiring practices for vice-principals who return to bargaining units?
- What hiring practice criteria can work if applied across the province (e.g. minimum posting requirements)?

Feedback:

Moved by: Greg Reitzel Waterloo Catholic DSB

Seconded by:

Topic: Trustee Honoraria

Whereas: The Fewer School Boards Act (1997) reduced the number of Catholic school boards from 53 to 29 and the number of Catholic trustees from 710 to 250 while at the same time greatly reducing individual trustee honoraria and increasing their workload; and

Whereas: The minimum wage in Ontario has more than doubled (6.85 to 14.00) since 1997; and

Whereas: trustee honoraria have remained virtually unchanged since 1997; and

Whereas: as of 2019 the Federal government has removed the non-taxable allowance for trustee honoraria, further reducing the real honoraria received by trustees;

Therefore be it resolved that:

OCSTA petition the Ministry of Education to review the limits placed on trustee honoraria and adjust to ensure they are investing in good governance and trustees are receiving a fair honoraria for the work that they do.

Moved by: Melanie Van Alphen Waterloo Catholic DSB

Seconded by:

Topic: Parent Reaching out Grants

Whereas: *Achieving Excellence: A Renewed Vision for Education in Ontario, 2014* recognizes and acknowledges that parents are a key part of their children's learning and of Ontario's success in education; and

Whereas: The government has supported over 22,000 PRO Grants to school councils and over 900 regional/provincial PRO Grants since 2006; and

Whereas: PRO Grants support projects that help identify and remove individual and system barriers to parent engagement that may prevent some parents from fully participating in their children's learning and well-being; and

Whereas: PRO Grants support projects that celebrate diversity; create connections between parents, schools, and community services; provide parents with skills and resources to support their children's learning; and increases the overall success for students; and

Whereas: The Ministry of Education has not signalled its intent for PRO Grants for the 2019-2020 school year and reductions have been made to ongoing PRO Grants while the government reviews its financial priorities;

Therefore be it resolved that:

OCSTA petition the Ministry of Education to prioritize the practice and funding of the PRO Grant applications for the 2019-2020 school year, as they evaluate the future of this program.



Number: II 006
Subject: Celebration of Excellence

Approval Date: September 29, 2008

Effective Date: September 29, 2008

Revised:

Policy Statement:

As a Board that appreciates and recognizes the achievements of our staff and students and the contributions made by stakeholders in our Catholic education system, we wish to foster a culture of celebration of excellence.

Accordingly, the following Board of Trustees awards will be presented annually:

1. **The Chair's Award:** presented to a person or persons in the school system who has contributed significantly to Catholic Education. It is given annually in recognition of outstanding contribution made to the Catholic school system serving the students, staff and greater community of Waterloo region or to the betterment of Catholic Education in Ontario in general. Awarded at the Staff Recognition event.
2. **The Community Partner Award:** presented annually in recognition of outstanding contribution made by a community partner or agency to the Catholic school system serving the students, staff and greater community of Waterloo Region. Awarded at the Staff Recognition event.
3. **The Distinguished Graduate Award:** presented to a graduate of more than 10 years from our school system who has demonstrated outstanding examples of the Ontario Catholic School Graduate Expectations. Awarded at the graduation exercises of the recipient's Secondary School or other appropriate public venue.
4. **The John Sweeney Scholarship:** presented in recognition of John Sweeney's Catholic leadership and his contribution to our system, our community and our province. Presented to a graduate attending St. Jerome's University who demonstrates academic excellence, the qualities such as perseverance, loyalty, integrity, commitment and a balanced involvement in their school, church and civic community. Awarded at the graduation exercises of the recipient's Secondary School.
5. **The Student Trustee Award:** presented to a student trustee who has fulfilled the one year commitment to the term of office. Awarded at the graduation exercises of the student trustee's Secondary School.
6. **Student Excellence Award:** Presented at each secondary school graduation to recognize student excellence for students destined for University, College and the World of Work.
7. **On-going recognition:** Trustees will support and recognize achievement at any of the school sites within the system through letters of congratulations, presentations or public acknowledgement as appropriate.

Number: III 002
Subject: Unity of Control

Approval Date: April 28, 2008

Effective Date: April 28, 2008

Revised:

Policy Statement:

Only officially passed motions of the board are binding on the CEO.

Accordingly:

1. Decisions or instructions of individual board members, officers, or committees are not binding on the CEO except in rare instances when the board has specifically authorized such exercise of authority.
2. In the case of board members or committees requesting information or assistance without board authorization, the CEO can refuse such requests that require, in the CEO's opinion, a material amount of staff time or funds or is disruptive.



Number: IV 013
Subject: Leadership

Approval Date: March 20, 2010
Effective Date: March 29, 2010
Revised: October 26, 2010; December 12, 2016

Policy Statement:

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

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

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