



## Board of Trustees' Board Meeting

**Date:** Monday, June 17, 2019

**Time:** 5:30 p.m.

*\* Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.*

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

**Attendees:**

**Board of Trustees:**

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

**Student Representatives:**

Meghan Nemeth, Izabella Tyc

**Senior Administration:**

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

**Special Resource:**

**Recording Secretary:**

Alice Figueiredo

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Board Chair		
1.1 Opening Prayer & Memorials	Board Pastoral Team		
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Board Chair		
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest	Individual Trustees		
1.4.1 From the current meeting			
1.4.2 From a previous public or in-camera meeting			
1.5 Items for Action: None	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)			
3. Consent Agenda: Board (Minutes of meetings, staff report)			

<b>ITEM</b>	<b>Who</b>	<b>Agenda Section</b>	<b>Method &amp; Outcome</b>
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Minutes of May 27, 2019 - Board Meeting 3.2 Approved CPIC Minutes of February 20, 2019 3.3 Approved SEAC Minutes of April 3, 2019 3.4 Approved Governance Minutes of March 18, 2019 3.5 Interim Financial Report #3	Trustees Trustees Trustees Trustees Trustees	pp. 4-8 pp.9-12 pp.13-17 pp. 18-19 pp. 20-24	Approval Information Information Information Information
<b>4. Delegations/Presentation</b>			
4.1 Presentation to Student Trustees	M. Van Alphen, J. Gravelle	--	Information
<b>5. Advice from the CEO</b>			
5.1 Budget 5.2 Director's Report 5.3 Extended Day 5.4 MYSP Report	S. Maharaj L. Notten G. Foran L. Notten	pp. 25-26 pp. 27-28 pp. 29-31 pp. 32-82	Information Information Approval Approval
<b>6. Ownership Linkage (Communication with the External Environment)</b>			
<b>7. Reports from Board Committees/Task Forces</b>			
7.1 Student Trustee Update 7.2. Audit Committee Annual Committee Reports 7.3 Governance Annual Committee Report 7.4 Linkages Annual Committee Report 7.5 Pastoral Care Team Annual Committee Report	M. Nemeth, I. Tyc J. Perkovic M. Van Alphen T. Weiler J. Gravelle	-- pp. 83-85 pp. 86-87 pp. 88-89 pp. 90-91	Information Information Information Information Information
<b>8. Board Education (at the request of the Board)</b>			
8.1 Chair's Update 8.2 OCSTA/CCSTA Communications	B. Conway B. Conway	pp. 92 pp. 93-121	Information Information
<b>9. Policy Discussion</b>			
<b>10. Assurance of Successful Board Performance</b>			
<b>10.1 Review of Board Policy</b>			
<b>10.1.1 Board Policy II 001 General Governance Commitment</b>	Trustees (all)	pp. 122-123	Approval
<b>10.1.2 Board Policy II 009 Board Committee Principles</b>	B. Conway	pp. 124	Approval
<b>10.1.3 Board Policy II 010 Board Committee Structure</b>	K. Dupuis	pp. 125	Approval
<b>10.2 Approval of amendment to Facilities Accommodation IV – 010</b> Remove the word “not” from item #6 from Policy IV 010	M. Van Alphen	pp. 126	Approval
<b>10.3 Approval of amendment to IV 012 – Communication to Board</b> That the Board of Trustees add a 4th action to IV 012 that : The CEO shall not fail to communicate to Board for information on a semi-annual basis capturing the seminal changes to Administrative Procedures.	M. Van Alphen	pp. 127	Approval
<b>Assurance of Successful Director of Education Performance</b>			
<b>11.1 Monitoring Reports &amp; Vote on Compliance</b>			
11.1.1 General Exec Limitations – Monitoring Report IV – 1	L. Notten	pp. 128-129	Approval

ITEM	Who	Agenda Section	Method & Outcome
<b>Potential Agenda Items/Trustee Inquiry Report (CEO)</b>			
12.1 Trustee Inquiry Report from the CEO			
12.2 Shared concerns			
<b>Announcements</b>			
<b>13.1</b> Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): •June 20: Retirement Celebration - St Jerome's •June 21: Board Office Mass – St Mary's of Seven Sorrows June 24: Special Board – St. Benedict •June 25: St. Mary's Graduation •June 26 : St. Benedict Graduation •June 26: St. David Graduation •June 27: Monsignor Doyle Graduation •Aug 22: Links FORE Learning Golf Classic •Sept 16 - OCSTA Regional Mtg			
<b>13.2</b> Pending Items:	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
<b>13.3</b> Pending Items for OCSTA Consideration			
<b>14. Items for the Next Meeting Agenda</b>	Trustees		
<b>15. Adjournment</b> <b>Confirm decisions made tonight</b>	Director of Education		
15.1 Move into Private, Private	Trustees		
<b>16. Closing Prayer</b>			
<b>17. Motion to Adjourn</b>	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, May 27, 2019 at St. Benedict CSS.

### **Trustees Present:**

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

### **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:**

Greg Reitzel, 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.

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

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

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

The meeting opened with prayer by Trustee Dupuis.

### **1.2 Approval of Agenda**

4.1 to be presented upon arrival of guest.

**2019-64 -- It was moved by Trustee Price seconded by Trustee Weiler:**

**THAT the agenda for Monday, May 27<sup>th</sup>, 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:**

Private, Private meeting of May 13, 2019 regarding employee matter.

**2019-65 -- It was moved by Trustee Van Alphen 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 April 29, 2019 - Board Meeting

3.2 Trustee Budget Update

3.3 Budget Update #4

3.4 2019-2020 Board Meetings Dates

***2019-66 -- It was moved by Trustee Schmalz and seconded by Trustee Dupuis:***

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

## **4 Delegations**

4.1 Ontario Federation of School Athletic Associations (OFSAA) – arrived at 7:30 p.m.

Deanna Wehrle and Frank Wittmann provided Board of Trustees with an introduction to the Ontario Federation of School Athletic Associations (OFSAA) and then presented a series of clips advocating for OFSAA and all the positive attributes.

## **5 Advice from the CEO**

### **5.1 Director's Report**

Director Notten provided a recap of noteworthy events that took place during the month of May.

### **5.2 Special Education Update/Plan**

Superintendent Shoemaker introduced Antonietta Leonardo - Special Education Liaison, Erin Lemak - Principal Section 23 and Student Services, Kelly Roberts – Research Coordinator who will be presenting the Board of Trustees with a Special Education Update/Plan.

Mrs. Roberts commenced by providing some important pieces of data including EQAO Primary, Junior results and Grade 10 OSSLT achievement results. Data included analysis of students with IEP.

Mrs. Leonardo discussed Universal Support in the classrooms and our shared belief. Mrs. Lemak presented on the Universal Support Logic Model, the Resource Teacher Support Logic Model and the Student Independence Logic Model. The 2019-2020 Special Education Training was shared.

Trustees asked clarifying questions and provided feedback.

### **5.3 Energy Conservation Plan**

Superintendent Maharaj introduced Caleb Gingrich Regehr, Energy Conservation Officer who presented on the Energy Conservation and Demand Management Plan. Mr. Gingrich Regehr discussed Sustainability at WCDSB and connections to the MYSP and the implementation of the core teaching of Laudato Si'. Multi-year Strategic Plan Goals were discussed, past energy management projects, energy consumption, comparison to goals and future plans. Increasing Conservation Efforts were discussed along with education provided to students.

Trustees asked clarifying questions and provided feedback.

## **5.4 Administrative Boundary Change between St. Kateri Tekakwitha and St. Timothy**

Superintendent Maharaj reported on the administrative boundary change between St. Kateri Tekakwitha and St. Timothy and the purpose of the boundary change and solution.

Trustees asked clarifying questions and provided feedback.

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

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

### **7.1 Student Trustees Report**

Student Trustee Nemeth provided a recap of noteworthy events that took place during the month of May 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 May.

### **8.2 OCSTA/CCSTA Communications**

Trustee Conway provided recap of OCSTA attachments.

## **9 Policy Discussion**

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

### **10.1 Review of Board Policy**

#### **10.1.1 Board Policy II 011 Student Representation on the Board**

Trustee Conway confirmed that he reviewed the policy and noted that the incorrect policy was added in the agenda at page 77 and motioned for the policy to be noted in compliance.

**2019-67 -- It was moved by Trustee Conway and seconded by Trustee Van Alphen:**

**THAT the Board of Trustees find Board Policy II 011 Student Representation on the Board in compliance. --- Carried by consensus.**

Is There a Need to Review This Policy?

Concerns were raised that the policy had not been reviewed over a longer period of time and information may not be accurate. It was recommended that it be reviewed at Governance.

#### **10.1.2 Board Policy II 012 Student Trustee Role Description**

Trustee da Silva confirmed that he reviewed Board Policy II 012 and moved that it was in compliance.

**2019-68-- It was moved by Trustee da Silva and seconded by Trustee Schmalz:**

**THAT the Board of Trustees find in compliance Board Policy II 012 Student Trustee Role Description. --- Carried by consensus.**

Is There a Need to Review This Policy?

It was agreed that there was no need to review, however, since Board Policy II 011 Student Representation on the Board is being reviewed, this one should as well. Board Policy II 012 was recommended to be reviewed in Governance.

### **10.1.3 Board Policy III 001 Global Governance-Management Connection**

Trustee Conway confirmed that Board Policy III 001 was in compliance and moved same.

**2019-69 -- It was moved by Trustee Conway and seconded by Trustee Dupuis:**

**THAT the Board of Trustees find Board Policy III 001 Global Governance-Management Connection in compliance. --- Carried by consensus.**

Is There a Need to Review This Policy?

It was confirmed that there was no need to review the policy.

### **10.2 Policy II 002 – Governing Style - Board Evaluation Summary**

Trustee Conway thanked Trustees for submitting the Board Evaluation and provided a summary based on the responses. It was suggested that the Board Evaluation be reviewed to ensure that it is current. Noted importance of self-evaluation, unsure that the current form may not be the right tool. It was recommended that Policy II 002 be discussed in Governance.

### **4.1 Ontario Federation of School Athletic Associations (OFSAA) – 7:30 p.m.**

Deanna Wehrle and Frank Wittmann provided Board of Trustees with an introduction to the Ontario Federation of School Athletic Associations (OFSAA) – See 4.1 above.

## **11 Assurance of Successful Director of Education Performance**

### **11.1 Monitoring Reports & Vote on Compliance**

#### **11.1.1 Treatment of Public –Report IV – 002**

Director Notten provided a report on Treatment of Public confirming compliance.

**2019-70 -- It was moved by Trustee Price and seconded by Trustee Gravelle:**

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

#### **11.1.2 Treatment of Students - Monitoring Report IV – 003**

Director Notten provided a report on Treatment of Students - Monitoring Report IV – 003 confirming compliance.

**2019-71 -- It was moved by Trustee Van Alphen and seconded by Trustee Gravelle:**

**That the Board accept this report indicating compliance with Treatment of Students Policy IV 003 --- Carried by consensus.**

#### **11.1.3 Treatment of Staff – Monitoring Report IV – 004**

Superintendent Connolly provided a report on Treatment of Staff confirming compliance. Trustees asked clarifying questions and provided feedback.

**2019-72 -- It was moved by Trustee da Silva and seconded by Trustee Price:**

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

#### **11.1.4 Asset Protection – Monitoring Report IV – 009**

Superintendent Maharaj provided the Board of Trustees with a report on asset protection confirming the Board's compliance. Trustees asked clarifying questions and provided feedback.

**2019-73 -- It was moved by Trustee Dupuis and seconded by Trustee Gravelle:**

**That the Board accept this report indicating compliance with Board Policy IV – 009 Asset Protection. --- 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):

- 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 26: St. David Graduation
- June 27: Monsignor Doyle Graduation
- \* **June 24 - Special Board Meeting -Budget Approval - St. Benedict**

The June 17<sup>th</sup> Board meeting will commence at 5:30 p.m. to accommodate the budget presentation.

### **13.2 Pending Items:**

### **13.3 Pending Items for OCSTA Consideration**

## **14 Items for the Next Meeting Agenda**

## **15 Adjournment – Confirm decisions made tonight.**

The Recording Secretary confirmed the meeting decisions.

## **16 Closing Prayer**

## **17 Motion to Adjourn**

2019-74 It was moved by Trustee Schmalz and seconded by Trustee Dupuis:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:40 p.m.

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Chair of the Board

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Secretary

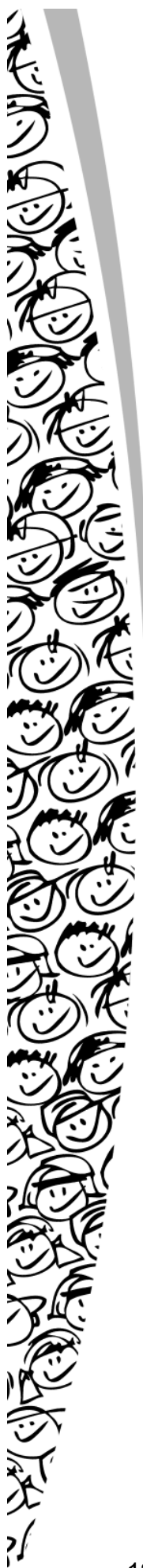
## Catholic Parent Involvement Committee Minutes

Date:	Wednesday, February 20, 2018
Time:	6:00pm (Dinner @ 5:30 pm)
Location:	Catholic Education Centre- St. Aloysius
Next Meeting:	tbd
<b>Committee Members:</b>	<ul style="list-style-type: none"> <li>• Vacant (Diocesan Rep.)</li> <li>• Judy Merkel (Administrative Official)</li> <li>• Linda Gregorio (Chair &amp; Member at large)</li> <li>• Manuel da Silva (Trustee)</li> <li>• Wendy Price (Trustee)</li> <li>• Brian Schmalz (Trustee)</li> <li>• Chris Woodcroft (Secondary Principal Rep.)</li> <li>• Sharon Adie (Elementary Principal Rep.)</li> <li>• Julie Hofstetter (Kitchener Secondary)</li> <li>• Bernadette Vanspall (Member at large)</li> <li>• David Perlaky (St. Benedict Elementary)</li> <li>• Denise Porter (Waterloo Secondary)</li> <li>• Lindsay Heuchert (Kitchener Secondary)</li> <li>• Patricia Castillo (Resurrection Elementary)</li> <li>• Gorette Varao-Woodman (Monsignor Doyle Elementary)</li> <li>• Eric Vaz (Cambridge Secondary)</li> <li>• Andrea Visneskie (St. David Elementary)</li> </ul>
<b>Present:</b>	Sharon Adie, Manuel da Silva, Linda Gregorio, Julie Hofstetter, Judy Merkel, Dave Perlaky, Denise Porter, Wendy Price (Skype), Bernadette Vanspall, Gorette Varao (Skype), Andrea Visneskie(Skype), Chris Woodcroft
<b>Regrets:</b>	Eric Vaz

TOPIC	Presenter
<b>1. Opening Prayer &amp; Welcome (Welcome new members), Call for additional Agenda items</b>  New member Bernadette Vanspall was welcomed.	Judy
<b>2. Approval of Agenda:</b>  Agenda approved	

<b>3. Approval of the Minutes:</b>	
Minutes approved	
<b>4. Other Correspondence/ Superintendent Update</b>  <p>Audio issues occurred for Skype callers. Linda typed some notes to mitigate the issue.</p> <p>The short video promoting the new Pastoral Plan was shown – this was shown at the launch of the Pastoral Plan as well.</p> <p>WCDSB is moving. Staff are moving to St. Francis, St. Agatha and St. Luke starting Mar. 1<sup>st</sup> and hope to return in Sept.</p> <p>Judy noted there is inconsistency among schools about what they name their councils; hence the name will be changed to Catholic School Advisory Council to standardize. This was a recent suggestion from recent reports. Bernadette asked about Parent Advisory Council (PAC). This is not a separate council. PAC is the parent council.</p>	Judy
<b>5. Trustee Update:</b>  <p>Manuel said he missed last week's meeting but will update the committee on the prior meeting. Trustees elected a new Chair and Vice-Chair. Loretta's annual report was announced and can be found on the web. In January the new Multi-Year Strategic Plan was rolled out. A survey occurred in the spring to inform the plan. New plan introduced Jan. 14. The Renewed Math Strategy team provided an update at the meeting. The full report can be found on the website. The Office of Auditor General visited; WCDSB did well. Report on well-being and active living, FSL and Leadership Strategy was provided at the last Board meeting. WCDSB's leadership program has served 527 staff members in the last six years. The Board is submitting resolutions on Parent Reach Out grants to OCSTA to hope that it continues. 5 resolutions in total: Green investments, trustee honorariums and capital</p>	Manuel
<b>6. Discussion Items/ Updates:</b>	
<b>6.1 Communications Committee: D2L Site Update</b>  <p>Sharon provided an overview of the new site. On the board website there is a d2l link on the bottom. PL_CPIC is the name of the site. There is a spot for videos, what's new, newswire feeds, etc. Spots for CPIC handbook, grants meeting minutes, contacts, can store meeting minutes here. A storage area for grants will be helpful for parent councils. Members log in like a class member. There is also a spot for a discussion forum. Discussion forums can be open to only certain people. A fundraising section will be added. It may be possible to video speakers and house it in a library (resource library). There is a calendar where schools can post their events. The committee will need to figure out sub-sections for our committees: All Chair, Communication, PRO grant. Expand the</p>	Sharon

<p>minutes and put trustee reports in there, SEAC minute meetings as well.</p> <p>Bernadette and Eric are interested in the Communications committee. Julie also volunteered. Judy, Linda and Diana can provide input. Google doc sub-folders can store resources too. Put SIPSA, BIPSA documents in it as well.</p> <p>Bernadette had a question on inconsistency at schools, e.g., each school populates their calendar. This is a larger system issue. Linda said this is on the radar (standardizing information delivery and how it is delivered) WCDSB school websites are now consistent.</p>	
<p><b>6.2 Council Chair Event Committee</b></p> <p>Linda summarized. The response to the last event date was not ideal; and the Ministry unveiled funding late. As Loretta met many Chairs at commissioning, it was not as crucial she could attend the event. Linda made a google doc to aid planning. The sub-committee came up with an agenda e.g., show how Ministry talks about CPIC, bring the CPIC manual more to life (beginning of year plan and end of year plan). Linda would like to do the opening section on the Ministry.</p> <p>Apr. 3. Was the date suggested. Denise said the onboarding time period has passed. Linda said that the agenda has shifted. We can talk about how to apply for a pro grant, and the end of year report - do you need help with PRO grants, here's what an end of year report looks like? Maybe do a video voice over tutorial; webinar; seminar. Concern was raised that parents won't come out multiple times to events in April.</p> <p>It was suggested to pre-plan the date of our October Chair event and let Chairs know it when they come on board. Networking was mentioned as the key part of the Chair event. A vote was held on whether to move forward with the Apr. 3 event. Email Diana if you'd like to be on either All Chair or PRO grant event committee.</p>	Linda
<p><b>6.3 PRO Grant Committee</b></p> <p>April 17<sup>th</sup> is the date for this PRO grant.</p> <p>This is the same day as the Child Witness Centre Youth Symposium. Linda reached out to some of the speakers including Rick Osborne and Becky Kellar-Duke. Becky is a gold medalist. Rick was a heroin addict. His book is "White Noise". Rick says the "best thing that you can do for your children is build resiliency". Approximately 1100 WCDSB students are registered to be vetted to attend. Idea to ask parents of gr. 8 students going. Chris asked about meeting in a central location and if this meets our application terms of reference. Manuel suggested the Portuguese Club on Townline Rd. Agenda logistics discussed. Dave suggested two speakers in a row; not at the same time. Some schools will be running their pro grant in April – Chris mentioned. Find schools near 401 to host.</p>	Linda



<b>6.3 Finance Committee update</b>  Julie mentioned that another meeting will occur. The committee did meet last night.	Julie
<b>6.4 School Year Calendar Committee Update</b>  Linda mentioned her participation on the School Year Calendar committee and what the committee does.	Linda
<b>7. Other Items</b>  No other items arose.	
<b>8. Gratitude and Closing Prayer</b>	Judy
<b>9. Adjournment</b>  Meeting adjourned at 8:45 p.m.	






Waterloo Catholic  
District School Board

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## SEAC Committee Meeting Minutes

<b>Date&amp; Time:</b>	Wednesday, April 3, 2019, 6:00 p.m.
<b>Location:</b>	<b>Boardroom, St. Mary's H.S.</b>
<b>Next Meeting:</b>	Wednesday, May 1, 2019
<b>Committee Members:</b> Kim Murphy, John Gilbert, Frank Thoms, Tracey Weiler, Kevin Dupuis, Jeanne Gravelle, Irene Holdbrook, Stuart Cross; Sue Simpson	
<b>Administrative Officials:</b> Laura Shoemaker, Erin Lemak	

1. Opening Prayer  Welcome	L. Shoemaker
2. Approval of Agenda  Motion by: Jeanne Gravelle Seconded: Sue Simpson	
3. Declared Pecuniary Interest N/A	
4. Approval of the March Minutes  Motion by: Jeanne Gravelle Seconded: Kim Murphy	
5.School System Operational Business  5.1. Assistive Technology and Special Education Liaisons  <b><u>Carol Sullivan – Teach Town:</u></b>  Presented on the importance of the TeachTown program (now available for each of the WCDSB secondary schools and 10 pilot elementary schools) for children with ASD. Because these children have such difficulty with social skills, they tend to struggle with developing age-appropriate friendships. Social awkwardness may cause them to become socially isolated. Research suggests that improving the social skills of children with ASD is one of the most powerful predictors of a positive outcome. Children with ASD need to be directly taught the specific rules of social interaction.	Chris Runstedler Carol Sullivan Antonieta Leonardo



Explicit instruction on the following topics will improve social skills for students with deficits: joint attention, greetings, social play, conversation, perspective taking, reading and interpreting nonverbal communication.

**Antonietta Leonardo – Lexia**

Lexia® is an online literacy tool that provides explicit, systematic and personalized reading instruction by targeting skill gaps as they emerge. At Waterloo Catholic we are using the the Lexia Core 5 platform for students at the elementary and junior levels. Lexia Power Up Literacy is used for intermediate and secondary students. Lexia was first introduced as part of an LD Ministry Pilot and has now been expanded to all of our schools.

Both Lexia Core 5 and Lexia Power Up Literacy includes 3 essential components:

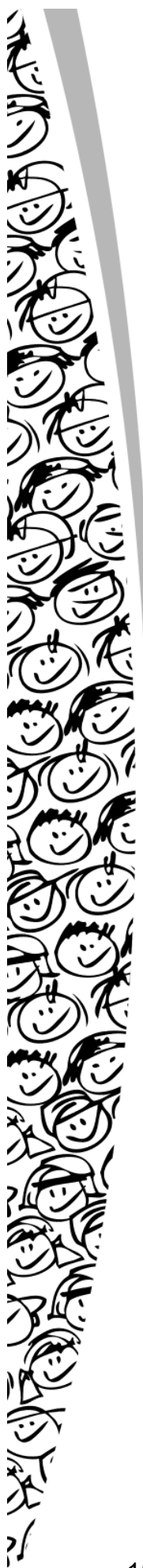
- 1.The online student program that includes guided practice and instruction.
- 2.The teacher portal that provides important data about how the student is progressing through each level
- 3.Targeted instructional resources to further support the online lessons and to target areas where students are demonstrating a particular need.

**Chris Runstedler – Assistive Technology**

- Assistive Technology at WCDSB is measurable, observable and improves learning. It is funded through SEA (Special Equipment Amount) fund. This equipment is to provide students with accommodations that are directly required and essential to access the Ontario curriculum and/or a board-determined alternative program and/or course and/or to attend school.
- SEA Assistive Technology Applications are reviewed on monthly basis and request is submitted to IT to deliver chromebooks/iPads with all required programs to students.
- Replacement computer equipment is provided for students with SEA claims coming into WCDSB
- Non-computer equipment is usually transferred between boards
- SEA moves within WCDSB – equipment is moved with the student (elementary to High School etc...)

**Main Categories for Software Support:**

- Learning Disabilities (Read and Write for Google, Kurzweil, WordQ, Mindomo Graphic Organizer Software, Livescribe pen)
- Physical Disabilities (word processing, Read and Write for Google (speech input...)
- Visual Disabilities (Zoomtext, Jaws, Read and Write for Google, Kurzweil web license, Firefly by Kurzweil for iPad )
- Cognitive Disabilities (iPad with apps 91+ Early Literacy & Numeracy aps, Board Maker Online Picture Communication software)
- Communication Needs (iPads and Proloquo2go



### Access to Assistive Technology

Software	School Access	Home Access
Read and Write for Google	All WCDSB Google/GAFE accounts	Full Home Access with Chrome Browser/ios ....
Mindomo Graphic Organizer	All WCDSB Google/GAFE accounts	Full Home Access with Chrome Browser/ios ....
Personal Laptop/chromebook	SEA claims	Take Home Privileges for laptops/chromebooks
Livescribe Pen	SEA claims or as requested	
iPad with 91+ early Literacy/Numeracy Apps	SEA claims or school purchased	
Boardmaker Online	Every school has an online account	
Proloquo2go	SEA claims	
Zoomtext and other Vision software	SEA claims	Take Home Privileges for laptops/chromebooks

- GAFE and Chromebooks is a 'normalization' tool so that we can minimize the White Elephant in the room for LD students; 'stigma associated with using 'Spec-Ed Tools/Software'
- Home Access including Read and Write is available for all students
- Current Software Tools for Students with Developmental Delays, Physical Disabilities include the iPads/Boardmaker Online.

#### Access to the Curriculum:




- iPad for touch technology, portability
- used by KidsAbility, IBI therapists, parent community
- tools for the visually impaired – zoom, scanners via camera...
- built in accessibility features (speak text, word prediction, Siri)

#### 6. Ministry Updates (10 min)

##### 6.1. Durham CDSB's SEAC Letter to Minister of Education - March, 2019

Expressing the concern about the recent changes to the provincial funding model for Autism services and the impact that it will have on children, families and school boards.

Laura  
Shoemaker

<p>6.2. Laura Shoemaker re: new Ministry Report:</p> <ul style="list-style-type: none"> <li>• Waiting for more information from the Ministry, no exact information has been confirmed yet.</li> <li>• WCDSB is working out the plan on transitioning large number of students requiring support (more than 65):</li> <li>• Principals already met with the Kidsability</li> <li>• Increased the number of EAs and BCBAs to help with the transition</li> <li>• Bringing BCBAs and SLPs to the classroom to do the Tier 1 support</li> </ul>	
<p>7. SEAC Committee Functions</p> <p>7.1 Pro Grant - On hold until funding announcement from Ministry is made.</p>	<p>SEAC members</p>
<p>8. Policy Advice to the Board:</p> <p>Budget will be discussed on the May 22<sup>nd</sup> meeting. Kim Murphy suggested that the board should prepare the options (motions) prior to the May 22<sup>nd</sup> meeting. Confirm the options at the first meeting in May.</p>	
<p>9. Updates (20 minutes)</p> <p>9.1. Association Updates</p> <p><b>WRFN:</b></p> <ul style="list-style-type: none"> <li>• New group formed "New Chapter". First meeting on April 30<sup>th</sup>. Please see information below: <a href="https://wrfn.info/events/event.cfm?ww_event_eventID=C562B60C-FF8B-C864-18A1-B81D52ED2AB8">https://wrfn.info/events/event.cfm?ww_event_eventID=C562B60C-FF8B-C864-18A1-B81D52ED2AB8</a></li> </ul> <p><b>WRDSS:</b></p> <ul style="list-style-type: none"> <li>• Canadian Down syndrome conference 2019</li> <li>• WRDSS Mini Conference May 2019</li> <li>• Up Side Down Charity Golf Tournament 2019</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">         Canadian Down        Syndrome Conferen     </div> <div style="text-align: center;">         WRDSS Mini        Conference May 201     </div> <div style="text-align: center;">         Up Side Down        Charity Golf Tourna     </div> </div> <p>9.2. Trustee Updates</p> <p>Jeanne presented updates from the March meeting:</p> <ul style="list-style-type: none"> <li>• Innovation, Learning and Engagement Update</li> <li>• Assessment and Evaluation Practice in Schools</li> <li>• Student Success Plan</li> <li>• School Year Calendar</li> <li>• Autism Update</li> <li>• Information on 2019-20 Education Grants and New Vision for Education</li> </ul> <p>For more details, please check the link: <a href="https://www.wcdsb.ca/wcdsb-board-meeting-bulletin-march-2019/">https://www.wcdsb.ca/wcdsb-board-meeting-bulletin-march-2019/</a></p>	



10. Pending Items N/A	
11. Adjournment  Motion by: Kim Murphy Seconded: Jeanne Gravelle	
12. Action Items Place Holder	

## Governance Committee Meeting

**Date:** March 18, 2019  
**Time:** 5:00 p.m.  
**Location:** St. Benedict C.S.S. Room 111 50 Saginaw Parkway Cambridge, Ontario  
**Next Meetings:** June 10, 2019

**Attendees:** Committee Members:  
Bill Conway, Greg Reitzel, Brian Schmalz, Melanie VanAlphen  
Administrative Officials:  
Loretta Notten

### 1. Welcome and Opening Prayer

The meeting opened with prayer by 5:08 pm. Prayer offered by Bill Conway  
Intentions for Jason Connolly, Lisa Legault and victims in Christ Church

### 2. Approval of Agenda

That the agenda for March 18, 2019 be now approved.

**Motion:** Melanie Van Alphen

**Seconded:** Brian Schmalz

### 3. Declared Pecuniary Interest

Nil

### 4. Approval of the Minutes

That the Minutes of Monday, October 1, 2018 be now approved.

**Motion:** Greg Reitzel

**Seconded:** Bill Conway

### 5. Election of Chair of Governance Committee

The Secretary asked for nominations for Chair of Governance Committee.

Moved that Melanie Van Alphen be elected Chair of Governance

**Motion:** Brian Schmalz

**Seconded:** Greg Reitzel

Passed by consensus

### 6. Discussion Items

#### 6.1 Review By-Law Article 8 Trustee Vacancy

Trustee Van Alphen offered some proposed new wording for Article 8 Trustee Vacancy.

Discussion of whether election needed to be clarified as municipal election – determined to be understood.

Proposed amendments to 8.3 will be re-written to be explicit regarding the options and process to be followed. Discussion about specific wording options.

Article 8 to be re-numbered to reflect the new organization with full process outlined in 8.3.

**Motion:** That Governance bring the new wording and numbering for Article 8 Trustee Vacancy to Board for approval  
**Moved:** Bill Conway  
**Seconded:** Greg Reitzel  
 Carried by consensus

**6.2 Review of whether to continue past practice of posting Linkage and Pastoral Committee Minutes on the Website and send to assistant to save.**

**Motion:** That Governance bring to Board the recommendation that the monthly Minutes of Linkages and Pastoral Committee simply be shared in the context of COWB meeting verbal report back, and that once annually Linkages and Pastoral Committee report back to Board more formally to be officially recorded in the minutes of the June Board meeting.

**Moved:** Brian Schmalz  
**Seconded:** Bill Conway  
 Carried by consensus

7. Pending Items

None

8. Recommendations to the Board

The Governance Committee makes the following recommendations to the Board:

**Motion:** That Melanie Van Alphen be elected Chair of Governance  
**Motion:** Brian Schmalz  
**Seconded:** Greg Reitzel  
 Passed by consensus

**Motion:** That Governance bring the new wording and numbering for Article 8 Trustee Vacancy to Board for approval  
**Moved:** Bill Conway  
**Seconded:** Greg Reitzel  
 Carried by consensus

**Motion:** That Governance bring to Board the recommendation that the monthly Minutes of Linkages and Pastoral Committee simply be shared in the context of COWB meeting verbal report back, and that once annually Linkages and Pastoral Committee report back to Board more formally to be officially recorded in the minutes of the June Board meeting.  
**Moved:** Brian Schmalz  
**Seconded:** Bill Conway  
 Carried by consensus

9. Adjournment

That the meeting be adjourned.

**Motion:** Bill Conway  
**Seconded:** Brian Schmalz



Date: June 24, 2019  
To: Board of Trustees  
From: Director of Education  
Subject: Interim Financial Report - #3 of 3

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

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

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

Interim financial reports are presented to the Board to assist Trustees in their monitoring of the financial well-being of the school board. These reports are presented to the Board of Trustees three times per school year (January, March, and June). Reports are reviewed by the Audit Committee prior to being sent to the Board of Trustees.

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

Executive Limitation IV008: Financial Conditions and Activities

With respect to the actual, ongoing financial condition of the organization, the CEO shall not cause or allow the development of fiscal jeopardy or a significant deviation of actual expenditures from board priorities established in the approved budget.

Alignment to the MYSP:

Building Capacity to Learn, Learn and Live Authentically

Strategic Direction: Investment in global competency development and leading technologies

Background/Comments:

Attached to this report are the following:

1. Dashboard Report
2. Expenditure Summary
3. Revenue Summary

This report contains data up to and including May 31, 2019. Notes, where appropriate are included to provide the reader with additional information.



General Commentary:

Significant changes to the budget are as follows:

- The Board continues to attract students to both elementary and secondary schools resulting in a projected enrolment of over 200 students above the estimates budget.
- Management has implemented some in-year cost savings measures in order to build reserves to offset upcoming potential employee-related contractual pressures and anticipated pressures in 2019-2020.
- Management is closely monitoring costs associated with temporary replacement staff, utilities, and special education staff as these costs are difficult to control.
- Due to a number of unfilled teaching jobs, temporary replacement staff costs are currently trending below budget, however, this is offset by an increase in overall sick leave usage. Management continues to monitor daily activity for staff replacement and is implementing strategies to address these shortfalls.
- Lawsuits, grievances, and any employee-related contractual financial pressures, if any, have been disclosed in private to the Audit Committee.

The overall risk assessment related to the Board's financial well-being for the 2018-2019 school year is **LOW**.

There have been no significant deviations from board priorities set in June 2018, with the exception of items outlined above as well as the reduction of certain Extra Programming Other (EPO) grants that were announced in January 2019.

Recommendation:

That the Board of Trustees receive this monitoring report as information on the financial well-being of the board as at May 31, 2019.

Prepared/Reviewed By:     Loretta Notten  
   Director of Education

   Shesh Maharaj  
   Chief Financial Officer

   Laura Isaac  
   Senior Manager of Financial Services

   Rob Connolly  
   Business Manager, 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."

**Waterloo Catholic District School Board**  
**2018-2019 Third Quarter Interim Financial Report**  
**For the Period Ended May 31, 2019**

Summary of Financial Results				
	Budget	Forecast	In-Year Change	
			\$	%
Revenue				
Provincial Grants (GSN)	254,373,620	255,731,806	1,358,186	0.5%
Grants for Capital Purposes	5,389,512	5,367,165	(22,347)	(0.4%)
Other Grants	3,956,930	5,176,106	1,219,176	30.8%
Other Revenues	13,210,787	13,813,044	602,257	4.6%
Amortization of DCC	15,207,317	16,386,944	1,179,627	7.8%
Total Revenue	292,138,166	296,475,065	4,336,899	1.5%
Expenses				
Classroom	203,945,536	205,012,128	1,066,592	0.5%
Non-Classroom	38,047,823	39,484,811	1,436,988	3.8%
Transportation	6,483,795	6,683,869	200,074	3.1%
Pupil Accommodation	24,838,582	24,829,566	(9,016)	(0.0%)
Capital	3,505,710	3,820,914	315,204	9.0%
Amortization/Write downs	15,316,720	16,496,343	1,179,623	7.7%
Total Expenses	292,138,166	296,327,631	4,189,465	1.4%
Balance before Accum Surplus	-	147,434	147,434	-
Accumulated surplus use	-	-	-	-
Surplus/(Deficit) - end of year	-	147,434	147,434	-

Note: GSN - Grants for Student Needs

Note: DCC - Deferred Capital Contribution

**Changes in Revenue**

- GSN:** Increase due to enrolment, additional ESL learners and revised SEPPA funding offset by a reduction in teacher experience
- Other Grants:** Increase due to additional EPOs since budget announced
- Other Revenues:** Increase due to Extended Day program, interest and rental revenue anticipated, offset by a reduction in Continuing Education fees
- Amortization:** Increase due to the timing of the completion of construction projects

**Changes in Expenses**

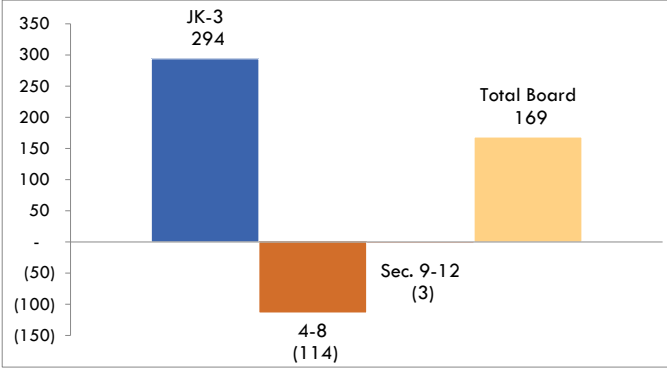
- Classroom:** Decrease due to teacher experience and staff reallocated to Non-Classroom offset by
- Non-Classroom:** Increase due to added staffing, contracts and staff reallocated from Classroom
- Amortization:** Increase due to the timing of the completion of construction projects

Summary of Enrolment				
ADE	Budget	Forecast	In-Year Change	
			#	%
Elementary				
JK-3	7,754	8,048	294	3.8%
4-8	8,446	8,332	(114)	-1.3%
VISA Students	15	26	11	73.3%
Total Elementary	16,215	16,406	191	1.2%
Secondary <21				
Pupils of the Board	6,510	6,508	(3)	0.0%
VISA Students	195	175	(20)	-10.3%
Total Secondary	6,705	6,683	(23)	-0.3%
Total	22,920	23,089	169	0.7%

Note: ADE is comprised of actual enrolment reported at October 31, 2018 and actual enrolment reported at March 31, 2019

Note: VISA students pay tuition & their enrolment does not affect our GSNs

Changes in Enrolment: Budget vs. Forecast



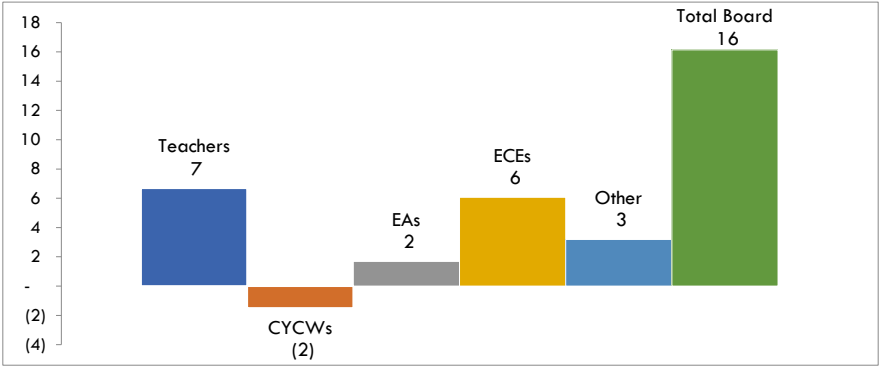
**Highlights of Changes in Enrolment:**

- Elementary:** Increase is attributed to registration of students of newcomers and the arrival of additional ESL learners to the region
- Secondary:** Increase is attributed to regional growth

Summary of Staffing				
FTE	Budget	Forecast	In-Year Change	
			#	%
Classroom				
Teachers	1,409	1,416	7	0.5%
Child & Youth Care Workers (CYCWs)	47	46	(2)	-3.2%
Educational Assistants (EAs)	368	370	2	0.5%
Designated Early Childhood Educators	163	169	6	3.7%
Total Classroom	1,987	2,000	13	0.7%
Other Support Staff				
School Administration	161	161	-	0.0%
Board Administration	74	76	2	2.4%
Facility Services	195	198	3	1.4%
Consultants/Co-ordinators	30	32	2	7.6%
Paraprofessionals	104	104	0	0.2%
Library & Guidance	65	61	(4)	-6.1%
Total Other Support Staff	629	632	3	0.5%
Total Staffing	2,616	2,632	16	0.6%

Note: FTE is calculated as of May 31, 2019

Changes in Staffing: Budget vs. Forecast



**Highlights of Changes in Staffing:**

- Classroom Teachers:** Increase due to enrolment
- Classroom Support Staff:** Increased ECEs and EAs due to support enrolment and student needs, offset by decreases of CYCWs due to changing student needs
- Other Support Staff - Board Admin:** Increase due to additional HR staff (1) as well as hiring RDO Co-ordinator instead of RDO Manager (0.4)
- Other Support Staff - Consultants/Co-ordinators:** Increase due to additional ECE Supervisor (1) and a
- Other Support Staff - Library & Guidance:** Reduction due to site based enrolment (1), site closure (1) and reallocation of staff to Consultants/Co-ordinators (2)

**Waterloo Catholic District School Board**  
**2018-2019 Third Quarter Interim Financial Report**  
**Revenues**  
**For the Period Ended May 31, 2019**

	Budget Assessment				Material Variance Note
	2018-2019				
	Budget	Forecast	Change		
			\$ Increase (Decrease)	% Increase (Decrease)	
Grant Revenues					
Pupil Foundation	125,341,014	125,791,310	450,296	0.4%	
School Foundation	15,882,972	15,963,602	80,630	0.5%	
Special Education	31,639,813	32,075,676	435,863	1.4%	
Language Allocation	6,165,003	7,267,569	1,102,566	17.9%	a.
Learning Opportunities	6,274,703	6,364,115	89,412	1.4%	
Adult Education, Continuing Education	3,229,691	3,447,942	218,251	6.8%	
Teacher & DECE Q&E	27,613,233	26,242,714	(1,370,519)	(5.0%)	b.
Transportation	6,702,701	6,955,732	253,031	3.8%	
Administration and Governance	7,293,114	7,347,780	54,666	0.7%	
School Operations	22,414,171	22,543,896	129,725	0.6%	
Community Use of Schools Grant	305,369	294,244	(11,125)	(3.6%)	
Indigenous Education	440,911	435,344	(5,567)	(1.3%)	
Safe Schools Supplement	406,565	408,737	2,172	0.5%	
New Teacher Induction program	223,065	152,844	(70,221)	(31.5%)	
Rural and Northern	43,320	42,324	(996)	(2.3%)	
Permanent Financing - NPF	397,975	397,975	-	0.0%	
Regular Operating On-going Grants	254,373,620	255,731,806	1,358,184	0.5%	
Grants for Capital Purposes					
School Renewal	344,547	367,742	23,195	6.7%	
Temporary Accommodation	1,583,575	1,583,575	-	0.0%	
Short-term Interest	140,016	94,474	(45,542)	(32.5%)	
Debt Funding for Capital	3,321,374	3,321,374	-	0.0%	
Total Capital Grants	5,389,512	5,367,165	(22,347)	(0.4%)	
Other Grants					
Continuing Education	2,161,670	2,323,681	162,011	7.5%	
Extra Programming Grants - Other	1,795,260	2,852,425	1,057,165	58.9%	c.
Total Other Grants	3,956,930	5,176,106	1,219,176	30.8%	
Other Revenues					
Continuing Education Fees	2,962,569	2,664,143	(298,426)	(10.1%)	
Rentals	895,222	999,392	104,170	11.6%	
Interest	200,000	354,089	154,089	77.0%	
Tuition Fees	3,756,500	3,797,952	41,452	1.1%	
Extended Day Fees	3,501,946	4,094,971	593,025	16.9%	d.
Other International Fees	1,198,250	1,154,750	(43,500)	(3.6%)	
Other	696,300	747,747	51,447	7.4%	
Total Other Revenue	13,210,787	13,813,044	602,257	4.6%	
Deferred Revenues					
Amortization of DCC	15,207,317	16,386,944	1,179,627	7.8%	e.
Net Deferred Revenue	15,207,317	16,386,944	1,179,627	7.8%	
Total Revenue and Grants	292,138,166	296,475,065	4,336,897	1.5%	

**Explanations of Material Grant Variances**

- a. Increase due to high enrolment of ESL learners to the Region
- b. Decrease due to less experienced teachers being hired to permanent positions compared to prior years
- c. Increase due to EPOs carried forward, remedy payments and Specialist High Skills Major grant not originally anticipated
- d. Increase due to higher than anticipate enrolment in program
- e. Increase due to the timing of completion of construction projects

**Waterloo Catholic District School Board**  
**2018-2019 Third Quarter Interim Financial Report**  
**Expenses**  
**For the Period Ended May 31, 2019**

	Budget Assessment				
	2018-2019				Material Variance Note
	Budget	Forecast	Change		
			\$ Increase (Decrease)	% Increase (Decrease)	
OPERATING					
Classroom Instruction					
Teachers	146,245,822	145,916,644	(329,178)	(0.2%)	a.
Supply Teachers	5,449,496	4,901,226	(548,270)	(10.1%)	a.
Educational Assistants	17,256,706	17,626,108	369,402	2.1%	b.
Designated Early Childhood Educators	8,595,018	9,717,433	1,122,415	13.1%	b.
Classroom Computers	3,164,248	2,567,385	(596,863)	(18.9%)	c.
Textbooks and Supplies	4,257,240	5,131,336	874,096	20.5%	d.
Professionals and Paraprofessionals	11,402,042	11,821,030	418,988	3.7%	
Library and Guidance	5,273,126	4,928,698	(344,428)	(6.5%)	e.
Staff Development	1,813,791	1,916,647	102,856	5.7%	
Department Heads	488,047	485,621	(2,426)	(0.5%)	
Total Classroom	203,945,536	205,012,128	1,066,592	0.5%	
Non-Classroom					
Principal and Vice-Principals	9,624,986	9,530,521	(94,465)	(1.0%)	
School Office	5,878,161	6,085,250	207,089	3.5%	
Co-ordinators and Consultants	5,113,593	5,553,252	439,659	8.6%	e.
Continuing Education	9,111,646	9,358,262	246,616	2.7%	
Total Non-Classroom	29,728,386	30,527,286	798,900	2.7%	
Administration					
Trustees	238,146	167,224	(70,922)	(29.8%)	
Director/Supervisory Officers	1,600,006	1,615,113	15,107	0.9%	
Board Administration	6,481,285	7,175,188	693,903	10.7%	f.
Total Administration	8,319,437	8,957,525	638,088	7.7%	
Transportation	6,483,795	6,683,869	200,074	3.1%	
Pupil Accommodation					
School Operations and Maintenance	24,494,036	24,461,824	(32,212)	(0.1%)	
School Renewal	344,546	367,742	23,196	6.7%	
Other Pupil Accommodation	3,505,710	3,820,914	315,204	9.0%	
Amortization and Write-downs	15,316,720	16,496,343	1,179,623	7.7%	
Total Pupil Accommodation	43,661,012	45,146,823	1,485,811	3.4%	
TOTAL OPERATING	292,138,166	296,327,631	4,189,465	1.4%	

**Explanations of Material Budget Variances**

- a. Decrease due to teachers hired to at a lower grid step than anticipated which is offset by an increase in enrolment as well as a reduction in available supply teachers
- b. Increase in number of ECEs for Extended day and core day as well as significant increase in sick leave usage.
- c. Change due to the timing of completion of construction projects and Brightlinks project
- d. Increase due to student needs and additional EPOs since budget announced
- e. Change due to reallocation of new secondary guidance councillors
- f. Increase due to additional staff needs and new contracts

**Notes:**

1. Budget is the 2018 - 2019 Estimates Budget as approved by the Board of Trustees in June 2018



**Date:** June 17, 2019  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** 2019-20 School Year Budget

---

**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 007
- ☐ Information only of day-to-day operational matters delegated to the CEO

**Origin:**

A balanced and Board-approved budget for the 2019-20 school year is due to the Ministry of Education by July 24, 2019. This report provides the necessary motions to complete the approval process for the proposed budget.

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

IV 007 “Financial Planning/Budgeting”

Ministry of Education Memo 2019: B08 “[New Vision for Education](#)”  
Ministry of Education Memo 2019: SB02 “[Key Planning Details for Attrition Protection](#)”  
Ministry of Education Memo 2019: B14 “[Grants for Student Needs \(GSN\) for 2019-20](#)”  
Ministry of Education Memo 2019: B15 “[2019-20 Priorities and Partnerships Fund](#)”

Education Act Section 232 “Estimates”

**Alignment to the MYSP:**

The proposed budget supports many of the priorities in the 2018-21 Multi-Year Strategic Plan.

**Background/Comments:**

The 2019-20 budget was the first budget prepared using funding provided by the new provincial government. The process used by the government was new to boards and consisted of portions of information being released over an extended period, with some information still outstanding.

The province now finds itself in financial trouble, and as a result, grants have been reduced in a variety of areas as part of a government plan to address their annual deficit. Funding documents indicate a proposed increase to secondary class sizes, funding benchmark reductions, EPO (now PPF) grant reductions, and a number of other changes. The proposed reductions have had a significant impact on budget with changes to staffing levels, equipment renewal schedules, and contraction of budgets that provide for programs and services for students.

Details on the budget including financial projections, assumptions, risks, and guiding principles can be found in the 2019-20 Budget Book and in the presentation that will be provided by staff.

A balanced budget will be presented to the Board of Trustees on June 17, 2019.

Trustees can pose questions to staff on the proposed budget up to and including June 24, 2019. Given the shortened timeline, staff would appreciate receiving any questions in advance of the June 24<sup>th</sup> meeting so answers can be generated and shared with Trustees.

Management believes the budget is compliant with all relevant legislation, Board Policy IV 007, and supports many of the priorities in the MYSP. A formal monitoring report on Board Policy IV 007 has been drafted will be provided to Trustees on June 24, 2019 for approval.

The motions that are required for approval on June 24, 2019 are as follows:

1. That the Board of Trustees approve an operating budget of \$278,950,999 for the 2019-20 school year as presented to the Board.
2. That the Board of Trustees approve a capital budget of \$20,974,533 for the 2019-20 school year as presented to the Board.
3. That the Board of Trustees directs Administration to file this balanced budget with the Ministry of Education before the deadline of July 24, 2019.

#### **Recommendations:**

This report is being provided as information only. The motions will be brought forward for consideration on June 24, 2019.

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

Shesh Maharaj  
Executive Superintendent of Corporate Services

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



**Date:** June 17<sup>th</sup>, 2019  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Director's Report

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

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

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

Policy 1 001 Ends  
Policy IV 013 Leadership

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

Policy 1 001 Ends  
Policy IV 013 Leadership

**Alignment to the MYSP:**

**Strategic Priority:** Nurturing Our Catholic Community

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

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

**Background/Comments:**

The Month of June brings with it several opportunities for celebration of the year that was, as we embrace the joy of a “race well run”. We have so many reasons to be proud of our system, our staff and our students. 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:

- Helped to facilitate and participated in a full day Town Hall at Laurier University exploring the topic of successful transitions from Secondary School to University. Representatives from the senior team and our five high schools participated. The day was hosted by Dr John Milloy and Dr Patricia Goff.

- Attended CCSTA AGM in Canmore, grounded in the Theme *Faith Moving Mountains*. Keynote Guest Speakers included: Most Reverend William McGrattan, Bishop Of Calgary, Rev Stefano Penna, Most Reverend Sylvain Lavoie, Archbishop Emeritus of Keewatin-Le Pas and Dr. Bob Murray of Dentons. A wonderful opportunity to learn and network with colleagues in Catholic Education from across the country. Waterloo CDSB was recognized for its Toonies for Tuition contribution.
- Attended Mayor Sandy Shantz' State of the Township address where she and Waterloo Region Chair Karen Redman enjoyed a discussion of local issues.
- Participated by teleconference in CODE Executive Meetings and a CODE Exec Meeting with the Deputy Minister and ADMs.
- Continued with meetings shepherding the finalization of our new Corporate branding.
- Visited and toured the following schools: Canadian Martyrs, St Timothy, St Kateri, John Sweeney and St Aloysius
- Participated in a visioning and update meeting with the Senior Manager and Principal of International Education.
- Attended the End of Year Social for the Principals' Association where retirees were honoured.
- Participated in several days of Admin Position interviews for elementary and secondary VP, elementary and secondary Principal. We are very heartened by the interest in these positions.
- Attended a meeting of the Waterloo Region Catholic Schools' Foundation.
- Attended our STWSR Board of Directors Meeting with WRDSB
- Attended SEAC
- Attended Governance Meeting
- Attended Audit Committee Meeting
- Attended monthly Administrator's Meeting and offered Director's Update which included preliminary feedback on our MYSP Report Card Update. Attended a subsequent meeting of secondary principals to discuss travel for credit and future service learning opportunities in all secondary schools across the board. Attended Principal Association End of Year Social later in the week as well.
- Participated as a volunteer at the Special Olympics which took place at Resurrection CSS
- Attended Graduation Ceremony for Resurrection CSS at Centre in the Square.
- Plan to attend True North Tech for Good Conference in Waterloo.
- The month of June will wrap up with end of year celebrations at the CEC, the process of transitioning a returning superintendent of education and attending a number of Graduations and end-of-year functions.

### **Recommendation:**

This report is for the information of the Board.

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

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





**Date:** June 17, 2019  
**To:** Board of Trustees  
**From:** Gerald Foran, Superintendent of Learning  
**Subject:** Extended Day Programs 2019-2020 School Year

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

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

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

- O. Reg. 221/11 – Extended Day Programs and Third-Party Programs
- MOE Memo EL12 – Regulatory Amendments for Full-Day Junior Kindergarten and Kindergarten and Extended Day Programs

**Alignment to the MYSP:**

**Priority area**

Building capacity to lead, learn and live authentically

**Strategic Direction**

Our decisions, actions and stewardship of resources are evidence-based and responsive.

**Goal**

To ensure all program offerings are tied to student need and stakeholder interests, and that they will equip students to become globally engaged responsible citizens.

Quality • Inclusive • Faith-based • Education  
w w w . w c d s b . c a

\*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."

## Background/Comments:

### Background

- The Extended Day Program is an integral part of the Early Learning Kindergarten program and is led by registered Early Childhood Educators (RECE). The program is funded by parent fees and set on a cost-recovery basis. The Extended Day program is optional for parents and offered by boards only where there is sufficient demand to make the program viable.
- All school boards shall ensure the operation of an Extended Day Program or third-party operation for children from JK to grade 6; in every elementary school where there is sufficient demand.

### Comments

- Parental Interest  
Parent information brochures were available to parents of children currently enrolled in grades JK-5 through school newsletters and to parents registering their children for junior kindergarten in their registration packages. Parents were able to express their interest in the Extended Day program by pre-registering their children for the upcoming school year.
- Program Options  
Parents were asked to indicate the days per week they wish to enroll their child, and which of the program options they required, i.e.:
  - Before school only
  - After school only
  - Both before and after school
- Non-Instructional Days  
Non-Instructional days such as PA days, Christmas and March Break are a part of the regular registration process for parents. The cost of this program would be \$25.00 per day if both before and after school programs are used on non-instructional days, otherwise parents will only be charged the fee for the program they have regularly registered for (i.e. just before school).
- Fees  
WCDSB is proposing a slight increase in fees for the 2019-20 school year. In 2014, the Board of Trustees approved an Equal Billing Fee for Extended Day Programs not to exceed \$24.00 per day including PD days, Christmas and March Break. We are now asking for fees to be approved at the rate of \$25.00 per day to help cover the additional cost of staffing in extended day programs. This request is due to the fact that the Ministry has recently reduced the RECE staff funding from 1:14 to 1:0. This reduction in funding has created an additional cost of approximately \$674,193 that WCDSB will be required to absorb. It should be noted that this is the first time since 2014 that WCDSB has had a rate increase. Furthermore, the new rate will be competitive with other providers and will continue to be below the WRDSB extended care rate.
- Registration Response  
The need for the Extended Day Program was not viable in the following five elementary schools for the 2019-20 school year:  
  
Holy Rosary, Waterloo  
John Sweeney, Kitchener  
St. Gregory, Cambridge  
St. Luke, Waterloo  
St. Margaret, Cambridge

- The 37 schools that hosted the program last year will continue to be viable this coming school year. One additional school will be added next year based on sufficient interest in the Extended Day Program. As a result, the following **38 schools** will host the program for the 2019-20 school year (the new school is outlined in bold):

Blessed Sacrament, Kitchener  
Christ the King, Cambridge  
Holy Spirit, Cambridge  
Our Lady of Fatima, Cambridge  
Our Lady of Lourdes, Waterloo  
Sir Edgar Bauer, Waterloo  
St. Agnes, Waterloo  
St. Anne, Kitchener  
St. Bernadette, Kitchener  
St. Boniface, Maryhill  
St. Daniel, Kitchener  
St. Elizabeth, Cambridge  
St. John, Kitchener  
St. Kateri Tekakwitha, Kitchener  
St. Matthew, Waterloo  
St. Nicholas, Waterloo  
St. Peter, Cambridge  
St. Teresa of Calcutta, Cambridge  
St. Timothy, Kitchener

Canadian Martyrs, Kitchener  
Holy Family, New Hamburg  
Monsignor Haller, Kitchener  
Our Lady of Grace, Kitchener  
Saint John Paul II, Kitchener  
St. Aloysius, Kitchener  
St. Anne, Cambridge  
St. Augustine, Cambridge  
St. Brigid, Ayr  
**St. Clement, St. Clements**  
St. Dominic Savio, Kitchener  
St. Gabriel, Cambridge  
St. Joseph, Cambridge  
St. Mark, Kitchener  
St. Michael, Cambridge  
St. Paul, Kitchener  
St. Teresa of Avila, Elmira  
St. Teresa, Kitchener  
St. Vincent de Paul, Cambridge

### **Budget Implications:**

The daily base fee has been developed to ensure the board is able to operate the Extended Day Program on a cost recovery basis.

The board will continue to be responsible for the collection of fees from parents.

### **Conclusion**

1. Elementary Administrators and parents at the five non-viable schools will be notified that there will be no Extended Day program for the 2019-2020 school year.
2. Staffing models will be developed to accommodate program supervision and the possible need for part-time Early Childhood Educators or Assistant DECE's in the Extended Day Program.

### **Recommendation:**

- To approve the proposed fee increase for Extended Day Programs which will not exceed \$25.00 per day for the 2019-2020 school year.
- That the Board of Trustees is informed and approves of the schools offering Extended Day Programs for 2019-2020.

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

Loretta Notten  
Director of Education

Gerald Foran  
Superintendent of Learning



Date: June 17<sup>th</sup>, 2019  
To: Board of Trustees  
From: Director of Education  
Subject: WCDSB MYSP 2018 - 2021

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

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

#### Origin:

The Education Act requires school boards to develop multi-year plans that are 3 years or more in scope. The multi-year plan provides focus and direction to the board to achieve both the Ministry of Education goals but just as importantly, the vision of the board. The multi-year plan is aimed at achieving the Ministry of Education goals of increased student achievement and well-being, equity of achievement and opportunity for all students, as well as increased public confidence. These objectives were articulated in *Achieving Excellence* in April 2014 and find a role in the Ministry's new vision for education "*Education that Works for You*" (March 2019). The province has clearly identified its aspiration that Ontario's classroom will be modernized, numeracy will improve and our schools will be recognized as amongst the best in the world. The Waterloo Catholic District School Board's Multi-Year Strategic Plan has endeavored to be faithful to these articulated priorities, as well to our Catholic Graduate Expectations and the principles of our Catholic Social Teachings.

#### Policy Statement:

- The Education Act, Section 169
- Board Governance I.001: Ends

#### 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:

The Board approved the renewal process for its Multi-Year Strategic Plan (MYSP) in December 2014. An Appreciative Inquiry approach was adopted to seek input from all stakeholders. On May 30, 2015 the Board of Trustees identified draft Strategic Priorities and Strategic Directions. These were refined at the June 15, 2015 Committee of the Whole. On June 22<sup>nd</sup>, 2015 the three Strategic Priorities and Nine Strategic Directions were approved. At that time, staff then developed the corresponding operational plan during the fall of 2015.

In June of 2018 the Board accepted the final report card on the 2015-2018 Multi-Year Strategic Plan. Within that work was found stakeholder feedback regarding our previously identified Mission, Vision, Beliefs and three core Strategic Priorities. There was a high affirmation rate for each and thus it was identified at that time that those would remain constant and provide a foundational framework for a new strategic plan that was to be approved later in December of 2018.

Informed by the work and MYSP survey of the spring of 2018, the June 2018 report card, and a number of conversations throughout of the fall of 2018, the Director and Senior staff worked to identify both new Strategic Directions and corresponding goals for each of the three pre-identified strategic priorities. There was an eye toward reducing the number of strategic directions and the number of goals. Nine strategic directions were reduced to 6 and 32 goals were reduced to 17. For each of the goals, specific actions, evidence and timelines were identified in an operational plan. (See **Appendix A**)

The Multi-Year Strategic Plan for Waterloo Catholic sets out to prioritize our work in the areas of:

*Nurturing Our Catholic Community*  
*Student Engagement, Innovation and Achievement and*  
*Building Capacity to Lead, Learn and Live Authentically.*

The goals and actions identified within the plan speak to the specifics of how we aspire to bring the system forward, consistent with leading practices in education and respectful of building the required global competencies our students will require to live and thrive in a rapidly changing world. The plan is predicated on a culture of high expectations and a belief that reflects our core vision statement that at Waterloo Catholic we represent: *Heart of the Community, Success for Each and A Place for All*. We aspire to transform our school communities into learning spaces where Faith and gospel values are witnessed, students are empowered, and leadership is distributed. There is no strategic direction or goal that is the sole responsibility of any one person or department. There is a collective responsibility embedded within each and as such, the senior team has worked in collaboration to create this Multi-Year Strategic Plan report card update.

Typically, we aspire to employ three metrics to inform our annual report card: stakeholder feedback, identification and reporting on all actions identified in the MYSP and finally – evidence which indicates progress against the articulated goal. As this is the first year of our new strategic plan – and indeed it was only a few months old when we would typically engage in our MYSP Stakeholder survey, we do not administer the survey during the first year of implementation. The survey will return the following two springs and inform the June 2020 and June 2021 report cards. With that understood, this report card continues to employ a grading system, driven by the actions completed and progress against the key performance indicators. **Appendix B** provides an overview of the three tier grading system and indicators for each grade.

On the whole, there are a number of goals which reflect broad gains and progress. It is heartening to note that the goals related to faith, spirituality, our pastoral plan and work, and our Catholic Graduate Expectations all remain highly scored and valued. Certainly within the area of *Nurturing Our Catholic Community* – and that which we would celebrate as making our system distinct – the perceived difference and value is seemingly being affirmed in our results.

As we look to the year ahead, we see that decisions that are already layering into budget and planning for next year, will provide us with challenges but also some opportunities. It is also a call to all levels of our Board community to be more purposeful in bringing in all our stakeholders as we build our plans for the year ahead, in light of our stated priorities.

### **Comments on Action Plans and Surveys:**

Each of the six identified Strategic Directions of the MYSP have 2 to 4 goals which were to provide a focus to assist in the attainment of our Mission and Vision. There are a total of 17 goals in the 2018-2021 MYSP. For each of those goals, there are also a number of finite actions that were identified within the plan, that are seen as integral to the attainment of the articulated goals. Each of the WCDSB staff departments responsible for these goals has completed a *Strategic Direction Action Status Report* (see **Appendix C**), in which they have reported back on the activities undertaken under the auspices of the strategic direction priority area. Once again however – in each case, staff were encouraged to think more specifically about the actions of the past year, since our last report, (and more specifically

about the past 6 months since the launch of the new plan) and to determine against our current iteration of the Multi-Year Strategic Plan, how effectively can we report the attainment of both the seminal actions we committed to completing and the attainment of our Key Performance Indicators.

Staff have consistently reported a fairly high degree of completion for those actions which they saw as critical to their articulated goals. Particular areas of strength, with high levels of activity and performance against KPI's were noted within all three Strategic Priorities. In fact, all but two goals (for a total of **15 of 17 goals**), found within the Strategic Direction reports have been assessed as **"Green"** / **"Effectively Meeting Criteria"**. 4 of the 6 Strategic Direction reports were assessed as fully "Green".

*Bear witness to our faith through joyful discipleship and our relationships with and in Christ;  
Nurture a culture of Innovation;  
Foster maximum opportunity for success for all; and  
Investment in global competency development and leading technologies.*

While on the surface this represents a significant accomplishment, the absence of the stakeholder survey must be noted. With that said, there was a concerted effort to ensure that staff employed a loyalty to stated metrics and included objective data wherever possible. It should also be noted that the metrics assessed at this time reflect our current progress. The annual budget process has forced some dramatic changes to central staffing, which in turn has impacted supports available for the upcoming school year for students in risk and to system investments that are intended to assist in modernizing the classroom and creating centres of innovation.

### Highlights:

The previous WCDSB Pastoral Plan had proven to be a point of great celebration and across all stakeholder groups we saw a positive perception of this work. Thus there was a challenge to thoughtfully consider the direction our new Pastoral Plan would undertake. Over the course of this school year we had a highly successful Spiritual Development Day that focused on the Bishop's Pastoral Letter to us and Renewing the Promise has continued to be the foundation for our new pastoral plan. We experienced a strong launch to our new Pastoral Plan theme "Called to Belong" and it is being solidly embraced in all school communities. Further there have been a number of retreats and spiritual events for staff that have helped to animate the theme.

We are significantly heartened by the fact that 100% of our WCDSB schools have registered as ECO schools and we learned just recently (June 10<sup>th</sup> 2019) that 100% of our schools have been ECO certified. This is a tremendously significant accomplishment that has required the collective commitment and energy of the whole system. We can now proclaim with full confidence that the system has made great strides towards embracing Laudato Si and understanding our role as stewards of the earth. This is further complemented by two new awards – one for staff and one for student champions - which are intended to strengthen system commitment to ECO leadership.

Our website and social media engagement is showing solid growth and is proving an excellent conduit for sharing the many system good news stories. Further and more importantly however, these resources are being used to build capacity and strengthen relationships with parishes. One of the absolute highlights of the spring has been the Virtual Tours being created of local parishes and most especially of the Cathedral Basilica for the Hamilton Diocese. Staff and students have been celebrated for this work and the tours, as well as our pastoral plan work was significantly profiled in Bishop Crosby's Catholic Education Week video.

Equity continues to be an area of significance and focus. Committee work as proceeded in the development of Culturally Responsive resources and workshops for staff, as well as with awareness building of unconscious bias. The Learning Commons has also been a significant support in this regard. WCDSB can also be proud of the progress made toward adopting the practice of Indigenous Land Acknowledgement at system meetings and special events. Further a significant step forward was realized this year in the development of the revised WCDSB Well Being Strategy where all four pillars of the strategy – included Equity, Mental Health, Healthy Active Living and Safe Schools – were synthesized together into one plan with common goals and KPIs; a practice that will be duplicated at the school level. A significant next step will be the development of an anonymous staff census, which we hope to follow with a voluntary student identity census. All of this work represents progress in moving the equity agenda forward, but there is a realization that much is still in development and not fully realized as yet.

On a related note, WCDSB has made sound progress toward fulfilment of the goal of equitable access to learning opportunities. Our board enjoys the accomplishment of possessing the 2<sup>nd</sup> largest D2L footprint in Ontario. Further we have been able to maintain a 3:1 Chromebook ratio and our BYOD strategy has increased to 7800 users over the past four years. Every elementary school has been connected to our numeracy strategy and our coaches will have completed 112 collaborative inquiry cycles. We have strengthened supports available through homework clubs, Saturday Skill Builders and Summer programming. WCDSB can be proud of the hours logged and the students served by these additional programs intended to support equity of access and support. Student surveys such as the Transition Survey and the MDI tool (school climate) give us important feedback supporting their perceptions of this access and support. The most important next step will be to implement effective use of Predictive Analytics software to monitor achievement toward successful completion of the OSSD so that supports can more proactively be provided. It should be noted however, that the budget reductions may impact some of the above-noted progress as we head into the next school year. Certainly the level of support and progress made with the Numeracy and Instructional coaches will change, as well potentially the access to Chromebooks and digital learning tools.

WCDSB prides itself on its culture of innovation and the current MYSP identifies that we wish to harness that innovation – identifying it where we see it and sharing out the results. The work in numeracy has seen the identification of marker students, 57% of whom have reflected growth in their level of achievement and 34% of the marker students rising to provincial standard. Secondary math collaborative inquiries are reporting 21% student growth in designated cycles. A new pilot program at Resurrection CSS that integrated streams and disciplines, has seen 29% growth in enrolment for next year. We have partnered with 111 different community partners in the delivery of Experiential Learning on 50 different projects, serving 4,928 students. We have seen a 17% increase in eLearning course offerings year over year. Similarly, UCEP enrolment is significantly increased from 25 to 40 students for next year, and School Within A College (SWAC) enrolment is at 94%, surpassing the regional average. There are strong, positive metrics for all these pilots and staff have been heartened to see the progress. Anticipated moving forward is continued work on assessment and evaluation practices and further sharing and development of our pilot programs, as well as our established programs such as eLearning and Strong Start.

At the core of our work is student achievement and well-being. WCDSB believes firmly in creating the conditions which will foster maximum opportunity for success for all. A review of both staff feedback and observations, as well as objective performance indicators, point to solid progress in this Strategic Direction. As previously indicated marker students in numeracy demonstrated significant growth, and 72% of teachers similarly offered that their assessment practices had grown as a result of the collaborative inquiry process. 88% of the 444 educators surveyed reported that they were motivated to employ new strategies and tools. Our EMLT (Elementary Math Lead Teachers) reported that 100% of every session was useful to them. There was also a Learning Disability (LD) working group of seven classroom and seven spec ed teachers, and all spec ed teachers were in serviced in the use of KeyMath 3 assessment tool. Superintendent reported results from the Secondary tracking of student results in grade 9 applied courses suggest year over year results will be positive and the majority of marker students have made positive gains.

Metrics that contribute to Graduation rates have been tightly monitored this year. Student Success Consultants have also worked closely with schools, particularly in the transition process. Red Seal rates for SHSM students have increased by 17% from 2017-18 and our College Cooperative Experiential Program (CCEP) has attained an 88% success rate and the program is at capacity. 70 students have been re-engaged and graduated through our Re-engagement strategy. Early indications for our 2019 OSSLT results are very encouraging and are a credit to the rededication our staff showed to secondary literacy. Gap Closing Teachers were effectively used in both numeracy and literacy and made an impactful difference. This practice will be in jeopardy as we look to next year as a result of the budget cutbacks. As previously mentioned experiential learning is thriving at WCDSB. To further add, WCDSB has 332 OYAP (Ontario Youth Apprenticeship Program) registrants with a projected enrolment of 350, which surpasses our goal of 251 and other boards of similar size.

As indicated, all of our goals and strategic directions work in concert. To that end, one cannot hope to be a leader in student achievement and in innovation, without investment in global competency development and leading technologies. Once again staff training was focused and aligned, with particular focus on our NTIP (New Teachers) candidates. Focus was on Red and Green Apps and on development capacity with encompass Gradebook. Further, this year we successfully launched “*wcdsbInnovates*” – a repository for new and innovative practices. Over a 90 day measure there we 66 unique teacher interaction on the sites with an increase of 150% week over week. The number of staff logging into enCOMPASS has increased by 290% and Gradebook Utilization is increased by 6344% at elementary and 3543% in secondary. Student growth in classrooms using New Pedagogies for Deep Learning (NPDL) collaborative inquiries showed growth for 60% of students and 47% showed growth to provincial standard.

The average number of daily logins for D2L since Oct 2018 is 4100 (with a maximum daily login of 8340) Secondary D2L course access count during the first two weeks of April was 11,900. And a last highlight would include 147 educators and 34000 students receiving *myBlueprint* program training, which supports pathways planning for our students. This overview of selected highlights demonstrates the strides WCDSB is making to incorporate global competencies and new technologies into our classroom work to support improved student outcomes.

The Strategic Plan strongly acknowledges that WCDSB cannot achieve its stated priorities if both staff and students do not have a strong sense of well-being. Staff absenteeism continues to be a challenge which we are working hard to improve. A small increase in staff use of sick leave is anticipated this year, although with concerted efforts on the part of central staff and continued hiring, we have experienced improvement in the “failure to fill” indicators for educational assistants, and a late in the year improvement for teachers. WCDSB metrics in this regard are consistently within the top 5 in the province, as absenteeism has been increasing province-wide since 2012. There has also been an increase in the frequency of “workplace violence” incidents, while the number of WSIB claims is expected to be roughly the same. A number of staff training sessions are working towards improving these metrics and all incidents are reviewed daily and support provided accordingly.

Student attendance and engagement are also key to the Well-Being priority. Increased attendance and engagement will lead to improved student outcomes. Sixty per cent of the students most tightly connected to our Student Success Coordinators (SSCs) have had improvement in their attendance from grade 7 to 8. Of the 60% that improve, they should a 30% improvement in attendance. 95% of the students receiving intensive support from the SSCs report have a “caring adult” in their lives, as measured by the MDI data. We will see a decrease in the number of SSCs for next year due to the Budget reductions. We have been success in providing clear metrics for schools to follow for student well-being via the MDI tool and data. 1600 students received a half day of learning specific to the health risks of cannabis and vaping, and 97% agreed they learning something new, while schools report that 67% of referred students saw a decrease in disciplinary measures since returning from the program.

Continuing in the vein of Safe Schools, WCDSB is trending downwards in terms of overall suspensions over time from 1492 in 2014-15 to 945 in 2018-19. In secondary there 49% fewer suspensions over time and in the system in general, recidivism is on the decline. WCDSB has gone from 9 to 14 schools with an OPHEA Healthy Schools Certification, with a significant increase from 4 to 12 who have achieved the “gold” standard. Restorative practices and innovative alternatives to suspension programming are assisting with Safe Schools metrics, and a focus on well-being skills through the implementation of the Umbrella Project, Healthy Active Living partnerships and an integrated approach to well-being in general, are all contributing factors to improved student well-being.

Our well-being is also nurtured through our faith life and so we end where we began – realizing that student and staff well-being is strengthened by our distinct Catholic ethos and the many unique opportunities provided them through our faith life. On transition surveys 40% of grade 9 students identified the school chaplain as a support person for spiritual matters. All intermediate students attend a retreat experience at either Mount Mary or Camp Brebeuf, which proves a highlight of their grade 8 year.

### Key Next Steps:

Throughout the highlights there were a number of Next Steps identified and there are others spelled out within the individual strategic direction reports (Appendix C), however a few are worthy of some mention here.

- Our Applied level student population and our students with IEP continues to be under-represented in our success data. Our ELL population is growing and also requires more focused attention. That said – we have determined that with a more precise focus on the equity dialogue and on assessment for learning practices in our (new) BIPSA, we might be able to more accurately identify which individuals (and sub-groups) are over-represented in those populations not meeting with full academic success. Across literacy and numeracy, and in our graduation rates, we will strive to better serve this population. We are looking toward an increased role for predictive analytics, so we are able to be more proactive in the identification of students in risk. Efforts for the coming year will, in part, be anchored in developing a stronger educator understanding of the principles of “*assessment for learning*”, and of our unconscious biases and those barriers to success that have not been addressed to date.



- Graduation rate, numeracy achievement, overall student well-being and a focus on collaboration for learning (professional and classroom) will continue to be key foci for the coming year. In particular, the system will have to adapt once again. While this past year saw a move to more job-embedded PD, fewer instructional coaches, and few Student Success Consultants will mean that more personalization will have to be driven from the local level. Practices nurtured in this past year will have to become part of established practice without the external support or pressure for results and the monitoring will have to be locally driven.
- It will be critical to use both the feedback given to existing goals, our perceived gains on KPI's and the feedback regarding perceived priorities for the new plan, to finalize the process of s the new BIPSA, to continue the focus on the newly establishes Well-Being Plan and to continue to nurture the success of our Pastoral Plan and focus on inclusion and equity.
- Finally, as we experience system growth, we have both challenges and opportunities. We can once again be proud of the dedication and vision which guided the Budget process, insofar as students remained at the core of the deliberations and final decisions. That said – the system will have to adapt. We will hope to regain our momentum in system investments in global technologies and more job-embedded PD, as well as direct student supports as the new year unfolds and as we enter into yet another new budget cycle in 2020.

### **Summary:**

As we navigate the early months of our 2018-2021 Strategic Plan, we find that 4 of 6 strategic directions and 15 of 17 goals are progressing at an optimal level, having been rated at “Green” or “Effectively Meeting Standard”.

2 of the 6 Strategic Directions has some combination of “Green” / “Effectively Meeting Standard” and “Orange” / “Approaching Criteria”, with the majority still being green, as only 2 of 17 goals has been deemed to be “Orange”.

There are no goals that have been assessed at “Red” – “Not Meeting Criteria”.

We will be working diligently to ensure the forward momentum currently being experienced is maintained in the coming year. This will require a strong culture of collaboration, collective efficacy, high expectations and innovation.

There are many points of celebration and there is clear direction in terms of the work for the year ahead. We can be most proud that our Vision and Mission which is firmly rooted in our faith and gospel values, is perhaps recognized as our strongest or most clearly affirmed indicator.

### **Recommendation:**

That the Board approve the Multi-Year Strategic Plan Report Card Update for 2018-2021, as presented in this report and found in Appendices A through C.

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.”

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# **Strategic Plan**

## **Waterloo Catholic District Schools**

**Living In Faith**

# Our Vision

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

# Our 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.



The tapestry of Waterloo Catholic is one that is rich in its diversity and cherished for its legacy. It is not a historical artefact but a treasure that is dynamic and ever-evolving. Each year new depth is added, new threads that add to the complexity and strength of the fabric. With the Strategic Plan contained herein, the tapestry hopes to be enriched, and become stronger and more beautiful yet. The threads are an extension of the previous work and are intended to build from it. The plan begins with an acknowledgment that while our Catholic schools have an unchanging core, the stakeholders we serve and their needs continue to evolve.

Recently we have received the Assembly of Catholic Bishops of Ontario letter *Renewing the Promise*. It was a wonderful opportunity to consider our past, present and future not only in Catholic education, but more specifically as a board. We have reflected deeply on the letter and it has strongly informed this Strategic Plan and the goals and work contained therein.

As with our previous plan, a fidelity to our stated beliefs, mission and vision, which remain unchanged, will ensure that we experience a successful journey. The Waterloo Catholic District School Board Multi-Year Strategic Plan sets out to prioritize our work in the areas of:

## ***Nurturing Our Catholic Community***

### ***Student Engagement, Innovation and Achievement***

### ***Building Capacity to Lead, Learn and Live Authentically.***

Waterloo Catholic prides itself on being Heart of the Community, providing Success for Each and A Place for All. With this core to our Vision, we find that the evolving Strategic Directions directly respond to each aspect of this aspirational statement. Further, through our unchanging mission, we aspire to transform our school communities into learning spaces where Faith and gospel values are witnessed,

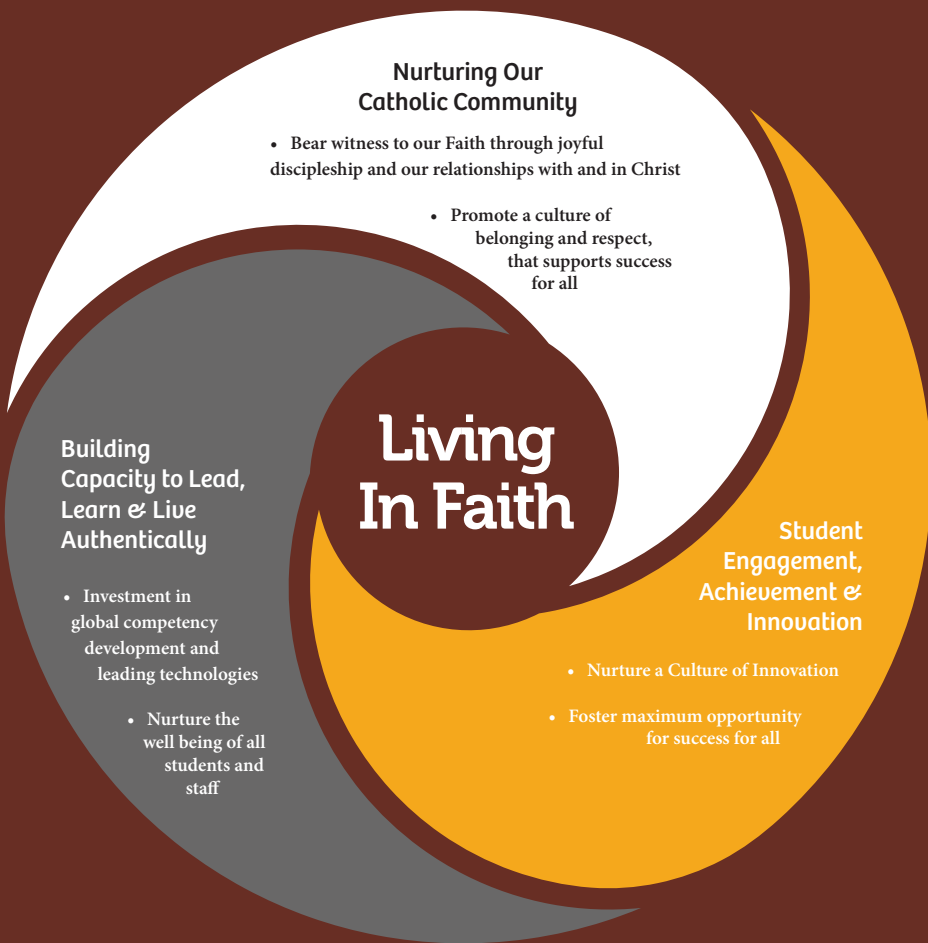
students are empowered, and leadership is distributed. There is no strategic direction or goal that is the sole responsibility of any one person or department. There is a collective responsibility embedded within each. A culture of high expectations informs each goal and is a hallmark which is exemplified in each articulated indicator we will track. The goals and actions identified within the plan speak to the specifics of how we aspire to bring the system forward, consistent with our Catholic social teachings and with our gospel values as our foundation.

We continue to see a place and a role for our staff and students, not only in the local and provincial community, but indeed in our global community. We have aspired to build a plan that places innovation at its core and which sets a foundation for building greater success for each of our students. We continue to acknowledge that creativity, boldness, relationship and inclusion will be hallmarks of the work in all our schools.

As Catholics we are a people of hope and we believe in connecting each child to a future with promise. We believe this is possible when we are called to be members of Christ's community, when we are nourished by our Faith and the teachings we find in the gospel of Christ, and when we go forth, enriched by the love of God and His great promise to us.

The road ahead holds awesome possibilities. The tapestry will continue to evolve in new and exciting ways. The threads will have to interweave – not only with the old but with the many and varied threads joining as one. The picture formed will exceed the previous, but at its core will be the inspiration of Christ and His gospel. Like any great masterpiece, time and perspective will unlock all its potential, but the true gift will come from the inspiration and the blending of all the threads.

*Loretta Notten*  
*Director of Education*



## Nurturing Our Catholic Community

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***Bear witness to our Faith through joyful discipleship and our relationships with and in Christ:***

- Provide opportunities to live out and inform our faith through implementation of our Pastoral Plan, which will be rooted in a response to the pastoral letter, *Renewing the Promise*
- Promote stewardship of the earth and its resources
- Increase parent and community engagement in all our Catholic school faith-related activities

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

- Successful Implementation of WCDSB equity action plan to facilitate organizational change
- Equitable access to learning opportunities

## Student Engagement, Achievement & Innovation

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***Nurture a Culture of Innovation:***

- Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success
- Continue to seek and support reciprocal partnerships with Community/ educational partners and leverage the mutual learning

***Foster maximum opportunity for success for all:***

- Improve Numeracy Achievement
- Improve Graduation Rate
- Improve Secondary Literacy Achievement
- Increased Opportunity for Experiential Learning

## Building Capacity to Lead, Learn & Live Authentically

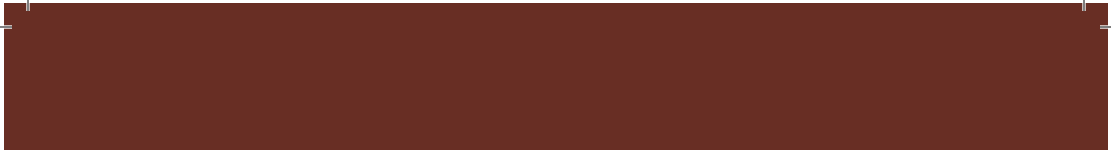
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***Investment in global competency development and leading technologies:***

- Increased awareness of and responsible implementation of Digital Citizenship
- Increase in precise student programming and use of New Pedagogies for Deep Learning (NPDL)
- Ensure technology is current and relevant to optimal teaching and learning practices

***Nurture the well being of all students and staff:***

- Decrease in staff absenteeism/sick leave usage, and health and safety incidents
- Increase in student attendance and engagement
- Provide opportunities to nurture faith and spirituality of staff and students



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Waterloo Catholic  
District School Board

## MYSP Grading Rubric

<b>Effectively Meeting criteria – 80% or above (Green)</b>	<ul style="list-style-type: none"> <li>• Exemplary implementation</li> <li>• Evidence of desired practice or initiative across the virtually all of schools of the board</li> <li>• Relevant stakeholders have a strong understanding of the relevant concepts; awareness is omnipresent</li> <li>• Leading edge practice</li> <li>• Sustaining capacity</li> </ul>
<b>Approaching criteria – 65% to 80% (Orange)</b>	<ul style="list-style-type: none"> <li>• Good implementation</li> <li>• Evidence of desired practice or initiative across a number of schools but room for growth is still significant</li> <li>• Relevant stakeholders have a good understanding of the relevant concepts; awareness is good but growing</li> <li>• Capacity is still largely evolving, with the foundation being built</li> </ul>
<b>Not yet meeting criteria – below 65% (Red)</b>	<ul style="list-style-type: none"> <li>• Fair to no implementation</li> <li>• Evidence of desired practice or initiative within some schools but the capacity for growth is largely present</li> <li>• Relevant stakeholders have an emerging understanding of the relevant concepts; awareness is still largely developing</li> <li>• Capacity is not evident, but emerging</li> </ul>





## MYS PRIORITY – NURTURING OUR CATHOLIC COMMUNITY

Strategic Direction	Bear Witness to our Faith through joyful discipleship and our relationships with and in Christ
Goals: (3)	<ul style="list-style-type: none"> <li>• Provide opportunities to live out and inform our faith through implementation of our Pastoral Plan, which will be rooted in a response to the pastoral letter, <i>Renewing the Promise</i>.</li> <li>• Promote stewardship of the earth and its resources.</li> <li>• Increase parent and community engagement in all our Catholic school faith-related activities.</li> </ul>

Goal	Actions Completed	Evidence (KPI's)	Rating
Provide opportunities to live out and inform our faith through implementation of our Pastoral Plan, which will be rooted in a response to the pastoral letter, <i>Renewing the Promise</i> .	Each school will participate in the key activities outlined in the Pastoral Plan. The Eucharist story will form the foundation for our call to Renew the Promise, as we explore the themes of Called to Belong (Year 1), Gathered to Become (Year 2), Sent to Build (Year 3).	<p>On December 7, 2018, all staff in Waterloo Catholic participated in board-wide Spiritual Development Day that focused on the Bishops' Pastoral Letter on Catholic Education, <i>Renewing the Promise</i>.</p> <p>Staff, students and parents from each school community attended the Pastoral Plan Launch at St. Anthony Daniel Parish on February 11, 2019.</p> <p><i>A Called to Belong</i> classroom activities guide, along with a Prayer Buddies engagement tool has been provided to all our school communities to animate our pastoral theme.</p> <p>Fr. Joseph de Viveiros led an overnight retreat for 20 WCDSB staff at Mount Mary in Ancaster on our theme, Called to Belong.</p> <p>Twilight Retreat evening for 15 staff led by Joan Grundy at St. Gregory Parish Hall</p>	

		<p><i>on the topic: Belonging to Yourself: Essential Steps to Spiritual Renewal.</i></p> <p>Approximately 100 attendees for two <i>Called to Belong Theology on Tap</i> events:</p> <p>Bruce Rodrigues, former Deputy Minister of Education, joined us on May 16, 2019, to share his reflections on our three-year pastoral plan.</p> <p>On May 16, 2019, Father James T. Mulligan explored the spiritual and emotional bond between schools and parishes and how we can increase the sense of belonging for all involved.</p>	
Promote stewardship of the earth and its resources.	<p>Implement the core teachings of <i>Laudato Si</i> (Pope Francis' teaching on Care for our Common Home).</p> <p>Faith Leadership programming includes workshops on stewardship of creation.</p> <p>The WCDSB partnership with the Grand River Conservation Authority allows students to take part in the outdoor education programs at Laurel Creek and Shades Mills. These programs support experiential learning opportunities which provide students with the ability to learn more about the environment. Furthermore, it allows students to understand the impact of their choices and how they can become stewards of the earth.</p>	<p>85 Eco Leaders invited to lead their school on Day 2 of Catholic Education Week as <i>Living in Community with All Creation</i>. Creation Care themed materials for both Junior and Intermediate students was the focus of this day across the WCDSB.</p> <p>100% of WCDSB schools registered for Ontario EcoSchools certification in 2018-19 school year, with 5 schools seeking Platinum EcoSchools certification, up from 2 in 2017-18 school year.</p> <p>Creation of the Pope Francis Award for Ecological Leadership. Up to three staff receive the award annually.</p> <p>Creation of Student Leadership Award for Environmental Care - to be presented to all student Eco-leaders in each school in recognition of their efforts to live out <i>Laudato Si'</i></p> <p>Calendar year 2018 Green Houses Gases emissions were down 1.1% from calendar year 2017.</p> <p>25 staff attended our System Faith Formation Council sponsored evening</p>	

		<p>entitled “The Jesuit Forum Presents: Caring for our Common Home.” Hosted at Resurrection College to promote sharing, reflection and deep listening and thinking about the concerns, desires, and hopes with respect to ecology.</p> <p>WCDSB helped to support and organize the CARFLEO retreat in March entitled “Land and Water: Sacred Gifts of the Creator” with Sr. Mary Rowell.</p>	
Increase parent and community engagement in all our Catholic school faith-related activities.	Through website engagement, social media and portals	<p>Approximately 1500 students and 90 staff were provided with access to a digital platform for the Grade 5 <i>Growing in Faith, Growing in Christ</i> Religious Education Resource, which includes parent and parish portal capabilities.</p> <p>25 members of the clergy, along with members of their parish teams were in-serviced on the new ‘parish portal’ feature on the digital platform at a Deanery Meeting.</p> <p>Our D2L Sacred Spaces webpage has been accessed by staff and students (along with parents) almost 3700 times since October 2018.</p> <p>Increase in Google Ads and website pages views during JK registration period leading to an increase of 204 on-line pre-registrations over 2017-18 (from 582 to 786).</p> <p>Overall increase in use of social media platforms – Twitter, Newswire, YouTube, Facebook,</p> <p>WCDSB production of a Virtual Tour of the Cathedral Basilica for the Hamilton Diocese. Hamilton Diocese produced video documenting “The Creating of a Virtual Tour Project” to be shared with all Diocesan Partners during Catholic Education Week.</p>	

	Through increased parent engagement activities	<p>All WCDSB schools were represented at a Commissioning Celebration for School Council Chairs and Newly Appointed Administrators at the Catholic Education Center in November.</p> <p>The lecture hall at St. Jerome's University was filled to capacity for WCDSB sponsored Lecture in Catholic Experience by UK Catholic Educator, David Wells.</p> <p>Over a two weeks period Grade 1 class sites have been accessed by families 436 times. Access to JK/SK class sites over the same period was 750 times</p> <p>Approximately 50 parents attended Connecting Parents: Shaping Futures CPIC event held at St. David CSS in April 2019.</p>	
	Through reciprocal partnerships with our parishes	<p>The Pilgrimage Cross completed a year long journey through Cambridge, Kitchener and Waterloo. Parents, clergy, staff and students from across our system all participated in this ongoing journey of faith. The cross made regular stops at most of our parish communities for weekend Mass Celebrations.</p> <p>10 members of the clergy attended 2<sup>nd</sup> Annual Clergy Dinner hosted by trustees on March 19, 2019 at St. Benedict Catholic Secondary School.</p> <p><i>Information to Transformation</i> Formation Program continues in collaboration with the Partners in Catholic Education. Five candidates from our school district continue to participate in the second cohort of this faith formation program for Catholic Educational leadership.</p> <p>Annual Bishop's Banquet on May 14<sup>th</sup> at Resurrection High School and annual <i>Links Fore Learning</i> Golf Tournament in August in support of Waterloo Region Catholic Schools' Foundation</p>	

**Overall Status Summary:**

<b>Key Growth</b>	<ul style="list-style-type: none"> <li>• Launch of new three-year Pastoral Plan with key themes derived from <i>Renewing the Promise</i>.</li> <li>• Grade 6 implementation of digital religious education platform for <i>Growing in Faith, Growing in Christ</i>.</li> <li>• Increases in social network use across all platforms augmenting communication between and among schools, parishes and families.</li> <li>• Eco schools and Eco leaders highlighted during Catholic Education Week.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>• Launch of new three-year Well-Being Strategy that is informed by key themes of Pastoral Plan</li> <li>• Eco School Kick Off Event planned for all the Eco Team Leads in late August led by Sr. Mary Mueller.</li> <li>• Year two of Pastoral Plan, <i>Gathered to Become</i>, will continue to build on parish, school, home partnership that is grounded in <i>Renewing the Promise</i> and informed by Eucharistic stories.</li> <li>• Increase school population presence in local parish churches.</li> <li>• Successful PRO Grant applications from all schools.</li> </ul>



### MYSP PRIORITY – NURTURING OUR CATHOLIC COMMUNITY

Strategic Direction	Promote a culture of belonging and respect, that supports success for all
Goals: (2)	<ul style="list-style-type: none"> <li>Successful Implementation of WCDSB equity action plan to facilitate organizational change.</li> <li>Equitable access to learning opportunities.</li> </ul>

Goal	Actions Completed	Evidence (KPI's)	Rating
Successful Implementation of WCDSB equity action plan to facilitate organizational change.	<p>Culturally Responsive Resources Team (CRRT) is meets regularly to initiate the process and procedure for choosing learning resources that are culturally responsive</p> <p>Equity Trainers' Collaborative (ETC) developed Culturally Relevant and Responsive Pedagogy workshops</p> <p>Research Coordinator has developed a work plan to begin the process of conducting an anonymous staff census, followed by a voluntary student identity census</p> <p>Full day workshop for senior managers and all school administrators on unconscious bias awareness</p> <p>Equity workshop sessions for all school administrators</p> <p>Indigenous land acknowledgement has been constructed and approved by the Waterloo Region Indigenous Academic Advisory Council</p> <p>A Well-Being Strategy has been developed that is mapped to our multi-year strategic plan, and</p>	<p>All staff and students through Virtual Learning Commons have access to Overdrive, a platform that provides access to a collection of eBooks and audiobooks which provide a wide variety of learning resources for diverse audiences</p> <p>The Learning Commons, CEC provides PD for all library staff, including sessions about examining our bias and being sensitive to and possibly removing resources that are disrespectful to people of colour, contain stereotypes etc.</p> <p>Two guest speakers include WCDSB Indigenous lead teacher and an author with experience of physical disability</p> <p>Regular withdrawal/borrowing of two resources from The Learning Commons: The Blanket Exercise Kit and Treaty kits</p> <p>Land acknowledgement is shared at Board of Trustee meetings, K-12 Administrator meetings, and encouraged at all system and special events</p> <p>The Well-Being Strategy has been animated through the use of AV materials (videos, presentations) linked to the Pastoral Plan. A #CalledToBelong web portal has been</p>	

	<p>aligned with our three-year Pastoral Plan to demonstrate coherence across the system with regards to the intersection between equity and our Catholic values of inclusion and respect for the dignity of all.</p> <p>Fair and Equitable Hiring Policy (APO028) has been implemented</p>	<p>added to the WCDSB home page: <a href="https://www.wcdsb.ca/called-to-belong/">https://www.wcdsb.ca/called-to-belong/</a></p> <p>All school administrators have been introduced to the Well-Being Strategy, and school Well-Being Plans will be formalized in September 2019,</p> <p>Job posting audit APO028 scheduled for July 2019</p>	
Equitable access to learning opportunities.	<p>Universal Design for Learning (UDL) strategies are being supported and promoted through the Student Support Services department. Professional development sessions have provided for special education teachers, student support staff and school administrators. UDL supports our goal of providing equity of learning opportunities for all students as 'what is good for one learner is good for all learners'.</p> <p>Student Success Consultants (SSC) support Grade 7/8 students in negotiating a successful transition from elementary to secondary school, especially those students who are achieving below provincial standards of achievement and who may be immersed in in-risk situations</p> <p>The WCDSB Re-Engagement Committee supports disengaged or early-leaver students so that they can successfully complete their Ontario Secondary School Diploma (OSSD) within four or five years</p>	<p>WCDSB has the 2<sup>nd</sup> largest D2L footprint in Ontario</p> <p>Chromebook to student ratio is 1:3</p> <p>Bring Your Own Device (BYOD) increase to 7800 users supported over past four years</p> <p>290% increase in EnCompass use by educators and administrators over three years</p> <p>Individual students at WCDSB have access to a suit of technology to differentiate instruction based on their unique learning needs. The main SEA hardware they are accessing include: chromebooks, laptops, desktops, iPads, Livescribe pens, C-pen Reader, Proloquo2Go, Dynavox, CCTV's, Braille Sense, and eye gaze technology. Software funded via SEA, that is accessed on these devices, include Read and Write App in Google, Snapverter, Kurzweil network and web license, early literacy and numeracy iPad apps, Boardmaker, Zoomtext, and Jaws). In addition to students with a formal IEP, many of the tools are web based and accessible to all students within the Board, with the primary one being the Read and Write app.</p> <p>255 credits have been completed through the re-engagement strategy, with 42 students earning the Ontario Secondary School Diploma</p>	

	<p>Every elementary school had access to and capitalized on a partnership with an instructional or numeracy coach</p> <p>Through professional learning sessions, numeracy consultants strive to ensure all educators are aware of green tools and effective use of technology for the purpose of improving student conceptual understanding</p> <p>Learning outside the school day programs are used in schools to support numeracy and literacy skills for students.</p> <p>Transition Survey of Gr. 9 students in all secondary schools</p> <p>MDI Survey completed by all students Grades 4-12</p>	<p>Coaches will have completed 112 collaborative inquiry cycles in all elementary schools within either numeracy, literacy or global competencies by the end of this school year</p> <p>At all 3 whole-group EMLT sessions and each monthly SMLT session, consultants intentionally highlight the explicit use of technology to enhance student mathematical understanding.</p> <p>Homework Clubs and Saturday Skills Builder (September to June 2017-18)</p> <ul style="list-style-type: none"> <li>• <b>29,210</b> pupil hours for grade 7/8 homework clubs and Saturday Skills builder</li> <li>• <b>4,678</b> pupil hours for grade 9/10 homework clubs</li> <li>• <b>33,888</b> pupil hours in total for LOG September to June</li> <li>• <b>1,030</b> students</li> <li>• <b>17</b> Elementary schools ran <b>16</b> homework clubs</li> <li>• <b>4</b> Secondary Schools ran <b>9</b> homework clubs</li> <li>• <b>71</b> teachers involved in the program</li> </ul> <p>Summer Expedition - formerly Summer Skills Builder (July 3-13, 2018)</p> <ul style="list-style-type: none"> <li>• <b>120</b> Grade 6, 7 &amp; 8 students (compared to 63 students Grades 7 and 8 students for the year previous)</li> <li>• <b>80</b> Gr 6, 7 &amp; 8 students are registered (As of March 26, 2019). Project <b>125</b> to be registered by end of May.</li> </ul> <p>Grade 9 students completed the Transition survey in Oct 2018 and staff were provided results by February 2019</p> <p>All Grade 4-12 students surveyed in Spring 2019.</p>	
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**Overall Status Summary:**

<b>Key Growth</b>	<ul style="list-style-type: none"> <li>• Launch of new three-year pastoral plan with current focus of belonging</li> <li>• Development of a Well-Being Strategy</li> <li>• MDI Survey administered to all students</li> <li>• Piloted Grade 9 Reach Ahead summer credit for students transitioning to high school in one secondary school</li> <li>• BYOD plan has been introduced through partnership with Staples Inc.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>• First Nations, Métis and Inuit Collaborative Inquiry Summer Institute offered August 2019</li> <li>• Conduct anonymous identity data census with all staff</li> <li>• Grade 9 Reach Ahead Summer credit offered in all of our secondary schools</li> <li>• Predictive analytics software will be used to monitor achievement towards successful completion of OSSD in four or five years</li> </ul>



### MYSP PRIORITY – STUDENT ENGAGEMENT, ACHIEVEMENT, & INNOVATION

Strategic Direction 1	Nurture a Culture of Innovation
Goals: (2)	<ul style="list-style-type: none"> <li>Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success</li> <li>Continue to seek and support reciprocal partnerships with Community/ educational partners and leverage the mutual learning</li> </ul>

Goal	Actions Completed	Evidence (KPI's)	Rating
Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success	<ul style="list-style-type: none"> <li>Support pilot programs and leverage the learning from those experiences</li> <li>Teachers will track student achievement and artefacts in pilot projects</li> </ul>	<p>Increase in achievement for “marker students” 71 teacher collaborative inquiries focusing on Math took place in grades K-8 resulting in overall growth of 57% and growth to provincial standard of 34%</p> <p>Integrated Learning Program (ILP) Pilot at Resurrection CSS in which 45 Gr. 10 students (de-streamed) were co-taught English, History, Careers/Civics, Religion, and Leadership in an integrated manner rooted in Global Competency development.</p> <p>There is a 29% growth in students enrolling in the 2019-2020 ILC.</p> <p>Secondary (Math) collaborative inquiries led to an overall improvement of 21% in student achievement in designated learning cycles</p> <p>72% of those teachers who participated indicated that their assessment practices had grown as a result</p>	

	<ul style="list-style-type: none"> <li>• Incorporate STEAM, coding and robotics K-12, with a particular focus on engaging girls</li> </ul>	<p>1.4% increase of girls registered in key STEM courses in our secondary schools since 2016-2017</p> <p>Full implementation of myBlueprint board-wide for Individual Pathways Planning (IPP) in Gr. 7-12 in all schools</p> <p>90% of teachers participating in a cross-panel (Gr. 7-12) Financial Literacy pilot reported considerable growth in their ability to integrate financial literacy within various subjects</p>	
	<ul style="list-style-type: none"> <li>• Ensure equity of opportunity through system strategic decisions, e.g., BYOD strategy</li> </ul>	<p>4,928 students in elementary schools have participated in 12 different experiential learning opportunities with 50 projects supported with overall support and collaboration with 111 different community partners</p>	
	<ul style="list-style-type: none"> <li>• Continued promotion of eLearning offerings and more effective utilization of eLearning to support students in achieving successful learning outcomes</li> </ul>	<p>17 % Increase in eLearning course offerings from 30 sections in 2018-19 to over 35 sections proposed in 2019-20</p> <p>Offering courses for different grades and pathways (grades 10-12, Open, M, U, C, and D)</p>	
	<ul style="list-style-type: none"> <li>• Built an understanding of different pathways by conducting in-class lessons and one-on-one support during course selections</li> </ul>	<p>24 Pathway Evenings have engaged parents and students in preparing to transition from grade 8 to 9 at each of our secondary schools as well as discern the career and educational pathways available.</p>	

	<ul style="list-style-type: none"> <li>• Fostered Teacher Learning and Leadership Program (TLLP) projects which provided opportunities for educators to leverage digital technology in the math curriculum</li> <li>• Increased student engagement and deeper learning opportunities by incorporating technology in the math curriculum</li> <li>• Cross-Panel Professional Learning Opportunities in Math (e.g. Financial Literacy, Building Thinking Classrooms, After School Sessions focusing on Algebraic Reasoning &amp; Digital Literacy)</li> <li>• School-College-Work-Initiative (SCWI) committee connecting colleges with secondary schools</li> <li>• Cross Panel FOS Literacy Networks (Making Inferences and making Connections)</li> <li>• Fostered educator capacity through such events as Assessment and Evaluation -</li> </ul>	<p>Regular training of Elementary Math Lead Teachers (EMLTs) involved the use of essential software (<i>i.e.</i> Knowledgehook)</p> <p>Ten Secondary Math Educators observed math classes at Conestoga College &amp; debriefed with college teachers</p> <p>Grade 7, 8, 9 (Applied) and 10 (Applied) teachers from each FOS participated in a literacy network focused on making inferences and connections (2 areas of need as seen on the OSSLT); educators engaged in co-learning, co-planning and debriefing of student work, determining next steps for their individual classes</p> <p>Three WCDSB consultants attend regular meetings of the regional SCWI Committee</p> <p>Modular Splashes included work on triangulation of data, John Hattie's effect size, literacy (BLAM) refresh; creation of resources to help parents understand A&amp;E policies and practices; use and features review for Gradebook; flipbook</p>	
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	<p>modular “splashes”, Education of Parents, Gradebook review, Global Competencies as applied to current Learning Skills, BLAM</p> <ul style="list-style-type: none"> <li>• A board-wide PD Day focussing on Numeracy had “Building Thinking Classrooms” as a key feature</li> </ul>	<p>refresh for global competencies, as well as creation of rubrics incorporating global competencies into Learning Skills; refresh and ease of use for educators new to BLAM</p> <p>A teacher survey noted that 83% cited growth in their understanding; 94% identified new practices they would implement immediately</p>	
Continue to seek and support reciprocal partnerships with Community/ educational partners and leverage the mutual learning	<ul style="list-style-type: none"> <li>• Facilitate placements with local industry, and community and public organizations, as well as global service learning/social justice initiatives and organizations</li> <li>• Explore internal and external partnerships between schools, e.g., via co-op, as well as leveraging learning in local sites</li> <li>• Foster a partnership with the University of Waterloo -- UCEP (University Coop Education Program) – in order to provide post-secondary learning experiences for students</li> <li>• Foster a partnership with Conestoga College -- SWAC (School Within A College) – in order to provide post-secondary learning experiences for students</li> <li>• Partnership with Strong Start to build readiness for kindergarten and early literacy skills, grades K-3</li> </ul>	<p>40 female students attended Linamar’s Skill’s Ontario Young Women’s Conference</p> <p>Of 314 students in co-op placements for semester 1 (which includes non-credit community placements), 86 were OYAP students.</p> <p>UCEP enrollment will rise to 40 students (2019-2020) from nearly 25 students presently</p> <p>Percentage of students successfully completing courses at SWAC is 94% which surpasses the regional average</p> <p>32% growth toward total reading goals for 346 students in 39 schools (increase of 8 schools from previous year)</p> <p>More than 100 students added to support from previous year</p>	

	<ul style="list-style-type: none"> <li>Partnerships with such not-for-profit organizations as The Learning Partnership, Kids Code Jeunesse, Canada Learning, and Partners in Research Canada have supported our students and teachers in coding and connecting with diverse experts</li> <li>Child and Youth Planning Table (CYPT); community meetings to discuss and collaboratively support the health and well-being of children and youth in the Region of Waterloo</li> <li>Early Literacy Alliance of Waterloo Region (ELAWR) meetings to discuss and support literacy in the early years; Family Literacy Day in January to launch kindergarten registration</li> </ul>	<p>Through the Learning Partnership's (TLP) Coding Quest Program, 102 of our Junior Classes at 29 schools took part in coding lessons.</p> <p>Kids Code Jeunesse provided both training and 100 micro-bits to teachers. The Canada Learning Code "Code Mobile" completed sessions at St. Anne (C), St. Agnes, and St. Daniel in the fall of 2018. In the winter and spring sessions, they revisited St. Daniel and St. Anne again to follow up as well as the gifted services group that meets at St. Luke, St. Margaret of Scotland, St. Joseph, and St. Mary CSS.</p> <p>5+ system educators (example: Superintendent of Learning, consultants, researcher, ECE Supervisors) attended a number of meetings 2018/2019</p> <p>On Family Literacy Day, over 500 families visited the WCDSB literacy table at Conestoga Mall; several families asked about kindergarten registration.</p>	
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**Overall Status Summary:**

<b>Key Growth</b>	<ul style="list-style-type: none"> <li>• Continued growth in our eLearning offerings</li> <li>• Continued growth in kindergarten readiness and early literacy skills</li> <li>• Continued growth in the areas of critical thinking for intermediate students; making inferences and making connections</li> <li>• Continued development of assessment and evaluation strategies responsive to educator need</li> <li>• Partnerships connected to CanCode grants have grown year over year and more teachers and schools have taken part in these opportunities.</li> <li>• Through pilots, high schools are beginning to explore integrated learning opportunities in order to build programs that offer transferable skills across disciplines.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>• Anticipate further growth in our eLearning offerings which is expected for 2019-2020.</li> <li>• Continue our partnership with Strong Start. Build our volunteers to support this program and ensure all schools are accessing this program.</li> <li>• Continue our partnership with ROW to support families and children especially in our vulnerable communities</li> <li>• Anticipate the development of greater understanding at the Junior, Intermediate and Senior levels regarding the components of reading, and their impact on student comprehension</li> <li>• Continued focus on Assessment and Evaluation practices, with an emphasis on consistency at the school level</li> <li>• Monsignor Doyle (with St. Benedict) anticipate offering a grade 12 ILP package to run full days in semester 1 of 2019</li> </ul>



### MYSP PRIORITY – STUDENT ENGAGEMENT, ACHIEVEMENT, & INNOVATION

Strategic Direction 2	Foster maximum opportunity for success for all
Goals: (2)	<ul style="list-style-type: none"> <li>● Improve Numeracy Achievement</li> <li>● Improve Graduation Rate</li> <li>● Improve Secondary Literacy Achievement</li> <li>● Increased Opportunity for Experiential Learning</li> </ul>

Goal	Actions Completed	Evidence (KPI's)	Rating
Improve Numeracy Achievement	<ul style="list-style-type: none"> <li>● Provide job-embedded professional capacity building, most specifically through the use of instructional coaches and co-teaching</li> </ul>	<p>Over 150 educators (from 42 elementary schools), took part in a collaborative inquiry focusing on numeracy in partnership with a coach. Based on data measuring student learning, 58% of marker students showed overall growth and 34% of marker students showed growth to provincial standard.</p> <p>Of the teachers who participated in a voluntary survey regarding their numeracy collaborative inquiry (CI), 72% indicated that their assessment practices have grown either “significantly” or “generally” as a result of the CI experience.</p> <p>Feedback from 444 elementary educators indicated that 88% found the learning was useful to them and also motivated them to try out the strategies &amp; tools presented</p> <p>Feedback from 60 secondary math educators who participated in a full-day Math collaborative learning session indicated that 88% found the</p>	



		<p>learning was significantly useful to them and 94% cited one or more specific components they would implement immediately.</p> <p>Feedback from non-math secondary staff (who focused on number sense, non-routine questions, and numeracy within the OSSLT) showed 98% made connections to their practice.</p> <p>The number of educators using the walking number line has grown from 25% (Jan.) to 51% (Apr.) in kindergarten and grade 1 classrooms (Year 1 implementation)</p> <p>91 Elementary Math Lead Teachers (EMLTs) participated in three collaborative learning sessions, along with co-planning &amp; facilitating a 4th session for their home school. Feedback from EMLTs showed 100% found the learning for every session was useful to them and 77% stated they had significant growth in learning related to pedagogy and math content knowledge</p> <p>10 Secondary Math Lead Teachers (SMLTs) participated in monthly collaborative learning sessions. Feedback from colleagues within the Math Dept. indicated 71% have collaborated with the SMLTs.</p> <p>Every Math Lead Teacher facilitated professional learning for their colleagues throughout the year within staff/division/department mtgs</p> <p>Thirteen after school professional development math sessions were offered and 173 educators participated.</p>	
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	<ul style="list-style-type: none"> <li>Utilize data (via tools such as Compass for Success, Gradebook, Power BI and Predictive Analytics) to more effectively assist in more precise needs-assessment and intervention (including comparisons between report card achievement and EQAO)</li> </ul>	<p>Results showed 94% of all participants chose “significantly” or “generally” when asked if the content/strategies/tools increased their confidence level</p> <p>Learning Disability (LD) Mathematics Working Group included seven classroom and seven Special Education Teachers. These school team members have participated in six sessions throughout the year focused on the following: The LD profile, the use of Assistive Technology in Mathematics, &amp; anxiety in mathematics</p> <p>All Special Education Teachers were in-serviced on use of the KeyMath 3 assessment tool that provides information about specific gaps/needs that a student may have</p>	
Improve Graduation Rate	<ul style="list-style-type: none"> <li>Utilize data (via tools such as Compass for Success, Gradebook, Power BI and Predictive Analytics) to more effectively assist in more precise needs-assessment and intervention</li> <li>Create more diversified learning opportunities e.g. via innovation, SHSM, credit courses mapped to student interest, eLearning, experiential learning, diversified pathways</li> </ul>	<p>Intermediate student success consultants (SSCs) worked directly with all grade eight students and teachers on a regular basis, starting the pathway planning process early in the school year and working closely with secondary guidance, student success and special education</p> <p>Red seal rate for Specialist High Skills Major programs have increased 17% from 2017-2018; enrollment amongst students in Gr. 11 and 12 surpass the provincial target by 5% (to 30%)</p> <p>Students in our College Cooperative Experiential Program (CCEP) have attained an 88% success rate regarding dual and coop credits. UCEP program is at capacity</p> <p>SSCs attended all grade 8 transition meetings to support successful pathway plans and support crucial</p>	

	<ul style="list-style-type: none"> <li>Utilize re-engagement strategy to address graduation gaps for 5<sup>th</sup> and early leaver students</li> </ul>	<p>conversations with parents and students</p> <p>70 students (from WCDSB and other boards) have been successfully re-engaged and graduated. 23 students successfully completed the OSSLT requirement and 37 students completed community service hours requirement</p>	
Improve Secondary Literacy Achievement	<ul style="list-style-type: none"> <li>Utilize data (via tools such as Compass for Success, Gradebook, Power BI and Predictive Analytics) to more effectively assist in more precise needs-assessment and intervention</li> <li>Embrace a cross-curricular and cross-panel focus on literacy</li> </ul>	<p>Use of Compass for Success by staff has tripled since its adoption by the WCDSB as has the duration of its session usage by users</p> <p>Nearly 7,000 students have assessment data gathered through Gradebook</p> <p>Early intervention using BLAM (Balanced Literacy Assessment Measures) to identify students who would benefit from the Empower Spelling and Decoding program in their grade two year</p> <p>4 Special Education Teachers new to Empower Decoding were trained</p> <p>10 Special Education Teachers trained in Empower Comprehension</p> <p>Empower Comprehension: Target group is junior students</p> <p>Lexia Core 5 and Power Up Literacy introduced for the next three years. Lexia is an online literacy tool targeted for students who are beyond Empower</p> <p>7 schools participated; one after school session was held for NTIP educators and 42 educators attended</p> <p>1 school participated in 2 full day sessions; 12 educators participated in the OECTA professional learning session</p>	

		<p>Five secondary schools provide time for a booklet (customised for each school according to their overall skill need); Literacy Teams or whole staff engage in moderated marking of the mock test. Results are used to identify students who would benefit from literacy intervention.</p> <p>50-80 students/school participated in the various intervention programs provided by each school.</p> <p>“Previously eligible” (OSSLT) students received intervention through withdrawal, after-school learning sessions and individualized help.</p> <p>Five teachers, with 1-6 sections of gap closing over the school year worked with grade 9 and 10 applied levels students, as well as nearly 180 Gr. 11 previously eligible students, in order to strengthen literacy skills.</p> <p>Provided a co-learning professional development opportunity where 50 educators received professional development on how to create deeper learning opportunities in mathematics</p> <p>Provided presentations and resources for 507 students around leveraging digital technology with a connection to mathematics.</p>	
Increased Opportunity for Experiential Learning	<ul style="list-style-type: none"> <li>Teachers to facilitate increased use of (assistive) technology on a daily basis, particularly in applied level classrooms</li> <li>Increased support for Creating Pathways to Success (e.g. Individualized Pathway Planning via My Blueprint and All About Me Portfolios)</li> </ul>	<p>All students (Gr. 7-12) have transitioned from Career Cruising to My Blueprint</p>	

	<ul style="list-style-type: none"> <li>Build capacity for greater experiential learning both within and outside of the classroom (e.g. through inviting guest speakers into classrooms, through technology innovations such as virtual reality, and through travel for credit)</li> </ul>	<p>4,928 students have been part of 12 varied experiential learning opportunities that have featured the collaboration of 111 community partners</p> <p>102 technology kits have been utilized this year to facilitate student (Gr. 7-10) participation in project-based learning. These represent 57 classes, from 31 of our elementary schools.</p> <p>6 elementary classes (159 students) are partnered with 6 secondary school classes (124 students) working with 9 industry mentors.</p> <p>800 students enrolled in coop through August 2019</p> <p>WCDSB has 332 Ontario Youth Apprenticeship Program (OYAP) students and a projected participation of 350 OYAP students. These numbers surpass our goal (251) in comparison to other school boards of similar size.</p> <p>Renewed focus on young women and indigenous youth in the skilled trades</p> <p>70 students competed in our Regional Skills Canada Competition. 19 students moved on to compete in the Provincial Skills Competition in Toronto under various categories as job interview, Auto Service Technology, construction, cabinet making, hairstyling.</p>	
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**Overall Status Summary:**

<b>Key Growth</b>	<ul style="list-style-type: none"> <li>• In both EMLT and SMLT professional learning networks, administrators co-learned alongside their Lead Teachers and co-facilitated learning at their school sites in an effort to build capacity through their SIPSA context.</li> <li>• Educators deepened their understanding of the Numeracy pillar through intentional connections to the BIPSA within all numeracy networks. Reasons were highlighted around why the student learning needs were identified and implications for pedagogical practice were investigated.</li> <li>• Use of the number line as a tool to think about quantity and magnitude.</li> <li>• Educators are deepening their master reading fluency and comprehension assessment; connections to the curriculum; links to assessment; and how to use this data to inform instruction</li> <li>• Greater understanding of some educators as to their role in literacy instruction at the Secondary level.</li> <li>• Increase in OYAP Participation and students with Registered Training Agreements upon completing coop.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>• Anticipate the focus on building capacity at each school site through the Math Lead Teacher collaborative network.</li> <li>• Leverage the cross-panel networks i.e. on Financial Literacy this to extend and include educators K-12.</li> <li>• Continue to offer professional learning opportunities for educators on reading fluency and comprehension assessment in order to support responsive literacy learning.</li> <li>• Continue with EQAO “mock test” implementation, moderated marking and interventions programs</li> <li>• Continue to build capacity with schools in promoting the skills trades as a viable and meaningful employment opportunity.</li> <li>• Highlight current regional labour market information to aid in the creation of future OYAP programming with community partners.</li> <li>• Continue to provide support in the following areas: <ul style="list-style-type: none"> <li>○ Individual/small group social/emotional, academic support</li> <li>○ Pathway planning, myBlueprint implementation, transition planning</li> <li>○ Restorative Justice, mediation &amp; conflict resolution</li> <li>○ Engagement Through Innovation Initiative</li> <li>○ Intensive support for individual students at risk</li> </ul> </li> </ul>



### MYSP PRIORITY – BUILDING CAPACITY TO LEAD, LEARN & LIVE AUTHENTICALLY

Strategic Direction 1	Investment in global competency development and leading technologies
Goals: (3)	<ul style="list-style-type: none"> <li>• Increased awareness of and responsible implementation of Digital Citizenship</li> <li>• Increase in precise student programming and use of New Pedagogies for Deep Learning (NPDL)</li> <li>• Ensure technology is current and relevant to optimal teaching and learning practices</li> </ul>

Goal	Actions Completed	Evidence (KPI's)	Rating
Increased awareness of and responsible implementation of Digital Citizenship	<p>Revision of APS017 Appendix C Guidelines for Using Online Educational Tools (3rd Party Apps)</p> <p>Referenced in Onboarding Sessions with new hires</p> <p>NTIP sessions connected to NPDL and Gradebook Report Card Writing embedded guidelines for 3rd party tools as well as privacy best practices regarding securing student data</p>	<p>4 onboarding sessions for occasional teachers and beginning LTOs included an introduction to the Green/Red Apps policy, safe tools, and keeping student information safe</p> <p>70 teachers at the October NTIP session were introduced to the Red/Green Tool resources and the importance of keeping student information safe; Secondary teachers in NTIP were trained in the use of enCOMPASS Gradebook (March evening session) as a tool for tracking assessment and evaluation as well as writing the report card in the context of keeping student data safe.</p>	

	<p>Two separate resources for creating a board catalogue of apps and a guideline for use (Red/Green etc.,) are currently being explored to support teachers in their own digital citizenship</p> <p>Revision of Grade 5 and 6 Samaritan on the Digital Road Teacher Lesson Resources (through A&amp;E subgroup)</p> <p>Set for implementation September 2019</p> <p>Formation of Digital Citizenship Sub-Group of the 3rd Floor Technology Committee</p> <p>Developing badging program for students in D2L to address digital citizenship (Empathy and Cyberbullying are identified as the starting points to address current needs) September 2019 Implementation</p> <p>Development of a new online Red/Yellow/Green database for staff and students that will inform the proper rules of engagement on using apps in a Green way is in progress</p> <p>Creating a SafeSchools set of videos and training focused on privacy and safe use of Internet resources will be implemented in Fall 2019</p> <p>Support the use of pedagogical use of BYOD via</p> <p>#wcdsbInnovates as well as wcdsbinnovates.ca is established as an engaging staff (and soon to be parent) portal for resources regarding Digital Citizenship and other resources</p>	<p>Over a 90 day measure there were 66 unique teacher interactions on the sites with an increase of 150% week over week and 314 site visits</p> <p>Bring Your Own Device (BYOD) increase to 7800 users supported over past four years.</p>	
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<p>Increase in precise student programming and use of New Pedagogies for Deep Learning (NPDL)</p>	<p>Effective use of data technologies supports precise student planning</p> <p>NPDL Focused Coaching Cycles Switch focus to global competency pedagogies</p> <p>Secondary NPDL Program Association Sessions:</p> <p>Secondary NPDL Cluster Lead Teachers participated in and created sessions</p> <p>Elementary NPDL Global Competency Learning Series</p> <p>Elementary NPDL Cluster Lead Teachers developed and presented 4 sessions (live, through Zoom, and 2 sessions recorded)</p>	<p>Utilization indicators for the enCOMPASS tool : 2016-2017 school year to the 2018-2019 school year.</p> <p>Number of staff logging into enCOMPASS has increase dramatically by 290%:</p> <p>Gradebook Utilization has increased Elementary: Increased by 6344% (25 users to 1611 users)and Secondary usage increased by 3643% (185 users to 6925 users)</p> <p>3 schools with 8 Collaborative Inquiry Cycles connected to NPDL where student growth was tracked using the progression rubrics and subject specific rubrics. Where marker students were tracked using Not Yet, Getting There, and Got It, overall growth was 60% and growth to standard was 47%.</p> <p><u>Selected Artifacts linked here</u></p> <p>60% of program areas (Arts, Technology, Religion, Business/Co-op, Don Bosco/SWAC, and Communications) participated in the professional learning within the context of Program Association</p> <p>10-15 teachers attended each session in combination of in person and online. At least 4 sessions were delivered to whole staff groups as follow up and the two recorded sessions were provided to administrators and staff for future use (to be tracked going forward). Each elementary</p>	
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	<p>Administrator NPDL Learning Sessions:</p> <p>Innovation in Leadership PLC</p> <p>Full Administrator Group Sessions and FOS PLC Sessions</p> <p>NPDL Subgroup of Assessment and Evaluation Working Group Creation of Resources</p> <p>Creation of Primary Version of Deep Learning Flipbook based on feedback of original-Implementation set for Fall 2019</p> <p>Creation of alignment resource for Global Competencies and Learning Skills, Achievement Charts, OCGEs, etc. has begun</p>	<p>and secondary school provided the name of at least one NPDL lead teacher who was invited to these sessions</p> <p>12 administrators and 3 teachers participated in 2 evening sessions. 4 of 5 FOS sessions were scheduled with 4 that have already occurred.. 100% of administrators now have access to the Deep Learning Hub and the Deep Learning Flipbook. St. Mary, St. Benedict, Monsignor Doyle, and St. David's FOS Administrators now have print and digital copies of the Leading Deep Conversations guide from the Deep Learning Hub.</p> <p>70 of 90 NTIP participants attended the October NPDL evening learning session.</p>	
Ensure technology is current and relevant to optimal teaching and learning practices	Each Elementary Math Lead Teacher (EMLT) session and Secondary Math Lead Teacher (SMLT) session explored appropriate digital tools and technologies which were intentionally highlighted for their pedagogical purposes.	91 EMLTs and their administrators attended 3 full day sessions. 10 SMLTs attended monthly sessions. 86% of EMLTs & 100% of SMLTs shared effective use of leveraging technology at a staff or divisional meeting or on our Numeracy PD Day. Most referenced have been	

	<p>Offered an after school session on Knowledgehook and Leveraging Digital to Enhance Mathematics Learning</p> <p>Launched a pilot using enCompass where educators input BLAM-Running Record data on Meaning; Structure; Visual cueing systems (MSV) to inform instruction</p> <p>Ongoing professional learning for eLearning teachers with a focus on student engagement and assessment strategies</p> <p>Continued use of the provincial vLE (D2L) by teachers and students to support innovative learning</p>	<p>Knowledgehook, Mathies, WODB, Solve Me, and Desmos.</p> <p>21 educators attended these sessions. 88% of respondents noted that the learning from these sessions was useful to them in their role</p> <p>K-3 educators at 4 schools participated and provided feedback to refine the effectiveness of the tool from an educator lens</p> <p>6 meetings and/or professional learning sessions for eLearning teacher to continue to work on their learning goals around student achievement and engagement</p> <p>Average number of daily logins for D2L since Oct 2018 is 4100 (maximum number of logins was 8340 so far)</p> <p>Secondary D2L course access count during the first 2 weeks of April was 11, 900</p> <p>During the same period, the assignment, content, quiz, and discussion tools were used approximately 47,000 times, 131,000 times, 8,900 times, and 21, 600 times respectively</p>	
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	<p>Innovation in Learning committee and IT Governance Committee inform technology requirements for schools. IT budget for technology for schools based on this feedback.</p> <p>Classroom Technology kept current and within support of vendors like Google and Microsoft.</p> <p>SSC incorporated engagement through innovation initiative that focused on build capacity with classroom teachers on how to integrate technology in the mathematics curriculum.</p> <p>Provide support and capacity building for intermediate educators on how to utilize the tools in myBlueprint to support pathways planning and course selections.</p>	<p>Snow day usage indicated that over 900 students accessed online learning during a school closure</p> <p>WCDSB is rated 2nd in the province for highest usage of vLE (D2L)</p> <p>Refreshed 1020 out of date Chromebooks, 300 secondary specialty Lab PCs, 200 monitors, 300 Epson BrightLink projectors, added 100 wireless access points to increase wireless availability.</p> <p>Increased Internet bandwidth to the Board from 3 GB to 8 GB with the Broadband Modernization Project while increasing resilient paths to the Internet to assure service in an outage.</p> <p>Provided a co-learning professional development opportunity where more than 50 educators received professional development on how to create deeper learning opportunities in mathematics. (coding Sphero and Micro:bits and 3D printing technology)</p> <p>147 educators and almost 3400 students received myBlueprint program training and continued support with pathways planning and high school course selections.</p>	
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Key Growth	<ul style="list-style-type: none"> <li>● Intentionality behind the use of digital tools and technology continues to deepen with students and educators as indicated in vLE usage</li> <li>● Coaching Cycles that focused on NPDL demonstrated overall student overall growth was 60% and growth to standard was 47%.</li> <li>● WCDSB continues to see ongoing increases to web environments which support student achievement by 290%</li> <li>● eLearning teachers continue to develop their teaching presence as part of the community of inquiry model for increasing engagement through presence (cognitive, social, teaching)</li> <li>● There is an increased awareness of the need for keeping student data safe and Green Tools vs. Red Tools. Educators are becoming more cautious in their use of student data with digital tools.</li> <li>● Educators are developing a stronger understanding of the relationship between Global Competencies and learning skills, OCGEs, and curricular expectations and achievement charts and student achievement was significant based on coaching cycle data</li> </ul>
Next Steps	<ul style="list-style-type: none"> <li>● Open up BLAM-enCompass data tracking tool for all elementary schools; include all BLAM tools in data tracking</li> <li>● Continue to make develop courses using UDL focusing on overall expectations to drive methods. Developments to the provincial vLE (D2L) assessment tools will help support this work</li> <li>● Continue to support educators use of the provincial vLE (D2L) with greater communication for under-utilized tools and features such as quizzes, discussions, and video</li> <li>● Use of provincial vLE (D2L) assessment, adoption, and engagement dashboards to help drive professional learning</li> <li>● Development of a comprehensive catalogue of digital tools including Green/Red/Yellow status and pedagogical functions to support the intentional use of safe and effective tools</li> <li>● Develop a new strategy for connecting NPDL cluster leads with NPDL lead teachers at each school in light of increased challenges to this work. Continue to support NPDL cluster leads in their own development of NPDL and encourage their leadership efforts. Continue to embed NPDL concepts in other areas of professional learning in order to broaden its reach.</li> </ul>



### MYSP PRIORITY – BUILDING CAPACITY TO LEAD, LEARN & LIVE AUTHENTICALLY

Strategic Direction 2	Nurture the well- being of all students and staff
Goals: (3)	<ul style="list-style-type: none"> <li>● Decrease in staff absenteeism/sick leave usage, and health and safety incidents</li> <li>● Increase in student attendance and engagement</li> <li>● Provide opportunities to nurture faith and spirituality of staff and students</li> </ul>

Goal	Actions Completed	Evidence (KPI's)	Rating
Decrease in staff absenteeism/sick leave usage, and health and safety incidents	<p>Ongoing operation of the Employee Attendance Support program</p> <p>Preliminary development of Staff Attendance Portal</p> <p>Introduction of proactive health and safety initiatives:</p> <p>De-escalation training for student services staff in schools.</p> <p>Universal support training for school staff</p> <p>Mandatory review of safety plan for staff working with student.</p>	<p>Total sick leave experienced in 2017-18 was 28,281 days.</p> <p>Total sick leave experienced in 2018-19 as of May 14 was 24,628 days.</p> <p>Therefore, a small increase in total absenteeism expected in the current school year.</p> <p>The Board routinely achieves an attendance rate within the top five among other Boards.</p> <p>Absenteeism has been increasing province-wide since 2012.</p>	

	<p>A collaborative team supporting each family of schools.</p> <p>Incidents are reviewed daily and support is provided accordingly.</p> <p>Debriefs following the containment of students in order to review programming.</p> <p>EW form to increase accountability on counter-measures in the event of a significant health and safety event.</p> <p>Health and safety questions included in superintendent school visits</p> <p>Health and safety message at all staff meetings.</p> <p>Slips, trips and falls training provided to each school.</p> <p>Investigation of SBCI Mental Health Resiliency Program</p>	<p>As of March 31, 2019 947 incidents reported for 2018-2019. 948 Incidents were reported in 2017-2018.</p> <p>The Board will experience a greater number of reported incidents in the current school year as compared to last school year.</p> <p>675 of the 947 incidents were reported as “workplace violence” incidents. 475 workplace violence incidents were reported in 2017-2018.</p> <p>Total approved WSIB claims in 2017-2018 were 121.</p> <p>Total approved WSIB claims in 2018-2019 as of May 17, 2019 were 112.</p> <p>Approximately the same number of claims are expected this school year as compared to last school year.</p>	
Increase in student attendance and engagement	<p>“Check and Connect” - Work with individual students to provide guidance, support and strategies to deal with social and emotional issues that are impeding their ability to be successful in school.</p>	<p>Data suggests that some students with the highest rate of absences across the WCDSB that receive SSC support has improved from Gr. 7 to Gr. 8: 60% have improved (i.e. fewer absences this year vs. last). Those that improvement show an average 30% fewer absences</p>	

	<p>SSC Implementation engagement through innovation initiative that focused on building educators capacity to leverage digital technology in the classroom and to increase student engagement</p> <p>ReCompass for Success portal reveals easy to follow metrics and dashboards for educators for both Student achievement and attendance.</p> <p>Third year of LD Ministry Pilot (includes Empower/Emotional Literacy/Assistive Technology), training re: building self-regulation, and implementation of SparkBikes.</p> <p>Go Zen Anxiety modules (licenses targeted at gr 4-6, but also made available to other elementary classes)</p> <p>Emotional literacy programming for grades K to 3 students (Mo Willems Books provided to all schools and Google folder with activities available to all classroom teachers)</p> <p>MindUP resources provided to all schools with age-</p>	<p>Over 95% of students receiving intensive support from intermediate SSCs report having a <b>Caring adult</b> in their lives, measured via MDI results</p> <p>Almost two thirds have <b>Supportive family members</b> and/or <b>Clear boundaries &amp; expectations</b> set at home or at school measured via MDI results</p> <p>One third have <b>Positive adult role model(s)</b> measured via MDI results</p> <p>5423 students participated in the Grade 7 level MDI survey and 4708 participated in part 1 of the Grade 4 Middle Years (4233 2 total) participated in the Grade 4 Middle Years Developmental Survey</p>	
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	<p>appropriate activities to teach mindfulness practices.</p> <p>Cannabis/Vaping Prevention presentations offered to all grade 10 classrooms and Grade 8 Students all received specific instruction around healthy choices regarding Cannabis</p> <p>The Alternative Suspension Program has proven to be a positive outcome based program that in its pilot year has had a positive impact on student engagement. Support for grade 7 and 8 students in the Cambridge area is available through this program effective May 15, 2019.</p>	<p>1600 Grade 8 students received a half day of learning specific to the health risks of cannabis and vaping</p> <p><b>97%</b> of students agreed that they learned something new from the workshops provided</p> <p><b>75%</b> of students agreed that they learned something new from the youth workers</p> <p>School has recognized that <b>67%</b> of referred students have seen a <b>decrease</b> in disciplinary measures since returning from the program</p>	
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		<p><b>Student Testimonials</b></p> <p><i>"I'm doing really good – I'm not skipping as much as I used to and I'm showing up in uniform. I also wanted to thank you for everything – I was so happy to get to know you guys – you guys are amazing."</i></p> <p><i>"I loved the Y program, it was great and you guys are awesome. Really understanding and welcoming, I felt like I could talk and not be judged and work through my problems with your help and bring the things I learned back to school with me and use in my life too."</i></p> <p><b>Parent Testimonials</b></p> <p><i>"Again, thank you! I was holding back tears the way you spoke of (Student) so beautifully, thank you!"</i></p> <p><i>"I'm glad (Student) had the chance to participate in this program and I truly believe that it is an amazing program! I was very impressed from day one, how you welcomed (Student) with open arms and not as a consequence to the program."</i></p> <p>Overall we are trending downwards in terms of the overall number of suspensions over time (1492 suspensions in 2014/2015 school year, 945 suspensions in the 2018/2019 school year)</p>	
	Constructive use of conflict mediation and a focus on reconciliation and restorative justice embedded in many schools and a continued focus for expansion in the WCDSB		

	<p>The Umbrella Project is a foundational program in many WCDSB schools which intentionally focuses on building well-being skills.</p> <p>Continue Healthy Schools Partnership to promote a comprehensive approach to building wellness in all schools</p> <p>Secondary Math teachers and some intermediate teachers are beginning to track the proxies for engagement from Peter Liljedahl's Building Thinking Classroom Framework.</p>	<p>The recidivism rate for suspensions also continues to be on the decline in both Elementary and Secondary</p> <p>In Secondary, we are observing fewer suspensions over time of 49%</p> <p>Indicators showed that the inclusion of restorative practices contributed to a 44 per-cent reduction in suspensions and a 74 per cent decrease in “conflicts of a physical nature” at St. Benedict’s. Other noted impacts were that students requested mediations/circles when they found themselves in conflict and qualitative feedback from students and school personnel indicated that the restorative culture shift increased feelings of belonging and inclusion in their school community.</p> <p>11 schools are currently engaging in the use of restorative practices and 15 have committed to training for 2019/2020</p> <p>The program is currently running in 50% of the WCDSB schools and 16/22 remaining schools have committed to begin the program in September 2019/2020</p>	
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		<p>We've gone from 9 to 14 schools with an OPHEA Healthy Schools Certification. A significant increase in the number of schools achieving GOLD standard. Last year we had 4, this year we have 12.</p> <p>Two additional FOS now working with the Region this year. Therefore, a total of 4 of the 5 FOS working with Region. All scheduled to partner with the Region this fall.</p> <p>Of the 5 specific proxies teachers are focusing on, they have found student engagement ranks highest with time to task, time on task, and nonlinearity of work. (This analysis is in preliminary stages)</p>	
Provide opportunities to nurture faith and spirituality of staff and students	<p>Spiritual Development Day held on December 5, 2018 for all staff using a Family of Schools model with an emphasis on the key themes from <i>Renewing the Promise</i>.</p> <p>Launch of new three-year Pastoral Plan held at St. Anthony Daniel Parish in February 11, 2019.</p> <p>Pastoral Plan banners produced to communicate three-year themes</p> <p>Overnight retreat offered at Mount Mary Retreat Center for staff facilitated by Fr. Joseph de Viveiros</p>	<p>80% of attendees at Spiritual Development Day surveyed reported that activities were found to be relevant and spiritually engaging.</p> <p>Student, parent, staff, and school administrator representatives from each school community attended launch of new Pastoral Plan</p> <p>Pastoral plans delivered and on display in each school site including central offices</p> <p>20 staff attended overnight retreat experience at Mount Mary and reported</p>	

	<p>Twilight retreat offered at St. Gregory Parish hall for staff facilitated by Joan Grundy</p> <p>Theology on Tap series offered for staff on pastoral plan theme of “Called to Belong”</p> <p>Ongoing implementation of <i>Growing in Faith, Growing in Christ</i> digital religious education resource.</p> <p>Students continue to receive an overnight retreat experience at either Mount Mary or Camp Brebeuf</p> <p>Waterloo Catholic elementary students with teacher support created a virtual tour of Christ the King Cathedral in Hamilton.</p>	<p>15 staff attended Twilight Retreat experience at St. Gregory Parish Hall</p> <p>Approximately 100 staff attended two Theology on Tap talks, one by former Deputy Minister Bruce Rodrigues and the other by Father James Mulligan</p> <p>All Grade 5 classrooms have implemented the digital resource. The Grade 6 resource is released in August 2019 for implementation.</p> <p>All intermediate students attend an overnight retreat at a Catholic retreat center or camp facilitated by an elementary Chaplain.</p> <p>On Transition surveys over the past 3 years, approximately 40% of Grade 9 students identified the school chaplain as a support person for spiritual matters.</p> <p>The virtual tour was highlighted by the Diocese of Hamilton during Catholic Education week and the result is available for all Catholic students in the province.</p>	
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**Overall Status Summary:**

<b>Key Growth</b>	<ul style="list-style-type: none"> <li>• The Board routinely achieves an attendance rate within the top five among other Boards.</li> <li>• Approximate number of WSIB claims are not expected to increase year over year.</li> <li>• The Umbrella Project is in half of our WCDSB schools. During the 2019/2020 school year, 73% more schools are adopting the program.</li> <li>• The Alternative to Suspension Program currently serves our 9-12 Students in the Cambridge expanded to support our grade 7/8 students in the Cambridge Area in May 2019.</li> <li>• Fifteen schools signed up for Training for Community Justice Initiative to begin for the 2019/2020 school year.</li> <li>• Data suggests that some students with the highest rate of absences across the WCDSB that receive SSC support has improved from Gr. 7 to Gr. 8: 60% have improved (i.e. fewer absences this year vs. last). Those that improved show an average 30% fewer absences.</li> <li>• % increase in OPHEA Healthy Schools Certification</li> <li>• % increase in number of schools working with Region of Waterloo Public Health</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>• Investigation of SBCI Mental Health Resilience Program for employee groups</li> <li>• Development of Attendance Dashboard for all supervisors and administrators to be piloted 2019/2020</li> <li>• Safe Schools Climate Survey and MDI survey data will guide planning for wellness strategies in all WCDSB schools</li> <li>• Continue to seek expansion opportunities for the Alternative Suspension Program into Kitchener and Waterloo</li> <li>• (looking for ways to mitigate the loss of SSC groups)</li> </ul>

Date: June 17, 2019  
 To: Board of Trustees  
 From: Jessica Perkovic, Chair, Audit Committee  
 Subject: Annual Report to the Board of Trustees

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

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

Ontario Regulation 361/10 *Audit Committees*  
 Board Policy II 010 *Board Committee Structure*

Education Act:

Ontario Regulation 361/10 *Audit Committees*

- 15(3) - An audit committee of a board shall submit a report to the board in each fiscal year on or before a date specified by the board, and at any other time as may be requested by the board, that includes,
- (a) a summary of the work performed by the committee since the last report;
  - (b) an assessment by the committee of the board's progress in addressing any findings and recommendations that have been made by the internal or external auditor;
  - (c) a summary of the matters addressed by the committee at its meetings;
  - (d) the attendance record of members of the committee; and
  - (e) any other matter that the committee considers relevant.

Alignment to the MYSP:

## **Building Capacity to Lead, Learn & Live Authentically**

*Leadership & succession planning is intentional and nurtured:*

- To improve and to build collaborative ownership of system goals and priorities so they are owned by all

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

- To increase staff efficiency and reduce workloads through process improvements

Background/Comments:

### **Audit Committee Members**

The Audit Committee is composed of the following members:

- Jessica Perkovic (Community Member) – Chair
- Wendy Price, Brian Schmalz, Kevin Dupuis, and Greg Reitzel – Trustees
- Philip Silveira – Community Member

## Governance

The Audit Committee operated throughout the fiscal year. All of the members were independent in accordance with provision 3(1) and 3(2) of Ontario Regulation 361/10.

## Summary of Work Performed

The Audit Committee met on the following dates: September 26<sup>th</sup>, 2018, November 7<sup>th</sup>, January 31<sup>st</sup>, 2019, April 2<sup>nd</sup>, and June 13<sup>th</sup>. The following are some highlights of the work of the committee over the 2018-2019 school year:

- Election of Jessica Perkovic as Chair of the Audit Committee;
- Reviewed the quarterly dashboard reports from management;
- Monitored the Fraud and Accountability Line;
- Completed annual review of the Audit Committee Terms of Reference;
- Reviewed the 2017-2018 audited financial statements and recommended approval to the Board of Trustees;
- Received and reviewed the 2017-2018 annual Internal Audit Report;
- Prepared and reviewed the Audit Committee Annual Report to the MOE;
- Reviewed the Regional Internal Audit Mandate;
- Reviewed the following RIAT audit reports:
  - a. 2017-2018 Special Education Audit Report,
  - b. WCDSB IT Vulnerability Audit Report;
  - c. WCDSB Health & Safety Audit Report;
- Reviewed the WCDSB Internal Auditor Mandate;
- Reviewed the following WCDSB Internal Audit reports:
  - a. School Generated Funds Special Audit Report - Resurrection,
  - b. 2017-18 Trustee Expenses Audit Report and Statement of Trustee Expenses,
  - c. Director's Office Expenses Audit Report,
  - d. Q1, Q2, & Q3 Internal Audit Plan Status Reports,
- Completed the annual Audit Committee self-evaluation;

## Internal Auditors

The Audit Committee reviewed the *2018-2019 Internal Audit Plan*. Prepared by the Internal Audit Officer, it was developed with consideration of the RIAT risk assessments and coordinated with the RIAT Audit Plan to produce a risk-based internal audit plan. The Audit Committee reviewed and endorsed internal audit strategies and annual plan for the Board and has received regular reports on the outcome of audit work and recommendations made.

## Assessment

Throughout the year and in accordance with recommended good practice various administrative tasks were completed. These include:

- Reviewed and recommended to the Board of Trustees the *Audit Committee Terms of Reference*
- Developed a meeting schedule and agenda for each meeting
- Reviewed and recommended for approval the yearly *Internal Audit Plan*
- Performed a self-evaluation of the Audit Committee effectiveness and discussed results.

It was agreed to meet five times throughout the year; all meetings with the exception of the April 12<sup>th</sup> meeting, were held as planned. Member attendance was as follows:

Member's Name	September 26, 2018	November 7, 2018	January 31, 2019	April 2, 2019	June 13, 2019
Greg Reitzel	✓	✓	✓	✓	✓
Wendy Price	✓	✓	✓	✓	✓
Brian Schmalz	X	✓	N/A	N/A	N/A
Kevin Dupuis	N/A	N/A	✓	✓	✓
Philip Silveira	✓	✓	✓	✓	✓
Jessica Perkovic	✓	✓	✓	✓	✓



Recommendation:

1. This report is provided as monitoring information for the Board of Trustees.

Prepared By: Shane Durham  
Internal Audit Officer

Reviewed By: Jessica Perkovic  
Chair, Audit Committee

\*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:** Monday, June 17<sup>th</sup>, 2019  
**To:** Board of Trustees  
**From:** Melanie Van Alphen  
**Subject:** Governance Committee Annual 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 II 010  
☐ Information only of day-to-day operational matters delegated to the CEO

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

Board Policy II 010, "Board Committee Structure"

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

2. Trustees who are assigned to chair a Board of Trustee committee will:  
f) Facilitate the performance review of the committee and it's work

**Background/Comments:**

For the 2018-19 school year the governance committee consisted of trustees: Joyce Anderson, Bill Conway (Chair – January 2018 to March 18 2019), Wendy Price, Greg Reitzel, Brian Schmalz, Melanie Van Alphen (Chair – March 2019 to Present) and Administrative Official, Loretta Notten.

The committee met on October 1, 2018, March 18, 2019, June 10, 2019

The committee meeting planned for January 21, 2019 was cancelled, as there were no outstanding items for the committee at that time

A summary of tasks completed by the committee are listed below:

- 1) The following policies were reviewed with minor changes:
- Board Policy IV 005 Hiring and Promotions provision #3 be revised to include "of Religious Education"
    - *Promote to an academic position of responsibility including that of Principal, Vice- Principal, Program Head of Religious Education or Consultant of Religious Education/Family Life Education without a Pastoral Declaration from a Catholic priest and their commitment to mandatory participation in ongoing leadership and faith formation programs of the school system.*
  - Board Policy II 002 Governing Style provision #4(a):
    - *In accordance with this discipline, the board will only allow itself to address new a topic within the context of a Board meeting after it has answered these questions:*
  - Arranged training for new incoming trustees
  - By-Law Article 8 Trustee Vacancy provision 8.3- Added new wording on the process to fill a vacancy. Re-numbered article 8 to reflect the new organization with full process outlined.
    - *Trustees have the discretion to decide the process which will be used to fill the vacancy. They may appoint a qualified individual of their choosing or request applications. If Trustees decide to*

accept applications from the public, the process shall be governed as outlined below.

- Recommended that the monthly Minutes of Linkages and Pastoral Committee be shared in the context of COWB meeting verbal report back, and that once annually Linkages and Pastoral Committee report back to Board more formally.
- Board Policy IV – 010 Facilities Accommodation provision #6 – remove the word not:
  - *Fail to conduct accommodation reviews process (i.e. boundary reviews and school closures) that is ~~not~~ in compliance with current Ministry of Education guidelines and directives.*
- Board Policy IV 012 Communication and Support to the Board – added provision 4 as follows;
  - *That the CEO shall not fail to communicate to Board for information on a semi-annual basis, capturing the seminal changes to Administrative Procedures*
- Discussed Board Policy II 002 Governing Style – Board Evaluations/Work of the Board and made the following Recommendation:
  - *Governance committee will bring to September COWB a recommendation for a working committee to explore the work of the Board and the Board's corresponding self-evaluation.*

3) Outstanding items:

- Review Terms of Reference
- Review Board Policy II 006 Celebration of Excellence
- Review Board Policy II 011 Student Representation on the Board
- Review Board Policy II 012 Student Trustee Role Description

**Recommendation:**

This report is provided as monitoring information for the Board of Trustees

**Prepared/Reviewed By:**

Melanie Van Alphen – Governance Committee Chair

\*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:** Monday, June 17<sup>th</sup>, 2019  
**To:** Board of Trustees  
**From:** Tracey Weiler, Chair, Linkages Committee  
**Subject:** Linkages Committee Annual Report

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

**Type of Information:** ☐ Information for Board of Trustees Decision-Making  
☒ **Monitoring** Information of Board Policy II 010  
☐ Information only of day-to-day operational matters delegated to the CEO

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

Board Policy II 010, "Board Committee Structure"

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

2. Trustees who are assigned to chair a Board of Trustee committee will:  
f) Facilitate the performance review of the committee and its work

**Background/Comments:**

For the 2018/19 school year the Linkages Committee has consisted of five trustees:

- September 01, 2018 – December 31, 2018 - Bill Conway, Melanie Van Alphen (Chair) and Wayne Buchholtz
- January 01, 2019 – June 30, 2019 – Bill Conway, Brian Schmalz, Melanie Van Alpen, Tracey Weiler (Chair).

The committee has worked on the following;

- 1) Letters were sent in the fall to each school welcoming them to a new school year and to keep the Board of Trustees in mind as attendees when planning school events.
- 2) Commissioning Ceremony held on November 6<sup>th</sup>, 2018 at the St. Mary's Parish Hall. All school council chairs and newly appointed administrators were commissioned followed by a reception to celebrate. Many thanks to staff who worked hard to make this evening a success, especially but not limited to, John Murphy, Fr. Joseph de Viveiros, Loretta Notten and Alice Figueiredo.
- 3) We held our second annual Clergy dinner on March 19, 2019 as a way to continue to build our relationships with our local Priests. We had a good turnout and the event was a success. Loretta provided an update on the WCDSB strategic priorities and a good discussion was held at the tables on many topics. Again, many thanks to all staff who helped with this event.
- 4) Letters were sent to the Chairs of the Audit, SEAC, and CPIC committees as an invitation to an upcoming Committee of the Whole meeting to discuss success and challenges. All three attended either the April 8<sup>th</sup> or May 13<sup>th</sup> COWB meeting and gave excellent presentations. Will continue this annually.

- 5) On May 10<sup>th</sup> of 2019 we hosted our fifth annual Community Leaders' Breakfast. It was a good opportunity to share and celebrate the strategic priorities and a few success stories from the past year with our broader community. We had a good turnout and plan to continue this event next year. Again, many thanks to all staff who helped with this event.
- 6) Congratulatory and thank you letters are in process to send out to all new clergy and any clergy that are retiring before the effective date of June 26, 2019.
- 7) Appreciation letters are in process to be sent out to the following groups:
  - a. Laura Healy, Derrick Stryker and Connie Walz for their work on the Folk-Dance Festival;
  - b. Appreciation letter to Darcy Davis to thank him for the photos he has been taking over the year to capture our moments;
  - c. School Council Chairs thanking them for their hard work and dedication for the past year;
  - d. End of school year letters to principals and staff to thank them for another amazing school year at WCDSB;
  - e. St Mark's Catholic Elementary School to congratulate and recognize them for their fundraising success for the Terry Fox Foundation. The school raised ~\$13,000 and was recognized as one of the top 20 schools in Ontario for fundraising;
  - f. Letters of congratulations to the schools who received the Pope Francis Award for Ecological Leadership;
  - g. Letters of thanks to SEAC, CPIC, and Audit committee members for their work this past year;
  - h. Newswire thank you to everyone in the community for our overall fundraising success for "Toonies for Tuition"

Future plans for the Linkages Committee:

- 1) 6<sup>th</sup> Annual Community Leaders Breakfast during the 2020 Catholic Education Week;
- 2) 4<sup>th</sup> Annual Commissioning ceremony and reception to be held in the Fall of 2019;
- 3) 3<sup>rd</sup> Annual Clergy Dinner;
- 4) Appreciation letters;
- 5) Hosting a Trustee town hall; and
- 6) Hosting a get together with the WRDSB.

**Prepared/Reviewed By:** Tracey Weiler, Chair, Linkages committee

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**Date:** June 17, 2019  
**To:** Board of Trustees  
**From:** Jeanne Gravelle, Chair  
**Subject:** Annual Report

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

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

**Origin:**

Board Policy II 010, "Board Committee Structure"

**Policy Statement:**

2. Trustees who are assigned to chair a Board of Trustee committee will:  
f) Facilitate the performance review of the committee and its work

**Background/Comments:**

The Pastoral Care Team Committee is composed of the following trustees: Jeanne Gravelle [Chair]; Kevin Dupuis, Izabella Tyr, Meghan Nemeth, Wendy Price, Manuel da Silva, Greg Reitzel

Mandate – 2018 – 2019

- 1) Introducing creative and meaningful prayers, with deeper reflection.  
This past year we have shared the responsibility of board meeting prayers among the team, and have used the liturgical calendar as well as the OCSTA's Catholic Education Week preparation guide to inspire us in meaningful prayers.
- 2) Spiritual Retreat with budget and trustee approval.  
As 2018-2019 provided us with new faces around the board table, our focus was on team building and getting to know one another. We have successfully accomplished this through the May 25 mass followed by dinner at St. Mary's with Trustees, Senior Team and our families on. We have discussed the opportunity for organizing a retreat for next year, lead by Father Joseph to take our team building to a deeper spiritual level.
- 3) Consider inviting other groups, former student trustees, churches and schools to take part in prayer with us.  
This mandate was added late in the year during changes to our Terms of Reference and will be a focus in September.
- 4) Add to library material and CDs in the trustee's lounge and encourage trustees to borrow.  
As we are in transition, this initiative will begin in September after the renovations of the CEC are completed.

**Recommendation:**

- 1) That the Board of Trustees pursue further team building and/or retreat ideas with the focus being awareness of our faith.
- 2) Pastoral Committee to continue to make an effort to support local social justice issues by focusing on local groups and issues so that our actions are reflective of our Board Ends.
- 3) Pastoral Committee to consider inviting other groups, former student trustees, churches and schools to take part in prayer with us.
- 4) This report is provided as monitoring information for the Board of Trustees.

**Prepared/Reviewed By:     Jeanne Gravelle, Chair**

\*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:** June 17, 2019  
**To:** Board of Trustees  
**From:** Chair of the Board  
**Subject:** Chair's Report

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**Type of Report:** ☒ Incidental Information

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

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

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

**Background/Comments:**

The month of June have offered the opportunity to engage and participate in a variety of activities as the 2018-2019 school year concludes.

- Attended Monsignor Doyle year end school mass with Trustee Price (June 4)
- Attended Monsignor Doyle Co-op fair with Trustee Price (June 4)
- Attended Mayor Sandy Shantz's State of the Township in Woolwich with Director Notten, Trustee da Silva, Dupuis, Price, Schmalz (June 5)
- Attended SEAC meeting (June 6)
- Attended Day of Action to Resist Ford Cuts with Trustee Price, Schmalz, Van Alphen
- Attended Governance meeting (June 10)
- Attended Resurrection Graduation (June 11)
- Attended Cambridge & North Dumfries Mayor's Lunch with Trustee da Silva, Price (June 17)
- Attending FACE Meeting (June 18)
- Attending St. Jerome University evening honouring Dr. Katherine Bergman & Mr. James Beingessner (June 20)
- Attending St. Mary's Graduation (June 25)
- Attending St. Benedict Graduation (June 26)
- Attending Monsignor Doyle Graduation (June 27)

**Prepared/Reviewed By:** Bill Conway, Chair





Ontario Catholic School  
Trustees' Association

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

May 27, 2019

**MEMORANDUM**

**TO:** Chairpersons & Directors of Education  
Religious Education & Adult Faith Consultants  
- All Catholic District School Boards

**FROM:** Brian O'Sullivan, Director of Catholic Education

**SUBJECT:** **Catholic Education: *Igniting Hope***  
**L'éducation catholique: *Allumer la flamme de l'espérance***  
**MAY 3 – MAY 8, 2020**

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*“May the God of hope fill you with all joy and peace in believing, so that you may abound in hope by the power of the Holy Spirit.” (Romans 15:13)*

*«Que le Dieu de l'espérance vous remplisse de toute joie et de paix dans la foi, afin que vous débordiez d'espérance par la puissance de l'Esprit Saint.» (Romains 15, 13)*

Catholic Education Week is held each year in May in our 29 Ontario Catholic school boards. CEW 2020 is scheduled to take place during the week of May 3 – May 8, 2020.

It is a pleasure to announce the theme for Catholic Education Week 2020:

**Catholic Education: *Igniting Hope***  
**L'éducation catholique: *Allumer la flamme de l'espérance***

The theme for CEW 2020 was inspired by three sources:

- The recent Papal Exhortation, *Christus Vivit*, by Pope Francis following the 2018 Synod of Bishops on Young People, the Faith and Vocational Discernment
- The recent Ontario Bishops' pastoral letter, *Renewing the Promise* (2018)
- The *Ontario School Catholic Graduate Expectations* by the Institute for Catholic Education (2011)

At a time of national and local crises, we felt it was important to celebrate the good work and hope of Catholic education now and in the future.

## SUB-THEMES

There are five sub-themes for Catholic Education Week 2020. Please see below for the sub-themes, as well as accompanying citations for each.

The sub-themes for CEW 2020 are:

Monday:	<b>Our Hope in Christ</b> <b>Notre espérance, c'est le Christ</b>
Tuesday:	<b>The Hope Within Us</b> <b>L'espérance en nous</b>
Wednesday:	<b>The Hope Among Us</b> <b>L'espérance au milieu de nous</b>
Thursday:	<b>Hope for the World</b> <b>L'espérance pour le monde</b>
Friday:	<b>A Future Full of Hope</b> <b>Un avenir rempli d'espérance</b>

### **Monday: Our Hope in Christ / Notre espérance, c'est le Christ**

*“Christ is alive! He is our hope, and in a wonderful way, he brings youth to our world and everything he touches becomes young, new, full of life.”* (Pope Francis, Apostolic Exhortation, *Christus Vivit*, to young people, #1)

*«Il vit, le Christ, notre espérance et il est la plus belle jeunesse de ce monde. Tout ce qu'il touche devient jeune, devient nouveau, se remplit de vie.»* (Pape François, Exhortation apostolique, *Christus Vivit*, aux jeunes, no 1)

### **Tuesday: The Hope Within Us / L'espérance en nous**

*“Were not our hearts burning within us?”* (Luke 24:32)

*«Notre cœur n'était-il pas brûlant en nous?»* (Luc 24, 32)

### **Wednesday: The Hope Among Us / L'espérance au milieu de nous**

*“Today, amid so much darkness, we need to see the light of hope, and to be men and women who bring that hope to others.”* (Pope Francis, Inaugural Mass, 2013)

*«Aujourd'hui encore devant tant de traits de ciel gris, nous avons besoin de voir la lumière de l'espérance et de donner nous-mêmes espérance.»* (Pape François, Messe inaugurale, 2013)

## **Thursday: Hope for the World / L'espérance pour le monde**

*“To protect creation, to protect every man and every women, to look upon them with tenderness and love, is to open up a horizon of hope, it is to let a shaft of light break through the heavy clouds.” (Pope Francis, Inaugural Mass, 2013)*

*«Garder la création, tout homme et toute femme, avec un regard de tendresse et d'amour, c'est ouvrir l'horizon de l'espérance, c'est ouvrir une trouée de lumière au milieu de tant de nuages, c'est porter la chaleur de l'espérance.» (Pape François, Messe inaugurale, 2013)*

## **Friday: A Future Full of Hope / Un avenir rempli d'espérance**

*“The very first dream of all is the creative dream of God our Father, which precedes and accompanies the lives of all his children. The memory of this blessing, that extends from generation to generation, is a precious legacy that we should keep alive, so that we too can pass it on.” (Pope Francis, Apostolic Exhortation, Christus Vivit, #194))*

*«Le rêve premier, le rêve créateur de Dieu notre Père précède et accompagne la vie de tous ses enfants. Faire mémoire de cette bénédiction qui se poursuit de génération en génération est un héritage précieux qu'il faut savoir garder vivant pour pouvoir le transmettre nous aussi.» (Pape François, Exhortation apostolique, Christus Vivit, no 194)*



We would like to thank the members of the 2020 CEW writing team for their work establishing these themes for our Catholic schools. Many thanks to:

Paul Beaudette, Hamilton-Wentworth CDSB  
Janet Bentham, Ottawa CSB  
Nancy Davie, York CDSB  
Paul De Vuono, Dufferin-Peel CDSB  
Laura Hughes, Office provincial de l'éducation de la foi catholique de l'Ontario  
Sébastien Lacroix, Conseil scolaire catholique MonAvenir  
Stephanie Maher, Simcoe Muskoka CDSB  
Katharine Stevenson, Halton CDSB  
Murray Watson, Simcoe Muskoka CDSB

**TO: Trustees, Student Trustees & Directors of Education**

**CC: Board Secretaries & Administrative Assistants  
OCSTA Staff**

Good afternoon,

Following are the dates and locations for OCSTA's Fall Regional Meetings. Further details will be provided once they are available.

**CONNIE ARAUJO-DE MELO** | Ontario Catholic School Trustees' Association | 1804-20 Eglinton Avenue West, Box 2064, Toronto, ON M4R 1K8 | t 416-932-9460 ext. 226

## OCSTA 2019 FALL REGIONAL MEETINGS

DATE	AREA	BOARDS/OCSTA REGION #	OCSTA DIRECTOR / REGION #	HOST/LOCATION
Mon, Sep 16 10am – 3pm	WEST	Bruce-Grey (4) Huron-Perth (4) London (5) Waterloo (4) Wellington (4) St. Clair (5) Windsor-Essex (5)	Beverley Eckensweiler, President Marino Gazzola (4) Linda Ward (5)	Wellington CDSB Loyola House at the Ignatius Jesuit Centre 5420 Highway 6 North Guelph ON N1H 6J2
Wed, Sep 18 10am – 3pm	EAST	Algonquin & Lakeshore (10) Eastern Ontario (1) Peterborough Victoria Northumberland & Clarington (9) Ottawa (12) Renfrew (10) Simcoe-Muskoka ((9)	Linda Ainsworth (9) Michelle Griepsma, Vice-President Todd Lalonde (10) Mark Mullan (12)	Renfrew County CDSB Days Inn – Renfrew 760 Gibbons Road Renfrew ON
Sat, Sep 21 10am – 3pm	NORTH EAST	Huron-Superior (1) Nipissing-Parry Sound (1) Northeastern (1) Sudbury (1)	Colleen Lander s(1) Michael Bellmore (3)	Sudbury CDSB Location: TBD
Tues, Sep 24 10am – 3pm	CENTRAL	Brant-Haldimand Norfolk (11) Dufferin-Peel (7) Durham (9) Halton (11) Hamilton-Wentworth (11) Niagara (11)	Kathy Burtnik (11) Clifford Casey (11) Carol Cotton (8) Patrick J. Daly, Past President Markus de Domenico (6)	York CDSB 320 Bloomington Road West, Aurora ON L4G 0M1 - Room 102

		Toronto (6) York (8)	Michael Del Grande (6) Mario Pascucci (7) Thomas Thomas (7)	
Fri, Oct 4 Time tbc	NORTH WEST	Kenora (2) Northwest (2) Superior North (2) Thunder Bay (2)	Frank Bastone (2) Michael Bellmore (3)	Thunder Bay CDSB 459 Victoria Avenue W. Thunder Bay ON P7C 0A4

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

May 30, 2019

**MEMORANDUM**

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

**FROM:** Nick Milanetti, Executive Director

**SUBJECT:** 2019 Regional Meetings – Questions for Discussion

The three questions on the attached page are provided as a basis for the facilitated discussion at our upcoming Fall Regional Meetings.

It is hoped that these questions can be considered by your Trustees and Staff at an upcoming Board Meeting in order to prepare a comprehensive response to be shared and discussed with your peers at the Fall Regional Meetings.

Once your Board Response is complete, please send a copy to OCSTA ([cdemelo@ocsta.on.ca](mailto:cdemelo@ocsta.on.ca)) and assign one of your delegates to bring copies to the meeting and distribute to the participants.

Mon, Sep 16 9:30 – 3	West <b>45 Copies</b>	Bruce-Grey, Huron-Perth, London, Waterloo, Wellington, St. Clair, Windsor/Essex
Wed, Sep 18 9:30 – 3	East <b>45 Copies</b>	Algonquin & Lakeshore, Eastern Ontario, Peterborough-Victoria-Northumberland & Clarington, Ottawa, Renfrew, Simcoe-Muskoka
Sat, Sep 21 8:30 – 2:00	North East <b>30 Copies</b>	Huron-Superior, Nipissing-Parry Sound, Northeastern, Sudbury
Wed, Sep 24 9:30 – 3:00	Central <b>40 Copies</b>	Brant-Haldimand Norfolk, Dufferin-Peel, Durham, Halton, Hamilton-Wentworth, Niagara, Toronto, York
Fri, Oct 4 Time TBD	North West <b>30 Copies</b>	Kenora, Northwest, Superior North, Thunder Bay,

The feedback from your boards will be instrumental for an informed and productive discussion at the meetings.

Thank you for your assistance.

*Attachment*



Ontario Catholic School  
Trustees' Association

## Questions for Discussion at 2019 Fall Regional Meetings

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1. What are the particular concerns at your board regarding the implementation of Ontario's new Autism Program and the impact this will have on the learning environment in classrooms this fall?
2. How will education funding announced for the 2019-20 school year impact the operation of programs and services at your board?
3. If there is another local issue that you would like discussed at the OCSTA Fall Regional Meeting, please describe.

Submission to  
The Minister of Education and  
The Minister of Children, Community and Social Services

## **Autism Consultation**

**May 29, 2019**



Ontario Catholic School  
Trustees' Association





## **Ontario Catholic School Trustees' Association**

### **Mission Statement**

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

### **Vision Statement**

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

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## **Introduction**

On behalf of the Ontario Catholic School Trustees' Association ("OCSTA") we are pleased to provide you with our submission to the consultation on Ontario's Autism Program. The structure and funding of the program will have an impact on our school boards. We have consulted with our boards in developing this submission and it reflects the key concerns of our boards.

The Ontario Catholic School Trustees' Association (OCSTA) was founded in 1930. It represents 237 elected Catholic trustees who collectively represent 29 English-language Catholic district school boards. Together, these school boards educate approximately 545,000 students from junior kindergarten to grade 12 and adults in continuing education programs province-wide.

Inspired by the Gospel, the Mission of the Ontario Catholic School Trustees' Association is to provide leadership, service and a provincial voice for elected Catholic school trustees who seek to promote and protect publicly funded Catholic education in Ontario.

## **Ontario's Autism Program**

The Ministry of Children, Community and Social Services' restructured Autism Programs core objective is to reduce wait times for various psychological services and behavioural supports for children diagnosed with Autism Spectrum Disorder ("ASD").

In summary, the key features of the new Autism Program include:

- Establishing a "childhood budget" for families with children with an autism diagnosis. This will provide families with funding until their child is 18 years old to a maximum of \$140,000, or \$20,000 annual in direct funding for children under 6 years and \$5,000 annually for children between 6-18 years.
- Families will be able to purchase services with this new childhood budget from providers of their choice on a fee for service basis.
- Increasing the number of diagnostic centres.
- Establishing an independent intake agency
- Increasing oversight and regulation of service providers.

## **Autism Program Consultation**

The key objective of the current consultation on the restructured Autism Program is to gather advice and evidence from stakeholders and autism experts in respect of developing a "needs-based approach" to assessments, programs and services for children with ASD. The consultation will also consider enhancements to the direct funding model via childhood budgets for families. OCSTA appreciates the opportunity to provide input into this process that will assist government in understanding the impacts on school boards.

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## **Ministry of Education Support for Students with ASD**

The Ministry of Education has indicated that, as a result of the restructured Autism Program, school boards will require additional supports and resources to manage the increased number of students with ASD anticipated to enroll in schools by the fall of 2019. These supports and resources were outlined in the March 11, 2019 Memorandum from the Deputy Minister of Education to Directors of Education and background information released from the Ministry of Education to support the Autism Program Consultation<sup>1</sup>. Key resources include:

- \$1 million in annual funding to subsidize professional learning of teachers and education assistants to attain additional qualifications to support students with ASD;
- \$2 million in training opportunities available for boards through the Geneva Centre for Autism for teachers and education assistants;
- Professional Activity Days focused on supporting students with ASD;
- Expanding funding for Behaviour Expertise Allocation and Students Supports in the GSN (\$15.2 million), \$24.4 million to hire staff with Applied Behaviour Analysis (ABA) expertise and \$6 million for ABA training;
- Continue all parts of the Special Education Grant in the GSN (\$3 billion-2019-2020);
- Expanding after-school skills development programs across all boards and making an additional investment of \$6 million;
- Continue the “Connections for Students” program with the Ministry of Children, Community and Social Services to support boards with students transitioning from community services into schools.

## **Challenges for Catholic School Boards**

OCSTA sincerely appreciates the increased and targeted support provided by the Ministry of Education to assist boards in meeting the needs of students with ASD. Enhancements to professional learning for our board staff as well as increased funding for the Behaviour Expertise Allocation, Student Supports and ABA training are especially welcomed. However, OCSTA has a number of concerns about the potential impacts the increased number of ASD students enrolling in schools in September will have on board resources.

To begin, it is important to note the current fiscal context school boards face in respect of their special education budgets. Almost all of our Catholic boards face persistent deficits in funding the services and supports for our special education students generally. With the Special Education Grant remaining constant within this years GSN, it will be challenging to meet the needs of additional (and as yet undetermined) number of new special education students with ASD. Additional structural problems boards face in respect of the Special Education Grant include the Differentiated Special Education Needs Amount (DSENA) and its differential impact on boards. The problem is this new grant structure has redistributive funding impacts across all boards, some gaining and some losing funding.

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<sup>1</sup> See <http://www.edu.gov.on.ca/eng/general/elemsec/speced/autism.html>).

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This inequity is placing a significant strain on many boards and presents unfairness to their special education students. A recent report from the Elementary Teachers Federation states:

The change from identified needs to the statistical model [DSENA], which the government has now finished phasing in, gave rise to significant shifts in funding among boards. In 2016-17 (the last year for which both high needs amounts and statistical amounts were reported), the biggest losers were the two Toronto boards – Toronto public and Catholic – and Halton public, with losses of \$8.6 million, \$6.5 million and \$7.6 million, respectively.<sup>2</sup>

A second key problem is the capacity of the “Connections for Students Program” for boards. This program is designed for boards and community agencies supporting children with ASD as those children transition into school. The window for planning the required Individual Education Program (IEP), aligning supports and resources is generally several months with a more predictable number of children entering the system. With what may be a significant increase in children entering schools in the fall of 2019 due to the changes in the Autism Program, and the lack of time to prepare both students and schools, boards may have difficulty ensuring education programs are fully aligned to these students needs. For example, schools may not be in a position to continue various therapies ASD students are currently receiving in the community. In addition, boards typically don’t have comprehensive ABA therapy programs but offer limited programs of this sort.

This leads to another issue—the role of community agencies in supporting children with ASD as they transition into school. Boards may have local agreements with community-based children service agencies but many do not. This could lead to program gaps and needed supports for ASD students not being available.

In terms of accommodating students with ASD, specialized classrooms and equipment may be required. With the uncertainty as to the number of new ASD students coming into the system, boards will likely have a difficult time finding sufficient space and applying for funds for specialized equipment.

Another challenge relates to the hiring of qualified or board certified behaviour analysts to administer ABA programs for students with ASD. The extra funding from the GSN is certainly welcomed but there may be a shortage of those qualified personnel to provide those therapies and related supports. Boards will also struggle finding and training central board staff to support teachers and therapists in these specialized areas. And there is the issue of timing: boards will still be pressed to ensure teachers, education assistants and other boards’ staff are prepared and trained to manage ASD students as they enter the system in the fall.

### **OCSTA Program Recommendations**

To address the short-term challenges of managing new ASD students in the fall of 2019 entering the system, OCSTA recommends:

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<sup>2</sup> Shortchanging Ontario Students: An Overview and Assessment of Education Funding in Ontario, August 2017, p. 4.

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1. Work with boards to streamline a process to ensure community agencies providing support to ASD children transitioning into schools can continue to support those students;
  2. Continue to survey and monitor the situation with boards and provide program/financial support as required to ensure students with ASD can be assessed in a timely manner so boards can make the necessary accommodations;
  3. Review and expand the capacity of the “Connections for Students” program with the Ministry of Children, Community and Social Services to ensure boards and agencies can develop transition plans in an expedited fashion for ASD students.

To manage longer term issues, OCSTA recommends:

1. Review the structure of the Special Education Grant and the DSNA and consider reforms that are based on the actual circumstances of boards in respect of their special education students;
2. Consider program changes to the curriculum of B.Ed. degrees and related teacher and board staff training programs to expose them to ABA training and other therapies to support ASD students.
3. Examine the feasibility of creating an inter-ministerial committee of relevant line ministries to develop an integrated, coordinated approach to providing services for students with complex needs.

Ontario Catholic School Trustees' Association  
BOARD OF DIRECTORS

2019-2020

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

June 7, 2019

**MEMORANDUM**

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

**FROM:** Stephen Andrews, Director of Legislative & Political Affairs

**SUBJECT:** Amendments to the *Education Act* and Education Development Charges (Bill 108)

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Further to our Memorandum of May 3, 2019, on June 6<sup>th</sup> the government passed Bill 108: *More Homes, More Choice Act*. No changes were made to Schedule 4 of the bill that relates to education development charges (EDCs).

OCSTA made a submission to the Standing Committee on Justice Policy that was reviewing the draft legislation. The submission was drafted with input from our boards and legal experts on EDCs. Please find a copy attached for your reference.

Key amendments to the *Education Act* that impact EDCs include:

- Section 195 of the *Education Act* to require a school board to give notice to the Minister if it plans to acquire or expropriate land and to allow the Minister to reject the board's plans;
- Amendments with respect to education development charges. Section 257.53.1 is added to the Act to provide for alternative projects that, if requested by a board and approved by the Minister, would allow the allocation of revenue from education development charge by-laws for projects that would address the needs of the board for pupil accommodation and would reduce the cost of acquiring land;
- Section 257.53.2 is added to the Act to provide for localized education development agreements that, if entered into between a board and an owner of land, would allow the owner to provide a lease, real property or other prescribed benefit to be used by the board to provide pupil accommodation in exchange for the board agreeing not to impose education development charges against the land.



### **OCSTA Next Steps**

OCSTA will continue to liaison with the Ministry of Education to discuss consultations and working group processes on regulatory and guideline development in respect of EDCs.

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

Submission to

The Standing Committee on Justice Policy Regarding  
**Bill 108: More Homes, More Choice Act, 2019**

**May 31, 2019**



Ontario Catholic School  
Trustees' Association



## **Ontario Catholic School Trustees' Association**

### **Mission Statement**

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### **Vision Statement**

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## **Introduction**

The Ontario Catholic School Trustees' Association (OCSTA) was founded in 1930. It represents 237 elected Catholic trustees who collectively represent 29 English-language Catholic district school boards. Together, these school boards educate approximately 545,000 students in over 1,500 schools from junior kindergarten to grade 12 and adults in continuing education programs province-wide.

Inspired by the Gospel, the Mission of the Ontario Catholic School Trustees' Association is to provide leadership, service and a provincial voice for Catholic school boards in promoting and protecting Catholic education.

## **Background on Bill 108 Impacting School Boards in Ontario**

Schedule 4 of the Bill proposes several amendments to the *Education Act* related to education development charges (EDCs). This follows the government's consultation on housing strategy and the review of the EDC policy framework led by the Ministry of Education.

Key proposed amendments to the *Education Act* in Bill 108 that impact EDCs include the following:

- Section 195 of the *Education Act* is changed to require a school board to give notice to the Minister if it plans to acquire or expropriate land and to allow the Minister to reject the board's plans;
- Amendments are made with respect to education development charges (EDCs). Section 257.53.1 is added to the Act to provide for alternative projects that, if requested by a board and approved by the Minister, would allow the allocation of revenue from education development charge by-laws for projects that would address the needs of the board for pupil accommodation and would reduce the cost of acquiring land;
- Section 257.53.2 is added to the Act to provide for localized education development agreements that, if entered into between a board and an owner of land, would allow the owner to provide a lease, real property or other prescribed benefit to be used by the board to provide pupil accommodation in exchange for the board agreeing not to impose education development charges against the land;
- Section 257.101 permits the Minister to make regulations governing any terms, conditions and limitations that may be imposed on the allocation of revenue raised by EDCs towards an alternative project or that must be included in a localized education development agreement.

## **Context Setting: Education Development Charges and School Capital Planning**

The siting and development of schools is crucial to the long-term success of local communities. They are learning centres for students and serve a variety of community purposes, including sports and recreation facilities. Throughout the province, Catholic schools serve as centres of

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faith formation, excellence in academic and co-curricular achievement and hubs for community use. The siting of schools is an important denominational right of Catholic boards.

School capital projects are funded by the province through a specific ministry approval process and capital grants. Land acquisition costs are not funded through the same process. Boards that are undergoing residential growth in their jurisdictions and requiring new schools to be built rely largely on funds generated by Education Development Charges (EDC) for land acquisition.

An EDC is a development charge which may be levied by a board on residential, industrial, commercial or institutional development pursuant to Division E of Part IX of the *Education Act*. EDCs are imposed under a by-law respecting growth-related net education land costs incurred or proposed by a board. A board qualifies to levy EDCs only when its average projected enrollment over a five year period exceeds permanent capacity in either its primary or secondary schools, or the entire board jurisdiction. The regulatory framework for EDCs pursuant to Part IX, Division E of the *Education Act* includes Ontario Regulation 20/98 and Ontario Regulation 193/10, various Ministry of Education guidelines/directives, internal board policies and student accommodation planning initiatives.

In an effort to ensure appropriate planning for the construction of new schools, boards develop long-term student accommodation plans in concert with the ministry and local municipalities. These plans consider where to develop new schools, and over time, where existing schools may need to close. The process of site selection for new schools is complex and boards often enter into preliminary agreements with developers to buy a school site in areas where residential housing development is planned. However, the process is risky since it takes several years to determine, with reasonable certainty, the potential student population that may be needed in a given area of the new housing development.

In 2018, the Ministry of Education introduced a number of changes to the regulatory framework impacting EDCs. First, the Ministry of Education stopped approving background studies required for the approval of EDC bylaws. This resulted in EDC bylaws lapsing and a loss of EDC revenue for those boards. Certain EDC eligible boards lost millions of dollars in EDC funds during the period when developers were not required to pay any EDCs after they were issued building permits, during the period of the lapsed EDC by-laws.

Second, the Ministry imposed temporary caps on the rates of EDCs as well as a conditional approval of those lapsed EDC bylaws and a policy review process to examine EDCs and reform this regulatory structure. On March 29, 2019 the Ministry of Education made further amendments to O. Reg. 20/98 to replace the current cap on EDC rates with a restricted and phased-in approach to rate increases. The changes to this regulation also included limiting boards' ability to change parts of their EDC bylaws and limiting new boards from becoming eligible to pass EDC bylaws. This regulatory change has put school boards into a position where school boards are unable to fund even existing acquisitions with their EDC accounts requiring additional borrowing. It is unlikely that the proposed amendments in Bill 108 will make up for this shortfall.

In addition, O. Reg 193/10 was changed directing proceeds from the sale of any land that purchased using EDC funds back into school board EDC accounts. The ministry further

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instructed boards to consult with local municipalities prior to purchasing land and finalizing plans regarding future school investments.<sup>1</sup>

### **Impacts on School Board Capital Planning**

These regulatory changes had the effect of delaying needed school site acquisitions and related capital expansion for many school boards with existing EDC bylaws. These regulatory shifts also negatively impacted the financial arrangements many boards had in place to support their projects for site acquisition. Further, the changes reduced the flexibility boards had in modifying their EDC bylaws to meet their needs while also restricting other boards from becoming eligible to develop EDC bylaws and thus potentially access EDC charges for school site acquisition.

### **OCSTA's Concerns Regarding Bill 108**

OCSTA has several concerns with Bill 108 in respect of the proposed changes to EDCs. First, the proposed amendments do not address the regulatory challenges facing boards in respect of the current cap on EDC rates that boards are allowed to charge developers. With the substantial increase in property values in many parts of the province, but particularly so in Toronto, the GTA and throughout most of southern Ontario, the restrictions on EDC rates will not be adequate to cover costs for land acquisition.

Second, the amendments do not address the financial deficits boards now face in their EDC accounts as a result of the regulatory changes made during 2018. In some cases, these deficits have imposed costly delays on key capital projects.

Third, and specifically regarding the proposed amendments to subsection 195 (1) of the *Education Act* that would provide the Minister of Education new powers to reject land acquisition sites by boards, OCSTA believes this undermines a board's capacity to make local decisions affecting student accommodation options. In addition, boards may already have agreements in place that may have been made during early planning stages of site acquisition. This new ministerial power will lead to time delays in the site acquisition and thus increase costs associated with land acquisition. The increased regulatory steps will make it more difficult for school boards to negotiate and close on new school sites. In the case of land expropriation, school boards may be subject to delay damages or higher interest charges if the process is unduly delayed leading to higher costs for site acquisition.

It is not clear what the legislative intent is here, nor the underlying motivation for this increase in ministerial oversight. It seems to simply add a new layer of approvals.

It is also not clear why the Minister requires additional powers over boards' site acquisitions. Subsection 10 of O. Regulation 20/98 (amended) spells out the conditions that must be met in order for a board to pass an EDC by-law. The Minister must already approve a board's estimates of the total number of new students using the estimated number of new dwelling units and the estimated average number of new students generated by each dwelling unit and (subtracting from

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<sup>1</sup> See B-Memo 2019: B11, March 29, Ministry of Education, "Interim Changes to Education Development Charges (EDC)".



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that number) the number of existing school student spaces that the board could reasonably be used to accommodate those new students.<sup>2</sup> The Minister already has the power to review the pupil estimates that are used to calculate the charge in the Background Study.

OCSTA believes boards require the autonomy and flexibility to make capital plans that reflect their local circumstances and needs without increasing the regulatory burden related to EDCs.

On the positive side, OCSTA welcomes the proposed amendments to section 257.53 regarding alternative projects that appear to give boards the flexibility to use EDC funds for addressing the need for student accommodation without land acquisition. This could be used for smaller scale construction projects on existing board property for example.

However, the existing statutory framework prohibits school boards from spending EDCs on most capital costs even when those expenditures would reduce overall land acquisition costs. School boards can only spend EDCs on land acquisition and ancillary costs. Section 257.53(3) of the *Education Act* expressly prohibits school boards from allocating EDC funds to “**any building** to be used to provide pupil accommodation”.

An Alternative Project that could conceivably reduce land costs would be to permit school boards to allocate EDC funds to certain types of capital building costs. Examples of capital costs that could reduce education land costs may include:

- Allocating funds to increased building density that would reduce site area (adding a third storey to new school sites and reducing overall site area below existing standards);
- Structured parking to reduce land area requirements for surface parking;
- Community access improvements (such as pedestrian bridge over a major arterial road that would increase the catchment area of an existing school site); and
- Purchase of a strata interest in a larger development.

In respect of the proposed amendments in subsection 257.53.2 - localized education development agreements, it is not clear if these sorts of agreements would preclude at future dates, a board imposing an EDC on land that may be subject to EDCs. In addition, it not clear how such agreements would potentially restrict a boards use of the land or other “prescribed benefits” in its efforts to accommodate students. For example, a board could enter into a lease agreement with a land owner for use of an existing facility for student accommodation. But over time the board determines that portable classrooms are required due to increased enrollment. However, the lease agreement may impose restrictions and conditions on the use of land that may preclude portables, thus restricting how a board functions to accommodate its students.

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<sup>2</sup> Subsection 7 paragraph 3 O. Reg. 20/98

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## **Summary**

OCSTA does not believe that the Minister requires new powers to impose further regulatory burdens on boards as part of the EDC site approvals regime. This will only lead to more uncertainty over student accommodation planning. In addition, OCSTA believes that the ministry needs to address existing issues in respect of EDC rate caps to allow boards, in expensive land jurisdictions, to determine EDC rates that enable them to purchase land as part of their student accommodation planning initiatives. If Ministerial oversight is maintained in the legislation, OCSTA believes that timelines should be imposed in order to provide certainty as to when the Minister will make a decision in exercising its discretionary powers.

## **OCSTA Legislative Recommendations**

Based on the concerns described above, OCSTA respectfully proposes the following recommendations to Bill 108 Schedule 4:

- Remove the Minister's power to reject/approve a boards proposed land acquisition or expropriation as described in the proposed Amendment 1 to subsection 195 (1);
- Amend the proposed changes to section 257.53 (3) to ensure building costs used for pupil accommodation are excluded from the definition of education land costs for approved alternative projects;
- Clarify the language and criteria for the approval of "alternative projects" and the use of EDC funds as outlined in Amendment 2 to subsection 257.53; and
- Specify a time period regarding Localized Education Services Agreements in Section 257.53.2., and the conditions or restrictions they impose on boards.

## **Alternative Legislative and Regulatory Recommendations**

In the event these amendments do not satisfy the objectives of the government, please consider the following alternative recommendations to the proposed changes the EDC framework described in Schedule 4. Many of these proposed solutions would be the subject of regulations under the amendments being proposed to the Education Act.

### **New Requirement to seek Minister's Approval regarding site acquisition:**

#### *Timeframe for Ministerial Decision Making*

Section (1.1) *Notice to intent to acquire* and section (1.2) *Minister's response* indicate the Minister shall inform boards of his or her decision to proceed or not within a time frame prescribed in the regulation (section 1.4). OCSTA believes that short time frames would mitigate some of the negative financial impacts in delays.

#### *Approval Process for site acquisition*

The concern is that the Ministry has not made explicit what extent of oversight it seeks and what other reporting requirements it may require as a result of the proposed legislative amendments.



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The Minister may require some sort of submission outlining the need to acquire land either through a voluntary agreement or through expropriation. In some cases, however, the land to be acquired is associated with a particular building project for which approval has already been sought. Moreover, in developed areas it may be necessary for a school board to acquire land over a long period of time in an area where there is need for more pupil spaces. If the land acquisition submission is supported by an appraisal report and if there is an EDC in place where it can be demonstrated that the acquisition is consistent with the EDC background study, then a simple reference to both should be sufficient.

OCSTA believes the Ministry should limit (in regulation) the scope of its submission criteria to ensure the land acquisition is consistent with the applicable EDC background study.

### **Alternative Projects:**

#### *Minister's Approval Powers*

Section 257.53.1 amendments suggest conditions for the approval of alternative projects. One condition requires the EDC background study to predict what kind of alternative arrangements may be approved by the Minister in the future. Whether or not that approval happens depends on the future Minister's discretion. This condition can make a significant difference in estimating future land costs. That is, projects that have a presumptive ministerial approval may be significantly less costly than those that do not have such approval.

OCSTA believes that a regulation should be developed that allows the Minister to approve an alternative project that is consistent with proposed projects in the boards EDC background study. This would reduce future costs while leaving some room for ministerial discretion.

#### *Business Case for Alternative Projects*

The amendments being proposed contemplate detailed submissions or business cases to be brought forward by boards to the Minister for his or her approval. At this stage, it is not clear whether the requirements for such submissions or business cases go beyond the requirements boards already have for approval by their trustees.

OCSTA suggests that the Ministry establish a working group of senior board staff to determine criteria for the submissions or business cases required for alternative projects.

#### *Time Delays in Ministerial Approvals*

The ministerial approvals process outlined in the amendments risk delays for boards that are not mitigated by the default process. Boards can only proceed with projects if and only if they receive ministerial approval. This also applies to any proposed changes to the original approval. Alternative project business cases or submissions will be detailed and complex and so time delays will have a negative impact on a boards' ability to develop these projects in a cost effective manner.

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OCSTA believes that the Ministerial approval be limited to the basic requirements of the agreement and not every detail. This will shorten the process for approvals and lessen any negative impact on a board's ability to move an alternative project forward.

### **Localized Education Development Agreements:**

Section 257.53.2 proposes a range of requirements for localized education development agreements that present challenges to our boards.

#### *Financial Issues*

It is not clear how the economics of EDCs can support the arrangements related to Localized Education Development Agreements ("LEDAs"). EDCs are charged on all new growth in the area of the board's jurisdiction. If EDCs were charged only on units in proximity to a new school or new school site, it is difficult to develop a model where the cost of the land could be paid for by the new growth units in that area. For example, a landowner may contribute land worth \$4.7 million in Hamilton for a school site and this would require creating 1229 new units to fund the cost. In the case of Toronto, the costs would be roughly \$49 million and require 34,000 units (using average prices for land and average elementary school size in each case).

OCSTA believes that in the case of these LEDAs, regulatory provisions must make clear that in addition to the forgiveness of EDCs, boards are not prohibited though these LEDAs to pay additional amounts for the use of property or other benefits.

#### *Prescribed Benefits of LEDAs*

Section 257.53.2 (1) discusses "prescribed benefits" in relation to landowner agreements with boards to provide pupil accommodation. However, it is not clear what such a benefit may be or how it will be determined.<sup>3</sup> In addition, leasing arrangements may introduce new risks that boards are not used to managing. OCSTA would support the creation of a working group in this context to develop criteria for agreements that provide alternatives to land sites.

Finally, OCSTA has a number of other concerns about LEDAs that are similar to those of alternative projects and the role of ministerial approvals, potential costly delays and the structure of EDCs that will focus our regulatory discussions with the Ministry of Education.

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<sup>3</sup> One possible benefit might be the ability to pre-pay or guarantee EDC obligations in advance of development. Prepayment is sometimes utilized in municipal development charges given that municipalities have broader powers than school boards to waive or amend development charge obligations. Certainty of future costs might incentivize a developer to offer a school board an interest in land at a below market value, all other factors being equal.

Ontario Catholic School Trustees' Association  
BOARD OF DIRECTORS

2019-2020

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Beverley Eckensweiler, President	Bruce-Grey Catholic District School Board
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Ontario Catholic School  
Trustees' Association

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**Number: II 001**  
**Subject: Global Governance Commitment**

**Approval Date:** September 29, 2008

**Effective Date:** September 29, 2008

**Revised:** May 31, 2010

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**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 009**  
**Subject: Board Committee Principles**

**Approval Date:** September 29, 2008

**Effective Date:** September 29, 2008

**Revised:**

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**Policy Statement:**

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.

Accordingly:

1. Board committees will work under a specified terms of reference and timelines so that the duties and mandate of the committee are clearly understood.
2. Committee terms of reference will be carefully stated in order to avoid conflicting with authority delegated to the CEO.
3. Board committees may not speak or act for the board except when formally given such authority for specific and time-limited purposes.
4. Board committees may facilitate the use of resources, expert opinion and data information necessary to fully prepare the board on the topic before the committee.
5. Non-Board of Trustee Committees are committees that have been created and mandated by organizations, other than the Board of Trustees, where trustee representation has been requested. Board involvement provides opportunity for connecting with the community and bringing new information and understanding to the Board of Trustees. Involvement on Non-Board of Trustee Committees is subject to the following considerations:
  - a) availability of a trustee to participate
  - b) relevance of the committee work to the current work of the Board of Trustees
  - c) contribution that the Board and/or the individual trustee can bring to the committee
  - d) opportunity to foster on-going partnerships and community relationships
  - e) ability to raise the profile of the board
  - f) annual review of membership to ensure that involvement continues to be meaningful



**Number: II 010**  
**Subject: Board Committee Structure**

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

**Effective Date:** October 1, 2008.

**Revised:**

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**Policy Statement:**

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.

1. The Board of Trustees will assess the contribution of and need for each committee, reviewing committee terms of reference, objectives and work plans.
2. Trustees who are assigned to chair a Board of Trustee committee will:
  - a) oversee the activities delegated to the committee
  - b) ensure committee work adheres to board policy and committee terms of reference
  - c) schedule all meetings of the committee and prepare agendas
  - d) provide sufficient time during meetings to discuss adequately the agenda items
  - e) ensure committee minutes are completed
  - f) facilitate the performance review of the committee and its work



**Number: IV 010**  
**Subject: Facilities/Accommodations**

**Approval Date:** September 2, 2008  
**Effective Date:** September 2, 2008  
**Revised:** October 26, 2009; October 26, 2010; April 26, 2011; October 24, 2011; January 30, 2012;  
June 10, 2013, October 26, 2015; December 12, 2016, June 10, 2019

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**Policy Statement:**

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

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

1. Allow material changes to facilities, boundary changes, or the closure of existing facilities to occur without established procedures that includes the board appointing two trustees as a non-voting members of the Accommodation Review Committees.
2. Fail to present to the board an annual report on current enrolment status, future demographic trends and a list of potential schools being considered for boundary changes or closure.
3. Initiate or enter into projects that involve material changes to facilities without exploring available financing options and public sector partnerships.
4. Engage in facility partnerships without board approval.
5. Fail to address the impact of facilities on the environmental footprint.
6. Fail to conduct accommodation reviews process (i.e. boundary reviews and school closures) that is ~~not~~ in compliance with current Ministry of Education guidelines and directives.



**Number: IV 012**  
**Subject: Communication and Support to the Board**

**Approval Date:** September 2, 2008  
**Effective Date:** September 2, 2008  
**Revised:** May 31, 2010; December 12, 2016, June 10, 2019

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**Policy Statement:**

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

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

1. Neglect to submit monitoring data required by the board that is timely, accurate, understandable, and directly addresses provisions of board policies being monitored.
2. Let the board be unaware of relevant trends, anticipated adverse media coverage, threatened or pending lawsuits, material external and internal changes, particularly changes in the assumptions upon which any board policy has previously been established.
3. Deny the board access to, or be uninformed by, a range of relevant perspectives, including staff and external viewpoints, as needed for fully informed board decisions.
4. The CEO shall not fail to communicate to Board for information on a semi-annual basis capturing the seminal changes to Administrative Procedures.



**Date:** June 17<sup>th</sup>, 2019  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** General Executive Limitation IV 001

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

**Type of Information:** ☐ Information for Board of Trustees Decision-Making  
☒ Monitoring Information of Board Policy **IV 001**  
☐ Information only of day-to-day operational matters delegated to the CEO

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

General Executive Limitation IV 001

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

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

**Alignment to the MYSP:**

**Strategic Priority:** Nurturing Our Catholic Community

**Background/Comments:**

**The CEO shall not cause or allow any practice, activity, decision or circumstance in the organization that is unlawful, imprudent, unethical, or contrary to the teachings and traditions of the Catholic Church.**

- a) A listing of legal liabilities is reviewed on a regular basis to the audit committee to ensure that any liabilities faced by the Board are both known and understood. Cases are usually related to matters related to Human Resource grievances.
- b) The CEO and senior team are guided by the regulations of the Education Act when making decisions and writing Administrative Procedure memos. All APs have been reviewed since 2015 and are fully compliant with the most recent legal and ethical guidance. Any and all revisions to APs are vetted at the senior team table. We are now committed to a three-year review cycle that will ensure policies remain current. Further, commencing in the 2019-2020 school year there will be a semi-annual report to Board listing those APs which have been revised, and summarizing any significant changes, revisions or deletions of an Administrative Procedure.

- c) 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.
- d) 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.
- e) 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.
- f) 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.
- g) The CEO attends Regional Deanery Meetings three times a year.
- h) 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 General Executive Limitation Policy IV 001

**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."