

Board of Trustees' Board Meeting

Date: Monday, May 27, 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 Agenda1.4 Declaration of Pecuniary Interest1.4.1 From the current meeting1.4.2 From a previous public or in-camera meeting	Board of Trustees Individual Trustees		Approval
1.4.2 From a previous public of in-camera meeting1.5 Items for Action:1.5.1 Private, Private meeting of May 13, 2019 regarding employee matter.	Board Chair		Approval
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			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Minutes of April 29, 2019 - Board Meeting 3.2 Trustee Budget Update 3.3 Budget Update #4 3.4 2019-2020 Board Meetings Dates	Trustees Trustees Trustees Trustees	pp. 4-8 pp. 9 pp. 10-11 pp. 12	Approval Information Information Approval
4. Delegations/Presentation 4.1 Ontario Federation of School Athletic Associations (OFSAA)	D. Wehrle		Information
5. Advice from the CEO			
5.1 Director's Report5.2 Special Education Update/Plan5.3 Energy Conservation Plan5.4 Administrative Boundary Change between St. Kateri Tekakwitha and St. Timothy	L. Notten L. Shoemaker/E. Lemak/K. Roberts/ A. Leonardo S. Maharaj/ C. Gingrich Regehr S. Maharaj		
6. Ownership Linkage (Communication with the External Environment)			
7. Reports from Board Committees/Task Forces			
7.1 Student Trustee Update	M. Nemeth, I. Tyc	pp. 61	Information
8. Board Education (at the request of the Board)			
8.1 Chair's Update	B. Conway	pp. 62	Information
8.2 OCSTA/CCSTA Communications	B. Conway		Information
10. Assurance of Successful Board Performance 10.1 Review of Board Policy 10.1.1 Reard Policy II 011 Student Performance on the	B. Conway	nn 77 79	Approval
10.1.1 Board Policy II 011 Student Representation on the Board Is There a Need to Review This Policy?	Trustees M. da Silva		Approval Approval
10.1.2 Board Policy II 012 Student Trustee Role Description Is There a Need to Review This Policy?	Trustees	pp. 79	Approval Discussion
10.1.3 Board Policy III 001 Global Governance-Management	B. Conway	pp. 80	Approval Discussion
	Trustees		
Connection Is There a Need to Review This Policy? 10.2 Policy II 002 – Governing Style - Board Evaluation Summary	B. Conway	pp. 81-82	Discussion
Is There a Need to Review This Policy? 10.2 Policy II 002 – Governing Style - Board Evaluation Summary		pp. 81-82	Discussion
Is There a Need to Review This Policy? 10.2 Policy II 002 – Governing Style - Board Evaluation Summary Assurance of Successful Director of Education Performance		pp. 81-82	Discussion
Is There a Need to Review This Policy? 10.2 Policy II 002 – Governing Style - Board Evaluation Summary Assurance of Successful Director of Education Performance		pp. 83-84 pp. 85-87 pp. 88-90 pp. 91-99	Approval Approval Approval
Is There a Need to Review This Policy? 10.2 Policy II 002 – Governing Style - Board Evaluation Summary Assurance of Successful Director of Education Performance 11.1 Monitoring Reports & Vote on Compliance 11.1.1 Treatment of Public – Monitoring Report IV – 002 11.1.2 Treatment of Students - Monitoring Report IV – 003 11.1.3 Treatment of Staff – Monitoring Report IV – 004	L. Notten L. Notten L. Notten L. Notten	pp. 83-84 pp. 85-87 pp. 88-90	Approval Approval Approval

ITEM	Who	Agenda Section	Method & Outcome
Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): •May 29: ICP Graduation •May 29- Jun 2: CCSTA AGM •June 3: Special Board of Trustees (St. Benedict) — Cancelled •June 5: Mayor Shantz 2019 State of Union •June 10: Governance St. Francis •June 11: Resurrection Graduation •June 17: Board of Trustees (St. Benedict) •June 20: Retirement Celebration - St Jerome's •June 21: Board Office Mass — St Mary's of Seven Sorrows •June 25: St. Mary's Graduation •June 26: St. Benedict Graduation •June 27: Monsignor Doyle Graduation			
* June 24 - Special Board Meeting -Budget Approval - S	t. Benedict		
13.2 Pending Îtems:13.3 Pending Items for OCSTA Consideration	Committee/Task Force	Due Date	Action Taken
Items for the Next Meeting Agenda	Trustees		
Adjournment Confirm decisions made tonight	Director of Education		
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, April 29, 2019 at St. Benedict CSS.

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

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:

Izabella Tyc

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 Price.

1.2 Approval of Agenda

Add 7.1 Student Trustee Report – report to be distributed

2019-54 -- It was moved by Trustee Reitzel seconded by Trustee Price:

THAT the agenda for Monday, April 29th, 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:

In-camera meeting of April 8, 2019 regarding Board Awards.

2019-55 -- It was moved by Trustee Weiler and seconded by Trustee Schmalz:

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 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

2019-56 -- It was moved by Trustee Price 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 the Board of Trustees with an update on significant events attended during the month of April.

5.2 IT Strategic Plan 2019-2024

Superintendent Maharaj provided a brief introduction to the IT Strategic Plan for 2019-2024 and introduced Chris Demers, Chief Information Officer, who provided the Board of Trustees with a presentation. Presentation included IT Governance Structure and Objectives, various sub-committees, data on key performances and the elements and timelines of the 5-year strategic plan. The plan is contingent on the release of the upcoming budget.

Trustees asked clarifying questions and provided feedback.

5.3 New SEAC Member - Approval

Superintendent Shoemaker presented a report requesting that a new Member at Large for the SEAC Committee be appointed. Sarah Van Dyke, was recommended from her children's school administrator.

Trustees asked clarifying questions.

2019-57 -- It was moved by Trustee van Alphen and seconded by Trustee Price:

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

6 Ownership Linkage (Communication with the External Environment)

7 Actions From Board Committees/Task Forces

7.1 Student Trustees Report - Report walked in (attached)

Student Trustee Nemeth provided a recap of noteworthy events that took place during the month of April at the various secondary schools.

8 Board Education (at the request of the Board)

8.1 Chair's Update

Trustee Conway provided highlights and notable events from the month of April.

Trustee Conway opened discussions amongst Trustees with respect to feedback from the 2019 OCSTA AGM.

8.2 OCSTA/CCSTA Communications

Trustee Conway provided recap of OCSTA attachments.

Director Notten drew attention to correspondence from the Terry Fox Foundations noting that Waterloo Catholic DSB has fundraised a milestone of \$700,000 to date. Also noted was the great efforts of St. Mark's CES as they made remarkable efforts in fundraising a total of \$118,000.

9 Policy Discussion

10 Assurance of Successful Board Performance

10.1 Board Policy II 015 Ownership Linkage

Trustee Conway reviewed Board Policy II 015 Ownership Linkage and confirmed in compliance.

Is There a Need to Review This Policy?

There is no need to review policy.

2019-58 -- It was moved by Trustee Conway and seconded by Trustee Price:

THAT the Board of Trustees find Board Policy II 015 Ownership Linkage in compliance. --- Carried by consensus

11 Assurance of Successful Director of Education Performance

11.1 Monitoring Reports & Vote on Compliance

11.1.1 Legal Responsibilities - Monitoring Report IV - 006

Superintendent Maharaj provided the Board of Trustees with a summary of how the Board is demonstrating compliance with legal responsibilities.

2019-59 -- It was moved by Trustee Reitzel and seconded by Trustee price:

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

11.1.2 Financial Conditions IV-008

Superintendent Maharaj provided the Board of Trustees with a summary of how the Board is demonstrating compliance with Financial Conditions IV-008. Trustees discussed compliance and noted that in future reports they would like all properties that were sold mentioned. Further, it was noted that the Board is currently not in full compliance due to section 5 of the policy.

2019-60 -- It was moved by Trustee Reitzel and seconded by Trustee da Silva:

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 008 for the 2018-2019 school year with the exception of provision 5 which is excused until the next monitoring report. --- Carried by consensus

11.1.3 Facilities Accommodation IV - 010

Superintendent Maharaj provided the Board of Trustees with a summary of how the Board is demonstrating compliance with Facilities Accommodation IV – 010. It was noted that St. Vincent de Paul opened in September 2018 not September 2019 as indicated in the report.

Action Item: Governance will review Facilities Accommodation IV – 010, specifically wording on action timelines.

2019-61 -- It was moved by Trustee Van Alphen and seconded by Trustee da Silva:

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

11.1.4 Communication & Support to Board - IV-012

Director Notten provided the Board of Trustees with a summary of how the Board is demonstrating compliance with Communication & Support to Board IV-012.

2019-62 -- It was moved by Trustee Reitzel and seconded by Trustee da Silva:

That the Board accept this report indicating compliance with Communication and Support to Board Policy IV 012 . --- 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):
- •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: 40th Anniversary of CCFOWR
- •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. Marv's Graduation
- •June 26: St. Benedict Graduation
- •June 26: St. David Graduation
- June 27: Monsignor Doyle Graduation

13.2 Pending Items:

13.3 Pending Items for OCSTA Consideration

14 Items for the Next Meeting Agenda

15 Adjournment - Confirm decisions made tonight.

The Recording Secretary confirmed the meeting decisions.

16 Closing Prayer

7

17 Motion to Adjourn	
2019—63 It was moved by Trustee da Silva and seconded by T THAT the meeting be now adjourned. The meeting was adjourn	
Chair of the Board	Secretary

Trustee Budget		
Name	Budgeted Amount	Net Change
PD Non-Academic	\$14,000.00	\$30,812.30
Catering	\$9,000.00	\$6,459.98
Other Trustee Travel	\$13,000.00	\$6,726.01
Other Travel Expenses	\$8,000.00	\$5,921.06
Travel Expenses-Outside Region	\$1,500.00	\$725.16
Office Supplies	\$500.00	\$206.18
Legal Fees	\$7,000.00	\$2,058.52
Other Contracts	\$10,000.00	\$3,491.24
Board Memberships	\$119,700.00	\$119,700.00
Trustee Awards	\$750.00	\$0.00
Miscellaneous	\$900.00	\$1,371.66
	\$184,350.00	\$177,472.11



Date:	May 27, 2019
То:	Board of Trustees
From:	Director of Education
Subject:	Budget Update #4
Type of Report:	 □ Decision-Making ☑ Monitoring □ Incidental Information
Type of Informa	tion: ☐ 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 announced by the Ministry on April 26th
- EFIS, the Ministry reporting and revenue calculation tool, was May 10th
- The Board is working towards calculating revenues and finalizing expenditures
- The Elementary Enrolment Committee, Secondary Enrolment Committee and the Budget Advisory Committee have now completed their work and no further meetings have taken place
- SEAC will be presented with the Special Education budget on June 5th
- The Finance department is working on publishing the budget materials which will accompany the 2019-20 Trustee presentation

Upcoming

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."





2019-2020 Board/Committee of the Whole Meeting Dates

September

- 9 Committee of the Whole
- 23 Board of Trustees

October

- 7 Committee of the Whole (Monday Oct 14th is Thanksgiving)
- 28 Board of Trustees

November

- 11 Committee of the Whole
- 25 Board of Trustees

December

- 2 Inaugural Election Chair/Vice-chair
- 9 Board of Trustees

January

- 13 Committee of the Whole
- 27 Board of Trustees

February

- 10 Committee of the Whole
- 24 Board of Trustees

March

- 9– Committee of the Whole (March Break 16 20)
- 23 Board of Trustees

April (Easter Sunday April 12)

- 6 Committee of the Whole
- 27 Board of Trustees

May

- 11 Committee of the Whole
- 25 Board of Trustees

June

- 1 Special Board 2019-20 Budget Presentation
- 15 Board of Trustees (graduations are typically held the last full week of June)



Date:	May 27 th , 2019
То:	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 May brings with it several opportunities for celebration, as we embrace the energy of the spring season. As always the month has provided for continued opportunities to celebrate and profile the good work of Waterloo Catholic. Below are a few short highlights since our last Board meeting update that capture some of the more notable events or accomplishments from my work as Director:

Proud host of the final Beacons of Hope celebration for the St Mary's Family of Schools. As always, these celebrations
are a tremendous testament to the Catholic Graduate Expectations brought to life and modelled in our system on a
daily basis.

- Attended a performance of the ELL students of St Mary's documenting their immigrant experience and their welcome into their new community at St Mary's
- Attended the IT Governance Meeting at St Mary's of the Seven Sorrows as we look to refine our IT plan in light of the dramatic cuts to the IT plan (in light of the budget challenges).
- Attended the Interfaith Breakfast at Bingemans.
- Co-hosted our WCDSB Staff Appreciation Night for our retirees, service recipients, Chairs' Award Winner and Community Service Award recipients at the Ken Seiling (WR) Museum.
- Participated in a meeting with the Regional Auditor and Exec Supt of Corporate Services regarding the Audit Plan for WCDSB.
- Participated in a presentation of a new Chromebook learning tool and program from Nelson Edwin
- Participated in a meeting to vet new branding/marketing designs for Waterloo CDSB
- Participated in the Farewell Paraliturgy for the students of St Benedict's and Monsignor Doyle as they prepared to leave for their Service Learning for Credit excursion to Kenya.
- Visited and toured the following schools over the course of the past few weeks:
 - o St Elizabeth where I had a chance to congratulate their ECO Champion.
 - o St John's Catholic Elementary school (twice) where I had the chance to partake in a fundraiser celebration and
 - a second time during Catholic Education Week where I had the chance to dialogue with two different groups of junior division students,
 - o St Nicholas where I read to a grade 4 class,
 - o Attended the final "gourmet luncheon" of the Chez Louis (St Louis) Chef Program
 - Visited and toured Sir Edgar Bauer CES
 - o St Boniface where I spoke to an assembly of the full student body,
 - o Blessed Sacrament where I toured their school-wide Innovation Fair,
 - o St Anne Kitchener CES where I toured their grade 7 Innovation Fair,
 - Holy Rosary where I attended their primary division spring concert and
 - o St Gregory where I toured classrooms and spoke to students
- Attended CEW Mass at St Aloysius parish with Trustees
- Attended the Blessing and official opening of the newly re-built St Vincent de Paul CES.
- Attended the 42nd Annual Folks Dance Festival for the Cambridge Schools.
- Participated in several budget meetings, including teleconferences with Ministry, senior team meetings and academic
 council meetings, in an effort to arrive at a strong solution to our budget challenges for the 2019-2020 school year.
- Participated in three meetings of the BIPSA Steering Committee, tasked with formulating the newly revised three year BIPSA.
- Attended the Forest of Reading student conference and celebration at the Kitchener Auditorium took in the full Opening ceremonies where some of our students had the honour to introduce the profiled authors.
- Attended the Catholic Curriculum Cooperative Mass and reception in Toronto
- Attended and participated in the Well-Being Steering Committee

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Attended CEC monthly mass at St Vincent de Paul CES

Contributed to the ECCODE position paper responding to the government's eLearning proposal and participated in a

teleconference with Ministry staff and 2 ADMs to share our paper.

Co-Hosted and made a presentation at the Annual WCDSB Community Leaders Breakfast.

Chaired in WCDSB Professional Collaboration Steering Committee Meeting at the OECTA Offices and discussed

strategic options for the upcoming year, while conversing about how to keep relationships strong.

Attended the SMART Cities Challenge Grand Prize Revieal where the City of Montreal was named as the winner.

Attended and presented at the WRCSF Bishop's Banquet here at WCDSB, held for the first time at Resurrection CSS
 – enjoyed one of our largest crowds to date and a successful celebration of Catholic Education, and also of former

Director Michael Schmitt, in whose honour the Lecture Hall was renamed.

Finalized budget as well as administrator moves for the 2019-2020 school year.

Attended the Catholic Community Foundation 40th Anniversary Celebration at St Jerome's University.

Met with all Program and Student Services staff regarding budget implications.

Offered Director's Update at the K-12 Administrators' monthly meeting.

Presented to Cambridge City Council in the Annual meeting with the 2 regional school boards.

Attended Southwest CODE meeting in Niagara, which included a facilitated session on Leadership and team dynamics.

Attended the Pastoral Committee's Mass and Family Night celebration at St Mary's of the Seven Sorrows.

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."

Quality • Inclusive • Faith-based • Education



Date: May 2019

To: Board of Trustees

From: Director of Education

Subject: Special Education Plan 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)

Regulation 306 Special Education Programs and Services

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

Policy 1001 - Ends

Alignment to the MYSP:

- Nurturing Our Catholic Community: Promoting a culture of belonging and respect, that supports success for all.
- Student Engagement, Achievement and Innovation: Fostering maximum opportunity for success for all.
- Build Capacity to Lead, Learn and Live Authentically: Nurturing the well being of all students and staff

Background/Comments:

In accordance with Regulation 306, Waterloo Catholic District School Board (WCDSB) is required, every two years, to prepare and approve a report on the special education programs and special education services provided by WCDSB, and to submit it to the ministry. Each board is required to maintain a special education plan, to review it annually, to amend it from time to time to meet the current needs of students with special needs, and to submit any amendment(s) to the Minister for review.

One of the purposes of a school board's Special Education Plan is to inform the Ministry of Education and the public about special education programs and services that are provided by the board in accordance with legislation and ministry policy on special education.

The Ministry of Education will review each school board's special education plan to inform the Ministry of Education and the public about special education programs and services that are provided by the board in accordance with legislation and ministry policy on special education.

The Ministry of Education reviews each school board's plan to determine whether it complies with the standards mentioned above. Compliance with the standards for School Boards' Special Education Plans (2000) includes Special Education Programs and Services, provincial information and other related information required for community which includes details regarding staff development.

The goal of the Special Education Staff Development Plan is to build capacity, skills and knowledge for

Administrators, teachers (Classroom and Special Education teachers), Education Assistants and professionals to ensure that high quality programs and services are provided for our students whether it complies with the standards mentioned above. The aim of the review is to ensure that certain standards are maintained across the province in the development and provision of special education programs and services. Where the ministry determines that a board's plan does not comply with the standards, the ministry will require the board to amend its plan. Amending the plan will include responding to identified omissions. Boards will make the necessary changes and submit the amendments to the ministry the following year.

Special Education Plan: https://www.wcdsb.ca/wp-content/uploads/sites/36/2017/07/SPECIAL-EDUCATION-PLAN.pdf

WCDSB builds capacity, skills and knowledge in educators to ensure that high quality programs and services are provided for our students. The Special Education Liaisons (SELs), the Board Certified Behaviour Analysts (BCBA), Applied Behaviour Analysis Facilitators (ABA), the Chief Social Worker, Principal of Special Education and Senior Manager of Student Services play a pivotal role in building capacity with educators in our community who have the most contact with our highest needs students.

We are continuing to factor a system of inclusion that nurtures the whole student, ensuring wellness across their development; spiritually, emotionally, socially, physically as well as academically. In compliance with Ministry priorities, the WCDSB Multi Year Strategic Plan (MYSP) and the WCDSB Board Improvement Plan for Student Achievement (BIPSA), students with an Individual Education Plan (IEP), particularly Universal Supports has been a focus for professional development for our WCDSB staff. This system-wide support tool helps all educators create the inclusive environment which promotes independence, prevent problem behaviour, increase learning opportunities and assist our students accessing the curriculum. By building independence and resiliency in our students, we can ensure positive outcomes for our students so they are contributing and caring citizens upon graduation from WCDSB.

As per the Ministry of Education Mandate, WCDSB is monitoring how students on IEP's are achieving, particularly in the area of numeracy. The Student Services Department, in collaboration with Program Services, strive to provide timely learning opportunities across a wide range of audiences in feedback gathered through surveys, data collection and audits. We utilize technology, expertise, guest speakers and collaboration as a means to foster engagement in the learning process. We measure our success through the use of logic models.

Below is a list of professional development opportunities that have been provided to our staff this school year:

Academic Staff: (Teaching Staff):

- Universal Supports
- Lexia
- Go Zen
- Teachtown
- Supporting Students in Mathematics
- Social Skills
- Alternative Programming
- Alternative Program Delivery
- Looking at the "Role of the Resource Teacher"
- Various Educational Assessment materials (e.g., Keymath, KTEA)
- Continued training in Empower Comprehension and Decoding
- LD Math Working Group
- Safe Talk

Special Education Teacher Professional Development (see Appendix A).

Non-Academic Staff: (Social Workers, Communication Development Assistants, Psych Consultants, Speech and Language Pathologists, Mental Health Lead)

- Universal Supports
- Trauma Informed Schools
- Mental Health Association Nurses

- Compassion Fatigue
- BRISC
- · Geneva Autism Training
- Child and Youth Mental Health program

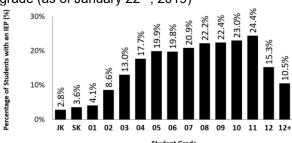
Support Staff: (Educational Assistants, Child Youth Care Workers, Personal Support Workers):

- Universal Supports
- Facilitating Independence
- Mental Health and Well Being
- Transportation Safety
- The Aspie Comic Supporting students with Autism
- Learning Differences Dr. T. Cunningham
- · Best practices for delivery of alternative programming
- · Psychological diagnosis and learning profiles
- Boardmaker
- Teacher Talk
- De-escalating behaviour
- Google Read and Write
- Using technology for communication
- Behaviour Management Systems (BMS)
- Social Narratives, Social Stories and Visual Schedules
- ABA Methods and Strategies
- Equipment use for deaf and hard of hearing
- Safe Talk
- Students with visual challenges in the classroom
- Zones of Regulation

Current Demographics:

As of January 22th, 2019, approximately 13% of students in Elementary (n = 2352) and 19% of students in Secondary (n = 1648) are supported with an IEP (Figure 1). Relative to two years previous (2017), we have proportionally fewer students with an IEP in both Elementary and Secondary (14% of students in Elementary (n = 2215) and 24% of students in Secondary (n = 1681)).

Figure 1: Proportion of student with an IEP by grade (as of January 22nd, 2019)

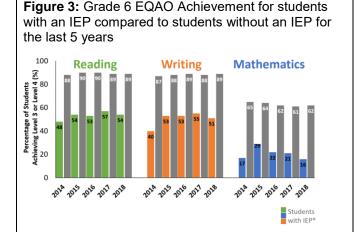


Elementary Trends over Time:

Primary/Junior EQAO

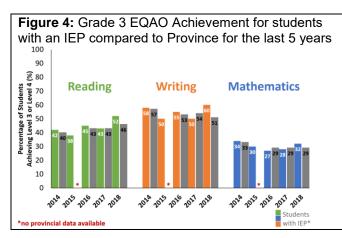
When we examine students who are supported with an IEP, we are observing an increase in the proportion of students who are meeting provincial standard across many of the subtests of the EQAO. Specifically for primary students with an IEP, we are seeing an increase of 10% in the proportion of students meeting standard on the Reading subtest (42% in 2014 and 52% in 2018), we have observed an increase of 2% in Writing (58% in 2014 and 60% in 2018), and we have observed an increase of 5% in Mathematics over the past 3 years (27% in 2016 and 32% in 2018) (Figure 2)

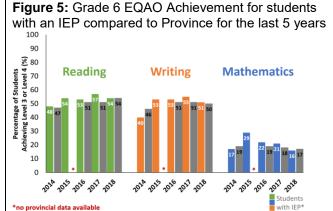
We also observed positive trends for junior students with an IEP on the various subtests of the EQAO over time in Reading and Writing (Figure 3). Between 2014 and 2018, we saw a 6% increase in Reading and a 11% increase in Writing for students with an IEP. When we look at how students with an IEP are doing on the Mathematics subtest, we are now seeing proportionally fewer students (29% in 2015 and 16% in 2018) meeting standard compared to 2015.



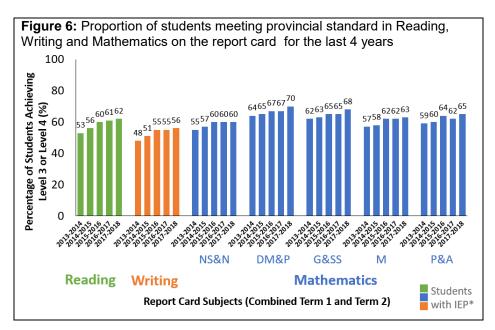
In addition to Board level improvements over time, students with an IEP are exceeding provincial trends on the Primary across all 3 subtests of the EQAO Assessment (Figure 4). On the 2018 Junior EQAO assessment (Figure 5), student with an IEP are mirroring the provincial trends on all 3 subtests.

Students with IFP*





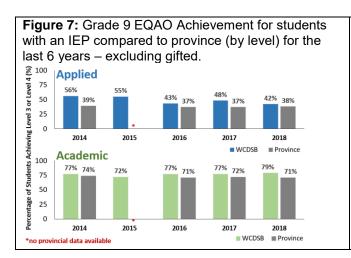
Teachers have a deep understanding of the learner and can implement precise programming for students at the day-to-day level. Report card data in both the Literacy and Numeracy area show that there is an upwards trend of students with an IEP that are achieving at provincial standard over the last five years (Figure 6). The most dramatic increase in achievement was observed between 2014 and 2018 in areas of Reading (9% increase), Writing (8% increase), and in all strands of Mathematics (5% increase in Number Sense & Numeration, and 6% in all other strands).

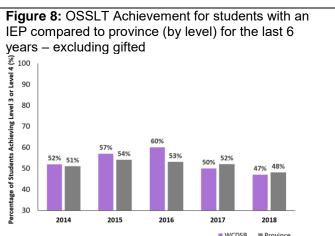


Secondary Trends over Time:

Grade 9 EQAO-OSSLT

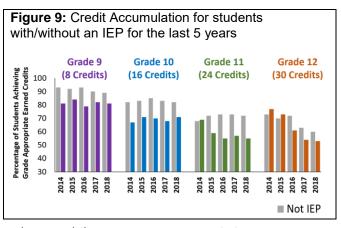
Proportionally more students with an IEP met the provincial standard on both the Grade 9 EQAO when compared to the province in 2018. Compared to the province, proportionally more students met the provincial standard on both levels of the Grade 9 Assessment -- 4% in Applied and 8% in Academic (Figure 7). Compared to the province, proportionally mores students met the provincial standard on both level of the grade 9 Assessment, 9% in Applied and 5% in Academic. Once again, we observed a significantly smaller proportion of students who met provincial standard in 2017 on the OSSLT when compared to the provincial average, reversing our gain we observed in 2016 (Figure 8).





Credit Accumulation

Credit Accumulation is a significant indicator for graduation success for students. Over the last 5 years, fewer students with an IEP are earning the required grade-appropriate number of credits in all grades (Figure 9). Additional research is currently being conducted to have a deeper understanding of credit accumulation and graduation rates across many boards in our area. This predictive analysis will help inform the monitoring, professional development and supports for all students. As well, Teachers and Administrators will continue to be supported with the data platform tool to increase communication among



educators, monitor student progress towards graduation, and use real-time course assessments to

Professional Learning for Staff is provided to ensure that high quality programs and services are provided for our students, with a focus on understanding the profile of students with a learning disability and accommodations. We will continue our commitment to early intervention and remediation for students struggling with reading with the Empower program. As well, we will continue to work alongside the Ministry of Education as a partner in learning and best practice through various Research projects and the Renewed Math Strategy.

Our data platform, enCOMPASS for success, allows educators to triangulate historical and real-time achievement data from multiple sources in a single student profile. Especially for students with diverse learning profiles, it is critical to consider all information when programming for students. This tool allows teams of educators supporting students to have a common tool to access historic and real-time assessment data quickly from one location, document interventions in

response to precise learning needs for students, and upload student work. Continued professional development will be provided to all educators as they learn how to navigate this tool.

As we navigate the landscape of the 2019-2020 school year we will continue to provide professional learning and professional development to our special education teachers to ensure an optimal learning environment for our students.

Recommendation:

For information only.

Prepared/Reviewed By: Loretta Notten

Director of Education

Laura Shoemaker

Superintendent of Learning

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



September 6 - In-service for SETs new to IEP

September 9&10 - Full Day Empower **Decoding (SETS will be notified by email invitation)**

September 11 - Opening In-Service for all Special Education Teachers (pm only)

September 13 - Full day Empower Comprehension Day One (SETs will be notified by email invitation)

September 13 - KTEA Brief Assessment

December 2019



December 4 - Empower Comprehension Day Two (Part 1)

February 2020



February 5- Empower Comprehension (Day Three-Part 2) PM only

February 26 - Mandatory Special Education In-Service

Resource Teacher Book with a focus on Learning Disabilities, Gifted and Gifted LD profiles

April 2020





October 9: Empower Refresher (PM only)

October 23: Mandatory Special Education In-Service

- Continuation of Resource Teacher Book with a focus on Psychoeducational Assessments
- Framework for Alternative Programming Module 1

Optional PD: Assessment tools (The HELP and Keymath)-Dates TBD

2019-2020

Special Education Training



Called to Belong

November 2019



November 20 - Empower Decoding and Spelling

November 27 - Mandatory Special Education In-Service

- Continuation of Resource Teacher Book with a focus on the Neurological underpinnings of **Behaviour**
- Framework for Alternative Programming -Module 2
- **Development of Alternative IEP pages**

January 2020



January 15 - Mandatory Special Education In-Service

- Resource Teacher Book with a focus on Intellectual Disabilities
- Framework for Alternative **Programming - Module 3**

March 2020



March 25 - Empower Decoding and Spelling - Day 3

May 2020



May 6 - Mandatory Special Education In-Service

Introduction to Social Skill Development

June 2020



Focus on student transitions

-Service



Date: May 27, 2019

To: Board of Trustees

From: Director of Education

Subject: Energy Conservation and Demand Management Plan

Type of Report: ${f f f f f f f f f f f f f $	Decision-Making
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Monitoring

Incidental Information concerning day-to-day operations

Type of Information:

Information for Board of Trustees Decision-Making

Monitoring Information of Board Policy

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

Origin:

Board are required to publish a multi-year Energy Conservation and Demand Management Plan. The attached report satisfies all legislative requirements.

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

O. Reg. 507/18: "BROADER PUBLIC SECTOR: ENERGY REPORTING AND CONSERVATION AND DEMAND MANAGEMENT PLANS"

Alignment to the MYSP:

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

Background/Comments:

As per Ontario Regulation 507/18, school boards are required to prepare a 5-year energy conservation and demand management plan for 2018-19 to 2023-24. While the regulation has been refreshed, the requirements of the plan are similar to previous years.

School boards must produce a document that outlines their progress against the plan that was completed in the previous reporting period (ending 2017-18). This includes:

- The energy management measures that were implemented from fiscal year 2013-14 through fiscal year 2017-18; and
- The actual energy conserved against the stated annual and cumulative energy conservation goals

In addition, the 5-Year energy conservation and demand management plan must set out the Board's energy management strategies for next five years. It must include:

- the proposed measures to reduce energy consumption;
- the annual and cumulative conservation goals; and
- the demand management strategies

Before July 1, 2019, WCDSB's plan must be published to the website, sent to the Ministry of Education, and approved by senior management.

Caleb Gingrich Regehr will present the WCDSB Energy Conservation and Demand Management Plan to Trustees on May 27, 2019.

Recommendation:

This report is provided as information only.

Prepared/Reviewed By: Loretta Notten

Director of Education

Shesh Maharaj

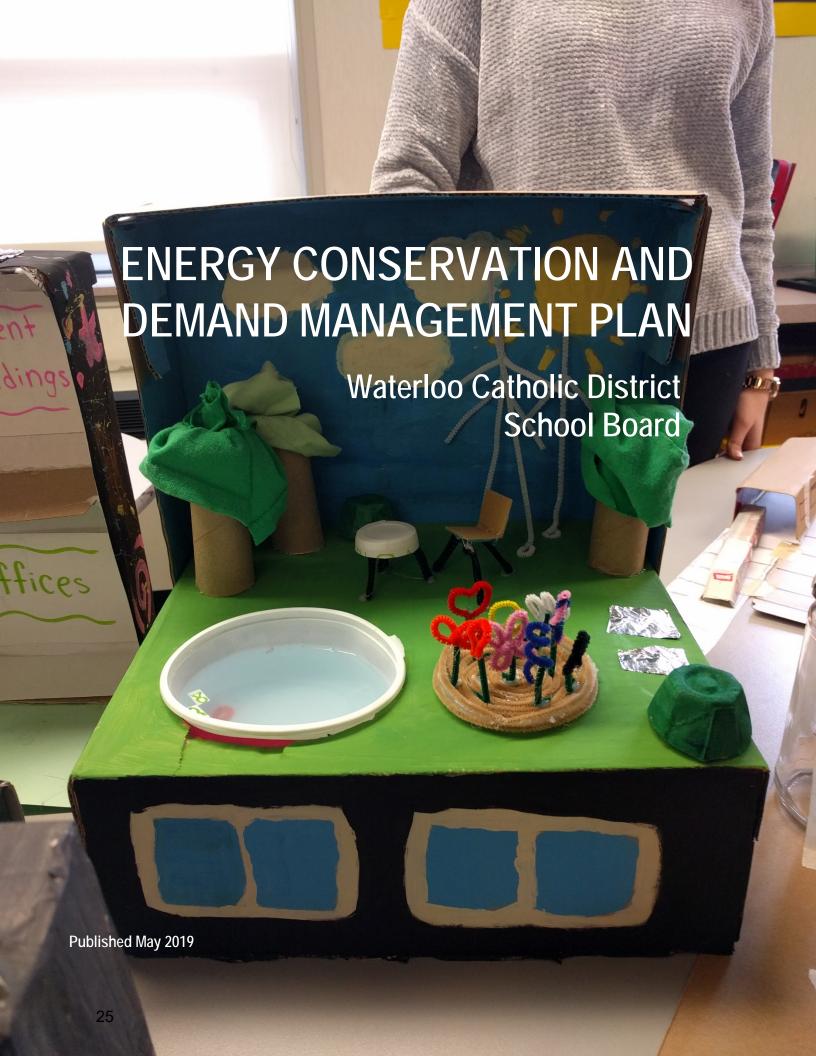
Executive Superintendent of Corporate Services

Terri Pickett

Senior Manager of Facility Services

Caleb Gingrich Regehr Energy Conservation Officer

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Advisory Committee

Caleb Gingrich Regehr Interim Energy Conservation Officer

Elena Weber-Kraljevska Energy Conservation Officer

Adrian Frigula
Construction Supervisor

Terri Pickett Senior Manager of Facility Services

Shesh Maharaj Executive Superintendent of Corporate Services

Sustainable Development Committee

John Shewchuk Chief Managing Officer

Caleb Gingrich Regehr Interim Energy Conservation Officer

Manpreet Sian Planning Officer

Erin Lemak Administrator

Paul Cox Administrator

Kathy Doherty-Masters

Educator

John Murphy Religion & Family Life Consultant

Michael Sullivan
Student Achievement Consultant

Stephen Butterworth Purchasing Officer

Chris Demers

Chief Information Officer

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INTRODUCTION

The Waterloo Catholic District School Board (WCDSB) has a long history of environmental protection and awareness, and of innovative action toward sustainable operations. The Board's collective dedication for creating a better future for its students, staff, and community members stems from a deep appreciation of God's world.

WCDSB conservation measures to date are a broad sweep of inspirational ideas. The way in which these initiatives have been adopted and supported across the Board is a direct result of the Board's successful history and optimism for the future. While these strategies have provided excellent resources for staff, if we are to truly "live our mission" then green thinking must be woven throughout all future planning and day-to-day operations. An action-based, goal-oriented Energy and Environmental Plan is needed.

The WCDSB Energy Conservation and Demand Management Report is written to satisfy legislative requirements as they relate to energy conservation, local commitments made to reduce greenhouse gas emissions (GHG), a need to address budget pressures and the current state of our environment, supporting the creation of a sustainable future for younger generations, and in the context of the requirements contained in the Multi-Year Strategic Plan.

WCDSB is actively addressing long-term sustainability in the following key areas: Energy & Water; Purchasing & Waste; Buildings & Grounds; Food & Drink; Inclusion & Participation; and Local Well-Being. This is in keeping with the guidance of Pope Francis in his historic encyclical, <u>Laudato Si' – On Care for our Common Home</u> as well as WCDSB's own mission and vision.



GUIDING PRINCIPLES

Vision

"Our Catholic Schools: heart of the community -- success for each, a place for all."

Mission

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

Our Beliefs

All students nurtured in a community grounded in our Gospel values, and experiencing authentic learning environments of collaboration, inquiry and engagement, will become global citizens who transform God's world.

We maximize the God-given potential of each child when we welcome all students, believe in all students and instill hope in all students, basing our decisions on stated priorities.

In fostering students who meet the Ontario Catholic School Graduate Expectations we also produce successful and independent global 21st century learners who give witness to their faith.



GOALS AND OBJECTIVES

The goal of the Waterloo Catholic District School Board Energy Conservation and Demand Management Plan is to guide students and staff to understand the impacts of greenhouse gas (GHG) emissions and to take actions to reduce energy consumption. To meet this goal, an action plan was created using achievable energy conservation targets. These goals and objectives were influenced by and are in alignment with Board plans, policies, principles, and Catholic teachings.

• An innovative school board where students and staff work together to reduce energy usage in all Waterloo Catholic District School Board buildings.

VISION

ENERGY REDUCTION TARGET •To reduce stationary energy consumption by 1% on annual basis from 2013/2014 school year and to improve comfort.



APPROACHES

- Using existing resources and infrastructure.
- Developing a professional network through OASBO: OMC Energy Sub-Committee, Ministry professionals, local utility companies, and local leaders.
- Measuring and monitoring progress on energy use and GHG emissions.
- Committing to continuous energy reductions and best practices.
- Promoting ongoing training and awareness programs for energy conservation.
- Encouraging students and staff to participate in environmental initiatives and programs.

FOCUS

• To reduce stationary energy consumption such as electricity and natural gas from elementary and secondary schools, and administrative buildings.

FOCUS AREAS

- To reduce energy use per square foot in all WCDSB buildings.
- To develop best practices for the operations, maintenance, and retrofit of existing buildings.
- To strive to lead Ontario School Boards in the area of sustainable practices and programs.

GOALS & OBJECTIVES

LEGISLATIVE REQUIREMENTS

Ministry Reporting Requirements

The Provincial Government has committed to help public agencies better understand and manage their energy consumption. As part of this commitment, Regulation 397/11 under the Green Energy Act, 2009 requires certain public agencies — Municipalities, Municipal Service Boards, Schools Boards, Universities, Colleges and Hospitals — to report on their energy consumption and greenhouse gas (GHG) emissions annually beginning in 2013, and to develop and implement five-year energy conservation and demand management (ECDM) plans starting in 2014. In 2019, public institutions are required to provide an updated version of the ECDM that will also include a future energy plan for the 2019 – 23 period. WCDSB has been updating its ECDM annually, so this legislated update is not an onerous task.

Public agencies consume a large amount of energy. As an example, for year 2016-17, Ontario school boards spent approximately \$468 million on utilities: \$329.1 million on electricity, \$84.8 million on natural gas, \$3.0 million on fuel oil, \$2.0 million on other heating sources, and \$49.5 million on water and sewage costs. Centralized energy reporting helps organizations understand the use of energy at their sites. More specifically, energy reporting helps:

- o Drive participation in conservation and demand management programs;
- o Encourage activities to reduce energy consumption, which can free up funding for core activities;
- Allow organizations to benchmark and compare the energy consumed at similar facilities across the province; and
- Support the preparation of 5-year conservation and demand management plan as required under regulation.

In their long term energy plan, the Ontario Ministry of Energy has set "a demand savings target of 7,100MW and an energy savings target of 28TWh by 2030" (Ontario Ministry of Energy, 2013, p. 4). In their Made-in-Ontario Environment Plan, the Ontario Ministry of the Environment, Conservation and Parks has stated that "Ontario will reduce its [Greenhouse Gas] Emissions by 30% below 2005 levels by 2030" (Ontario Ministry of the Environment, Conservation and Parks, 2019, p. 21).

The institutional and commercial sectors play an important role at reducing energy consumption and related GHG emissions.

Energy Conservation and Demand Management Requirements

To meet provincial energy reduction targets, the Ministry of Energy has developed the following requirements:

- (1) A public agency shall prepare, publish, make available to the public and implement energy conservation and demand management plans or joint plans in accordance with sections 6 and 7 of the Act and with this Regulation. O. Reg. 507/18, s. 4 (1).
- (2) An energy conservation and demand management plan is composed of two parts as follows:
 - a) A summary of the public agency's annual energy consumption and greenhouse gas emissions for its operations.
 - b) A description of previous, current and proposed measures for conserving and otherwise reducing the amount of energy consumed by the public agency's operations and for managing the public agency's demand for energy, including a forecast of the expected results of current and proposed measures. O. Reg. 507/18, s. 4 (2).

EDUCATION SECTOR BACKGROUND

Funding and Energy Management Planning

The WCDSB receives 75% of its funding from the Province of Ontario (Province), 21% from Municipalities, and 4% from other sources. The Province announces each board's funding allocation in the spring for the next fiscal year which runs from September 1st to August 31st. The Province does not provide Boards with multi-year funding allocations. As a result, while a Board may have a five-year energy management strategy, the ability to implement the strategy is dependent on receipt of sufficient funding on an annual basis.

Asset Portfolios and Energy Management Planning

Energy consumption at a site can be impacted by several variables that could impact changes in consumption at a site from one year to the next. Table 1 provides examples, which play a significant role in the Board's assessment of energy management priorities; therefore, when analyzing WCDSB's energy consumption and associated emissions these variables are considered.

Table 1: Variables Impacting Energy Consumption

Facility Variables	Other Variables
Year of Construction	Weather
Building Area	Programs
 Major additions 	Child care
 Sites sold 	Before/after school programs
 Portables (installed & removed) 	Summer school
Site Use	Community use occupancy
 Elementary school 	Significant Increase or decrease
 Secondary school 	in number of students
 Administrative building 	New programs being added to a site
 Maintenance/warehouse facility 	
Shared Use Sites	
 Swimming pools 	
Libraries	
 Lighted sports fields 	
Type of technology	
Lifecycle	
Percentage of air conditioned building area	

ENERGY MANAGEMENT AT WATERLOO CATHOLIC DISTRICT SCHOOL **BOARD**

WCDSB Energy Management Framework

The Waterloo Catholic District School Board Energy Management Framework is based on the relationship of four pillars: Design; Operation and Maintenance; Construction and Retrofitting Strategies; and Occupant Behaviour (Figure 1).

Developing a proper building design in the early stages and carefully constructing the components (e.g., lighting and building envelope) and systems (e.g., HVAC and controls) is very important.

However, even more crucial is how the buildings are being maintained and operated to achieve optimal performance. Monitoring and tracking building performance is an ongoing process for Facility Services staff. Through the use of Building Automation Systems (BAS), the maintenance department and the custodians have been able to identify mechanical problems and inefficiencies in the building systems.

Over their lifespan, WCDSB buildings have been renovated and retrofitted to be more comfortable and energy efficient. Understanding the end users' needs and providing a welcoming and vibrant atmosphere for WCDSB students and staff has been the Board's priority.

The last pillar of great importance is occupant behavior. WCDSB has diverse user groups (e.g., students, staff, and community groups) and each of them use buildings differently. Through education as well as sustainable programs and practices, the occupants of WCDSB buildings are developing more mindful behaviours and practices to reduce the use of natural resources. For the Board's historical, current, and future energy related projects using these four pillars please refer to Appendices D-K.

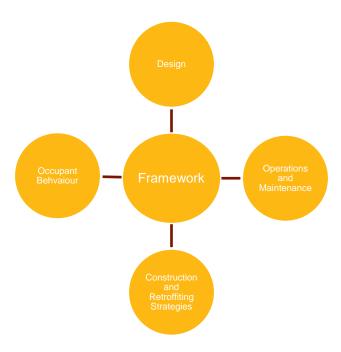


Figure 1: Four Pillars of Energy Management

Building Profile of the Board

The Waterloo Catholic District School Board serves approximately 23,300 day school students in the cities of Kitchener, Waterloo, and Cambridge as well as the townships of Wilmot, Woolwich, Wellesley, and North Dumfries. The Board operates 43 elementary schools, 5 secondary schools, 4 continuing education sites, and 3 administration facilities (Appendix A). The current building stock was built between 1898 and 2018. Buildings built between 1950 and 1970 represent the largest building stock (Figure 2). WCDSB has been expanding into existing building stock to meet its needs (Appendix B).

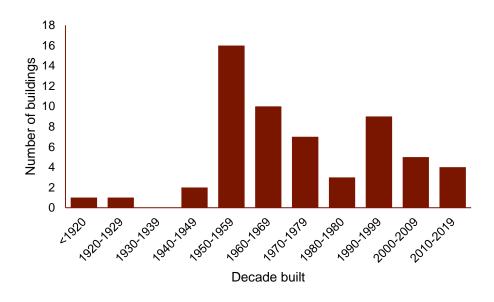


Figure 2: WCDSB Building Stock

Table 2 outlines the energy-related variables and metrics in the Board's asset portfolio that changed from the baseline year (FY 2012-13) to the end of the five-year reporting period (FY 2017-18). Note that the increase in floor area, enrolment, and air conditioned space will increase energy consumption.

Table 2: Change in Asset Portfolio Metrics that Impact Energy Consumption

	FY 2013-2014 (Baseline)	FY 2017-18	Variance
Total Number of Buildings	63	59	-4
Total Number of Portables/Portapaks	131	148	17
Total Floor Area (m ²)	279,152	287,350	8,199
Average Operating Hours	78	78	0
Average Daily Enrolment	20,189	22,580	2,520
Total Floor Area Occupied by Child Care (m ²)	4,316	5,586	1,268
Floor Area Air Conditioned (m ²)	236,751 (84%)	246,407 (86%)	9,656

Energy Consumption Data

To understand the performance of buildings, WCDSB has been collecting, monitoring, and analyzing its utility consumption. Electricity and natural gas data is gathered from utility bills, on-line from the local utility websites, and utilismart. To satisfy legislated annual energy reporting requirements, the Ministry of Education and a third party consultant have developed the Utility Consumption Database (UCD) which pulls usage data directly from utility providers. An additional benefit of the UCD is that it serves as a tool to analyze the energy profile of the Board and individual sites in relation to each other and to other similar facilities across the Province. The electrical demand is also monitored on monthly basis and when required.

Table 3: Energy Profile (raw data)

	Fiscal Year 2013-14 (baseline)	Fiscal Year 2014-15	Fiscal Year 2015-16	Fiscal Year 2016-17	Fiscal Year 2017-18
Total Electricity (kWh)	24,898,087	25,158,070	25,519,641	25,199,228	27,082,716
Total Natural Gas (m ³)	3,803,567	3,666,772	3,208,467	3,438,563	3,575,870
Total Energy (ekWh)	64,150,896	62,988,317	58,622,595	60,452,562	65,384,852
Energy Intensity (ekWh/m²)	228.01	223.11	208.52	217.88	230.00

Note: Total Building Area includes portables and portapaks.

In Ontario, 25-35% of energy consumption for a facility is impacted by weather. To quantify the year-toyear weather variability, the following chart shows the Weighted Average Heating Degree Days (HDD) and Cooling Degree Days (CDD) in Ontario. HDD is a measure of how cold the year was: the higher the number, the more heating was required. CDD is the equivalent metric, but for the cooling demand.

Table 4: Heating Degree Days and Cooling Degree Days in Ontario 2012-2018

	Fiscal Year				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Heating Degree Days	4285	4091	3355	3583	3989
Cooling Degree Days	217	271	462	303	432

The best way to compare energy consumption values from one year to another is to use weather normalized values as they take into consideration the impact of weather on energy performance and allows an "appleto-apple" comparison of consumption across multiple years. To also account for variations in the board's asset portfolio, it is best to compare weather normalized Energy Intensity by flour area between years. Table 5 presents this data for WCDSB.

Table 5: Energy Profile (weather normalized data)

	Fiscal Year 2013-14 (baseline)	Fiscal Year 2014-15	Fiscal Year 2015-16	Fiscal Year 2016-17	Fiscal Year 2017-18
Total Electricity (kWh)	23,967,872	24,785,142	25,627,362	25,783,236	27,342,632
Total Natural Gas (m ³)	3,233,831	3,277,326	3,525,230	3,675,941	3,414,755
Total Energy (ekWh)	57,341,006	58,607,141	62,007,732	63,718,946	63,582,902
Energy Intensity (ekWh/m²)	203.78	207.39	220.56	228.77	223.67

WCDSB is located in Waterloo Region. This Region is governed by a two-tier municipality, and all governments of this governance system have committed to achieving an 80% reduction in greenhouse gas (GHG) emissions from all sectors of the Region's economy by 2050. As a public agency and operator of many buildings in the Region, the Board understands its role in helping the Region achieve this goal. In support of these efforts, the Board's GHG emissions for the last several fiscal years are reported below. How the Board plans to reduce these emissions is the subject of the remainder of the report.

Table 6: Energy Profile (weather normalised data)

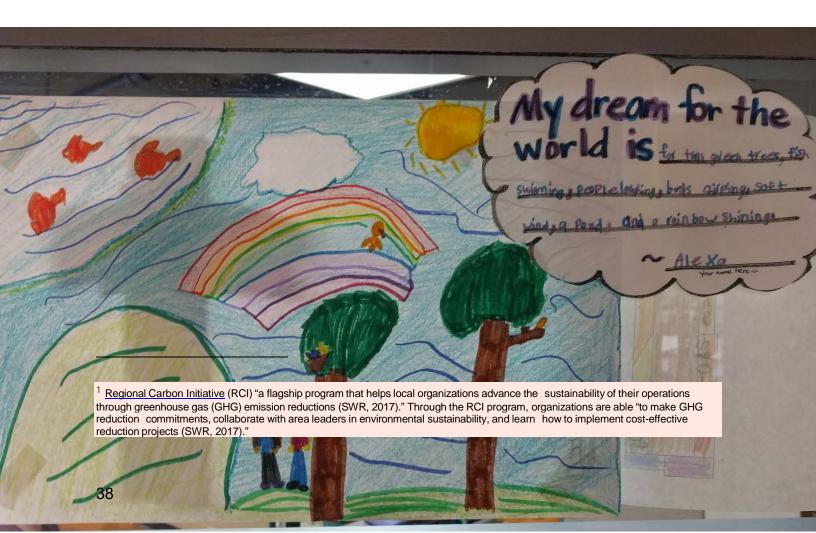
Fiscal Year	Emissions (tonnes of GHG)
2013-2014	8,184
2014-2015	7,738
2015-2016	6,899
2016-2017	7,292
2017-2018	7,668

Energy Conservation Profile and Targets

To address climate change and associated negative impacts, in the fall of 2016, the Waterloo Catholic District School Board has established a target to reduce its energy use by 1% (661,755 ekWh) annually from 2013-2014 level by 2023. In addition, as part of the Regional Carbon Initiative¹, in the fall of 2015 the WCDSB became an observing member of Sustainable Waterloo Region and in December 2016 the Board became a pledging partner to reduce 20% of its GHG emissions from 2014 levels over a 10 year period.

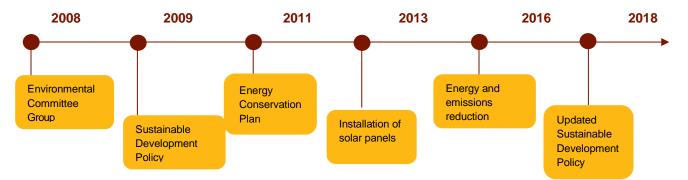
To meet this target, WCDSB has implemented conservation measures through design, construction, as well as operation and maintenance of facilities. Additionally, a renewed focus has been placed on behavioral measures with programs targeted at staff and students across the system. Since the 2013-2014 fiscal year, WCDSB has invested \$22,300,000 in diverse energy reduction strategies such as the upgrade of mechanical and HVAC equipment, new rooftop units, new roofs, new windows and doors, environmental programs, workshops and staff training.

As part of the Board's energy strategy, one full-time energy management position has been created. The Energy Conservation Officer works with WCDSB staff, sustainability professionals at various schools boards across Ontario through the Ontario Association of School Business Officials (OASBO), energy consultants, local sustainability professionals, not-for-profit organizations such as Sustainable Waterloo Region and REEP Green Solutions, as well as the Local Utility Distribution Companies to establish conservation practices at all levels of the Board.



Energy Management Strategies

A description of WCDSB historic, current, and proposed measures to reduce energy consumption including a forecast of expected results of current and proposed measures is described in sections below.



- » In 2008, WCDSB established the Environmental Committee Group. The role of the committee is to make recommendations to WCDSB Executive Council in order to ensure broad-based, long term sustainability. The committee consists of 10 members from various areas of the WCDSB. The Sustainable Development Committee meets quarterly and uses communication technology frequently to reduce the need for inperson meetings.
- » In 2009, the <u>Sustainable Development Policy</u> was created to establish sustainable practices and initiatives across the school system.
- » In 2011, WCDSB developed its very first Energy Conservation Plan that contained energy conservation measures and best practices. The plan proposed indoor and outdoor lighting to be upgraded to more efficient lamps. The plan also included a temperature standard for heating and cooling. During winter months, heating is set at 22°C for classrooms, offices and meeting rooms. Secondary school shops, gymnasiums, change rooms, washrooms, and corridors are set at 20°C. All buildings have their night temperature set at 18°C. Cooling is set at 27°C after the first week in July until the last week of August, except where summer school is in session.
- » The Board has been applying for incentive programs to support the implementation of energy efficient projects on a regular basis. Appendix C includes a list of projects that qualified for incentives. Between fiscal year 2010-11 and 2017-2018, the Board received \$164,761 in incentive funding from various agencies to support the implementation of energy efficient projects. The Board also uses the services of the sector's Incentive Program Advisor.
- » In 2013, through a partnership with a solar developer, WCDSB received an approval from the Ontario Power Authority to install 17 solar photovoltaic (PV) systems through the FIT2 program. The 17 sites include: St. Agnes (100 kW), St. Benedict (325 kW), Canadian Martyrs (120 kW), St. Clement (60 kW), St. David (375 kW), St. Dominic (115 kW), St. Elizabeth (100 kW), Holy Spirit (175 kW), Saint John Paul II (145 kW), St. Kateri Tekakwitha (160 kW), St. Luke (200 kW), St. Mary (400 kW), St. Margaret (150 kW), St. Matthew (175 kW), St. Nicholas (180 kW), Resurrection (425 kW), St. Teresa of Calcutta (175 kW). These sites generate a total of 3380 kW of electricity that is being fed to the Ontario electricity grid.

- » As part of the Green Schools Pilot Initiative, WCDSB installed hot water solar panels at St. Mary's Secondary School. In addition, a 10kW solar PV system was installed at Monsignor Doyle Secondary School.
- » Social media presence was established in 2016 through the development of the www.ecozone.wcdsb.ca website and an associated twitter handle. The EcoZone website provides information on the Board's annual energy consumption, energy conservation projects, and sustainable initiatives and practices.
- » In 2016, an energy reduction target of 1% a year from 2013-14 levels was set to be achieved by 2023. In addition, a 20% GHG emissions target was set to be achieved by 2024 from 2014 levels.
- » In 2018, the Sustainable Development Policy was updated and renamed to Environment, Education, Stewardship and Sustainability Policy. The goal of this policy is to enable and coordinate sustainable practices throughout the organization. The WCDSB is committed to achieving continual, measurable improvements in the environmental education, stewardship and sustainability practices within its control.
- » The Environmental Committee meets every two months to discuss sustainable initiatives at the school and board office level. This year the Committee developed a short term plan of action including a Board-wide Earth Hour and Earth Week Challenge.
- » Facility Services meets regularly to discuss energy-related projects to ensure proposed targets are being
- » An internal process has been put in place to help address and track progress of energy goals. This allows for a continuous measuring and monitoring of energy use and GHG emissions.
- » WCDSB participates in the CSBSA Natural Gas Management and Advisory Service natural gas purchasing consortium.
- » Continuous promotion of energy conservation measures and sustainable practices.
- » Current construction and energy projects include indoor and outdoor lighting upgrades, energy efficient boilers, rooftop units, heat pump replacements, new energy efficient windows and doors. Several schools are also getting upgraded building automation systems (BAS).

Review of Previous Energy Conservation Goals and Achievements

For the past 5 years, the Board has been tracking the investment in energy conservation measures each year, in the following categories which align with the Board's Energy Conservation Framework:

- Design, Construction and Retrofit Strategies
- Operations and Maintenance Strategies
- Occupant Behaviour Strategies

These investments total \$22,300,000 since 2013-2014, and are detailed in Appendix D-G. Using sectorapproved payback periods, these figures were converted to expected energy savings, as detailed in Appendix D-G. These figures, referred to as the Energy Intensity Reduction Forecast, are reported in the table below. In 2016, the Board set a goal of reducing its energy use annually by 1% of the 2013-2014 levels. This Energy Reduction Goal equates to a reduction of 640,000 ekWh annually, or 2.2 ekWh/m². The Actual Energy Intensity Reduction relative to the previous year is compared to these Energy Intensity Reduction Forecast and Energy Reduction Goal figures in the table below.

Table 7: Energy Intensity Reduction Forecasts, Goals, and Accomplishments, 2013-2018

Fiscal Year	Energy Intensity	Energy	Actual Energy	Actual Percent
	Reduction Forecast	Reduction Goal	Intensity Reduction*	Decrease
	(ekWh/m²)	(ekWh/m²)	(ekWh/m²)	
2013-2014	4.17	2.2	6.27	2.96%
2014-2015	1.04	2.2	-3.81	-1.87%
2015-2016	3.78	2.2	-12.97	-6.25%
2016-2017	9.23	2.2	-8.21	-3.72%
2017-2018	13.8	2.2	5.10	2.23%

^{*} over previous year, using weather normalized data. A positive number indicates a savings was achieved, a negative number indicates that energy intensity increased.

The projects implemented since 2013-2014 are expected to reduce the Board's weather-normalized energy intensity by 32 ekWh/m², a reduction of 15%. However, since 2013-2014, the Board's weathernormalized energy intensity has increased by 19.9 ekWh/m², an increase of 10%.

The weakness of this reporting methodology, as laid out by a committee of representatives from Boards across the province and the Ministry of Education, is three-fold, First, the Energy Intensity Reduction Forecast figures are calculated from reported expenditures and assumed payback periods, not the engineering specifications of the new equipment compared to the replaced equipment. Second, projects are generally completed during the summer, which is the end of the fiscal year, so savings from projects reported completed in 2013-2014 will not show up in the consumption data until 2014-2015. Finally, these Energy Intensity Reduction Forecast figures only take into account changes that would decrease energy consumption, rather than also including changes that could increase consumption.

Over the past five years, WCDSB has seen the introduction of full day Kindergarten, increases in Before and After School Programs, increases in Community Use of Schools, and an increase in enrolment of over 15%. These changes increase the usage of buildings, increasing the number of hours in a year the HVAC systems must be operated. The Board has also increased the amount of space being air conditioned, which significantly increases energy consumption. While the degree to which these changes have impacted the energy consumption of the Board is difficult to calculate, they account for the difference between the Energy Intensity Reduction Forecasts and the actual changes in weathernormalized energy intensity.

The projects that make up these Energy Intensity Reduction Forecasts consist of end-of-life replacement for HVAC equipment, roofing and other building envelope replacements, and lighting upgrades, among other activities. It is estimated that these project have saved the board \$1,300,000 since 2013-2014, and will continue to save \$650,000 annually in avoided utility costs.

Moving Forward: Energy Conservation Goals for 2018 through 2023

The upcoming 5 years are critical for the Board to achieve its goals of reducing energy use by 1% annually from 2013-2014 levels by 2023, and reducing GHG emissions by 20% from 2014 levels by 2024. Following the same methodology as before, the Energy Intensity Reduction Forecasts for this time period have been calculated based on the Board's plans for its Renewal and SCI funding. The breakdown into each category and background calculations are provided in Appendix H-K. The summary is presented in the following table.

Table 8: Energy Intensity Reduction Forecasts, 2018-2023

Fiscal Year	Energy Intensity Reduction Forecast (ekWh/m²)	Percent Decrease from 2013-2014
2018-2019	7.42	3.6%
2019-2020	8.59	4.2%
2020-2021	5.32	2.6%
2021-2022	7.87	3.9%
2022-2023	6.73	3.3%
Total	35.94	17.6%

Actually achieving these Forecasts again depends on a variety of factors. In the coming 5 fiscal years, the Board will continue to install air conditioning. Before and After School programming is also expected to expand. Enrollment is expected to continue to increase, expanding the number of portables that are required. Portables have a higher energy intensity than permanent buildings. All of these changes will increase energy intensity and are not factored into the forecasts. The forecasts are also based on the current funding model for Renewal and SCI. Any changes to these funding models will change the ability of the Board to achieve the forecasted reductions.

A majority of the above forecasts come from retrofit projects, equipment replacement and building repairs that are otherwise required. In total, they are estimated to save the Board \$850,000 per year in avoided utility costs once they are all complete. In addition to these projects, the following actions will be taken in order to maximize the likelihood of achieving these forecasts:

- » As part of the ECDM Plan, WCDSB staff will be monitoring electrical demand to reduce its peak consumption.
- » Continuing to provide in-house training for custodians to operate equipment as technology advances.
- » Creating a culture where lights will be turned off when classrooms and common spaces are not in use.
- » When retrofitting buildings, existing lighting will be replaced with efficient lighting systems.
- » Electronic equipment will be turned off and unplugged when not in use, particularly during longer periods such as summer months. This includes computers, monitors, printers, photocopiers, bright link devices, and kitchen appliances.
- » Decreasing unnecessary use of energy, the same equipment will be reduced through consolidation (e.g., personal printers).
- » Window treatments will be installed and will be closed at the end of each day to reduce heat loss.

- » After school programs and community use of schools will be taken into consideration when programing lighting or mechanical equipment.
- » Continuing to maintain temperature of 18°C for secondary school shops, gymnasiums, change rooms, washrooms, and corridors and 21°C for classrooms, offices and meeting rooms in all schools when at full operational capacity, during the heating season. Any necessary adjustments will be site specific.
- » In 2018-2019, the set point temperature during the cooling season will be increased by 1°C.
- » The HVAC systems will be adequately maintained and operated in the most efficient and economical way. To reduce our energy consumption, the HVAC systems will only operate during times it is required to provide optimal comfort. For instance, the ventilation systems should be turned off and the temperature should be maintained until the end of the custodians' shift, where possible. When necessary, this setting can be overridden.
- » Development of a set of standards for existing building stock and new builds. Retrofitting standards for \ existing buildings are to include requirements for procurement, as well as operation and maintenance of energy efficient equipment and procedures. The Board strives to achieve total energy consumption of 12 ekWh/ft², 15 ekWh/ft² and 20 ekWh/ft² for new elementary, secondary and administrative buildings respectively.

In addition to these efforts, WCDSB is also considering implementing the following initatives in order to ensure the Energy Conservation and GHG Emission Reduction goals are met:

- » Improving utilization and implementation of the installed Building Automation Systems by carefully reviewing all settings, reviewing and responding to alerts generated by the systems, and ensuring temperature setbacks are coordinated with all uses of school buildings so temperature setbacks are in place whenever possible.
- » Implementing a Green Revolving Fund that sets aside capital to implement energy conservation projects in addition to the projects that can be funded through SCI and Renewal funds. The Green Revolving Fund would only finance projects with strong business cases. After a project is implemented, the energy savings would be verified, and a portion of the realized savings would be used to pay back the fund. In this was a pot of money independent from the Ontario Government funding cycles would be created to fund energy conservation efforts.
- » Working intensively with partner organizations who use WCDSB space, such as daycares and community organizations, to reduce energy use through providing greater awareness of the energy they use while on site and what they can do to minimize it.
- » Completing retro-commissioning on high energy intensity buildings to ensure buildings are operating as designed, and as efficiently as possible. The process of retro-commissioning identifies issues that have accumulated since installation that reduce the efficiency of HVAC systems but do not cause problems that are noticeable by building occupants on a cursory maintenance inspection.

Ongoing Environmental Programs and Community Engagement

Ontario EcoSchools

The Ontario EcoSchools program has been instrumental in the development WCDSB schools applied to be EcoSchool certified.



Building Sustainable Cities Workshop

The sustainable cities workshop is offered by the Sustainability Office of the WCDSB. During the workshop students are exposed to all the necessary components and strategies required to build a vibrant sustainable city. Through collection of recycled materials, introduction of green building guidelines and planning principles students are becoming more mindful and aware of the sustainable practices.

Environmental Education

seminar with local environmentalist and retired WCDSB teacher Tom giving them tools to protect planet and lower their personal carbon footprint.





Focus on Nature

As part of our partnership with Focus on Nature, ten WCDSB EcoSchools participated in the environmental photography workshop. Through creative workshops and hands-on nature and photography activities, students developed basic photography skills and appreciation for nature.

Board-Wide Earth Hour

In response to climate change, Earth Hour is being promoted at schools and administrative buildings. Users at all WCDSB sites are encouraged to turn their lights off for a minimum of one hour.





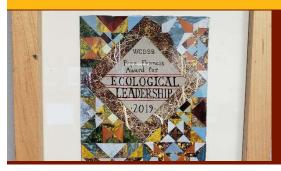
Earth Week Challenge

As part of Earth Week Challenge students participated in diverse sustainable activities including resource conservation, waste reduction, and outdoor greening. Schools were also encouraged to share the outcomes on social media.

Staff Training and Engagement

A full day staff Environmental Teacher Training for WCDSB teachers was held in October 2017 using CODE Funding. In addition, an Intro to EcoSchools workshop was held in partnership with Ontario EcoSchools for three school boards. Through our partnership with Sustainable Waterlook Region, our staff has been able to attend sustainability events and workshops. WCDSB staff participated in a tree planting event which was organized by the City of Kitchener at Kiwanis Park. The goal is to continue to promote environmental workshops for students and staff aligned with the teachings of Pope Francis and his historic encyclical Laudato Si'.





Pope Francis Award for Ecological Leadership

WCDSB is blessed with many leaders who head the call of Pope Francis to implement both little everyday gestures and larger cultural movements towards a culture of care that halts environmental degradation (Laudato Si', #231). In 2018-2019, an annual award was created that will be given to 3 staff members in the Board in recognition of their fantastic leadership.

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PHOTO CREDITS

Waterloo Catholic District School Board, Elena Weber-Kraljevska, photos throughout report

St. Margaret CES, Grade 8 Class, front page Our Lady of Fatima, Grades 4 and 5, pg. 4 Blessed Sacrament CES, Alexa, pg. 13 St. John CES, pg. 19 St. Margaret CES, pg. 19 St. Anne Kitchener CES, pg. 19 St. Kateri Tekakwitha CES, Julian, Grade 5/6 student, pg. 19 St. John Paul II, pg. 20 St. John CES, Serge Vlemmix, pg. 20

APPENDICES

APPENDIX A: PROFILE OF WCDSB BUILDINGS

Building Name	Building ft ²	Year Built
Elementary Sc	hools	
Blessed Sacrament	39,522	1988
Canadian Martyrs	30,733	1967
Christ The King	26,237	1978
Holy Family	25,381	1959
Holy Rosary	50,916	1989
Holy Spirit	49,390	2002
John Sweeney	59,948	2003
Monsignor Haller	23,296	1971
Monsignor William Gleason (sold) ¹	22,937	1971
Our Lady of Fatima	49,949	1959
Our Lady of Grace	22,131	1976
Our Lady of Lourdes	32,930	1948
Saint John Paul II	60,476	2010
Sir Edgar Bauer	47,165	1970
St. Agatha (closed) ²	17,953	1955
St. Agnes	25,909	1956
St. Aloysius	28,064	1954
St. Ambrose ³	35,834	1955
St. Anne (Cambridge)	27,966	1965
St. Anne (Kitchener)	49,712	1947
St. Augustine	39,407	1991
St. Bernadette	27,454	1952
St. Boniface	22,162	1898
St. Brigid (former) ⁴	17,439	1998
St. Brigid (new) ⁵	54,517	2017
St. Clement	27,119	1969
St. Daniel	28,709	1958
St. Dominic Savio	44,303	1999
St. Elizabeth	39,590	1992
St. Francis	27,882	1968
St. Gabriel	45,897	2014
St. Gregory	25,517	1958
St. John	48,402	1929
St. Joseph	22,176	1959
St. Kateri Tekakwitha	40,205	1992

St. Luke	60,088	2002
St. Margaret of Scotland	38,115	1990
St. Mark	23,011	1978
St. Matthew	44,329	1995
St. Michael	30,390	1952
St. Nicholas	45,370	2002
St. Patrick ⁶	31,301	
St. Paul	35,032	1964
St. Peter	34,656	1963
St. Teresa (Kitchener)	30,545	1953
St. Teresa of Avila (Elmira)	26,763	1964
St. Teresa of Calcutta (Cambridge)	46,033	1998
St. Timothy	25,092	1981
St. Vincent de Paul (former) ⁷	25,288	1998
St. Vincent de Paul (new)	62,678	2018
Secondary Scho	ols	
St. Benedict	200,985	1997
St. David	161,012	1965
Resurrection	201,850	1990
St. Mary	215,878	2002
Monsignor Doyle	150,720	1976
St. Louis (St. Francis Campus)	14,651	1958
St. Louis Adult Learning & Continuing Education Centre	83,642	1957
St. Don Bosco Alternative Education	20,204	1965
(St. Mary's West Campus)		
Administrative Buil	dings	
WCDSB Catholic Education Centre	112,136	1955
Extend-A-Family ⁹	13,933	1964
Facility Services	34,179	1979
Newcomer Welcoming Centre	1,678	1957

¹ Monsignor William Gleason was sold in 2017.

St. Agatha was closed in 2017.
 St. Ambrose renamed to St. Vincent de Paul during 2016-2017 while St. Vincent de Paul is under construction, sold in December 2018.

<sup>Faul is under construction, sold in December 2018.
St. Brigid (former) was demolished in January 2018.
St. Brigid (new) was opened in January 2018.
St. Patrick was demolished in 2016.
St. Vincent de Paul (former) demolished, except for the gym, in 2016
St. Vincent de Paul (new) was built around old gym, completed in 2018
Extend-a-Family was sold in 2018</sup>

Appendix B: LIST OF BUILDINGS WITH ADDITIONS OR RIGHT SIZING

Building Name	Addition Date	Right Sizing Date
John Sweeney	2010	
St. Teresa (Elmira)	2012	
St. Luke	2013	
Canadian Martyrs	2013	
Our Lady of Fatima	2013	
Saint John Paul II	2013	
St. John	2014	
St. Aloysius	2014, 2016	
St. Timothy	2014	
Holy Spirit	2015	
St. Anne (Cambridge)	2015-16	
St. Teresa (Kitchener)		2015

Appendix C: Total SaveOnEnergy Incentives to Date

Project Type	Building Name	Year	Annual demand savings (kW)	Annual consumption savings (kWh)	Annual Energy savings (\$)	Annual GHG reduction (tonne)	Total savings (\$) until Apr-19	GHG reduction until Apr-19	Grants (\$)
Occupancy Sensors	St. Louis (St. Mary's Campus)	2011	2	5,136	\$785	0.18	\$6,019	2.0	\$880
Lighting	St. Teresa (Kitchener)	2011	7	15,144	\$2,315	0.54	\$17,749	5.9	\$2,800
Ligituing	St. Mary's	2013	0	45,770	\$6,997	1.63	\$39,649	10.1	\$2,288
Occupancy Sensors	John Sweeney	2013	4.5	20,154	\$3,081	0.72	\$17,459	4.4	\$2,840
Lighting	Resurrection	2013	9.1	43,473	\$6,646	1.55	\$37,659	9.6	\$6,615
Ligitarig	St. Luke	2013	2.1	17,609	\$2,692	0.63	\$15,254	3.9	\$1,400
Controls	St. Louis (Kitchener Campus)	2013	2.6	1,044	\$160	0.04	\$904	0.2	\$2,080
	St. Dominic	2013	4.5	20,154	\$3,081	0.72	\$17,459	4.4	\$2,840
	Holy Spirit	2015	6.7	24,122	\$3,688	0.86	\$13,521	3.2	\$1,716
	St. Kateri Tekakwitha	2015	6.5	23,505	\$3,593	0.84	\$13,175	3.1	\$2,600
	Sir Edgar Bauer	2015	5.4	19,283	\$2,948	0.69	\$10,809	2.5	\$2,160
Lighting	St. Nicholas	2015	7.5	26,783	\$4,094	0.95	\$15,013	3.5	\$3,040
	St. Kateri Tekakwitha	2016	0.5	17,965	\$2,746	0.64	\$7,324	1.7	\$902
	Monsignor Haller	2016	4.9	22,360	\$3,418	0.79	\$9,115	2.1	\$7,870
	St. Anne (Kitchener)	2016	0	36,196	\$5,533	1.29	\$14,756	3.4	\$3,100
	St. Clement	2016	2.9	13,465	\$2,058	0.48	\$5,489	1.3	\$1,198
Controls	St. Benedict	2016	3.4	13,428	\$2,053	0.48	\$5,474	1.3	\$2,565
	St. Paul	2017	8	43,988	\$6,725	1.56	\$11,208	2.6	\$11,872
	Resurrection	2017	1.5	63,124	\$9,650	2.24	\$16,083	3.7	\$4,056
Lighting	Our Lady of Grace	2017	4.4	20,126	\$3,077	0.72	\$5,128	1.2	\$6,658
Lighting	St. Agnes	2017	2.2	22,126	\$3,382	0.79	\$5,637	1.3	\$4,607
	St. Peter	2017	11	61,088	\$9,339	2.17	\$15,564	3.6	\$14,720
	St. Joseph	2017	1.1	5,555	\$849	0.20	\$1,415	0.3	\$1,320
Heat Pumps	Monsignor Doyle	2017	0	14,873	\$2,274	0.53	\$3,789	0.9	\$14,874
Lighting	Our Lady of Fatima	2018	2.3	25,923	\$3,963	0.92	\$2,642	0.6	\$5,010
Lighting, VFD	St. David	2018	11	156,114	\$23,865	5.55	\$15,910	3.7	\$11,782
Lighting	St. Teresa of Avila	2018	4	39,106	\$5,978	1.39	\$3,985	0.9	\$6,365
	St. Mark	2018	2.7	15,675	\$2,396	0.56	\$1,598	0.4	\$4,775
	St. Timothy	2018	0.49	12,337	\$1,886	0.44	\$1,257	0.3	\$1,740
Lighting, VFD, MAU	Sir Edgar Bauer	2018	14	87,969	\$13,448	3.13	\$8,965	2.1	\$10,431
	St Bernadette	2018	4.9	39,523	\$6,042	1.40	\$4,028	0.9	\$8,200
Lighting	Canadian Martyrs	2018	6.3	64,800	\$9,906	2.30	\$6,604	1.5	\$11,457

	Total annu	al savings	Savings unt	il April 2019		
kW	kWh	\$	t GHG	\$	t GHG	\$ grants
143	1,037,918	\$158,668	37	\$301,864	75.45	\$164,761

APPENDIX D: DESIGN, CONSTRUCTION AND RETROFIT STRATEGIES

Design, Construction and Retrofit Strateg	ies											
	Quantity of	20	13-14	201	4-15	201	5-16	201	6-17	2017	7-18	2013/14-2017/18
	Time that		Estimated Annual		Estimated Annual		Estimated Annual		Estimated Annual		Estimated Annual	Estimated Tota
Lighting	Measure will be	Estimated Cost of	f Energy Savings	Estimated Cost of	Energy Savings	Estimated Cost of	Energy Savings	Estimated Cost of	Energy Savings	Estimated Cost of	Energy Savings	Accumulated
	in place (years)	Implementation	from all projects	Implementation	from all projects	Implementation	from all projects	Implementation	from all projects	Implementation	from all projects	Energy Savings
	iii piace (years)		(ekWh)		(ekWh)		(ekWh)		(ekWh)		(ekWh)	(ekWh)
High Efficiency Lighting Systems (LED)	15	\$ 238,228	235,287	\$ 153,948	152,048	\$ 475,466	469,596		145,062	\$ 454,700	449,086	3,932,624
Outdoor Lighting	15	\$ -	-	\$ -	-	\$ 87,443	86,363	\$ 95,410	94,232	\$ 115,000	113,580	561,135
	Quantity of	20	13-14	201	4-15	201	5-16	201	6-17	2017	7-18	2013/14-2017/18
	Time that		Estimated Annual		Estimated Annual		Estimated Annual		Estimated Annual		Estimated Annual	Estimated Total
HVAC	Measure will be	Estimated Cost of	f Energy Savings	Estimated Cost of	Energy Savings	Estimated Cost of	Energy Savings	Estimated Cost of	Energy Savings	Estimated Cost of	Energy Savings	Accumulated
		Implementation	from all projects	Implementation	from all projects	Implementation	from all projects	Implementation	from all projects	Implementation	from all projects	Energy Savings
	in place		(ekWh)		(ekWh)		(ekWh)		(ekWh)		(ekWh)	(ekWh)
High Efficiency Boilers	15	\$ -	-	\$ -	-	\$ -	-	\$ 392,170	1,018,524	\$ 300,000	779,145	2,816,193
Energy efficient HVAC systems	30	\$ 230,214	36,450	\$ 99,034	15,680	\$ 264,914	41,944	\$ 1,285,858	203,589	\$ 1,092,000	172,896	950,875
Energy efficient Rooftop units	15	\$ 366,423	145,039		-	\$ -	-	\$ 788,524	312,117	\$ 1,310,000	518,530	1,867,958
High Efficiency Domestic Hot Water	15	\$ 189,693	389,819		-	\$ 69,393	142,604	\$ -	-	\$ 615,000	1,263,839	3,640,749
Energy Efficient Ventilation	20	\$ 125,72	74,645	\$ -	-	\$ -	-	\$ 326,013	193,566	\$ 405,000	240,463	1,000,820
		20	13-14	201	4-15	201	2015-16		6-17	2017	7-18	2013/14-2017/18
	Quantity of		Estimated Annual		Estimated Annual		Estimated Annual		Estimated Annual		Estimated Annual	Estimated Total
Controls	Time that	Estimated Cost of	f Energy Savings	Estimated Cost of	Energy Savings	Estimated Cost of	Energy Savings	Estimated Cost of	Energy Savings	Estimated Cost of	Energy Savings	Accumulated
	Measure will be	Implementation	from all projects	Implementation	from all projects	Implementation	from all projects	Implementation	from all projects	Implementation	from all projects	Energy Savings
	in place		(ekWh)		(ekWh)		(ekWh)		(ekWh)	·	(ekWh)	(ekWh)
Building Automation Systems - New	10	\$ 24,506	19,400	\$ 17,347.00	13,733	\$ 23,974	18,979	\$ -	-	\$ 50,000	39,582	248,451
Building Automation Systems - Upgrade	10	\$ 75,504	59,773	\$ 29,819.00	23,606	\$ 15,287	12,102	\$ 406,697	321,961	\$ 210,000	166,246	1,239,761
Other (Describe)		\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	-
		20	13-14	201	4-15	201	5-16	201	6-17	2017	7-18	2013/14-2017/18
	Quantity of		Estimated Annual		Estimated Annual		Estimated Annual		Estimated Annual		Estimated Annual	Estimated Total
Building Envelope	Time that	Estimated Cost of	f Energy Savings	Estimated Cost of	Energy Savings	Estimated Cost of	Energy Savings	Estimated Cost of	Energy Savings	Estimated Cost of	Energy Savings	Accumulated
	Measure will be	Implementation	from all projects	Implementation	from all projects	Implementation	from all projects	Implementation	from all projects	Implementation	from all projects	Energy Savings
	in place		(ekWh)		(ekWh)		(ekWh)		(ekWh)		(ekWh)	(ekWh)
New Roof	25	\$ 1,872,129	87,092	\$ 180,808	8,411	\$ 1,305,178	60,717	\$ 4,458,200	207,397	\$ 1,500,000	69,780	1,135,830
New Windows	30	\$ 165,870	38,582	\$ 116,681	27,140	\$ 611,100	142,143	\$ 197,000	45,822		-	819,542
Treatments	10	\$ 66,473	61,845	\$ 37,159	34,573		60,475	\$ -	-	\$ -	-	628,940
Solar Window Films	30	\$ -	-	\$ -	-	\$ -	-	\$ 32,000	11,852	\$ -	-	23,704
New Doors	30	\$ 105,853	9,848	\$ 117,130	10,898	\$ 164,061	15,264	\$ 152,000	14,142	\$ 455,000	42,333	209,244
		•			50		•	•		•		
					50							

Note: \$0.135 = cost of 1 kWh electricity | \$0.35 = cost of 1 m³ of natural gas

APPENDIX E: OPERATIONS AND MAINTENANCE

Operations and Maintenance Strategies													
	Quantity of Time	201	3-14	201	4-15	201	5-16	201	6-17	201	7-18	2013/14-2017/18	
	that Measure will			Estimated	Estimated Cost	Estimated	Estimated Cost	Estimated	Estimated Cost	Estimated	Estimated Cost	Estimated	Estimated Total
Policy and Planning	be in place	of	Annual Energy	of	Annual Energy	of	Annual Energy	of	Annual Energy	of	Annual Energy	Accumulated	
	(years)	Implementation	Savings from all	Implementation	Savings from all	Implementation	Savings from all	Implementation	Savings from all	Implementation	Savings from all	Energy Savings	
	(,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	implementation	projects (ekWh)	implementation	projects (ekWh)	implementation	projects (ekWh)	mprementation	projects (ekWh)	imprementation	projects (ekWh)	(ekWh)	
Procures only Energy Star certified appliances	5	\$ 3,000	4,444	\$ 3,000	4,444	\$ 3,000	4,444	\$ 3,000	4,444	\$ 3,000	4,444	66,667	
Other (Describe)		\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	-	
		2013-14		2014-15		2015-16				2017-18			
		201	3-14	201	4-15	201	5-16	201	6-17	201	7-18	2013/14-2017/18	
	Quantity of Time	-	Estimated	-	4-15 Estimated	_	5-16 Estimated	-	6-17 Estimated		Estimated	2013/14-2017/18 Estimated Total	
Energy Audits	Quantity of Time that Measure will	Estimated Cost	Estimated	Estimated Cost		Estimated Cost		Estimated Cost		Estimated Cost	Estimated		
Energy Audits	•	Estimated Cost of	Estimated Annual Energy Savings from all	Estimated Cost of	Estimated Annual Energy Savings from all	Estimated Cost of	Estimated Annual Energy Savings from all	Estimated Cost of	Estimated Annual Energy Savings from all	Estimated Cost of	Estimated Annual Energy Savings from all	Estimated Total	
Energy Audits	that Measure will	Estimated Cost of	Estimated Annual Energy Savings from all	Estimated Cost of	Estimated Annual Energy Savings from all	Estimated Cost of	Estimated Annual Energy Savings from all	Estimated Cost of	Estimated Annual Energy Savings from all	Estimated Cost of	Estimated Annual Energy Savings from all	Estimated Total Accumulated Energy Savings	
Energy Audits Studies	that Measure will	Estimated Cost of	Estimated Annual Energy Savings from all	Estimated Cost of	Estimated Annual Energy Savings from all	Estimated Cost of	Estimated Annual Energy Savings from all	Estimated Cost of	Estimated Annual Energy Savings from all	Estimated Cost of	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Total Accumulated Energy Savings	
	that Measure will	Estimated Cost of Implementation	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Cost of Implementation	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Cost of	Estimated Annual Energy Savings from all	Estimated Cost of	Estimated Annual Energy Savings from all	Estimated Cost of Implementation	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Total Accumulated Energy Savings (ekWh)	

APPENDIX F: TRAINING AND EDUCATION

Occupant Behaviour Strategies												
	Quantity of Time	201	3-14	201	4-15	201	5-16	201	6-17	2017-18		2013/14-2017/18
Training and Education	that Measure will be in place	Estimated Cost of	Annual Energy Savings from all	Implementation	Annual Energy Savings from all	Ilmnlementation	Annual Energy Savings from all	Implementation	Annual Energy Savings from all	ot Implementation	Annual Energy Savings from all	Energy Savings
Building Operator Training	3	\$ -	-	\$ -	-	\$ -	-	\$ 1,000	3,532	\$ -	-	7,064
Participate in environmental programs, such as EcoSchools,	1	\$ 10,000	80	\$ 10,000	80	\$ 10,000	80	\$ 20,000	160	\$ 15,000	120	1,402
Occupant Behaviour	Strategies Total	\$ 10,000	80	\$ 10,000	80	\$ 10,000	80	\$ 21,000	3,692	\$ 15,000	120	8,466

Note: \$0.135 = cost of 1 kWh electricity | \$0.35 = cost of 1 m³ of natural gas

APPENDIX G: CONSERVATION GOAL

	201	3-14	201	4-15		2015-16		2016-17			2017-18	2013/14-2017/18
	Estimated Cost of Implementation	Estimated Annual Energy Savings from all projects (ekWh)	Implementation	Annual Energy Savings from all	Imnler	ated Cost of mentation	Estimated Annual Energy Savings from all projects (ekWh)	Implementation	Estimated Annual Energy Savings from all projects (ekWh)	Estimated (of Implementa	Annual Energy Savings from all	Estimated Total Accumulated Energy Savings (ekWh)
Appendix B; Design, Construction and Retrofit Strategies Total	\$ 3,460,608	1,157,780	\$ 751,926	286,089	\$ 3	3,081,814	1,050,187	\$ 8,280,747	2,568,264	\$ 6,506,	700 3,855,482	19,075,826
Appendix C; Operations and Maintenance Strategies Total	\$ 69,183	5,230	\$ 41,445	4,901	\$	3,000	4,444	\$ 3,000	4,444	\$ 33,	4,801	72,779
Appendix D; Occupant Behaviour Strategies Total	\$ 10,000	80	\$ 10,000	80	\$	10,000	80	\$ 21,000	3,692	\$ 15,	000 120	8,466
TOTAL	\$ 3,539,791	1,163,090	\$ 803,371	291,070	\$	3,094,814	1,054,712	\$ 8,304,747	2,576,401	\$ 6,554,	700 3,860,403	19,157,071
Percentage reduction		1.81		0.45			1.64		4.02		6.02	5.97
Conservation Goal (ekWh/m²)		4.17		1.04	L		3.78		9.23		13.83	32.05
Conservation Goal (ekWh/ft²)		0.39		0.10			0.35		0.86		1.28	6.38

APPENDIX H: DESIGN, CONSTRUCTION AND RETROFIT STRATEGIES

Design, Construction and Retrofit Strate	gies											
			2018-19		2019-20		2020-21		2021-22		2022-23	
Lighting	Quantity of Time that Measure will be in place (years)	Estimated Cost of Implementatio n	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Cost of Implementation	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Cost of Implementation	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Cost of Implementati on	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Cost of Implementation	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Total Accumulated Energy Savings (ekWh)
High Efficiency Lighting Systems	15	\$ 300,000	244,898	\$ 260,000	212,245	\$ 100,000	81,633	\$ 815,000	665,306	\$ 200,000	163,265	3,812,245
Outdoor Lighting	15	\$ 22,000	17,959	\$ 25,000	20,408	\$ 25,000	20,408	\$ 25,000	20,408	\$ 25,000	20,408	293,878
		20:	18-19	2019	9-20	2020-	21	20	21-22	20	22-23	2018/19-2022/23
HVAC	1	Estimated Cost of Implementatio n	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Cost of Implementation	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Cost of Implementation	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Cost of Implementati on	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Cost of Implementation	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Total Accumulated Energy Savings (ekWh)
Efficient Boilers (near condensing)	30	\$ 90,000	166,817	\$ 730,000	1,353,073	\$ 390,000	722,875	\$ 80,000	148,282	\$ 320,000	593,128	9,304,696
Energy efficient HVAC systems	30	\$ 1,990,000	260,578	\$ 939,000	122,956	\$ 1,190,000	155,823	\$ 1,715,000	224,568	\$ 1,460,000	191,178	2,902,496
Energy efficient Rooftop units	15	\$ -	-	\$ 200,000	65,472	\$ 180,000	58,925	\$ 190,000	62,198	\$ 140,000	45,830	608,888
High Efficiency Domestic Hot Water	15	\$ 200,000	395,237	\$ 30,000	59,286	\$ 45,000	88,928	\$ 240,000	474,285	\$ 130,000	256,904	3,685,589
Energy Efficient Ventialation	10	\$ 1,605,000	788,117	\$ 975,000	478,763	\$ 633,000	310,827	\$ 590,000	289,713	\$ 950,000	466,487	7,834,029
		20:	18-19	2019	9-20	2020-	21	20	21-22	20	22-23	2018/19-2022/23
Controls	Quantity of Time that Measure will be in place	Estimated Cost of Implementatio n	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Cost of Implementation	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Cost of Implementation	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Cost of Implementati on	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Cost of Implementation	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Total Accumulated Energy Savings (ekWh)
Building Automation Systems - New	10	\$ 80,000	52,377	\$ -	-	\$ -	-	\$ -	-	\$ -	-	261,887
Building Automation Systems - Upgrade	10	\$ 60,000	39,283	\$ 120,000	78,566	\$ -	-	\$ 320,000	209,510	\$ 130,000	85,113	1,014,813
		20:	18-19	2019	9-20	2020-	21	20	21-22	20	22-23	2018/19-2022/23
Building Envelope	Quantity of Time that Measure will be in place	Estimated Cost of Implementatio n	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Cost of Implementation	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Cost of Implementation	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Cost of Implementati on	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Cost of Implementation	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Total Accumulated Energy Savings (ekWh)
New Roof	25	\$ 1,200,000	103,591	\$ 850,000	73,377	\$ 1,000,000	86,326	\$ 1,900,000	164,019	\$ 1,240,000	107,044	1,505,525
New Windows	30	\$ 275,000	59,349		-	\$ -	-	\$ -	-	\$ -	-	296,746
						-						
Design, Construction and Retrofit Strate	gies Total	\$ 5,822,000	2,128,207	\$ 4,129,000	2,464,146	\$ 3,563,000	1,525,745	\$ 5,875,000	2,258,290	\$ 4,595,000	1,929,358	31,520,791

²⁹ Waterloo Catholic District School Board

APPENDIX I: OPERATIONS AND MAINTENANCE

Operations and Maintenance Strategies												
		201	8-19	201	9-20	202	0-21	202	1-22	202	2-23	2018/19-2022/23
Policy and Planning	Quantity of Time that Measure will be in place (years)	of	Annual Energy Savings from all	ot .	Annual Energy Savings from all	I ot	Annual Energy Savings from all	I of	Annual Energy Savings from all	l ot	Annual Energy Savings from all	Estimated Total Accumulated Energy Savings (ekWh)
Procures only Energy Star certified appliances	5	\$ 3,000	3,429	\$ 3,000	3,429	\$ 3,000	3,429	\$ 3,000	3,429	\$ 3,000	3,429	51,429
Operations and Maintenand	\$ 3,000	3,429	\$ 3,000	3,429	\$ 3,000	3,429	\$ 3,000	3,429	\$ 3,000	3,429	51,429	

APPENDIX J: TRAINING AND EDUCATION

Occupant Behaviour Strategies												
		201	8-19	201	2019-20		2020-21		1-22	2022-23		2018/19-2022/23
Training and Education	Quantity of Time that Measure will be in place (years)	Estimated Cost of	Annual Energy Savings from all	I of	Annual Energy Savings from all	I of	Annual Energy Savings from all	I of	Annual Energy Savings from all	I of	Annual Energy Savings from all	I Accumulated I
Participate in environmental programs, such as EcoSchools,	1	\$ 10,000	624	\$ 10,000	624	\$ 10,000	624	\$ 10,000	624	\$ 10,000	624	9,354
Occupant Behaviour	Strategies Total	\$ 10,000	624	\$ 10,000	624	\$ 10,000	624	\$ 10,000	624	\$ 10,000	624	9,354

Notes: For period 2020-2023 projects are estimated based on historical spending and will be updated annually. \$0.165 = cost of 1 kWh electricity | \$0.35 = cost of 1 m³ of natural gas.

APPENDIX K: CONSERVATION GOAL

	201	2018-19		2019-20		2020-21		1-22	2022-23		2018/19-2022/23
	Estimated Cost of Implementation	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Cost of Implementation	Annual Energy Savings from all	Of Implementation	Annual Energy Savings from all	0† Implementation	Annual Energy Savings from all	Estimated Cost of Implementation	Estimated Annual Energy Savings from all projects (ekWh)	Estimated Total Accumulated Energy Savings (ekWh)
Appendix B; Design, Construction and Retrofit Strategies Tota	\$ 5,822,000	2,128,207	\$ 4,129,000	2,464,146	\$ 3,563,000	1,525,745	\$ 5,875,000	2,258,290	\$ 4,595,000	1,929,358	31,520,791
Appendix C; Operations and Maintenance Strategies Total	\$ 3,000	3,429	\$ 3,000	3,429	\$ 3,000	3,429	\$ 3,000	3,429	\$ 3,000	3,429	51,429
Appendix D; Occupant Behaviour Strategies Total	\$ 10,000	624	\$ 10,000	624	\$ 10,000	624	\$ 10,000	624	\$ 10,000	624	9,354
TOTAL	\$ 5,835,000	2,132,259	\$ 4,142,000	2,468,198	\$ 3,576,000	1,529,797	\$ 5,888,000	2,262,342	\$ 4,608,000	1,933,410	31,581,573
Percentage reduction		3.31		3.83		2.38		3.51		3.00	16.04
Conservation Goal (ekWh/m²)		7.42		8.59		5.32		7.87		6.73	35.94
Conservation Goal (ekWh/ft²)		0.69		0.80		0.49		0.73		0.63	3.34

Senior Management Approval of this Energy Conservation and Demand Management Plan

I confirm that Waterloo Catholic District School Board's senior management has reviewed and approved this Energy Conservation and Demand Management Plan.

Thesh Moharan		
	May 27, 2019	
Shesh Maharaj Executive Superintendent of Corporate Services	Date	







Date: May 27, 2019

To: Board of Trustees

From: Director of Education

Subject: Administrative Boundary Change between St. Kateri Tekakwitha and St. Timothy

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

On May 13, 2019, Executive Council approved an administrative boundary change between St. Kateri Tekakwitha and St. Timothy effective immediately.

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

Board Policy IV 010: Facilities/Accommodations 'the CEO shall not ...

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

Alignment to the MYSP:

Strategic Priority: Student Engagement, Achievement, and Innovation Strategic Direction: Foster maximum opportunity for success for all

Strategic Priority: Building Capacity to Lead, Learn and Live Authentically Strategic Direction: Nurture the well-being of students and staff

Background/Comments:

The purpose of the administrative boundary change between St. Kateri Tekakwitha and St. Timothy is to alleviate growth pressures at St. Kateri Tekakwitha. Currently, St. Kateri Tekakwitha has 9 portables on site, and St. Timothy has no portables.

Within these two school boundaries, there is approximately 1658-2985 low density residential units planned with the majority of units falling within St. Kateri's existing school boundary. The long term solution for this area is the new Doon South school, which is subject to Ministry funding and land acquisition.

The table below shows the enrolment projections for both schools (extracted from the 2019 LTAP).

0011001	2018	2018/	2019/	2020/	2021/	2022/	2023/	2024/	2025/	2026/	2027/	2028/
SCHOOL	CAP	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
St. Kateri	349	510	525	522	547	568	583	605	629	640	639	651
Tekakwitha												
St. Timothy	291	253	259	269	266	275	279	290	305	311	314	324

APF008 "Pupil Accommodation Review Process" contains the following paragraphs:

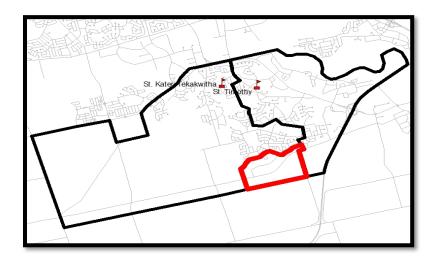
"4.0 EXEMPTIONS

In most cases, the final approval of a boundary change rests with the Board of Trustees and would involve a public consultation process. There are, however, two exceptions to this rule which would allow senior administration to be the decision-making body. These exceptions are as follows:

- Where a boundary change is being considered for an area where there are no existing students, the boundary options may be considered by senior administration and a decision reached by them without community consultation.
- Where there are relatively few students affected by a proposed boundary change, the families of those students will be consulted directly and given an opportunity to comment on the boundary options being considered. Following this consultation, senior administration may make a decision or elect to conduct a full review. Where a boundary change is being considered for an area which was part of an Accommodation Review up to and including five years previous, the change will come to the Board for information and approval."

As a partial interim solution, Executive Council approved moving the area outlined in red on the map below from St. Kateri to St. Timothy effective immediately. This boundary generally follows Blair Creek Drive to Stauffer Woods Trail.

This area currently falls within St. Kateri's boundary and contains 660-860 low density residential units, which equates to approximately 66-86 future students. St. Timothy is under capacity, and has the ability to add up to 6 portables without any modifications to the school site. One existing student lives in the subject area. Additionally, a new family in the subject area has registered their children to start in September 2019. Both families have been contacted.



As per APF008, both school communities will be notified on this change.

Recommendation:

This report is being provided for information only.

Prepared/Reviewed By: Loretta Notten

Director of Education

Shesh Maharaj

Executive Superintendent of Corporate Services

Lindsay Ford

Manager of Planning

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



Date: May 27th, 2019

To: The Board of Trustees

From: Izabella Tyc and Meghan Nemeth

Subject: Student Trustee Report

May has been another busy month for our post-secondary schools as school communities prepare for exams, and final celebrations.

To begin, each school celebrated Catholic Education Week in their community to unite students in their faith as joyful disciples. Some schools organized masses to bring the students together physically, and connected themes throughout announcements. St. Mary's welcomed Father Toby to lead a presentation about the human spirit, and the passion and fire within it.



Mental Wellness Week was also largely focussed on within our secondary schools so students could be reminded of healthy coping mechanisms for managing stress before exam season. Monsignor Doyle held a Wellness Rally to send a large message to their student body about what wellness is. St. Benedict's and Resurrection held healthy living activities to increase mental wellness. St. Benedict's ran a Soul Cycle spin class, and Resurrection organized Just Dance workshops. Daily videos were shown throughout schools, so to establish a basis of understanding of mental health and its importance. Finally, Resurrection held a social media shut down day to give the opportunity to reconnect with activities outside of social media.

St. Mary's and Resurrection held their Relay for Life this past week and were blown away by student participation and enthusiasm. St. Benedict's held a Denim Day to collect donations to charities that fight against breast cancer. St. David's organized their spring food drive and arts night. Monsignor Doyle additionally hosted their school's art's banquet to recognize their arts community's dedication throughout the year.

Last Wednesday was our last Student Senate meeting of the year, and senate did an outstanding job of wrapping up events, and reviewing work put into the past year. As we are wrapping up our board-wide planning for each school's multicultural events, our senate is also passing the torch to next year's new leaders. A portion of the last senate meeting was devoted to open discussion about the responsibilities of the Co-Presidents on senate. We are not only incredibly grateful for the hard-work put in this year from our senate but we are extremely excited to see what the next year holds for our new Student Trustees and Co-Presidents.





Date: May 27, 2019

To: Board of Trustees **From:** Chair of the Board

Subject: Chair's Report

Type of Report: \square Incidental Information

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 May provided the opportunity to attend several community events and school events which included the celebration of Catholic Education Week

- Interfaith Community Breakfast with Director Notten, Trustees Schmalz, Van Alphen, Weiler (May 1)
- Staff Recognition Evening at Ken Seiling Waterloo Region Museum, co-presented Chair's Award (May 2)
- Trustee Mass at St. Aloysius Church in Celebration of Catholic Education Week with Director Notten, Trustees Dupuis, Gravelle, Price, Schmalz (May 5)
- St. Vincent de Paul Blessing & Dedication with Director Notten, Trustees Price, Schmalz, Van Alphen (May 5)
- Folk Dance Festival for Cambridge Schools with Director Notten, Trustees da Silva, Price (May 7)
- Community Leaders Breakfast (May 10)
- Bishop's Banquet (May 14)
- Catholic Community Foundation of Waterloo Region 40th. Anniversary Celebration with Director Notten, Trustees Price, Schmalz, Weiler, Van Alphen (May 21)
- City of Cambridge Special Council meeting with School Boards with Director Notten, Trustees da Silva,
 Price, Schmalz, Van Alphen
- Trustee/Senior Team/Clergy Dinner at St. Mary Our Lady of Seven Sorrows (May 25)
- CCSTA AGM (May 29 June 1)

Prepared/Reviewed By: Bill Conway, Chair



May 6, 2019

Box 2064, Suite 1804 20 Eglinton Avenue West Toronto, Ontario M4R 1K8 T. 416.932.9460 F. 416.932.9459 ocsta@ocsta.on.ca www.ocsta.on.ca

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

MEMORANDUM

TO: Chairpersons and Directors of Education

- All Catholic District School Boards

FROM: Nick Milanetti, Executive Director

SUBJECT: 2020 AGM Resolutions

PLEASE REVIEW THIS INFORMATION AT A MEETING OF YOUR BOARD

The study and processing of resolutions is one of the fundamental responsibilities of OCSTA. The resolution process provides member boards with the opportunity to shape the work of the Association by bringing important issues which have provincial implications to the attention of all trustees in the province. Delegates will consider and vote on all resolutions received from OCSTA members.

During the year, important issues of a provincial nature that arise at the board level may be used to develop resolutions for OCSTA. Resolutions may be submitted at any time up until the deadline of *January 31*, 2020.

Attachments

- Guidelines
- Template
- Explanation of Committee Recommendations & Resolution Procedures
- OCSTA Mission, Vision, Strategic Priorities
- Chart of 2019 Resolutions with AGM Decisions
- Related By-Law Section 5.9 (Resolutions)



Guidelines for Preparing Resolutions

To improve the effectiveness of the resolution process, we ask boards to review the following guidelines.

Resolutions are your opportunity to shape the work of the Association by addressing problems, solutions or concerns, which affect Catholic education in Ontario. A resolution approved by the membership at the Annual General Meeting calls for priority action by OCSTA and the commitment of OCSTA resources to address the particular issue outlined in the resolution.

A. All Resolutions will be reviewed by the Resolutions Committee and a Committee Recommendation will be added to each Resolution. Committee Recommendations will be guided by the following criteria.

The resolution:

- a. Is in keeping with the Mission, Vision and Strategic Priorities of the Association.
- b. Is of a provincial nature and addresses an area of concern for the province's Catholic school boards is a matter that requires attention or action.
- c. Is written in language appropriate for province-wide consideration (language contained in resolutions is often incorporated into subsequent communications to the government or other relevant parties).
- d. Is accompanied by substantiated rationale.
- e. Does not deal with education funding issues.
 - OCSTA addresses education funding issues in the Annual Finance Brief to the Minister and submission to the yearly Pre-Budget Consultation. Boards are encouraged to submit education funding issues requiring Association action and advocacy by the middle of October.

B. Steps in Preparing a Resolution

- 1. Review the Mission, Vision and Strategic Priorities of OCSTA.
- 2. Identify the concern. Be sure the concern is a matter of **province-wide** scope.
- 3. Research and gather sufficient supporting background materials to substantiate the resolution. If the concern has been presented/dealt with in a previous resolution, review the outcome of that process to assess what changes in approach/additional information might be useful.
- 4. Write the resolution in the following proposed format taking care to ensure that:
 - a. Each "Whereas" is accompanied by adequate background material.
 - b. The "Therefore be it Resolved" directs OCSTA to take specific action.

C. Writing A Resolution

Structure

The resolution should be assigned a succinct title that identifies the problem or issue (or its proposed solution). There should be two parts to the resolution: a preamble followed by a resolving clause (or clauses).

1. Preamble

The preamble is a brief statement of background or rationale coming before the resolving clause(s). The purpose of the preamble is to provide information without which the point or the merits of a resolution are likely to be poorly understood.

Each clause in a preamble is written as a separate paragraph, beginning with the word "WHEREAS".

2. Resolving Clauses

A resolving clause indicates what action(s) is to be taken given the "WHEREAS" clause(s) in the preamble. If more than one action is being recommended, the "Therefore be It Resolved" portion should be divided into a), b), c), etc.

3. Submission Statement

Please include the following information in the submission statement.

[Mover's Name] [Seconder's Name] [Board Name] [Topic]

D. Submission Deadline Date

The <u>final</u> deadline date for receipt of resolutions in the OCSTA office is **12:00 p.m. EST**, **January 31, 2020**. We encourage boards to submit their resolutions at any time from May to January by email to Connie Araujo-De Melo at <u>cdemelo@ocsta.on.ca</u>.

E. Regulations

Please see the attached current regulations regarding submission and presentation of resolutions at the AGM.

These guidelines, the enclosed template and the resolution session procedures are provided as a reference that we hope you will find useful in preparing effective resolutions for your Association and Catholic education in Ontario.

Template

Please **do not use** tables, text boxes or any type of graphic or letterhead. The type of font to be used in this document is **Times New Roman 12pt**.

The following example is taken from a Resolution dealt with at a previous AGM and is provided for your reference.

Moved by: [Mover's Name] [Board Name]

Seconded by: [Seconder's Name]

Topic: [e.g. Vacancies on School Boards]

Whereas: from time to time a vacancy occurs in the office of a member of the board;

and

Whereas: according to Section 221(1) of the *Education Act*, the vacancy must be filled

by either a by-election or by appointment; and

Whereas: boards choosing to appoint a new trustee will, most commonly, engage in an

open and fair process of selection; and

Whereas: the Education Act requires that the process be fully completed within 60

days of the office becoming vacant; and

Whereas: the 60 day time period may encompass a part of the year (e.g. Christmas,

summer months, March Break) when board operations and processes are

reduced, thus making the timelines very tight and, potentially,

unmanageable;

Therefore be it Resolved that:

OCSTA petition the Ministry of Education to review the section of the *Education Act* which relates to trustee vacancies with a view to extending the timeline by either increasing the number of days or altering the requirement that the process be completed within a designated number of regular school days.

If you have any questions regarding this template please contact Connie Araujo-De Melo either by telephone at 416-932-9460 ext. 226 or by e-mail at cdemelo@ocsta.on.ca.

Explanation of Committee Recommendations & Resolution Session Procedures

Resolution sessions will be conducted using "Robert's Rules of Order" and the provisions of the OCSTA Constitution. The chairperson of the session will ensure compliance with their rules.

Explanation of Committee Recommendations

The **Resolutions** Committee will study the resolutions and offer recommendations on the best way to meet their intent. The recommendations and their implications are:

i. Approve

The direction given in the "therefore be it resolved" section of the resolution will be carried out.

ii. Approve and refer to the committee for appropriate implementation.

The resolution will be forwarded to the designated committee for implementation.

iii. Receive and refer to the committee for study.

The resolution will be forwarded to the designated committee for study. Following the study and receipt of the committee's recommendation, the Board of Directors will determine whether or not the resolution will be implemented.

iv. Not approve

No action will be taken.

v. No recommendation

The committee is not making any recommendation with respect to the resolution.

vi. No action required

The intent of the resolution has been met. No further action will be taken.

Resolution Session Procedures

Delegates wishing to speak to a resolution must go to one of the floor microphones and state their name and the name of the board they represent.

The mover of a resolution will have the opportunity to be the first and last to speak to that resolution. Other trustees may speak **once** to a resolution.

The chairperson may declare a motion out of order giving the reasons for doing so. The chairperson's decision may be challenged by a majority vote of those voting delegates at the session when the vote is called.

Voting will be by a show of hands. Delegates carrying proxies must have and show proper identification - i.e. proxy badge. Ballots will be provided in the event that a vote by ballot is called for.

Note Re Quorum: Quorum for the transaction of business at any meeting of the Members shall require

the presence in person or by proxy of not less than a total of forty (40) current

Members.

Grouped Resolutions

- a. the chair of the session will ask for a mover and seconder to approve the **grouping** of various related resolutions.
- b. the chair of the session will ask for movers and seconders for the committee recommendation for each group.
- c. delegates will vote on the committee recommendation for each group.

Delegates may request that any resolution(s) be removed from a "group" to be handled individually. These will be addressed when the group from which they have been removed has been dealt with.

Resolutions Handled Individually

These will include resolutions removed from the groups, resolutions for which the committee has not made any recommendation and resolutions from the floor.

A. Resolutions with committee recommendations

1.	The chair of the session will announce the resolution number and the name of the sponsoring board:
	u the chair will call for the sponsoring board to move and second the committee

- recommendation;
- □ delegates will speak to the committee recommendation;
- □ delegates will vote on the committee recommendation.
- 2. If the sponsoring board does not move the committee recommendation from the floor:
 - u the chair will call for the sponsoring board to move their **original resolution**;
 - □ delegates will speak to the resolution;
 - □ delegates will vote on the resolution.
- 3. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

B. Resolutions without committee recommendations

- 1. These resolutions will be handled as follows:
 - □ the chair will call for the sponsoring board to move their **original resolution**;
 - □ delegates will speak to the resolution;
 - □ delegates will vote on the resolution.
- 2. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

C. Amendments from the Floor

Amendments made on the floor relate to the "therefore be it resolved" section of the resolution and **must be written out** and handed to the chairperson. The chairperson will consider the amendment and, if necessary, discuss it with the parliamentarian or others to ensure that it is clearly understood.

- □ the chair will **read** the amendment;
- □ delegates will speak to the amendment;
- □ delegates will vote on the amendment;
- delegates will vote on the resolution as amended.

If the amendment is defeated:

- delegates will be asked to speak to the original resolution;
- delegates will vote on the original resolution.

D. Members' Discussion Rights

Under Article 5.11 (*Members Discussion Rights*), a Member may raise a matter for discussion at the Annual General Meeting. Subject to the provisions in Articles 5.10.1 to 5.10.5, and 5.11, the item may be addressed, and may be referred to a committee of OCSTA for further consideration, but it shall not be put to a vote at the meeting at which it has been raised.

If the Member continues such discussion for three minutes or more, the Chair of the meeting may interrupt the Member and permit others to speak and/or make any subsidiary motion related thereto.

Revised May 1, 2019



Our Mission

Inspired by the Gospel, the Ontario Catholic School Trustees' Association provides the provincial voice, leadership and service for elected Catholic school trustees to promote and protect publicly funded Catholic education in Ontario.

Our Vision

Ontario is enriched by a publicly funded Catholic education system governed by locally elected Catholic school trustees who serve with faith, commitment and compassion.

The Association's **Strategic Priorities** are as follows:

1. Enhance Political Advocacy for Catholic Education

- a. Strengthen current advocacy platform by building positive new relationships and reinforcing existing ones with groups like OAPCE, OCSOA, CWL, etc.
- b. Communicate and promote current messages about the value of Catholic education to our key target audiences: parents, students, politicians, teachers, alumni, parishioners, etc.

2. Engage Trustees in an Enriched Development Program

- a. Assess the current needs and interests of members to guide development of appropriate programming.
- b. Ensure OCSTA programing provides timely and relevant content to support trustees in their roles as advocates and spokespersons for Catholic education.

3. Manage Human and Fiscal Resources to Effectively meet Changing Needs

- a. Align the work of committees, staff and fiscal resources behind structures and initiatives that support the association's three key priorities.
- b. Ensure OCSTA is structurally aligned to successfully fulfill its role as the legislated Employer Bargaining Agent for all of Ontario's English Catholic District School Boards.



2019 OCSTA Resolutions with AGM Decisions

	Board	Topic	AGM Decision			
A-19	OCSTA Board	Amendment to the "Amended and Restated By-law	Approve			
A-19	OCSTA Board	Number 2016-1, A By-law Relating Generally to the	Approve			
		Conduct of Its Affairs" ("OCSTA By-Law")				
1.	Hamilton-	Accuracy of Municipal Voter Lists	Approve			
	Wentworth					
2.	Simcoe Muskoka	Property Tax – School Board Support	Approve			
3.	Waterloo	Parent Reaching out Grants	Approve			
4.	Dufferin-Peel	Funding for Retrofitting/Renovating Schools	Approve			
5.	Dufferin-Peel	Funding for Students with Diverse Learning Needs, Including Special Education	Approve			
6.	Simcoe Muskoka	Special Education	Approve			
7.	Dufferin-Peel	Student Transportation Funding	Approve			
8.	Dufferin-Peel	School Bus Driver Retention Concerns	Approve			
9.	Ottawa	Equity Regarding System/Department Principals	Approve and refer to Labour			
			Relations Committee			
10.	Dufferin-Peel	Occasional Teacher Costs	Approve and refer to Labour			
			Relations Committee			
11.	Peterborough	Cybersecurity in School Boards	Approve and refer to Political			
	VNC		Advocacy Committee			
12.	Simcoe Muskoka	Economic Realities with Capital Projects	Approve and refer to Political			
12	Dufferin-Peel	Powert Poorling Out (PRO) Counts	Advocacy Committee			
13.	Dullerin-Peel	Parent Reaching Out (PRO) Grants	Approve and refer to Political Advocacy Committee			
1.4	044	Developed thought to Consults	-			
14. 15.	Ottawa Dufferin-Peel	Perceived threat to Security	Approve and refer to CETE Receive and refer to Labour			
15.	Dullerin-Peel	Daily Occasional Teacher Roster Caps Same resolution was considered at 2018 AGM. It was	Relations Committee			
		received and referred to Labour Relations Committee.	Relations Committee			
16.	Dufferin-Peel	Hard Caps in Kindergarten Classes	Receive and refer to Labour			
10.	2 41101111 1 001	Third cups in Thirdergarton Chasses	Relations Committee			
17.	Northwest	Regulation 274 Fair Hiring Practice	Receive and refer to Labour			
			Relations Committee			
18.	Dufferin-Peel	Ontario Regulation 274/12 Hiring Practices	Receive and refer to Labour			
			Relations Committee			
19.	Dufferin-Peel	Qualified French Teacher Recruitment & Retention	Receive and refer to Labour			
20	Deefferin Deed	Command Chaff Danishmand and Date of the	Relations Committee			
20.	Dufferin-Peel	Support Staff Recruitment and Retention	Receive and refer to Labour Relations Committee			
			Relations Committee			
21.	Simcoe Muskoka	Chronic Shortage of Occasional Staff for Teachers, Early	Receive and refer to Labour			
		Childhood Educators and Educational Assistants, and Its	Relations Committee			
		Impact on Learning				
22.	Waterloo	Capital Priorities Program	Receive and refer to Political			
			Advocacy Committee			
23.	Dufferin-Peel	Air Conditioning in all Schools	Receive and refer to Political			
			Advocacy Committee			
24.	Waterloo	Renewal Funding for Administrative Buildings	Receive and refer to Political			
25	Waterlas	Green Investments	Advocacy Committee			
25.	Waterloo	Green investments	Receive and refer to Political Advocacy Committee			
26.	Dufferin-Peel	Funding for Mathematics Courses	Receive and refer to Political			
۷٠.	Duitellii-1 CCI	1 anding for manicinatics Courses	receive and refer to routilear			

PROMOTING AND PROTECTING CATHOLIC EDUCATION



2019 OCSTA Resolutions with AGM Decisions

			Advocacy Committee
	Board	Topic	AGM Decision
27.	Dufferin-Peel	50 Day Limit Re-employment for Retired School Administrators	Receive and refer to Political Advocacy Committee
28.	Ottawa	Seat Belts on School Buses	Receive and refer to Political Advocacy Committee
29.	Simcoe Muskoka	Trustee Honorarium and Benefits	Receive and refer to Political Advocacy Committee
30.	Waterloo	Trustee Honoraria	Receive and refer to Political Advocacy Committee
31.	Simcoe Muskoka	Home, School, Church	Receive and refer to CETE
32.	Simcoe Muskoka	Global Warming – Climate Change	Receive and refer to CETE
33.	Ottawa	Use of word "Indian"	Receive and refer to CETE
34.	Toronto	Legal Defence Fund and Insurance for Individual Catholic School Trustees	Receive and refer to Budget & Human Resources Committee Receive and refer to Political Advocacy Committee TIMELINE: Jan. 2020 Catholic Trustees Seminar
35.	Dufferin-Peel	Investigation of a new method of vote allocation at the Annual General Meeting of the Ontario Catholic School Trustees' Association (OCSTA)	Not Approve
36.	Toronto	Weighted Voting for the Annual General Meeting of the Ontario Catholic School Trustees' Association (OCSTA)	Not Approve

Excerpt from Ontario Catholic School Trustees' Association General Working By-law 2019-01

5. MEETINGS OF MEMBERS

5.9 Resolutions from CDSB's

Any CDSB may submit a Resolution for consideration at an Annual Meeting to address any challenge or opportunity which affects Catholic education in Ontario, subject to the following:

- 5.9.1 each such Resolution shall have been received at the Head Office of the Corporation not less than sixty (60) days prior to the date of the Annual Meeting;
- 5.9.2 each such Resolution shall have been considered and reported upon by a Committee of the Board, or by the Board of Directors;
- 5.9.3 each such Resolution shall be circulated among all CDSB's not less than thirty (30) days prior to the Annual Meeting;
- 5.9.4 each such Resolution shall be included in the notice of the Annual Meeting; and
- 5.9.5 no such resolution shall be acted upon unless approved by a majority of the votes cast at an Annual Meeting.

Template

Please **do not use** tables, text boxes or any type of graphic or letterhead. The type of font to be used in this document is **Times New Roman 12pt**.

The following example is taken from a Resolution dealt with at a previous AGM and is provided for your reference.

Moved by: [Mover's Name] [Board Name]

Seconded by: [Seconder's Name]

Topic: [e.g. Vacancies on School Boards]

Whereas: from time to time a vacancy occurs in the office of a member of the board;

and

Whereas: according to Section 221(1) of the *Education Act*, the vacancy must be filled

by either a by-election or by appointment; and

Whereas: boards choosing to appoint a new trustee will, most commonly, engage in an

open and fair process of selection; and

Whereas: the Education Act requires that the process be fully completed within 60

days of the office becoming vacant; and

Whereas: the 60 day time period may encompass a part of the year (e.g. Christmas,

summer months, March Break) when board operations and processes are

reduced, thus making the timelines very tight and, potentially,

unmanageable;

Therefore be it Resolved that:

OCSTA petition the Ministry of Education to review the section of the *Education Act* which relates to trustee vacancies with a view to extending the timeline by either increasing the number of days or altering the requirement that the process be completed within a designated number of regular school days.

If you have any questions regarding this template please contact Connie Araujo-De Melo either by telephone at 416-932-9460 ext. 226 or by e-mail at cdemelo@ocsta.on.ca.



5650 Hurontario Street Mississauga, ON, Canada L5R 1C6 t 905.890.1010 1.800.668.1146 f 905.890.6747 www.peelschools.org

May 14, 2019

The Honourable Lisa Thompson Ministry of Education 13th floor, Mowat Block 900 Bay Street, Toronto, ON M7A 1L2

Dear Minister Thompson:

Over the past few weeks, you have encouraged Ontario school boards and other education partners to share ideas and suggestions with the Ministry of Education by the end of May. As you requested, we would like to help you "get it right in the classroom to ensure student achievement," which is why we are writing to you again to express our ongoing concerns related to the province's new vision for education, while we await your response to our letter dated March 26, 2019.

As a Board of Trustees, accountable to the communities we serve, we are responsible for providing students with learning environments that support the needs of every learner, and ensure student success and well-being. At this time, given funding cuts and increases to class sizes, we are challenged to do so.

Although we are pleased that the government has provided attrition protection funding to protect staff impacted by class size increases and e-learning, it is not yet clear if this funding will also protect jobs that were affected by cuts to secondary programming and local priority funding that are unrelated to class size increases. These changes have already resulted in staffing cuts at the Peel District School Board and we await details from the ministry on this.

As you can appreciate, the impact of class size increases goes well beyond teacher retention. As a result of these increases, secondary students have less choice when selecting courses, and some are no longer able to take courses in day school that they need to gain access to post-secondary programs. As school staff build timetables, their focus must be on offering courses that all of their students require in order to graduate with an Ontario Secondary School Diploma or Ontario Secondary School Certificate. This means many schools are left with limited or no credit options beyond those that are required for graduation. This has had a significant, negative impact on some subject areas.

Our most affected courses are at the senior level, and in the arts, technological education, and social sciences and humanities. However, we are also seeing cancelled courses in business, computer studies, mathematics, and science, at a higher rate than we would have seen in previous years. For certain students, these types of courses are key to their ongoing engagement in school, as they are disciplines that

inspire and motivate learners. The elimination or reduction of these courses can decrease student engagement, which is directly linked to student achievement, credit acquisition and, ultimately, the ability to graduate.

The impact is being felt by secondary students across our board, but especially by our most vulnerable learners. Students who struggle and need specialized help to succeed are most at risk when class sizes increase. For example, students, who require locally developed courses with smaller class sizes to meet their learning needs, are being enrolled in applied level courses where they may not be able to achieve success. While e-learning is proposed as a strategy to mitigate reduced course selection, many of these students do not have the prerequisite skills to be successful in an e-learning environment.

At this time, students and families are being asked to wait a year to take some courses, and others are exploring online learning, Night School and Summer School, and some are looking into private school options. This is not *education that works for us*. Put simply, increasing class sizes places more value on lowering the provincial debt than in investing in the future of Ontario's children and youth. That is a substantial price to pay.

As we wait to learn our board funding details, we urge you to revisit class size increases. We will continue to advocate on behalf of the communities we serve, and ask that you believe the Ontario Student Trustees' Association when they say that there are gaps between the vision created by this government and the reality experienced by students in classrooms. As representatives of two million students in Ontario, please consult them and other education partners, including school boards, so that, together, we can help shape this province's education priorities.

We trust the feedback provided to you on March 26 and the concerns shared here will be reviewed and taken into consideration as the ministry implements its vision. We look forward to meeting with you to discuss our concerns.

Yours sincerely,

Stan lamer

Stan Cameron

Chair, Peel District School Board

c. Peel District School Board Trustees

Peel Unions/Federations/Associations

Peel Members of Provincial Parliament

Peel School Councils

Peel Student Councils

Peel Special Education Advisory Committee

Peel Parent Involvement Committee

Peel Indigenous Education Advisory Council

Chairs of all Ontario Public and Catholic School Boards

Ontario Public School Boards' Association



Number: II 001

Subject: Global Governance Commitment

Approval Date: September 29, 2008

Effective Date: September 29, 2008

Revised: May 31, 2010

Policy Statement:

On behalf of the Catholic ratepayers of Waterloo Region, the board will govern the Waterloo Catholic District School Board with a faith-filled future focused perspective while achieving appropriate results at an appropriate cost and avoiding unacceptable actions and situations

Governing Style: The board will govern with an emphasis on a) outward vision rather than an internal preoccupation, b) encouragement of diversity of viewpoints, c) strategic leadership more than administrative detail, d) clear distinction of board and chief executive roles, e) collective rather than individual decisions, f) future rather than past or present, and g) proactivity rather than reactivity.

Board Job Description: The work of the board is to serve as trustees for the Catholic ratepayers of Waterloo Region in determining and ensuring appropriate organizational performance. To distinguish the board's own unique work from the work of its staff, the board will plan and detail its work annually concentrating its efforts on the following outputs: (1) The link between the organization and the Catholic ratepayers of Waterloo Region. (2) Clarity of values and vision in written governing policies which, at the broadest levels of all organizational decisions and situations, address: *Aims/Ends:* Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which people and needs, at what cost), *Governance Process:* Description of how the board conceives, carries out and monitors its own work, *Board-Director of Education Relationship:* Delegation of power and its proper use monitored; the Director of Education role, authority and accountability, *Executive Limitations:* Constraints on executive authority which establish the prudence and ethics boundaries within which all executive activity and decisions must take place. (3) The assurance of Director of Education performance as described in all board policies and detailed in legal responsibilities.(4) Advocacy for positive change to legislation and government policy that impact the organization.

Advocacy and Advertising: The Board of Trustees has a responsibility to act as advocates on behalf of the owners. Advocacy involves telling our story with the purpose of soliciting support for our students, system and Catholic Education. As per Ministry of Education directive, advocacy activities will not use students, report cards or annual reports as vehicles for Board or school advocacy to the public, education partners or government. The Board will not expend Board funds for specific political party events, recruit students from other boards, provide inaccurate information, or use paid advertising or communications with parents, teachers, or students for the sole purpose of advocating the government or other education partners.

Action however may, result from the activities of the members of the Board of trustees directly, or indirectly through supporting the activities of groups like the Ontario Catholic School Trustees Association (OCSTA), the Ontario Catholic Supervisory Officers Association (OCSOA) or the Ontario Catholic School Business Officials (OASBO).

Consultation: The Board of Trustees values a culture that holds consultation at its core. Consultation occurs to gain different perspectives. We believe that meaningful consultation is planned, purposeful, and equitable and that it contributes to enhanced decision making. Consultation occurs because the views and experiences of our owners and stakeholders are valued and informs the work of the board.

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

Board Members' Code of Conduct: The key to better board governance lies in the working relationships among Trustees and between Trustees and staff. The social dynamics of board interaction and the integrity of individual Trustees reflect their responsibilities as leaders in the system. The trustees shall not cause or allow conditions, procedures, actions or decisions that are undignified, unprofessional or contrary to the preservation and promotion of Catholic values and teachings and to a positive image of the Board.

The Role of the Chair: The work of the Chair is primarily to be the Chief Governance Officer of the Board, assuring the integrity of the board's process and, secondarily, occasionally representing the board to outside parties. The Chair is first among equals and accords no special privileges or knowledge over other members of the board.

Board Committee Principles: The Board of Trustees specifies the roles of committees and its relationship to them. It uses committees to facilitate effective and efficient governance. Committees do not do the work of the Board nor compromise the Board of Trustee integrity, authority and responsibility. Board of Trustee committees will be used sparingly and time limited and will be created to reinforce the wholeness of the board's job and to never interfere with delegation from the Board to Director.

Board Committee Structure: A committee is a Board committee only if its existence and charge comes from the Board, regardless of whether Board members sit on the committee. Unless otherwise stated, a committee ceases to exist as soon as its task is complete.

Student Representation on the Board: It is the policy of the Waterloo Catholic District School Board that the interests of pupils be represented on the Board through the position of student trustee.

Student Trustee Role Description: The position of Student Trustee of the Waterloo Catholic District School Board has three distinct roles; as members of the Board of Trustees, as school and student representatives and as leaders within the system.

Cost of Governance: Because poor governance costs more than learning to govern well, the board will invest in its governance capacity.

Trustee Expenses: The Waterloo Catholic District School Board is committed to an organizational culture that operates with integrity and promotes responsibility, excellence and accountability with respect to decisions and practices. The Board recognizes the need to reimburse trustees for expenses reasonably incurred in carrying out their role as trustee. Therefore, it is a policy of the Waterloo Catholic District School Board that trustees shall be reimbursed for travel and out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a trustee.



Number: II 012

Subject: Student Trustee Role Description

Approval Date: September 2, 2008 **Effective Date:** September 2, 2008

Revised: October 26, 2010; November 26, 2012; September 29, 2014; December 12, 2016; May 29,

2017

Policy Statement:

The position of Student Trustee of the Waterloo Catholic District School Board has three distinct roles; as members of the Board of Trustees, as school and student representatives and as leaders within the system.

Accordingly:

Board of Trustees Role and Responsibilities

- 1. Attend all regularly scheduled public Board meetings and committees on which the student trustee may be assigned. If a conflict prevents attendance at the meeting, notice must be sent to the appropriate superintendent and the committee chair prior to the start of the meeting. Transportation to and from Board meetings may be via family member, public taxi or the student's vehicle (if of legal age).
- Represent their own views and those of students within the board on any matter before the Board of Trustees
 including but not limited to government legislation and policies or operational practices enacted by the Ministry of
 Education, the Board or individual schools.
- 3. Represent the Board's students at public/official functions and on Board committees as assigned.
- 4. Report regularly to the Board of Trustees on their activities with the Secondary Student Senate and Ontario Student Trustee's Association.

School and Student Representative Role and Responsibilities

- 5. Serve as co-chairs of the Secondary Student Senate which holds a minimum of six (6) meetings per year.
- 6. Provide leadership within the Secondary Student Senate for its responsibility to promote the distinctiveness of a Catholic education within the Waterloo Catholic District School Board and the Region of Waterloo.
- 7. Participate as a member of his/her home school student council as an ex-officio member. The degree of participation beyond attendance at regular Student Activity Council meetings is at the discretion of the student trustee.
- 8. Report regularly to the Secondary Student Senate on the activities of the Board of Trustees and the Ontario Student Trustee's Association.

Leadership Role and Responsibilities

- 9. Monitor the activities of the Catholic Board Council of the Ontario Student Trustee's Association.
- 10. Participate in student leadership development activities associated with their school, board and association roles. If the activities are outside of Board jurisdiction supervision is to be provided by the student trustee parents and/or parents provide written permission for student trustee to attend. All excursions are subject to the availability of funds.



Board-CEO Linkage: III 001 Subject: Global Governance-Management Connection

Approval Date: April 28, 2008 **Effective Date:** April 28, 2008

Revised:

Policy Statement:

The board's sole official connection to the operational organization, its achievements and conduct will be through a Chief Executive Officer and Chief Education Officer, titled Director of Education. The Director of Education will also be the secretary of the Board.

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

Accountability of the CEO: The CEO is the board's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the board is concerned, is considered the authority and accountability of the CEO.

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

Monitoring CEO Performance: Systematic and thorough monitoring of CEO job performance will be solely against expected CEO job outputs: organizational accomplishment of board policies on Ends and organizational operation within the boundaries established in board policies on Executive Limitations.

CEO Compensation and Benefits: The Board shall negotiate a contract with the CEO that will stipulate compensation and benefits for the CEO based on fair market value for services within the context of fiscal responsibility to the organization.



SUMMARY OF BOARD EVALUATION - MAY 27, 2019

Policy II 002 – Governing Style – states "Monitor and discuss the Board's process and performance at each meeting. Self-monitoring will include comparison of Board activity and discipline to policies in the Governance process and Board-Staff Relationship categories."

The Board Evaluation form is designed to gather your view of how well the Board of Trustees has accomplished the work of the Board over the past year. The items for evaluation are based on goals set by the original Board work plan and best practices of highly functioning Boards.

Notes:

- 1) All nine (9) Trustees completed the board evaluation
- 2) The number in each column beside each question is the total number of Trustees response

	Category / Item	Never	Infrequently	Sometimes	Frequently	All the time
		1	2	3	4	5
1.	The Board of Trustees adequately reviews finances and financial results against operating plans, budget and capital plans.				6	3
2.	The Board of Trustees ensures compliance with Board policies, Ministry of Education and other externally imposed operating requirements.				2	7
3.	Trustees understand their legal obligations and ensure they are being met.				3	6
4.	The Director of Education's performance is formally assessed on an annual basis with feedback from trustees.					9
5.	The Board of Trustees ensures that the system's affairs are managed with an appropriate degree of care and control within the context of Catholic values.			1	4	4
6.	The Board of Trustees sufficiently considers recommendations made in the auditor's report and management letter.				3	6
7.	Trustees' knowledge and understanding of the Board's values, mission, strategic plan, and operating plan is reflected in how they deal with key issues.			1	3	5
8.	Trustees focus on strategic issues and delegate operational matters to staff.				4	5
9.	The Board of Trustees is effective in making decisions that help the School Board achieve its mission.			1	5	3
10.	The Board of Trustees ensures that specific strategies, goals and actions plans are in place to move us to the desired future state.				7	2
11.	The Board of Trustees ensures that mechanisms are in place to gather community and other stakeholder input to support strategic planning and decision making.			2	4	3

	Category / Item	Never	Infrequently	Sometimes	Frequently	All the time
		1	2	3	4	5
12.	The Board of Trustees understands the nature and scope of work it needs to accomplish.			1	4	4
13.	Board meetings promote the level of strategic discussion necessary to benefit the Director of Education.				8	1
14.	The Board of Trustees understands and fulfils its role in terms of community relations and building stakeholder and community support.				5	4
15.	Board planning and fiscal strategies anticipate future trends and priorities.			1	6	2
16.	Trustees serve as ambassadors for the system and understand who can serve as the official spokesperson for the Board.				2	7
17.	There is sufficient opportunity for trustees to be heard and views to be discussed before decisions are made.				3	6
18.	Where proposals require Board of Trustee approval before implementation, there is sufficient time for staff to present the risks and benefits, assumptions and alternatives for the Board to provide constructive input.			1	3	5
	General					
19.	Ongoing Trustee education is both adequate and relevant.			1	6	2
20.	The Board of Trustees undertakes the appropriate planning relative to the nature and scope of the work it needs to accomplish.				7	2
21.	Board meetings are productive, effectively addressing agenda topics.				7	2
22.	There is sufficient time allotted for in-camera meetings.			2	3	4
23.	The Board of Trustees deals with in-camera business appropriately.				4	5
24.	Materials are appropriate and prepare Trustees to make decisions.				4	5
25.	The Board of Trustees uses committees and/or work groups in an effective manner to accomplish the work of the Board.				3	6
26.	The Board has effective and appropriate communication vehicles and uses them to communicate clearly and regularly with appropriate staff, and stakeholders.				3	6

Trustee Comments:

- I have had a great first 5-months on the board and look forward to continuing my learning
- · The board works very well together, and the respect shown to each other helps us in this regard.
- I think we have made significant strides this year in our focus on Trustee Personal Development and Training, as was highlighted as an area to work on in last year's report. We had a couple unexpected issues to deal with that I believe we, as a team, worked through together. We have grown and learned a lot in the last year and we have a lot to be proud of.
- Board continues to move forward in a positive direction and focusing on Trustee work.



Date: May 27, 2019

To: Board of Trustees

From: Director of Education

Subject: IV 002 Treatment of the Public

Type of Report:] Decision-Makinູເ
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Incidental Information concerning day-to-day operations

Type of Information: Information for Board of Trustees Decision-Making

Monitoring Information of Board Policy IV 002

Information only of day-to-day operational matters delegated to the CEO

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

Treatment of the Public IV 002

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

Education Act Section 169.1

Education that Works for You: A new vision for education in Ontario (March 2019)

Communication Guidelines for Staff and Parents APC 001

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Background/Comments:

With respect to interactions with the public, the CEO shall not cause or allow conditions, procedures, actions, or decisions that are undignified, unprofessional, or contrary to the preservation and promotion of Catholic values and teachings and to a positive image of the Board.

- a) The Board regularly consults with the Vicar of Catholic Education and the Diocese of Hamilton on issues that arise where there is need for guidance to ensure compliance with the teachings and traditions of the Catholic Church.
- b) The CEO administered both an interim survey and a supplementary survey in the spring of 2018 of the WCDSB MYSP to all stakeholders of the board. The expressed purpose of the survey was to signal to all stakeholders that their feedback and impressions are important to the overall governance and operation of the board. This survey has not been implemented this year due to our location in the MYSP cycle, but it will be reinstituted in Spring of 2020.
- c) The WCDSB MYSP Survey allowed opportunity for feedback on the full breadth of the board's goals. While not all stakeholders were uniform in their degree of agreement and feedback, the strongest area of the three priority areas

was found in Nurturing our Catholic Community. With that said, there was no survey question in which the majority of respondents indicated that they disagreed or strongly disagreed that a goal was being met or understood. The current MYSP has a goal expressly tied to explicit metrics related to increased parent engagement and attendance.

- d) An audit by an external Marketing firm has produced evidence that our Board is noted for the strength of its community and the perception that we are inclusive and strongly faith-based.
- e) Within the WCDSB Administrative Procedures there is an express Communication Guideline for Parents and Staff, that ensure that feedback and information to stakeholders is timely, and shared in a clear, concise and easily followed manner. (APC 001)
- f) All employees of the Board are governed by APS 017, an Acceptable Use Policy "Responsible Use of IT and Electronic Data" when using the communication tools of the WCDSB.
- g) The CEO shares with the Board of Trustees, in a timely manner, any items of interest that are likely to garner media attention and that may, in any way, cast a negative light on the WCDSB. Those items have been limited.
- h) The Superintendent of Faith Development and our Religious Education Consultant attend meetings with our Catholic Consortium partners to ensure fulsome discussion of the topics of the day and to ensure best practices are followed, and decisions are consistent with our Catholic Church Teachings.
- i) The CEO meets three times a year with the Bishop of the Diocese and other Directors of Education of the Diocese to ensure alignment and discussion regarding any challenges in relations to our Catholic Teaching, and to share promising practices.
- j) The CEO and other members of the Board team work in close partnership with the Board's Faith Animator to ensure a strong parish relationship, and to discuss issues of concern within our Waterloo Catholic region.
- k) The CEO and/or superintendent designate attend Regional Deanery Meetings three times a year. Reciprocal knowledge sharing is a feature of these meetings, with Waterloo Catholic regularly providing updates to the group.
- I) The CEO chairs the Board's FACE committee which oversees three sub-committees related to communications, political advocacy and School-Parish relationships. In all cases, the cause of Catholic education in Waterloo Region is supported and promoted with the broader public.
- m) The CEO regularly shares all memos and directives from the Ontario Catholic School Trustees Association sharing best practices or recommendations for prudent decision making faithful to the traditions of the Catholic Church.

Recommendation:

That the Board accept this report indicating compliance with communication and support to Board Policy IV 002 Treatment of Public.

Prepared/Reviewed By: Loretta Notten

Director of Education

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



Date: May 27, 2019

To: Board of Trustees

From: Director of Education

Subject: IV 003

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 002

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

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

Treatment of Students IV 002

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

Education Act Section 169.1

Achieving Excellence: A Renewed Vision for Education in Ontario

APH APs: APH 004, APH 005, APH 028, APH 027, APH 015, APH 021, APH013, APH 026, APH 029, APH022, APH 008,

APH 012, APH 016, APH 001, APH 002, APH 017, APH 019, and APH 010

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Background/Comments:

In addition to all of the policy direction that applies to the public, with respect to interactions with students, the CEO shall not cause or allow conditions, procedures, actions, or decisions that are unsafe, or unhealthy or inherently inequitable.

- a) In addition to all those measures which ensure compliance with IV 002 (found in items b-m below), the following would also be offered as evidence of compliance:
 - a. The CEO has ensured that data be more detailed when looking at sub-groups of students when reporting on academic performance, resiliency/MDI data, and suspensions and expulsions, which will guard against any unnoticed inequities in terms of service or results. There is an explicit KPI in the MYSP which monitors this data.

- b. The welfare of students is governed by a number of Administrative Procedures dealing with Health and Safety, including but not limited to APH 004, APH 005, APH 028, APH 027, APH 015, APH 021, APH013, APH 026, APH 029, APH022, APH 008, APH 012, APH 016, APH 001, APH 002, APH 017, APH 019, and APH 010.
- c. In addition to the Education Act, and APH 024 Health and Physical Education Safety Guidelines, staff are informed and governed by regulations and best practice shared by OPHEA which ensures that practices in all Health and Active Living settings is safe.
- d. There is an Equity and Inclusive Education Learning Committee comprised of educators and outside professionals who are offering a critical eye and guidance regarding the advancement of equitable practices in the WCDSB. Formal alignment to the WCDSB Wellness Strategy is also underway, with a formal Well-Being Steering Committee and aligned well-being (equity) goals now in place.
- e. Students had a representative voice within the respondents to the 2018 MYSP Survey and had ample opportunity to provide feedback. There were no items in which the majority (or even a large percentage) of students indicated that they disagreed or strongly disagreed about the delivery of the goal. This survey was not administered this year due our placement in the MYSP cycle but will be reinstituted in a year's time.
- f. This spring students in grades 4-12 completed the MDI School Climate survey and this also allows for the analysis of both board and school level data regarding student impressions of safety and inclusion. Results will be available to staff by the fall.
- g. Staff have now instituted an annual Student Transition Survey which allows students to share their experience of transition from grades 8 to 9.
- h. The CEO has hosted 3 student Town Halls in which the voice of students was shared and opinions sought regarding the treatment of students and their aspirations.
- i. There are 2 student Trustees who have ample opportunity to share the voice of students within the Boardroom but also in a variety of forums throughout the WCDSB. There is also an active Student Senate which provides students a forum for discussion and advancement of their thoughts and opinions.
- b) The Board regularly consults with the Vicar of Catholic Education and the Diocese of Hamilton on issues that arise where they is need for guidance to ensure compliance with the teachings and traditions of the Catholic Church.
- c) The CEO has administered both an interim survey and a supplementary survey in the spring of 2018 regarding the WCDSB MYSP to all stakeholders of the board. The expressed purpose of the surveys was to signal to all stakeholders that their feedback and impressions are important to the overall governance and operation of the board.
- d) The WCDSB MYSP Survey allowed opportunity for feedback on the full breadth of the board's goals. While not all stakeholders were uniform in their degree of agreement and feedback, the strongest area of the three priority areas was found in Nurturing our Catholic Community. With that said, there was no question in which the respondents had a majority opinion which was reflected as disagree or strongly disagree.
- e) An audit by an external Marketing firm has produced evidence that our Board is noted for the strength of its community and the perception that we are inclusive and strongly faith-based.
- f) Within the WCDSB Administrative Procedures there is an express Communication Guideline for Parents and Staff, that ensure that feedback and information to stakeholders is timely, and shared in a clear, concise and easily followed manner. (APC 001)
- g) All employees of the Board are governed by APS 017, an Acceptable Use Policy "Responsible Use of IT and Electronic Data" when using the communication tools of the WCDSB.
- h) The CEO shares with the Board of Trustees, in a timely manner, any items of interest that are likely to garner media attention and that may, in any way, cast a negative light on the WCDSB. Those items have been limited.
- i) The Superintendent of Faith Development and our Religious Education Consultant attend meetings with our Catholic Consortium partners to ensure fulsome discussion of the topics of the day and to ensure best practices are followed and decisions are consistent with our Catholic Church Teachings.
- j) The CEO meets three times a year with the Bishop of the Diocese and other Directors of Education of the Diocese to ensure alignment and discussion regarding any challenges in relations to our Catholic Teaching, and to share promising practices.
- k) The CEO and other members of the Board team work in close partnership with the Board's Faith Animator to ensure a strong parish relationship, and to discuss issues of concern within our Waterloo Catholic region.

- I) The CEO and/or superintendent designate regularly attend Regional Deanery Meetings three times a year.
- m) The CEO regularly shares all memos and directives from the Ontario Catholic School Trustees Association sharing best practices or recommendations for prudent decision making faithful to the traditions of the Catholic Church.

Recommendation:

That the Board accept this report indicating compliance with Treatment of Students Policy IV 003

Prepared/Reviewed By: Loretta Notten

Director of Education

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





Date: May 27, 2019

To: Board of Trustees

From: Director of Education

Subject: Treatment of Staff IV 004

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)

Treatment of Staff IV 004

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

Occupational Health and Safety Act Workplace Safety and Insurance Act AHP 018 Wellness

Alignment to the MYSP:

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

Goal: Decrease in staff absenteeism/ sick leave usage, and health and safety incidents

Background/Comments:

1) The CEO shall not cause or allow conditions, procedures, actions, or decisions that are unclear, unsafe, or unhealthy or arbitrarily inequitable.

i) Unclear

The Board has 120 Administrative Procedure (AP) Memorandums specifying processes and required actions for a multitude of situations. The AP Memorandums are available on the public website and select AP Memorandums are reviewed with staff before each school year. The AP memorandums indicate the Board does not cause or allow conditions, procedures, actions, or decisions that are unclear.

ii) Unsafe and Unhealthy

The Board has an Internal Responsibility System, per the *Occupational Health and Safety Act*, that includes reporting mechanisms for employees, incident tracking, investigation and follow up. In addition, the Board has a central Joint Health and Safety Committee with terms approved by the Ministry of Labour.

Health and Safety responsibilities are managed by the Health and Safety Officer and the Health and Safety Specialist. Their activities include equipment certification, repairs, installation and replacement of equipment, training, inspections, hazardous waste management, air quality monitoring and investigations, asbestos surveys and repairs, ergonomics, workplace violence and policy management.

As of March 31, 2019 there were 947 incidents reported so far for 2018-2019, 675 of which were reported as "workplace violence" incidents. Total incidents reported in 2017-2018 were 948, with 475 workplace violence incidents. Therefore, the Board is experiencing a higher number of reported incidents as compared to the previous year and a higher percentage of those incidents are reported as workplace violence. This trend has accelerated since the 2016-2017 school year.

In 2017-2018 the Board had a total WSIB claims frequency rate of 4.59 per 100 employees. The average rate for boards of similar size was 4.68. The Board's frequency rate increased slightly from 4.55 per 100 employees in 2016-2017. The Board has had a lower frequency rate than the average for other boards of similar since 2015-2016.

As of May 17, 2019 there were 112 approved WSIB claims. There were 122 approved claims in 2017-2018. The three leading causes of claims are slips, trips and falls, workplace violence and aggression and struck by/against.

The Ministry of Labour visited Board worksites on ten occasions so far this school year. Five of the visits were due to critical injuries that require the Ministry of Labour to investigate. Two visits were the result of a request for the Ministry to attend the worksite due to injuries sustained while working with students. One visit was due to a concern from an employee about the safety of the worksite. Two of the visits were in follow up to previous visits. One of the visits resulted in an order requiring the Board to reassess the classroom, review a student safety plan, provide training and a schedule for training.

The health and safety and WSIB claims data indicate that while the Board generally experiences performance similar to or better than boards of a comparable size, there is an indication of the need for greater effort in reducing the number of incidents and approved claims.

To this end, the Board has undertaken the following:

- All education assistants, child and youth care workers and special education teachers receive ongoing deescalation training.
- All school staff are undergoing universal support training in order to provide strategies for students who are
 presenting with behaviours.
- Each school must ensure that staff who work with students who have a safety plan have reviewed the plan.
- Each family of schools is supported by a collaborative team that includes Board Certified Behaviour Analyst. The teams work with school staff to model and implement strategies when working with students presenting behavior.
- Incidents are reviewed daily and support is provided accordingly.
- Debriefs following the containment of students in order to review programming.

In addition, the Board has implemented a new form to increase accountability on counter-measures in the event of a significant health and safety event, the addition of health and safety questions to superintendent school visits and the addition of a health and safety message at the start of staff meetings. Last, slips, trips and falls training was provided to each school.

iii) Arbitrarily Inequitable

The Board has several processes in place to ensure that all staff are treated equitably regarding terms and conditions of employment. No terms and conditions are intentionally breached and all staff have access to a process whereby alleged breaches may be raised.

In addition, the Board implemented APO028 Fair and Equitable Hiring and Promotions in 2017-2018. The purpose of APO028 is to ensure that hiring practices are bias free and barrier free.

The Board's management practices indicate that the Board does not have conditions, procedures, actions, or decisions that are arbitrarily inequitable.

2) The CEO shall not cause conditions to exist that adversely impact on staff morale and performance.

There is no direct measure currently in place to accurately measure staff morale and performance. However, the 2018 Multi-Year Strategic Plan (MYSP) survey, grievance activity, and student achievement data provides some indicators about morale and performance.

The 2018 MYSP survey indicated that 88% of employees agreed or strongly agreed with the statement that, "our school/community engages students, parents and staff in working towards mentally healthy communities." Seventy-two percent reported the same in 2017. Eighty-four percent of employees agreed or strongly agreed with the statement that, "Our school/community is committed to promoting Physical Health and Well Being." Seventy-eight percent reported the same in 2017. Last, 85% of employees agreed or strongly agreed with the statement that, "Our school/community supports Spiritual Health for students and staff." Seventy-six percent reported the same in 2017. This data indicates that there is a growing confidence and perception among employees that the Board is following its strategic direction in ensuring students and staff are healthy in mind, body and spirit. It can be argued that a failure to meet this direction would be an indicator of poor staff morale.

As of May 14, 180 grievances have been filed by unions representing the Board's employees in 2018-2019. There were 45 grievances filed in 2017-2018. The increase is directly attributable to the teacher shortage currently experienced by the Board. One hundred fifty-one of the grievances filed this school year concern either missed planning time or denial of leaves.

Student achievement data, including results from standardized testing, continues on a generally positive trend. This trend suggests that there are not conditions that adversely impact on staff performance.

The MYSP survey, grievance activity, and student achievement data indicate that the Board does not have conditions that adversely impact on staff morale and performance.

3) The CEO shall not discriminate against anyone for non-disruptive expression of dissent.

There have been no instances of discipline for anyone who engaged in a non-disruptive expression of dissent. Likewise, no hiring or promotion decisions have been based on an individual being engaged in a non-disruptive expression of dissent.

Recommendation:

That the Board accept this report indicating compliance with Treatment of Staff Policy IV 004.

Prepared/Reviewed By: Loretta Notten

Director of Education

Jason Connolly

Superintendent of Human Resources

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Date:	May 27, 2019
То:	Board of Trustees
From:	Director of Education
Subject:	Monitoring Report – IV 009 "Asset Protection"
Type of Report:	 □ Decision-Making ☑ Monitoring □ Incidental Information concerning day-to-day operations
Type of Information	n: Information for Board of Trustees Decision-Making Monitoring Information of Board Policy IV 009 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 009 "Asset Protection".

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

Executive Limitation IV 009, "Asset Protection"

Alignment to the MYSP:

Background/Comments:

Annually, a report will be provided to Trustees on compliance with Board Policy IV 009.

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 allow assets to be unprotected, inadequately maintained nor unnecessarily risked.

Management strives to create an environment where staff embrace their role as stewards of public resources. This can be demonstrated by reviewing procedures that have developed which outline the safeguards and controls put in place to ensure our schools, students, and staff will continue to enjoy a safe, welcoming environment every day.

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

1. Fail to insure against theft and casualty losses and against liability losses to Board members, staff, or the organization itself.

The Waterloo Catholic District School Board has been a member of the Ontario School Boards Insurance Exchange (OSBIE) since 1998. OSBIE is a school board owned, non-profit insurance program with 118 members, representing 78 school boards/school authorities and 40 Joint Ventures in Ontario. The primary goals of the Exchange are to insure member school boards against losses and to promote safe school practices.

A list of coverages held with OSBIE is attached as Appendix A.

A casualty loss is any sudden and unexpected loss such as a building fire or flood. Theft and casualty losses are covered by the Board's property, liability, vehicle, and theft insurance.

Board members and staff are covered by provisions dealing with errors and omissions as well as professional malpractice liability insurance.

The annual board budget contains an amount to deal with uninsured losses such as minor damage and theft where these claims would not meet the policy deductible.

2. Unnecessarily expose the organization, its Board or staff to claims of liability or loss.

Management and the Audit Committee work with the Regional Internal Audit Team and the Board's Internal Audit Officer to identify and review areas of risk and to ensure sufficient controls exist which mitigate the identified risks. Where control deficiencies are identified by the internal auditors, plans are put into place to ensure corrective actions take place and the audit teams follow up within 18 months to ensure compliance has taken place.

In carrying out the various functions assigned to them, management follows the Education Act and Regulations, Ministry directives, Board Policies, and Administrative Procedures to ensure common approaches and best practices are used in discharging their responsibilities. Where new risk areas are identified, they are discussed at Executive Council, and through deliberation and consultation, new Administrative Procedures are developed. Procedures are reviewed every three years at a minimum to ensure relevance.

In cases where claims do occur, staff and Board members carrying out their assigned duties are indemnified by the Board's insurance policy as noted in policy provision 1 above.

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

A variety of preventative maintenance programs have been developed and implemented to ensure assets are maintained and protected. The major programs are outlined below:

School-Based Inspections

Head custodians carry out daily, weekly, and monthly inspections at school sites.

Inspections include:

- Interior and exterior safety checks
- Fire sprinkler system
- Fire doors
- Emergency lighting
- Eye wash stations
- Roofs

Any work required as a result of the inspections is entered into the on-line work order system by the head custodian for processing and follow up. Hard copy inspection forms confirming dates and findings are currently maintained for review at each school site.

Central Maintenance

The following programs have been put into place to ensure equipment is being maintained:

- All lawn mowers, grass trimmers, chain saws, and snow blowers are checked prior to the start of each season. Where required, staff receive one-on-one training for safe equipment use.
- All vehicles are maintained regularly.
- Outside contractors complete annual inspections and repairs on elevating devices and lifts, fire panels, hoses and sprinkler systems, and playground structures.

As part of Facility Services' Service Quality System, a new preventative maintenance program has been implemented for mechanical systems. The following occurred over the past year:

- Board wide mechanical asset inventory completed and validated by drawings and onsite audit, uploaded into work order planning system in October 2018.
- Work order planning system enhancement to accommodate preventative maintenance module in December 2018
- Preventative maintenance requirements for mechanical equipment entered into work order planning system in February 2019.
- Training and orientation for staff on new system in March 2019.
- The first work orders for preventative maintenance will be generated in June 2019.

4. Engage in banking services for operations with any institution other than a chartered bank.

The Board's bank of record is the Canadian Imperial Bank of Commerce (CIBC). CIBC is a Schedule I Bank as determined by the federal government and as a chartered/licensed bank, is governed by the Bank Act.

A listing of Schedule I Banks can be found here: https://laws-lois.justice.gc.ca/eng/acts/B-1.01/page-161.html#h-1115190

5. Fail to present an annual report to the Board of Trustees on the Labour Relations Solicitor of Record and the Local Solicitor of Record that includes a year over year fee comparison and professional performance statement.

Appendix B contains the annual report as required by this policy provision.

6. Allow intellectual property, information systems and files to be pirated, lost, stolen, or suffer significant damage.

The information systems, files and intellectual property of the Board are actively protected through the efforts of the ITS department.

The on-premise information systems servers and related infrastructure of WCDSB are physically housed in two secure data centres. One of these data centres is housed at the Catholic Education Centre and the other is at Facility Services in Waterloo. These data centres are designed with resilient battery-backed power supplies and mirrored infrastructure. Both facilities are configured with surveillance and electronic security systems. Key ITS staff are electronically alerted to any issues with the information system infrastructure. In the case of information system failure at either of the two data centres, the system can be brought up and run from the other data centre. Both data centres are also backed up with generators to allow continued service in the case of an extended power outage.

Information systems that are hosted by 3rd parties off WCDSB's sites are contracted to provide redundant and secure infrastructure both for providing maximum availability of these systems and for protecting WCDSB files and intellectual property.

All electronic files containing intellectual property are secured in systems protected and identified through Microsoft Active Directory identification credentials. Credentials are not created for staff or students unless verified through the iSYS HR System or the Trillium Student Management System. Staff passwords are required to be changed every 6 months and student passwords are changed once a year. WCDSB has implemented multifactor authentication for any user travelling outside Canada or the USA to prevent hackers from countries where most hacking originate. Senior administration and school administration Outlook email accounts are now configured for Microsoft Advanced Threat Protection. WCDSB's electronic file, application and information systems are protected by a corporate level firewall, virus, malware and intrusion detection infrastructure. Further, each secondary school now has a firewall with resilient internet connections which allows balancing of security across the system. This infrastructure filters out harmful content, cleans viruses, filters SPAM and mitigates access by hackers.

The Regional Internal Audit Team is completing an audit of IT security and has drafted recommendations to further improve IT security on our networks. The changes resulting from the audit will be highlighted in next year's report.

Finally, Board employees have watched instructional videos and documentation which cover topics on privacy, security, social media risks, and e-mail safety.

Recommendation:

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 009 for the 2018-19 school year.

Prepared/Reviewed By: Loretta Notten

Director of Education

Shesh Maharaj

Executive Superintendent of Corporate Services

Chris Demers

Chief Information Officer

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

Annual Report – Solicitors of Record

Labour Relations

The solicitor of record for labour relations is Filion Wakely Thorup Angeletti LLP. A fee comparison follows:

Lead Partner
Other Staff
Other Staff

2018	2019
\$300	\$310
\$450	\$175
\$295	

The labour relations firm provides services related to:

- o Central labour agreement issues
- o Grievances
- o Employment contracts and terms and conditions issues
- Hiring and Termination issues

Filion Wakely Thorup Angeletti LLP has performed satisfactorily during the 2018-19 school year.

Jason Connolly, Superintendent of Human Resources

<u>Local</u>

The local solicitor of record is SorbaraLaw – Sorbara, Schumacher, McCann LLP. A fee comparison follows:

Lead Partner
Other Staff

2018	2019
\$250	\$250
\$250	\$250

The local solicitor of record provides services related to:

- o Purchase and sale of real estate
- Contract interpretation
- o Lease agreements
- Planning issues
- o Procurement law
- Defense related to claims against the Board

SorbaraLaw – Sorbara, Schumacher, McCann LLP has performed satisfactorily during the 2018-19 school year.

Shesh Maharaj, Executive Superintendent of Corporate Services



SCHOOL - GUARD INSURANCE POLICY

RENEWAL POLICY NUMBER: SG 00249

ONTARIO SCHOOL BOARDS' INSURANCE EXCHANGE 91 WESTMOUNT ROAD, GUELPH, ONTARIO N1H 5J2 (herein after called the Insurer)

In consideration of the payment of premium and the statements in the Declarations coverage is subject to the conditions, limitations and other terms of this policy.

Coverage is provided for only those sections where premiums are stated below:

DECLARATIONS

ITEM 1 NAMED INSURED: Waterloo Catholic District School Board

35 Weber St. W., Unit A, P.O. Box 91116

KITCHENER ON N2G 4G2

ITEM 2 POLICY PERIOD: January 01, 2019 to: January 01, 2020

(12:01 A.M. Standard Time as to both dates at the address of the NAMED INSURED)

ITEM 3 POLICY LIMITS AND PREMIUM:

THIS POLICY CONTAINS CLAUSES THAT MAY LIMIT THE AMOUNT PAYABLE

	LIMITS(\$)	DEDUCTIBLE(\$)	PREMIUM(\$)
Appendix B – Liability -Per Accident, Event, Occurrence, Wrongful Act Sub limits as stated in the policy	27,000,000	Nil	
Appendix C1 – Property as per Schedule 1 SECTION I. Property of Every Description (Replacement Cost/All Risk) Sub limits as stated in the policy	unlimited	100,000 Per occurrence	
SECTION II. Extra Expenses	2,000,000		
SECTION III. Loss of Rent (up to 12 months)	500,000		
Appendix C2 – Boiler as per Schedule 1			
SECTION I. Physical Damage / Direct Damage Sub limits as stated in the policy	unlimited	1,000 Per occurrence	
SECTION II. Business Interruption	250,000		
Appendix C3 - Crime -Employee/Volunteer/Board Member Theft Sub limits as stated in the policy	500,000	500 Per occurrence	

ITEM 4 OPERATION COVERED: Operations of a board as permitted by the Education Act.

IN WITNESS WHEREOF the Insurer by its representative has executed this Policy

Signature of Attorney-in-Fact

NOT TO BE DISCLOSED/RELEASED: Contains sensitive and confidential information. This document is intended for internal Board use only.



Summary of Liability Insurance

This is to confirm that the following insurance is in effect for:

Waterloo Catholic District School Board

Insurer: Ontario School Boards' Insurance Exchange

Policy Number: SG 00249

Coverages: A: Personal Injury Liability

B: Property Damage Liability

C: Property Damage Liability – Leased PropertyD: Incidental Professional and Malpractice Liability

E: Environmental Impairment Liability
F: Errors and Omissions Liability

G: Legal Expense H: Sexual Assault

Endorsements: 1. S.P.F 6 Non-Owned Automobile Liability

2. S.E.F. 94 Legal Liability for Damage to Non-Owned Automobiles

2. S.E.F. 96 Contractual Liability (Non-Owned Automobiles)

3. S.E.F. 9 Excluding Long-Term Leased Vehicles

4. Non-Owned Automobile Amendments5. Voluntary Compensation for Volunteers

6. Voluntary Medical Payments

7. Unmanned Air Vehicle System (UAVS) Liability Endorsement

Limits: Coverages A to F & H - \$27,000,000

Coverage G -\$100,000 Endorsement 6 - As per Schedule

Policy Period: January 1, 2019 to January 1, 2020

12:01 A.M. Standard Times as to both dates.

Issue Date: January 1, 2019

Confirmed by:

Authorized Representative

This document is intended for internal Board use only

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SUMMARY OF INSURANCE

This will confirm that the following insurance is in effect for:

Waterloo Catholic District School Board

Insurer: Ontario School Boards' Insurance Exchange

91 Westmount Rd.

GUELPH, ON N1H 5J2

Policy Number: SG 00249

Coverage			Limit(\$)	Deductible(\$) (per occurrence)
C1. Property				
	Property of every description/		Unlimited	100,000
	Replacement Cost/All Risk			
	5.7 Valuable Papers		100,000	
	5.8 Computer Media		100,000	
	6.12 Fine Arts	100,000	scheduled item	
		/10,000 u	nscheduled item	
	8.5 Land and Water Contaminant		250,000	
	or Pollutant Cleanup, Removal	and Disposal		
	8.6 Professional Fees	•	250,000	
	8.7 Master Keys		50,000	
	,		,	
SECTION II	Extra Expenses	;	2,000,000	
	I Loss of Rent		500,000	
C2. Boiler & Ma				
	Physical Damage / Direct Damage		Unlimited	1,000
SECTION	5.1 (i) Expediting Expenses	;	250,000	1,000
	`,'		•	
	5.1 (iii) Hazardous Substances		250,000	
	5.1 (v) Data & Media		250,000	
	5.1 (vi) Professional Fees		250,000	
	6.7 Ammonia Contamination		250,000	
	6.8 Water Escape		250,000	
	7.2 (i) Consequential Damage		10,000 per accident	
SECTION II	Business Interruption		250,000	
C3. Crime				
SECTION	I			
0_0	1.1 Employee Theft		500,000	500
	1.2 Loss Inside Premises		25,000	
	1.3 Loss Outside Premises		25,000	
	1.4 Money Orders & Counterfeit Co	ırrencv	500,000	
	1.5 Depositor's Forgery	J. 10 y	500,000	
	1.6 Computer Fraud Coverage		500,000	
	1.7 Social Engineering Fraud	Aggregate Limit	•	
	i.i Social Engineening Flaud	Aggregate Limit	500,000	

Policy Period: January 1, 2019 to January 1, 2020

12:01 A.M. Standard Times as to both dates.

Per Occurrence 10% of 500,000

Issue Date: January 1, 2019

Confirmed by:

Authorized Representative