



Board of Trustees' Board Meeting

Date: Monday, May 25, 2020

Time: 6:00 p.m.

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

Location: Virtual Board Meeting

Link: <https://youtu.be/oP39LCIDBsQ>

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 Cymbron, Rori Schaefer

Senior Administration:

Loretta Notten, Jason Connolly, Maria Ivankovic, 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	B. Conway		
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.	B. Conway		
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:			
1.5.1. In-camera meeting of May 11 th , 2020 regarding Human Resource Services matters, Private, Private, Private meeting of Monday, May 11 th , 2020 regarding Human Resource Services Matters and In-camera meeting of May 25 th , 2020 regarding Human Resource Services Matters.	Board of Trustees		Approval
2. Consent Agenda: Director of Education (e.g.: day –to –day operational matters from the Ministry of Education that the Board is required to do)			

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board (Minutes of meetings, staff report)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Board of Trustee Meeting Minutes of April 27, 2020 3.2 CPIC Committee Minutes – January 15, 2020 3.3 SEAC Committee Minutes – March 4, 2020 3.4 Update on Budget Preparation	Board of Trustees Board of Trustees Board of Trustees Board of Trustees	pp.5-9 pp.10-12 pp. 13-16 pp.17-18	Approval Information Information Information
4. Delegations/Presentation			
5. Advice from the CEO			
5.1 Director's Report 5.2 Long Term Accommodation Plan 5.3 Energy Conservation Plan 5.4 Seatbelts on Buses 5.5 Special Education Update/Plan 5.6 Pride Flag Report	L. Notten S. Maharaj/ J. Passy S. Maharaj/ E. Weber-Kraljevska S. Maharaj/ B. Bourgault L. Shoemaker L. Notten	pp.19-21 pp.22-23 pp.24-49 pp.50-56 pp.57-76 pp.77-78	Information Approval Information Information Information Information
6. Ownership Linkage (Communication with the External Environment)			
7. Reports from Board Committees/Task Forces			
7.1 Student Trustee Update	M. Cymbron, R. Schaefer	pp.79-80	Information
8. Board Education (at the request of the Board)			
8.1 Chair's Update 8.2 OCSTA/CCSTA Communications	B. Conway B. Conway	pp.81 pp.82-115	Information Information
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 Is There a Need to Review This Policy? 10.1.2 Board Policy II 012 Student Trustee Role Description Is There a Need to Review This Policy? 10.1.3 Board Policy III 001 Global Governance-Management Connection Is There a Need to Review This Policy? 10.2 Board of Trustees' Meetings Dates for 2020-2021 10.3 Board of Trustees Self Evaluation Data	B. Conway M. da Silva B. Conway B. Conway B. Conway	pp.116 pp.117 pp. 118 pp. 119-120 pp.121-127	Approval Approval Approval Approval Information

ITEM	Who	Agenda Section	Method & Outcome
11. Assurance of Successful Director of Education Performance			
11.1 Monitoring Reports & Vote on Compliance			
11.1.1 Treatment of Public – Monitoring Report IV – 002	L. Notten	pp. 128-129	Approval
11.1.2 Treatment of Students - Monitoring Report IV – 003	L. Notten	pp.130-132	Approval
11.1.3 Treatment of Staff – Monitoring Report IV – 004	J. Connelly	pp.133-135	Approval
11.1.4 Asset Protection – Monitoring Report IV – 009	S. Maharaj	pp.136-142	Approval
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			
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): •Jun 1: Special Board 2020-2021 Budget Presentation •Jun 8: Governance •Jun 9: Audit Committee •Jun 15: Board of Trustee's Meeting •Jun 27: OCSTA AGM – Virtual			
13.2 Pending Items: 13.3 Pending Items for OCSTA Consideration	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
14. Items for the Next Meeting Agenda	Trustees		
15. Adjournment	Director of Education		
Confirm decisions made tonight			
15.1 Confirm Decision made tonight	Recording Secretary	--	Information
15.2 Private, Private	Board of Trustees		Approval
15.3 Private, Private, Private	Board of Trustees		Approval
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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



Board of Trustees' Board Meeting

A public meeting of the Board of Trustees was held on Monday, April 27, 2020 via Virtual Meeting.

Trustees Present:

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

Student Trustees Present:

Meghan Cymbron, Rori Schaefer

Administrative Officials Present:

Loretta Notten, Jason Connolly, Maria Ivankovic, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson, Laura Shoemaker

Special Resources For The Meeting:

Regrets:

Recorder:

Alice Figueiredo, Executive Administrative Assistant

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

1. Call to Order:

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

1.1 Opening Prayer & Memorials

The meeting opened with prayer by Trustee Gravelle.

1.2 Territorial Acknowledgment

The Territorial Acknowledgement was declared by Trustee Conway.

1.3 Approval of Agenda

2020-49-- It was moved by Trustee da Silva seconded by Trustee Dupuis:

THAT the agenda for Monday, April 27, 2020 be now approved. --- Carried by *consensus*.

1.4 Declaration of Pecuniary Interest

1.3.1 From the current meeting – NIL

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

1.5 Items for Action:

1.5.1. In-camera meeting of April 20, 2020 regarding Human Resource Services Matters.

2020-50 -- It was moved by Trustee Reitzel seconded by Trustee Schmalz:

That the Items for Action regarding Private, Private, Private meeting of April 20, 2020 regarding Human Resource Services Matters be 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 Board of Trustee Meeting Minutes of April 6, 2020

3.2 Audit Committee Minutes – January 28, 2020

3.3 2020-2021 Estimates Budget Update

3.4 Interim Financial Report - #2 of 3

3.5 Period Poverty Strategy Update

Trustee Van Alphen noted that she hopes the work of Period Poverty will continue in the new school year specifically around creating a working group or perhaps a pilot project and questioned whether a more fulsome report will be provided in the fall. Director Notten noted work can be revisited.

2020-51- It was moved by Trustee Schmalz and seconded by Trustee Dupuis:

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

4 Delegations

5 Advice from the CEO

5.1 Director's Report

Director Notten provided the Board of Trustees with an update on the current learning during the Covid-19 pandemic. Thought Exchange survey was administered to community in hopes to obtain a snapshot of what staff, parents and students feel with respect to the new learning environment. Meetings, various communication and initiatives were also discussed.

5.2 Multi-Year ITS Plan and 21st C/Global Learning Update

Superintendent Merkel provided the Board of Trustees with an introduction to the Multi-Year ITS Plan and 21st C/Global Learning Update and introduced Chris Demers, Chief Information Officer and Suzanne Smart, Innovation and Learning Consultant who presented as well. Strategic Directions was presented along with supporting data and next steps.

Trustees asked clarifying questions and provided feedback.

5.3 St. John Boundary Review Recommendations

Director Notten commenced the discussion by giving extensive graduate to all parties involved in the planning of the St. John Boundary Review Committee. Superintendent Maharaj introduced main presenter Virina Elgawly, Planning Officer. Ms. Elgawly provided the Board of Trustees with further information requested and summarization of Option 7b being presented for approval.

Trustees were given an opportunity to give their opinion in a roundtable discussion. Further questions were asked regarding consequences for children with special needs at St. John's if a decision is not reached, transportation clarifications and the appeal process. Trustees thanked all stakeholders involved in the St. John Boundary Review. Chair Conway presented recommendations to Board of Trustees.

Recommendations

1. 2020-52- It was moved by Trustee Price and seconded by Trustee da Silva:

That the boundaries of Holy Rosary, Our Lady of Lourdes, St. John, and St. Nicholas Catholic Elementary Schools (CES) be modified in accordance with Option 7b, effective September 2020.

--- Carried by consensus

2. 2020-53- It was moved by Trustee Van Alphen and seconded by Trustee Dupuis:

That students attending Holy Rosary CES during the 2019/20 school year and living in sub-area M be grandparented, with transportation if they qualify.

--- Carried by consensus

3. 2020-54- It was moved by Trustee Reitzel and seconded by Trustee Gravelle:

That effective September 2020, any students not attending Holy Rosary CES during the 2019/20 school year who live in sub-area M, including siblings of existing Holy Rosary students be directed to St. Nicholas CES.

--- Carried by consensus

4. 2020-55- It was moved by Trustee Price and seconded by Trustee Schmalz:

That students attending Holy Rosary, Our Lady of Lourdes, St. John, and St. Nicholas during the 2019/20 school year who are in grades 6 and 7, and their existing siblings who currently attend the same school, be grandparented to remain at their current school, with transportation provided if they qualify. Effective September 2020, any students not attending Holy Rosary, Our Lady of Lourdes, St. John, and St. Nicholas, including siblings not currently attending school, will be directed to their new home school.

--- Carried by consensus

Trustees Van Alphen provided feedback to motion 4, noting that she supported the recommendation but struggled with it, however, it was noted that it was a good choice as it keeps family together.

5. 2020-56- It was moved by Trustee Van Alphen and seconded by Trustee Weilier:

That existing students attending Holy Rosary, Our Lady of Lourdes, St. John, and St. Nicholas on out of boundary permission in accordance with APA003 during the 2019/20 school year, return to their designated home school, except existing grade 6 and 7 students, who can continue to attend without transportation.

--- Carried by consensus

Trustee Van Alphen requested that motion 5 be extended to grade 6 students; staff did not note any issues with this.

6. 2020-57- It was moved by Trustee Dupuis and seconded by Trustee Reitzel:

That an appeal process, led by board staff, will be offered to families of existing and affected out of boundary students who believe their extenuating circumstances should be considered.

--- Carried by consensus

Trustee Weiler required more clarification on the appeal process. Director noted clarified appeal process and that it is seen as a rare and for exceptional cases.

7. 2020-58- It was moved by Trustee da Silva and seconded by Trustee Dupuis:

That Holy Rosary, Our Lady of Lourdes, St. John, and St. Nicholas Catholic Elementary Schools (CES) be closed to out of boundary admissions effective immediately.

--- Carried by consensus

8. 2020-59- It was moved by Trustee Gravelle and seconded by Trustee Weiler:

That a Transition Planning Committee be formed to support all students who will be moving to a new school.

--- Carried by consensus

Trustees commented that the transition plan is very import to the students and family involved and noted importance of student voice.

6 Ownership Linkage (Communication with the External Environment)

7 Actions From Board Committees/Task Forces

7.1 Student Trustee Update

Waterloo Catholic District School Board – Monday, April 27, 2020
Minutes – Public Board Meeting

Student Trustees provided an update for the month of April and activities that have continued virtually. Elections for next year's Student Trustee's to be held April 28th.

8 Board Education (at the request of the Board)

8.1 Chair's Update

Trustee Conway provided highlights and notable events from the April.

8.2 OCSTA/CCSTA Communications

Trustees reviewed OCSTA Communications.

9 Policy Discussion

10 Assurance of Successful Board Performance

10.1 Review of Board Policy

10.1.1 Board Policy II 015 Ownership Linkage

Is There a Need to Review This Policy?

Chair Conway noted Board in compliance and no need to the review the policy.

2020-60 -- It was moved by Trustee Conway and seconded by Trustee da Silva:

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

11 Assurance of Successful Director of Education Performance

11.1 Monitoring Reports & Vote on Compliance

11.1.1 Legal Responsibilities IV – 006

Superintendent Maharaj provided a report noting compliance of Legal Responsibilities.

2020-61 -- It was moved by Trustee Dupuis and seconded by Trustee Schmalz:

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 006 for the 2019-2020 school year.

--- Carried by consensus

11.1.2 Financial Conditions IV-008

Superintendent Maharaj provided a report noting compliance of Financial Conditions.

2020-62 -- It was moved by Trustee Dupuis and seconded by Trustee Gravelle:

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 008 for the 2019-20 school year.

--- Carried by consensus

11.1.3 Facilities Accommodation IV-010

Superintendent Maharaj provided a report noting compliance of Facilities Accommodation.

2020-63 -- It was moved by Trustee Schmalz and seconded by Trustee Weiler:

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 010 for the 2019-20 school year.

--- Carried by consensus

11.1.4 Communication & Support to Board IV-012

Director Notten provided a report noting compliance of Communication & Support to the Board.

2020-64 -- It was moved by Trustee Price and seconded by Trustee Dupuis:

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

--- 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):

Upcoming events were discussed. Awaiting confirmation from City of Cambridge with respect to May 20th meeting and OCSTA confirmed notice of Virtual AGM on June 27th, 2020.

13.2 Pending Items:

13.3 Pending Items for OCSTA Consideration

14 Items for the Next Meeting Agenda

15 Adjournment – Confirm decisions made tonight.

15.1 The Recording Secretary confirmed the meeting decisions.

16 Closing Prayer

17 Motion to Adjourn

2020-65 It was moved by Trustee da Silva and seconded by Trustee Dupuis:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:42 p.m.

Chair of the Board

Secretary



Catholic Parent Involvement Committee Minutes

Date:	January 15, 2020
Time:	6:00pm
Location:	Catholic Education Centre, Boardroom (2 nd floor)
Tentative Meeting Dates:	Wednesday, May 13, 2020
Committee Members	<ul style="list-style-type: none"> • Fr. Joseph de Viveiros, C.R. (Diocesan Rep) • Judy Merkel (Superintendent) • Linda Gregorio (Chair & Member-at-large) • Manuel da Silva (Trustee) • Wendy Price (Trustee) • Brian Schmalz (alternate -Trustee) • Chris Woodcroft (Secondary Principal Rep.) • Sharon Adie (Elementary Principal Rep.) • Marchelina Andrea (St. Mary Elem.) • Wilma Laku (Member-at-large) • David Perlaky (St. Benedict Elem.) • Kim Snage (Member-at-large) • Maria Turner (Member-at-large) • Bernadette Vanspall (Resurrection Elem.) • Patrycja Wiecek (Kitchener Secondary) • Eric Vaz (Cambridge Secondary) • Andrea Visneskie (St. David Elem.)
Attendees:	Sharon Adie, Manuel daSilva, Father Joseph deViveiros, Linda Gregorio (late), Judy Merkel, Dave Perlaky, Wendy Price (virtually), Brian Schmalz, Bernadette Vanspall, Eric Vaz, Andrea Visneskie, Patrycja Wiecek, , Diana Bumstead (recorder),
Regrets:	Marchelina Andrea, Chris Woodcroft
Absent:	Wilma Laku, Kim Snage

TOPIC	Presenter
1. Opening Prayer & Welcome – Introductions from new members Father Joseph and Patrycja	Father Joseph/ Judy
2. Approval of Agenda:	

<ul style="list-style-type: none"> - Andrea moved and Sharon seconded approval 	
3. Approval of the Minutes: <ul style="list-style-type: none"> - Andrea moved and Eric moved seconded approval 	
4. Superintendent Update: <ul style="list-style-type: none"> - OECTA is becoming active. The goal for the WCDSB is to keep parents informed of this action. Newswire and the wcdsb.ca website will be homes for more information. The Ministry will provide subsidies for childcare for ongoing strikes. On Tuesday, January 21st (strike date) the Board is opening up the Before and After school program open as it would be for a PA day. 	Judy
5. Trustee Update: Board bulletin link. <ul style="list-style-type: none"> - Bill Conway and Melanie Van Alpen were elected Chair and Vice-Chair. Trustees reinforced that WCDSB and the province are having difficulty finding French teachers. Reminder Open House at St. Johns' Jan. 20th for boundary review. Bernadette raised a question on the equity/ inclusivity plan. Linda spoke to doing a better job of ensuring CSAC's are better reflective of the school community. Sharon is a member of the equity and diversity committee. She said they are trying to instead of working on barriers work on encouraging parents to engage, ie. Booths at bbq's and inviting parents to parent council, etc. Sharon to take back Bernadette's comments on perceived non-reflectiveness of parent committee members to Equity and Diversity committee. Judy suggested her office could do an audit – is the CSAC section of school's website being updated for parents; what's a great model, set a standard. Linda reiterated there should be an annual report and look at / evaluate the CSAC member nominating process. - Manuel stressed updating the school calendar to minimize barriers to information and improving the communication plan to parents. - Linda suggested looking at meeting structure in May of CPIC - Eric said answering what's in it for me/ my kid and this answer could compel engagement. - Judy said following this that Money management and supporting your children financially is meant to meet needs as per Eric's suggestion and these events have cumulatively over 100 registered 	Wendy/ Manuel
6. Discussion Items/ Updates:	
6.1 CPIC Mandate / Goals <ul style="list-style-type: none"> - Principals to share information on the five family of schools. Principals to work with CSAC's to come up with PRO grant idea. Discussion ensued on how CSAC members would contribute to this idea delineation and how CSAC's would gather information from their parent community to contribute. Comments made on the 'advisory' role of CSAC's and CPIC's role in this communication. Advise Chairs to chat with principals about parent engagement events. Judy and Diana working on an information notice on what the PRO grant model now looks like and how information will be disseminated/ sought, etc. 	Chair / Judy

<ul style="list-style-type: none"> - Linda recruiting for CPIC members – There is a vacancy for Waterloo Secondary and Doyle elementary. Operational statement will be developed based on Google doc. Linda to bring to May meeting for final amalgamation. <p>6.2 CPIC Committees: “Learning, sharing and supporting”</p> <p>6.2.1 All-Chairs Committee (Linda) – Linda suggested holding a spring social with members’ family of schools (member and parent council members) and share samples of work (e.g., End of Year report, etc). Samples to be posted on D2L site as well and attached to minutes. Remind Chairs SIPSA’s are on school website. Message to go out to Chairs re. SIPSA and where to find it.</p> <p>6.2.2 Parent Engagement Committee (Linda) – Breakout postponed. Expand our reach as one of our goals and ask to all members to share ideas.</p> <p>6.2.3 Communications Committee (Linda) – Goal - Launch platform to Chairs and co-Chairs. Make sure D2L is fully populated and then launch. Haven’t created a FAQ page. Linda to review who is on the committee and then ask who wants to chair (Sharon completed this during the meeting). Bernadette and Kimberley are both on the committee.</p> <p>6.2.4 Finance and Audit Committee (Judy/ Dave) – Meeting to occur. Renee King (Staff Finance Manager) to email Dave.</p> <p>6.2.5 School Year Calendar Committee (Linda) – Linda is sitting on this committee.</p>	
<p>8. Gratitude and Closing Prayer:</p>	<p>Father Joseph</p>
<p>9. Adjournment</p> <ul style="list-style-type: none"> - Meeting adjourned at 7:28 p.m. 	






SEAC Committee Meeting Minutes

Date& Time:	Wednesday, March 4 th , 2020, 6:00 p.m.
Location:	Board Room, Catholic Education Centre
Next Meeting:	April 1 st , 2020
Committee Members: Kim Murphy, John Gilbert, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Stuart Cross; Sue Simpson, Kristen Feduck, Sarah Van Dyke Administrative Officials: Laura Shoemaker, Gerald Foran Regrets: Sarah Van Dyke, John Gilbert	

1. Opening Prayer Welcome	L. Shoemaker
2. Approval of Agenda Motion by: Jeanne Gravelle Seconded: Karen Kovats	
3. Declared Pecuniary Interest N/A	
4. Approval of the January 8th Minutes Motion by: Tracey Weiler Seconded: Jeanne Gravelle	
5.School System Operational Business 5.1. Special Education Visioning Committee Laura Shoemaker explained the history and function of the Special Education Visioning Committee. Gloria Lasovich and Gerald Foran added their comments. Laura explained that the committee was created in 2013 as a committee that represents the voice of all Principals regarding Special Education in schools. 1. MANDATE: To achieve equity and inclusive education in the WCDSB through: <ul style="list-style-type: none"> Shared and committed leadership - eliminating discrimination through the identification and removal of bias and barriers. Equity and inclusive education policy and practices- supporting positive learning environments so all students feel engage in and empowered by what they are learning; 	Laura Shoemaker and Visioning Committee Representatives - Principals Gloria Lasovich and Gerald Foran

<p>supported by the teachers and staff from where they are learning; and welcome in the environment they are learning.</p> <ul style="list-style-type: none"> Accountability and transparency- demonstrating through clear measures of success and communication to our stakeholders about our progress towards achieving equity for our students. <p>2. INCLUSIVE EDUCATION- DEFINITION:</p> <p>Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings and the broader environment in which diversity is honoured and respected.</p> <p>3. SHARED BELIEFS:</p> <ol style="list-style-type: none"> Quality, inclusive, faith-based education Fairness is not sameness Inclusive education is the cornerstone of our Catholic social teachings All students can succeed <p>"As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God's world".</p> <ol style="list-style-type: none"> Each student has his or her own unique patterns of learning Successful instructional and assessment practices are founded on evidence-based research, tempered by experience and ministry policies Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students Classroom teachers are the key educators for a student's academic achievement, mental health and well-being Educators need the support of the large community to create a learning environment that supports all students Independence is the goal for our students <p>4. SUB COMMITTEES – looking for ways to improve the processes <i>Throughout the years some committees were dormant depending on the current situation.</i></p> <ol style="list-style-type: none"> IEP Compliance Programming for Exceptionalities <ul style="list-style-type: none"> Learning disabilities DD/MID Behaviour Gifted Training, Development and Learning for All Staff Restructuring of Services, Processes and Supports in Student Services Use of Community Supports to Enhance Student Learning Mental Health Initiative <ul style="list-style-type: none"> <i>Questions and Answers regarding Special Education Visioning Committee functions.</i> 	
<p>5. Ministry Updates (10 min) N/A Negotiations Ongoing</p>	<p>All L. Shoemaker</p>
<p>7. SEAC Committee Functions</p> <p>7.1. Pro Grant:</p> <ul style="list-style-type: none"> \$2000 available to SEAC Committee. 	<p>Jeanne Gravelle</p>

<ul style="list-style-type: none"> scaled down event keep the ideas about topic on agenda for upcoming meetings event sub-committee created and to meet 45 minutes before each SEAC meeting sub-committee members: Laura Shoemaker, Jeanne Gravelle, Gerald Foran, Irene Holdbrook and Karen Kovats to meet 45 min before each meeting 	
8. Policy Advice to the Board N/A	
9. Updates (20 minutes)	
9.1. Association Updates	
<p>WRFN</p> <ul style="list-style-type: none"> Evening of Elegance – April 17th <div style="text-align: center;">  EofE 2020.pdf </div> <ul style="list-style-type: none"> Kaleidoscope Kids <div style="text-align: center;">  Poster_Kaleidoscope Kids.pdf </div> <ul style="list-style-type: none"> New Chapter group meetings <div style="text-align: center;">  New Chapter Mar-June2020.pdf </div>	Karen Kovats
<p>WRDSS</p> <p>Please go to www.wrdss.ca for details on the events below as well as the WRDSS Evening Speaker Series, Summer School and so much more!</p> <p>World Down Syndrome Day Celebration DATE: Saturday March 21st TIME: 11:00 AM TO 2:00 PM</p> <p>PLACE: Maxwell's Concerts & Events, 35 University Ave E., Waterloo, ON</p> <p>Screening of Normie - a documentary about a young woman with <i>Down syndrome</i>, followed by a guided discussion DATE: May 26, 2020 TIME: 6—8 pm PLACE: Idea Exchange (Library) in Cambridge – The Old Post Office</p>	Kim Murphy
9.2. Trustee Updates	
Feb Board Meeting Please see link below:	Jeanne Gravelle and Tracey Wailer

8. Policy Advice to the Board

9. Updates (20 minutes)

WRFN

- Evening of Elegance – April 17th

- Kaleidoscope Kids

- New Chapter group meetings

WRDSS

Please go to www.wrdss.ca for details on the events below as well as the WRDSS Evening Speaker Series, Summer School and so much more!

DATE: Saturday March 21st

PLACE: Maxwell's Concerts & Events, 35 University Ave E., Waterloo, ON

DATE: May 26, 2020

PLACE: Idea Exchange (Library) in Cambridge – The Old Post Office

Feb Board Meeting Please see link below:

https://www.wcdsb.ca/wp-content/uploads/sites/36/2020/02/2020-02-24_Board-of-Trustee-Agenda.doc.pdf	
10. Pending Items N/A	
11. Adjournment: Motion by: Kim Murphy Seconded: Jeanne Gravelle	
12. Action Items Place Holder	



Date: May 25, 2020
To: Board of Trustees
From: Director of Education
Subject: 2020-2021 Estimates Budget Update

Type of Report:

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

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information-Board Policy IV 007" Financial Planning/Budgeting"
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

For the Board to meet Ministry deadlines for budget submission, staff must carefully plan the timing of the budget preparation and approval process. Executive Limitation IV007 outlines the Board of Trustee's criteria to which staff must adhere in the preparation, planning and presentation of the budget. Budget planning commences in January and concludes with the presentation of the budget to Trustees, date to be determined. Administration will request budget approval prior to filing the budget with the Ministry on time.

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

Board Policy IV 007 "Financial Planning/Budgeting"

"The CEO shall not...

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

Alignment to the MYSP:

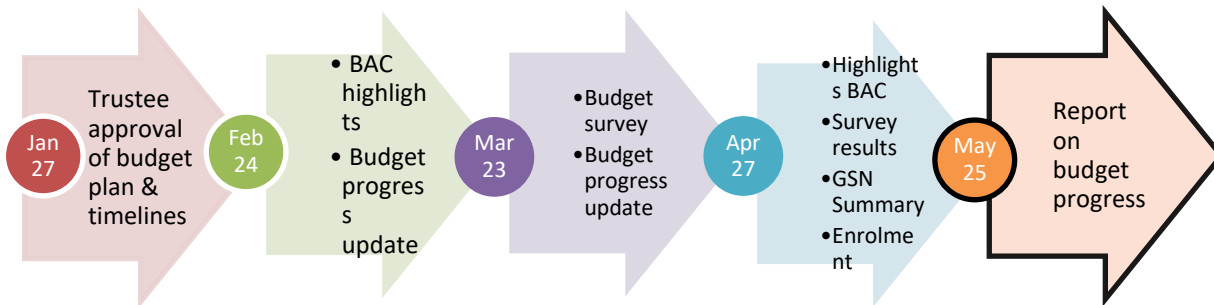
Priority: Student Achievement and Innovation

Strategic Direction: Foster maximum opportunity and success for all



Background/Comments:

The **2020-2021 budget timeline to date:**



Overall Budget Development Progress

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

- Grants for Student Needs have yet to be announced by the Ministry at the time this report was prepared
- EFIS, the Ministry reporting and revenue calculation tool is expected to be available to staff approximately 2 weeks after the GSN announcement date
- The Elementary Enrolment Committee, Secondary Enrolment Committee and the Budget Advisory Committee have now completed their work and no further meetings have taken place
- SEAC will be presented with the Special Education budget on May 20th
- The Finance department is working on the budget materials which will accompany the Trustee presentation

Upcoming

- Budget balancing and presentation materials to be completed **TBD**
- Budget presentation **TBD**
- Budget question/answer period **TBD**
- Request for budget approval **TBD**

Recommendation:

This report is provided as information on the development of the 2020-2021 budget.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Laura Isaac
Senior Manager, Financial Services

Renee King
Manager of Budget

Rob Connolly
Business Manager of Continuing Education

*Bylaw 4.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."





Date: May 25th, 2020
To: Board of Trustees
From: Director of Education
Subject: May Director's Report

Type of Report:

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

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
☐ Monitoring Information of Board Policy **IV 012**
☒ Information only of day-to-day operational matters delegated to the CEO

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

Executive Limitation IV 012 Communication to Board

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

Policy 1 001 Ends
Policy IV 013 Leadership

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic Priority: Student Engagement, Achievement and Innovation

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

Background/Comments:

The month of May is typically characterized by a great many spring events that are wonderful celebrations of our students and our school communities. May of 2020 has passed in a much different way as we have adopted the transition to full delivery of distance learning across our board. We are now several weeks into our system delivery of remote education to each of our 24,000 day students. It has been a very different time for everyone in our system and not without the full effort of all our WCDSB staff. Below you will find highlights from the past month, that capture some of the more notable events or accomplishments from my work as Director:

- In collaboration with the WCDSB Staff team, completed the planning for the implementation of the St John Boundary Review recommendations.



- Participated in ongoing meetings with *Thought Exchange* – a service provider that facilitated stakeholder engagement and survey process. Worked to prepare formal communications to all the various stakeholders, including a board report, letters to staff and to parents, and a video to the system.
- Participated in regular provincial conference calls with the Deputy Minister for updates on school closure / distance learning questions and challenges.
- Participated in several meeting as one of a few Directors on the Deputy Minister's Continuity of Learning Table, to help inform direction forward on bigger issues related to distance learning, for example assessment and evaluation.
- Chaired twice weekly meetings of the senior team to discuss learning continuity issues and cover regular Exec Council business continuity items.
- Chaired twice weekly WCDSB meetings with our K-12 Administrators in relation to the school closure / distance learning environment in which we are currently operating. Provided Director's Update in all meetings and we provided updates in a variety of areas with consistency and frequency.
- Participated in Secondary Administrator Meetings in relation to the school closure / distance learning environment in which we are currently operating.
- Participated in once to twice a week meetings with local OECTA Executive regarding distance learning and the communication of direction to staff.
- Participated in regular meetings with the Principals Association Representatives to discuss issues and concerns as we move forward with the implementation of Distance Learning.
- Crafted weekly messages to staff with updates and encouragement, celebrating the accomplishments of our exceptionally dedicated staff.
- Finalized with Matthew Chandy, Economic Development, Region of Waterloo and four foundations from the region, funding in relation to provision of Internet to all our students. The four foundations are: The Astley Foundation, The Cowan Foundation, The Fairmount Foundation and The Hallman Foundation.
- Chaired weekly meetings of ECCODE membership in relation to the school closure / distance learning environment in which we are currently operating.
- Participated in CODE Executive meetings in relation to school closure / distance learning.
- Participated in a conference call of Catholic Partner representatives with CPCO, OCSTA and OCSOA, as ECCODE's representative. Topic was how we are moving forward in response to school closure / distance learning.
- Participated in the Hamilton diocese meeting of Directors of Education with Bishop Crosby for our spring plenary meeting.
- Participated in Elementary Principal interviews.
- Participated in two OCSOA Board of Directors meetings.
- Participated in meetings regarding the amalgamation of the Waterloo Catholic Schools Foundation and the Catholic Schools Foundation of Waterloo Region.



- Participated with a small group of Directors of Education from across Canada in a meeting hosted by Fairchance Education. In a subsequent smaller interview - was invited into a University of Waterloo sponsored research study on the transition to Distance learning – which will result in a white paper that can inform our work moving forward.
- Participated in two meetings with representatives of Shad Canada – and also Shad Waterloo in particular regarding possible partnership opportunities – and reciprocal learning opportunities. Dialogues continue.
- Participated in the Well-Being Steering committee meeting where we discussed how our plan is currently serving the system and how it may have to adapt in light of the changing times.
- Attended different seminars on the transition to virtual education, including a global forum on Virtual Education Transformation, as well as other provincial and national dialogues sponsored by different organizations such as Microsoft, IBM, Fairchance and ThoughtExchange.

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: May 11, 2020
To: Board of Trustees
From: Director of Education
Subject: Long Term Accommodation Plan 2020

Type of Report:

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

Type of Information:

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

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

The Long Term Accommodation Plan is required to be presented to the Board of Trustees annually to satisfy the provisions of Board Policy IV 010 "Facilities Accommodations".

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

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

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"

Alignment to the MYSP:

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

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

Background/Comments:

The Long-Term Accommodation Plan (LTAP) is a complete multi-year plan that focuses on all aspects of planning for student accommodations. The LTAP also provides an update on enrolment and demographic trends as they relate to future accommodation initiatives, and provides a listing of potential boundary changes, new schools, and additions/renovations.

The 2020 LTAP was presented to the Committee of the Whole Board of Trustees on May 11, 2020. Questions were asked and addressed during and subsequent to the May 11th meeting. Staff will continue to be available for any questions prior to or after approval of the 2020 LTAP.



The future appears very bright for Waterloo Catholic as residents and newcomers choose our school system for their children's faith-based education. By 2025, enrolments are predicted to be in the range of 28,500, and five years following that close to 35,000. Our market share of students in the Region has grown for three straight years, and that trend is expected to continue.

As more and more families choose our system, our need for temporary and permanent accommodation will grow. Several new schools and additions are contained in the 2020 LTAP as is a need for portables. School renewal programs will focus on refreshing existing permanent spaces as well as owned portables.

Several boundary reviews will be required as communities grow and in preparation for new school openings.

Trustees will receive more information on capital projects as the Ministry of Education releases their 2019 Capital Priority approvals and (hopefully) opens their application process for 2020 Capital Priority submissions.

The draft report can be found here: <https://www.wcdsb.ca/wp-content/uploads/sites/36/2020/05/Long-Term-Accommodation-Plan-Final.pdf>

Recommendation:

That the Board of Trustees approve the Long Term Accommodation Plan as presented by staff on May 11, 2020.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Jennifer Passy
Manager of Planning

Terri Pickett
Senior Manager of Facility Services

*Bylaw 4.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."





Date: May 25, 2020
To: Board of Trustees
From: Director of Education
Subject: Energy Conservation and Demand Management Plan - 2020

Type of Report:

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

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of Board Policy **IV 010**
- ☐ Information on day-to-day operational matters delegated to the CEO

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

Boards are required to publish a multi-year Energy Conservation and Demand Management Plan using prescribed formats and data sources. The attached report satisfies all legislative requirements.

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

Executive Limitation IV 010, "Facilities/Accommodations"

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

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

Alignment to the MYSP:

Strategic Priority: Nurturing our Catholic Community

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

Goal: Promote stewardship of the earth and its resources

Background/Comments:

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

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

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

the [Multi-Year Strategic Plan](#).

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



GUIDING PRINCIPLES

Vision

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

Mission

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

Our Beliefs

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

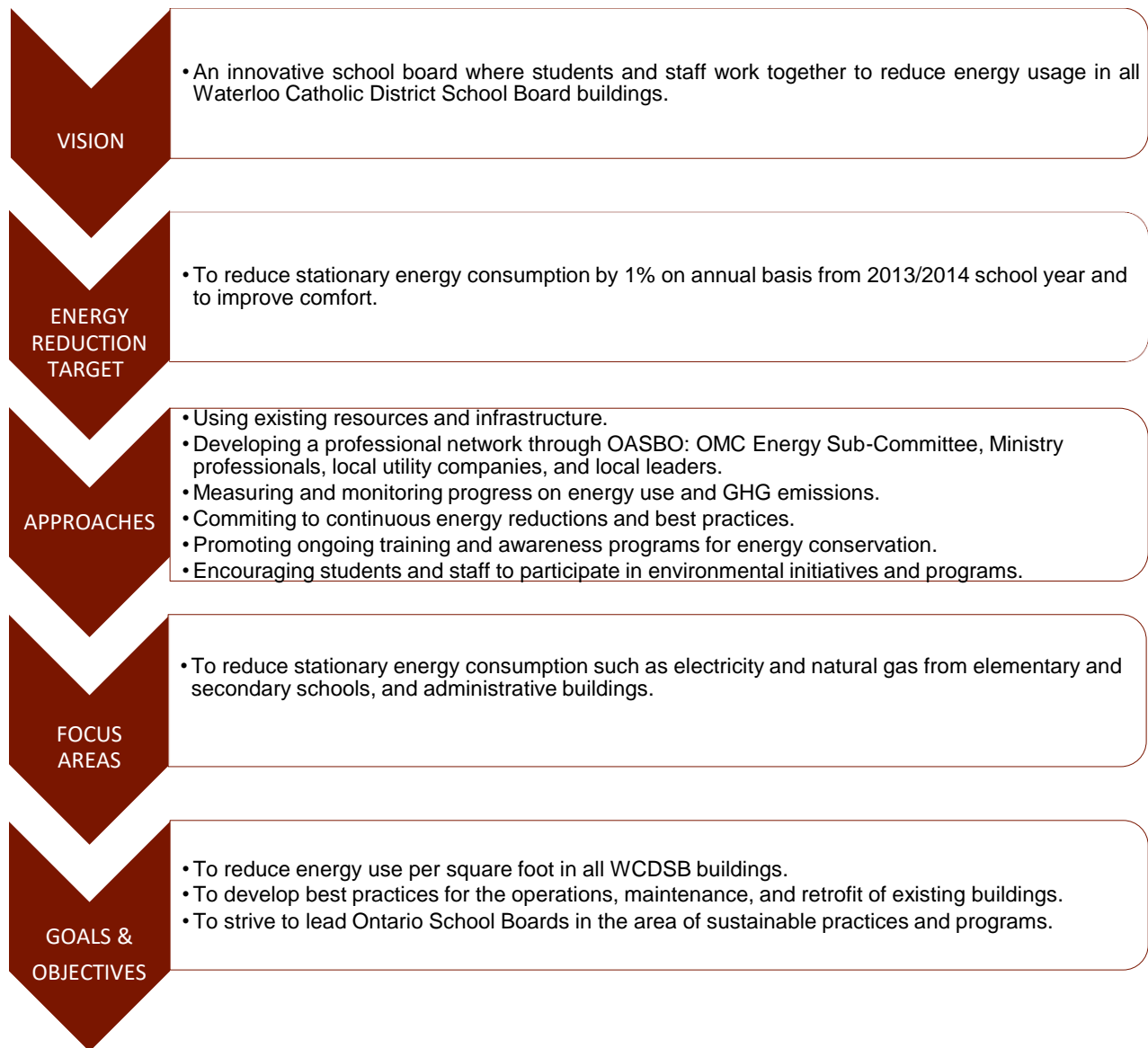
We maximize the God-given potential of each child when we welcome all students, believe in all students and instill hope in all students, basing our decisions on stated priorities.

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

GOALS AND OBJECTIVES

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





LEGISLATIVE REQUIREMENTS

Ministry Reporting Requirements

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

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

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

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

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

Energy Conservation and Demand Management Requirements

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

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

EDUCATION SECTOR BACKGROUND

Funding and Energy Management Planning

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

Asset Portfolios and Energy Management Planning

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

Table 1: Variables Impacting Energy Consumption

Facility Variables	Other Variables
Year of Construction Building Area <ul style="list-style-type: none"> • Major additions • Sites sold • Portables (installed & removed) Site Use <ul style="list-style-type: none"> • Elementary school • Secondary school • Administrative building • Maintenance/warehouse facility Shared Use Sites <ul style="list-style-type: none"> • Swimming pools • Libraries • Lighted sports fields Type of technology Lifecycle Percentage of air-conditioned building area	Weather Programs <ul style="list-style-type: none"> • Child care • Before/after school programs • Summer school • Community use occupancy • Significant Increase or decrease in number of students New programs being added to a site

ENERGY MANAGEMENT AT WCDSB

WCDSB Energy Management Framework

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

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

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

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

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

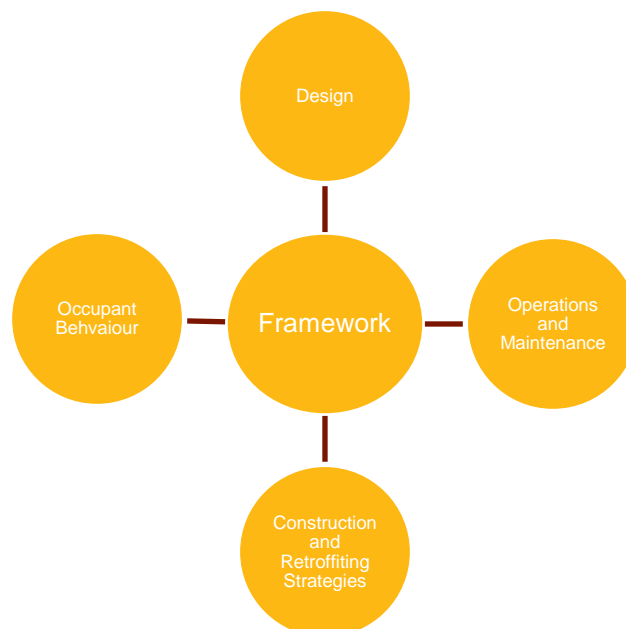


Figure 1: Four Pillars of Energy Management

PART I: A REVIEW OF PROGRESS & ACHIEVEMENTS FOR 2013-14 TO 2017-18

Building Profile of the Board

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

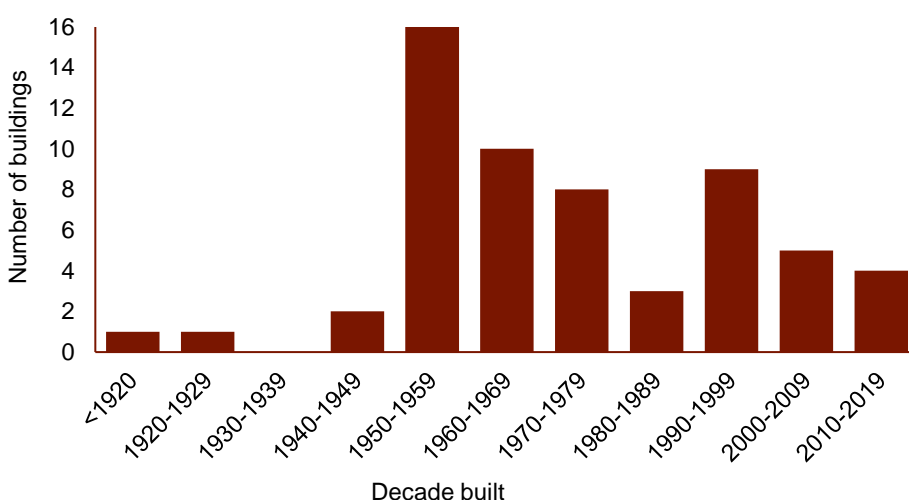


Figure 2: WCDSB Building Stock

Table 2 outlines the energy-related variables and metrics in the Board's asset portfolio that changed from the baseline year (FY 2013-14) to the end of the five-year reporting period (FY 2017-18). Note that the increase in floor area, enrolment, and air-conditioned space will increase energy consumption.

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

Variables	2013-2014 (baseline)	2017-18	Variance
Total Number of Buildings	63	60	-3
Total Number of Portables/Portapaks	130	127	-3
Total Floor Area (m ²)	283,409	273,507	-9,902
Average Operating Hours	78	78	0
Average Daily Enrolment	19,703	22,094	2,391
Total Floor Area Occupied by Child Care (m ²)	4,316	5,586	1,270
Floor Area Air-conditioned (m ²)	231,372 (82%)	227,165 (83%)	-4,207 (1%)

Energy Consumption Data

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

The following figure (3) lists the metered consumption values in the common unit of equivalent kilowatt hours (ekWh) and kilowatt hours (kWh).

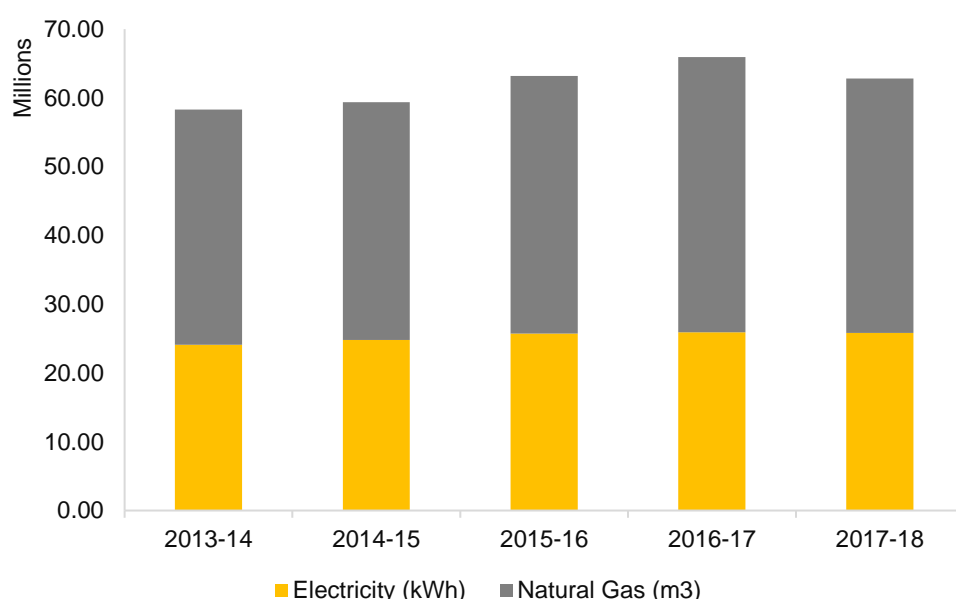


Figure 3: Energy Profile (raw data)

Weather Normalised Energy Consumption Data

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

Table 3: Heating Degree Days and Cooling Degree Days in Ontario 2013-2018

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

The best way to compare energy consumption values from one year to another is to use weather normalized values as they take into consideration the impact of weather on energy performance and allows an “apple-to-apple” comparison of consumption across multiple years. To also account for variations in the board’s asset portfolio, it is best to compare weather normalized Energy Intensity by floor area between years. Table 4 presents this data for WCDSB.

However, a straight comparison of Total Energy Consumed (Figure 4 and Table 4) between one or more years does not take into consideration changes in a board’s asset portfolio, such as changes in buildings’ features and newly implemented programs which will greatly impact energy consumption.

As a result, weather normalized energy intensity is the most accurate measurement that allows the evaluation of a board’s energy use from one year to another as it cancels out any change in floor area. The unit of measurement used is in equivalent kilowatt hours per square meter (ekWh/m²).

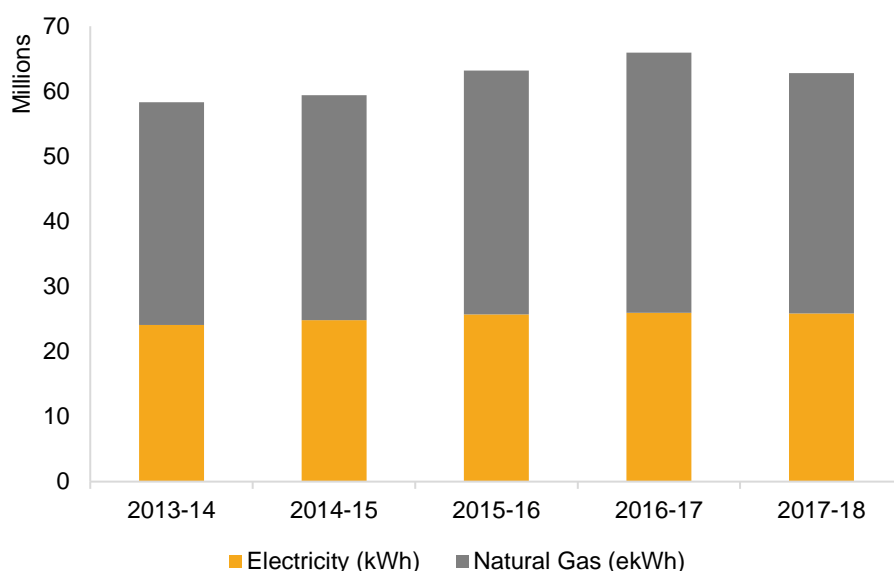


Figure 4: Energy Profile (weather normalized data)

Table 4: Weather Normalised Values

Weather Normalized Values	Fiscal Year 2013 to 2014 (Baseline Year)	Fiscal Year 2017 to 2018
Total Energy Consumed (ekWh)	58,307,972	62,097,072
Energy Intensity (ekWh/m ²)	205.74	223.57

Energy Conservation Goals

To address climate change and associated negative impacts, in the fall of 2016, the Waterloo Catholic District School Board established a target to reduce its annual energy use by 1% (661,755 ekWh or 2.26 ekWh/m²) annually from 2013-2014 level by 2024. In addition, as part of the Regional Carbon Initiative¹, in the fall of 2015 the WCDSB became an observing member of Sustainable Waterloo Region and in December 2016 the Board became a pledging partner to reduce 20% of its GHG emissions from 2014 levels over a 10 year period.

In 2018, the Region of Waterloo committed to achieving an 80% reduction in greenhouse gas (GHG) emissions from all sectors of the Region’s economy by 2050. As a public agency and operator of many buildings in the Region, the Board understands its role in helping the Region achieve this goal. In support of these efforts, the Board’s GHG emissions for the last several fiscal years are reported below. How the Board plans to reduce these emissions is the subject of the remainder of the report.

Review of Previous Energy Conservation Targets and Achievements

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

As part of the Board’s energy strategy, in 2009, one full-time energy management position was created. The Energy Conservation Officer works with WCDSB staff, sustainability professionals at various schools boards across Ontario through the Ontario Association of School Business Officials (OASBO), energy consultants, local sustainability professionals, not-for-profit organizations such as Sustainable Waterloo Region and REEP Green Solutions, as well as the Local Utility Distribution Companies to establish conservation practices at all levels of the Board.

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

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

The following Table 5 compares the Energy Intensity Conservation Goal with the Actual Energy Intensity Reduced for each year. The values for the energy intensity reduction forecast come from the Appendix D. The target was to reduce a total of 2,647,020 ekWh (4%), however, the board increased its actual energy by 4,494,653 ekWh (10.9%).

Table 5: Energy Intensity Reduction Forecasts, Goals, and Accomplishments, 2013-14 to 2017-18

¹ [Regional Carbon Initiative](#) (RCI) “a flagship program that helps local organizations advance the sustainability of their operations through greenhouse gas (GHG) emission reductions (SWR, 2017).” Through the RCI program, organizations are able “to make GHG reduction commitments, collaborate with area leaders in environmental sustainability, and learn how to implement cost-effective reduction projects (SWR, 2017).”

Fiscal Year	Forecast EI Reduction from Projects (ekWh/m ²)	Actual EI Reduction (ekWh/m ²)	1% Per Year Reduction Goal (ekWh)	Actual Energy Consumption (ekWh)
2013-2014	Baseline	Baseline	58,307,972	58,307,972
2014-2015	-1.04	1.63	57,646,217	59,384,129
2015-2016	-3.78	17.99	56,984,462	63,176,144
2016-2017	-9.23	14.97	56,322,707	65,957,918
2017-2018	-13.8	-10.71	55,660,952	62,802,625
Totals	-27.85	23.88		

Over previous year, using weather normalized data. *Positive = energy increase; Negative = energy savings*

Commentary on 2013-14 to 2017-18 Performance

During the subject period, WCDSB saw the phase in of full day Kindergarten, increases in Before and After School Programs, increases in Community Use of Schools (increased space for events, programs and services), and an increase in enrolment. These changes increase the usage of buildings, increasing the number of hours in a year the HVAC systems must be operated. The Board has also increased the amount of space being air-conditioned, which significantly increases energy consumption. In addition, under the Ontario Building Code, buildings built today have increased ventilation requirements, meaning more outside air is brought into the facility, resulting in HVAC systems needing to work longer to heat or cool the outdoor air. While the degree to which these changes have impacted the energy consumption of the Board is difficult to calculate, they account for the difference between the Energy Intensity Reduction Forecasts and the actual changes in weather-normalized energy intensity.

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

The Board set a target to reduce its GHG emissions by 20% over a 10-year period. For the first 3 years, the Board's emissions increased from the baseline year, but in the last year 2017-18, a small decrease over the base year was achieved. (Table 6).

Table 6: Energy Profile (weather normalised data)

Fiscal Year	Actual Emissions (tonnes of GHG)	Variance from BASE Year
2013-2014	7,040	0.00%
2014-2015	7,150	1.56%
2015-2016	7,605	8.03%
2016-2017	7,555	7.32%
2017-2018	7,017	-0.33%

Energy Management Strategies

A description of WCDSB historic, current, and proposed measures to reduce energy consumption including a forecast of expected results of current and proposed measures is described in sections below, under Figure 6. A detailed list of the measures implemented, the related costs, and the fiscal year that the measure was implanted within the board are outlined in Appendices D-G.

- » In 2008, WCDSB established the Environmental Committee Group. The role of the committee is to make recommendations to WCDSB Executive Council to ensure broad-based, long term sustainability. The committee consists of 10 members from various areas of the WCDSB. The Sustainable Development Committee meets quarterly and uses communication technology frequently to reduce the need for in-person meetings.
- » In 2009, the [Sustainable Development Policy](#) was created to establish sustainable practices and initiatives across the school system.
- » In 2011, WCDSB developed its first Energy Conservation Plan that contained energy conservation measures and best practices. The plan proposed indoor and outdoor lighting to be upgraded to more efficient lamps. The plan also included a temperature standard for heating and cooling. During winter months, heating was set at 22°C for classrooms, offices, and meeting rooms. Secondary school shops, gymnasiums, change rooms, washrooms, and corridors were set at 20°C. All buildings had their night temperature set at 18°C. Cooling was set at 27°C after the first week in July until the last week of August, except where summer school was in session.
- » The Board has been applying for incentive programs to support the implementation of energy efficient projects on a regular basis. Appendix C includes a list of projects that qualified for incentives. Between fiscal year 2010-11 and 2017-18, the Board received \$164,761 in incentive funding from various agencies to support the implementation of energy efficient projects. The Board also uses the services of the sector's Incentive Program Advisor.
- » In 2013, through a partnership with a solar developer, WCDSB received an approval from the Ontario Power Authority to install 17 solar photovoltaic (PV) systems through the FIT2 program. The 17 sites include: St. Agnes (100 kW), St. Benedict (325 kW), Canadian Martyrs (120 kW), St. Clement (60 kW), St. David (375 kW), St. Dominic (115 kW), St. Elizabeth (100 kW), Holy Spirit (175 kW), Saint John Paul II (145 kW), St. Kateri Tekakwitha (160 kW), St. Luke (200 kW), St. Mary (400 kW), St. Margaret (150 kW), St. Matthew (175 kW), St. Nicholas (180 kW), Resurrection (425 kW), St. Teresa of Calcutta (175 kW). These sites generate a total of 3380 kW of electricity that is being fed to the Ontario electricity grid.
- » As part of the Green Schools Pilot Initiative, WCDSB installed hot water solar panels at St. Mary's Secondary School. In addition, a 10kW solar PV system was installed at Monsignor Doyle Secondary School.
- » Social media presence was established in 2016 through the development of the www.ecozone.wcdsb.ca website and an associated twitter handle. The EcoZone website provides information on the Board's annual energy consumption, energy conservation projects, and sustainable initiatives and practices.
- » In 2016, an energy reduction target of 1% a year from 2013-14 levels was set to be achieved by 2023. In addition, a 20% GHG emissions target was set to be achieved by 2024 from 2014 levels.

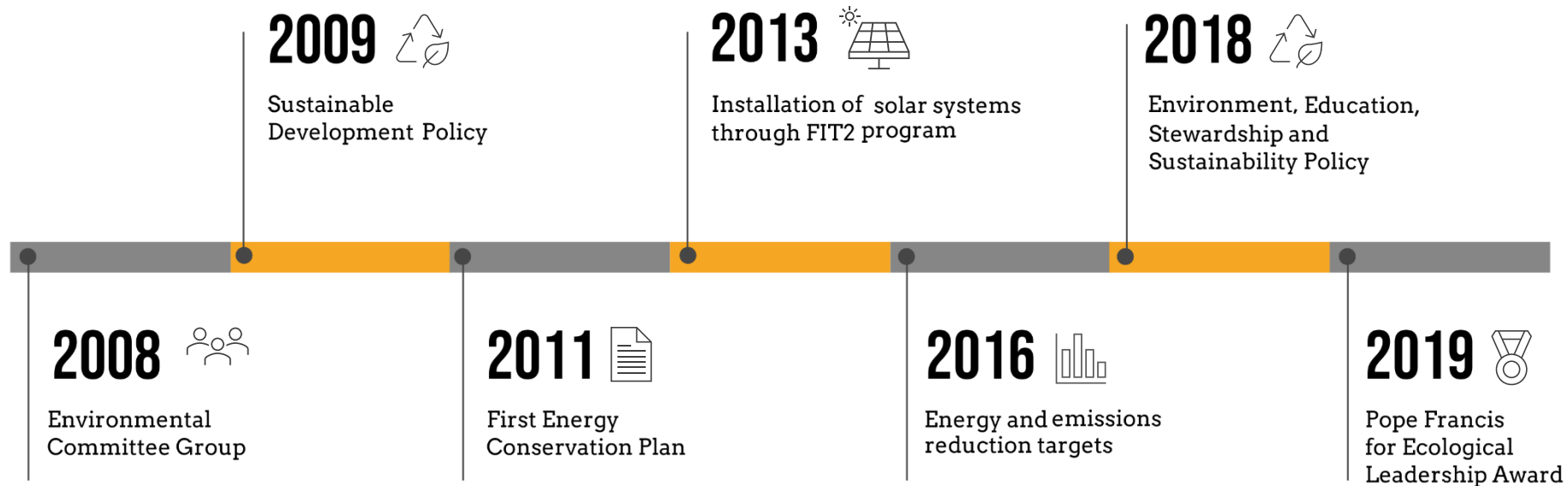


Figure 5: WCDSD Achievements

- » In 2018, the Sustainable Development Policy was updated and renamed to Environment, Education, Stewardship and Sustainability Policy. The goal of this policy is to enable and coordinate sustainable practices throughout the organization. The WCDSB is committed to achieving continual, measurable improvements in the environmental education, stewardship, and sustainability practices within its control.
- » The Environmental Committee meets every two months to discuss sustainable initiatives at the school and board office level. This year the Committee developed a short-term plan of action including a Board-wide Earth Hour and Earth Week Challenge.
- » In 2019, the Pope Francis Award for Ecological Leadership was created to recognize school staff members who actively demonstrate a love for creation and care for the planet in all their interactions.
- » In 2019, four ASHRAE II energy audits were completed at low performing schools to determine energy saving measures.
- » Facility Services meets regularly to discuss energy-related projects to ensure proposed targets are being met.
- » An internal process has been put in place to help address and track progress of energy goals. This allows for a continuous measuring and monitoring of energy use and GHG emissions.
- » WCDSB participates in the CSBSA Natural Gas Management and Advisory Service natural gas purchasing consortium.
- » Continuous promotion of energy conservation measures and sustainable practices.
- » Current construction and energy projects include indoor and outdoor lighting upgrades, energy efficient boilers, rooftop units, heat pump replacements, new energy efficient windows and doors. Several schools are also getting upgraded building automation systems (BAS).

PART II: ENERGY CONSERVATION GOALS FOR 2018-19 THROUGH 2022-23

Part II outlines the Board's plan to reduce energy consumption through renewable energy and energy management strategies including:

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

Review of Current and Future Energy Conservation Targets and Achievements

The upcoming 5 years are critical for the Board to achieve its goals of reducing its annual energy use by 1% annually from 2017-18 levels by 2022-23 and reducing GHG emissions by 20% from 2014 levels by 2024. Following the same prescribed methodology as before, the Energy Intensity Reduction Forecasts for this period have been calculated based on the Board's plans for its Renewal and SCI funding (Table 6). The breakdown into each category and background calculations are provided in Appendices H-K.

Table 6: Energy Intensity Reduction Forecasts

Fiscal Year	EI Reduction Based on Projects (ekWh/m ²)	Actual EI (ekWh/m ²)	1% Reduction Goal (ekWh)	Actual Energy Consumption (ekWh)
2017-2018	BASE	229.62	62,802,625	62,802,625
2018-2019	7.83 (-3.36%)	227.32 (-2.6%)	62,174,599	62,097,072 (-1.12%)
2019-2020	9.07 (-3.90%)		61,546,572	
2020-2021	5.64 (-2.42%)		60,918,546	
2021-2022	8.31 (-3.57%)		60,290,520	
2022-2023	7.07 (-3.04%)		59,662,494	

Figure 6 shows the current energy intensity and reduction progress. Since 2017-18 there has been a 2.6% reduction in energy intensity.

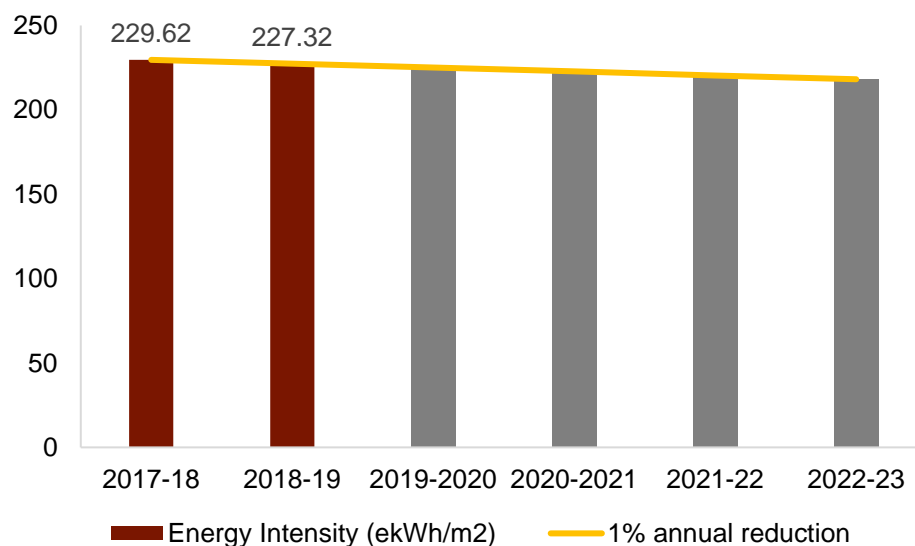


Figure 6: Energy Intensity and Reduction Progress

As mentioned earlier, there are many factors that influence the Board's ability to meet energy conservation goals. Some of these factors are outlined in Table 7. For example, the growth in total floor area and increase in air-conditioned floor area from baseline, resulting in higher energy usage.

Table 7: Change in Asset Portfolio Metrics that Impact Energy Consumption

Variables	FY 2017-18 (baseline)	FY 2018-19	Variance
Total Number of Buildings	60	59	-1
Total Number of Portables/Portapaks	127	138	11
Total Floor Area (m ²)	273,507	277,746	4,239
Average Operating Hours	78	78	0
Average Daily Enrolment	22,094	22,813	719
Total Floor Area Occupied by Child Care (m ²)	5,586	5,586	-
Floor Area Air-conditioned (m ²)	227,165 (83%)	233,283 (84%)	

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

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

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

To reduce our energy consumption, the HVAC systems will only operate during times it is required to provide optimal comfort. For instance, the ventilation systems should be turned off and the temperature should be maintained until the end of the custodians' shift, where possible. When necessary, this setting can be overridden.

- » Development of a set of standards for existing building stock and new builds. Retrofitting standards for existing buildings are to include requirements for procurement, as well as operation and maintenance of energy efficient equipment and procedures. The Board strives to achieve total energy consumption of 12 ekWh/ft², 15 ekWh/ft² and 20 ekWh/ft² for new elementary, secondary and administrative buildings respectively.

Ongoing Environmental Programs and Community Engagement

Ontario EcoSchools

The Ontario EcoSchools program has been instrumental in the development of sustainability education at the WCDSB. With the help of teachers and support staff at the Board's schools (particularly custodians), students are far more aware about the state of our natural environment and are tremendously engaged in environmental initiatives. In 2019, all 48 of WCDSB schools got EcoSchool certified, putting our board among the 6 boards across Ontario to achieve a 100% certification.



Environmental Education

WCDSB schools participated in a one hour entertaining and interactive seminar with local environmentalist and retired WCDSB teacher Tom Miceli, who provides over 60 presentations each year. The seminar provides staff and students with a positive approach to climate change giving them tools to protect planet and lower their personal carbon footprint.

Building Sustainable Cities Workshop

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



Focus on Nature Workshop

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

Staff Training and Engagement

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





Food and Pollinator Gardens

Our students have enormous interest for pollinator and food gardens. Many of our schools grow pollinator flowers, veggies, herbs, and fruit in their gardens that they get to enjoy. Food gardens are an excellent way for community building and discovery-based learning. By growing their own food students learn the importance of eating healthy. As a result of the high demand for food gardens, in 2019, 15 garden beds were distributed to elementary schools. These garden beds were made by students from our five secondary schools.

Earth Week Challenge

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

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



Waste Reduction

Waste reduction research study in collaboration with post-grad students from Conestoga College and Wilfrid Laurier University was conducted in 2018. The findings of this research were used to help improve the diversion rates at all secondary schools. Secondary schools received brand new recycling and waste stations along with proper signage. Elementary schools have also received in-classroom recycling, waste, and organic bins to help with diversion rates. Since 2015, 34 schools are taking measures to reduce their waste by composting. Many schools participate in zero waste and boomerang challenges to reduce the school's overall waste.

Pope Francis Award for Ecological Leadership

WCDSB is blessed with many leaders who heed the call of Pope Francis to implement both little everyday gestures and larger cultural movements towards a culture of care that halts environmental degradation (Laudato Si', #231). The three most recent winners are Cynthia Brown (library tech at Holy Spirit CES), Kathy Doherty-Masters (volunteer, St. Bernadette CES), and Jennifer Venditti (teacher, St. Elizabeth CES) in recognition of their fantastic leadership.



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PHOTO CREDITS

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

Our Lady of Fatima, Grades 4 and 5, pg. 4
St. John CES, pg. 24
St. Margaret CES, pg. 24
St. Anne Kitchener CES, pg. 24
St. John Paul II, pg. 24
St. John CES, Serge Vlemmix, pg. 25
St. Bernadette CES, Food garden, photo credit: Kathy Doherty Masters, pg. 25
Waste Bins, photo credit: BUSCH systems, pg. 25

APPENDICES

APPENDIX A: PROFILE OF WCDSB BUILDINGS

Building Name	Building ft ²	Year Built
Elementary Schools		
Blessed Sacrament	39,522	1988
Canadian Martyrs	30,733	1967
Christ The King	26,237	1978
Holy Family	25,381	1959
Holy Rosary	50,916	1989
Holy Spirit	49,390	2002
John Sweeney	59,948	2003
Monsignor Haller	23,296	1971
Our Lady of Fatima	49,949	1959
Our Lady of Grace	22,131	1976
Our Lady of Lourdes	32,930	1948
Saint John Paul II	60,476	2010
Sir Edgar Bauer	47,165	1970
St. Agatha (closed 2017)	17,953	1955
St. Agnes	25,909	1956
St. Aloysius	28,064	1954
St. Ambrose ¹	35,834	1955
St. Anne (Cambridge)	27,966	1965
St. Anne (Kitchener)	49,712	1947
St. Augustine	39,407	1991
St. Bernadette	27,454	1952
St. Boniface	22,162	1898
St. Brigid (former) ²	17,439	1998
St. Brigid (new) ³	54,517	2017
St. Clement	27,119	1969
St. Daniel	28,709	1958
St. Dominic Savio	44,303	1999
St. Elizabeth	39,590	1992
St. Francis	27,882	1968
St. Gabriel	45,897	2014
St. Gregory	25,517	1958
St. John	48,402	1929
St. Joseph	22,176	1959
St. Kateri Tekakwitha	40,205	1992
St. Luke	60,088	2002

St. Margaret of Scotland	38,115	1990
St. Mark	23,011	1978
St. Matthew	44,329	1995
St. Michael	30,390	1952
St. Nicholas	45,370	2002
St. Paul	35,032	1964
St. Peter	34,656	1963
St. Teresa (Kitchener)	30,545	1953
St. Teresa of Avila (Elmira)	26,763	1964
St. Teresa of Calcutta (Cambridge)	46,033	1998
St. Timothy	25,092	1981
St. Vincent de Paul (new) ⁴	62,678	2018
Secondary Schools		
St. Benedict	200,985	1997
St. David	161,012	1965
Resurrection	201,850	1990
St. Mary	215,878	2002
Monsignor Doyle	150,720	1976
St. Louis (St. Francis Campus, closed 2019)	14,651	1958
St. Louis Adult Learning & Continuing Education Centre	83,642	1957
St. Don Bosco Alternative Education (St. Mary's West Campus)	20,204	1965
Administrative Buildings		
WCDSB Catholic Education Centre	112,136	1955
Extend-A-Family ⁵	13,933	1964
Facility Services	34,179	1979
Diefenbaker Building ⁶	1,678	1957

¹ St. Ambrose renamed to St. Vincent de Paul during 2016-2017 while St. Vincent de Paul is under construction, sold in December 2018.

² St. Brigid (former) was demolished in January 2018.

³ St. Brigid (new) was opened in January 2018.

⁴ St. Vincent de Paul (new) was built around old gym, completed in 2018.

⁵ Extend-a-Family was sold in 2018.

⁶ Diefenbaker Building was demolished in 2019.



Appendix B: LIST OF BUILDINGS WITH ADDITIONS OR RIGHT SIZING

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



Appendix C: Total SaveOnEnergy Incentives to Date

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

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



Recommendation:

This information is provided as information.

Prepared/Reviewed By:

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





Date: May 25, 2020
To: Board of Trustees
From: Director of Education
Subject: Seatbelts on Buses

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)

Following a presentation by the General Manager of Student Transportation Services of Waterloo Region (STSWR) in February 2020, the Board of Trustees requested additional information on the gradual implementation of seatbelts on buses in Waterloo Region.

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

[Transport Canada School Bus Safety Regulations](#)

[Joint Task Force Report – School Bus Transportation](#)

Alignment to the MYSP:

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

Background/Comments:

Following a serious school bus collision in the United States in 2015, several jurisdictions in that country as well as Canada gave serious consideration to mandating seatbelts be used in all school buses.

Up to now, the public has relied on the compartmental design of school buses to minimize injuries should an accident occur. Management made inquiries with STSWR in 2015 to determine if a local change in strategy was required. The response came from STSWR in the form of a letter (attached). Based on this advice, no further action was taken.

Between 2015 and 2020 a number of things happened:



- Serious crashes and roll-overs involving school buses occurred where students and drivers were seriously injured or killed.
- Legislators continued to consider and in some cases enacted requirements for school buses to be outfitted with seatbelts.
- Innovation in seatbelt design has resulted in a style of three point seatbelts that can be implemented to support three occupants per seat in a safe manner.
- A federal task force on school bus safety was established in January 2019. The task force issued its final report in February 2020. Included in the final report is the following excerpt from the executive summary:

“1.1 Recommendations

Since then, the Task Force has studied these opportunities further, considered the key areas of risk, and developed a set of prioritized recommendations for the Council of Ministers to consider. Recognizing that the greatest risk to school children is outside the bus, either from the bus itself or from passing motorists (79% of school aged fatalities involving a school bus occur outside the bus, in or near school bus loading zones), the Task Force’s consensus-based recommendations, informed by existing evidence, focus on supporting the bus driver with the driving task and deterring illegally passing motorists. Specifically, the Task Force recommends that all jurisdictions explore the application of the following safety measures based on their assessed needs:

- 1. Infraction Cameras, to help prevent dangerous incidents caused by passing motorists;*
- 2. Extended Stop Arms, to further deter motorists from passing while children are entering or leaving the bus;*
- 3 Exterior 360° Cameras, as a means of better detecting and protecting children and other vulnerable road users around the exterior of the bus; and*
- 4. Automatic Emergency Braking, to help reduce the severity of a collision or avoid it entirely. Consideration should also be given to exploring ways to pair this feature with other technologies for increased safety.*

True to its mandate, three-point seatbelts/occupant protection measures have been an important element of the Task Force review, with careful consideration given to the potential benefits and implications of installing and using seatbelts on school buses. Notably, school buses have a strong occupant protection record, owing largely to the extensive suite of protective safety features built into the bus.

At the same time, there is acknowledgement that three-point seatbelts on school buses, when they are installed correctly and worn properly, can offer an additional layer of safety by reducing the risk of ejection and lowering the risk of serious injury, particularly in the context of collisions involving rollover, side-impact, or vertical lift scenarios. That is why a July 2018 regulatory requirement now governs how three-point seatbelts are installed on school buses. At present, such installation remains optional in recognition of the strong safety record of school buses and the considerations associated with seatbelt installation and use (e.g. consequences of misuse, emergency evacuations, liability).

In view of the Task Force’s ongoing efforts to work through these considerations (e.g. development of draft Guidelines for the Use of Seatbelts on School Buses, to be validated by way of a pilot with interested jurisdictions), there is merit in further exploring whether to move toward future mandatory seatbelt requirements, and in encouraging the development by manufacturers of other occupant protection features, such as energy-absorbing side-structure padding and inflatable “curtain” airbags.



Taken together, the recommendations set out above, paired with ongoing efforts to further explore options to strengthen occupant protection, will support improved safety outcomes for the 2.2 million Canadian school children who travel to and from school every day on Canada's 51,670 school buses."

- Ontario transportation consortia are considering how 3-point seatbelts can be implemented in a manner that considers the impacts on driver attention, requirement to assist young students with fastening belts, route timing, and budget. A consortium in the north has moved forward with a pilot.

School buses are one of the safest modes of transportation available and provide protection for passengers through the use of the following features:

- seats with padded high backs
- seats in close proximity to each other to form compartments
- seats filled with energy absorbing material
- seats with strong anchor points
- vehicle weight which favours the momentum of the bus in a collision versus other vehicles on the road
- high standards for strength of steel cladding on the sides of buses

Crashes and crash tests have identified opportunities to improve safety on school buses, especially in the case of side impacts and roll overs with the addition of 3-point seatbelts.

Currently, school buses can accommodate up to three students per seat (depending on age). Until recently, any 3-point seatbelt installation would limit seat capacity to two students. The implications to budget and infrastructure required were obvious. Further, there was no ability to adjust seatbelts to match the size of students. This has been resolved with an improved and flexible seat belt design allowing for 1 to 3 students per seat. The height adjustment has been improved to easily adapt to student size making the seatbelt safe for students from age 3 to adult.

The following factors for 3-point seat belts were reviewed by STSWR:

Pros	Considerations
<ul style="list-style-type: none"> • Improves safety in case of collision • Significantly reduces risk of ejection in a collision or roll over • Will help to prevent smaller students from falling out of their seats • Reduces student behaviour issues • Assists with planned seating where required • Compartmentalization only protects students when seated properly • Reduces distraction for drivers who should be concentrating on the road • School buses travel on all roads and at high speed where required. Seatbelts add another layer of safety • Lowers risk of concussions • Seatbelts save lives 	<ul style="list-style-type: none"> • School buses are already very safe • In specific situations, seat belts may hinder evacuation during an emergency • If not worn properly, seat belts can cause severe injury in the case of collision • The Highway Traffic Act indicates the driver would be responsible for ensuring students wear seatbelts • Vehicles outfitted with seatbelts are an additional cost • May take longer to load and unload at first while students learn to buckle up • Student training will be required ensure seatbelts are work properly



Retrofitting existing school buses is not possible. The structural design of existing school buses does not support replacing seats with those that have seatbelts on them. Any operator modification to the structure/frame of the bus would not be reliable or safe and would be cost prohibitive.

Operators have existing fleets of buses, most of which are not due for replacement. Operators have bid on contracts to transport students on the basis of using the current style of bus for the length of the contract. A request to replace a bus with one that has installed seatbelts would result in costs being passed back to school boards.

An alternative that is more palatable to bus operators and to school board budgets is to phase in buses with seat belts as buses are due for replacement. This approach will take approximately 13 years before all school buses are equipped with seatbelts based on the replacement cycle of vehicles. Of the 60 buses due for replacement for 2020-21, 12 buses will be outfitted with seatbelts.

This smaller number of buses in the first year will allow STSWR and the operators to provide services to a limited number of students / schools while having an opportunity to make modifications to routes / times / loading based on actual experience.

The table below shows vehicle replacement projected based on age:

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
big bus	12	5	55	2	33	18	2	13	24	38	16	12	30
mini				1	6	7	49	29					
WC								47					

The table below shows the incremental cost of requesting seatbelts with vehicle replacement

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
WCDSB	\$ 4,080	\$ 5,780	\$ 24,480	\$ 25,202	\$ 36,675	\$ 43,089	\$ 45,833	\$ 53,453	\$ 61,613	\$ 74,533	\$ 79,973	\$ 84,053	\$ 94,253
WRDSB	\$ 7,920	\$ 11,220	\$ 47,520	\$ 49,198	\$ 73,125	\$ 87,511	\$106,367	\$142,147	\$157,987	\$183,067	\$193,627	\$201,547	\$221,347

Each day, Canadian children travel to and from school every day on 51,670 school buses.

In July 2018, Transport Canada published new requirements to support the voluntary installation of three-point seatbelts on school buses.

In January 2019, the federal, provincial, territorial Council of Ministers Responsible for Transportation and Highway Safety established a special Task Force to carefully examine the issue of school bus safety, both inside and outside the bus, with an emphasis on seatbelts.

Given the attention paid to this topic to date, governmental momentum, parental expectations, a desire to provide students with a safe journey to school, and pilot projects already in place, it is expected that seatbelts will become mandatory in the coming 1 to 3 years.

In anticipation of this requirement, and because of the advantages and safety improvements that are offered by seatbelts, management will be working with STSWR and WRDSB to develop student and driver seatbelt training, mock routing, and processes to ensure students buckle up safely when they board the bus. Further operators will be ordering and putting into service up to 12 replacement buses with seatbelts through the 2020-21 school year.



A report on experience with seatbelts on buses will be brought forward as part of STSWR's annual report in February 2021.

Recommendation:

This report is provided as information.

Prepared/Reviewed By: Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Benoit Bourgault
General Manager, STSWR

*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."





**STUDENT TRANSPORTATION SERVICES OF
WATERLOO REGION (STSWR), INC**
130-4275 King Street East
Kitchener, ON
N2P 2E9

December 9, 2015

To: Shesh Maharaj
Matthew Gerard

RE: Seatbelts on the School Bus.

The school bus industry is continuously looking for ways to improve student safety. In this quest, the seatbelt exemption is often re-examined. Recently, following a tragic collision in the USA, many players took the position to support changing regulations to remove the exemptions on seat belts and install them in the school bus.

It appears this support is premature. Proper inquiries should take place before conclusions are drawn which may cause more challenges and risks. School buses remain one of the safest modes of transportation and in fact they are 16 timesⁱ safer than traveling in a family car.

School buses protect passengers through “compartmentalization,” a design that includes:

- Seats with high backs;
- Seats filled with energy-absorbing material;
- Seats placed close together to form a compartment.

This passive restraint system is very effective and offers protection to passengers of all sizes.

Seatbelts protect passengers from moving around in a rollover; however in other collisions research has not proven seatbelts increase safety. Furthermore since collisions involving rollovers are extremely rare, careful consideration must be given to which option is chosen.

Very small students would likely benefit from lap belts; however the risks and benefits for the taller students are unclear. Taller people would likely suffer more head and neck injuries when the point of impact becomes concentrated around the head hitting the back rest. Since virtually all vehicles transport small to very tall students, seatbelts present obvious challenges.

Shoulder belts require stiffer back rests which eliminate the energy absorbency critical when one does not wear the seatbelt. Shoulder belts also require to be fitted to the size of the occupant, making this extremely difficult with buses servicing multiple schools.

Student compliance to wearing the seatbelt is a very serious consideration over and above who would fasten the seatbelt for the younger students incapable of doing so on their own. Under the Highway Traffic Act, a driver is responsible to ensure every passenger fasten their seatbelt and can be fined when the passenger under the age of 16 does not comply.

One more issue not resolved was the case of evacuation. The time constraint for the driver to assist young children is a concern, as some of our buses are transporting only kindergarten students. How would this be mitigated?

Seat belts present other issues inside the bus. Seat belt buckles have caused injuries when students played with unfastened ones. Currently, there are seat belts located in a few vehicles and are limited to specific seating positions. Expanding the presence of seat belts will certainly increase the frequency of these injuries.

The current passive restraint system built in the school bus design offers a good compromise that effectively mitigates the risk of injuries to the very broad range of passengers.

Regards,

A handwritten signature in black ink, appearing to read 'B. Bourgault', enclosed within a thin black rectangular border.

Benoit Bourgault
Student Transportation Services of
Waterloo Region Inc.



Date: May 2020
To: Board of Trustees
From: Director of Education
Subject: Special Education Plan Update

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

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

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

Regulation 306 Special Education Programs and Services

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

Policy 1001 - Ends

Alignment to the MYSP:

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

Background/Comments:

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

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

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

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

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

Special Education Plan

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

We are continuing to factor a system of inclusion that nurtures the whole student, ensuring wellness across their development; spiritually, emotionally, socially, physically as well as academically. In compliance with Ministry priorities, the WCDSB Multi Year Strategic Plan (MYSP) and the WCDSB Board Improvement Plan for Student Achievement (BIPSA), students with an Individual Education Plan (IEP), particularly a learning disability has been a focus for professional development for our WCDSB staff. Universal Support Tools were a priority for the system. This system-wide support tool helps all educators create the inclusive environment which promotes independence, prevent problem behaviour, increase learning opportunities and assist our students accessing the curriculum. By building independence and resiliency in our students, we can ensure positive outcomes for our students so they are contributing and caring citizens upon graduation from WCDSB. Further to this, WCDSB designed and began the implementation of a Social Skills Development program, using PEERS, an evidence-based curriculum for young adults diagnosed with Autism Spectrum Disorder, in all five Secondary Schools.

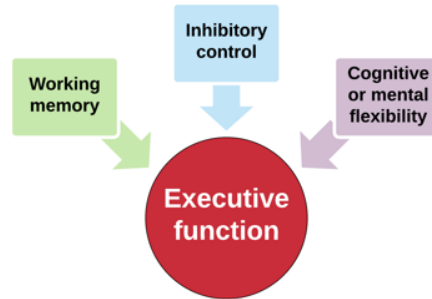
As per the Ministry of Education Mandate over the past four years, WCDSB continues to monitor how students on IEP's are achieving, particularly in the area of numeracy. The Student Services Department, in collaboration with Program Services, strive to provide timely learning opportunities across a wide range of audiences in feedback gathered through surveys, data collection and audits. We utilize technology, expertise, guest speakers and collaboration as a means to foster engagement in the learning process. We measure our success through the use of logic models. The 2019-2020 school year brought challenges with respect to the opportunity to bring staff together for professional learning opportunities due to CUPE and OECTA job action.

Professional Learning:

Below is a list of Professional Learning opportunities that have been provided to our staff this prior to March 13, 2020:

Teaching Staff

- Universal Supports for Executive Functioning



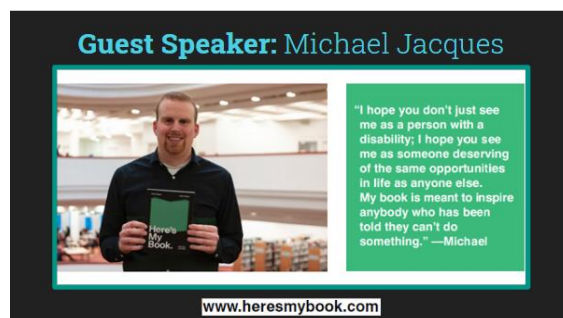
- Geneva Autism Training (Registered Early Childhood Educators) (72)
- FASD
- First Aid

Special Education Teachers

September 2019 – Special Education Opening Inservice “Called to Belong”

Guest Presenter: Michael Jacques

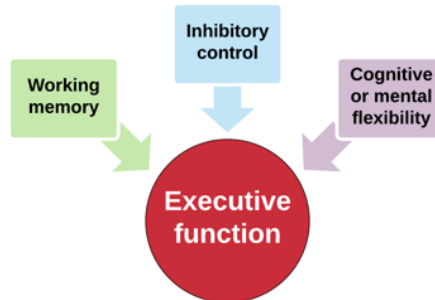
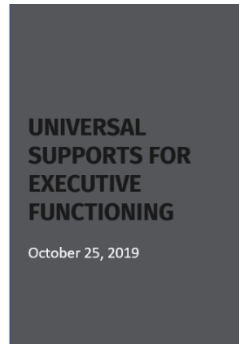
School Start Up for Lexia and Assistive Technology



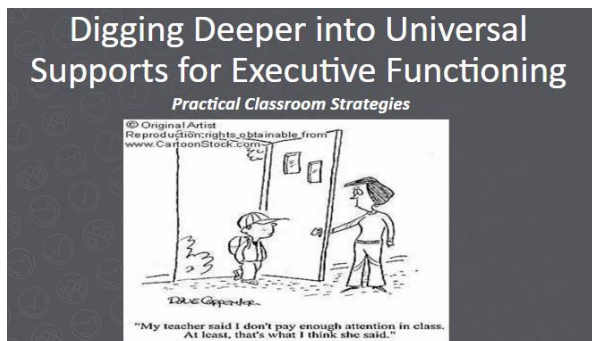
October 2019 – Universal Supports for Executive Functioning

Presented to Administrators and Special Education Teachers on October 23rd

Schools presented information on Board Wide PD day on October 25th

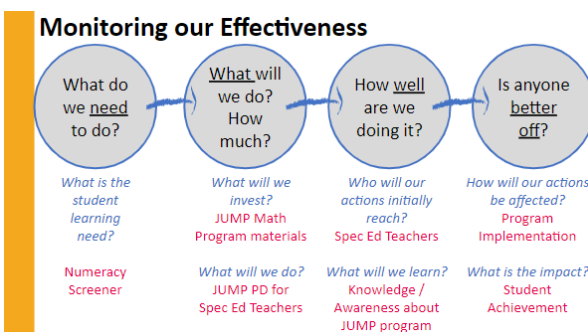
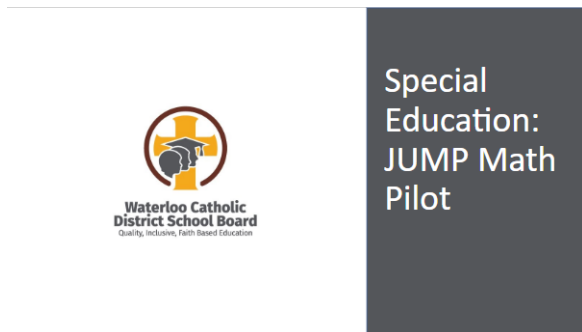


November 2019 – Digging Deeper into Executive Functioning (collaborative presentation with BCBAs)



To Do	All Done
1. Digging Deeper into Executive Functioning	✓
2. Universal Supports Breakout Sessions	✓
3. Alternative Programming	
4. Implementation Fidelity	

January 2020 – Jump Math Pilot Group



Empower Decoding and Spelling – Professional Development delivered by Sick Kids - Sept. 9th, 10th, Nov. 20th

Empower Comprehension - Professional Development delivered by Sick Kids - Sept. 13th and Dec. 11th

IEP Writer for New Special Education Teachers: Sept. 6, 2020

KTEA for New Special Education Teachers: Sept. 18, 2020

The HELP Assessment Tool: November 13, 2020

Educational Assistants

- Universal Supports Through the Lens of an EA (324)



**Universal Supports:
Through the
Lens of an EA**

September 20th, 2019

Verbal	Full Physical	Partial Physical	Model	Gesture	Positional	Visual
A step-by-step narrative is given to the student in order for tasks to be completed.	An adult offers hands-on support to complete the task.	An adult offers less physical guidance to the student to complete the task.	An adult or peer demonstrates the required task.	An adult or peers makes an action towards the required task.	A material is strategically placed in front of the student to help the student complete the task correctly.	An adult uses a visual or object to cue the student to complete the task.

← Most Intrusive
Dependence
Independence
Least Intrusive →

- Hanen Teacher Talk (59)
- Safetalk (45)
- BMS (261)
- FASD (118)



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**WATERLOO REGION
DISTRICT SCHOOL BOARD**



KidsAbility



**Waterloo
Region
FASD
Diagnostic
Clinic**

February 26, 2020



**DEVELOPMENTAL SERVICES
RESOURCE CENTRE
WATERLOO REGION**

- Application of Universal Supports (80)



Application of Universal Supports

November 15th, 2019

Behaviour Skills Training
4 Step Procedure

Instruction

Model

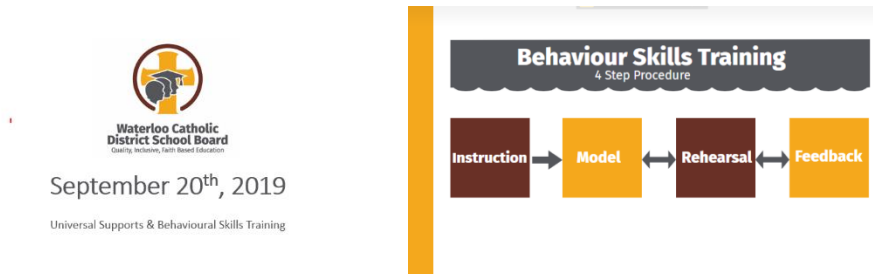
Rehearsal

Feedback

- Promoting Wellness in the Classroom (31)

Child Youth Care Workers

- Universal Supports & Behavioural Skills Training Series (50)



- ABA Methods and Strategies (50)
- Executive Functioning (50)
- Student Awareness Diversity Training (50)
- Boardmaker (20)
- Behaviour Management Systems (BMS) (42)

The following is an example of targeted Professional Development for staff provided by our Student Services department:

Speech and Language Pathologists

- AAC Inservice, Sept. 20th (EAs and CYCWs 35)
- Hanen Teacher Talk: Encouraging Language in Early Childhood Settings, full day (EAs 35)
- Hanen Teacher Talk: Let Language Lead the Way to Literacy, full day (EAs 35)
- School based AAC Inservice (SET, Teacher, EAs 7)
- FASD Nov. 15th, 2019 (EAs, DECE, ECEs 7)
- Classroom AAC (Classroom Teacher, EAs 20)
- AAC in the Classroom, Nov 1st (CTs, SETs 15)
- AAC Inservice, Nov 5, Jan (EA's, CTs, SET 20)
- Tiered SLP support, multiple dates (ECEs, Educators, SETs 60)
- Emotional Literacy Seminar (ECEs, Educators, SETs 30)
- Kindergarten Language Inservice (ECEs, Educators, SETs 25)
- Safe talk (EAs/CYCWs 25)
- FASD seminar Educators (families 75-100)
- Emotional Literacy Workshop (SERCC participants 50)
- FASD Student Services (Student Services 50)
- BLAM/Early Literacy Workshops with SET and Literacy Consultant, Nov 18th & Dec 16th (CTs, ECE, SET 5)

Mental Health Lead

- SafeTALK – coordinated suicide alertness training 3 events (63 total attendees)
- “Upstream Thinking” Staff meeting presentations 8 schools (28 participants)
- GoZen Program overview/socioemotional literacy 5 schools (9 participants)

- Faith Day – coordinated live 5 wellness/resiliency sessions (250 attendees), and sessions with recorded webinars (590 attendees)
- Gr8 Info Night booth on Cannabis/Vaping awareness - all 5 high schools
- EA Training on Mental Health in the Classroom (41)
- Hosted PD Day Training- Art of relaxation (36)
- Cannabis/Vaping Lunch ‘n Learn –St Louis (16)
- School Improvement Heads training – Anxiety/Depression (17)
- Co-facilitated Mo Willems Socioemotional Literacy lessons alongside teachers at targeted schools (7 classrooms at 2 schools, 3+ sessions each)
- Parent council Presentation (13)

Special Education Assistive Technology Resource Teacher

A-Tech Training (1 A-Tech EA)

- Kick Start SEA Training (40 individual students, 8 classes, 2 French teachers)
- LD/LD Type Training (230 student training sessions with SEA claim, 215 classroom teacher attended training, 71 Large Class training sessions)

Training Provided Bridges – Canada:

- Boardmaker Online Intro (Support Staff 31)

Large Group – PD Day training Sessions

- NEW SET A-Tech Inservice (New SET Teachers 8)
- Read and Write Refresher (SETs 13)
- Boardmaker Online (Support Staff 18)
- New SET, CYCW, CDA – Boardmaker online (SET/CYCW/CDA 14)
- Read and Write Intro (Support Staff 21)
- Ipad or Boardmaker (Support Staff 21)
- Ipad refresher (SETs 11)
- New SET A-Tech Inservice (New SET teachers 8)
- Read and Write Intro (Support Staff – elementary 16)
- Ipad or BMO Make and Take (Support Staff - elementary 18)
- Read and Write Intro (Support Staff – secondary 17)
- Ipad or BMO Make and Take (Support Staff- secondary 21)

Celebrations of Success:

Empower Pilot

For the past four years WCDSB is one of a select number of boards across the province involved in an Empower, Learning Disabilities pilot project with the Ministry of Education and University of Toronto (OISE). In Year 4 of the Learning Disability (LD) Ministry pilot, we engaged in a multidisciplinary approach that included Special Education Liaisons, Speech Language Pathologists, Mental Health Lead, Assistive Technology Resource Teacher and the Early Years Literacy Consultant, to improve the literacy outcomes for students with a

Quality • Inclusive • Faith-based • Education

w w w . w c d s b . c a

learning disability profile. We have generalized and expanded the use of Empower, Lexia, Assistive Technology and Social Emotional Supports to all schools at WCDSB. We continue to promote the identification of students who are struggling with their literacy development in grade one. Students who are struggling to meet the expectations of the Balanced Literacy Assessment Measures are identified by the Classroom Teacher in collaboration with the Special Education Teacher and the School Principal. At an in-school team meeting, the profile of the student is discussed in terms of letter-sound awareness, the Rosner assessment tool and PM Benchmark Reading Records. The following is the three-year plan that has been implemented to address the learning needs of students who are struggling with their literacy development:

- Grade 2 students: EMPOWER Decoding and Spelling Program – 60 minutes daily delivered by a Special Education Teacher outside of the regular classroom
- Grade 3 students: Lexia Core-5 Online Reading Intervention for those students identified at the end of the Empower Program who would benefit from further consolidation of their literacy skills
- Grade 4 students: Focus on Assistive Technology (specifically Google Read and Write). The text to speech and speech to text features of this program will support students in their ability to fully engage in grade level reading material. It also provides them with the opportunity to express their knowledge and understanding when provided with this extremely important technology support.

Empower in WCDSB

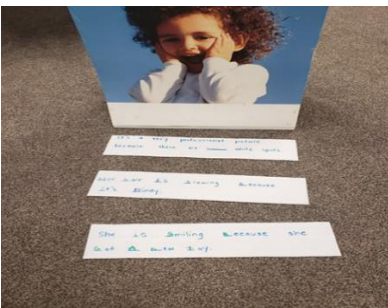
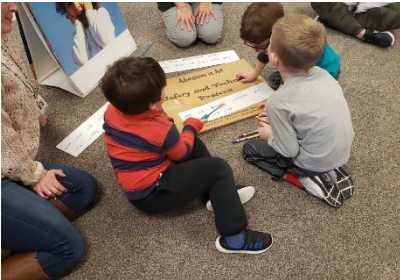
All schools in WCDSB offer Empower and Empower Comprehension. Special Education Teachers attended an Empower Refresher Professional Development opportunity in order to review and be compliant with the strategies that are an essential part of the program. Seven new Special Education Teachers have been trained during the 2019/20 School Year.

Expansion of LD Pilot

A) At one identified school, we provided the following:

- Special Education Teacher training in EMPOWER decoding and spelling
- Lexia licenses – whole class support for students in grades 3-6
- Assistive Technology (in-class training sessions) – Grades 4-8
- Social-Emotional Activities- SLP, CDA and Mental Health Lead facilitated tier one activities in Early Years, Primary, Junior and Intermediate classrooms.
- In collaboration with the Student Achievement Consultant (Early learning and Literacy K-3), the Special Education Liaison and Speech and Language Consultant offered two learning sessions for the Early Years and Grade One classroom Teachers. The sessions included discussions on identifying struggling readers and focusing in on where gaps were beginning to emerge. The program “Let’s Talk About It” was introduced in these classes and supported by both the Early Years Consultant and the Speech Language Pathologist.

Educator Team Discussion: Where are students struggling?



Let's Talk About It Program

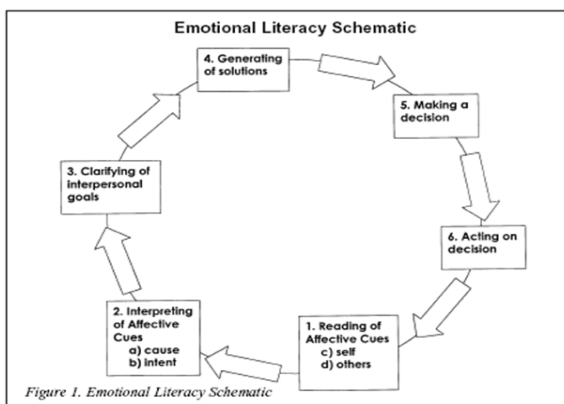
Reading Record Level (Sept)	Reading Record Level (Jan)
3	8s
4	7
6	22
3	3
2	10
9	14
4	7
5	12
11	14
6	12
4	6
5	7
5	12
7	10
7	12
6	17

Empower Progress

	P	K Skills					1st Skills				2nd Skills			3rd Skills		4th Skills	5th Skills	
Level	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Status	>	>	>	>	>	>	>	>	>	✓	✓	✓	✓	✓	16%			

Lexia Progress

B) As a Tier one approach, we have extended our learning from the pilot project to include all of the schools in our system. Our Speech Language Pathologists, in consultation and coordination with our Mental Health Lead implemented our Social-Emotional program in the early years and primary classes within WCDSB.



Generating solutions and decision making when navigating more difficult emotions has been a focus for this year. Furthermore, the Mental Health Lead for our school board has continued to use the Go Zen Video modules to support students throughout our school board.

Lexia

As part of the LD grant, WCDSB has purchased Lexia licenses to support students throughout the system. All Special Education Teachers have been trained and continue to receive support from the five Special Education Liaisons in our school board.

Assistive Technology

Chromebooks were purchased for the LD pilot schools so that their students would have access to technology. Furthermore, the Assistive Technology Resource Teacher has provided workshops to further support classroom teachers in their use of technology. She is also working within classrooms as a tier one support so that all students in the classroom will have the knowledge and skills to use the technology that is available.

Advanced Placement in WCDSB

<https://docs.google.com/presentation/d/1W8H04wt7no5MMIHJ5hDxT4c3vcYa2f4Z9wN2REHPKdw/edit?usp=sharing>

Covid 19 School Closure:

Our Student Services team has been working with schools supporting students, staff and families virtually during Covid 19 school closure. Student Services meets weekly to update communications from the board and ministry. Each discipline meets weekly to bring forward questions and concerns to their supervisor and each Family of Schools meets as a collaborative team discussing students on their caseload. Our team has been reaching out to special education teachers and classroom teachers supporting them in providing resources and strategies when working with students with Individual Education Plans. Staff continue to work with community partners to ensure successful transition to school as well as monitoring students in crisis and reaching out to students in care. Every Friday the Student Services team provides webinars on professional learning topics as per defined by the special education teachers and administrators. The learning is available to all staff.

Below is a summary of Ministry communication and WCDSB communication to staff with respect to Special Education during school closure:

Empower

- Empower Provisional Worksheets (created by Sick Kids) are used to support students during Learn at Home. These worksheets offer the opportunity to review and practice strategies that students are already familiar with.

- Each student in the LD Pilot was provided with a Lexia License to use as they learn at home. Classroom and Special Education Teachers are tracking progress on Lexia, providing mini lessons as needed and sending certificates to students as they progress through levels.

Supports to Educators

The Ministry of Education is offering facilitated remote/virtual learning for educators through a series of webinars, including on how to support students with special education needs remotely. In addition, the ministry will be posting resources for parents and teachers on supporting students with special education needs. Educators can visit <https://www.d2l.com/k-12/ontario/> to register for webinars. As well, the registration deadline for the Ontario Educator Online Autism Training Program offered through the Geneva Centre for Autism has been extended until June 30, 2020.

Mental Health Supports

Our Social Workers continue to provide mental health support to students remotely. This includes students who have been receiving prevention and intervention services in schools by social work staff, and those students who come to the attention of staff during the school closure period as needing additional support

Special Education Resources

In order to further support staff, students and parents, please note the following information from our Student Services Department:

On Staff Net you will now find a new tab called: ***Educator-Led Learning @ Home***.

The Special Education tab will include information and tip sheets to support Classroom and Special Education Teachers as they begin educator-led learning at home.

On the WCDSB Website, parents will be able to access a tab called: ***“WCDSB Learn @Home”***

This will include information and tip sheets from Student Services that is directed to parents as they support at home learning.

In order to facilitate the sharing of resources developed by Special Education Teachers, the **WCDSB Special Education Teacher Google Classroom** has been created.

IEPs

Reg. 181/98 requires that IEPs be completed and a copy sent home no later than 30 days after placement of a pupil in a program. **This timeline is not suspended under any of the emergency legislation invoked to date.**

Transitions

Our SELs and support staff are working alongside community agencies to support the transitions of our students from pre-school into our school setting for September 2020.

For students transitioning from Grade 8 to Grade 9, should the elementary school administrator deem it necessary to meet virtually with the secondary school to discuss some of the students transitioning, they may wish to set up a virtual meeting with appropriate staff including the secondary administrator.

Identification, Placement & Review Committee Meetings

A school principal may choose to refer a student to an IPRC, or if a parent requests an IPRC, the principal must refer the pupil. Given that principals have discretion to refer a pupil to an IPRC when the parent has not made a request, referrals will be suspended until schools are open.

We encourage members of SEAC to touch base with their organizations to bring forward any issues or concerns to the SEAC chair so we may ensure we are meeting the needs of our learners and families at WCDSB.

Below is a list of professional learning opportunities for all our staff following March 13, 2020:

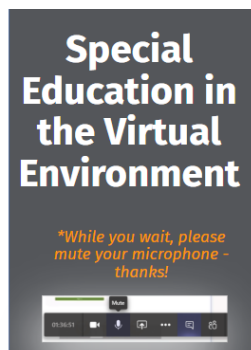
May 8th- Week 1 Summary



Staff Professional Development- Week 1

- Week 1- May 8th
- 400+ attendance in first week
 - 75% Support Staff
 - 25% CT, SET, Admin
- SS Feedback form
 - 250+ responses (67% response rate)
 - Please ensure you allocate 5 mins at the end of PD session to allow staff to complete feedback form before bidding adieu

May 8 and May 15-Special Education in the Virtual World: Special Education Liaisons



Resources on Staff Net and Website



Google Classroom

The Classroom Has 8 Topics:



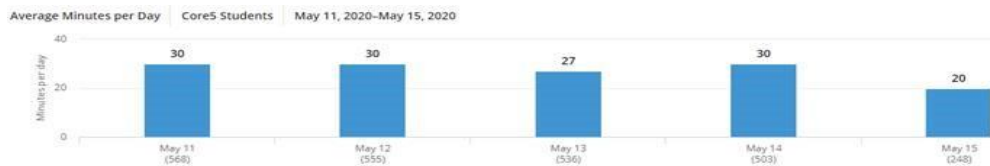
Using Data from Lexia

At the start of the school year, 62% of students were working with material below grade level. Currently, 55% of students using Lexia are working with material below grade level and we have 38% working with material within their grade level.

Students by Grade Level of Material (GLM) from Sep 1, 2019–May 15, 2020



Below: 568 students logged into the program on May 11th with an average of 30 minutes on the program.



Lexia usage has increased over the past two months. During the week of April 27, 964 students logged on and of that group, 66% met their usage requirements.



Upcoming PD opportunities for May/June:

- Accessing Staff and Parent Portal Special Education Resources (May 2020)
- Tips for making Referrals for Psych Assessments (May 2020)
- Augmentative and Alternative Communication (May 2020)
- Accommodating Materials for Students with Visual Impairments (May 2020)
- Oral Language (May/June 2020)
- Assistive Technology (May/June 2020)
- ABA in the Classroom (May/June 2020)
- ABA 7 Part Series (May/June 2020)
- Alternative Programming (May 2020)
- Transitions (June 2020)
- IEP Tips (June 2020)
- Social Communication Skills (June 2020)
- Transitions (June 2020)

How are Special Education Teachers supporting during school closure?

Jump Math: _Special Education Teachers are posting videos and sending through google classroom. Example below:

Counting by fives - Grade One Jump Math Lesson by Laura Mainland

<https://drive.google.com/file/d/1xymaZ1tc74iAWkczCTyDLhFTFLzZQdIV/view>

Lexia: _Special Education Teachers are providing mini lessons when students are struggling. Example below:

Long and Short Vowels (Level 6)

<https://drive.google.com/file/d/1x-kw9jAlQfF1uvXQ-T0SDjDOKpLH-IXm/view> OR




<https://youtu.be/Tw3VFiBZII8>

Google Classroom:



A place to share activities that support students during school closure. Example of some of the activities below:

WCDSB Special Education Teachers Stream **Classwork** People Grades

Functional Numeracy

-  Telling time to the Hour and Half Hour Posted May 4
-  On the Farm Counting Posted Apr 29
-  Addition -Sums up to 10 Posted Apr 29

Functional Literacy

-  Word Study - Week 3 (Lisa Vermet) Posted May 6
-  Word Study - Week 1 (Lisa Vermet) Posted May 6

Learn at Home Resources:

For Staff



For Parents



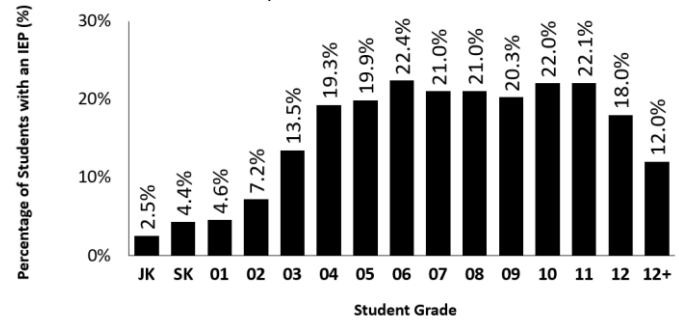
Achievement of Students with an Individual Education Plan:

In order to ensure we are meeting the needs of students with an Individual Education Plan we must ensure a highly qualified and skilled staff to meet the needs of our learners. We quantitatively measure our success by the increase in achievement of our students.

Current Demographics:

As of October 22nd, 2020, approximately 13.6% of students in Elementary (n = 2409) and 18.8% of students in Secondary (n = 1628) are supported with an IEP (Figure 1). Relative to three years previous (2017), we have proportionally fewer students with an IEP in both Elementary and Secondary (14% of students in Elementary, n = 2215, and 24% of students in Secondary, n = 1681).

Figure 1: Proportion of student with an IEP by grade (as of October 22nd, 2020)



Elementary Trends over Time:

Primary/Junior EQAO

When we examine students who are supported with an IEP, we are observing that proportionally more students writing the Junior EQAO assessment are meeting provincial standard compared to the previous year (Figure 3). Compared to the last EQAO assessment in 2018, we saw a 4% increase in Reading, an 11% increase in Writing, and a 2% increase in Mathematics for students supported with an IEP. For students with an IEP and who wrote the Primary EQAO assessment, we are noticing that proportionally fewer students are meeting the provincial standard compared to the trends observed over the past five years: 41% in Reading, 44% in Writing, and 29% in Mathematics (Figure 2).

Figure 2: Grade 3 EQAO Achievement for students with an IEP compared to students without an IEP for the last 5 years

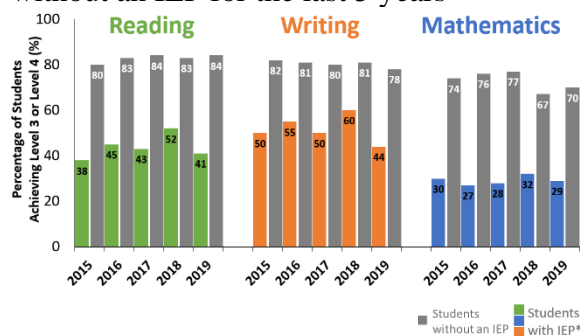
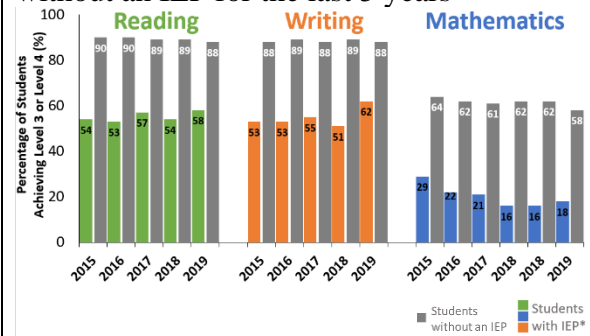


Figure 3: Grade 6 EQAO Achievement for students with an IEP compared to students without an IEP for the last 5 years



In addition to Board level achievement over time, students with an IEP are exceeding provincial trends on both the Primary and Junior Mathematics subtest of the EQAO Assessment (Figure 4 and Figure 5). On the 2019 assessment, we exceeded the province by 3% in Primary Mathematics and 3% in Junior Mathematics. Compared to the Province, we are noticing that proportionally fewer students met provincial standard in the Reading and Writing subtests, reversing the positive trend observed in 2018.

Figure 4: Grade 3 EQAO Achievement for students with an IEP compared to Province for the last 5 years

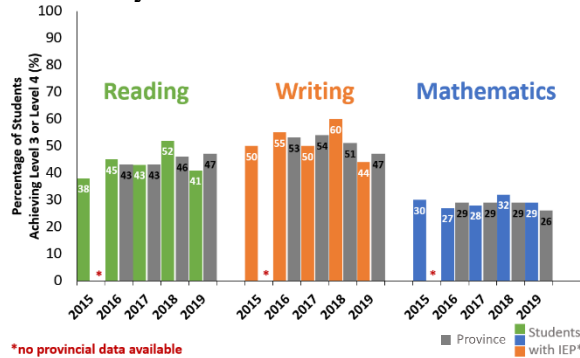
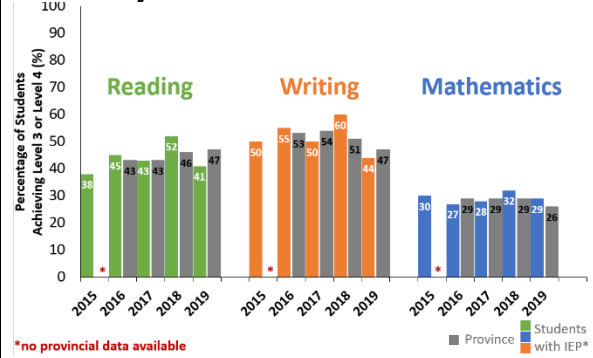
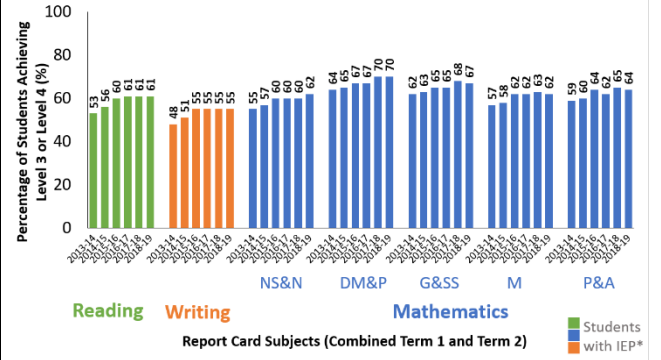


Figure 5: Grade 6 EQAO Achievement for students with an IEP compared to Province for the last 5 years



Teachers have a deep understanding of the learner and can implement precise programming for students at the day-to-day level. Report card data in both the Literacy and Numeracy area show that there is an upwards trend of students with an IEP that are achieving at provincial standard over the last five years (Figure 6). The most dramatic increase in achievement was observed between 2014 and 2019 in areas of Reading (9% increase), Writing (8% increase), and in all strands of Mathematics (7% increase in Number Sense & Numeration, 6% in Data Management & Patterning and 5% in all other strands).

Figure 6: Proportion of students meeting provincial standard in Reading, Writing and Mathematics on the report card for the last 6 years



Secondary Trends over Time:

Grade 9 EQAO-OSSLT

Proportionally more students with an IEP met the provincial standard on the Grade 9 EQAO when compared to the province in 2019. Compared to the province, proportionally more students met the provincial standard on both levels of the Grade 9 Assessment -- 9% in Applied and 10% in Academic (Figure 7). Compared to the past few years, proportionally more students met provincial standard in 2019 on the OSSLT when compared to the provincial average, returning to our gain we observed in 2016 (Figure 8).

Figure 7: Grade 9 EQAO Achievement for students with an IEP compared to province (by level) for the last 6 years – excluding gifted.

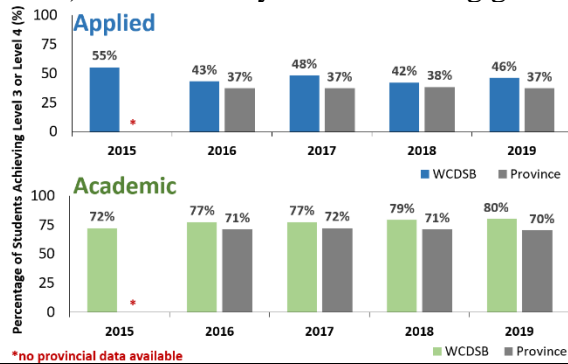
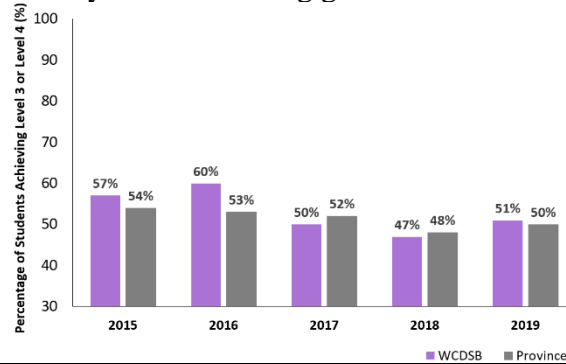


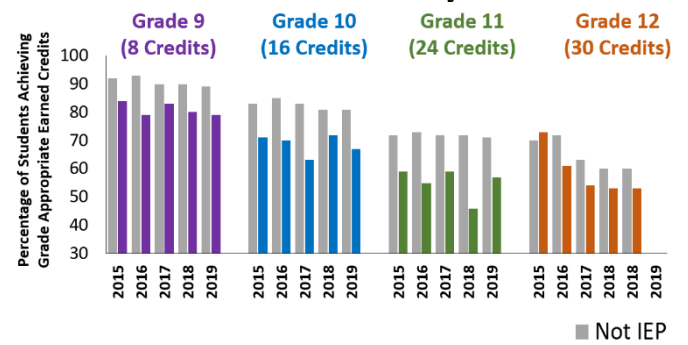
Figure 8: OSSLT Achievement for students with an IEP compared to province (by level) for the last 6 years – excluding gifted



Credit Accumulation

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

Figure 9: Credit Accumulation for students with/without an IEP for the last 5 years



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

Our data platform, enCOMPASS for success, allows educators to triangulate historical and real-time achievement data from multiple sources in a single student profile. Especially for students with diverse learning profiles, it is critical to consider all information when programming for students. This tool allows teams of educators supporting students to have a common tool to access historic and real-time assessment data quickly from one location, document interventions in response to precise learning needs for students, and upload student work. Continued professional development will be provided to all educators as they learn how to navigate this tool.

Recommendation: For information only

Prepared/Reviewed By: Loretta Notten
Director of Education

Laura Shoemaker
Superintendent of Learning

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



Date: Monday May 25, 2020
To: Board of Trustees
From: Director of Education
Subject: WCDSB's response to "Pride Month"

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)

WCDSB Pastoral Plan – Year 1 Theme – Called to Belong

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

Education Equity Action Plan, Ontario Ministry of Education
Ontario Human Rights Code
APC 037 Equity and Inclusive Education Policy
WCDSB Well-Being Plan

Alignment to the MYSP:

(Indicate Priority area/strategic direction and goal(s))

Priority: Nurturing Our Catholic Community
Strategic Direction: Promote a Culture of belonging and respect, that supports success for all
Goal: Successful Implementation of WCDSB equity action plan to facilitate organizational change

Background/Comments:

The WCDSB has prioritized equity, inclusion and belonging in each of the current MYSP, the Pastoral Plan and the Well-Being Plan. Core in each of those is the goal that "*student and staff feel a sense of belonging and inclusion in their learning community*". WCDSB is proud of its many efforts by which this is a lived reality each day of the school year. Core to our ethos as a school system is our belief that each person is valued within God's eyes and that our Church and our schools are places where each of us is "Called to Belong".



As Catholics, we believe that we are wonderfully made in the image and likeness of a God who created us and loves us unconditionally – just as we are. We are called to love and celebrate one another, just as God loves and celebrates each of us. We honour the inherent dignity in each other by treating one another with care, compassion, and respect. The month of June is designated as Pride month across the province of Ontario, and indeed much of Canada and the globe. In the month of June, and each and every month our Catholic Schools, we are committed to nurturing safe and inclusive learning environments where every student and every member of the community is welcomed, valued and respected. We will promote this message throughout the month of June.

Over the course of the past year several dialogues and meetings have taken place to explore how we might reflect this reality to our broader community. Our students have articulated previously their desire to see our school fly some outward symbol that reflects our lived reality of inclusion, and which shares that message with the broader community. WCDSB will therefore fly the following flag for the entire month of June at each of its buildings and school locations.



The image draws beautifully from the visual currently exemplifying Year 1 of our WCDSB Pastoral Plan, “*Called To Belong*”, while also capturing the colours which typically represent the LGBTQ community – in June and always. We believe the message – *We are all wonderfully made – We love because he first loved us.*” (1 John 4:19) captures a beautiful message that we hope will resonate well in each of our school communities and across the broader WCDSB community.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

*Bylaw 4.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”





Date: May 25 2020
To: Board of Trustees
From: Student Trustees
Subject: Student Trustee Report for May 2020

Type of Report: ☒ Incidental Information
Type of Information: ☒ Information only of the activities of the Board Chair

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

Policy II 011 Student Representation on the Board
Policy II 012 Student Trustee Role Description

Background/Comments:

The following are highlights of the Student Trustee activity during the month of May 2020

Common Activities Hosted by The Schools:

- **Co-president elections** — At different times throughout the month of May, the secondary schools held an election to select their co-presidents for the upcoming 2020-2021 school year.
- **Res and Bennies Got Talent** — Resurrection and St. Benedict hosted a virtual talent show. Students could submit videos of themselves displaying their talents. These videos were put together and later posted on the school's Instagram pages for students to view.
- **Coffee House** — Several secondary schools held a virtual coffee house where student performers can submit videos of themselves singing, dancing, or citing poetry. These videos were put together and posted on the appropriate school's social media page.
- **Student Council Applications** — Student council applications for the upcoming 2020-2021 school year were made available for students to apply. The applications were then submitted to the respective SAC Directors.

Unique Activities Hosted by The Schools:

- **Grad Celebrations** — In light of the seniors who sacrificed their grade 12 year for the health and safety of the community, both St. Benedict and Monsignor Doyle hosted online events to aid the graduating class of 2020 in coping with COVID-19. St. Benedict created a graduation video reflecting on the memories of the class and Monsignor Doyle hosted a virtual grad week where they showcased speeches from incoming and incumbent co-presidents, shared success stories of past graduates, informed the community about the new graduation date, had a throwback Thursday, and a day to feature individual graduates.
- **Fail Video Friday** — In attempt to bring humour to the current situation, Monsignor Doyle hosted Fail Video Friday where students had the opportunity to submit videos of them failing at something.
- **Celtic Good News** — Similar to "Some Good News", St. David continues to post videos featuring both students and staff with updates and comedic skits.



- **Celtic Spirit Week** — St. David hosted a virtual spirit week for the duration of the week when the original spirit week was planned. Student Council posted videos, challenges and activities for students to complete.

Student Trustee Update

- Last month, Meghan and Rori attended the student trustee elections where the Kate Morrison and Abby Barbosa were elected as the student trustees for the 2020-2021 school year
- Meghan and Rori also had the opportunity to host a virtual meeting with the secondary student senate where we brainstormed ways to support students during this time
- The Ontario Student Trustee Association (OSTA) hosted an EGM for current and incoming trustees to participate in.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Meghan Cymbron and Rori Schaefer, Student Trustees

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





Date: May 25, 2020
To: Board of Trustees
From: Chair of the Board
Subject: Chair's Report for May 2020

Type of Report: ☒ Incidental Information
Type of Information: ☒ Information only of the activities of the Board 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 following are highlights of the chair's activity during the month of May 2020, a very much reduced activity level because of many activities cancelled due to COVIN 19.

- Contributed to Trustee video message for Catholic Education Week – Igniting Hope
- Attended GetQuorum Mock Virtual General Meeting in preparation for OCSTA AGM (May 8)
- Attended CPIC Virtual Meeting (May 13)
- Attended SEAC Virtual Meeting (May 20)

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Bill Conway, Chair of the Board

*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."





Ontario Catholic School Trustees' Association



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

May 9, 2020

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

FROM: Patrick Daly, Chair, Labour Relations Committee

RE: Voluntary Redeployment of Employees to Other Sectors in Need

Earlier today the government announced a Voluntary Redeployment Framework for the education sector - <https://news.ontario.ca/opo/en/2020/05/ontario-enables-school-board-employees-to-be-voluntarily-redeployed-to-congregate-care-settings.html>. As previously advised, OCSTA, as well as the other Trustee Associations and the provincial leadership of the unions, were involved in the creation of the attached framework given the laudable goal of providing support to other sectors which have been seriously affected by COVID-19. Later today a “B” Memo will be provided to school boards as well and posted on this website <https://efis.fma.csc.gov.on.ca/faab/Memos.htm>.

As will be confirmed in the “B” Memo, the framework is entirely voluntary, and boards, unions and employees may choose to participate. For those boards that opt to participate, the attached templates have been created with the assistance of legal counsel, however we understand that boards may still wish to discuss the voluntary redeployment issue with their own local counsel, when considering participation given local community and board needs. The templates may be customized to reflect local board needs however, any customization will of course need to be agreed between all parties signing the finalized documents. We have been advised by OECTA that they will be seeking revisions to clarify that the redeployment opportunities exist for daily occasional teachers as all permanent teachers are actively engaged in supporting distance learning.

All boards opting to participate will need to engage in consultation with each of their local union representatives with regard to next steps including finalizing the agreement (Appendix 1) with each participating union. Once the agreement with the participating union is finalized, boards can use the draft employee communication attached, amended as appropriate for local needs, to provide information to employees represented by the participating union creating the opportunity for employees to volunteer and hopefully, be matched via the provincial matching tool. Once a match has occurred, the second agreement (Appendix 2) between the school board, the participating union, the receiving employer and union in the receiving employer’s workplace (if applicable) will also need to be finalized as appropriate and executed before an employee can be redeployed.

We thank boards for their willingness to consider this important initiative. Should you have any questions please do not hesitate to contact us. As always we continue to keep your boards, students and staff in our prayers during this time.

Attachments: Appendix I – Principles Agreement
 Appendix II – Redeployment Agreement
 Draft Employee Communication

APPENDIX 1: SUGGESTED TEMPLATE INTERNAL AGREEMENT

SUPPORTING COMMUNITIES AGREEMENT

between

_____ (the “School Board Employer”)

and

_____ (the “Union”)

Re: Voluntary Temporary Redeployment of Employees Between Employers Relating to COVID-19

1. This Supporting Communities Agreement (“Agreement”) document is being developed at the request of the Crown, in response to the exceptional circumstances of COVID-19.
2. The Agreement is intended to provide guidance to and assist organizations in other sectors with a coordinated response to the COVID-19 crisis without undue delays.
3. It is the intention of the parties to assist communities in protecting the health and safety of all Ontarians.
4. The parties recognize that:
 - a. In some sectors, there is an overwhelming need for additional staffing resources whereas in others, some bargaining unit members can be redeployed without jeopardizing ongoing operations; and
 - b. There are employees and their bargaining agents that are expressing a willingness to support their local communities during this time by considering voluntary temporary redeployments to new workplaces.To that end, a provincial matching process is being developed in order to allow employees to voluntarily self-identify for redeployment to other sectors, such as health care, long term care, and others.
5. The Union and School Board Employer have worked together to develop the following Guiding Principles in the spirit of good faith and community support:

- a. It is understood that any voluntary redeployment that occurs as a result of the provincial matching process will continue only so long as an emergency declaration related to the pandemic remains in effect under the *Emergency Management and Civil Protection Act*, unless otherwise agreed by the parties, or as much written notice as possible of this decision is provided to the other parties, or as provided under paragraph 5.k.
- b. It is understood that school board bargaining unit employees may be offered the opportunity to self-identify to volunteer for temporary redeployments to another employer (“the Receiving Employer”), taking into account, and subject to, operational requirements of the School Board Employer.
- c. An employee (the “Temporarily Redeployed Employee”) chosen by a Receiving Employer shall be offered a temporary redeployment at the location, site or facility experiencing the need for additional employees.
- d. Subject to paragraph 5.e, the Temporarily Redeployed Employees shall remain employees of the School Board Employer and shall continue to be covered by the terms of the collective agreement between the parties including dues, wages, benefits (including but not limited to: LTD, Life insurance, WSIB), pension entitlement, service, seniority. For greater clarity and not limiting the generality of the foregoing, Temporarily Redeployed Employees shall retain their collective agreement rights to their position with the School Board during periods of redeployment, including the right to return to their position and the right to apply to postings under the collective agreement.
- e. Temporarily Redeployed Employees will be subject to the working conditions of the Receiving Employer for the duration of the redeployment. Where the Receiving Employer is unionized the Temporarily Redeployed Employee will be subject to the working conditions (i.e. shift assignments) as outlined in the collective agreement of the Receiving Employer.
- f. The Temporarily Redeployed Employee and School Board Employer shall be provided with the name and contact information of the Receiving Employer and supervisor and the name and contact information of the other bargaining agent’s business agent or representative.
- g. The School Board Employer shall inform the Receiving Employer that as a condition of the voluntary redeployment that Temporarily Redeployed Employees must receive the following prior to working their first shift with the Receiving Employer:
 - i. Appropriate safety equipment for the position and as may be recommended by the Chief Medical Officer of Health;
 - ii. Appropriate Infection Control and Prevention (IPAC), training (including required health and safety training) and guidance during

- working hours, commensurate with the circumstances, classification and expected job duties;
 - iii. Appropriate onboarding, orientation and training during working hours, including but not limited to familiarization with essential information such as policies and procedures regarding health and safety, job routines, location of supplies and equipment, fire and disaster plans, as well as employee obligations consistent with the job duties and classification, including but not limited to, work protocols and confidentiality obligations; and
 - iv. Contact information of Temporarily Redeployed Employee's supervisor.
- h. Wages of the Temporarily Redeployed Employee shall include the Province's temporary pandemic pay announced on April 25, 2020, if the Temporarily Redeployed Employee is matched to an eligible worksite and a qualifying role. Temporarily Redeployed Employees may access emergency child care services based on the Emergency Orders.
 - i. Ten (10) month employees who are typically laid off for the Summer also may volunteer to work beyond those ten (10) months, while maintaining their recall rights with the School Board Employer. Should 10 month employees be redeployed and continue working into the summer these Temporarily Redeployed Employees will be paid their regular wages and receive all other entitlements for which they are eligible (including but not limited to benefits, pension) for the period of redeployment subject to paragraph 5.h).
 - j. Daily Occasional teachers or Casual employees who are currently laid off due to COVID-19 circumstances may also volunteer. Should this occur these Temporarily Redeployed Employees will return to the School Board Employer's payroll and be paid based on the hours worked at the Receiving Employer and will be paid their regular wages and receive all other entitlements, as applicable, for the period of redeployment subject to paragraph 5.h). The recall rights of these Temporarily Redeployed Employees with the School Board Employer are preserved.
 - k. A voluntary temporary redeployment may be terminated at any time by the Temporarily Redeployed Employee, the Employer, or the Receiving Employer for any reason. As much written notice as possible of this decision shall be provided to the others.
 - l. There shall be no discipline or reprisal to any employee who refuses a voluntary temporary redeployment to another sector despite their having volunteered. Any other form or discipline imposed during the period of the temporary voluntary redeployment or imposed by the Receiving Employer and relied upon or intended to be relied upon by the School Board Employer with respect to the Temporary Redeployed Employee is subject to the grievance process as per the collective agreement of the Union and

the School Board Employer. Both parties hereby waive any objection as to the arbitrability of such a grievance on the basis that the incidents giving rise to the discipline occurred during redeployment.

m. Volunteering employees will be advised they are assuming a certain amount of risk.

6. In accordance with this agreement, the Union and School Board Employer have worked together to develop "Appendix 2: Suggested Template External Agreement" as the basis of any temporary voluntary redeployment with the Receiving Employer and Receiving Union.
7. The Union, School Board and Receiving Employer are free to agree on dispute resolution mechanisms that address any concerns arising from redeployment. It is agreed that the temporary voluntary redeployment, so long as it carried out in a manner that is non-discriminatory, non-arbitrary and in good faith cannot be the subject of a grievance between the School Board Employer and the Union.

Nothing in this agreement, however, prevents a Temporarily Redeployed Employee from filing any claim or action against the Receiving Employer under any applicable Ontario legislation, including but not limited to the *Human Rights Code*, the *Employment Standards Act, 2000*, the *Occupational Health and Safety Act*, *Workplace Safety and Insurance Act, 1997*, etc.

8. It is acknowledged that this Agreement has been prepared on an urgent basis and that it should be interpreted and applied in a manner that gives greatest effect to its purpose and principles. This agreement may be amended by the parties in writing by mutual consent.

SIGNED this __ day of _____

(SIGNATORIES)

APPENDIX 2: SUGGESTED TEMPLATE EXTERNAL AGREEMENT

MEMORANDUM OF AGREEMENT

BETWEEN

_____ the “Sending Employer”

and

_____ the “Receiving Employer”

(collectively, the “Employer Organizations”)

and

_____ the “Sending Union”

and

_____ the “Receiving Union” [If applicable]

Re: Voluntary Temporary Redeployment of Employees Between Employer Organizations Relating to COVID-19

WHEREAS, in some Ontario communities, there is a critical and immediate need for staffing resources;

WHEREAS, in some Ontario sectors, due to closures of certain organizations, some employees have expressed a willingness to support their local communities on a voluntary basis during this time of crisis, by temporarily accepting new workplaces and new duties;

WHEREAS the Receiving Employer may require additional staff beyond its existing complement due to an escalation or change in service delivery requirements;

WHEREAS certain employees of the Sending Employer may choose to volunteer their services to the Receiving Employer subject to the terms and conditions set out herein; and

WHEREAS the Lieutenant Governor in Council has made certain Emergency Orders under the *Emergency Management and Civil Protection Act* applicable to and in order to facilitate the redeployment of employees under this Agreement;

NOW THEREFORE the parties hereto agree as follows:

1. This Memorandum of Agreement is unique to COVID-19 and has been entered into on a without precedent and without prejudice basis, having regard to the extraordinary circumstances created by the COVID-19 pandemic.
2. It is agreed that this Agreement shall become effective on _____ and will continue until there is no longer an emergency declaration under the *Emergency Management and Civil Protection Act* in effect that relates to COVID-19, unless otherwise agreed in writing by the parties (the “Term”).
3. Nothing in this Agreement alters or amends the Sending Union’s or Receiving Union’s collective agreements, bargaining rights, obligations or entitlements or any agreements or bargaining processes between the Unions and the Sending or Receiving Employers respectively, except as provided for in this Agreement (expressly or by necessary implication) and for the purposes of this Agreement.
4. At any time during the Term, the Receiving Employer may assign available work (the “Work”) to employees of the Sending Employer (the “Temporarily Redeployed Employees”) in accordance with this Agreement.
5. The Work will be assigned only to employees of the Sending Employer who have voluntarily agreed to a temporary redeployment to the Receiving Employer, subject to paragraphs 15 and 18 below.
6. The Work shall not be assigned to the Temporarily Redeployed Employee where employees of the Receiving Employer are available to perform the Work.
7. The Receiving Employer shall be responsible for the health, safety and welfare of Temporarily Redeployed Employees during their working hours with the Receiving Employer during the Term, and shall ensure compliance with all relevant legal obligations, including the *Occupational Health and Safety Act* and all other applicable laws as if it were the employer of the Temporarily Redeployed Employees.
8. Prior to any Temporarily Redeployed Employee’s first shift, the Sending Employer shall provide the Receiving Employer with,
 - (a) The name and contact information of the Temporarily Redeployed Employee; and

- (b) The name and contact information of the Sending Union's representative
9. Prior to the Temporarily Redeployed Employee's first shift, the Receiving Employer shall provide the Temporarily Redeployed Employee, the Sending Employer, the Sending Union and the Receiving Union (if any) with: The name and contact information of the Temporarily Redeployed Employee's supervisor;
 - (a) The name and contact information for the Health and Safety representatives of the Receiving Employer and Receiving Union (if applicable);
 - (b) The name and contact information of the Receiving Union's bargaining unit representative (if applicable); and,
 - (c) The employment contract or acknowledgement signed by the Temporarily Redeployed Employee.
 10. The Receiving Employer shall provide the Temporarily Redeployed Employee with the following prior to his or her first shift:
 - (a) Appropriate safety equipment, including personal protective equipment ("PPE"), for the position and as recommended or directed by the Chief Medical Officer of Health of Ontario to be maintained or replaced as necessary, for the entire duration of the temporary redeployment;
 - (b) Appropriate Infection Control and Prevention ("IPAC") training or guidance, commensurate with the circumstances and classification. The Receiving Employer confirms that they have appropriate IPAC procedures in place in compliance with applicable Infection Prevention and Control guidelines (during this training, the Temporarily Redeployed will be paid at their regular rate as modified by this Agreement); and
 - (c) Appropriate onboarding, orientation and training, including but not limited to familiarization with essential information such as policies and procedures regarding health and safety, job routines, location of supplies and equipment, fire and disaster plans, confidentiality obligations and any other obligations arising from their temporary role (during such orientation and training, the Temporarily Redeployed will be paid at their regular rate as modified by this Agreement).
 11. The Receiving Employer shall track and report hours and other payroll-related matters consistent with the Sending Employer's collective agreement and shall report those hours to the Sending Employer on a biweekly basis.
 12. In the course of performing the Work, Temporarily Redeployed Employees will be under the direction and supervision of the Receiving Employer in accordance with the policies, procedures and by-laws of the Receiving Employer, including with respect to scheduling, assignments, breaks and hours of work and, including the health and safety, the privacy and security and other applicable policies of the Receiving Employer.
 13. The Receiving Employer shall maintain oversight of the Temporarily Redeployed Employees' job duties and shall maintain regular and consistent contact with

Temporarily Redeployed Employees. Similarly, the Receiving Union shall act in the best interests of Temporarily Redeployed Employees, as it would for any member of its bargaining unit. For example, any situation that the union may object to for its own members, the redeployed employee can expect similar treatment. Nothing in this Agreement, however, prevents a Temporarily Redeployed Employee from filing any claim or action against the Receiving Employer under any applicable Ontario legislation, including but not limited to the Human Rights Code, the Employment Standards Act, 2000, the Occupational Health and Safety Act, and the Workplace Safety and Insurance Act, 1997.

14. Temporarily Redeployed Employees shall remain employees of the Sending Employer and shall continue to be covered by the terms of the Sending Employer's collective agreement or other terms and conditions of employment with respect to dues wages, benefits, sick leave, WSIB, seniority and service, except as modified by this Agreement. Specifically, Temporarily Redeployed Employees will be eligible for pandemic premium pay if matched to an eligible worksite and a qualifying role. Temporarily Redeployed Employees may access emergency child care services based on the Emergency Orders. The Sending Employer shall remain responsible for providing all compensation, benefits, and other employment entitlements to all Temporarily Redeployed Employees in accordance with the Sending Employer's collective agreement as modified in the applicable case by this Agreement. Disputes regarding these matters or arising from any circumstances surrounding the temporary deployment of Temporarily Redeployed Employee shall be resolved through the grievance process of the Sending Employer's collective agreement.
15. A temporary redeployment may be terminated at any time by a Temporarily Redeployed Employee, the Receiving Employer, or the Sending Employer for any reason. As much written notice as possible of this decision shall be provided to the other parties. There shall be no discipline or reprisal for a Temporarily Redeployed Employee for a) declining the opportunity of temporary redeployment, b) declining such employment once advised of the location and nature of the work to be assigned, or c) terminating the redeployment at any time after accepting the assignment except that in that case, every effort shall be made by a redeployed employee to provide notice to the other parties. Similarly, the termination of the redeployment by either the Receiving Employer or Sending Employer cannot be the subject of a grievance and is not arbitrable.
16. The Sending Employer is not entitled to receive compensation from the Receiving Employer for the services provided by Temporarily Redeployed Employee, unless agreed to separately in writing.
17. Nothing in this Agreement constitutes or should be construed as creating a partnership, joint venture, agency, dependent contractor, or employment relationship between the Employer Organizations. Neither of the Employer Organizations shall have the power or authority to bind the other or to assume or

create any obligation or responsibility, expressed or implied, on the other's behalf or in its name, nor shall it hold itself out to any third party as a partner, joint venturer, agent or employee of the other.

18. Each of the parties hereby agrees that it shall be responsible and liable for its own acts, omissions, negligence and willful misconduct, including that of its respective directors, officers, employees, contractors and agents, save and except that no party hereto shall be responsible for or liable solely for entering into or implementing this Agreement.
19. The Receiving Employer covenants and agrees to save harmless and indemnify the Sending Employer from all liabilities, obligations, claims, applications, grievances, demands, losses, actions and any resulting damages, penalties, charges, fines, judgments, costs, expenses or other remedies incurred as a result of or arising out of the Receiving Employer's and/or its employees' acts, omissions, negligence or misconduct relating to this Agreement or a temporary redeployment taking place under this Agreement. This indemnity shall survive the expiration of the term of any temporary deployment under this Agreement.
20. In the event of a dispute between the Employer Organizations arising from this Agreement, the Employer Organizations shall use their best efforts to resolve the dispute without recourse to litigation.
21. It is acknowledged that this Agreement has been prepared on an urgent basis and that it should be interpreted and applied in a manner that gives greatest effect to its purpose and principles.

SIGNED THIS ____ DAY OF ____, 2020

(SIGNATORIES)

[to be put on Employer Letterhead]

To: Employee Group

From:

Re: Supports for Communities Voluntary Redeployment

As COVID-19 continues to have an effect throughout our community, INSERT SCHOOL BOARD AND INSERT UNION have come together during this pandemic to support a voluntary redeployment framework to help address staffing shortages in other sectors, such as hospitals, long-term care homes, retirements homes and other residential congregate care settings. Under the framework, employees have the opportunity to volunteer through an online provincial portal to self-identify skills/abilities, geographic location and availability.

Employees may register for voluntary temporary redeployment opportunities. If temporarily redeployed, current employment relationships shall remain unchanged, including:

- Terms of the collective agreement, including compensation, with some exceptions as circumstances require (i.e. shift assignments).
- Eligibility for the pandemic premium pay if matched to eligible institutions (e.g. long-term care homes) and working in an eligible role.
- Employees who have been redeployed may also access emergency child care, if eligible
- Our EAP program [link] or [highlight other community resources that are available].

Redeployment only lasts during the emergency order period. However, the employee, the school board or the receiving employer, can choose to end redeployment at any time. Occasional Teachers and Casual Workers that were laid off are also eligible for this program.

Although the safety of our staff is always our priority, employees should know there is always a degree of risk. The school board will only agree to a deployment if the receiving employer commits to providing the appropriate:

- Safety equipment for the position and as may be recommended by the Chief Medical Officer of Health;
- Infection Control and Prevention (IPAC), training; and
- Registration, orientation and other worksite specific training.

If you are interested in volunteering for redeployment, the following are the next steps:

- Go to the website [insert link to be provided when matching tool is ready] and select BPS Voluntary Redeployment (attached are instructions that can help you register);
- Once you register you will be sent an email to complete the registration and complete your availability;

- The School board will be contacted to confirm volunteers can be made available for redeployment
- If a match is made, you will be contacted by receiving employer or Ontario Health to confirm interest.

Only then will you enter into an agreement with the Receiving Employer, which will be shared with the school board and the union.

There is no guarantee that you will be matched. Under this voluntary redeployment strategy there is no expectation nor adverse consequences if you decide not to volunteer. Furthermore, this arrangement is not intended to interfere with employees who are currently supporting distance learning. Redeployment is a personal decision and may not be the right choice for you, but for those that are willing, there is urgent need for your help and assistance with some of our most vulnerable population in these unprecedented times.

Thank you for taking the time to consider this opportunity to help in our community. If you have questions, please contact [INSERT EMPLOYER OR UNION CONTACTS]

Attachment – instructions on the matching tool [to be provided]



Ontario Catholic School
Trustees' Association

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

May 11, 2020

MEMORANDUM

TO: Chairpersons and Directors of Education
Chaplains, Faith Animators & Religious Education Consultants
Communications Departments
- All Catholic District School Boards

FROM: Anne O'Brien, Director of Catholic Education

SUBJECT: 2020 Catholic Education Week – Evaluation Surveys

Dear Colleagues,

I want to thank you for the great work you accomplished during Catholic Education Week 2020. The collective efforts of our clergy, trustees, Chairs, Directors of Education, teachers, parents, Religious Education Consultants, chaplains, students, student trustees and our Catholic education partners, made this a very successful Catholic Education Week. You are to be congratulated!

Although Catholic Education Week 2020 has come to an end, we will soon begin working on new materials for Catholic Education Week 2021. I will be meeting with our Catholic Education Week Committee next week, to discuss theme ideas and resources for next year's Catholic Education Week.

Your feedback on Catholic Education Week 2020 is greatly appreciated and will be reviewed by the Committee at their first meeting next week, to assist them with their planning for Catholic Education Week 2021. Please access the evaluation surveys for Catholic Education Week 2020 at:

School Level:	https://www.surveymonkey.com/r/HXYQ67J
Chaplains, Faith Animators & Religious Education Consultants:	https://www.surveymonkey.com/r/HXFDP8W
CDSB Communications Departments:	https://www.surveymonkey.com/r/HXZWVCV

We would ask you to kindly complete the survey by **Wednesday, May 20, 2020.**

Thank you once again for all your hard work and participation in this year's Catholic Education Week.



Ontario Catholic School Trustees' Association

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

May 20, 2020

MEMORANDUM

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

FROM: Beverley Eckensweiler, President

SUBJECT: **Toonies for Tuition 2020 Fundraising Results**

On behalf of the OCSTA Board of Directors, I would like to thank all boards who participated in this year's Canadian Catholic School Trustees' Association *Toonies for Tuition* "**Ontario Campaign.**" Considering the significant challenges we face this year as a result of the global pandemic and physical distancing requirements, it is truly heartwarming to see the efforts of so many Catholic school board communities generate funds to assist families in those provinces where public funding for Catholic schools is not available.

I am happy to report that Ontario Catholic school boards were able to raise approximately \$64K and we are grateful to the 17 participating CDSBs who contributed to this significant fundraising total.

I am also pleased to announce the winner of this year's Ontario Campaign challenge:

The Niagara Catholic District School Board!

The Niagara CDSB raised \$13,923 for *Toonies for Tuition*! We are sincerely grateful to the Niagara CDSB for their outstanding efforts. We look forward to presenting your board with the Ontario Campaign trophy in a virtual or in-person format (to be announced).

As I think on the kindness reflected in this response, I'm reminded of an often used phrase right now, "we are all in this together."

That feeling of shared responsibility, concern and support is becoming universal, though as a Catholic community that has always been our 'norm'. As we've demonstrated through the countless acts of Christian service that fill the calendars of every Catholic school in Ontario, we know that "Together in Faith" we will always move forward and in the love of Christ and that gives us hope in these challenging times. God bless and thank you again for your support.



Ontario Catholic School Trustees' Association

AGM NOTICE

TO: THE MEMBERS OF THE ONTARIO CATHOLIC SCHOOL TRUSTEES' ASSOCIATION
NINETIETH ANNUAL GENERAL MEETING

TAKE NOTICE that the Ninetieth Annual General Meeting of the Members of the Ontario Catholic School Trustees' Association will be held on Saturday, the 27th day of June, 2020 at the hour of 9:00 am Eastern time by an internet based virtual method, for the purposes set out in the agenda attached hereto and forming part of the Notice. Individuals who are eligible to vote at the AGM will receive instructions by email explaining how to connect prior to the meeting time.

Pursuant to the Bylaws of the said Association, each individual member shall be entitled to cast one vote on each question proposed for consideration. Members have the right to vote either personally or by proxy. A proxy may be revoked by a Member by written revocation which must be received at the registered head office of the Corporation by email: cdemelo@ocsta.on.ca, at any time up to 48 hours before the meeting. (June 25, 9:00 am)

Dated the 27th of April, 2020.



Ontario Catholic School
Trustees' Association



VIRTUAL MEETING
90th Annual General Meeting

SATURDAY, JUNE 27, 2020

8:00 am	Online Registration	
9:00 am	Welcome and Opening Remarks <ul style="list-style-type: none"> - Prayer - Housekeeping - How to participate in virtual AGM 	<i>Todd Lalonde, Chair</i> <i>Beverley Eckensweiler, President, OCSTA</i> <i>Fr. Pat Fitzpatrick, OCSTA Chaplain</i> <i>Todd Lalonde, Chair</i> GetQuorum
9:10 am	<ul style="list-style-type: none"> - Call Meeting to Order - Introductions - Announcement of Quorum 	<i>Todd Lalonde, Chair</i>
9:15 am	President's Report and Q & A	<i>Beverley Eckensweiler, President, OCSTA</i>
9:35 am	Nominations Report & Introduction of Candidates	<i>Patrick Daly, Past President, OCSTA</i>
9:45 am	Consideration of Minutes of Previous Annual General Meeting	<i>Todd Lalonde, Chair</i>
9:50 am	Resolutions Session	<i>Patrick Daly, Past President, OCSTA</i> <i>Nadya Tymochenko, Parliamentarian</i>
11:10 am	Elections – Voting Period	<i>Patrick Daly, Past President, OCSTA</i>
11:25 am	Consideration of FYE 2019 Audited Financial Statements	<i>Marino Gazzola, Chair, Budget and Human Resources Committee, OCSTA</i>
	2019 FYE Auditor's Report	
	Appointment of Auditors	
	Presentation of Financial Report	
11:35 am	Election Results	<i>Patrick Daly, Past President, OCSTA</i>
11:40 am	Closing Remarks & Adjournment	<i>Todd Lalonde, Chair</i> <i>Beverley Eckensweiler, President, OCSTA</i>



NOVEL CORONAVIRUS/COVID-19 UPDATES



swire – May 13, 2020



By Sharon McMillan

May 13, 2020



OCSTA Newswire

[0 Comments](#)

Recent Government Announcements

State of Emergency Extended

On May 12, during the emergency session in the Legislature, MPPs voted to extend Ontario's [state of emergency](#) until June 2.

The current (emergency) order in place since March 17 was set to expire on May 12.

The government indicated that legislature will also sit on May 19, 20, 26, 27, June 2 and 3 for Question Period and for COVID-19 related business.

The Premier has indicated that Information on the reopening of Ontario schools is expected to be announced next week.

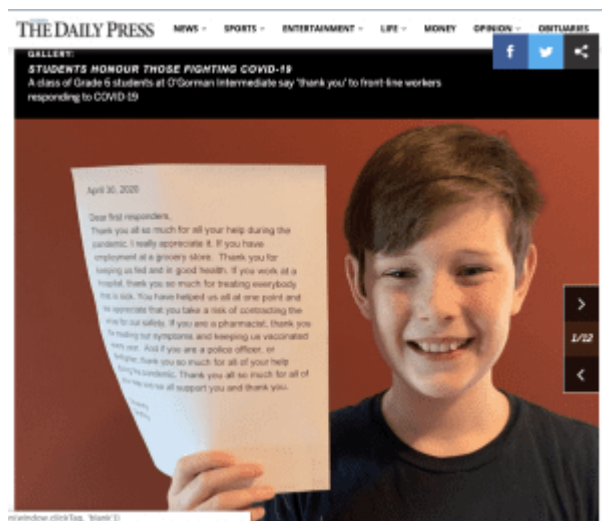
School Board Employee Voluntary Redeployment

On May 9, the government announced that an [emergency order](#) had been approved to enable school board employees to be voluntarily redeployed during the COVID-19 pandemic, to congregate care settings, including hospitals, long-term care homes, retirement homes and women's shelters. OCSTA issued an email on this matter to all CDSB Chairs and Directors of Education on May 9, 2020.

Catholic Education Week Ignited Hope in Ontario



The recent Catholic Education Week promotion – Igniting Hope – held at every Catholic school board across Ontario last week was by all accounts very successful as students, staff and clergy brought to life the Catholic world view on hope and faith.



Even though much of the programming, including local and provincial Masses for Catholic Education Week, had to be held in virtual (online) formats due to physical distancing restrictions, engagement was high and the creative projects and acts of service generated attention throughout Catholic school communities and the media.



*TCDSB Alumni Award Recipients Marc and
Lauren Giordano*

To view an overview of Catholic Education Week highlights across Ontario click [here](#).

OCSTA would like to thank all Catholic school boards for their quick and effective adaptation of existing Catholic Education Week curriculum activities, resources and plans given to address current restrictions and school building closures.

We would like to once again thank the Catholic Education Week committee members for their exceptional work developing this year's resources and this year's Catholic Education Week song composer – educator Chris Rait of the Brant Haldimand Norfolk Board.

Former Catholic Trustee Celebrates 100th Birthday



Former Wellington County Separate School Board Trustee, Mr. Abbey Densmore, turned 100 on May 8th.

It is not often that OCSTA has the opportunity to recognize the 100th birthday of a former Catholic school trustee. However, Association President Beverley Eckensweiler did just that for former Wellington County Separate School Board Trustee Mr. Abbey Densmore who celebrated his centennial birthday on May 8th.

The Wellington Catholic DSB Chair, Marino Gazzola recently informed OCSTA that Mr. Densmore, a founding member of the Guelph region's first Catholic school board, remained very engaged and interested in the ongoing activities of Catholic education, even though he now resides in a retirement home.

A written letter of greeting from OCSTA was presented to Mr. Densmore on May 8th. Congratulations Mr. Densmore!

OCSTA's 90th Anniversary



As explained in a recent memo to all trustees and directors of education, OCSTA's planned 90th Anniversary celebration event has been tentatively postponed until January. While the in-person celebration will hopefully take place in the coming months, we have created an online centre to currently recognize the important role of democratically elected Catholic trustees in the history, advocacy and protection of publicly funded Catholic education in Ontario.

We invite all OCSTA members and supporters of Catholic education across Canada to visit, view and share the information and resources presented on the Association's 90th Anniversary website at: <https://www.ocsta.on.ca/events-2/90-years-of-advocacy-and-service/>.

On this page you will see links to the various brief statements on the local Catholic trustee experience submitted by Catholic Trustees from across Ontario under the section "**Catholic Trustee Voices Today**". We would like to thank the following trustees for sharing their unique experiences:

PVNC CDSB Vice-Chair **David Bernier**

The Northwest CDSB Vice-Chair **Kathy Bryck**

Huron-Superior Trustee **Leslie Cassidy-Amadio**

Ottawa CSB Trustee **John Curry**

Wellington CDSB Trustee **Andrew Finoro**

Wellington CDSB Chair **Marino Gazzola**

Superior North CDSB Trustee **Shirley Jean**

Superior North CDSB Trustee **Lawrence McParland**

Ottawa CSB Vice-Chair **Sandra Moore**

Durham CDSB Chair **Janice Oldman**

Wellington CDSB Trustee **Joe Tersigni**

St. Clair CDSB Chair **John Van Heck**

The Board of Directors of the Sudbury CDSB

We greatly appreciate the letters of recognition and congratulations received from government officials and education partners including: His Eminence, Thomas Cardinal Collins; Premier of Ontario, The Hon. Doug Ford; His Excellency, Terrance Prendergast, Archbishop of Ottawa; The Mayor of Ottawa, Jim Watson; His Excellency Bishop Fabbro, President, ACBO; Liz Stuart, President, OECTA; Ontario Association for Parents in Catholic Education; Paula Scott, President, CCSTA, and; Cathy Abraham, President, OPSBA. All letters can be viewed on the OCSTA 90th Anniversary web page.

CDSB Innovation Centre



Recognizing the distinctive nature of Catholic education and both the challenges and opportunities of online learning, CDSBs have and continue to develop resources to support the virtual learning framework in ways that are aligned to the Catholic education focus on the development of the whole child (academic, spiritual, physical and social aspects).

To help promote and share the best practices of our Catholic School boards, OCSTA has established on the provincial website a center for CDSB Innovation with respect to current virtual learning initiatives.

To view the current CDSB Innovation page please visit:

<https://www.ocsta.on.ca/briefs-resources/cdsb-innovation/>

Related Posts



OCSTA Newswire – January 25, 2019

by Sharon McMillan | Jan 25, 2019



Calgary Flame Captain Marc Giordano and Wife Lauren Receive Toronto CDSB Alumni Award

by Sharon McMillan | May 13, 2020



OCSTA President Responds to Closing of Schools for the Remainder of the Year

by Ashlee Cabral | May 19, 2020



"That is the nature of hope. We do all we can, then the Lord stretches forth his hand and touches our lives with light and courage and most of all hope." ~Dwan J. Young

Defining Hope Through Art

by Sharon McMillan | May 14, 2020

0 Comments

TWITTER

Tweets by @CatholicEdu

**OCSTA**

@CatholicEdu

OCSTA President Beverley Eckensweiler responds to the announced closure of Ontario's schools for the remainder of the 2019-20 school year. [#onted](#) [#onpoli](#)

[Embed](#)[View on Twitter](#)

CATHOLIC SCHOOL BOARD DIRECTORY



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[OESC Good Governance Guide](#)

[Virtual Library](#)

[Catholic School Board Directory](#)



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From: [OCSTA - Ashlee Cabral](#)
To: [OCSTA - Ashlee Cabral](#)
Subject: OCSTA President Responds to Closing of Schools for the Remainder of the Year
Date: Tuesday, May 19, 2020 3:20:36 PM

Caution - External Email - This Message comes from an external organization. Do NOT click on unrecognized links or provide your username and/or password.



Ontario Catholic School
Trustees' Association

OCSTA President Responds to Closing of Schools for the Remainder of the Year

Today Premier Doug Ford and Minister of Education, Stephen Lecce announced that Ontario's schools will be closed for the remainder of the 2019-20 school year. This decision was informed by the opinions of the Chief Medical Officer of Health and medical professionals at the Hospital for Sick Children.

Our Catholic school boards across the province keep us informed on the concerns, the questions and the impact of at-home learning on students and families. With this understanding of the various circumstances in different areas of the province, the Ontario Catholic School Trustees' Association works with Ministry of Education staff and officials to ensure that they are aware of these priorities as they update policies and programs to support the continued at-home learning programs of all students, especially the most vulnerable.

The safety and well-being of students and staff is the leading priority for Catholic school boards as we look ahead to the reopening of schools in the new school year. Today's reference to the government's work on a plan that will strengthen learning and safety protocols upon the eventual reopening of schools, is very important and we look forward to reviewing that information before the end of June.

This is an unprecedented and challenging time for all, and I commend students, staff, families and our partners in education for their efforts.

Beverley Eckensweiler
President
Ontario Catholic School Trustees' Association

ASHLEE CABRAL | Ontario Catholic School Trustees' Association | 1804-20 Eglinton Avenue West, Box 2064, Toronto, ON, M4R 1K8 | 416-932-9460 Ext. 230 | Website: www.ocsta.on.ca

CATHOLIC EDUCATION: Igniting Hope



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

May 14, 2020

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

CC: Senior Human Resources Personnel

FROM: Patrick Daly, Chair, Labour Relations Committee

RE: Voluntary Redeployment of Employees to Other Sectors in Need

Our memorandum of May 9, 2020 with respect to voluntary redeployment attached Appendix 1 and 2 templates that had been endorsed by OCSTA. We were aware that OECTA would be seeking changes to these documents clarifying that occasional teachers were eligible for redeployment as permanent teachers are engaged in delivery of distance learning. We understand that OECTA has provided revised versions of these Appendices for boards to consider executing that include changes in addition to clarifying eligibility. While many parts of the documents are the same, or similar, there are changes within the OECTA documents that boards should review carefully. Specifically, and without highlighting all of the changes, boards should pay special attention within Appendix 1 to paragraphs 5(j) and 10 as these represent significant differences from the original templates and the revisions in 5(j) may result in costs exceeding any funding reimbursements that boards may be able to recoup from the Ministry of Education through emergency measures funding.

A copy of the May 9, 2020 memorandum (with attachments) is attached for ease of reference. As always, should you have any questions please do not hesitate to contact us.

Attachments: May 9, 2020 memorandum, Appendix I – Principles Agreement, Appendix II – Redeployment Agreement and Draft Employee Communication



Number: II 011

Subject: Student Representation on the Board

Approval Date: September 2, 2008.

Effective Date: September 2, 2008.

Revised: January 27, 2020

Policy Statement:

As per the Education Act and Regulation 7/07 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.

Accordingly:

1. The Board shall have two student trustees to represent the interests of their peers
2. A student trustee shall have the following qualifications:
 - a) be a Catholic in Union with the See of Rome
 - b) Be a resident student of the Board
 - c) Be enrolled full-time (ie: at least 3 credits per semester) in one of the Board's Catholic Secondary Schools and be in the senior division at the time of his/her term
3. A student trustee has the same status as a board member with respect to access to board resources and opportunities for training.
4. The Chair of the Board shall appoint a trustee to act as a mentor for each student trustee
5. The appropriate Superintendent of Schools shall be the staff contact for the student trustees. The Superintendent shall establish procedures to assist the student trustee in fulfilling their roles and responsibilities.
6. Student trustees may be disqualified from office for the following reasons:
 - a) as per trustee disqualifications criteria outlined in legislation
 - b) the student trustees ceases to be enrolled as a full time student in one of the Board's Catholic Secondary schools
 - c) the student trustee commits a serious breach of his/her school's code of conduct
 - d) the student trustee's conduct is deemed to be incompatible with the roles and responsibilities of the position
7. Upon completion of the student trustee's term, the Board will suitably recognize them including but not limited to a notation in the student's Ontario Student Record and a letter of service signed by the Chair of the Board.





Number: II 012
Subject: Student Trustee Role Description

Approval Date: September 2, 2008
Effective Date: September 2, 2008
Revised: October 26, 2010; November 26, 2012; September 29, 2014; December 12, 2016; May 29, 2017

Policy Statement:

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

Accordingly:

Board of Trustees Role and Responsibilities

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

School and Student Representative Role and Responsibilities

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

Leadership Role and Responsibilities

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

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

Approval Date: April 28, 2008

Effective Date: April 28, 2008

Revised:

Policy Statement:

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

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

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

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

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

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



Date: May 25, 2020
To: Board of Trustees
From: Director of Education
Subject: 2020-2021 Board/Committee of the Whole Meeting Dates

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 Statement and/or Education Act/other Legislation citation:

Waterloo Catholic District School Board By-law, 12.5.1 and 12.5.2

Alignment to the MYSP:

Background/Comments:

Below are the Board of Trustees' Board meeting dates for the 2020-2021 school year for approval.

September 2020

- 14– Committee of the Whole
- 28– Board of Trustees

October 2020

- 5 – Committee of the Whole (Monday Oct 12th is Thanksgiving)
- 26 – Board of Trustees

November 2020

- 9 – Committee of the Whole
- 23 – Board of Trustees
- 30 - Inaugural Election Chair/Vice-chair or December 7, 2020 **(to stay within Section 12.5.1 and Section 12.5.2)**



December 2020

- 7 – Board of Trustees or December 14, 2020 (if we choose December 7th, 2020 as Inaugural, we would move the Board meeting ahead a week, which is the week before Christmas break)

January 2021

- 11 – Committee of the Whole
- 25 – Board of Trustees

February 2021

- 8 – Committee of the Whole
- 22 – Board of Trustees

March 2021 (March break 15 – 19)

- 8 – Committee of the Whole
- 22 – Board of Trustees

April 2021 (Easter Sunday April 4)

- 12 – Committee of the Whole
- 26 – Board of Trustees

May 2021 (Victoria Day – Monday May 24)

- 10 – Committee of the Whole
- 31 – Board of Trustees

June 2021

- 7 – Special Board – 2021-22 Budget Presentation
- 14 – Board of Trustees (graduations are typically held the last full week of June)

Recommendation:

It recommended that the Board pass the following motion:

That the Board of Trustees approve the Board dates for 2020-2021 as recommended.

Prepared/Reviewed By:

Bill Conway
Chair of the Board

*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.”





Report

Date: May 25, 2020
To: Board of Trustees
From: Alice Figueiredo
Subject: Compiled results of Board of Trustees Self Evaluation for 2019/2020 School Year

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)

Board Policy II 001, II 002, II 003, II 004, II 005, II 006, II 007, II 008, II 013, II 014, II 015, III 002, III 006

Bylaw articles 3 and 4

Bylaw 3.2 and 7.2

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

Alignment to the MYSP:

Not applicable

Background/Comments:

This report contains the compiled results of the Board of Trustees Self Evaluation for the 2019/2020 School Year, the self evaluation was completed by each Trustee (9 in total) and the information compiled by Alice Figueiredo, the number beside each question represents how many Trustees provided that respective rating to each question.





Board of Trustees Self Evaluation

2019/2020 School Year

Waterloo Catholic District School Board vision is “Our Catholic Schools: heart of the community-success for each, a place for all” and as a Board of Trustees we are called to support this vision. We are also called to help the system work towards achieving “The Ends.”

We monitor Board policies, MYSP, student achievement, student well-being and fiscal priorities, all within the context of our Catholic values. As part of continuous improvement a self-evaluation allows the Board of Trustees to reflect on how successful it is in focusing on what matters most and to commit to quality, excellence, and continuous learning.

Waterloo Catholic District School Board has been completing self-evaluations for a number of years as part of their work on good governance. There are many benefits in completing such a tool and they include:

- Assesses board effectiveness in carrying out core governance functions.
- Allows trustees to be self-reflective on their individual and collective behaviour and performance.
- It is a mutual learning opportunity to affirm successful governance practices and to improve on the gaps.
- Allows the Board to assess the “yearly work of the board.”
- Promotes trustee accountability.
- Supports open communication and transparency amongst trustees and between trustees and director.

Please complete the attached evaluation using the following ratings

- 5. Always**
- 4. Most of the time**
- 3. About half the time**
- 2. Once in a while**
- 1. Never**

<u>Section I: Catholic Development (Board Policy II 004 & II 006)</u>	1	2	3	4	5
The Board of Trustees ensures that the system's affairs are managed with an appropriate degree of care and control within the context of Catholic values.				6	3
There is evidence that the Board demonstrates Catholic distinctiveness in its meetings.				3	6
The Board maintains strong linkages with its Catholic partners eg: Parishes, Deanery, Diocese				6	3
The Board of Trustees monitors the implementation of the Pastoral Plan as part of the MYSP				6	3
The Board of Trustees participates in charitable acts within the community.				6	3
The Board advocates and protects the distinctive nature of Catholic Education through its work with OCSTA.			1	4	4

<u>Section II: Governance (Board Policy II 002, II 003, II 007, II 013, II 014, II 015)</u>	1	2	3	4	5
The Board of Trustees adequately reviews finances and financial results against operating plans, budget and capital plans. Ensures resources are allocated to achieve desired results.				5	4
The Board of Trustees ensures compliance with Board policies, Ministry of Education and other externally imposed operating requirements				2	7
The Board of Trustees understand their legal obligations and ensure they are being met.				2	7
The Board of Trustees sufficiently considers recommendations made in the auditor's report and management letter.				3	6
Trustees' knowledge and understanding of the Board's value, mission, Multi Year Strategic Plan, and Board Improvement Plan is reflected in how they deal with key issues.				4	5
The Board of Trustees focus on strategic issues and delegate operational matters to staff.				5	4
The Board of Trustees is effective in making decisions that help the School Board achieve its mission, vision, beliefs and strategic priorities.				5	4
The Board of Trustees planning and fiscal strategies anticipate future trends and priorities.			1	6	2
The Board of Trustees monitors the progress of the Multi-year Strategic Plan and keeps this plan at the forefront of Board decisions throughout the year.				5	4
The Board of Trustees adopts and follows ethical standards governing the conduct of the Board and Board members.				3	6
The Board of Trustees has a schedule where Board policies are reviewed annually and a process for revisions is in place.				2	7
The Board's decisions and actions are consistent with its policies.			1	4	4

<u>Section III: Board Meetings (Bylaws articles 3 and 4)</u>	1	2	3	4	5
Board agenda is received in time to allow Board members to thoroughly prepare for meetings				3	6
Board meetings begin and end on time			5	3	1
There is sufficient opportunity for Trustees to be heard and views to be discussed before decisions are made				3	6
Board meetings are productive, effectively addressing agenda topics			2	5	2
Where proposals require Board of Trustee approval before implementation, there is sufficient time for staff to present risks and benefits, assumptions and alternatives for the Board to provide constructive input				4	5
Trustees promote the level of strategic discussion necessary to benefit the Director of Education and system as a whole			1	5	3
There is sufficient time allotted for in-camera meetings				7	2
Trustees deal with in-camera business appropriately				2	7
Trustees respect the confidentiality of all in camera and private meetings				1	8
Trustees know how to add items prior to Board meetings and do so in a clear, constructive, and respectful manner.		1	3	5	
Trustees only depart from the approved agenda under special circumstances in accordance with Board bylaws				3	6

<u>Section IV: Communication (Board Policy II 004, II 005, II 006, II 015)</u>	1	2	3	4	5
The Board of Trustees ensures that mechanisms are in place to gather community and other stakeholder input to support strategic planning and decision making.			2	4	3
The Board of Trustees understands and fulfils its role in terms of community relations and building stakeholder and community support.				6	3
The Board has effective and appropriate communication vehicles and uses them to communicate clearly and regularly with appropriate staff, and stakeholders.			1	2	6
Trustees recognize staff, students and community			2	3	4
Trustees monitor legislative changes, advocates, advises and informs the appropriate government ministries, stakeholders, and OCSTA about issues/concerns pertinent to publicly funded catholic education			1	5	3
Trustees refer parent or community concerns about operations or personnel to the appropriate staff member and follow APC001				3	6

<u>Section V: Work of the Board (Board Policy II 002 – II 015)</u>	1	2	3	4	5
The Board of Trustees ensures that specific strategies, goals and actions plans are in place to move us to the desired future state.			3	3	3
The Board of Trustees understands the nature and scope of work it needs to accomplish.			3	3	3
Ongoing Trustee education is both adequate and relevant.			4	3	2
The Board of Trustees undertakes the appropriate planning relative to the nature and scope of the work it needs to accomplish.			3	4	2

The Board of Trustees uses committees and/or work groups in an effective manner to accomplish the work of the Board.			2	1	6
The Board of Trustees seeks advice from staff and community when establishing direction for the work of the Board.			2	5	2
The work of the Board is reviewed annually through a year end report.		2	1	6	

<u>Section VI – Board-Director Relationship (Board Policy III 002 – III 006)</u>	1	2	3	4	5
The Board of Trustees sole official connection to the operational organization, its achievements and conduct will be through the Director of Education.				5	4
The Board of Trustees shall ensure that only officially passed motions of the Board are binding on the Director of Education.				2	7
The Board of Trustees ensures that the Director of Education’s performance is formally assessed on an annual basis with feedback from trustees. A more in depth, review may take at the discretion of the Board.				2	7
The Board of Trustees recognize the Director of Education as its only employee and he/she is responsible for system operations.				2	7
The Board of Trustees will instruct the Director of Education through written policies which prescribe the organizational Ends to be achieved, and describe organizational situations and actions to be avoided, allowing the Director of Education to use any reasonable interpretation of these policies.				4	5
The Board of Trustees shall negotiate a contract with the Director of Education that will stipulate compensation and benefits for the Director of Education based on a fair market value for services within the context of fiscal responsibility to the organization.				1	8

<u>Section VII: Chair (Board Policy II 001, II 007, II 008, Bylaw 3.2 and 7.2)</u>	1	2	3	4	5
The Chair runs an orderly meeting, with clear instructions and directions to Board of Trustees as well as the public and delegations. Maintains the order and proper conduct and decorum of the meeting so that motions may be formally debated. Ensures that such meetings are conducted in accordance within board policies and/or the goals of the Multi-Year Strategic Plan and procedures as established by the Board of Trustees.				2	7
Ensures that all issues before the Board of Trustees are well-stated, clearly expressed inline with work of board.				4	5
The chair ensures that everyone has an opportunity to speak on the subject under consideration.				2	7
Keeps the Board of Trustees informed in a timely manner of all matters that might affect the board.			1	3	5
Conveys directly to the Director of Education any concerns brought forward by trustees.				2	7
Acts as the spokesperson for the Board of Trustees except for those instances where the Board has delegated this role to another individual or group.			1	1	7
Works primarily to be the Chief Governance Officer of the board, assuring the integrity of the board’s process.				2	7

The first among equals and accords no special privileges or knowledge over other members of the board.			1	3	5
Assign trustees to board committees, considering the need for trustee work to be equally distributed and for trustee experience to be developed.			1	1	7
Will set, in consultation with the Board of Trustees the agenda for the meetings of the board.		1	1	3	4

Section VIII: The Work of The Board

Board Policy: Policy II 003 Board Job Description

As per Policy II 003 Board Job Description, each year in September the Board of Trustees sets out what their work and priorities will be for that school year. As part of this process we would like to gather some information from you. After completing this self-evaluation and reflecting on this past year are there gaps in our learning that you feel we could use some more professional development on or to further explore in regards to how we govern.

Comments:

- I feel we could do more to recognize staff, students and community. I think we need to keep building the relationships to make them stronger as our system continues to grow. I know we as trustees do a lot now but need to focus more on improving the relationships them outside of the board room.
- I have no problem with how we govern, but in speaking with students who have graduated from our School Board, I find a general lack of ability in understanding basic skills needed regarding finance, mortgages and the expectations and responsibilities towards employment and careers. We need to change the mindset of our young from being victims to become productive members of society. Victims want handouts and believe they are owed apologies and compensation. Our children deserve better!
- I feel we have lost focus on setting our priorities or work of the board-in particular being future focused. Is our time at CoW meetings being used effectively? Linkages and Pastoral are important and they work well within the context of the CoW meetings. However CoW meetings should also be time for Board to work on their priorities as set out in September. It was good to see that there was a Board committee working on Board Evaluation. For two years we have reviewed the modules, which were important, but maybe could have been done in a different manner. Possible future focused priorities or work of the Board: 1) Review Board Self Assessment Tool 2) Review Governance Model. Are we achieving what we want out of our Governance model? 3) Should we be looking into some policies more in depth such as Treatment of Staff? 4) Is it time to review the Director's Appraisal tool. The tool has not been looked at in depth for a number of years.
- Work at establishing a means of getting more feedback from Catholic Ratepayers and the community on what they think is good about Waterloo Catholic and what further needs to be worked.

- Need to work to improve and strengthen relationships with parishes 3) Need more training on the role of Trustees and clearer expectations of the role of Trustees as well as how it functions with OCSTA.
- Improve upon the agenda planning process so meeting are within the 3 hour time frame while staying focused on trustee work and monitoring.
- I feel more relevant PD would be helpful to the Trustees, in particular a review and practice of how to bring concerns forward to the board for discussion, what items are appropriate to bring to the board table and what are the possible outcomes of bringing concerns to the table. I also think more PD on Robert's Rules and how to make motions would be useful. I think believe our process last year creating Resolutions for the AGM was a good learning opportunity for those who volunteered. I would also like to see Trustees more involved in the agenda topics both as PD and to help Trustees feel they have more control over the agenda, rather than just an audience. I think our parent call log was an excellent change we made last year and I would like to see stats on that be reported to the board as part of 'treatment of students' monitoring.
- I believe the board as a whole should have training on what a good monitoring report looks like and what should be contained in a monitoring report to show compliance - It should not just be a list of tasks or accomplishments.
- I believe we could do a better job of discerning on how successful we are on addressing goals (work of the board for the year) we set for ourselves.

Recommendation:

This report is offered for the information of the Board

Prepared/Reviewed By: Alice Figueiredo

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





Date: May 25, 2020
To: Board of Trustees
From: Director of Education
Subject: IV 002 Treatment of the Public

Type of Report:

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

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
☒ Monitoring Information of Board Policy **IV 002**
☐ Information only of day-to-day operational matters delegated to the CEO

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

Treatment of the Public IV 002

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

Education Act Section 169.1
Education that Works for You: A new vision for education in Ontario (March 2019)
Communication Guidelines for Staff and Parents APC 001

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Background/Comments:

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

- a) The Board regularly consults with the Vicar of Catholic Education and the Diocese of Hamilton on issues that arise where there is need for guidance to ensure compliance with the teachings and traditions of the Catholic Church.
- b) The CEO administered both an interim survey and a supplementary survey in the spring of 2018 of the WCDSB MYSP to all stakeholders of the board. The expressed purpose of the survey was to signal to all stakeholders that their feedback and impressions are important to the overall governance and operation of the board. This survey has not been implemented this year due to a combination of the labour action of this year, as well as the fallout from Covid-19, but it will be reinstituted in Spring of 2020.



- c) The WCDSB MYSP Survey allowed opportunity for feedback on the full breadth of the board's goals. While not all stakeholders were uniform in their degree of agreement and feedback, the strongest area of the three priority areas was found in Nurturing our Catholic Community. With that said, there was no survey question in which the majority of respondents indicated that they disagreed or strongly disagreed that a goal was being met or understood. The current MYSP has a goal expressly tied to explicit metrics related to increased parent engagement and attendance.
- d) An audit by an external Marketing firm has produced evidence that our Board is noted for the strength of its community and the perception that we are inclusive and strongly faith-based. The steady growth in enrolment over the past 5 years and popularity of the board suggests a high degree of public confidence.
- e) Within the WCDSB Administrative Procedures there is an express Communication Guideline for Parents and Staff, that ensure that feedback and information to stakeholders is timely, and shared in a clear, concise and easily followed manner. (APC 001) During this school year regular communications have been shared regarding both the WCDSB's response to labour action and more recently to the Covid-19 crisis, as well as our response through Distance Learning. Further we implemented a Thought Exchange stakeholder survey to garner the feedback of all our stakeholders within the WCDSB community.
- f) The CEO supports the Board of Trustees Linkages Committee and spearheads other efforts that bring community leaders into the board for special functions that celebrate our presence in the community, e.g., Community Leaders' Breakfast, CEC blessing, Bishop's Banquet, Beacons of Hope, etcetera.
- g) All employees of the Board are governed by APS 017, an Acceptable Use Policy – "Responsible Use of IT and Electronic Data" - when using the communication tools of the WCDSB.
- h) The CEO shares with the Board of Trustees, in a timely manner, any items of interest that are likely to garner media attention and that may, in any way, cast a negative light on the WCDSB. Those items have been limited.
- i) The Superintendent of Faith Development and our Religious Education Consultant attend meetings with our Catholic Consortium partners to ensure fulsome discussion of the topics of the day and to ensure best practices are followed, and decisions are consistent with our Catholic Church Teachings.
- j) The CEO meets three times a year with the Bishop of the Diocese and other Directors of Education of the Diocese to ensure alignment and discussion regarding any challenges in relations to our Catholic Teaching, and to share promising practices.
- k) The CEO and other members of the Board team work in close partnership with the Board's Faith Animator to ensure a strong parish relationship, and to discuss issues of concern within our Waterloo Catholic region.
- l) The CEO and/or superintendent designate attend Regional Deanery Meetings three times a year. Reciprocal knowledge sharing is a feature of these meetings, with Waterloo Catholic regularly providing updates to the group.
- m) The CEO chairs the Board's FACE committee which oversees three sub-committees related to communications, political advocacy and School-Parish relationships. In all cases, the cause of Catholic education in Waterloo Region is supported and promoted with the broader public.
- n) The CEO regularly shares all memos and directives from the Ontario Catholic School Trustees Association sharing best practices or recommendations for prudent decision making faithful to the traditions of the Catholic Church.

Recommendation:

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

Prepared/Reviewed By: Loretta Notten
Director of Education

*Bylaw 4.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."





Date: May 25, 2020
To: Board of Trustees
From: Director of Education
Subject: Treatment of Students IV 003

Type of Report:

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

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of Board Policy **IV 003**
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

Treatment of Students IV 003

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

Education Act Section 169.1

Achieving Excellence: A Renewed Vision for Education in Ontario

APH APs: APH 004, APH 005, APH 028, APH 027, APH 015, APH 021, APH013, APH 026, APH 029, APH022, APH 008, APH 012, APH 016, APH 001, APH 002, APH 017, APH 019, and APH 010

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Background/Comments:

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

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



- b. The welfare of students is governed by a number of Administrative Procedures dealing with Health and Safety, including but not limited to APH 004, APH 005, APH 028, APH 027, APH 015, APH 021, APH013, APH 026, APH 029, APH022, APH 008, APH 012, APH 016, APH 001, APH 002, APH 017, APH 019, and APH 010.
 - c. In addition to the Education Act, and APH 024 – Health and Physical Education Safety Guidelines, staff are informed and governed by regulations and best practice shared by OPHEA which ensures that practices in all Health and Active Living settings is safe.
 - d. There is an Equity and Inclusive Education Learning Committee comprised of educators and outside professionals who are offering a critical eye and guidance regarding the advancement of equitable practices in the WCDSB. Formal alignment to the WCDSB Wellness Strategy is also underway, with a formal Well-Being Steering Committee and aligned well-being (equity) goals now in place.
 - e. Plans are currently underway to administer a student census in the upcoming school year. Application was made this past year to fund this work and support its movement forward.
 - f. Students had a representative voice within the respondents to the 2018 MYSP Survey and had ample opportunity to provide feedback. There were no items in which the majority (or even a large percentage) of students indicated that they disagreed or strongly disagreed about the delivery of the goal. This survey was not administered this year due to a combination of the labour action of this year, as well as the fallout from Covid-19, but will be reinstituted in a year's time.
 - g. In the spring of 2019 students in grades 4-12 completed the MDI School Climate survey and this also allowed for the analysis of both board and school level data regarding student impressions of safety and inclusion. Results were made available to all school administrators by the fall and have informed action forward. This will be a bi-annual process. It is perhaps notable that parents also complete a companion survey with respect to schools and their perceptions of bullying, that also reflecting on their perceptions of the treatment of students.
 - h. Staff have now instituted an annual Student Transition Survey which allows students to share their experience of transition from grades 8 to 9. Results are shared with both secondary and elementary school based staff to assist in planning and action forward.
 - i. There are 2 student Trustees who have ample opportunity to share the voice of students within the Boardroom but also in a variety of forums throughout the WCDSB. There is also an active Student Senate which provides students a forum for discussion and advancement of their thoughts and opinions.
 - j. The CEO has previously hosted 3 student Town Halls in which the voice of students was shared and opinions sought regarding the treatment of students and their aspirations. This event did not proceed this year due to the events of Covid-19 and the transition to distance learning, but the Director did receive a series of questions from students – gathered by the Student Trustees – and formulated responses to each which were delivered by video.
 - k. In the current environment of distance-learning, brought about due to Covid-19, staff went to great lengths to ensure both the provision of learning devices as well as connectivity support for any student where it was identified that either might be lacking. This explicitly done to ensure that no student would be disadvantaged due to their personal circumstance, in relation to a learning device or access to internet.
 - l. With the implementation of distance learning, staff implemented a stakeholder survey to glean feedback regarding questions and concerns that were emerging. Results were analysed to highlight those concerns identified by elementary and secondary students. Similarly parents and staff also shared feedback, thus assisting in how we respond to student needs at this time. Finally – there is also an environmental scan happening in each school every three weeks to assess if there are any students in need of additional support.
- b) The Board regularly consults with the Vicar of Catholic Education and the Diocese of Hamilton on issues that arise where there is need for guidance to ensure compliance with the teachings and traditions of the Catholic

Church. This has been particularly important and relevant as WCDSB has navigated its response to student concerns in the realm of equity and inclusion.

- c) The CEO does administer a survey of all stakeholders of the board, regarding the WCDSB MYSP. The expressed purpose of the survey is to signal to all stakeholders that their feedback and impressions are important to the overall governance and operation of the board. It was not administered this year due to a combination of the labour action of this year, as well as the fallout from Covid-19, but will be administered again next year.
- d) When administered, the WCDSB MYSP Survey allowed opportunity for feedback on the full breadth of the board's goals. While not all stakeholders were uniform in their degree of agreement and feedback, the strongest area of the three priority areas was found in Nurturing our Catholic Community. With that said, there was no question in which the respondents had a majority opinion which was reflected as disagree or strongly disagree.
- e) Within the WCDSB Administrative Procedures there is an express Communication Guideline for Parents and Staff, that ensure that feedback and information to stakeholders is timely, and shared in a clear, concise and easily followed manner. (APC 001)
- f) All employees of the Board are governed by APS 017, an Acceptable Use Policy – “Responsible Use of IT and Electronic Data” - when using the communication tools of the WCDSB.
- g) The CEO shares with the Board of Trustees, in a timely manner, any items of interest that are likely to garner media attention and that may, in any way, cast a negative light on the WCDSB. Those items have been limited.
- h) The Superintendent of Faith Development and our Religious Education Consultant attend meetings with our Catholic Consortium partners to ensure fulsome discussion of the topics of the day and to ensure best practices are followed and decisions are consistent with our Catholic Church Teachings.
- i) The CEO meets three times a year with the Bishop of the Diocese and other Directors of Education of the Diocese to ensure alignment and discussion regarding any challenges in relations to our Catholic Teaching, and to share promising practices.
- j) The CEO and other members of the Board team work in close partnership with the Board's Faith Animator to ensure a strong parish relationship, and to discuss issues of concern within our Waterloo Catholic region.
- k) The CEO and/or superintendent designate regularly attend Regional Deanery Meetings three times a year.
- l) The CEO regularly shares all memos and directives from the Ontario Catholic School Trustees Association sharing best practices or recommendations for prudent decision making faithful to the traditions of the Catholic Church.

Recommendation:

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

Prepared/Reviewed By: Loretta Notten
Director of Education

*Bylaw 4.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."





Date: May 25, 2020
To: Board of Trustees
From: Director of Education
Subject: Treatment of Staff IV 004

Type of Report:

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

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of Board Policy IV 004
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

Treatment of Staff IV 004

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

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

Alignment to the MYSP:

(Indicate Priority area/strategic direction and goal(s))

Background/Comments:

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

i) Unclear

The Board has 123 Administrative Procedure (AP) Memorandums specifying processes and required actions for a multitude of situations. The AP Memorandums are available on the public website and select AP Memorandums are reviewed with staff before each school year. The AP memorandums indicate the Board does not cause or allow conditions, procedures, actions, or decisions that are unclear.



ii) Unsafe and Unhealthy

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

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

As of February 28, 2020 there were 986 incidents reported for 2019-2020, 673 of which were reported as “workplace violence” incidents. As of February 28, 2019 there were 785 incidents reported for 2018-2019, 553 were reported as workplace violence incidents. This resulted in an increase of reports to 27.9/1000 students from 23.7/1000 students. The majority of incidents occurred in the primary division.

In 2018-2019 the Board had a total WSIB claims frequency rate of 4.32 per 100 employees. The average rate for Ontario boards was 4.53. The Board’s frequency rate decreased from 4.47 per 100 employees in 2017-2018.

As of April 28, 2020 there were 129 approved WSIB claims. There were 123 approved claims in 2018-2019. However, the percentage of health care claims and lost time claims improved to 47/53 in 2019-2020 respectively versus 37/63 in 2018-2019. Consequently, claims costs have decreased by 55% year over year. The three leading causes of claims are workplace violence and aggression, musculoskeletal and slips, trips and falls.

The Ministry of Labour visited Board worksites on one occasions so far this school year due to a critical injury versus ten visits in 2018-2019.

The health and safety and WSIB claims data indicate that while the Board generally experiences performance similar to or better than other boards. The Board continues to address the number of violent incident reports and WSIB claims through investigation, interventions and training.

iii) Arbitrarily Inequitable

No terms and conditions are intentionally breached and all staff have access to a process whereby alleged breaches may be raised.

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

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

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

The 2018 MYSP survey indicated that 88% of employees agreed or strongly agreed with the statement that, “our school/community engages students, parents and staff in working towards mentally healthy communities.” Seventy-two percent reported the same in 2017. Eighty-four percent of employees agreed or strongly agreed with the statement that, “Our school/community is committed to promoting Physical Health and Well Being.” Seventy-eight percent reported the same in 2017. Last, 85% of employees agreed or strongly agreed with the statement that, “Our school/community supports Spiritual Health for students and staff.” Seventy-six percent reported the



same in 2017. This data indicates that there is a growing confidence and perception among employees that the Board is following its strategic direction in ensuring students and staff are healthy in mind, body and spirit. It can be argued that a failure to meet this direction would be an indicator of poor staff morale.

An MYSP survey was not conducted in 2020 due to labour action and the school closure due to COV-ID 19.

As of May 15, 2020 63 grievances have been filed by unions representing the Board's employees in 2019-2020. There were 214 grievances filed in 2018-2019. The large number of grievances in 2018-2019 is attributable to the teacher shortage experienced by the Board. While the conditions giving rise to the large number of grievances still exist, the parties have agreed to an alternate method of recording the concerns. In that sense, grievance activity year over year is similar. In addition, most of the 2018-2019 grievances connected to teacher shortages are resolved.

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

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

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

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

Recommendation:

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

Prepared/Reviewed By: Loretta Notten
Director of Education

Jason Connolly
Superintendent of Human Resources

*Bylaw 4.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."





Date: May 25, 2020
To: Board of Trustees
From: Director of Education
Subject: Monitoring Report – IV 009 “Asset Protection”

Type of Report:

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

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of Board Policy **IV 009**
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

This report will provide Trustees with information on compliance with Board Policy IV 009 “Asset Protection”.

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

Executive Limitation IV 009, “Asset Protection”

Alignment to the MYSP:

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

Background/Comments:

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

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

Policy Statement:

The CEO shall not allow assets to be unprotected, inadequately maintained nor unnecessarily risked.

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



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

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

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

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

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

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

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

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

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

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

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

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

School-Based Inspections

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

Inspections include:

- Interior and exterior safety checks
- Fire sprinkler system
- Fire doors
- Emergency lighting



- Eye wash stations
- Roofs

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

During the pandemic-related shutdown, site inspections have taken place regularly throughout each week to ensure our buildings are operational, safe, and in a good state of repair.

Central Maintenance

The following programs are in place to ensure equipment is being maintained:

- All lawn mowers, grass trimmers, chain saws, and snow blowers are checked prior to the start of each season. All new custodial staff are now provided with training upon hiring. A refresher is provided if needed or requested.
- All vehicles are maintained regularly.
- Outside contractors complete annual inspections and repairs on elevating devices and lifts, fire panels, hoses and sprinkler systems (life safety equipment), thermal scan and sub-station maintenance, and playground structures.

A preventative maintenance (PM) program is in place for major building systems/assets. PM work is generated by the work order system and assigned to staff based on their trade/expertise. Sample components of the PM program include a complete inspection, filter change, and belt change of all:

- heat pumps
- unit ventilators
- air make-up systems
- portable HVAC units
- boilers
- heat exchangers
- cooling systems

A scheduled maintenance (SM) program is in place to ensure that:

1. Each school receives an equitable amount of time from maintenance staff
2. Work orders are addressed on predictable schedule
3. If the number of work orders exceed the time allocated to the school, administrators can help to prioritize work

Emergency, minor, and priority work are undertaken immediately outside of the SM schedule.

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

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

The Bank Act can be found here:

<https://laws-lois.justice.gc.ca/eng/acts/B-1.01/FullText.html>

The following excerpts from the Bank Act are helpful in assessing compliance:



Application

Application of Act

13 This Act is the charter of and applies to each bank.

1991, c. 46, s. 13; 1999, c. 28, s. 4; 2001, c. 9, s. 43.

Schedule I and Schedule II banks

14 (1) Subject to this Act,

(a) there shall be set out in Schedule I

(i) the name of every bank named in Schedules I and II as those Schedules read immediately before the day section 184 of the *Financial Consumer Agency of Canada Act* comes into force that was not a subsidiary of a foreign bank,

(ii) the name of every bank incorporated or formed under this Act that is not a subsidiary of a foreign bank, and

(iii) the province in which the head office of the bank is situated; and

SCHEDULE I

(Section 14)

As at December 31, 2018

Name of Bank	Head Office
ADS Canadian Bank	Ontario
B2B Bank	Ontario
Bank of Montreal	Quebec
Bank of Nova Scotia (The)	Nova Scotia
Bridgewater Bank	Alberta
Caisse populaire acadienne ltée	New Brunswick
Canadian Imperial Bank of Commerce	Ontario

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

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

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

The board's information systems were accessed by an unknown third party in the fall of 2019. Through a forensic report undertaken by a cyber security expert, no evidence was found that any of the board's data had been accessed. As part of their report, the cyber security expert made a number of recommendations to mitigate the chances of a future incident and IT staff are implementing them.

Additional steps taken to reduce the risk of third party violations include:

- Moving network data storage and backups to the cloud
- Transitioning to systems which are hosted in the cloud
- Removing the ability for vendors to access our systems using remote desktop protocol
- Making changes to password policies
- Re-engineering network infrastructures to limit how far a third party can get should they gain access to our systems
- Implementing scheduled training for all staff on privacy and cyber incident awareness
- Participating in an ECNO cost sharing arrangement between boards in southern Ontario to carry out testing and enhancements to network security



Management will continue to adopt best practices to fend off third party attacks. The growing complexity and pervasive nature of cyberthreats makes it difficult to stay one step ahead, but through diligent management and supported by a cyber insurance policy, it is hoped that the residual risk of an attack is reduced.

For 2019-20, the CEO is not compliant with this provision.

Recommendation:

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 009 for the 2019-20 school year, with the exception of policy provision 6.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Chris Demers
Chief Information Officer

Terri Pickett
Senior Manager, Facility 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.”



Annual Report – Solicitors of Record

Labour Relations

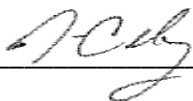
The solicitor of record for labour relations is Filion Wakely Thorup Angeletti LLP. A fee comparison follows:

	2019	2020
Lead Partner	\$310	\$310
Other Staff	\$175	\$185
Other Staff	\$-	\$435

The labour relations firm provides services related to:

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

Filion Wakely Thorup Angeletti LLP has performed satisfactorily during the 2019-20 school year.



Jason Connolly, Superintendent of Human Resources



Local

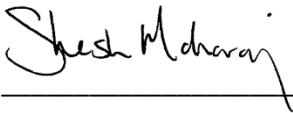
The local solicitor of record is SorbaraLaw – Sorbara, Schumacher, McCann LLP. A fee comparison follows:

	2019	2020
Lead Partner	\$250	\$ 275
Other Staff	\$250	\$ 250
Other Staff	\$-	\$ 320
Other Staff	\$-	\$190

The local solicitor of record provides services related to:

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

SorbaraLaw – Sorbara, Schumacher, McCann LLP has performed satisfactorily during the 2019-20 school year.



Shesh Maharaj, Executive Superintendent of Corporate Services