



Board of Trustees' Board Meeting

Date: Monday, April 29, 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. (Room 111) 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

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 April 8, 2019 regarding Board Awards.			
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 March 25, 2019 - Board Meeting 3.1.2 SEAC Minutes of March 6, 2019 3.2 Budget Update #3 3.3 Subject: Rural and Northern Education Fund Motion – St. Brigid	Trustees Trustees Trustees Trustees	pp. 4-8 pp. 9-13 pp. 14-16 pp.17-18	Approval Information Information Approval
4. Delegations/Presentation			
5. Advice from the CEO			
5.1 Director's Report 5.2 IT Strategic Plan 2019-2024 5.3 New SEAC Member	L. Notten S. Maharaj/C. Demers L. Shoemaker	pp. 19-21 pp. 22-73 pp. 74-76	Information Information Approval
6. Ownership Linkage (Communication with the External Environment)			
7. Reports from Board Committees/Task Forces			
8. Board Education (at the request of the Board)			
8.1 Chair's Update 8.2 OCSTA/CCSTA Communications	B. Conway B. Conway	pp. 77 pp. 78-92	Information Information
9. Policy Discussion			
Assurance of Successful Board Performance			
10.1 Board Policy II 015 Ownership Linkage Is There a Need to Review This Policy?	B. Conway Trustees	pp. 93	Approval Discussion
Assurance of Successful Director of Education Performance			
11.1 Monitoring Reports & Vote on Compliance			
11.1.1 Legal Responsibilities – Monitoring Report IV – 006 11.1.2 Financial Conditions IV-008 11.1.3 Facilities Accommodation IV – 010 11.1.4 Communication & Support to Board – IV-012	Maharaj Maharaj Maharaj L. Notten	pp. 94-95 pp. 96-101 pp. 102-104 pp. 105-107	Approval Approval Approval Approval
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): •Apr 30: Beacons of Hope – St. Mary's FOS •May 1: Interfaith Breakfast •May 2: Staff Recognition Celebration •May 5: CEW Mass St. Agnes •May 5: St. Vincent de Paul Dedication & Blessing •May 7: Mayor McGarry-State of City Address (Cambridge) •May 7: Folk Dance Cambridge •May 8: Folk Dance Waterloo •May 9: Folk Dance Kitchener • May 10: Community Leaders Breakfast •May 13: COW – St. Mary's HS •May 14: Bishop's Banquet •May 21: 40 th Anniversary of CCFOWR			

ITEM	Who	Agenda Section	Method & Outcome
<ul style="list-style-type: none"> •May 23-26 OSTA-AECO AGM •May 27: Board of Trustees (St. Mary's HS) •May 29- Jun 2: CCSTA AGM •June 3: Special Board of Trustees (Budget) Resurrection CSS •June 10: Governance •June 11: Resurrection Graduation •June 17: Board of Trustees Resurrection CSS •June 21: Board Office Mass – St Mary's of Seven Sorrows •June 25: St. Mary's Graduation •June 26 : St. Benedict Graduation •June 26: St. David Graduation •June 27: Monsignor Doyle Graduation 			
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, March 25th, 2019 at the Waterloo Region Catholic Education Centre.

Trustees Present:

Bill Conway (Chair), Manuel da Silva, 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:

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 6:00 p.m.

1.1 Opening Prayer & Memorials

The meeting opened with prayer by Trustee Dupuis.

1.2 Approval of Agenda

Amendments to Agenda:

- 15.1 move into In-camera
- 15.2 move into Private, Private

2019-40 -- It was moved by Trustee Schmalz seconded by Trustee da Silva:

THAT the agenda for Monday, March 25th, 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

1.5 Items for Action:

- 1.5.1 In-camera meeting of March 4, 2019 regarding Human Recourse Matter.
- 1.5.2 Private, Private Meeting of February 25, 2019 regarding Human Resource Matters.

2019-41 -- It was moved by Trustee Weiler and seconded by Trustee da Silva:

THAT Items for Action 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 February 25, 2019 - Board Meeting
 - 3.1.2 SEAC Minutes of January 9, 2019
 - 3.1.3 CPIC Minutes of October 11, 2019
- 3.2 Trustee Budget Update

**2019-42 -- It was moved by Trustee Schmalz and seconded by Trustee Dupuis:
THAT the Consent Agenda Board of Trustees and the recommendations contained therein be now approved. ---
Carried by consensus**

4 Delegations

5 Advice from the CEO

5.1 Director's Report

Director Notten provided highlights and notable events from the month of March.

5.2 Student Success Update/Plan

Superintendent Olson provided a comprehensive report on The Student Success/Learning to 18 (SS/L18) Strategy. The five inter-related goals were discussed along with a summary of all programs and learning within the scope of the portfolio, including data and program highlights.

Trustees asked clarifying questions and provided feedback.

5.3 School Year Calendar

Superintendent Klein presented the draft 2019-2020 draft school year calendar for approval.

**2019-43 -- It was moved by Trustee Dupuis and seconded by Trustee da Silva:
THAT the Board of Trustees approve the 2019-2020 School Year Calendar. --- Carried by consensus**

5.4 Autism Update

Superintendent Shoemaker provided an updated on the Ontario Autism Plan considering the recent Ministry of Education Announcements and provided an overview of the services and support within our Board.

Trustees asked clarifying questions and provided feedback.

5.5 Information on 2019-20 Education Grants and New Vision for Education.

Director Notten and Superintendent Maharaj provided the Trustees with a preliminary update on the Information on 2019-20 Education Grants and New Vision for Education in light of the Ministry of Education's recent budget announcements. Estimated Summary of Financial Impacts were discussed noting that the Grants for Students Needs (GSNs) will be released later than usual, likely the end of April, with the provincial budget released on or about April 11, 2019.

Trustees asked clarifying questions and provided feedback.

6 Ownership Linkage (Communication with the External Environment)

7 Actions From Board Committees/Task Forces

7.1 Student Trustee Update

Student Trustees presented highlights and notable events from the month of March.

8 Board Education (at the request of the Board)

8.1 Chair's Update

Trustee Conway provided highlight and notable events from the month of March.

8.2 OCSTA/CCSTA Communications

Trustee Conway provided recap of OCSTA attachments.

9 Policy Discussion

9.1 Review By-Law Article 8 Trustee Vacancy

Trustee Van Alphen brought forth a motion to amend By-Law Article 8 Trustee Vacancy and discussed wording and amendment. It was noted that in the third sentence "should" will replace "if", "Should trustees decide, instead of if trustees decide".

**2019-43 -- It was moved by Trustee Van Alphen and seconded by Trustee Schmalz:
THAT the Board of Trustees approve and adopt the revised wording and numbering, with respect to Article 8
Process to Fill Vacancy for the WCDSB Trustee ByLaws. --- Carried by consensus**

9.2 Linkage Terms of Reference

Trustee Weiler provided an overview of the proposed Linkage Terms of Reference.

**2019-44 -- It was moved by Trustee Weiler and seconded by Trustee Schalmz:
THAT the Board of Trustees approve the Linkage Terms of Reference. --- Carried by consensus**

9.3 Pastoral Care Terms of Reference

Trustee Gravelle proved an overview of the proposed Pastoral Care Terms of Reference.

**2019-45 -- It was moved by Trustee Gravelle and seconded by Trustee da Silva:
THAT the Board of Trustees approve the Pastoral Care Terms of Reference. --- Carried by consensus**

10 Assurance of Successful Board Performance

10.1 Board Policy II 008 Chairperson's Role (da Silva)

Trustee da Silva confirmed review of policy and noted compliance.

10.1.1 Is There a Need to Review This Policy?

There is no need to review this policy.

**2019-46 -- It was moved by Trustee da Silva and seconded by Trustee Schmalz:
That the Board of Trustees find Board Policy II 008 Chairperson's Role in compliance. --- Carried by consensus**

10.2 Board Policy II 013 Cost of Governance

Trustee Dupuis confirmed review of the above policy and noted compliance. Trustees asked clarifying questions.

10.2.1 Is There a Need to Review This Policy?

There is no need to review this policy.

**2019-47 -- It was moved by Trustee Dupuis and seconded by Trustee da Silva:
That the Board of Trustees find Board Policy II 013 Cost of Governance in compliance. --- Carried by consensus**

10.3 Board Policy II 014 Trustee Expenses (All)

Trustees reviewed policy and confirmed compliance.

10.3.1 Is There a Need to Review This Policy?

There is no need to review this policy.

**2019-48 -- It was moved by Trustee da Silva and seconded by Trustee Van Alphen:
That the Board of Trustees find Board Policy II 014 Trustee Expenses in compliance. --- Carried by consensus**

10.4 Board Policy III 005 Monitoring CEO Performance

Trustee Reitzel noted that the policy was in compliance.

10.4.1 Is There a Need to Review This Policy?

There is no need to review this policy.

2019-49 -- It was moved by Trustee Reitzel and seconded by Trustee da Silva:

That the Board of Trustees find Board Policy III 005 Monitoring CEO Performance in compliance. --- Carried by consensus

11 Assurance of Successful Director of Education Performance

11.1 Monitoring Reports & Vote on Compliance

11.1 Hiring and Promotions – Monitoring Report IV – 005

Superintendent Connolly reviewed Hiring and Promotions IV-005 and provided a summary of each section.

Trustees asked clarifying questions.

2019-50 -- It was moved by Trustee Dupuis and seconded by Trustee Gravelle:

THAT the Board of Trustees find Hiring and Promotions – Monitoring Report IV – 005 in compliance. --- Carried by consensus

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):

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

- 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
- May 1: Interfaith Breakfast
- May 5: St. Vincent de Paul Dedication & Blessing
- May 7: Mayor McGarry-State of City Address (Cambridge)

Potential for expulsion hearing was noted, details to follow.

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.

The Board of Trustees requested to move In-camera.

**2019-51 -- It was moved by Trustee da Silva and seconded by Trustee Gravelle:
THAT the Board of Trustees move into In-camera at 8:54 pm. --- Carried by consensus**

**2019-52 -- It was moved by Trustee Gravelle and seconded by Trustee da Silva:
THAT the Board of Trustees move into Private, Private at 9:07 pm. --- Carried by consensus**

16 Closing Prayer

17 Motion to Adjourn

**2019—53 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 10:06 p.m.**

Chair of the Board

Secretary

SEAC Committee Meeting Minutes

Date& Time:	Wednesday, March 6, 2019, 6:00 p.m.
Location:	Boardroom, St. Mary's H.S.
Next Meeting:	Wednesday, April 3, 2019
<p>Committee Members: Kim Murphy, John Gilbert, Frank Thoms, Tracey Weiler, Bill Conway, Jeanne Gravelle, Irene Holdbrook, Stuart Cross; Sue Simpson</p> <p>Administrative Officials: Laura Shoemaker, Erin Lemak</p> <p>Regrets: Sue Simpson</p>	

<p>1. Opening Prayer</p> <p>Welcome</p>	L. Shoemaker
<p>2. Approval of Agenda</p> <p>Motion by: Bill Conway Seconded: Kim Murphy</p>	
<p>3. Declared Pecuniary Interest N/A</p>	
<p>4. Approval of the January Minutes</p> <p>Motion by: Jeanne Gravelle Seconded: Frank Thoms</p>	
<p>5.School System Operational Business</p> <p>5.1. Numeracy Initiatives 2018-19</p> <p>In an effort to be responsive, BIPSA revisions are made to reflect current needs which are then positioned as areas for growth. These revisions are informed by data and are grounded in research supporting student achievement.</p>	S. Rellinger

Following Student Learning Needs were addressed:

1) Consistent use of non-routine questions to support flexibility, critical thinking, reasoning and creativity when solving problems.

Nonroutine questions are often seen in Thinking and Application types of questions. These questions have traditionally been areas on EQAO whereby students tend to struggle. According to our Board data from EQAO using a rolling 3-year average, as noted in the tables below, score percentages in the Knowledge and Understanding (KU) category show greater student success than in the Thinking (TH) and Application (AP) categories. Additionally, a point of celebration, as marked by the arrows below, score percentages have increased over time.

Primary			
BOARD	2016-2017-2018	2015-2016-2017	2014-2015-2016
KU	79.5	76.6	73.0
TH	63.4	63.6	62.0
AP	67.2	67.4	67.4

Junior			
BOARD	2016-2017-2018	2015-2016-2017	2014-2015-2016
KU	72.2	70.2	67.6
TH	60.2	61.4	59.7
AP	65.7	65.2	64.3

- 2) The motivation to specifically highlight these two areas from the Achievement Chart in the curriculum, specifically in Junior, is explained above. Additionally, please note the changes from Primary to Junior in the diagram below.

EQAO Cognitive Skill area allotment (Same since 2007 for PR/JR & 2009 for Gr. 9)			
Primary (Gr. 3)	Junior (Gr. 6)	Grade 9 (Applied)	Grade 9 (Academic)
K → 20%	K → 13%	K → 15%	K → 15%
AP → 47%	AP → 47%	AP → 48%	AP → 41%
TH → 33%	TH → 40%	TH → 37%	TH → 44%

- 3) Students need multiple opportunities to learn in order to make connections, support conceptual understanding, and improve retention. Research indicates that using a “distributed” or “spaced” approach versus blocked or massed practice supports this.

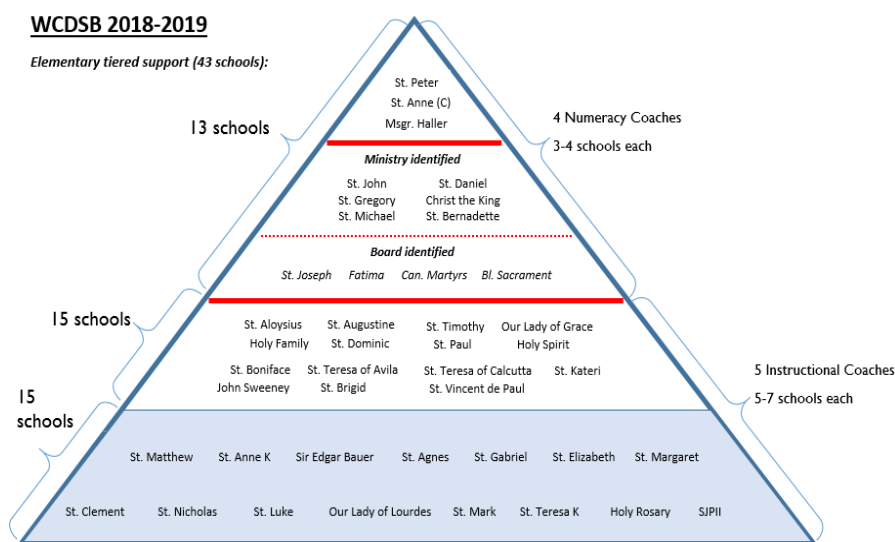
PROFESSIONAL LEARNING MODEL IN ELEMENTARY:

As this is the third year of a precise focus on mathematics teaching and learning, the support model for schools has changed in order to honour the learning that has taken place and to provide opportunities for greater job-embedded co-learning in classrooms. This professional learning model will also compliment the current reality we find ourselves in with respect to staffing with daily occasional teachers.

Four new positions have been added to support the work of mentoring our educators. The addition of these Instructional Coaches has afforded the ability to support all 43 elementary schools (see diagram) in a precise job-embedded manner through collaborative inquiry cycles. This model of support is now replacing the educator release sessions that have taken place in the past.

WCDSB 2018-2019

Elementary tiered support (43 schools):

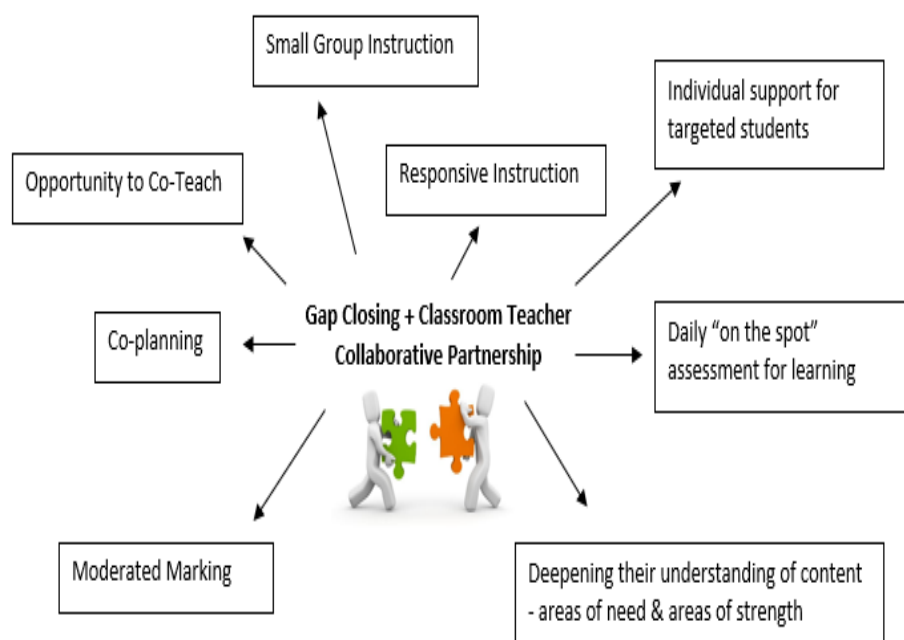


All of our elementary schools have the opportunity to engage in cycles of support in mathematics with a coach. Schools are asked to identify the four educators involved in a cycle and a precise focus, rooted in evidence of student learning need and articulated in their SIPSA.

SECONDARY MODEL OF SUPPORT:

Over the past two years, our professional learning model supported Grade 9 teachers, whole department networks, and building curriculum leaders through Secondary Math Lead Teachers. To be more precise with our support and build on our learning from last year, focus has been directed to support Grade 9 Applied Mathematics using a model that partners a gap closing teacher with the classroom teacher in all of our secondary schools. Each secondary school has one Gap Closing Teacher who works with the classroom teacher and students on a daily basis in either one or two periods. This model supports both the

student and teacher as illustrated by the graphic below.



Additionally, the Gap Closing Teachers from our Increased Support Schools participate in collaborative learning sessions. This Professional Learning Community seeks to improve teacher's pedagogical and content knowledge in order to support instruction and student achievement.

We continue to support Math Program Heads in their role as curriculum leaders, in partnership with a colleague from their department through collaborative learning sessions and job-embedded opportunities.

6. Ministry Updates (10 min)

6.1. Updated 2018-19 Special Education Funding memorandum

- No new information, compilation of the funds that have already been received.

6.2. Durham DSB's SEAC Letter to Minister of Education - January, 2019

- Durham DSB concepts in respect to funding. (amount that Ministry of Education provides for SIP is inadequate)

7. SEAC Committee Functions

7.1 Pro Grant - On hold until funding announcement from Ministry is made.

8. Policy Advice to the Board

- Laura explained the upcoming changes in Autism program and funding and how is WCDSB preparing for the expected increase in number of students diagnosed with Autism that will now attend school full time.

All schools have CYCWs, qualified BCBAs are available, all teachers, Spec. Ed. Teachers and EAs are trained in the Universal Support Strategies.

9. Updates (20 minutes)

9.1. Association Updates

- WRDSS:
Autism WRDSS World Down Syndrome Day (WDSD) Celebration
<https://www.wrdss.ca/events-calander/world-down-syndrome-day>
- Autism Ontario: Frank to send
- WRFN:
Family fun day
https://wrfn.info/events/event.cfm?ww_event_eventID=0BC270C8-A9AB-F512-5189-6CD919A8FD59
Evening of Elegance
https://wrfn.info/events/event.cfm?ww_event_eventID=CEB26BE8-FEA9-6CB6-497C-FCE328AB9C15

9.2. Trustee Updates

Jeanne and Bill presented updates from the February meeting:

- Annual Report – Student Transportation Services of Waterloo Region (STSWR)
- Kindergarten Program Update
- Parent Engagement Update
- Special Education Foundational Math Update

For more details, please check the link:

<https://www.wcdsb.ca/wcdsb-board-meeting-bulletin-february-2019>

10. Pending Items N/A

11. Adjournment

Motion by: Jeanne Gravelle
Seconded: John Gilbert

12. Action Items Place Holder N/A

Date: April 29, 2019
To: Board of Trustees
From: Director of Education
Subject: Budget Update #3

Type of Report:

- ☐ Decision-Making
- ☒ Monitoring
- ☐ Incidental Information

Type of Information:

- ☐ Information for Decision Making
- ☐ Monitoring Information
- ☒ Information Only

Origin:

In order for the Board to meet Ministry deadlines for budget submission, staff must carefully plan the timing of the budget preparation and approval process. Board Executive Limitation IV007 dictates criteria to which staff must adhere in the preparation, planning and presentation of the budget. Budget planning typically commences in January and concludes with the presentation of the budget to Trustees on or before June 17, 2019. Administration will request budget approval on or before June 30, 2019 in order to file the budget with the Ministry on time.

Policy Statement:

Board Policy IV 007 "Financial Planning/Budgeting"

"The CEO shall not...

1. Develop a budget without conducting a formal process for soliciting input on the needs and priorities of the system
6. Present a budget that does not allow sufficient time for decision-making

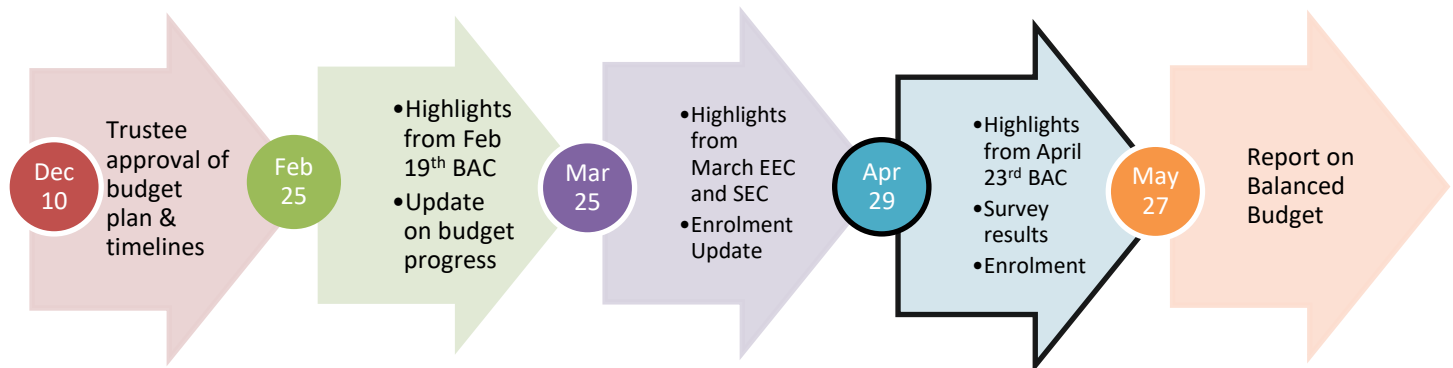
Alignment to the MYSP:

Building Capacity to Learn, Learn and Live Authentically

Strategic Direction: Investment in global competency development and leading technologies

Background/Comments:

The 2019-2020 budget timeline to date:



Overall Budget Development Progress

The following progress has been made since the last update to Trustees:

- Grants for Student Needs were delayed by the Ministry until the end of April
- EFIS, the Ministry reporting and revenue calculation tool, is expected to be released mid-May
- The Board has developed a proforma budget estimation based on information from the Ministry to date
- Budget Advisory Committee established elementary and secondary enrolment for use in revenue projections and staffing
- Salary and benefit projections are substantially complete
- All budgets have been submitted from budget holders

Ministry initiatives:

- Due to the language in the OECTA collective agreement, the Board will maintain a ratio of 22:1 for Secondary at this time
- The Ministry has indicated that the Board will only be funded at 28:1 as per the announcement, with some offset available for attrition protection funding; this will create an estimated pressure of \$4.1M
- Surplus notices have been given to teaching staff
- Discussions have commenced regarding cost savings to balance the budget

Secondary Enrolment Committee Meetings #1-3: January 22, 2019, March 21, 2019 and April 3, 2019

Objective of Committee: To generate secondary enrolment projections using documented methods that will establish a secondary student average daily enrolment (ADE) for the purposes of calculating revenues and staffing

Meeting highlights:

- Discussed timelines for 2019-2020 budget preparation
- Reviewed the 2018-2019 enrolment projections and in-year trending of variables such as grade 8 course selections, grade 8 to 9 conversion rates, grade to grade attrition rates and grade 12 return rates
- Identified reporting needs in order to explain variances between projections and actual

Elementary Enrolment Committee Meetings #1-3: January 22, 2019, March 19, 2019 and April 4, 2019

Objective of Committee: To openly discuss the methods by which elementary enrolment is calculated and come to an agreement establishing a site-based elementary student ADE for the purpose of calculating revenues and staffing

Meeting highlights:

- Discussed timelines for 2019-2020 budget preparation
- Reviewed the 2018-2019 enrolment projections and in-year trending of variables such as registration and growth within the region
- Reviewed methodologies used to determine if any changes should be implemented

Budget Advisory Committee Meeting #2: April 23, 2019

- The Committee met and reviewed the scenarios illustrated above by both enrolment committees and chose the following enrolments for the Board:
 - **Elementary: 16,900 ADE**
 - **Secondary: 6,775 ADE**
- Results of the budget survey were reviewed
- Update on the current progress on the budget was provided

Budget Survey

- The survey closed March 29th. There were 823 respondents (2018-2019: 517)
- Results have been made available to budget holders who will review and make adjustments to their budgets. The information will be made public when the budget is presented

Upcoming

- GSN announcement: end of April
- Draft balanced budget: late May
- Revised date for budget presentation: on or before June 17, 2019

Recommendation:

This report is provided as information on the development of the 2019-2020 budget.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Chief Financial Officer

Laura Isaac
Senior Manager of Financial Services

Rob Connolly
Business Manager of Continuing Education

*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."

Date: April 29, 2019
To: Board of Trustees
From: Director of Education
Subject: Rural and Northern Education Fund Motion – St. Brigid

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

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

Origin:

A board motion is required to declare the newly rebuilt St. Brigid School as a rural school for purposes of retaining eligibility for a grant

Policy Statement:

Alignment to the MYSP:

Strategic Priority: Building Capacity to Learn, Learn and Live Authentically
Strategic Direction: Investment in global competency development and leading technologies

Background/Comments:

As part of its commitments to the rural and northern communities, significant financial investments were made by the previous government into eligible rural schools. To date funds have been spent on technology projects with students receiving access to additional Chromebooks and Minecraft EDU.

When the grant was announced in 2017-18, St. Brigid CES in Ayr was deemed eligible and funds were flowed for this school community. The school was rebuilt and opened in September 2018. With the new rebuild, a new Ministry identification number was assigned. In order for this school to continue to be eligible for funding, the Ministry has advised that a Board motion is required indicating support retroactive to 2017-18.

Recommendation:

That the Board identifies St. Brigid CES, SFIS ID#24656 as an eligible school for the purposes of the Rural and Northern Education Fund Allocation for the 2017-2018 school year.

Prepared/Reviewed By: Loretta Notten
Director of Education

Shesh Maharaj
Chief Financial Officer

Laura Isaac
Senior Manager of Financial Services

*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."



Date: April 29th, 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 month of April has brought a few surprises – both the hints of the spring we hope is coming and the winter that wants to remind us it has not left! As always there have been a few significant events in the life of Waterloo Catholic, as well as considerable discussion about the pressures upon our budget and the implications that brings for the fall. We celebrate as a Catholic faith community the season of Easter which is a time of celebration and great joy for all Christians, and the Waterloo Catholic community is no exception. Below you will find highlights from the past month, that capture some of the more notable events or accomplishments from my work as Director:

- Participated in the “Fiction Festival” literacy reading with several classes from Our Lady of Grace – also had a conversation with students about the role of Director of Education.

- Participated in the Beacons of Hope celebrations for the Resurrection, St Benedict and St David's Family of Schools, as well as St Louis Adult Learning Centre.
- Presented on a panel of 4 Directors (2 Catholic/2 Public) regarding budget processes and implications/management of bargaining and potential labour unrest.
- Participated in IT Governance Steering Committee.
- Participated in staff meeting regarding potential for collection of Identity Based Data.
- Hosted a lunch with Vicar of Catholic Education Fr Con and Anne Jamieson of the Diocese.
- Individual meetings with Academic SO's regarding portfolios for next year.
- Attended ERDI Conference in Quebec City with fellow Directors of Education from across Canada to review and advise on innovative developments in the field of education.
- Attended CEC monthly mass at St Ambrose
- Meetings with Secondary Principals regarding budget and staffing implications; Meeting with Central Program and Special Education staff regarding implications of budget pressures.
- Attended and offered opening remarks at the Monsignor Doyle / St Benedict's Service Learning Fundraiser evening at the Portuguese Club of Cambridge, in support of their travel to Kenya.
- Attended St Dominic Savio where I met with full staff, did a reading for the entire primary division and toured classrooms to observe number talks in action.
- Visited with student leaders at St Teresa Elmira who have spearheaded a campaign "Not a Latte" in support of young girls attending school in Kenya.
- Participated in ECCODE Exec Mtgs. Also chaired STSWR meetings regarding negotiations.
- Participated in Waterloo Catholic Schools' Foundation meeting, as well as a meeting regarding finishes for the renovated CEC.
- Attended tri-city Mayor's Fundraiser Dinner at Bingeman's in support of The Working Centre and St John's Kitchen.
- Participated in both Audit and Budget Advisory Meetings.
- Attended monthly K-12 Administrators' Meeting and delivered opening remarks.
- Attended ECCODE meeting, followed by the OCSOA AGM held in our nation's capital, Ottawa.
- Chaired our local FACE Steering Committee
- Participated in inaugural BIPSA steering committee – tasked with creating our new board learning plan for the next three years.
- Attended a "Town Hall" at St Benedict's CSS, hosted by Prime Minister Justin Trudeau.
- Attended System CPIC Pro Grant Event at St David's with speakers, Olympian Becky Kellar and Ex-Convict Rick Osborne
- Attended the Stations of the Cross at St John Paul II and the Passion Play at St Peter's CES

- Participated in a meeting with Senior Manager and Principal of International Education regarding future directions and planning.
- Attended Coding Quest at Laurier University, featuring many of our Junior division students.
- Hosted the Administrator Association Chair meeting at St Mary's CSS
- Attended and provided remarks at the Japan-Canada Exchange dinner with the Yamate Gakuin High School and WCDSB
- Attended the OCSTA Business Seminar and the OCSTA AGM in Toronto.
- Delivered remarks at Kitchener Art Gallery "Expressions 44 Opening"
- Participated in a teleconference with the Deputy Minister and ADM of finance regarding our budget pressures.

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."

Information Technology Strategic Plan 2019-2024



Loretta Notten @WCDSB_nottenl · Feb 27
It might be winter outside but where it is really cool is here @WCDSBNewsWire Elementary
Skills Competition #WCDSBInnovates Coding Robotics Technology Challenges LEGO
Mechanics 3DPrinting Video Editing It is all here! #WhereYouWantToBe

***"It is not technology which determines whether or not
communication is authentic, but rather the human heart and our
capacity to use wisely the means at our disposal"***

Pope Francis

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1.0 WCDSB IT Governance Structure and Objectives

1.1 IT Governance Framework Objectives:

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 Improvement Plan for Student Achievement (BIPSA) 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. 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 support increased accountability to ensure that critical standards, privacy and security requirements are met. Key objectives of the framework are:

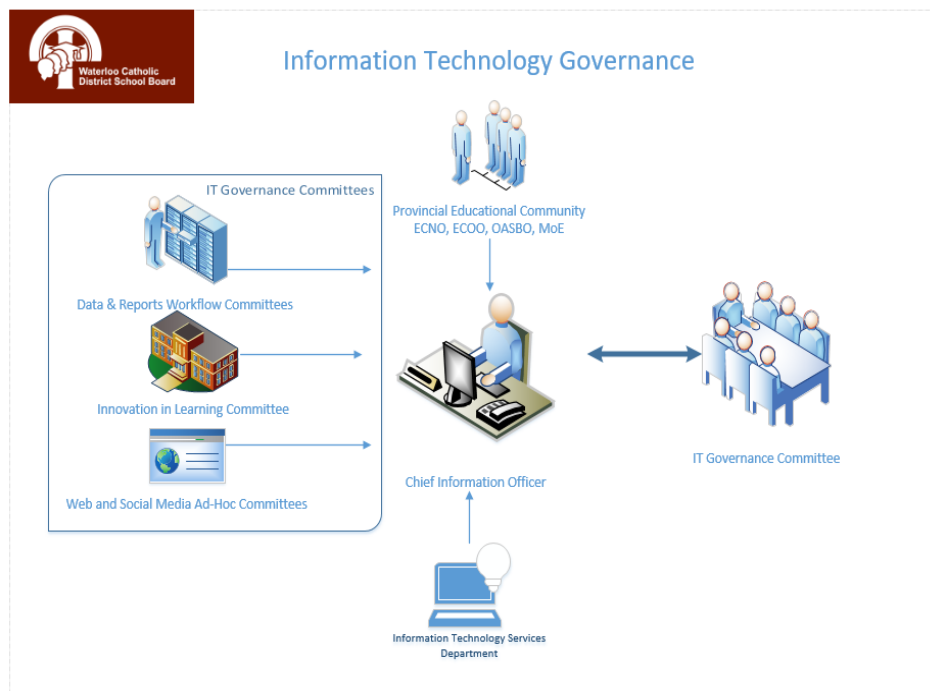
- IT resources and initiatives to be aligned with the academic and administrative objectives of the Board, including a common IT vision, purpose and direction;
- Facilitate innovative student learning through the provision of appropriate software/tools and services to provide enhanced learning opportunities for greater student engagement and the support of new pedagogies within available resources;
- Assist the Board to take full advantage of the opportunities provided by technology;
- Ensure IT resources be used responsibly, consistent with Board policies and requirements;
- IT risks to be managed appropriately in areas such as: Data Security, Protection of Privacy, Asset Management, Records Management, Hardware and Software Life Cycle Analysis, Total Cost of Ownership and Project Management;
- Optimize electronic communications for staff, student, parents and to the community through the Web, social media and other innovative methods;
- Facilitate inclusiveness and collaboration for the Board's IT stakeholders;
- Establish common IT standards, policies and procedures;
- Develop an enhanced IT change management methodology;
- Improved access to information for students, teachers, administrators and the community;
- Decreased cost of service delivery and improved efficiency gains;
- Optimize and automate Board data, reporting and process workflow; and
- Facilitate stronger oversight through project management and quality assurance.



1.2 IT Governance Structure:

The following are the IT Governance structure, committees and resources employed to make informed strategic plans:

1. IT Governance Council
2. Strategic Innovation Planning Committee
3. Innovation in Learning Committee
4. Web and Social Media Communications Advisory Ad hoc Committees
5. Data & Reports Workflow Committees (HR Data Workflow, Student Data & Reports Governance Workflow)
6. Information Technology Service Department
7. Project Management Methodology
8. Key Performance Indicators
9. Ministry of Education
10. Ontario multi-district technology in educations committees such as:
 - o Ontario Association of School Business Officials technology and information committees (OASBO) <http://www.oasbo.org/>
 - o Education Computing Organization of Ontario (ECOO) <http://ecoo.org/>; and
 - o Educational Computing Network of Ontario (ECNO) <http://www.ecno.org/>



1.2.1 IT Governance Council:

Purpose:

- Recommend high level IT system priorities and long-term strategic priorities for classroom, infrastructure and business requirements;
- Recommend IT administrative policy creation and modification;
- Review meeting minutes, recommendations and action items from Innovation in Learning, Web and Social Media Communications and Data Workflow committees; and
- Review and recommend yearly IT budget submissions.

Membership:

Chief Information Officer, Information Technology Services supervisors, Director, select Superintendents of Education, Executive Superintendent of Corporate Services, Innovative Learning & IT Consultant and the chairs of the elementary and secondary Principal Associations.

1.2.2 Strategic Innovation Planning Committee:

Purpose:

- Ensure all purchases and technological system enhancements are founded on effective pedagogical practices;
- Focused on student achievement, equity, value for money and increased teacher efficacy;
- Review Innovation in Learning Committee meeting notes;
- Build Innovation in Learning Committee Agendas and meeting requirements; and
- Determine the technical needs for the Catholic Education Centre academic departments.

Membership:

Innovation Superintendent, Chief Information Officer, Supervisor of Classroom Technology, Technology Enabled Learning & Teaching Contact, Innovative Learning & IT Consultant, Student Achievement Consultant, Co-op/OYAP/Tech Consultant, SHSM/Pathways/SCWI Consultant, Research/Data Co-ordinator, Library Services Supervisor and the Assistive Technology Resource Teacher.

1.2.3 Innovation in Learning Committee:

Purpose:

- Investigate new pedagogies that utilize technology, coding and design;
- Investigate the utilization of current technology and related practices in school;

- Make recommendations for educator professional development to best implement new pedagogies and leading practices where related to technology;
- Review current hardware, software and display technology for future direction; and
- Contribute to long term strategic planning for the utilization technology for facilitate new pedagogies.

Membership:

Select elementary and secondary teachers, an elementary and secondary principal or vice principal, Technology Enabled Learning & Teaching Contact, Innovative Learning & IT Consultant, Student Achievement Consultant, Co-op/OYAP/Tech Consultant, SHSM/Pathways/SCWI Consultant, Research/Data Co-ordinator, Assistive Technology Resource Teacher, Innovation Superintendent, Library Services Supervisor, Library Technician, ITS Supervisor of Classroom Services, and the Chief Information Officer.



1.2.4 Web and Social Media Communications Advisory Ad-hoc Committees:

Purpose:

- Ad-Hoc special purpose committees which analyze present WCDSB internal and external web and social media infrastructure and content for optimization;
- Examine other school board and other external organizations web and social media infrastructure for best practices WCDSB could adapt;
- Investigate emerging web and social media technology for possible adoption to improve system communication and collaboration; and
- Consult stakeholders (parents, teachers, principals, students and central office) for web content and social media communications requirements.

Membership:

Ad-Hoc committees have included the Director, select superintendents, a school council representative, elementary and secondary principals, select admin assistants, select board office department content creators, key IT staff, and the Chief Information Officer.

1.2.5 Data and Reports Workflow Committees

a) Human Resources Data Workflow Committee:

Purpose:

- Analyze Human Resources data processes and workflows;
- Explore opportunities to automate workflows from HR systems to other Board processes and systems;
- Investigate opportunities to move paper-based processes to electronic processes
- Move paper-based forms to electronic forms; and
- Discover opportunities to fully utilize HR systems.

Membership:

Human Resources Services Manager, Superintendent of Human Resources Services, select Superintendent of Education, Chief Information Officer, Senior Financial Services Manager, Manager of Budget and Financial Reporting, Internal Audit Officer, FOI Privacy & Records Information Management Officer, Corporate Services Executive Assistant, Facilities Services Administrative Assistant, HR Information Systems Supervisor, Data Team Supervisor, Data Base Administrator and the Systems Workflow Analyst.

b) Student Data Workflow & Reports Governance Committee:

Purpose:

- Map student information data dependencies throughout the Board;
- Investigate optimized and automated student data workflow where required;
- Investigate methods of improving student data integrity;
- Investigate and optimize student information reporting and report request workflow; and
- Determine staff and public student information data access requirements.

Membership:

Manager of HR, Senior Manager of Finance, Senior Manager of Facilities, FOI Privacy & Records Information Management Officer, Data Base Administrators, Systems Workflow

Analyst, Programmer Analyst, Data Team Supervisor, Research Coordinator, SMS Client Support and the Chief Information Officer.

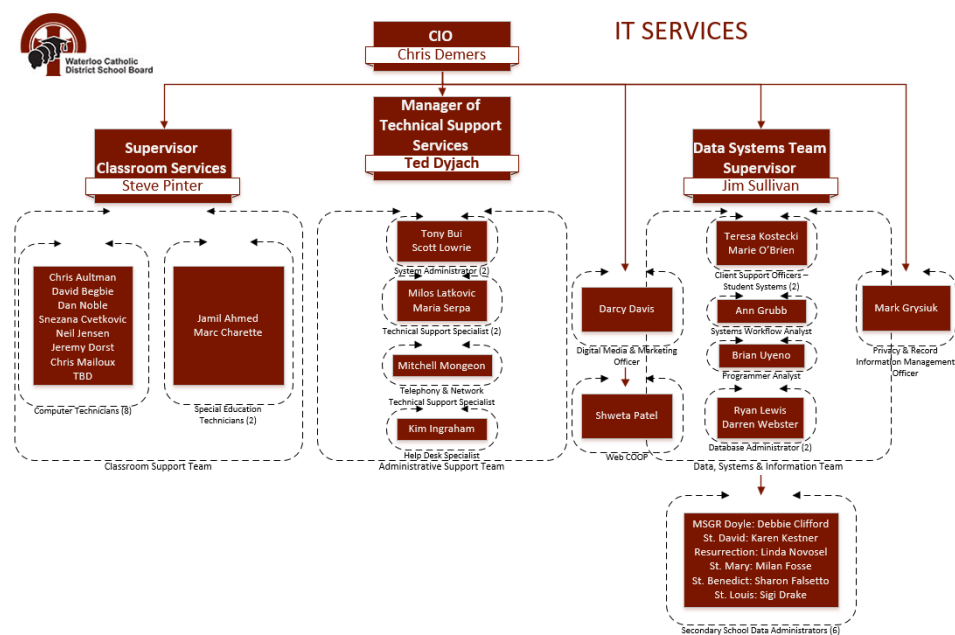
1.2.6 Information Technology Services Department

The ITS Department Organization Structure Diagram (below), provides an overview of the revised structure of the Department.

This optimized organizational structure services the Information technology requirements of the departments, schools, community, users and systems of the Board in alignment with the Board Improvement Plan and the Board's Multi-Year Strategic Plan (MYSP).

The ITS Department consists of three functional teams, aligning individual staff responsibilities with the identified key departmental functions of:

- Data Systems and Information management;
- Administrative services; and
- Classroom Services support.



a) Data Systems and Information Management Team

The Data Systems and Information team manages the flow of data, information and reporting focused on student and staff data. Their area of focus includes:

- Student information systems and client support including Trillium, Spec Ed and COOP;
- Compass for Success dashboard portal data warehouse to facilitate evidence-based decision making for student achievement Ministry. This includes the Compass parent, student and parent portals;
- Power BI business Intelligence systems for informed business decisions;
- Student and business data reporting;
- Websites development and support for the Board and Schools;
- Staff portal development and support for meeting support, announcements, collaboration, documentation and training material;
- The automation and optimization business process workflows, forms and data transfer between Board systems;
- Database support for all Board systems;
- All privacy matters and Freedom of Information (FOI) requests; and
- Electronic records management, including email retention

b) Administrative Services Team

The Administrative Support team manages all the infrastructure and systems from which all business and student services flow from. Their area of focus includes:

- Administrative workstation support;
- Administrative systems support;
- Administrative business systems and server support;
- Wide area network infrastructure support;
- Internet, firewall and web filtering support;
- System virus and malware support;
- Help desk incident, phone and system support;
- System wide wireless design, installation and support;
- Active directory and identity management for Board electronic resource access; and
- For the Data centre and Disaster recovery site this team provides hardware support, virtual server support, physical server support, data storage support, environmental monitoring and physical security.

c) Classroom Services Team

The Classroom Services team manages all devices and services used by the educators and the students of WCDSB. Their area of focus includes:

- Chromebook distribution, repair and support
- Spec-Ed software and hardware distribution, repair and support
- Classroom and lab computer distribution, imaging, repair and support
- Management and distribution of iPads
- Classroom software support and delivery;
- Classroom wireless connectivity;
- Library technology support;
- School based server support;
- School data projector distribution, repair and support; and
- School local area network cabling, switching, classroom drops and physical support.



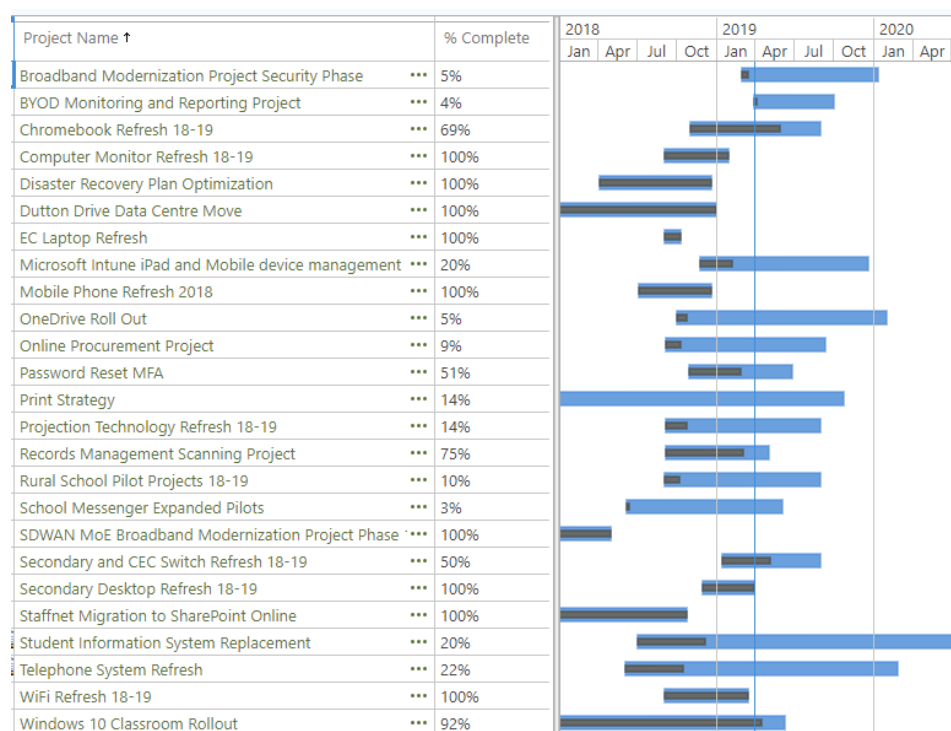
Suzanne Smart @mssuzannesmart · Mar 4

Thanks for the invite to St. Mary's Innovation Week 2019! It was amazing to see innovation in agriculture, 3D animation, photography, and virtual reality in the span of just over an hour! What a great opportunity to show how
#smhinnovates2019 #WCDSBInnovates



1.2.7 Project Management Methodology

Board resources and staffing are limited. Therefore, care must be taken to effectively utilize and allocate these resources. Projects are selected through the IT Governance structure to ensure it is aligned with the priorities and multi-year strategic plan of the Board. Alignment of roles and allocation of resources within the ITS department are determined through the IT Governance Structure by which priorities are set on proposed projects and initiatives. By this method, it is ensured that limited resources are allocated effectively and aligned with broader Board objectives. IT tracks all active and future projects in Microsoft Project Server to ensure accountability and timeliness of project deliverables.



1.2.8 Key Performance Indicators

Key performance indicators (KPI) are a set of quantifiable measures that Information Technology Services (ITS) uses to gauge performance and status of the IT infrastructure over time. These metrics are used to determine WCDSB progress for in achieving its strategic and operational goals for Information Technology and its ability to support it.

Our KPI's show as generally increase in age of the IT infrastructure and devices. They also show a large increase in number of devices and applications per IT staff member. The good news is the KPI's show a decreased time to respond and resolve technology issues.

This IT strategic plan utilizes the KPI results to project areas where infrastructure, software, bandwidth and devices need to be refreshed and scaled to need on a yearly basis. Find Summary of the KPI's on the following pages. Full KPI Document: [ITS KPI 2018-19 Final.xlsx](#)

Key Performance Indicators Summary

		2018-19 Year Projection	Overall total or change Since 2012
2012-13	2017-18		

Elementary Academic Infrastructure

Student FTE	13429	15787	16465	18%
Number of Supported Desktop Computers	1530	730	760	-50%
Number of Unsupported Desktop Computers	0	462	462	462
Number of Laptop Computers	205	256	300	32%
Number of ChromeBooks	48	6194	7490	15604%
Average Age of Desktop Computers	4	4.5	5	5 Years
Average Age of Laptop Computers	4	7	8	8 years
Average Age of ChromeBooks	1	3	2	2.00
Student to Computer Ratio	7.74	16	16	16
Student to Chromebook Ratio	280	3	3	3
Technician to Computing Device Ratio	297	898	1127	379%
Technician to Student Ratio	2238	2255	2352	1:2352
Number of WiFi Access Points	184	650	690	375%
Number of WiFi Access Points Per Student	72.99	24	24	-306%
Number of Software Titles	80	60.00	60.00	-25%
Computers replaced/upgraded	0	0	0	0%
Total number of BYOD devices connecting	0	7500	7800	7800
Total number of iPads	0	300	435	100%
Total number of Android Tablets	0	27	27	100%
Number of Brightlinks	712	750	770	8%
Number of Bulbs replaced	0	300	400	73%
Number of Brightlinks refreshed	0	150	150	20%
Number of Brightlinks repaired	0	200	0	0
Average age of Brightlinks Data Projectors	1	6	4.5	4.5 years

Secondary Academic Infrastructure

Student FTE	6608	6309	6,783	3%
Number of Supported Servers	78	10	10	-87%
Number of Virtual Servers	0	20	22	22
Number of Desktop Computers	2149	2149	2156	0%

Number of Unsupported Desktop Computers		75	75	75
Number of Laptop Computers	110	121	120	8%
Number of ChromeBooks	24	2522	2648	11033%
Average Age of Desktop Computers	3	5	4	4 years
Average Age of Laptop Computers	3	8	9	9 years
Average Age of ChromeBooks	1	2	3	3 years
Student to Computer Ratio	2.93	2.78	2.98	2.98
Student to Chromebook Ratio	275.33	2.50	2.56	2.56
Technician to Computing Device Ratio	381	599	625	164%
Technician to Student Ratio	1101	901	969	1:969
Number of WiFi Access Points	130	285	295	227%
Number of WiFi Access Points Per Student	50.83	20.00	20.00	-254%
Number of Software Titles	80	60	60	-25%
Computers replaced/upgraded	0	300	300	300 replaced
Total number of BYOD devices connecting	0	8300	8500	8500
Total number of iPads	0	60	203	203
Total number of Android Tablets	0	22	25	25
Number of Brightlinks	388	389	392	1%
Average age of Brightlinks Data Projectors	1	5.5	4.5	4.5 years

Technician to Device total ratio both panels

552	1213	1471	266%
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Administrative Infrastructure

Total Board Internet Bandwidth (in MBs)	300	4000	10000	3333%
Average Bandwidth per Student (in MBs)	0.0140	0.1810	0.4301	3067%
Total Internet Capable Devices	5036	20629	22719	451%
Bandwidth per Internet Capable device (in MBs)	0.0596	0.1939	0.4402	739%
Total Storage Capacity (in TBs)	56TB	110TB	110TB	196%
Number of Supported Servers	74	98	120	62%
Number of Virtual Servers	52	88	115	121%
Number of Desktops	507	510	510	1%
Number of Laptops	233	238	245	2%
Average age of Desktops (in years)	2.5	3.5	3	3
Average Age of Laptops (in years)	2.5	2	2.5	2.5
Computers replaced/upgraded	225	140	20	20
Number of Administrative Printers	106	104	104	-2
Number of Administrative Photocopiers	72	70	70	-2
Number of Mobile Phones	230	233	233	1%

Help Desk

Number of Helpdesk tickets	15377	16321	17339	11%
Average time to resolve tickets (in hours)	44.4	2.35	2.15	95%
Number of Hardware Desktop Tickets	633	890	1000	29%
Number of Hardware Laptop Tickets	366	349	250	-32%
Number of Chromebook Tickets	0	1659	1500	1500
Number of Chromebook Repair Tickets	0	680	510	510

Data Team

Number of RIC Reports	524	700	400	400
Number of New RIC Reports	152	50	20	50
Number of RIC Reports Unused	732	300	1200	1200
Number of Modified RIC Reports	143	300	898	2252
Executions of RIC Reports	37981	75000	64938	171%
Number of Applications Supported	50	90	95	53%
Number of OCAS Transcripts	N/A	1125	816	816
Number of Websites Supported	91	145	145	159%
Number of Data Reporting requests	44	150	264	600%
Number of New Documents in Laserfiche System	29637	125000	237,592	619,465
Number of in-house Applications	0	55	50	Slight Drop
Number of Vendor Hosted Applications	0	18	23	Increasing



Chris Demers @demers_chris · 26 Jun 2018
#WCDSBAwesome Innovation in Learning committee @Laurier Computational and Design



"Computer science empowers young people to create peace in their communities. Everyone should learn how to harness technology, to use their creative power for peace."

Pope Francis

2.0 Information Technology Five Year Strategic Plan

- 2.1 Community Engagement
- 2.2 Infrastructure
- 2.3 Pedagogy
- 2.4 Process Optimization
- 2.5 School Technology Refresh
- 2.6 Staff Development



InkSmith @InkSmith3D · Feb 28
@WCDSBNews wire students were given an additional challenge and are now adjusting their designs for their personal #WCDSBInnovates

2.1 Community Engagement:

Areas Effected	Initiative	Implementation Years
All Schools	Developing Community Partnerships	2019-23
All Sites	Parent and Student Communication Systems	2019-23
All Schools	School Cash Online Parent and Forms Implementation	2018-20
All Schools	School Messenger Expanded Functionality	2019/21
All Sites	WCDSBInnovates Parent and Student Resource Website	2019-21

Developing Community Partnerships	2019-23
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Partner Programs include pilot projects and an innovative portfolio of companies plus provincial and national level partners. We will develop a variety of other partner program topics including, but not limited to global competencies, digital citizenship, experiential learning, new digital literacies, project-based learning and entrepreneurship.



Chris Demers

79 views ☆ 0

#WCDSBAwesome #WCDSBINNOVATES Innovation in Learning Committee today @desire2learn and @Communitech

Presently implemented and emerging web technology are providing WCDSB with the opportunity to engage parents and students from anywhere at any time. Web environments such as our provincial virtual learning environment (D2L), Google Guardian, and Compass for Success parent communication systems have allowed parents to become more engaged in classroom activities and their children's long-term achievement information. Google Classroom and D2L have enabled students to have anywhere online access to classroom curriculum material and assignments. School Messenger will provide expanded attendance and other related school notifications to parents and may potentially expand to a smartphone app. We will continue to grow and consolidate these environments to ease access for engaged parents and students.

Michelle Booth @wc_booth · Jan 28

Seeing some amazing teamwork in primary @StBernBears with @D2L #portfolio
#WCDSBinnovates #OCGE



Google Guardian has been enabled for all parent emails. Educators who choose to engage in the Google Classroom environment can now invite parents to receive Google Guardian updates from their children.

The D2L Parent Portal is called Brightspace for parents. This tool is currently being piloted and will be fully implemented for parents to engage in Fall 2019. The portal will communicate classroom learning including calendar items, grades, class news, and portfolio items collected. Portfolio allows students to have a voice in the communication about their learning. Weekly summary emails and direct emails to parents are possible with this parent tool.

EnCompass Parent Portal contains a history of all student achievement, attendance, demographics and other related information. EnCompass also has a Growing Success compliant gradebook and report card writing tools that some educators are using to engage students and parents. Secondary schools began to pilot this environment with parents in 2018/19. Elementary schools will start a pilot of this environment Spring 2019. Expansion of the EnCompass report card system will continue to progress throughout 2019/20.

With the implementation of Follett Aspen as our board student information system in the Fall of 2020, we will have the ability to provide a single fully integrated student-parent-educator portal. Follett Aspen has the capability of connecting to other important parent used systems such as SchoolCash Online, D2L, and EnCompass. The target is to begin piloting the Aspen Parent environment the Spring of 2021 and implement by 2023.

School Cash Online Parent and Forms Implementation	2019-20
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School Cash Online already has over 85% of WCDSB parents with accounts. In the coming year WCDSB will promote School Cash Online with the goal of having 100% of parents in the system. Within School Cash Online, critical permission form workflows and information resources will continue to grow with a full implementation of the forms catalog to be complete within 2019/20.

School Messenger Expanded Functionality	2019-21
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<http://www.schoolmessenger.com/>

The new School Messenger platform has expanded capabilities which will be piloted at select schools in 2019/20 for consideration for full implementation for all secondary schools and elementary schools. Select Elementary schools will begin piloting School Messenger 2018/19. If Elementary pilots of School Messenger are well received, a board wide implementation will

be considered for the 2019/20 and 2020/21 school years. Expanded functionality could include communication from all school clubs, teams and events to parent email and phones. Functionality which includes timely automated attendance alerts to parents are also being considered.

WCDSBInnovates Parent and Student Resource Website	2019-21
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With the initiation of the board wide Bring Your Own Device (BYOD) Purchase Program, <https://www.wcdsb.ca/programs-and-services/elementary-programs/byod/>, the WCDSBInnovates website is being developed in order to communicate details about the program, information about digital citizenship, and other ways parents can engage with STEM and other innovative programs at our board.



2.2 Infrastructure:

Areas Effected	Initiative	Implementation Years
Secondary Academic	Academic Secondary Server Refresh	2022/23
All Sites	Board Phone System Refresh	2019-20
All Sites	Broadband Modernization Project	2019-22
CEC	CEC & Dutton Drive Computer Refresh	2019/20
All Sites	Firewall Infrastructure Refresh	2019/20
All Sites	Increase Internet Capacity	Yearly as required
All Sites	Mobile Device Authentication	2019-20
All Sites	Movement to Cloud Storage	2019-21
Elementary Academic	Network Switch Refresh, Elementary	2022/23
All Sites	Photocopier Refresh	2021/22
Admin	School Administrative Staff Desktop refresh	2022/23
All Sites	Security Camera Refresh	2020/21 2022/23
CEC	Senior Admin Laptops	2022/23
Business	Smart Phone Refresh	2020 2022 2024
Secondary Academic	Staged Secondary Network Switch Refresh	2019-22
CEC	Storage Area Network Refresh	2022/23
Business	Student Management System Transition	2019-21
CEC	Technician device refresh	2020/21
All Sites	Windows 10 Standardization	2019-20
All Sites	Wireless Refresh	Yearly

Academic Secondary Server Refresh	2022/23
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Secondary school servers are utilized to hold desktop operating system images, system patches, local school files, application images and are used for general school network management. These servers are replaced every 5 years to maintain functionality and warranty coverage. These servers were last refreshed earlier this year.

Board Phone System Refresh	2019-20
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The current WCDSB phone system is based on a Nortel infrastructure that has not been in production for many years. This system is a definite risk to phone-based communications availability and finding replacement equipment. Many school districts in Ontario have moved to a Voice Over Internet Protocol (VoIP) infrastructure which utilized existing Wide Area Network (WAN) infrastructure for phone communications instead of costly phone lines. A Voice Over Internet Protocol phone systems potentially ensures availability, eliminates costly phone lines and infrastructure, enables integrated services into the IT infrastructure such as

unified messaging with email and desktop remote phone system access. WCDSB and the Thames Valley DSB just completed a joint procurement of a VoIP phone system. This system has begun its roll out all Catholic Education Centre and Dutton Drive based staff. This system will begin to roll out to schools shortly and will begin to save a very significant amount of money as we cut phone lines at the schools in favour of the new network-based phone system. This phone system is being fully integrated with staff smart phones, email and computers which will help increase staff availability and ease voice related workflow.

Broadband Modernization Project	2019-22
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The Ontario Ministry of Education Broadband Modernization project is connecting over 250,000 students at approximately 850 schools with high-speed internet as part of a commitment to improve internet access at all publicly funded schools across the province. WCDSB has been selected to participate on the Wave 2 of this 3 Wave project.

Improving access to high-speed internet will enable more students and educators to access high-quality online courses and resources regardless of where they attend school, helping students to learn the transferable skills that they need in a globally connected and technology-engaged world. Students can participate in interactive lessons on topics such as coding or math through online learning platforms like Google Suite for Education, Office 365, Desire 2 Learn, Knowledge Hook, Homework Help and mPower.

Providing more students with high-speed internet and virtual learning services is part of Ontario's plan to create fairness and opportunity during this period of rapid economic change.

WCDSB is starting this implementation focusing on the five secondary schools, Don Bosco and St. Vincent de Paul.

In 2019/20 WCDSB will begin to participate in Wave 3 of the Broadband Modernization Project which will focus on security. Improvements to security on the district's wireless and Internet feeds will be the focus of this engagement.

CEC & Dutton Drive Computer Refresh	2019/20
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The Catholic Education Centre and Dutton Drive laptops and desktops are updated every 5 years to ensure functionality and that they can be effectively supported. The last refresh was 2015.

Firewall Infrastructure Refresh	2019/20
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The WCDSB Firewall infrastructure performs the critical function of protecting the Board's students, staff, data and systems from hackers, viruses, ransomware and malware. The Firewall infrastructure also filters the Internet for safe content for our students. This infrastructure is due for update and refresh every 5 years. The last update was 2014. The Ministry of Education Broadband Modernization Project Wave 3 will be guiding this infrastructure upgrade.

Increase Internet Capacity	Yearly
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There are many components of the WCDSB infrastructure that are critical pieces to the delivery of web-based curriculum content to educators and students. Those components include school wireless infrastructure, wired network drops, network switching equipment, the wide area network between board sites, the firewalls and the Internet feeds. Currently WCDSB has two Internet feed providers, Rogers and the Ontario Research and Innovation Optical Network ORION <http://www.orion.on.ca/>. The purpose of two feed providers it to ensure availability to critical educational tools schools have become dependent on for delivery of curriculum of which Desire 2 Learn, Google Suite for

Education, Compass for Success are just a few. Many administrative hosted applications also need guaranteed access such as Smart Find Express, School Cash Online, ERO, Azure and Office 365.

The Ontario's Broadband Modernization Project has a specified a goal of 1 megabit per student per second of Internet connectivity. This bandwidth target grows as Internet technology and resources grow. Currently WCDSB currently provides just under 0.2 megabits per second per student per second Internet bandwidth. The goal is to increase the overall Internet bandwidth per student every year to eventually meet the 1-megabit requirement and then grow as this capacity as demand dictates.

Through the Broadband Modernization Project, dedicated Internet bandwidth is now being delivered directly to WCDSB's secondary schools increasing overall Internet availability to all district sites.

Mobile Device Authentication	2019-20
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Currently all personal mobile devices attach to the WCDSB wireless network with a single password. Since all devices connect anonymously this way, we are unable to track who is connected, where they are connected and what activities they are doing. Every personal device that connects to the WCDSB wireless network is subjected to the same internet filters and services whether they are a staff member or a primary student.

To enable appropriate service and filters by student grade level or staff requirements while also having the ability track any inappropriate activity to the user, we are going to enable user-based authentication for all personal devices.

Movement to Cloud Storage	2019-21
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WCDSB student and staff file storage is primarily held on Storage Servers housed at schools and the Board Data Centres. This file storage is found on both network shares and within the Board's StaffNet environment. Local storage servers are expensive to maintain and replace. Access to locally stored educator and student work can not be accessed from offsite work from home and other locations. These local storage methods don't easily allow for collaborative building of documents and projects. Where possible, the movement to free services like Desire to Learn, Google Suite for Education and the Office 365 environments will save the Board money and infrastructure while facilitating both on-site and off-site access to resources, ease of collaboration and home access to classwork.

Network Switch Refresh, Elementary	2022/23
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School network switches control the flow of all data, information and content across the school networks. Many critical switches have been recently refreshed. The next upgrade to these switches will be 2022/23. The goal is to have no elementary switches in our deployment older than 10 years.

Photocopier Refresh	2021/22
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School and office Photocopiers are refreshed every 5 years to ensure functionality and that they can be effectively supported. The last refresh was 2016.

Security Camera Refresh	2020/21 2022/23
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Up to date Security Camera infrastructure is imperative to help guaranty the safety and security of school staff, students and sites. Much of WCDSB's security camera infrastructure has been updated and optimized this year. It is important to review and update this infrastructure every few years. ITS will work with Facilities to continue to deploy updated and optimized camera's and management equipment as required on a regular cycle.



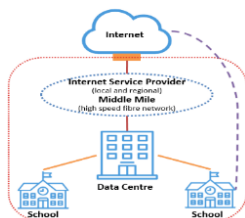
Senior Admin Laptops	2022/23
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Senior Administration laptops are updated every 5 years to ensure functionality and that they can be effectively supported. Last year Senior Administration choose to use their laptops one more year to help balance the IT Budget. These current laptops are now prone to failure and are unable to run some desired modern applications. The last refresh was 2013.

Smart Phone Refresh	2020 2022 2024
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Smart phone contracts for devices utilized by school Administrators, senior administration and critical support staff are on a two-year contract. All Smart phones were updated in the 2018/19 school year.

Staged Secondary Network Switch Refresh	2019-22
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School network switches control the flow of all data, information and content across the school networks. Many critical switches have been recently refreshed, but they need to be updated in part on a yearly basis. Some secondary switches are as much as 15 years old. A yearly staged refresh will help to remove the older network equipment. The goal is to have no switches in our deployment older than 10 years.

Storage Area Network Refresh	2022/23
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The centralized Storage Area Network hosts all student and staff files, records and data. This is a critical storage system that most board systems are dependent on. The Storage Area Network has been replaced this school year and has a 5-year support warranty. This

infrastructure is due for an update again in 5 years to ensure performance and availability of essential data and services.

Student Management System Transition	2019-21
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The Trillium student management system has been purchased by the PowerSchool company. <https://www.powerschool.com/> Trillium is utilized at WCDSB for all student data entry and tracking, report cards, provincial reporting, student attendance tracking, online registration, student resource tracking, class scheduling and so much more. All of these functions are critical to most of what WCDSB does to service our students, staff and community. Trillium is currently run by more than half the 72 school districts in Ontario. PowerSchool has stated they ended all enhancement development on Trillium January 2018.

A committee was formed in corporation with the Ministry of Education, the Educational Computing Network of Ontario (ECNO) and School Boards called the Student Information Workflow Advisory Committee (SIWAC). The purpose of SIWAC is to investigate optimizes student data collection, maintenance and workflow from school districts to the Ministry of Education and back to the school districts in the form of analysed data dashboards.



The Educational Computing Network of Ontario (ECNO) worked with the Ontario Educational Collaborative Marketplace (OECM) to collect requirements for Ontario student data systems. A request for proposal process was completed in January 2019 and the contract was awarded to Follett Aspen as a solution. Follett Aspen is currently deployed for the province of BC and several USA states

WCDSB has signed on with the transition to Follett Aspen from Trillium. This transition is a very complicated undertaking that will impact all WCDSB staff, students and parents. This system offers a far expanded capability to effectively manage students, perform assessment, manage

the classroom and communicate with the parent community. We enthusiastically look forward to the possibilities this system presents our district.

Technician device refresh	2020/21
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School based technicians require advanced mobile devices to effectively support our school's technical requirements. To maintain the required level of functionality for their devices, they are updated on a 3-year basis. Last update was earlier this year.

Windows 10 Standardization	2019/20
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Microsoft has moved to a new standard of computer support where, through Windows 10, updates to functionality and security can be facilitated remotely at the Board's convenience. This new optimized operating system standard will allow ITS to deliver required security updates and added services in a far timelier fashion to staff and student computers. This also allows for increased protection against Malware and Ransomware attacks.

Wireless Refresh	Yearly
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Chromebook are now distributed at every school at a ratio of 1 Chromebook to every 3 students. WCDSB will be expanding support for Bring Your Own Device for utilization in classroom curriculum activity. The Board also has a significant implementation of other wireless devices such as laptops and iPads. To continually provide effective wireless service to the increased number of supported devices and the complexity of Internet content delivered to these devices, the Boards wireless infrastructure needs to be refreshed on a yearly basis. This refresh is staged over a five-year cycle to meet both bandwidth requirements and ensure wireless devices continue to function.



2.3 Pedagogy:

Areas Affected	Initiative	Implementation Years
All Sites	Augmented and Virtual Reality	2019-23
All Schools	Bring Your Own Device Pedagogy	2019-23
All Schools	Coding and Robotics with Computational Thinking	Growing Yearly
All Schools	Design Thinking and Problem based learning	2019-24
	A. 3d Printers and Prototyping	
	B. Innovation Design Lab and Technovation Challenge for Girls	
	C. Maker Pedagogy	
	D. Minecraft EDU	
All Schools	E. Skills Elementary	
Secondary Academic	E-Learning Programme	2019-24
All Sites	Gamification	Growing Yearly
All Schools	Global Competency Development	Growing Yearly
All Schools	Instructional Coaching	Growing Yearly
All Schools	Online and Electronic Classroom Resources	Growing Yearly
Secondary Academic	Secondary COOP Students as Tech Leaders to Support development of Elementary School Students as Technology Leaders	Growing Yearly
All Sites	STEAM and Technology Integration	Growing Yearly
All Schools	Video Conferencing, Streaming, and Creation	Growing Yearly
All Schools	WCDSBInnovates Educator Collaboration Environments	Growing Yearly

Augmented and Virtual Reality	2019-23
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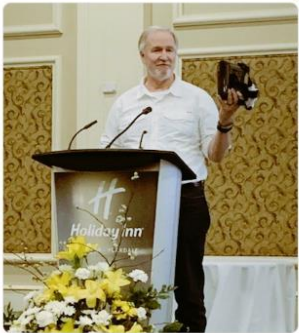
Although the physical world is three-dimensional, in education we have preferred to use two-dimensional media for teaching and learning. The combination of Augmented Reality (AR) and Virtual Reality (VR) technology with the educational content creates new type of automated applications and acts to enhance the effectiveness and attractiveness of teaching and learning for students in real life scenarios. Augmented Reality offers unique affordances, combining

physical and virtual worlds, with continuous and implicit user control of the point of view and interactivity.

Educators and students alike are seeking an ever-expanding immersive landscape, where students engage with teachers and each other in transformative experiences through a wide spectrum of interactive resources. In this educational reality, VR has a definitive place of value which continues to expand. VR and AR initiatives like Google Expeditions <https://edu.google.com/expeditions/>, CoSpaces <https://cospaces.io/edu/>, Blippar enabled textbooks <https://www.blippar.com/> and the Learning Partnership VR Workplace Experiences <http://www.thelearningpartnership.ca/virtual-reality-workplace-tours> are excellent examples of engaging implementations.

John Schneider
@JSchneiderCAN

Encouraging high school chaplains and religion teachers at #CSCO2019 to explore the use of VR by sharing the story of our #WCDSBAwesome virtual parish & cathedral projects #Innovation @Carl0sr0que @MsWMcKinley @mfleonard231 @WCDSBNewsire @WCDSBReligion



Bring Your Own Device Pedagogy	2019-23
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WCDSB has built the network, Internet bandwidth and wireless capacity to support the use of personal devices in every school. Bring Your Own Device (BYOD) augmenting the Board provided mobile devices, such as Chromebooks, will eventually allow every student to use an electronic device in alignment with new pedagogies for innovative learning. Instruction will evolve to use personal and Board provided

devices in day to day engaging classroom activities on a 1:1 ratio.




WCDSB has made significant investments to ensure our students and staff have access to a variety current technology. The use of technology to support learning remains a key priority to

ensure that students are equipped with the skills to flourish in an increasingly digital world. Chromebooks and Windows 10 Cloudbooks have proven to be versatile, reliable, and affordable digital tool in the classroom. Personal devices like smart phones, iPads, Android tablets, laptops and Chromebooks are welcomed by many of our educators when used in a environment guided by the educator and focused on curricular outcomes.

As students have engaged more with the technology that is available in their classrooms, many families have expressed interest in purchasing a device for their child to use at school and at home. Many parents have reached out, seeking advice about which technology would best support their child’s learning, is reasonably priced, yet durable enough to withstand the wear and tear of daily use as it’s transported back and forth to school each day.

We have been working with STAPLES Canada to provide one Windows 10 Cloudbook and two Chromebook options that families can choose to purchase at a STAPLES store or online. These three models are similar to devices that are currently used in schools. Each device has been manufactured to withstand daily wear and tear. Two of the units have touchscreens which fold



Option 1:	Option 2:	Option 3:
		
ASUS C202SA 32GB 11.6" Chromebook = \$319 or less	ACER Spin11 flip/touch Chromebook \$419 or less	Acer Spin 1 - 11.6 Touch Wind 10 \$ \$499 or less
Available Best Value Bundle: > Board approved setup > Educational ECP 2yrs > Accidental Damage Exchange > OB Wireless Mouse Black > 12.1" Targus Chrome Sleeve > KINGSTON 32GB MICROSD \$502.95 or less > See in-store for details > 12 Month Interest Free Financing available OAC	Available Best Value Bundle: > Board approved setup > Educational ECP 2yrs > Accidental Damage Exchange > OB Wireless Mouse Black > 12.1" Targus Chrome Sleeve > KINGSTON 32GB MICROSD \$602.95 or less > See in-store for details > 12 Month Interest Free Financing available OAC	Available Best Value Bundle: > Board approved setup > Educational ECP 2yrs > Accidental Damage Exchange > OB Wireless Mouse Black > 12.1" Targus Chrome Sleeve > KINGSTON 32GB MICROSD \$686.95 or less > See in-store for details > 12 Month Interest Free Financing available OAC
Item may not be exactly as shown.	Item may not be exactly as shown.	Item may not be exactly as shown.

over 360 degrees. Each of these devices will support your child’s school work, including the use of their school account and related educational applications they are already use at school.

<https://www.wcdsb.ca/programs-and-services/elementary-programs/byod/>



Coding and robotics are a much-valued skill in the modern innovative job market. It is imperative that today's students receive an education that prepares them for this very real and not so distant future. Today's students will need to be more than just regurgitators of facts and figures, they will need to think critically, solve problems, communicate, design, and create. Students need to be prepared to live and work in this digital revolution age. At its core, coding with robotics moves students away from the solitary interface of a computer screen and into an active

social community. In addition, coding and robotics develops computational thinking skills and is about innovating, inventing, incorporates all school subjects, encourages critical thinking, engages unengaged students and it is fun!

A. 3D Printing and Prototyping

One of the most significant aspects of 3D printing and prototyping for teaching and learning is that it enables more authentic exploration of objects that may not be readily available to schools. This facilitates students learning of core science, technology, engineering, arts and mathematics principles in an engaging environment.

3D design and printing promises to have a transformative impact on education, reshaping teaching and learning in schools. For example, using Tinkercad <https://www.tinkercad.com/>,



Autodesk <https://www.autodesk.com/education/free-software/featured> and other programs for 3D design and printing in education students can engage with:

- 3D visual aids to help with understanding complex concepts;
- new opportunities for constructive learning across all subjects;
- preparation for career skills needed in innovative design and manufacturing; and
- hands-on learning activities in school and experientially with community partners.

B. Innovation Design Lab and Technovation Challenge for Girls

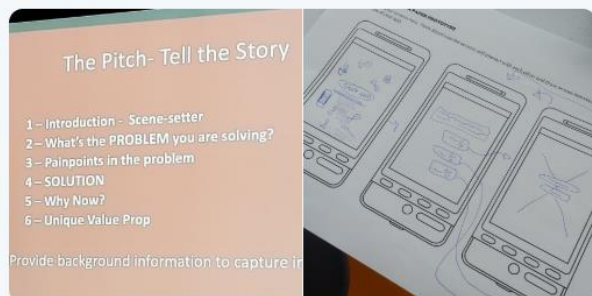
The Innovation Design Lab - Apps project is an initiative to promote computational thinking and computer science with girls. Currently, computer science and computer technology courses have low enrolment of female students. This project models the international design thinking apps challenge called the Technovation Challenge <https://technovationchallenge.org/> which is 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



Michelle Booth @wc_booth · Jan 12
Great to meet all the amazing #Technovation2019 young ladies @shopify #Waterloo #unSDG

Michelle Booth @wc_booth · Feb 23
#technovation Waterloo Chapter @SAP learning about the #Pitch and testing out their paper #prototype #GirlsWhoCode #WiCS #designthinking #WCDSBInnovates



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 Innovation Design Lab course

includes 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 <https://thinkable.com/>.

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 hope to see an increase in girls taking computer science and computer technology courses.



C. Maker Pedagogy



"Maker Pedagogy is an approach that utilizes the principles of ethical hacking (i.e., deconstructing existing technology for the purpose of creating knowledge), adapting (i.e., the freedom to use a technology for new purposes), designing (i.e., selecting components and ideas to solve problems), and creating (i.e., archiving contextual knowledge obtained through engaging in the process of making, as well as the actual tangible products) as part of an overall way of working with those interested in

learning about science and technology." (Bullock, 2014)

The utilization of Maker Spaces in school classrooms and in Learning Commons engage students in creative thinking and collaborative problem solving to engage in real world innovative challenges. As part of this initiative, maker spaces will be designed for the classroom and the school Learning Commons.

D. Minecraft Education Edition (MEE): Design Thinking and Problem Based Learning

This design thinking and problem-based learning initiative involves using Minecraft Education Edition (MEE) as a tool for prototyping ideas. Classes are given a problem to solve and MEE is used as a tool for designing and sharing a solution. For example, the students may be given a challenge to design an Eco School. The student discussion possible ideas and collaborate with other students then create and share their EcoSchool prototype in MEE.

During the sessions, we focus on effective communication and collaboration. Near the of the session, we reflect on our learning and next steps in our design.

MineCraft EDU has been installed on all WCDSB Windows 10 computers and all students and staff are licensed to install it on their personal computers. Job imbedded professional development and other opportunities to embrace design thinking and problem-based learning through MEE will be expanded yearly.

Michelle Booth @wc_booth · Jan 18
Building an @ON_EcoSchools bus in #MinecraftEdu w solar panels @mr_aquil1
@StBonifaceCES #WCDSBInnovates



Michelle Booth @wc_booth · Jan 18
Using #MinecraftEDU to model a portable @StBonifaceCES that allows more light in #conserve @ON_EcoSchools



💬 1 ❤️ 10 📊

E. Skills Elementary

Mrs. S Grade 1
@Mrs_Skanes_SEB

Follow

Video editing today at the skills competition. Having fun with these creative thinkers! #wcdsbinnovates



11:39 AM - 27 Feb 2019

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 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.

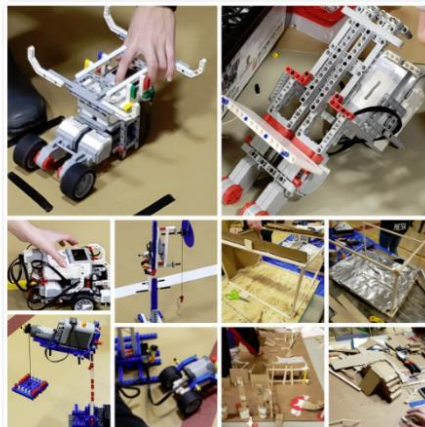
We will continue growing the community partnerships and have Skills run more as an ongoing event as mini Skills Challenge days hosted in Learning Commons in FOS groupings.

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 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 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



WCDSBExperiential @WCDSB_EL · Feb 28

Elementary Skills Challenge Day - Intermediate in full swing today!
#WCDSBAwesome #WCDSBinnovates



E-Learning is part of our strategy to “nurture a culture of innovation” as we continue to make classroom pedagogy relevant and provide transferable skills for students (MYSP 2018-2021). In 2018-19, we offered 30 sections of eLearning over the school year with approximately 20

additional courses offered through our summer school. We offer and share our courses through the Ontario Catholic eLearning Consortium (OCeLC) thus providing additional courses to our students. Most of our course offerings are at the senior level and university or university and college pathway but we do have some courses at the grade 10 level and at the open and college pathway.

The course offerings each year are driven by student demand during course selection. In 2019-2020, we are proposing further growth in eLearning sections. In addition to course offerings, we are planning to provide a continuous enrolment format to meet the needs voiced by our stakeholders. In addition, we are offering an introductory programming course online that will

Michelle Booth @wc_booth · Feb 7

Taking an [#eLearning](#) course? Today is an opportunity to catch up and work ahead! 📅 [#OCeLC](#) [#WCDSBInnovates](#) [#D2L](#)

WCDSBNewswire @WCDSBNewswire

Based on the forecast for snow and freezing rain moving into the Region throughout the day, all school buses are cancelled.

All WCDSB schools, Board administrative facilities and extended day...

Michelle Booth @wc_booth · Feb 7

[#WCDSBInnovates](#) [#D2L](#) sites are available for anyone at school or home. Work on course discussions, assignments even from home today! [#ONvLE](#) [#OCeLC](#)

1700 secondary students logged on (even before noon) today so far!

WCDSBNewswire @WCDSBNewswire

All school buses are cancelled today - but all @WCDSBNewswire schools and administrative facilities are open.

🗨️ 3 ❤️ 9 📊

be offered to grade 7 and higher students with the hope of increasing the number of girls enrolling in computer science courses. We expect this option to be popular as a reach ahead credit for many of our gifted students.

🗨️ 3 ❤️ 9 📊



Gamification in education, or gamification in learning, is sometimes described using other terms: gameful thinking, game principles for education, motivation design, engagement design, etc. It operates under the assumption that the kind of engagement that gamers experience with games can be translated to an educational context towards the goals of facilitating learning

and influencing student behavior. Since gamers voluntarily spend countless hours playing games and problem-solving, researchers and educators have been exploring ways to harness videogame's power for motivation and apply it to the classroom.

Gamification in learning involves incorporating game elements to motivate learners. Some of these elements include the following:

- Narrative
- Immediate feedback
- Fun
- "Scaffolded learning" with challenges that increase
- Mastery (for example, in the form of leveling up)
- Progress indicators (for example, through points/badges/leaderboards, also called PBLs)
- Social connection
- Player control

A classroom that contains some or these elements can be considered a "gamified" classroom. The best combinations, the ones that create sustained engagement, consider the unique needs of the learners and do more than just use points and levels to motivate players.

Investigation and pilots of educational based gamification applications for student engagement is an area of focus where technology will be a key component. Three WCDSB rural schools began a Minecraft Education Edition pilot with Cloudbooks and Windows 10 that will be measured for engagement and achievement success over the coming



school year (St. Boniface, St. Clement and St. Brigid). We are proposing extending this pilot to additional schools through the purchase of Cloudbooks based on the success of the rural schools project. In addition to extending the pilot, Minecraft EDU has been added to our school classroom PCs.



Gamification is continuing to spread throughout the board in the form of BreakoutEDU <https://platform.breakoutedu.com/> kits, software additions to D2L e-learn and blended learning courses, and other web-based applications including Knowledgehook <https://knowledgehook.com/>, Kahoot! <https://kahoot.com/>, Quizlet <https://quizlet.com/>, etc.

Global Competency Development	Growing Yearly
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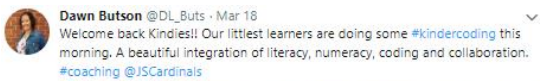
WCDSB is committed to developing Global Competencies in our learners to help our students achieve the highest levels of success.

Global Competencies are the transferable skills of critical thinking, innovation and creativity, self-directed learning, collaboration, and citizenship that are developed through teaching and assessment practices that are culturally relevant, measure a wide range of learning, and reflect student well-being and equity. Additionally, the Global Competencies are embedded within the Ontario Catholic Graduate Expectations so that our Catholic graduates will develop the competencies and habits of mind that will prepare them to be creative, connected, and collaborative lifelong problem solvers.

In order to facilitate the development of the Global Competencies in our students, staff at WCDSB are shifting their pedagogical practices and learning environments, accessing learning partnerships, and leveraging digital technologies. Teaching for the development of the Global Competencies means teaching for deeper learning so that students can effectively take what they have learned in one situation and apply it to a new situation. In 2018-2019 Program Association groups as well as Elementary Lead Teachers have engaged in professional learning related to Global Competency Development and created content for a variety of educators to build capacity and WCDSBInnovates will facilitate continued growth in this area.



Instructional Coaching	Growing Yearly
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In 2018-2019 five instructional coaches were added to the complement of math coaches already working within the system. The instructional coaches were interdisciplinary in nature and supported intensive need schools and application schools in their selected focus areas of math, literacy, and/or global competency development. These coaches worked with groupings of 4 or more teachers in a school on punctuated learning goals. They supported teachers in developing pre- and post tasks related to the school's identified need and selected area of focus. Additionally, they supported the increased implementation of

instructional technology tools and resources such as EnCompass.

The time is right to resources in support of online and electronic classroom resources with the growth of web based educational services and electronic textbooks available to computers and mobile technologies. Environments like Desire 2 Learn (D2L) <https://www.d2l.com/>, the Ontario Educational Resource Bank (OERB) (Access through D2L) and other TeLO Resources, Knowledgehook <https://www.knowledgehook.com/>, and other electronic online curricular content present many opportunities and many advantages:

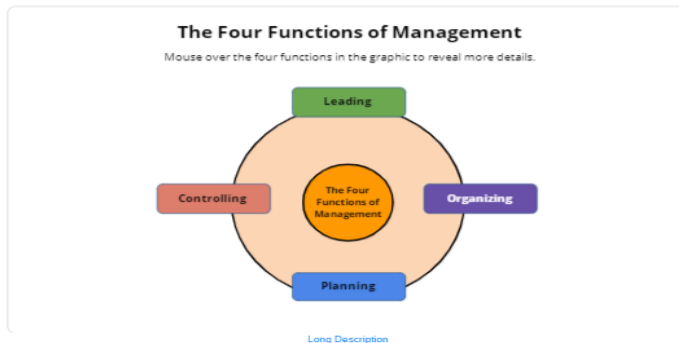
- ease of delivery;
- search capability;
- can be highlighted and personal notes can be added;
- adjustable font sizes;
- cut and paste function;
- can easily be converted to audio;
- environmentally friendly;
- always up to date and current;
- can be easily shared using a data projector for full classroom engagement; and
- potential for lower overall cost compared to traditional textbooks.



Task 3A - Functions of Management

You can start to see how all four functions of management are connected. All four functions are critical to the success of an effectively managed organization. As you progress through this course you will spend time investigating each of the four functions of management: Leading, Planning, Organizing, and Controlling.

Move your mouse over top of each function in the interactive below to reveal more details and record the definition for each in your course notes.



Now take a few minutes to further review the four functions of management by watching the below video:

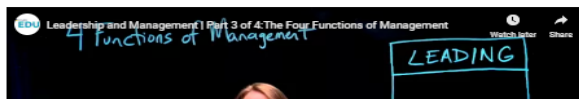


Figure above shows sample TeLO course resource content



St. Dominic Savio LLC @llc_st · 10 Dec 2018

St.Dominic's grade 3 tackling tough sphero challenge.
#wcdsbawesome#stdominicsavio



In 2018-19 St. Dominic utilized Coop students from Resurrection as Tech Leaders connected to their Learning Commons based on the recommendation from our Innovation in Learning Committee. The principal was exceedingly impressed with the placement as the students were able to train elementary student leaders in the use of technology and therefore able to support the continued use of the technology after the coop ended. The principal, along with our Innovation in Learning committee recommends that COOP placements be created within Elementary and Secondary schools to help facilitate educator's use of technology in classrooms and school libraries. The WCDSB Student Achievement Consultant assigned to Cooperative Education OYAP/Technology7-12/Secondary Skills Ontario is endeavouring to facilitate this.

Many students have an affinity for understanding and utilizing innovative classroom technology tools. It would be ideal to create an environment where these students become coaches for educators and other students for the effective utilization of technology in the classroom and throughout the school. Over the next five years we will endeavour to grow capacity for this practice throughout the system. A future strategy could include the creation of the S.T.E.M Engagement Centre for Students and Educators.

STEAM and Technology Integration	Growing Yearly
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The future innovative world economy is in Science, Technology, Engineering, Arts and Mathematics (STEAM). It is important to expand opportunities to engage WCDSB student's opportunities to grow interest in STEAM through technology integration into curriculum delivery. Build awareness of, and investment in, Interdisciplinary learning and tasks related to real-life challenges and collaborations, leading to improvement in transferable skills to the workplace of the future. Technology enables educators to engage students in STEAM in authentic learning experiences that reflect real-life application and engagement within a global context.

Video Conferencing, Streaming, and Creation	Growing Yearly
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Collaboration between schools and connections to community partners are frequently facilitated through video conferencing services such as Google Hangouts Meet, Skype and other hosting sites. Additionally, students and staff engage in creating and editing video for educational purposes. We have been piloting WeVideo at several sites and continue to test video editing software in order to provide these capabilities board wide. Moving forward, we are looking into building video streaming and editing capabilities to support innovative sharing practices.





2.4 Process Optimization:

Areas Effected	Initiative	Implementation Years
All Sites	Email and Electronic Records Management Retention Automation	2019-23
All Sites	HR System Active Directory Integration	2019/20
Business	LaserFiche Process Automation and Forms	2019-21
All Sites	Print Reduction	2019-23
All Schools	Report Card and Gradebook Transition	2019/20
Elementary Academic	Site Administrator Role Optimization	2019/20
All Sites	Unification of Administration & Classroom Apps & Imaging	2019-21
All Sites	Workflow Automation	2019-21

Email and Electronic Records Management Retention Automation	2019-23
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Automated electronic retention policies to reduce legal liability and operational risk associated with retaining redundant, obsolete and trivial information will be phased in on WCDSB systems. Impacted systems for automated retention include Laserfiche, Office 365, Quick Tags, Google Suite for Education, and School Cash Online.

HR System Active Directory Integration	2019/20
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Many manual processes are currently used for the granting of staff resources and security access throughout WCDSB. Human Resources systems hold the true and current roles, status and location of staff. Manual data entry process for granting critical permissions and resources introduce the element of human error and delays. Automation of all hiring, moves, adds, changes and terminations from HR systems into Microsoft Active Directory will allow for timely allocation to resources across Board systems while eliminating tedious manual tasks which do not have built in error checking. In 2018/19 we started this automation, but there is much in the HR business process workflow that still needs to be mapped out.

LaserFiche Process Automation and Forms	2019-21
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The Laserfiche system is currently utilized at WCDSB for electronic records management, retrieval and disposal. <https://www.laserfiche.com/> The system has the expanded capability to manage web electronic forms and its optimized workflow. Forms managed through the Laserfiche system can then be automated for retention and easy retrieval. Laserfiche also allows the automated approval workflow to be designed within the form and integrated to the Board email system. The many forms attached to Administrative Processes (AP) will be easily tracked for completion and approval. ITS will implement the Laserfiche web forms and workflow modules with Board AP's.

Laserfiche will continue to expand to eliminate paper records to ease retention and searching for critical Board records. This will involve ongoing scanning projects of all documents and records.

Print Reduction	2019-24
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Print at the Board office and at schools are a very significant part of the overall budget. For some schools, print can be half of the school budget. Reduction of print will be accomplished through the increase of the turning in assignments and sharing of resources electronically. Not only is this a very green initiative, it will also save the Board significant funds that can be invested in other educational equipment and programs.

Report Card and Gradebook Transition	2019/20
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WCDSB has signed on with the transition to the Follett Aspen Student Information System <https://www.follettlearning.com/technology/products/student-information-system> from our current



end of life Trillium student information system. This system was procured provincially by the Ontario Educational Collaborative Marketplace (OECM).

Specifications for this system was provided by school districts across Ontario including WCDSB. This transition is a very complicated undertaking that will impact all WCDSB staff, students and parents. This system offers a far expanded capability to effectively manage students, perform assessment, manage the classroom and communicate with the parent community.



Compass for Success <https://www.compassforsuccess.ca/> is WCDSB's data driven decision tool which is a comprehensive and sophisticated data warehouse and business intelligence tool. It contains the EnCompass dashboards displaying key performance

indicators driven by research, data collection tools to support board assessments and teacher tools structured to support the Assessment for Learning philosophy, ensuring the collection, grouping and monitoring of students daily including an electronic data wall to track progress for all students.

We have run several pilots of the Compass for Success gradebook and report card system with very positive feedback. In Spring 2019 an elementary pilot of this report card system will be conducted with several educators. Throughout the 2019/20 year the Compass Report Card system will be transitioned for all staff from the Trillium report card system to facilitate the Follett Aspen September 2020 go live and shutdown of the Trillium system.

Site Administrator Role Optimization	2019/20
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Every Elementary school has a dedicated volunteer technology Site Administrator. This positions role is to trouble shoot any technology issues within the school's academic environment. If it is something they can not easily resolve, it is the site administrator's role to enter a ITS Helpdesk service request. The site administrator is either a teacher or a library technician. This role will be investigated for optimization. The Innovation in Learning committee recommended this role also have release time throughout the year to offer in class PD on technology related pedagogies.

Unification of Administration & Classroom Apps & Imaging	2019-21
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The ITS methods for delivery of computer applications, imaging, printing and other services have evolved quite differently between the Classroom Services and the Administrative Services teams. The goal is to improve delivery of service to the staff and students of the Board while facilitating the transfer of knowledge and skills across teams in ITS. Over the past years, we have conducted investigations into best practices at other school districts. From this investigation, ITS has been developing a plan which will incorporate the best practices of both teams with the findings of best practices from other School Districts.

Workflow Automation	2019-21
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The workflow of forms, documents, processes and data is mostly done through manual processes throughout the Board. The Data & Reports Workflow Committees (HR Data Workflow, Student Data Workflow and AP Forms Workflow) have been established to study manual workflows of forms, documents, processes and data and find automated and electronic methods for optimizing these processes. This process will eliminate error prone manual processes and streamline the

timeliness of resource and service delivery. See also LaserFiche Process Automation and Forms and Email and Electronic Records Management Retention Automation.

2.5 School Technology Refresh:

Areas Affected	Initiative	Implementation Years
All Schools	Chromebook/Cloudbook Device Refresh	1/4 th Yearly
All Schools	Display/Projector Technology Refresh	1/5 th Yearly
Elementary Academic	Elementary Desktop Refresh	2019/20 2023/24
All Schools	Monitor Refresh	2019-23
All Sites	Principal Laptop Refresh	2021/22
Secondary Academic	Secondary Desktop Refresh	1/4 th Yearly
Secondary Academic	Secondary Printer Refresh	Yearly Staged



Chromebook/Cloudbook Device Refresh	1/4 th Yearly
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Chromebooks and other inexpensive mobile devices like Window 10 Cloudbooks have a limited lifespan of support by the vendors. WCBSD has achieved a 1:3 ratio of students to Chromebooks at every school. The goal is to maintain this ratio of a Chromebook/Cloudbook type device over the next 5 years. A Chromebook/Cloudbook comes with a one-year warranty. Google has committed to a support lifespan of 3



years for performance, functionality and updates. To maintain a current and supported fleet of Chromebooks/Cloudbooks, IT will refresh 1/3 of the devices every year.

Display/Projector Technology Refresh	1/5th Yearly
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Every classroom in WCDSB has a touch enabled data projector. Most of the models of data projectors currently deployed were installed in 2011. These aging projectors are failing at an increasing rate every year. To maintain maximum availability



of this critical classroom engagement tool, it is recommended that we replace 1/5th of the installed projectors every year. Functional decommissioned projectors will be used as spares to minimize classroom downtime when the projectors fail.

Elementary Desktop Refresh	2019/20 2023/24
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Every second year, a component of Elementary desktop computers will be refreshed replacing broken and outdated computers. The continued goal is to continue to support the 1 computer to every 16 students in the elementary schools. Extra working computers will be shuffled to other schools to maintain the ratio.

Monitor Refresh	2019-23
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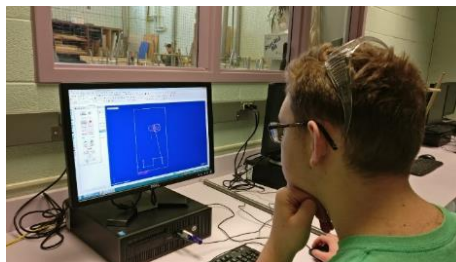
Classroom Epson BrightLink projectors have outdated video splitters paired with failing computer monitors that don't allow for easy sharing of mobile devices to the screen. New monitor technology allows for easy sharing to the screen of mobile devices while the teacher desktop computer can be used independently. All classroom desktop monitors will be refreshed by 2021.

School Administrator Laptop Refresh	2021/22
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Administrator Laptops are refreshed every 5 years to maintain functionality. This year, all school administrators received new laptops.

Secondary Desktop Refresh	1/4 th Yearly
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Every second year, a component of Secondary desktop computers will be refreshed replacing broken and outdated computers. The new computers will be targeted for the tech and design labs. Demands of higher learning at secondary schools require access to high end design and business application labs. The continued goal is to continue to support the 1 computer to every 4 students in the secondary schools.



2.6 Staff Development:

Areas Affected	Initiative	Implementation Years
All Schools	Administrator Technical/Pedagogy training	2019/24
All Staff	Cybersecurity Training and Awareness	2019-21
Educators	Expanded Technology and Global Competency Training for Educators	Ongoing
All Staff	Innovation Leadership Series	Yearly
All Staff	S.T.E.M Engagement Centre and Innovation Incubator for Students and Educators	2019-23
All Staff	WCDSBInnovates Educator Collaboration Environment	2019/21

Administrator Technical/Pedagogy training	2019/24
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Global competencies for innovative learning utilizing technology as a delivery model are being developed and adopted throughout WCDSB. As technology advances, opportunities for the development of new and effective pedagogies also advances. It is vital that school administrators have a current understanding of new educational technologies and related new pedagogies to facilitate school priorities, namely student achievement and improvement planning.



In the future learning with innovation will become part of the monthly PLTs (or alternating months). For example, an open space format with consultants and administrators sharing learning.

Cybersecurity Training and Awareness	2019-21
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In order to assure the safety of WCDSB systems, staff and student personal data, a comprehensive resource of cybersecurity concepts designed for all employees will be created. This program will consist of three modules, covering topics that include but are not limited to creating strong passwords, avoiding phishing attempts and authenticating using biometrics.

Commented [MB1]: Is this NPDL? Do you want to reword to using global comp. for innovative learning?

Expanded Technology and Global Competencies training for Educators	Ongoing
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New educational technologies and the resulting new pedagogies around the utilization of these technologies for the delivery of modern curriculum are emerging at an ever-increasing rate. These new technologies present WCDSB to prepare our students to be leaders in the innovative global marketplace. This presents a great opportunity for learning throughout WCDSB, therefore the Board needs to expand professional learning opportunities around the utilization of classroom technology and new pedagogies for our educators. The professional learning format could be classroom embedded co-learning with students.



Commented [MB2]: Do you want to add something about format such as job embedded? classroom embedded co-learning with students?

Innovative Leadership Series and Life Long Learning Series	Yearly
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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 global competencies, and the role of the educator as an instructional leader. The goal of each series is to support educators in their own learning and leadership practices as related to innovations that support student achievement. The delivery model

includes online teacher professional learning that focuses on building a peer to peer community of practice as well as face to face learning opportunities. The learning process follows 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. In the future investigations into adding online and self-paced leadership learning.

Commented [MB3]: There is already a leadership programme. Could some parts of this series be included in the leadership series? What about one less leadership evening + participation in a lifelong learning series? These sessions have been poorly attended. Is this related to greater demand for teachers? IE Easier to get a job. Could this be related to burn out and timing of the sessions? What about online and self-paced options?

S.T.E.M Engagement Centre and Innovation Incubator for Students and Educators	2019-23
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We have begun investigating having a S.T.E.M. (Science, Technology, Engineering and Math) engagement centre and innovation incubator for students and educators. This centre would facilitate collaboration amongst educators, students, parents, researchers and community partners to enhance and innovate the modern education experience.

This centre would provide technical assistance, professional services, education connections, and EdTech business connections through a combination of in-house expertise, partnership shared services and a network of industry and community support. Educators could utilize the centre with their students to facilitate job embedded professional development while learning new pedagogies and providing students with an innovative learning environment. This centre would also provide a facility to incubate K-12 educational solutions and innovations with our industry partners.



WCDSBInnovates Educator Collaboration Environment	2019/21
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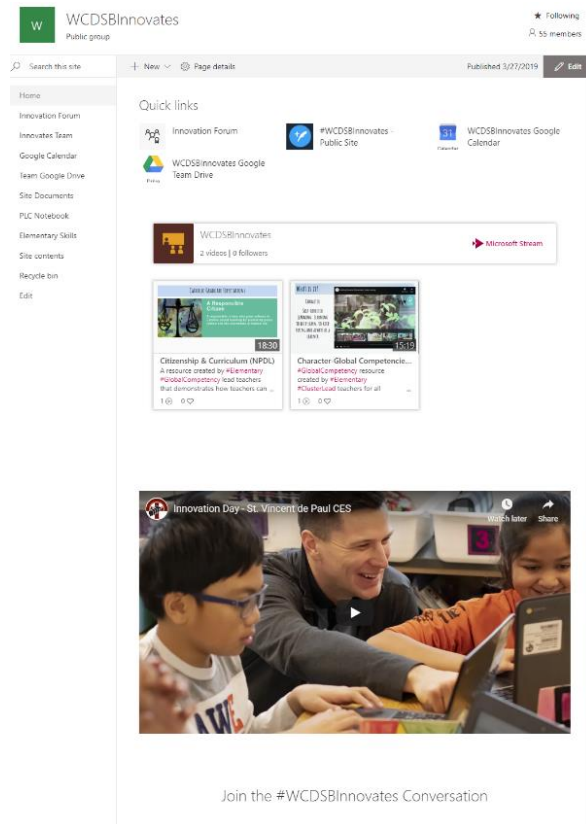
In response to feedback from the Innovative Learning Committee, and identified needs for education related to Digital Citizenship, two working groups have been developed in order to create and house resources for staff, parents, and students. The Digital Citizenship Resource Team in collaboration with 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 <https://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 staff portal of WCDSB Innovates is an area where educators will be able to enter into conversation and share resources freely through a TeamDrive, 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.

This environment will have resources to identify and utilize appropriate online resources used in the classroom and the board offices. The resource will identify and define red and green third-party services and applications.

Additionally, the #WCDSBInnovates wall serves as a celebration for innovative practices and a way of sharing new ideas and the video stream provides quick access to video resources.





Date: April 29, 2019
To: Board of Trustees
From: Director of Education
Subject: **Special Education Advisory Committee Membership Update**

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, Regulation 464-97: Special Education Advisory Committee

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

N/A

Alignment to the MYSP:

Nurturing Our Catholic Community

- *Promote a culture of respect, that supports success for all.*

Student Engagement, Achievement and Innovation

- *Foster maximum opportunity for success for all.*

Building Capacity to Lead, Learn and Live Authentically

Increase in precise student programming and use of New Pedagogies for Deep Learning

Background/Comments:

Regulation 464-97 sets out the membership criteria, qualifications and mandate of the Special Education Advisory Committee.

"For the purposes of clause (1) (f), the board may appoint one or more additional members who are neither representatives of a local association nor members of the board or another committee of the board. O. Reg. 464/97, s. 2."

New SEAC member along with affiliation is listed below:

Name	Organization
Sarah Van Dyke	Member at Large

Recommendation:

This report is provided as monitoring information to the Board of Trustees with the following recommendation:

THAT the Board of Trustees approve the updated appointment to SEAC, as outlined above, until the end of the term November 2021.

Prepared/Reviewed By: Loretta Notten
Director of Education

Laura Shoemaker, Superintendent of Learning: Special 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."



St. Boniface Catholic School

1354 Maryhill Rd, Maryhill, ON N0B 2B0
519-648-2832

April 17, 2019

Dear WCDSB Trustees and Senior Team Members,

Please accept this letter as an indication of my support to have Sarah VanDyke join the Special Education Advisory Committee (SEAC). Sarah is the parent of two St Boniface students; one in Grade One and one in Year One Kindergarten. She is a member of our Catholic School Advisory Council and is an active part of our school community. Sarah's youngest son, Braydon, was born with Ataxia-Telangiectasia, so she is very familiar with the unique needs and challenges students with exceptionalities face. She is a fair and responsible advocate who works willingly with our school staff to bring awareness and voice to the needs of all students.

I strongly support Sarah's request to participate as a member of the SEAC. If you have any questions, I will be happy to answer them.

Blessings,

Marylin Dawson

Principal, St. Boniface Catholic Elementary School



Date: April 29, 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 April provided the opportunity to attend school events and community events.

- Beacon's of Hope for St. Benedict FOS, St. Louis Adult Learning, St. David FOS, St. Mary FOS
- Attended Build a Dream event that encourages and recruits female students to pursue careers in skilled trades, STEM, Emergency response and entrepreneurship (April 2)
- Attended Audit Committee in camera (April 2)
- Attended Nutrition for Learning evening with Superintendent Foran, Trustees da Silva, Gravelle, Price (April 4)
- Attended Mayor's Breakfast and Pancake Flipping Contest with Trustees da Silva, Dupuis Schmalz, Weiler (April 6)
- Attended City of Kitchener State of City with Trustees da Silva, Weiler (April 11)
- Attended Mayor's Dinner in support of the Working Centre with Director Notten, Trustees da Silva, Gravelle, Price, Reitzel, Van Alphen, Weiler (April 13)
- Attended FACE Meeting (April 16)
- Attended PM Trudeau Town Hall at St. Benedict's with Director Notten, Trustees da Silva, Price, Van Alphen (April 16)
- Attended Connecting Parents CPIC Pro Grant evening with Director Notten, Trustees da Silva, Dupius, Schmalz, Van Alphen (April 17)
- Attended Japan-Canada Cultural Exchange Program Banquet (April 24)
- Attended OCSTA AGM April 25-27 in Toronto

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*

April 9, 2019

MEMORANDUM

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

FROM: Beverley Eckensweiler, President

SUBJECT: Consultation on Service Animals

On April 3, 2019 Bill 48, *Safe and Supportive Classrooms Act*, received Royal Assent. Schedule 2 of that bill amends the Education Act to provide that the Minister may establish policies and guidelines respecting service animals in schools, and require boards to comply with the policies and guidelines, and to develop policies in accordance with those policies and guidelines.

On Monday April 8, 2019 the Ministry launched an on-line consultation process to seek input into the design of a set of guidelines for school boards in respect of service animals. Details can be found at the following link: <https://www.ontario.ca/page/consultation-service-animals-schools>. The government's intention with this consultation on service animals is to improve the process for families when making requests for service animals to accompany their children to school and understand what specific policies are needed to make this process more consistent and transparent.

As part of the consultation process, the Ministry is consulting boards on a draft Policy and Program Memorandum (attached).

Next Steps and Deadline for Input

OCSTA will review the draft PPM and its previous submission on Bill 48 to the standing committee on social policy and draft a further response to the draft PPM. Comments on the PPM are due on May 4, 2019.

We would encourage boards to forward any concerns or issues in respect of the draft PPM to Steve Andrews at sandrews@ocsta.on.ca.

DRAFT ONLY

Draft Policy/Program Memorandum (PPM)

Date of Issue: DRAFT April 1, 2019
Effective: Until revoked or modified
Subject: **SCHOOL BOARD POLICIES ON SERVICE ANIMALS**
Application: Directors of Education
Supervisory Officers and Secretary-Treasurers of School Authorities
Principals of Elementary Schools
Principals of Secondary Schools

Purpose

All school boards¹ in Ontario are required to develop, implement, and maintain a policy on student use of service animals in schools. The purpose of this memorandum is to provide direction to school boards on the development and implementation of their policy. The ministry's expectations regarding the components of a board's policy are identified in this memorandum as well as the implementation and reporting requirements.

The ministry expects all school boards to:

- allow students to be accompanied by service animals in school when doing so would be an appropriate accommodation to support students' learning needs, and would meet the school boards' duty to accommodate students with disabilities under the Ontario *Human Rights Code* (the "Code");
- make determinations on whether to approve requests for a service animal on a case-by-case basis, based on the individual needs of each student;
- put in place consistent and transparent processes that allow for meaningful consideration of requests for service animals to accompany students in school

This memorandum applies to all publicly funded elementary and secondary schools, including extended-day programs operated by school boards. However, this memorandum does not apply to licensed child-care providers, including those operating on the premises of publicly funded schools.

Context

The Ministry of Education is committed to supporting school boards in providing all students with demonstrable learning needs appropriate accommodations, including special education programs and services in Ontario's schools.

The term “service animal” refers to any animal that provides support to a person with a disability. Traditionally, service animals have been dogs, and dogs remain the most common species of service animal, however other species may also be trained to provide services to individuals with disabilities. The types of functions performed by service animals are diverse, and may or may not include sensory, medical, therapeutic, and emotional support services.

In Ontario, the *Accessibility for Ontarians with Disabilities Act, 2005* (the “AODA”) sets out a framework related to the use of service animals by individuals with a disability. The *Blind Persons’ Rights Act* sets out a framework specifically for the use of guide dogs for individuals who are blind.

People with disabilities who use service animals to assist them with disability-related needs are protected under the ground of “disability” in the *Code*. Under the *Code*, school boards have a duty to accommodate the needs of students with disabilities up to the point of undue hardship. The Ontario Human Rights Commission’s (OHRC) *Policy on accessible education for students with disabilities* states that: “Depending on a student’s individual needs and the nature of the education service being provided, accommodations may include...modifying “no pets” policies to allow guide dogs and other service animals”.

Nothing in this memorandum detracts from other legal obligations of school boards under applicable law, including the *Code*.

Definition of a service animal

In the context of this memorandum, “service animal” means an animal that provides supports relating to a student’s disability to assist that student in meaningfully accessing education.

School boards must make an assessment of whether a service animal may accompany a student on a case-by-case basis taking into account all the circumstances, including the needs of the student and the school community and a school board’s obligation to provide meaningful access to education.

School boards may also consider including service animals in training in their service animal policies.

Components of school board policies on service animals

When developing their policy on student use of service animals, school boards must respect their obligations under the *Code*, the *AODA*, the *Blind Persons’ Rights Act*, and collective agreements as well as other applicable laws and government policies. When developing their policies on student use of service animals, school boards are encouraged to consult with local partners, as appropriate.

Each school board policy on student use of service animals must contain, at a minimum, the following components:

Communication Plan. The school board policy should say how the school board will inform the school community about the process by which parents² can apply to have their child's service animal in the school. It should also say how it will inform the school community of the presence of any service animals at the school.

Process. The school board policy should lay out how requests for students to be accompanied by service animals in schools can be made and the steps in the school board decision-making process. School board processes must be timely, equitable and readily available, and decisions must be based on a student's individual needs. Policies should include the following:

- a clearly articulated process for a parent to follow when making a request for a student to be accompanied by a service animal in school, including:
 - a primary point of contact
 - supporting materials for initiating requests (e.g., templates)
- information around the process through which a determination is made about whether or not a service animal is an appropriate accommodation. This could include:
 - a meeting for all appropriate parties (e.g., parents, school staff) to discuss the request for a service animal
 - a list of documentation that a parent must provide
 - a list identifying who must be consulted in making the determination
- information around the factors the board will consider when making its case-by-case determinations, including:
 - the disability-related needs of the student
 - other accommodations available
 - the needs of the school community
 - any special considerations that may arise if the animal is a species other than a dog
- information about how the school board will document its decision regarding a request. For example, if a school board approves a request, that information could be recorded in the student's Individual Education Plan if one exists.
- if the school board approves a request for a service animal, a process for developing a plan that addresses:
 - the ongoing documentation that is required (e.g., annual vaccination records)
 - the type of support the service animal will provide to the student
 - who will be the appropriate handler of the service animal while at the school
 - a plan for how the care of the animal will be provided (including supporting the safety and biological needs of the animal)
 - how the animal will be readily identifiable
 - transportation of the animal to and from school
 - timeline for implementation
- if the school board approves a request for a service animal, strategies for sharing information with members of the broader school community who may be impacted by the decision (e.g., other students, parents, Special Education Advisory Committees (SEACs), educators, school staff, volunteers) and organizations that use the school facilities (e.g.,

licensed child-care providers operating in schools of the board), while identifying how the student's privacy will be considered.

Health, Safety and Other Concerns. The school board policy should include a protocol for the board to hear and address concerns from other students and staff who may come in contact with a service animal, and parents of other students, including: health and safety concerns such as allergies and fear or anxiety associated with the animal. Wherever possible, school boards should take steps to minimize conflict through cooperative problem-solving, and training of staff and students.

Roles and Responsibilities. The school board policy should clearly outline the roles and responsibilities of students, parents, and school staff regarding service animals at school, taking into account local circumstances.

Training. The school board policy should consider strategies for providing training related to service animals, as appropriate, for school staff who have direct contact with service animals in schools.

Review of School Board Service Animal Policies and Data Collection. The school board policy should be reviewed by the board on an annual basis.

School boards are expected to develop a process for data collection and to collect data regularly, including, but not limited to:

- total number of requests for students to be accompanied by service animals;
- whether requests are for elementary or secondary school students;
- the number of requests approved and denied;
- if denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to education;
- species of service animals requested and approved;
- types of needs being supported (e.g., medical, physical, emotional).

School boards should use this data to inform their cyclical policy reviews.

Implementation

School boards must implement and make publicly available on their websites their newly developed or updated policies and procedures on student use of service animals by September 1, 2019. Reviews and revisions to established policies must be completed and posted on the school board websites by September 1 of each subsequent year.

School board reporting

School boards are required to report to the Ministry of Education upon request on their activities to achieve the expectations outlined in this memorandum, including specific data collected.

References:

Ontario Human Rights Commission, *Policy on accessible education for students with disabilities*, 2018.

Ontario, *Accessibility for Ontarians with Disabilities Act, 2005*, S.O. 2005, c. 11.

Ontario, *Blind Persons' Rights Act*, R.S.O. 1990, c. B.7

Ontario, O. Reg. 191/11, *Integrated Accessibility Standards*, made pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005*, S.O. 2005, c. 11.

Ontario, *Human Rights Code*, R.S.O. 1990, c. H.19.

Ontario, R.R.O. 1990, Regulation 58, *Guide Dogs*, made pursuant to the *Blind Persons' Rights Act*, R.S.O. 1990, c. B.7.

1 In this memorandum, school board(s) and board(s) refer to district school boards and school authorities.

2 In this memorandum, *parent(s)* refers to parent(s) and guardian(s).



10th Annual Silent Auction to support

TOONIES FOR TUITION

CCSTA Endowment Fund is a tuition assistance program which helps students receive faith-based Catholic education in provinces that do not publicly fund Catholic schools.

Friday, April 26, 2019 | 7:00 pm to 8:30 pm
Intercontinental Hotel Toronto Centre



As the co-host board of the 2019 OCSTA AGM & Conference, Dufferin-Peel Catholic District School Board trustees invite all Ontario Catholic school boards and trustees to contribute at least one quality auction item per board with a value greater than \$50 in support of **Toonies for Tuition**.

Examples of past gifts:

- Gift certificates to hotels/restaurants
- Tickets to cultural/sporting events
- Jewelry
- Gift baskets
- Electronics
- Art

Please bring your gift to the OCSTA registration desk when you arrive. Each gift should include donor name and approximate value.

We thank you in advance for your silent auction contributions to support Catholic education across Canada. For more information, contact carol.fernandes@dpcdsb.org



Ontario Catholic School
Trustees' Association

From: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Date: April 11, 2019 at 6:56:13 PM EDT
To: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Subject: OCSTA News Release - OCSTA Responds to Provincial Budget



NEWS RELEASE

OCSTA Responds to Provincial Budget

FOR IMMEDIATE RELEASE

TORONTO – April 11, 2019—While today’s provincial budget echoes many initiatives in education announced in recent weeks, the Ontario Catholic School Trustees’ Association is concerned that education funding after next year will effectively not increase creating considerable challenges for Ontario’s vibrant and distinctive education system.

“Today’s budget confirms the government’s commitment to addressing the significant fiscal challenges in Ontario. Such an environment requires collaboration and cooperation among education partners to realize solutions and a direction forward. Ontario’s Catholic school boards have a long tradition of delivering quality education to meet the distinctive needs of the communities they serve. OCSTA remains committed to working with the government to inform the decisions to be made regarding education services during a period of fiscal restraint, although we have concerns regarding a number of recent announcements, including the newly announced Minister’s Task Force,” explained OCSTA President, Beverley Eckensweiler.

“We will carefully review the Grants for Student Needs announcements in the coming days as those grants will provide greater detail with respect to local funding and policies. Using that data we will be able to better determine how this budget will impact education at the local level,” said President Eckensweiler.

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



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

April 12, 2019

TO: Chairs & Directors of Education
- Catholic District School Boards

CC: Senior Human Resources & Business Officials

FROM: Dan Duszczyszyn – Policy Advisor – Finance

RE: 2019 Ontario Budget – Released April 11, 2019

OCSTA attended the education stakeholder Provincial Budget Lock-up session yesterday prior to public release. Many of the details contained within the budget have now been widely reported in the media.

Specific to the Education Sector, the majority of budget announcements reiterated the previously announced “Vision for Education” announcement of March 15th and other previous budget commitments regarding Renewal, Capital and Child Care Spaces. (*Listed below*)

The Budget document did however include a few key pieces of information specific to Education that have not been widely reported upon and that are very significant to our sector.

1. Multi Year Education Spending Forecast:

Education Sector Expense is projected to grow from \$29.1 billion in 2018-19 to \$30.1 billion in 2020-21. Education Program spending growth between 2018-19 and 2020-21 is based on average annual growth of 1.2%. *This projected annual average “growth” is below the government’s own projected annual rate of inflation (chart below).*

Net Education Funding increase in 2019-20 \$700 Million (2.41%) * primarily attributed to higher enrolment and child care.

Education Funding “flat lined” beyond 2019-2020 and when factoring in the projected rate of inflation growth will result in placing significant budget pressure on boards.

Summary of Education Sector Expense		Medium Term Outlook				Average Annual Growth 2018-19 to 2021-22
\$ Billions	Actual 2017- 18	Interim 2018-19	2019- 20	2020-21	2021-22	
Education Sector	27.30	29.10	29.80	29.80	30.10	1.20%

- ✓ Excludes Teachers' Pension Plan
- ✓ One Percent Enrolment Change = Approximately \$170 million
- ✓ Enrolment Project Based on 2,012,000 ADE

Summary of Ontario's Economic Outlook

	2016	2017	2018	2019P	2020P	2021P	2022P	2023P	2024P
Real GDP Growth	2.3	2.8	2.2	1.4	1.6	1.5	1.9	1.9	1.8
Nominal GDP Growth	4.4	4.1	3.4	3.4	3.4	3.2	3.6	3.9	3.9
Employment Growth	1.1	1.8	1.6	1.3	1	1	1	1	1
CPI Inflation	1.8	1.7	2.4	1.9	2	1.7	1.9	2	2

P = Ontario Ministry of Finance planning projection based on information up to March 8, 2019

Sources: Statistics Canada and Ontario Ministry of Finance

2. Announcement of Minister's Task Force on School Boards:

"Respecting the four publicly funded education systems, the Ministry will be undertaking a review of how boards can conduct their operations in the most efficient manner to best serve students and parents while ensuring their long-term sustainability. The process will be kicked off by the creation of a minister's task force".

Engagement of experts and education partners in conversation.

The Task Force is expected to commence work prior to the end of this school year. No details as to scope, mandate, timeline or composition were made available in the budget. We would expect that the Ministry will be communicating with the parties shortly if the work is to commence prior to the end of the school year. It is very likely that the key focus will be "back-office" board operations.

3. Legislative Initiatives:

Amendments to the Education Act, to remove the right of school boards to have in-year deficits (unless approved by the Minister of Education) and replace it with authority to set out such right in a regulation, and to remove the factors that the Minister is required to consider in approving a board's in-year deficit and replace it with authority to set out such factors in a regulation.

Amendment to the Education Act to align the authority of the Lieutenant Governor in Council to make regulations regarding First Nations representation on school boards with recently made amendments to the Act, establishing the New Reciprocal Education Approach.

Listing of Announced Initiatives in Budget Document

Government Vision Initiatives:

Per the March 15th, 2019 announcements, the budget document reiterated:

Class Size:

- Class Size Commitments to Primary, Junior Class Sizes: Status Quo
- Grade 4-8 Class Size: 24.5 Average
- Grade 9-12 Class Size: 28:1 Average with Consultations previously announced

Regulation 274:

- Hiring Practice: Government to reviewing existing Regulation as previously announced.

Math Strategy:

- New curriculum Grades 1-12 phased in over four years.

- New Teachers required to pass a math content knowledge test to become certified.
- Supports to parents and access to student learning opportunities outside of the school day, including learning and tutoring by third parties.

Financial and Economic Literacy:

- Enhancing mathematics curriculum and Grade 10 Career Studies

Modernizing EQAO:

- Commitment to revamp the role of EQAO, better approach to standardized testing.

Developing a Parent's Bill of Rights:

- Commitment to develop a Bill of Rights that ensures improved communication with parents about their child's education.

Indigenous Education:

- \$3.7 Million in 2019-20 to fund revised First Nations, Metis, and Inuit Studies curriculum for Grades 9-12 and the Indigenous Graduation Coach Program in targeted district school boards.

Physical Activity and Meeting Diverse Needs:

- \$0.5 Million over three years to increase opportunities for students to participate in physical activities, such as cricket.

Investing in Schools:

- \$1.4 billion in school renewal funding 2019-20

Child Care Spaces:

- \$1.0 Billion over the next 5 years to create up to 30,000 child care spaces; Includes approximately 10,000 spaces in new schools.

Ministry of Education:

- Internal efficiencies, through modernization, including use of virtual meetings, and limiting use of consultants to achieve estimated savings of \$25 million annually by 2021-22.

Buying Consortia:

- Previously announced initiative to enhance school board participation in formal buying consortia and group purchasing.

Ontario's Fiscal Picture

The Government projects an interim forecast deficit of \$11.7 Billion for fiscal 2018-19. Over the medium term, the government is projecting deficits of:

- | | | | |
|----------|-----------------|-------|-----------------|
| • \$10.3 | Billion 2019-20 | \$6.8 | Billion 2020-21 |
| • \$5.6 | Billion 2021-22 | \$3.5 | Billion 2022-23 |

The government's deficit recovery plan forecasts a return to balanced budget in 2023-24.

As always, Boards are invited to contact OCSTA with any questions or comments regarding the Budget and associated announcements.

A copy of the 2019 Ontario Budget can be found at: www.ontario.ca/budget



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April 15, 2019

TO: Chairs & Directors of Education
- Catholic District School Boards

CC: Senior Human Resources & Business Officials

FROM: Dan Duszczyszyn – Policy Advisor – Finance

RE: 2019 Budget Memo Addendum (Executive Compensation)

Further to our Budget memo of Friday April 12th, a section in the budget document that referenced Executive Compensation was omitted in the memo. The following is the extract from the government's budget book on executive compensation:

DRIVING PUBLIC SECTOR LEADERSHIP PERFORMANCE

In summer 2018, the government committed to reviewing public sector leadership compensation and to developing a new approach — one that recognizes leaders who deliver better outcomes for the people of Ontario while providing the best value for taxpayer dollars.

The review determined that existing practices in the public sector allowed for automatic adjustments to executive compensation regardless of the results achieved. This system does nothing to reward excellence or improve public services.

*The government is now moving forward with an approach that ends automatic pay increases for public sector leaders. Under the new framework, pay-for-performance may only be provided to those leaders who achieve the **bold outcomes** the Province needs. Compensation adjustments would be controlled, and only executives who **deliver on priority-driven outcomes** would be eligible.*

To move ahead with this approach, the government is proposing amendments to the Broader Public Sector Executive Compensation Act, 2014, and is consulting with employers to set sector-specific priorities that all leaders must work towards.

The budget documents contained no details as to the timeline of the consultations, identifying priority outcomes nor the metrics for measuring achievement.

Should you have any questions regarding the above, please feel free to contact the OCSTA Labour Relations Department.



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

April 23, 2019

MEMORANDUM

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

FROM: Beverley Eckensweiler, President

SUBJECT: The Ontario Campaign to Support Toonies for Tuition

Ontario enjoys the privilege of a thriving, publicly funded Catholic school system, but as we know, that is not the case across Canada where in many provinces, Catholic schools receive only partial or no public funding. For many years, staff, students and parents at OCSTA member boards have raised money through various fundraising initiatives to support Toonies for Tuition – the charity established by the Canadian Catholic School Trustees' Association to provide aid to Catholic schools across Canada in need of funding. Given that Ontario is one of the largest publicly funded Catholic school systems in the world with approximately 600,000 students in our system, the OCSTA Board of Directors made a recent decision to launch a province-wide campaign to specifically support Toonies for Tuition during the 2018-19 school year.

We are reminding you that the Ontario Campaign ends in about 3 weeks (Monday, May 13), just after Catholic Education Week 2019, and we are hoping to set a record in the amount of funds from our Ontario Catholic school boards to Catholic schools in other provinces.

After the conclusion of CEW 2019, we will announce the total amount raised by Catholic school boards for the Ontario Campaign to support **Toonies for Tuition**.

We simply wish to remind you of the steps required to complete your Ontario Board of Education donation.

Collection for the Toonies for Tuition Campaign

The timing of collection for the Ontario Campaign to Support Toonies for Tuition is at the discretion of each Catholic school board. In discussion with our partners at CCSTA, we would ask that you complete the following during Catholic Education Week 2019 (May 5-10, 2019):

1. Please collect donations on behalf of the campaign and submit these funds to the financial officer or bursar at your local school board office.

2. The collection of funds should be completed by May 13, 2019 (after Catholic Education Week 2019). The results will be communicated to Ontario Catholic boards soon thereafter.

3. Each school board is asked to send an Excel sheet listing the donation amount per school, and one board cheque (made out to Toonies for Tuition) to:

Toonies for Tuition
c/o Canadian Catholic School Trustees' Association
570 West Hunt Club Road
Nepean, ON K2G 3R4

Please also send a copy of this board donation information for information to OCSTA, attention: Ashlee Cabral.

No special forms are required.

For more information about **Toonies for Tuition**, please consult CCSTA's webpage at:
<http://www.ccsta.ca/en/initiatives-en/toonies>

For more information about the Ontario Campaign to Support Toonies for Tuition, please contact Brian O'Sullivan at OCSTA (416-932-9460 ext. 225 or bosullivan@ocsta.on.ca).



**THE TERRY FOX
FOUNDATION**

April 2019

Ms. Loretta Notten
Director of Education
Waterloo Catholic District School Board

Dear Loretta,

The 2018 Terry Fox School Run results are in, and we are reaching new heights with the help of schools right across the province. Last year, Ontario schools showed great strength in numbers and leadership in the fight against cancer by raising over \$7 million!

We are proud to announce **Waterloo Catholic District School Board** family of schools have reached an incredible fundraising milestone of **\$700,000.00** to date. Congratulations on this inspiring achievement! We hope you will proudly display this token of our appreciation and with your continued commitment, your Board will receive the next milestone plaque to highlight your loyal support for each \$50,000.00 interval.

39 years ago, Terry Fox ignited fundraising throughout our country. Through his determination to make a difference in the lives of those with cancer, he began a movement that cannot be stopped. Today, with the help of schools across Ontario, his message of hope echoes loudly in the voices of students and families everywhere and his legacy continues year after year. We are so grateful for your continued encouragement in promoting the annual Terry Fox School Run. Please share our heartfelt thanks with your school community for their incredible generosity and support in the quest to achieve Terry's dream of a world free from cancer.

In order to keep this momentum going, we would greatly appreciate assistance with the following:

1. The distribution of an endorsement email message, encouraging ALL your schools to participate in the **2019 Terry Fox School Run (Thursday, September 26, 2019)**. You will receive an email next week with a sample message that you may customize and share.
2. Share the exciting news about this momentous milestone with your family of schools through Twitter, Instagram, Facebook, and school websites!

We look forward to working with you again and we thank you in advance for your support. Your family of schools sets a shining example of what can be accomplished with a focused goal and a collaborative spirit of generosity and determination.

Regards,

Lisa Armstrong
Ontario School Coordinator
The Terry Fox Foundation
Email: lisa@terryfoxrun.org or Toll Free: 1-888-836-9786

encl. 2018 Donation History Report



Number: II 015
Subject: Ownership Linkage

Approval Date: November 29, 2010
Effective Date: November 29, 2010
Revised: May 27, 2013; May 25, 2015; October 30, 2017

Policy Statement:

It is the job of the Board of Trustees of the Waterloo Catholic District School Board to be the link between the organization and the Catholic ratepayers of Waterloo Region. As such, the Board of Trustees will ensure that opportunities exist for communication with the ratepayers for the purposes of determining community values and vision for the school system, demonstrating accountability for what has been achieved, and to build on-going support for Catholic education.

Such opportunities will include, but not be limited to:

1. **An Annual Report:** to be prepared and distributed to the Catholic ratepayers annually as part of the "Director's Annual Report". This report will reflect legislative requirements and demonstrate the progress being made in achieving Board Ends and plans for future work.
2. **Conversation with Committees:** at a minimum of once per year, the Chairs' of SEAC, CPIC and Audit committees will be invited to a conversation on the work of the committees and how it relates to the work of the Board.
3. **Opportunities for Engagement:** items of deliberation and policy development before the Board of Trustees will include a process for survey/input from the ownership to determine owner values on the issue.



Date: April 29, 2019
To: Board of Trustees
From: Director of Education
Subject: Monitoring Report – IV 006 “Legal Responsibilities and Liabilities”

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 IV 006
☐ Information only of day-to-day operational matters delegated to the CEO

Origin:

This report will provide Trustees with information on compliance with Board Policy IV 006 “Legal Responsibilities and Liabilities”.

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

Executive Limitation IV 006, “Legal Responsibilities and Liabilities”

Alignment to the MYSP:

Strategic Priority: Building Capacity to Lead, Learn & Live Authentically
Strategic Direction: Nurture the wellbeing of all students and staff

Background/Comments:

Annually, a report will be provided to Trustees on how compliance has been achieved with Board Policy IV 006.

Policy Statement:

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

From time to time individuals, entities, or employee groups may question certain practices or positions that have been taken by management. In many cases, these disagreements can be resolved through discussion and communication. Often disagreements take the form of requests for financial compensation or operational changes.

Management works closely with the Ontario Ministry of Education, Ontario Catholic School Trustees Association, Council of Senior Human Resource Officials, Council of Senior Business Officials, Ontario Association of School Business Officials, employee groups, legal firms, other school boards, and refers to agreements and contracts to ensure operational practices are in alignment with expectations set out in legislation and in common law, and more importantly that leading practices are employed throughout the organization.

A listing of uninsured claims is provided on a regular basis to the audit committee to ensure full disclosure of potential liabilities is made. Within this listing is the likelihood of expected success of each claim as well as a potential liability amount. Where appropriate, amounts are set aside at year end to manage these costs.

The listing of uninsured claims most recently presented to the Audit Committee contained the following:

- One lawsuit from an alleged incident in the 1970s
- One injury related claim
- Two claims related to pay equity

In each case, staff evaluate the issues, assess likely outcomes, and attempt to resolve issues with the complainant(s). If a liability is confirmed (usually through the assistance of a third party), it will be satisfied as required.

Recommendation:

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 006 for the 2018-2019 school year.

Prepared/Reviewed By: Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

*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: April 29, 2019
To: Board of Trustees
From: Director of Education
Subject: Monitoring Report – IV 008 “Financial Conditions and Activities”

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 **IV 008**
- ☐ Information only of day-to-day operational matters delegated to the CEO

Origin:

This report will provide Trustees with information on compliance with Board Policy IV 008 “Financial Conditions and Activities”.

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

Executive Limitation IV 008, “Financial Conditions and Activities”

Alignment to the MYSP:

Strategic Priority: Building Capacity to Lead, Learn & Live Authentically
Strategic Direction: Nurture the wellbeing of all students and staff

Background/Comments:

Annually, a report will be provided to Trustees on compliance with Board Policy IV 008.

Each component of the Policy has been broken out and information on how compliance has been achieved has been provided.

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.

The Board of Trustees is provided with quarterly dashboard reports summarizing in a reader-friendly format how expenses are tracking against the approved budget. In addition to financial information, key drivers of revenue and expense are provided to ensure Trustees are aware of changes in expectations. These key drivers are enrolment and staffing changes. Finally, appended to each quarterly dashboard report is a narrative outlining any areas of concern which may be affecting finances in a negative way, provincial issues with funding or expenses, how management is addressing any issues, and any deviations from priorities set out in the approved board budget.

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

1. Operate with a line of credit of more than \$30 million

The line of credit held with the Board's Chartered Bank is \$30M. Appendix A shows a confirming e-mail from CIBC confirming the amount.

2. Use any reserves

On December 10, 2018, a report was provided to Trustees outlining available reserve balances and their intended use. After receiving the report, Trustees approved the following amounts to be used from reserve:

1. That Administration be given permission to use up to \$29,892 from the WSIB surplus to service potential WSIB costs.
2. That Administration be given permission to use up to \$700,000 from the Technology Renewal surplus to service potential WREPNET costs.
3. That Administration be given permission to use up to \$279,241 from the Early Learning Resources surplus to purchase resources as needed.
4. That Administration be given permission to use up to \$715,385 from the Administrative Capital surplus to renovate Board Administrative buildings as previously discussed.
5. That Administration be given permission to use up to \$50,000 from the Committed Sinking Fund surplus to service known Committed Sinking Fund costs.
6. That Administration be given permission to use up to \$210,000 from the Committed Capital Project surplus to service depreciation on internally funded capital projects.
7. That Administration be given permission to use up to \$79,241 from the Learning Priority Fund surplus to offset staffing costs as required.

No other amounts have been used from reserves for the 2018-2019 school year.

3. Acquire, encumber or dispose of real property

On January 28, 2019, a report was brought to Trustees outlining planned purchases and sales of properties in the near future.

To date, for the 2018-2019 school year, no properties have been purchased. Discussions are on-going with respect to the purchase of properties in south west Kitchener, east Kitchener, and south east Cambridge.

The following properties were sold:

1. 91 Moore Avenue, Kitchener, ON (former administrative building)
2. 25 Chalmers Street South, Cambridge, ON (former St. Ambrose)

The following property sales are planned for 2019-2020:

- St. Agatha School in St. Agatha
- Biehn Drive, Kitchener

No other transactions have been completed during the school year.

4. Enter into any financial or professional services agreements over 5 years

Management has conducted a review of all contracts signed since September 2018 and none exceed the specified 5 year period.

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

Since September 2018, no tax payments or government-ordered payments or returns were late or inaccurately filed with one exception. One HST return was filed late due to turnover in staff.

Bi-weekly payroll remittances related to statutory deductions and EHT were filed automatically by our payroll provider, Ceridian.

T4s, payroll garnishments, and records of employment are all prepared in house and have not been late.

Required filings	Remitted to	Penalties and interest incurred
Statutory Deductions (CPP, EI, Tax)	Canada Revenue Agency	None
Employer Health Tax (EHT)	Ministry of Finance	None
Harmonized Sales Tax (HST)	Canada Revenue Agency	\$173
T4 Submissions	Canada Revenue Agency	None
Garnishments	Sheriff	None
Records of Employment	Service Canada	None

6. Allow debts to be unpaid beyond a reasonable period of time or in such a way as to jeopardize the organization's ability to receive trade credit, damage its credit-worthiness, or diminish its reputation in the trades or in the community

Invoices received from vendors are entered into the accounting system using the terms stated on the invoice. Where no terms are stated on the invoice, amounts are paid out within 30 days.

Management has not experienced any issues with obtaining credit, and trades (outside contractors) have not indicated any concerns with the Board's / management's reputation which would cause disruption in services being provided to schools. Finally, no formal claims have been received for non-payment of invoices.

7. Receive, process or disburse funds under controls which are insufficient to meet the Board-appointed auditor's standards.

PricewaterhouseCoopers (PwC) completed their audit of the 2017-2018 financial statements in November 2018. In their closing report, there were no control deficiencies noted as pertains cash handling and management of cash. The report was presented in private to the Audit Committee in November 2018.

8. Allow unregulated access to funds in any part of the school system.

[APO 006 "Purchasing Procedures"](#) contains the following sections which address this policy provision:

- Section 3.0 – Segregation of Duties (ensures no single individual has uncontrolled access to funds)
- Section 4.0 – Approval Authority (ensures one-over-one approval exists for all purchases)

[APB 011 "Signing Authorities"](#) provides information to stakeholders on who has the authority to sign on behalf of the Board (where Board of Trustee approval is not required).

Appendix B provides a narrative on how cash and cheques are handled when received centrally. This narrative is part of the external auditor's file as pertains to their review of our control environment.

These three documents (in combination with the procedures described below for School Generated Funds) ensure there is no unregulated access to funds within the system.

9. Enter into any grant or contract arrangements unless it is consistent with Catholic faith and values

Management is not aware of any contract or grant that does not align with the Board's values or Catholic faith. The MYSP is used as an important primary decision filter for new contracts. Any arrangements that fall outside of the scope of normal activities are brought forward for review at an Executive Council meeting, which ensures the partners and funders we work with align with our shared values.

10. Permit fundraising/sponsorship activities without appropriate accounting procedures and ethical standards in place.

Administrative Procedure [APB 004 "School Generated Funds"](#) provides schools and other fundraisers with a comprehensive guide on how fundraising should occur, controls that need to be in place, required reporting, and a complete listing of required forms.

Schools and other individuals who fundraise are supported by the Executive Assistant of Corporate Services by way of e-mail and telephone support, and in-person one-on-one and group training.

All fundraising is subject to audit by the Board's Internal Audit Officer. Further, school fundraising records are reviewed on a random basis each year by the Board's external auditor.

Ethical resources made available to staff and stakeholders include:

- The WCDSB Professional Standard of Ethics
 - <https://www.wcdsb.ca/wp-content/uploads/sites/36/2017/03/WCDSB-Professional-Standards-of-Ethics.pdf>
- APB 006 "Fraud and Accountability Management"
 - <https://www.wcdsb.ca/about-us/policies-and-administrative-procedures/fraud-and-accountability-management-apb006/>

Recommendation:

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 008 for the 2018-2019 school year.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

*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."

Appendix A

From: Popov, Snezana <Snez.Popov@cibc.com>
Sent: Tuesday, April 16, 2019 12:59 PM
To: Laura Isaac <Laura.Isaac@wcdsb.ca>
Subject: RE: Line of Credit

HI Laura,

The available line of credit is \$30 million.

Snez



Snezana Popov, CPA, CMA | Director & Team Leader | Not-for-Profit and Public Sector Group | Commercial Banking | CIBC
1 King St. W. 3rd Floor, Hamilton, ON L8P 1A4 | Tel: 905-572-3137 | Fax: 905-526-7414 | snez.popov@cibc.com

This message, including attachments, is confidential and may be privileged. If you received this in error, please notify me by reply email and delete this message. Thank you.

To unsubscribe from future promotional emails from CIBC, reply to this email with the Subject Line "Unsubscribe" and CC: Mailbox.CBCASL@cibc.com. Please note that it may take up to 10 business days to fulfill your request. You can subscribe again by contacting me using my contact information above.

From: Laura Isaac [<mailto:Laura.Isaac@wcdsb.ca>]
Sent: Tuesday, April 16, 2019 10:34 AM
To: Popov, Snezana
Subject: Line of Credit

Snez

For our annual monitoring, I need an email confirmation from you as to what the Boards' available line of credit is.

If you could please let me know, that would be appreciated.

Thanks!

Laura Isaac
Senior Manager, Financial Services
Waterloo Catholic District School Board
35 Weber St. W.
Kitchener, ON N2G 4G2
Phone: 519-578-3660 x2322
Fax: 519-578-9967

We want your feedback! [E-mail the Superintendent.](#)

Web: www.wcdsb.ca
Twitter: <http://twitter.com/WCDSBNewswire>
YouTube: www.youtube.com/user/WCDSBVidLink

General Inquiries: Finance@wcdsb.ca

QUALITY • INCLUSIVE • FAITH-BASED • EDUCATION

Quality • Inclusive • Faith-based • Education
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Appendix B

Cash Handling

Management tries to minimize the amount of cash or cheques that are received. Cash or cheques are generally only received from retirees or individuals on leave paying for benefits, extended day fee payments, international student tuition or coffee machine funds. All amounts are received by the Executive Administrative Assistant (Mandy) to the Executive Superintendent of Corporate Services (Shesh) and marked for "deposit only" if applicable. Amounts can be received from individuals or through the mail. Occasionally funds are received by other members of the Finance Department when the Executive Administrative Assistant to the Executive Superintendent of Corporate Services is not available. Funds are generally scanned for adequate back up and budget numbers. Where the amount received is cash, the recipient will count the cash provided and sign off on the amount being received. All funds are then filed in the safe in the Finance Department.

Deposits are prepared and taken to the bank weekly. The Accounting Clerk (Emily or Nitsa) will prepare a deposit summary of cheques and cash in the deposit module in NAV. A summary of the deposit is printed and the back up is reviewed by the Accounting Supervisor or occasionally by the Senior Manager of Finance prior to the deposit being taken to the bank. The deposit is then posted within NAV. The Accounting Clerk will then sign the deposit slip and take the deposit to the bank. Generally, the Accounting Clerks rotate the task of preparing the bank deposits.

The Board has the ability to accept funds via online banking, pre-authorized withdrawal or credit card. These notifications are received by the Accounts Receivable Officer and entered into NAV via journal entry approved by the Accounting Supervisor. Schools are also trying to eliminate cash and cheques from parents by using an online payment module called School Cash Online. This allows families which are registered to submit online payments to the schools for items which the school has set up. Where cash or cheques are received, the schools have a "cash received" form which must be completed by the person collecting the cash (usually the teacher). The form and cash is then taken to the Administrative Assistant in the office who verifies the amounts indicated on the cash received form. The Administrative Assistant then signs off on the form and puts the funds and form in the safe until the deposit is completed. Deposits are generally completed weekly however where there are minimal funds, this time may be extended. The Principal does not sign or review the deposit prior to it being taken to the bank unless anomalies are found. Petty cash is not used in the Finance Department or any other department or school. All receipts and disbursements must be accounted for through the cash receipts and disbursements processes.



Date: April 29, 2019
To: Board of Trustees
From: Director of Education
Subject: Monitoring Report – IV 010 “Facilities/Accommodations”

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 **IV 010**
- ☐ Information only of day-to-day operational matters delegated to the CEO

Origin:

This report will provide Trustees with information on compliance with Board Policy IV 010 “Facilities/Accommodations”.

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

Executive Limitation IV 010, “Facilities/Accommodations”

Alignment to the MYSP:

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

Strategic Priority: Nurturing our Catholic Community

Strategic Direction: Bear witness to our faith through joyful discipleship and our relationships with and in Christ

Goal: Promote stewardship of the earth and its resources

Strategic Priority: Student Engagement, Achievement, and Innovation

Strategic Direction: Nurture a culture of innovation

Strategic Direction: Foster maximum opportunity for success for all

Background/Comments:

Annually, a report will be provided to Trustees on compliance with Board Policy IV 010.

Each component of the Policy has been broken out and information on how compliance has been achieved has been provided.

Policy Statement:

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

A new St. Vincent de Paul Catholic Elementary School was opened to students and families in September of 2019. As part of the rebuild, elements of Catholicity were incorporated into the design of the building. The most striking feature is a two story cross on the front of the building, and inside dedicated sacred space that is used by both students and staff throughout the day.

Pictures of St. Vincent's elements of Catholicity can be found here:

<https://photos.app.goo.gl/buNxkii48NbPE7VS8>

The school has an active school community that continues to grow. Attached to the school is an 88 space childcare which is used by local residents. The school is booked after hours through the community use of school facilities program for sports and after school events.

In terms of curriculum experience, St. Vincent was built with current elements of innovation including classroom design and equipment. A mix of collaborative spaces within each classroom as well as movable and adjustable furniture support innovative teaching and learning.

Pictures of St. Vincent's classrooms can be found here:

<https://photos.app.goo.gl/pq4JJfeYHKGTHuNu7>

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

- 1. Allow material changes to facilities, boundary changes, or the closure of existing facilities to occur without established procedures that includes the board appointing two trustees as a non-voting members of the Accommodation Review Committees.***

During the 2018-2019 school year, there were no accommodation reviews carried out. Further there were no administrative boundary changes carried out (which would fall outside of the accommodation review process).

Material changes to facilities in the area of Continuing Education are being undertaken presently with an expected completion date of spring 2020.

- 2. Fail to present to the board an annual report on current enrolment status, future demographic trends and a list of potential schools being considered for boundary changes or closure.***

In April of 2019, staff presented Trustees with an updated version of the Long Term Accommodation Plan (LTAP) which contained historical, current, and projected enrolments, changes in demographics over time which affect enrolment, and a summary of schools which may be subject to boundary changes in the future.

- 3. Initiate or enter into projects that involve material changes to facilities without exploring available financing options and public sector partnerships.***

As part of planning for new construction projects, discussions regarding the sharing of facilities took place with:

- Childcares
- EarlyON centres
- The Region of Waterloo
- The City of Kitchener
- The City of Cambridge
- The Township of Wellesley
- Co-terminous public school board
- The French public school board

- The Idea Exchange
- Carizon

Partnerships present opportunities for cost savings as pertains to economies of scale in construction costs, and opportunities to provide enhanced programs and services to our families.

Financing for major construction projects (those funded outside of annual grants, reserves, or proceeds of disposition balances) is provided by the Ministry of Education via the Ontario Financing Authority.

4. Engage in facility partnerships without board approval.

If a partnership is deemed mutually beneficial, projects will be brought to the Board before submission to the Ministry of Education as part of Capital Priorities.

5. Fail to address the impact of facilities on the environmental footprint.

In May of 2018, Trustees were presented with a multi-year energy conservation and sustainability plan. This plan contained commitments to reduce energy usage and greenhouse gas (GHG) emissions in line with Ministry direction (1% per year), and the Province's commitment to reduce GHG emissions by 80% by the year 2050. Through Sustainable Waterloo Region, management has also committed to reducing GHG emissions by 20% by the year 2024. An updated plan will be presented to Trustees in May 2019.

6. Fail to conduct accommodation reviews process (i.e. boundary reviews and school closures) that is not in compliance with current Ministry of Education guidelines and directives.

The current administrative procedure APF008 "Pupil Accommodation Guidelines" aligns with Ministry of Education Guidelines and directives.

The Ministry is currently reviewing the Guidelines and will issue an updated version in the coming months. Once the new version is released, APF008 will be updated as required.

During 2018-2019 no accommodation reviews were carried out.

Recommendation:

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 010 for the 2018-2019 school year.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

*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: April 29, 2019
To: Board of Trustees
From: Director of Education
Subject: Communication and Support to Board IV 012

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 **IV 005**
☐ Information only of day-to-day operational matters delegated to the CEO

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

Communication and Support to the Board IV 012

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

Education Act Section 169.1
Education that Works for You: A Vision for Education in Ontario (March 2019)
Multi-Year Strategic Planning A Guide for School Board Trustees October 2017
Communication Guidelines for Staff and Parents APC 001

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

Strategic Direction: *Bear witness to our Faith through joyful discipleship and our relationships with and in Christ*
Goal: *Increase in parent and community engagement in all our Catholic school faith-related activities.*

Background/Comments:

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

- a. Waterloo Catholic has a well-articulated Multi-Year Strategic Plan, with three strategic priorities, six strategic directions and seventeen aligned goals that map to the desired priorities.
- b. Each month reports are brought forward that map back to the Multi-Year Strategic Plan and in each case the specific strategic Direction and Goal that is addressed by the report is identified.

- c. Each Year a Director's Annual Report is provided in compliance with section 169.1 of the Education Act, with an increased focus on providing relevant evidence mapped to our strategic priorities, directions and goals.
- d. In June of each year, a MYSP Annual Report will be provided, giving a "report card" on system progress on Strategic Directions and goals articulated in the MYSP. The report will be informed by system stakeholder survey feedback (in years when the system survey is administered), strategic actions completed and evidence that staff can identify as progress against articulated goals.

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

- 1. Neglect to submit monitoring data required by the board that is timely, accurate, understandable, and directly addresses provisions of board policies being monitored.**
 - a. (In addition to items above), Per discussions and plan developed at Governance Committee, Monitoring reports on Section IV policies are brought forward over the course of the year.
- 2. Let the board be unaware of relevant trends, anticipated adverse media coverage, threatened or pending lawsuits, material external and internal changes, particularly changes in the assumptions upon which any board policy has previously been established.**
 - a. The Director of Education provides trustees proactive communication in regards to any matter that is likely to garner media attention or that will be of general interest or concern, including but not limited to lawsuits, budget, material staffing or operational/procedural changes.
 - b. Trustees are provided in a timely manner, with all relevant media stories where Waterloo Catholic is mentioned or profiled.
 - c. Within the context of the Audit Committee information is provided regarding any risk or liability to the board and its assets.
- 3. Deny the board access to, or be uninformed by, a range of relevant perspectives, including staff and external viewpoints, as needed for fully informed board decisions.**
 - a. A system survey related to the MYSP has allowed all Waterloo Catholic stakeholders to comment on all of our strategic goals and that feedback was provided to Trustees in form of a report card in June 2017 and June 2018, and a similar process is being projected for next year (spring 2020, once the plan has had a year to take root), to inform the final Annual Report on our strategic priorities and goals, as well as to inform future planning.
 - b. Further, a number of system surveys are used to inform Board reports and decision making, including but not limited to the WCDSB Budget Survey, Facilities Condition Survey, the School Climate Survey, the student grade 9 Transition Survey, staff wellness survey and EDI/MDI data.
 - c. The Board has hired a researcher, and she is instrumental in preparing many reports that come to board and in addition to internal data and insights, external research is also used to inform reports as relevant.
 - d. Further, both the Director and senior staff participate in provincial and Diocesan networks, and bring the opinions, research and intelligence gained in those networks to our decisions and as needed to the attention of Trustees.

Recommendation:

That the Board accept this report indicating compliance with Communication and Support to Board Policy IV 012

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.”