



Committee of the Whole Meeting

Date: Monday, March 4, 2019

Time: 6:00 p.m.
* Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.

Location: St. Benedict C.S.S. (Cafeteria) 50 Saginaw Parkway Cambridge, Ontario N1R 5W1

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, Executive Administrative Assistant

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Board Chair		
1.1 Opening Prayer & Memorials	Fr. Joseph de Viveiros	--	--
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.	Chair	--	--
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest 1.3.1 From the current meeting 1.3.2 From a previous public or in-camera meeting	Individual Trustees		
2. Consent Agenda: Director of Education (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)			

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board (Minutes of meetings)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Minutes of February 11, 2019 Committee of the Whole Minutes	Trustees	pp. 5-8	Approval
4. Delegations			
5. Advice from the CEO			
5.1 21st C/Global Learning Update 5.2 Assessment & Evaluation	J. Merkel, C. Demers, S. Smart J. Klein, B. Wolf	pp. 9-21 pp. 22-25	Information Information
6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Linkages Activity 6.2 Pastoral Care Activity	Trustees Trustees	-- --	Discussion Discussion
7. Reports from Board Committees/Task Forces			
8. Board Education (at the request of the Board)			
8.1 OCSTA Communications	Trustees	pp. 26-28	Information
8.2 OCSTA Modules: Module 3: Right from the Start: Roles and Responsibilities <i>"What new learning can you share?"</i> <i>"What you can bring into practice to the board?"</i> Module 4: Common Ground, Common Purpose: Relationships in School Boards <i>"What new learning can you share?"</i> <i>"What you can bring into practice to the board?"</i>	Trustees	--	Discussion
9. Policy Discussion (Based on Annual Plan of Board Work)			
9.1 Discussion for Board Policy I 001 Ends – Broad Policy Provision	Trustee	pp. 29-30	Discussion
9.2 Discussion of reasonable interpretation as it relates to III 004 Delegation of the CEO	Trustees	pp. 31	Discussion
10. Assurance of Successful Board Performance (monitoring)			
11. Assurance of Successful Director of Education Performance (monitoring)			
11.1 Monitoring Reports & Vote on Compliance			
12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries			

ITEM	Who	Agenda Section	Method & Outcome
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): 13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): •Mar 6: SEAC •Mar 7: Beacons of Hope: Mon. Doyle FOS •Mar 18: Governance – St. Benedict CSS •Mar 25: Board of Trustees- St. Benedict CSS •Mar 26: Beacons of Hope Resurrection FOS •Mar 28: Doyle/Benedict's Service Learning Fundraiser •Apr 2: Beacons of Hope St. Benedict FOS •Apr 2: Audit Committee Meeting •Apr 2: Dave Jaworsky's State of the City Breakfast •Apr 6: Maple Syrup Festival (Mayor' s Breakfast & Pancake flipping) •Apr 8: Committee of the Whole – St. Benedict CSS •Apr 11: Kitchener's State of the City Address •Apr. 13: Mayor's Dinner			
14. Items for the Next Meeting Agenda	Trustees		
15. Adjournment Confirm decisions made tonight	Director of Education		
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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

Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, February 11th, 2019 at Waterloo Region Catholic Education Centre, Kitchener

Trustees Present:

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

*via skype

Student Trustees Present:

Meghan Nemeth, Izabella Tyc

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:

Manuel da Silva

Absent:

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 called the meeting to order at 6:30 p.m.

Trustee Conway gave thanks to Director Notten, Superintendent Olson and John Murphy, Religion and Family Life Consultant for a successful launch of the new Pastoral Plan.

1.1 Opening Prayer & Memorials

The opening prayer was led by Trustee Gravelle.

1.2 Approval of Agenda

Amendment, after Section 15 (Confirm Decisions), the Board of Trustees will move into Private, Private, Private.

2019-07 -- It was moved by Trustee Van Alphen and seconded by Trustee Weiler:

THAT the agenda for Monday, February 11th, 2019 as amended be now approved. --- Carried by consensus.

1.3 Declaration of Pecuniary Interest

1.3.1 From the current meeting – NIL

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

2. Consent Agenda: Director of Education (e.g. day-to-day operational matters from the Ministry of Education that the board is required to do)

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

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Minutes of January 14, 2019 Committee of the Whole Minutes

3.2 Minutes of November 7, 2018 Audit Committee Open Meeting

3.3 Board Meeting Locations during CEC Renovation

2019-08 -- It was moved by Trustee Schmalz and seconded by Trustee Dupuis:

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

4. Delegations

5. Advice From the CEO

5.1 Annual Report on STSWR

Superintendent Maharaj provided an introduction to the Student Transportation Services of Waterloo Region (STSWR) Report for 2017-2018 and introduced Benoit Bourgault, General Manager of STSWR. Mr. Bourgault provided an update on the highlights for 2017-2018, measuring performances, summary of appeals, financial overview and an outlook for 2018-2019.

Trustees asked clarifying questions and provided feedback.

5.2 Media Primer for Trustees

John Shewchuk, Chief Managing Officer presented on media and provided tips.

5.3 Kindergarten Program Update

Superintendent Klein provided an introduction to the Kindergarten Program and introduced Kim DeGasperis, Early Learning, Literacy/Numeracy K-3 Consultant. Ms. DeGasperis provided an interactive presentation on Building Early Literacy Development, Vocabulary Development, Sentence Structure Development, Phonemic Awareness Development, A Deep Sense of Numbers and Communication of Learning. Ms. DeGasperis also presented the Entering Elementary School Kit provided to each family when registering children to school for the first time and the "Welcome to Kindergarten" kit given to each new kindergarten student during the first school meeting.

Trustees asked clarifying questions and provided feedback.

5.4 Parent Engagement Update

Superintendent Merkel provided an update on Parent Engagement at the Board including the Parent Reaching Out Grants and data, a debrief on Catholic School Council Commissioning and Catholic School Advisory Chairperson evenings and the next steps and upcoming events.

Trustees asked clarifying questions and provided feedback.

5.5 Interim Financial Report - #1 of 3

Superintendent Maharaj provided an update on the Interim Financial Report including the 2018-19 budget estimate submission and risk management status for the board.

Trustees asked clarifying questions.

6. Ownership Linkage (Communication with the External Environment)

6.1 Linkages Activity

Trustees reported back from the Linkage Committee. Highlights include review of term of references, clergy dinner and invitation to committees to present at upcoming Committee of the Whole meetings.

6.2 Pastoral Care Activity

Trustees reported back from the Pastoral Care Committee. Highlights include organizing an escape room evening, preparing a meal for senior staff and their families and celebrating Catholic Education Week on the first Sunday at St. Agnes Church.

7. Reports From Board Committees/Task Forces

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

8.1 OCSTA Modules

Trusted reviewed and discussed Module 1: Authentic Governance Through Ethical Leadership and Module 2: Authentic Governance for Student Achievement: Board Matter.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

11.1 Monitoring Reports & Vote on Compliance

12. Potential Agenda Items

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

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

- Feb 21: OSTA-AECO Student Trustees
- Feb 25: Board of Trustees
- Feb 27: Conversations with Bishop Douglas Crosby, OMI
- Mar 1: 3rd Annual KW Trivia Challenge
- Mar 4: Committee of the Whole
- Mar 6: SEAC
- Mar 7: Beacons of Hope: Mon. Doyle FOS
- Mar 18: Governance
- Mar 25: Board of Trustees- St. Benedict CSS
- Mar 26: Beacons of Hope Resurrection FOS
- Apr 2: Beacons of Hope St. Benedict FOS
- Apr 2: Audit Committee Meeting

Director Notten noted that a fundraiser for the Service Learning trip to Kenya will be held on Thursday, March 28th at the Portuguese Club in Cambridge.

14. Items for the Next Meeting Agenda/Pending Items

15. Adjournment – Confirm decisions made tonight. Closing Prayer

The Recording Secretary confirmed the meeting decisions.

2019-09 -- It was moved by Trustee Reitzel and seconded by Weiler:

THAT at 9:12 p.m. the Trustees move into Private, Private, Private --- Carried by consensus.

16. Closing Prayer

17. Motion to Adjourn

2019-10-- It was *moved* by Trustee Dupuis and *seconded* by Trustee Gravelle:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 10:15 p.m.

Chair of the Board

Secretary



Date: March 4, 2019
To: Board of Trustees
From: Director of Education
Subject: Innovation, Learning and Engagement

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

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

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

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

Towards Defining 21st Century Competencies for Ontario
http://www.edugains.ca/resources21CL/About21stCentury/21CL_21stCenturyCompetencies.pdf

Collaborative Action Research <http://www.tmerc.ca/digitalpapers/car.html>

<http://www.edu.gov.on.ca/eng/policyfunding/memos/feb2014/QuickFactsWinter2014.pdf>

Alignment to the MYSP:

Strategic Priority:

Student Engagement, Achievement & Innovation

Strategic Direction:

Nurture a Culture of Innovation

Foster Maximum Opportunity and Success for All

Strategic Priority:

Building capacity to Lead, Learn and Live Authentically

Strategic Direction:

Investment in Global Competency Development and Leading Technologies

Strategic Priority:

Nurturing our Catholic Community

Strategic Direction:

Equitable Access to Learning Opportunities

Background:

Over the last few years the WCDSB has focused specific attention to Innovation and how we can best support the adoption of best practices in terms of pedagogy and technology infrastructure and learning environments. It is with intention that we look to the power of the learning task and how technology-enabled instruction can improve student achievement. There is thoughtful planning in system next steps to ensure decisions are evidence-based and focused on the instructional core.

In alignment with our MYSP our goals are as follows:

- Build capacity for greater experiential learning within and outside the classroom and create more diversified learning opportunities.
- Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success
- Increased awareness of and responsible implementation of Digital Citizenship
- Continue to seek and support reciprocal partnerships with Community/Educational partners and leverage the mutual learning
- Increase in precise student programming and use of New Pedagogies for Deeper Learning resources to foster global competency development in the areas of critical thinking, collaboration, citizenship, communication, creativity, and character through access to professional learning opportunities.
- Equitable access to learning opportunities and investment in global competency development and leading technologies

Strategic Goal: *Build capacity for greater experiential learning within and outside the classroom and create more diversified learning opportunities.*

Elementary Skills:



In 2019, 756 elementary students are registered to participate in our [Faith in Action Elementary Skills Challenge with the theme of “Kids Helping Kids in Our Community.”](#) Our vision is to continue with the changes the Skills Challenges underwent last year by designing challenges that focus on authentic, deep learning experiences, that engage students in design thinking in order to solve problems that affect children in our community. The theme for this year strategically connected with the focus of the Smart Cities Waterloo Region pitch in order to demonstrate how WCDSB educators and students are addressing the needs of children and youth in our community in a sustainable manner. The activities are all designed to develop global competencies that are aligned with our Ontario Catholic Graduate Expectations and follow the NPDL framework. A specific focus is on utilizing feedback from community partners and engaging in multiple cycles of feedback in order to deepen the learning. Our goal continues to focus on creating opportunities where our learners contribute to the common good, address global challenges and flourish in a complex world.

Category	Feb 27 Grades 4-6	Feb 28 Grades 7-8	Total Number of Teams
3D Printing (2 students per team)	20	21	41
Coding (2 students per team)	28	23	51
Video Editing (2 students per team)	12	12	24
Construction (4 students per team)	N/A	8	8
Lego Mechanics (4 students per team)	18	17	35
Lego Robotics (4 students per team)	29	29	58
Technology (4 students per team)	18	14	32
Total Numbers of Students	380	380	764

Classroom Connections and Community Partnerships:

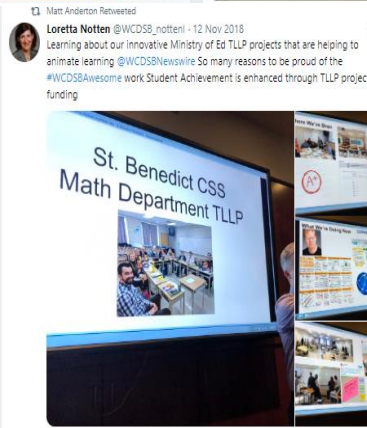


This year many of our Classroom teachers have continued to develop partnerships between WCDSB schools and other communities. The use of communication tools such as Skype, Google Meet and other platforms along with connections through not for profits such as Partners in Research Canada has meant that students have access to more diverse learning opportunities than ever by connecting their learn to the learning of others.



Creative programs such as the Integrated Learning Program at Resurrection has meant students have the opportunity to engage with other community partners on a more regular basis. It is exciting to see how other secondary schools, such as Monsignor Doyle and St. Benedict, are also responding to student requests for more diversified learning experiences.

The integration of 3D cameras and VR has meant that WCDSB classes have partnered with the Diocese of Hamilton to create a Virtual Tour of the Cathedral in addition to many of our local churches thus creating opportunities for students to create closer connections to their parishes.



Strategic Goals: Increase in precise student programming and use of New Pedagogies for Deeper Learning resources to foster global competency development in the areas of critical thinking, collaboration, citizenship, communication, creativity, and character through access to professional learning opportunities

Global Competency Development Strategy

In response to the continued challenges around accessing teacher release time, and in continuation of the work begun in training classroom teachers to deliver the New Pedagogies for Deeper Learning (NPDL) Professional Learning Cycle, a new strategy to continue global competency development in our students was developed and has evolved this year. The purpose of implementing the NPDL framework continues to be the need to foster deeper learning so that our learners contribute to the common good, address global challenges and flourish in a complex world.

In an effort to create greater coherence, Secondary NPDL Cluster Lead teachers in most program areas developed and led professional on NPDL and its specific applications in each subject area during a half -day session of Program Association in the Fall. Where Lead teachers were unavailable to develop the session, the Learning Innovation Consultant developed and facilitated the session. Arts, Technology, Religion, Business/Co-op, Don Bosco/SWAC, and Communications all participated in the professional learning within the context of Program Association in order to bring their learning back to their program areas at specific schools. The initial plan was to offer a repeat opportunity to follow up on the learning through winter program association meetings; however, due to significant funding cuts, this model will change for the winter and spring and Secondary teachers will be invited to participate in the Global Competency Learning Series as developed by the Elementary Cluster Leads. Additionally, all teachers will be able to access NPDL resources created through the Assessment and Evaluation Committee and through WCDSB Innovates.

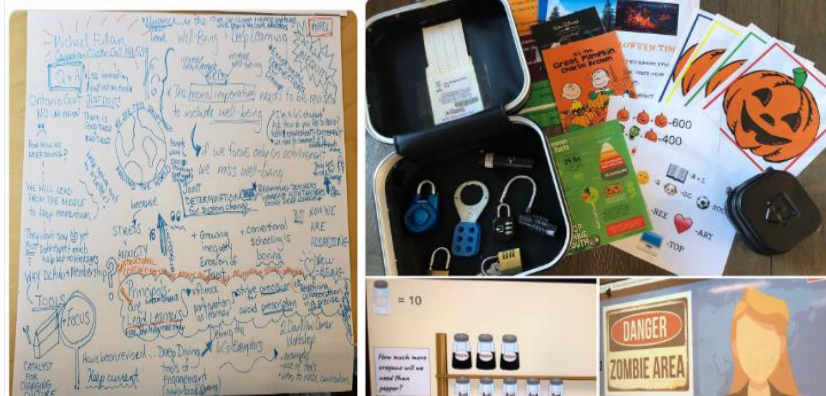
The learning needs of elementary teachers are being addressed by Elementary NPDL Cluster Lead teachers as well as Instructional Coaches in some schools. Elementary NPDL Cluster Lead teachers have created the [Global Competency Learning Series](#) which is offered in person and online via Zoom after school. The Zoom recordings will also be made available through the staff site of the upcoming WCDSB Innovates website. In each session of approximately half an hour, a pair of Elementary NPDL Cluster Leads focuses on one global competency and demonstrates how it can be developed cohesively through deep learning connected to a particular curricular focus. Learning goals, pedagogical practices, community partnerships, leveraging digital, learning environments, success criteria and assessment practices are all addressed through a specific WCDSB exemplar.

Instructional Coaches have also been instrumental in building elementary teachers' capacity with regards to NPDL. School Administrators were offered the choice of Numeracy, Literacy, or Global Competency (NPDL) as a focus for collaborative inquiry at their sites. At this point, three schools have participated in (or are currently participating in) six cycles of collaborative inquiry focusing on teacher practices such as leveraging digital, project-based learning, and leadership for action in order to develop global competencies in communication, citizenship, creativity, and critical thinking as related to science, math, social studies, history, and French.



Thanks to the #WCDSBAwesome educators who stayed late listening to the amazing @MichaelFullan1 sharing his insights during the Canadian Cluster Call. #NPDL #WCDSBInnovates

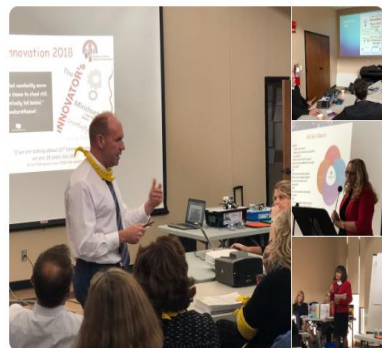
Keeping Ss engaged and critically thinking with Breakout boxes and digital breakouts during this exciting Halloween week. #NPDL #wcbsbinnovation #coach #breakoutEDU



NPDL Support for Administrators and New Teachers

NPDL was a focus for learning in the Fall during the first New Teacher Induction Program evening session as well as during the October Administrator's meeting. Three administrators have continued their learning by becoming co-learners with their staff during Staff Meeting sessions at their school with others scheduled for future sessions. Additionally, eleven administrators and four teaching staff are taking part in the Innovation for Leadership learning series involving at least two after school sessions, an opportunity to visit innovative schools; and, a hand- on session will include all administrators at least one Family of Schools meeting.

Loretta Notten @WCDSB_notten1 · 24 Oct 2018
Innovation a theme over the course of the day at Admin mtg. Truly #WCDSBAwesome work and learning happening in our schools! #WCDSBInnovates @WCDSBNewsWire



Matt Figueiredo @mrfigning · Following
@mssuzannesmart getting us up and moving at our first NTIP Meetup! @WCDSBNewsWire New Teachers are uncovering the global competencies while building new relationships with fellow New Teachers. Amazing evening with amazing company! Well done NTIP peoples!



Thank you to the amazing staff @MonsignorHaller for the warm welcome and engaging discussions about #GlobalCompetencies and #CollectiveEfficacy. What rich thinking after a very full day! #WCDSBInnovates



Discussing all things INNOVATION tonight with WCDSB leaders. How can we create cultures of innovation in our schools? It's not only about technology but about a mindset of how learning should be. #nolimits #embracethecreativity #disruptyourroutine #WCDSBInnovates @wcbsbStDominic



Feedback and Responses from Administrators and Teacher Leaders Taking Part in Leadership in Innovation:

Please share at least one thing that you will commit to doing prior to our next session:

Looking for innovation in classrooms; purposeful lessons/activities.

Video recording or picture taking of innovative practices to share at next session.

Designing deep learning tasks with teachers and overtly connecting the global competencies to classroom experiences/learning tasks to help educators further develop their knowledge and confidence around them.

I am trying to be more aware of what I can offer my colleagues who would like to try innovative "learning" in their classrooms.

I will dig deeper into the Global Competencies and how they connect to what students are doing in the classrooms. The connections to the current curriculum.

Reading the book, you shared.

Taking a video to share regarding math innovation.

Using Innovation as part of my Dare Greatly theme for staff.

Taking pictures of 3 innovative practices next month.

Brainstorm on innovative space in school and class (rethink the space)

Using #wcdsbinnovates in a few tweets.

Sharing structures and processes for embedding 21st Century innovative practices into our culture.

Begin Discussions with Librarians to move innovation forward.

Discussion with current Innovative Teachers to spread the good news!!!

Strategic Goal: *Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success*

Problem Based Learning, Minecraft for Numeracy, and the Rural Schools Project

WCDSB continued in its implementation of a rural school Windows 10 Cloud book and Minecraft Education Edition (MEE) pilot with a focus on problem-based learning (PBL). Last year each school received 10 Windows 10 Cloud books and 1 Windows 10 touch Flipbook with Minecraft (MEE) installed. This school year, each rural school got an additional 15 touch Flipbook. The project is a partnership of classroom teachers and students from the rural schools (St. Boniface, St. Clement and St. Brigid), Michelle Booth, Ammar Aquil (Microsoft learning development specialist), and Dan Noble (IT and Minecraft aficionado) to investigate how Minecraft can be used as a tool for learning. The students have been providing a lot of the expertise on Minecraft; while the educators have made connections to curriculum expectations, OCGEs (e.g. communication and collaboration, reflective learning) and provided the prototype challenges within a PBL model. Each challenge has included self-assessment on effective communication and collaboration and a consolidation activity using D2L portfolio to capture artifacts of learning and reflections. This process has been helpful for students and educators to determine next steps for using MEE as a tool for learning.

In addition to continuing the Minecraft (MEE) Problem Based Learning Project, St. Boniface, St. Clement, and St. Brigid have participated in two Innovation Days each so far this year where teachers and students had the opportunity to work with a variety of materials and technologies in an effort to make informed decisions about future purchasing. On these days teachers had the opportunity to use pedagogical documentation strategies to document student learning as students

engaged with Spheros, Contraptions, Stikbots, Cubelets, BreakoutEDU kits, WeVideo, 3D Printing, and Minecraft (MEE). Additional Innovation Days are planned going forward. Suzanne Smart, Michael Leonard, and Andrea Nijhuis facilitate these learning activities.

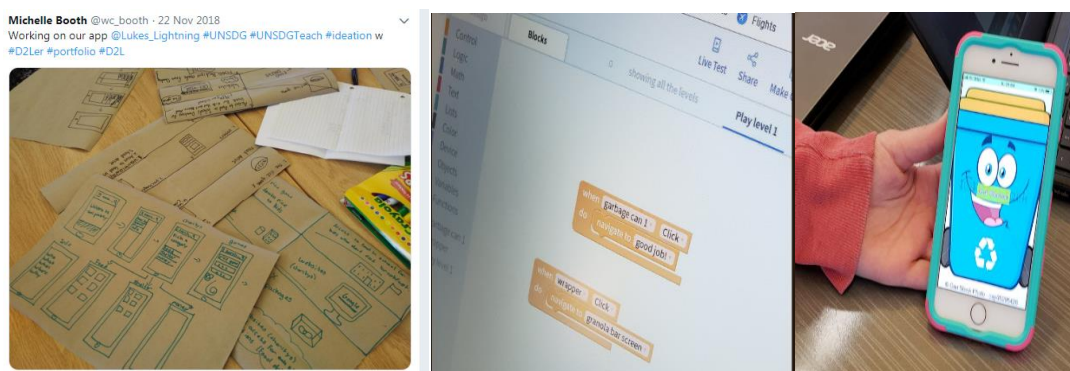


Innovation Design Lab (IDL) -Apps Focus:

The Innovation Design Lab - Apps project is an initiative to promote computational thinking and computer science with girls. Currently, computer science and computer technology courses have low enrolment of female students. This project models the international design thinking apps challenge called Technovation Challenge (<https://technovationchallenge.org/>) open to girls 10-18. The apps are developed to solve real world problem using the UN Sustainable Development Goals (<https://sustainabledevelopment.un.org/sdgs>) as a guide. The WCDSB version is offered in a virtual and blended model using a D2L course to provide the design thinking stages as lessons. Over **100 students and educators registered** for this online course. Three intermediate division classes are included in these course enrolment numbers. The online course could be completed self-paced and through the classroom sessions in the intermediate classes. A completion certificate is automatically released to participants, using the D2L awards tool, once all required tasks are submitted. We are hopeful that involving students in solving real world problems, will motivate all students to explore computer science further.

Some of the activities of this IDL course include surveying and empathizing with the potential app users, collaboration during the ideation stage, paper prototyping the app, and coding the app. The suggested block coding app development kits are MIT app inventor or Thunkable.

This project is a partnership between Lisa Weber (gifted student itinerant teacher) and Michelle Booth with additional outside expertise from D2L product designers Melinda and Jeff.



Next steps for this initiative include a similar format for Skills Intermediate coding and actual participation in the Technovation Challenge Waterloo Chapter. In the 2019 Challenge, we have girls participating from Our Lady of Lourdes, St Anne's Kitchener, and Resurrection CSS. Our hope is that we increase our participation in the Technovation Challenge in 2020. Over multiple years, we look forward to seeing an increase in girls taking computer science and computer technology courses.



Transforming Libraries into Learning Commons:

The Library Learning Commons project is in year **two of a five-year** implementation plan. This project will enhance the global competency learning for students in environments where collaboration and innovation are the norm. Our learning commons will be outfitted with collaborative furniture, shelving, Lego walls, branding, and additional electrical outlets to support use of mobile devices for collaborative student work.

In 2018-2019 the project focuses on St. Dominic, St. Aloysius, St. Bernadette, St. Gregory, Christ the King, St. Margaret, St. Paul, St. Timothy, and St. Mary's High School.



Strategic Goal: *Increased awareness of and responsible implementation of Digital Citizenship*

#WCDSBInnovates and Innovate.WCDSB.ca

In response to feedback from the Innovative Learning Committee, and identified needs for education related to Digital Citizenship, two working groups have been developed in order to create and house resources for staff, parents, and students. The Digital Citizenship Resource Team in collaboration with the Assessment and Evaluation Digital Citizenship resource subgroup are working to update the Samaritans on the Digital Road teaching resource and to begin a **Digital Citizenship badging program in D2L for students.**

Additionally, the website Innovate.WCDSB.ca is currently being developed with both a parent/student portal to information and resources and a staff portal to resources and interactive sharing options. The purpose of the parent and student side of the website will be to provide access to information about our Bring Your Own Device and Purchase Program, classroom communication tools and other applications students and parents interact with, digital citizenship resources for parents to use with their children, and other educational links (e.g., supporting S.T.E.A.M education, global competency development etc.). Both portals also feature a link to our #WCDSBInnovates wall which gathers Tweets that celebrate the many ways WCDSB Innovates.

The staff portal of WCDSB Innovates is an area where educators will be able to enter into conversation and share resources freely through a Team Drive, Video Stream, and Innovation Forum. The creation of the staff portal is meant to support the sharing of best practices and encourage collaboration between educators at various sites throughout WCDSB and provide additional links back to other resources such as the Assessment Splashes and professional learning areas in D2L.

Strategic Goal: *Continue to seek and support reciprocal partnerships with Community/Educational partners and leverage the mutual learning*

Innovative Learning Committee

The WCDSB Innovative Learning Committee is made up of exemplary classroom educators, technology focused administrators and key board office staff with a focus on technology-based pedagogy. The purpose of this committee is to inform strategic direction, leading practices, pedagogy and budgeting for technology and related professional development. As a follow up to last year's connections with other school districts (Waterloo Region DSB, Wellington Catholic DSB, Upper Grand DSB, Brant Haldimand Norfolk Catholic DSB, Huron Perth Catholic DSB and London Catholic DSB), this year we have focused on connecting with innovative community partners by holding our meetings on sites such as D2L and Catalyst 137 in addition to St. Vincent De Paul our new benchmark school for innovative environments.



Strategic Goal: *Equitable access to learning opportunities and investment in global competency development and leading technologies*

Technology Equipment and Infrastructure Upgrades

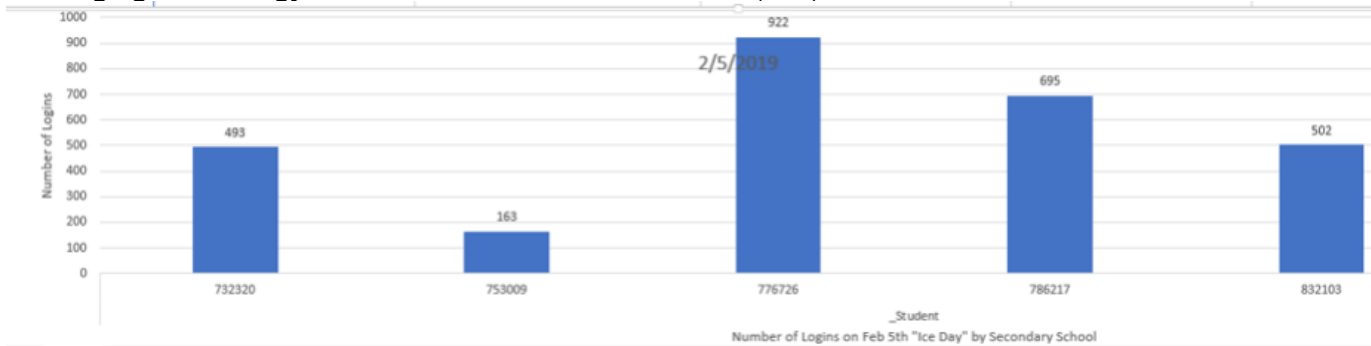
This year we updated and strengthened the critical infrastructure and required technology to facilitate effective instruction. Wireless infrastructure and the Board's Internet bandwidth have been increased to meet the needs of increased online educational resources and to facilitate the use of personal devices in curricular activities.

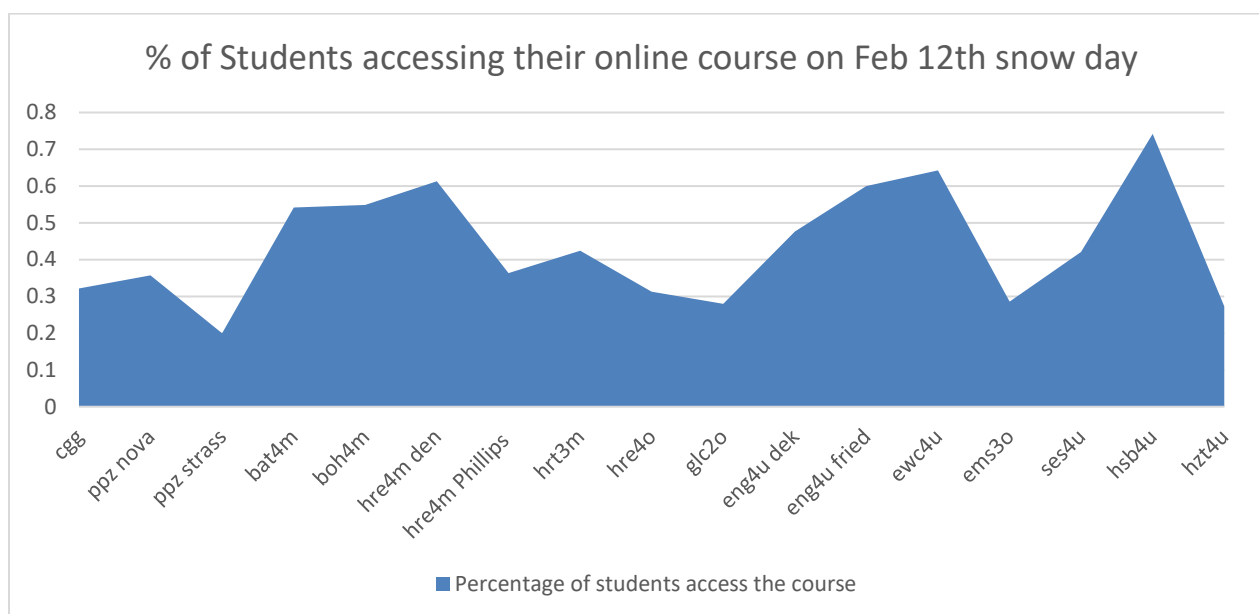
Dedicated Internet connections with enhanced security have been installed at each secondary school under the Ministry of Education's Broadband Modernization Project. This increased Internet bandwidth will allow for resilient access to the increasing demand for critical online curricular resources from both Board owned and personal devices.

Computers in specialty labs at our secondary schools have been updated to meet the needs of high-end design software like AutoCAD. All School Chromebooks have been updated to support current Google Suite for Education requirements. One fifth of WCDSB aged Epson BrightLink touch data projectors have been replaced with the latest energy efficient and cost-effective technology.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 Year Projection	Overall total or change
Elementary Academic Infrastructure								
Student FTE	13429	13263.5	14470	14719.5	15085	15787	15787	15%
Number of Supported Desktop Computers	1530	1530	1530	1530	730	730	750	51%
Number of Unsupported Desktop Computers						462	462	462
Number of Laptop Computers	205	205	205	205	205	256	300	32%
Number of ChromeBooks	48	976	1826	2850	5429	6194	6462	13463%
Average Age of Desktop Computers	4	4.5	5	6	3.5	4.5	1	1 Years
Average Age of Laptop Computers	4	4.5	5	6	7	7	8	8 years
Average Age of ChromeBooks	1	1.5	2	1.75	2	3	2	2.00
Student to Computer Ratio	7.74	7.64	8.34	8.48	16	16	16	16
Student to Chromebook Ratio	280	14	8	5	3	3	3	3
Number of WiFi Access Points	184	274	376	500.00	550.00	650	670	364%
Number of WiFi Access Points Per Student	72.99	48.41	38.48	29.44	27.43	24	24	310%
Number of Software Titles	80	80	70	70.00	70.00	60.00	60.00	25%
Computers replaced/upgraded	0	0	0	876	0	0	750	100%
Total number of BYOD devices connecting			2124	3918	7200	7500	7800	367%
Total number of iPads	0	4	45	85	225	300	435	100%
Total number of Android Tablets	0	0	5	17	27	27	35	100%
Number of Brightlinks	712	712	731	731	745	750	770	8%
Average age of Brightlink Data Projectors	1	2	3	4.5	5.5	6	4.5	4.5 years
Secondary Academic Infrastructure								
Student FTE	6608	6453	6206	6223	6263	6309	6,510	-2%
Number of Desktop Computers	2149	2149	2149	2149	2149	2149	2156	0%
Number of Unsupported Desktop Computers						0	0	
Number of Laptop Computers	110	110	121	121	121	121	120	8%
Number of ChromeBooks	24	402	700	1139	2369	2522	2600	10833%
Average Age of Desktop Computers	3	4	5	6.5	7.5	5	4.5	4.5 years
Average Age of Laptop Computers	3	4	5	6.5	7.5	8	9	9 years
Average Age of ChromeBooks	1	1.5	2	1.75	2	2	3	3 years
Student to Computer Ratio	2.93	2.84	2.73	2.74	2.76	2.78	2.86	2.86
Student to Chromebook Ratio	275.33	16.05	8.87	5.46	2.64	2.50	2.50	2.5
Number of WiFi Access Points	130	190	174	279.00	279.00	285	290	223%
Number of WiFi Access Points Per Student	50.83	33.96	35.67	22.30	22.45	20.00	20.00	254%
Number of Software Titles	80	80	71	71	71	60	60	25%
Computers replaced/upgraded	0	0	1300 used	750	0	300	300	30000%
Total number of BYOD devices connecting			1589	6000	7900	8300	8500	535%
Total number of iPads	0	10	17	30	45	60	203	100%
Total number of Android Tablets	0	14	18	22	22	22	25	100%
Number of Brightlinks	388	388	388	388	388	389	392	1%
Average age of Brightlinks Data Projectors	1	2	3	4.5	5.5	5.5	5	5 years

Leveraging Technology -ICE DAY and SNOW DAY Statistics (D2L)





Budget Survey to Inform Future Technology Strategy

WCDSB used the 2018/19 budget survey to gather input to inform ongoing implementation of various resources, programs and learning opportunities from various Board departments. We invited all staff and community to complete this survey to provide timely feedback about different implementations to inform future directions. Results from this survey has been presented to the IT Governance Council, Executive Council and the Innovative Learning Committee. All responses were anonymous.

IT Governance Infrastructure

Information Technology Governance refers to the decision-making and accountability structure. Within this structure, IT resources are aligned with the academic and administrative objectives of the WCDSB in alignment with the Board's Improvement Plan and Multi-Year Strategic Plan.

For these Board objectives and priorities to be met, it is important that an inclusive decision-making model be employed to best inform the Chief Information Officer and Superintendent of Innovation. The IT Governance structure ensures that the needs of stakeholders across the system are considered, and, as appropriate, guide the development of IT system priorities for technology and IT budgets. It is also important that this structure supports increased accountability to ensure that critical standards, privacy and security requirements are met.

Next Steps:

To create a culture to optimize the conditions for instructional leadership in Innovation teaching and learning, the Board will host its fourth Education Innovation Conference on April 12, 2019. Once again, we will use the open space conference format to encourage participants to engage in hands-on, self-directed professional learning related to the use of innovative learning tools and approaches. By adopting a shared leadership model, we are able to leverage the expertise and experience of a large number of our teachers who are committed to transforming learning and teaching. This is an important initiative because it allows for the innovative practices to be adopted on a broader scale due to the ability of our educators to take ownership of the diverse ways the tools and approaches can be adapted to improve student achievement.

Further, with the launch of the new MYSP there will be a commitment to more closely tracking attitudinal changes of staff and students in relation to the incorporation of digital tools and innovative practices, continued tracking of usage statistics and a purposeful eye to how both technology and the global competencies can be used to enhance more precise student learning. Third Teacher principles continue to be a focus stressed in the plan and one we hope to enhance through SMART Cities Waterloo Region proposal. Finally, we do expect that the use of the #wcdsbInnovates forum will do much to celebrate and promote new, responsive and innovative ways of engaging our students and bringing them to greater success.

Recommendation:

This report is being provided as information for the Board on Innovation and Learning Programming at WCDSB.

Prepared/Reviewed By: Loretta Notten, Director of Education

Judy Merkel, Superintendent of Education

Chris Demers, Chief Information Officer

*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: March 4, 2019
To: Trustees
From: Director of Education
Subject: Assessment and Evaluation Practice in Schools

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

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

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

Education Act Section 169.(1)

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

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

Growing Success, Assessment, Evaluation, & Reporting in Ontario Schools (2010)

Growing Success Kindergarten Addendum (2016)

APC050 Assessment, Evaluation, & Reporting, Grades 1-12

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

Our Foundation:

The system inquiry question that guides the Waterloo Catholic District School Board's Board Improvement Plan for Student Achievement (BIPSA) establishes a clear emphasis on assessment: "What impact will collaborative teaching and learning, that focuses on the assessment for learning process, have on increasing the number of students approaching, achieving at or beyond the provincial standard K-12?"

The BIPSA stresses the importance of assessment practices; the emphasis of assessment focuses on the process work where learning FOR and AS assessment become crucial to helping students move forward in their learning. This allows for

responsive teaching, providing multiple opportunities for skill development and thus success. Part of the assessment strategy becomes descriptive feedback, which helps students to improve and learn from their mistakes. Descriptive feedback also provides those extremely important next steps for students as they work through learning tasks in order to improve their knowledge and skills in a subject area. The triangulation of data – paying attention to, and using, the observations made during class time and the conversations undertaken with students - informs instruction and is responsive to the learner, and can influence the evaluation of a final product as it demonstrates the learning that has been accomplished.

Policy and best practice regarding the assessment, evaluation, and reporting of student achievement in Ontario has been, for nearly a decade, articulated and set by the provincial document *Growing Success, Assessment, Evaluation, & Reporting in Ontario Schools (2010)*. This policy defines for parents, students, and educators seven key principles of assessment, evaluation, & reporting, in order to ensure that these practices ensure validity, student engagement and achievement and are the foundation of our work in Assessment and Evaluation:

- Be fair, transparent, and equitable for all students;
- Support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- Be carefully planned, to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles, preferences, needs, and experiences of all students;
- Be communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- Be ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- Provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning

From this has come a new Assessment and Evaluation Policy (APC050), a merging of the two previous policies which separated the elementary and secondary panels. This new policy provides information specifically for parents to help them understand how we use *Growing Success* to assess and evaluate; it also promotes greater understanding of assessment practices between panels. The hope for greater consistency when applying learning goals and success criteria to our evaluation.

Our People:

The A&E Steering Committee – This committee provides direction and suggestions to the Working Group, and vetting the work that is done by the group. They were instrumental in developing the final draft of the policy and the subsequent Staff Procedures page. This is a separating of the “what” from the “how” of assessment. Extracting the Staff Procedures allows for teachers to find the steps when planning interventions for struggling students; it strives to encourage consistency in the assessment and evaluation process. The Staff Procedures pages are divided into three distinct sections that remind teachers of their commitment to quality assessment: all assessment is “rooted in the curriculum”, consequences are given with compassion, and all is clearly communicated.

This dividing of the “what” and the “how” should also inspire conversation between parents, students and teachers, rather than allowing for miscommunication about how marks are given. All assessment becomes transparent for students and parents.

The A&E Working Group – This group consistently lives up to its name – their enthusiasm and interest in Assessment and Evaluation has driven much of the work in the past years. Our focus has been on providing professional development and resources for teachers in order to foster professional discussion concerning assessment practices. Autonomy in this group is key to our success. They are the voice of teachers and principals in the system; they hear the conversations of their colleagues about assessment in their staff rooms and hallways, and bring this information to our group, and do something about these issues. In this way, the group is responsive to the needs of our colleagues, as well as those highlighted by our Steering Committee.

Assessment is also an optional focus for the Elementary Instructional Coaches, who work with teachers in classrooms. Through a specific subject area, the coaches suggest, model and utilize current assessment strategies. This includes a focus on Learning For and Learning As assessment.

Teacher Support:

The WCDSB continues to work to strengthen the assessment literacy and efficacy of its staff in many ways.

Including the revision of the Assessment and Evaluation Policy, the A&E Working Group has accomplished the following:

A&E Splashes for Teachers – 20-minutes modules for whole staff and self-directed learning; topics chosen for the “splashes” are identified and created by members of the committee. “Splashes” are presented during the A&E dedicated Professional Activity Day, where teachers have time to explore these ideas and see where they might fit into their own assessment practices.

Admin A&E Splashes – Professional Learning for administrators in order to stretch their own knowledge of assessment and evaluation practices. These sessions augment the Splashes provided for teachers to further discussion if presented at a staff or division meeting.

Assessment Leads at each school – Assessment leads were given the task of helping the teachers at each school site with learning to use enCompass, the data platform. In this way, they also become sources for teachers when assessment questions arose.

Global Competencies and Assessment – As we continue to use and assess the Global Competencies within our classrooms, and with the potential for these to become our new Learning Skills, much work was done to help teachers understand the progressions of learning and how this might be evaluated.

2018-2019

A&E Splashes – new topics discovered in staff rooms and classrooms, more modules to be created to address these questions. This year’s topics include Balanced Literacy Assessment Measures (BLAM), strategies for documenting observations and conversations, and a continuation of the work done with Global Competencies.

Explicit Inclusion of Assessment in all Professional Activity Days – A&E is addressed throughout the year through very different topics. In this way, assessment and evaluation continue to weave through all professional development practices in the Board.

Parent Assessment Literacy – the creation of a series of webinars and podcasts (potentially a brochure) in order to address the major questions parent have concerning assessment. A teacher survey was conducted in order to ascertain which questions are most often asked of teachers about their child’s mark. Having this information available online will help parents to understand some of our evaluation procedures; this will lead to parent/teacher conversations that focus on student achievement.

Resource Collection in D2L – An A&E folder has been created in order to gather examples of assessment tools to be used by all WCDSB teachers. These resources are collected by all members of the Working Group, and will include sample rubrics, learning goals and success criteria, ministry monographs (Capacity Building Series, ALERTs, etc.), instructional videos and podcasts.

Assessment practices are also monitored with care, thought, and diligence by both principals and supervisory officers. The Board Improvement Plan for Student Achievement (BIPSA) has not only a clear priority placed on knowing the learner and responding in a collaborative and professional manner (assessment-driven instruction), but, as well, a requirement of all formal leaders, that they continuously monitor the utilization and impact of renewed assessment and evaluation practices.

The WCDSB will continue to increase student engagement, achievement, and well-being by more completely understanding the unique strengths and needs of each of its students and responding effectively through assessment practices. These practices will align with and complement other priorities and strategies of the WCDSB.

Recommendation:

This report is presented to the Board as information.

Prepared/Reviewed By: Loretta Notten, Director of Education
John Klein, Superintendent of Learning
Suzanne Smart, Innovation in Learning Consultant
Beth Wolf, Literacy Consultant, grade 4-12

From: OCSTA - Connie DeMelo [<mailto:CDeMelo@ocsta.on.ca>]
Sent: Wednesday, February 27, 2019 8:28 AM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA: 2019 Daily Lenten Reflections by Bishop Robert Barron

TO: All Catholic School Trustees
OCSTA Staff

CC: Directors of Education
Board Secretaries & Administrative Assistants



Create in me a clean heart, O God, and put a new right spirit within me.
Psalm 51:10

Wednesday, March 6, is Ash Wednesday, when the Church invites us to participate in the season of Lent.

We are encouraged to take time to pause and reflect on our spiritual journey through prayer and fasting.

It is a time for an inward look at where our life's journey is taking us, and asking ourselves what is the current status of our personal relationship with God.

We invite you to click on the following link to subscribe to free daily Lenten reflections by *Bishop Robert Barron*.

<http://www.lentreflections.com/>

May you find these reflections helpful as you journey through this holy season.



Brian O'Sullivan, MA, Ed.D
Director of Catholic Education

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CATHOLIC EDUCATION: *Living as Joyful Disciples*



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February 22, 2019

Dear Premier Ford, Minister Thompson and Minister Fullerton:

On behalf of the Toronto District School Board, I am writing you to express our deep concerns regarding the announced changes to the Ontario Student Assistance Program (OSAP), which will dramatically reduce the support many of our students need to receive a post-secondary education.

Under the proposed changes, scheduled to come into effect for the 2019-2020 school year, many students with lower socioeconomic backgrounds will see their funding cut in half, while students from middle-class families will lose their grant support entirely, along with significant reductions in their loans.

We know that approximately 82% of our students plan to attend either college or university and that 52% also worry about their families' financial situation (**2017 TDSB Student Census**). This dramatic shift in funding will raise financial barriers to post-secondary education, which will limit many students from pursuing all post-secondary pathways available to them.

These changes will also result in funding reductions to Ontario colleges and universities that could lead to reductions in services and supports for student mental health and well-being, and academic achievement. These services, more than ever, are critical to our youth's well-being and success.

These changes are in addition to your government's decision to eliminate the Ensuring Equitable Access to Postsecondary Education EPO program, which provided the TDSB with \$120,000 to fund pilot projects to help students who, without additional supports, might not otherwise go on to post-secondary education.

The Toronto District School Board is committed to enhancing equity and opportunity for its students, and increasing access to post-secondary education pathways through breaking down barriers is a key factor in this endeavour – and we fear that your government's financial strategy continues to focus on reducing support for our most in-need youth and communities.

In saying that, we ask you, on behalf of all of our students' in-need, that your government restore:

- the amount of non-repayable grants provided through the Ontario Student Grant and the amount of overall student aid offered to low and middle income students to 2018-19 levels;
- the six-month grace period for repayment; and
- funding for the Ensuring Equitable Access to Postsecondary Education EPO program;

We also ask that you commit to consulting with all student, parent and education stakeholders, in all sectors of the system, on all future education funding reforms, and that you engage with school boards, Trustees' associations and other education stakeholders to continue to improve pathways planning for high school students.

We want to ensure that all students, regardless of their socio-economic background, have access to a wide array of post-secondary options.

As always, I would be more than pleased to discuss this further with you. I look forward to hearing from you.

Yours truly,



Robin Pilkey, CPA, CA, ICD.D
Chair
Toronto District School Board

cc: Ontario Public School Boards' Association, Ontario Student Trustees' Association, OSTA-AECO, opposition education critics, Training/Colleges/Universities critics, Ontario Undergraduate Student Alliance, Parliamentary Assistants to the Minister of Education and Minister of Training, Colleges and Universities, members of Provincial Parliament from the City of Toronto, Ontario's provincial school boards Chairs and Toronto District School Board Trustees.

Number: I 001

Subject: Ends

Approval Date: September 2, 2008

Effective Date: September 2, 2008

Revised: May 31, 2010; November 29, 2010; January 27, 2014, February 23, 2015, February 26, 2018

Policy Statement:

In a policy governance model, “ends statements” act as guiding principles that will lead us to our preferred future as a system. On behalf of the Catholic ratepayers of Waterloo Region and, in part under its duties as a Board under Section 169.1 of the Education Act and Regulations, as well as at a justifiable use of government and community resources, the WCDSB will create, implement and monitor a multi-year strategic plan that ensures – via the Director of Education – the Board acts responsibly to ensure learners achieve their fullest potential in learning communities that are a living experience of Catholic faith.

Heart of the Community:

Our schools are heart of the community:

- I. When faith practice is integrated into the daily lives of our students as members of their school community,
- II. When they have the knowledge of the history, and regular experiences with, the values, doctrines and social justice imperatives of the Catholic faith,
- III. When they are contributors to society, dedicated to the common good and,
- IV. When all are included, welcomed, cared for, respected, and treated with dignity in invitational learning environments that help every student fully utilize their unique gifts while meeting their individual spiritual, physical, learning and/or emotional needs.

Success for Each:

We create the conditions for success for our students by knowing our students, knowing our staff and doing what matters.

Our students achieve academic success:

- I. When given the necessary supports to work to their highest level of ability,
- II. When they have the knowledge, skills and confidence to pursue their desired career and life paths and,
- III. When they are prepared for the challenges and opportunities of an ever-changing world that demands a diverse skill set as well as a broad social conscience aligned with our Catholic values and,
- IV. When they meet the Ontario Catholic Schools Graduate Expectations.

We Create **A Place for All:**

When our schools, system departments, processes and policies reflect our belief that students deserve the best programs, delivered by well-prepared staff who are supported in their professional learning. Our schools will be supported in this by a strategic plan that includes processes whereby:

- I. WCDSB school and system initiatives are monitored through ongoing internal and external assessment measures to ensure students are learning at their highest possible level of achievement through programming that meets their individual learning needs, spiritual needs and learning styles and
- II. When all WCDSB departments are held to the highest standards through periodic external reviews to ensure the Board meets its financial and legal obligations to its employees, the Ministry of Education and its ratepayers.

Monitoring would take place on an ongoing basis but more formally in the June of each year, as the Multi-year Strategic Plan is monitored along with CEO Performance.

Number: III 004
Subject: Delegation to the CEO

Approval Date: April 28, 2008
Effective Date: April 28, 2008
Revised: January 30, 2012

Policy Statement:

The board will instruct the CEO through written policies which prescribe the organizational Ends to be achieved, and describe organizational situations and actions to be avoided, allowing the CEO to use any reasonable interpretation of these policies with the legal requirements of the Province of Ontario.

Accordingly:

1. The Board will develop policies instructing the CEO to achieve certain results, for certain recipients at a specified cost. These policies will be developed systematically from the broadest, most general level to more defined levels, and will be called Ends policies.
2. The Board will develop policies which limit the latitude the CEO may exercise in choosing the organizational means. These policies will be developed systematically from the broadest, most general level to more defined levels, and they will be called Executive Limitations policies.
3. As long as the CEO uses any reasonable interpretation of the board's Ends and Executive Limitations policies, the CEO is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities.
4. The Board may change its Ends and Executive Limitations policies, thereby shifting the boundary between board and CEO domains. By doing so, the board changes the latitude of choice given to the CEO. But as long as any particular delegation is in place, the board will respect and support the CEO's choices.