



Committee of the Whole Meeting

Date: Monday, January 9, 2023
Time: **Immediately following Special Board of Trustees' Board Meeting**
** Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.*
Location: 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener

Attendees:

Board of Trustees:
 Wendy Ashby, Linda Cuff, Kathy Doherty-Masters, Sally Fuentes, David Guerin, Renee Kraft, Marisa Phillips, Robert Sikora, Tracey Weiler (Chair)

Student Representatives:
 Chloe Armstrong, Anika Fejerpataky

Senior Administration:
 Tyrone Dowling, Gerald Foran, Shesh Maharaj, Paul Mendonca, Judy Merkel, Kerry Pomfret, Jennifer Ritsma, Annalisa Varano

Special Resource:

Recording Secretary:
 Alice Figueiredo, Executive Administrative Assistant

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Board Chair		
1.1 Opening Prayer & Memorials	Board of Trustees	--	--
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.	Jennifer Staats	--	--
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest 1.4.1 From the current meeting 1.4.2 From a previous public or in-camera meeting	Individual Trustees		
1.5 Items for Action: N/A			

ITEM	Who	Agenda Section	Method & Outcome
2. Consent Agenda: Director of Education (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)			
3. Consent Agenda: Board (Minutes of meetings)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 COW Minutes of November 7, 2022	Board of Trustees	pp.4-6	Approval
4. Delegations			
5. Advice from the CEO			
5.1 Bus Driver Shortages – Update 5.2 FSL Program Update 5.3 Healthy Active Living Report 5.4 Leadership Strategy Update	S. Maharaj P. Mendonca J. Ritsma A. Varano	pp.7-9 pp.10-13 pp.14-17 pp.18-37	Information Information Information Information
6. Ownership Linkage (Communication with the External Environment related to Board’s Annual Agenda; ownership communication)			
6.1 Linkages Activity 6.2 Pastoral Care Activity	Trustees Trustees	-- --	Discussion Discussion
7. Reports from Board Committees/Task Forces			
8. Board Education (at the request of the Board)			
8.1 OCSTA/CCSTA Communications OCSTA Communications 8.2 OCSTA Modules https://www.ocsta.on.ca/trustee-modules-2/ <ul style="list-style-type: none"> Ethical Leadership Governance for Student Achievement & Well-Being Trustee Roles & Responsibilities Key Relationships in School Boards Performance Review: Director of Education 	Chair Trustees	Link --	Information Discussion
9. Policy Discussion (Based on Annual Plan of Board Work)			
10. Assurance of Successful Board Performance (monitoring)			
11. Assurance of Successful Director of Education Performance (monitoring)			
11.1 Monitoring Reports & Vote on Compliance			
12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries			

ITEM	Who	Agenda Section	Method & Outcome
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): <ul style="list-style-type: none"> • Jan 16: Governance • Jan 20/21: 2023 Catholic Trustee Seminar • Jan 23: Inaugural Mass Celebration with Bishop Crosby • Jan 30: Board of Trustees' Meeting • Feb 6: Committee of the Whole • Feb 13: Trustee Equity Training • Feb 27: Board of Trustees' Meeting 	Chair	--	Information
14. Items for the Next Meeting Agenda	Trustees		
Board of Trustees Meeting: (January 30, 2023) <ul style="list-style-type: none"> • Monitoring Report IV-13 • Early Literacy Strategy • Audit Report on Trustee Expenses • Audit Report on Director's Expenses • Annual Report on Properties and Major Construction Projects • Approval of Budget Plan • Interim Financial Report #1 	Chair	--	Information
15. Adjournment/ Confirm decisions made tonight	Director of Education		
15.1 Confirm Decisions	Recording Secretary	--	Information
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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



Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, November 7, 2022, 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

Trustees Present:

Bill Conway, Manuel da Silva, Jeanne Gravelle (Chair), Shannon Nash, Wendy Price, Hans Roach, Brian Schmalz, Melanie Van Alphen, Tracey Weiler

Student Trustees Present:

Chloe Armstrong, Anika Fejerpataky

Administrative Officials Present:

Tyrone Dowling, Gerald Foran, Gerry Clifford, Shesh Maharaj, Judy Merkel, Kerry Pomfret, Jennifer Ritsma, Annalisa Varano

Special Resources For The Meeting:

Regrets:

Absent:

Recorder:

Alice Figueiredo, Executive Administrative Assistant

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

1. Call to Order:

The Chair called the meeting to order at 7:29 p.m.

1.1 Opening Prayer & Memorials/Para-liturg

The opening prayer & blessing was waived as it was previously led by Trustee da Silva in the Special Board of Trustees' Board Meeting.

1.2 Territorial Acknowledgement

The Territorial Acknowledgement was waived as it was previously led by Chair Gravelle in the Special Board of Trustees' Board Meeting.

1.3 Approval of Agenda

Chair Gravelle requested a mover and seconder for approval of the agenda with no amendments.

2022-28 -- It was moved by Trustee Conway and seconded by Trustee Nash:

THAT the agenda for Monday, November 7, 2022, be now approved. --- Carried by consensus.

1.4 Declaration of Pecuniary Interest

1.4.1 From the current meeting

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

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

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

3.1 Approval of Minutes of Regular and Special Meetings

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 COW Minutes of October 3, 2022

Chair Gravelle requested a mover and seconder for approval of the Consent Agenda.

2022-29 -- It was moved by Trustee da Silva and seconded by Trustee Weiler:

THAT the Consent Agenda of Board of Trustees and the recommendations contained therein be now approved.

--- Carried by consensus.

4 Delegations

5 Advice From the CEO

5.1 Community Planning & Partnerships (CPPG)

Superintendent Maharaj introduced the Community Planning & Partnerships and presenter, Jennifer Passy, Manager of Planning. The report included role of management to determine which facilities are suitable for partnerships, which entities are suitable as partners, partnership opportunities and co-build opportunities. Trustees had no questions.

5.2 Alternative Admissions Process Data

Superintendent Maharaj presented a report on Alternative Admissions Process Data. Trustees asked clarifying questions and provided feedback.

Prior to Superintendents leaving, Trustee Schmalz thanked Superintendents for their dedication to students at Waterloo Catholic during their term as Trustees.

6. Ownership Linkage (Communication with the External Environment)

6.1 Linkages Activity

6.2 Pastoral Care Activity

In lieu of Linkages and Pastoral, Trustees discussed and organized the upcoming newly elected Trustee orientation.

7. Reports From Board Committees/Task Forces

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

8.1 OCSTA Communications

Chair Gravelle asked if there were any questions with respect to the OCSTA Communications. No questions.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

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

13.1 Upcoming Meetings/Events

Trustees discussed upcoming events.

14. Items for the Next Meeting Agenda/Pending Items

Trustees discussed upcoming events. Trustees wished to have congratulations letters sent to the new Chief of Police and newly elected representations from the region, city and townships.

15. Adjournment – Confirm decisions made tonight. Closing Prayer

15.1 Confirm Decisions

The Recording Secretary confirmed the meeting decisions.

16. Closing Prayer

17. Motion to Adjourn

**2022--30 It was moved by Trustee Price and seconded by Trustee Van Alphen:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:34 p.m.**

Chair of the Board

Secretary



Date: January 9, 2023
To: Committee of the Whole Board of Trustees
From: Director of Education
Subject: Student Transportation Services

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 XXX
 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 background information on transportation services for students in the Region of Waterloo as well as information on the provincial school bus driver shortage.

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

Education Act Section 190 (1) "[Transportation of Pupils](#)":

(1) A board may provide for,

(a) a pupil who is enrolled in a school that the board operates;

(a.1) a resident pupil of the board who is enrolled in a school operated by another board under an agreement between the boards;

(b) a pupil in respect of whom the Minister pays the cost of education under the regulations; and

(c) a child over two years of age who may, under the regulations, be admitted to a program for children who are deaf or hard of hearing,

transportation to and from the school that the pupil attends.

Administrative Procedure APO012 "[Transportation](#)"

Alignment to the MYSP:

Awaken to Belong

Parents/Families/Community members are aware of and/or use the available resources to assist in navigation of the school system.



Background/Comments:

Transportation services for students in the Region of Waterloo are planned and carried out by Student Transportation Services of Waterloo Region (STSWR).

STSWR is an incorporated consortium owned 50% by WCDSB and 50% by the Waterloo Region District School Board and has been in operation since 2007. A cost sharing arrangement is in place whereby all costs of STSWR are shared proportionally based on each partner's share of ridership. The exception to this is the cost of the General Manager which is shared equally.

STSWR's oversight comes from their Board of Directors which is comprised of the directors of education and senior business officials from both school boards. Operational oversight comes from the Consortium Management Committee which is comprised of the senior business officials and one other staff member from each school board. Day to day management comes from a general manager.

Since 2007, both school boards have seen significant improvements in:

- Service levels to families
- Time spent on school buses
- Cost per student for transportation
- Safety
- Number of buses on the road / kms travelled each day
- Reliability of vehicles
- Driver training
- Contract compliance
- Innovative practices including GPS tracking, automated notifications, use of video, and training for students

STSWR also provides supports to schools by way of school travel planning / active travel to school programs which help to reduce congestion around school sites, improve the physical and mental health of students, and provide leadership and learning opportunities to students.

Trustees will receive an annual report from the general manager outlining STSWR's key performance indicators, current and future issues, and strategic plans for improvement.

Parents and families may reach out to trustees with inquiries or concerns about their child's transportation. Trustees should direct stakeholders to STSWR (<https://www.stswr.ca/about-us/contact/>) or their questions to the director of education. STSWR has a defined process for supporting families including an appeals process where a family's request may fall outside of WCDSB's transportation policies.

In recent years there has been a provincial shortage of bus drivers. The issue peaked during COVID when many bus drivers (many of whom are retirees), resigned citing health reasons. The province is supporting school boards and school bus operators by providing retention bonuses to drivers, and there are several provincial working groups trying to generate solutions to the shortages.

Some of the common reasons amongst transportation consortia for driver shortages are:

- Record employment rates (difficult to find new drivers)
- Transience (people moving to full time jobs or out of region)
- Drivers find the job very challenging
- Hours of work are unique

Some of the initiatives undertaken locally to support and attract drivers:

- Training costs for new drivers are covered by school bus operators
- Significant increases in wages
- Increased hours of work
- Professional development for drivers



- Driver recognition days
- Advertising for new drivers through school communities, on social media, billboards, radio, hockey games, etc.
- Significant signing bonuses are provided to new drivers
- Attempts to combine part time WCDSB jobs with driving jobs so more hours payable

In September of 2022, STSWR presented information on bus driver shortages to the past Board of Trustees. At that time school bus operators were short 40 drivers. To manage unpredictable bus pickup times for families, where buses could not be reliably run up to 30 minutes beyond their scheduled times, routes were cancelled on a week to week and rotational basis.

Since then, over 100 drivers entered our school bus operators' training programs. These new drivers have helped to improve service levels to a point that STSWR is no longer cancelling routes. It must be noted that drivers continue to resign, retire, or otherwise could not get through the training program, so there are still absences and late buses today. Work continues to address driver attraction and retention. The general manager of STSWR is hopeful that service levels will continue to improve given the progress made between September and December.

Benoit Bourgault, General Manger of STSWR will be present at the meeting to present driver shortage data, new hires, and current status.

Updates on school bus driver staffing levels will be brought to the Board as information as conditions evolve. The next update will be at the end of February 2023.

Recommendation:

This report is provided as information to the Board of Trustees.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate 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: January 9, 2023
To: Executive Council
From: Paul Mendonca, Jennifer Kruithof
Subject: FSL Program 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)

- *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12, 2013*, available at [www.edu.gov.on.ca/eng/amenagement/ frameworkFLS.pdf](http://www.edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf)
- *The Ontario Curriculum: French as a Second Language – Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8, 2013*, available at [www.edu.gov.on.ca/eng/ curriculum/elementary/fsl18-2013curr.pdf](http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf)
- *The Ontario Curriculum: French as a Second Language – Core, Extended, and Immersion French, Grades 9 to 12, 2014*, available at [www.edu.gov.on.ca/eng/ curriculum/secondary/fs1912curr2014.pdf](http://www.edu.gov.on.ca/eng/curriculum/secondary/fs1912curr2014.pdf)
- APA001 Admissions to Elementary Catholic Schools – https://www.wcdsb.ca/ap_memos/PDF/APA001.pdf
- APO012 Transportation https://www.wcdsb.ca/AP_Memos/PDF/APO012.pdf

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

- *School Effectiveness Framework (2013)*

Alignment to the MYSP:

- Strengthen to Become: Every student reaches their full potential
- Awaken to Belong: Every student can see themselves reflected in their learning

Background/Comments:

PATHWAYS: All students in the WCDSB have access to French as a Second Language learning opportunities through the Core French and French Immersion pathways offered through our Board.

CORE FRENCH: English-language school Board in Ontario are required to provide students with a minimum of 600 hours of French instructional hours by the end of elementary school. In Secondary, one



FSL credit (110 hours) is compulsory for the Ontario Secondary School Diploma (OSSD). A second FSL course can be counted towards the compulsory credits required for the OSSD. The WCDSB offers Core French for 40 minutes per day, 5 days per week from grades 4-8 at all elementary schools. In secondary, the FSF credit is offered in every secondary school from grades 9-12.

ADVANCED PLACEMENT FRENCH: The WCDSB offers AP French at Monsignor Doyle, Resurrection, and St Mary's starting in Grade 10. Advanced Placement is an internationally recognized program that allows students to enrich the Ontario Curriculum with the goal of achieving university accreditation at a select University while enrolled in Secondary School.

FRENCH IMMERSION: More than seven hundred students followed the Immersion pathways last year, spending half the day in English, and the other half in French. The WCDSB offers the French Immersion program at 6 dual-stream sites starting in Grade 1. In addition to learning the language, students learn certain subject content in French. In Junior and Intermediate grades, an average of 150 minutes per day are spent in French. In the primary grades, an average of 158 minutes per day are spent in French (this represents one additional 40-minute block per week of Itinerant Music in French to meet the Ministry hours of instruction in French requirement of 3800 hours of French instruction by the end of Grade 8). This Regional Program is currently offered at the following sites:

- St Peter (Grades 1-3) – Legacy exception students in Gr 4-8 go to OLF
- St Luke (Grades 1-4) – Legacy exception students in Gr 5-8 go to SEB
- Holy Rosary (Grades 1-4) – Legacy exception students in Gr 5-8 go to SEB
- Our Lady of Fatima (Grades 1-7)
- St Anne K (Grades 1-8)
- Sir Edgar Bauer (Grades 1-8)

HIGHLIGHTS OF FSL PROGRAMS in 2022

CULTURAL EXPERIENCES:

- More than 1300 students participated in French cultural experiences such as the Au Canada Project, Adventures and Dancing with the Franco Super Stars, Mike Ford's Troubadour performance, and Voyageur Games with Perspectives Education. This combination of virtual and in-person adventures were subsidized through the Federal Official Language's in Education Program (OLEP) Agreement with the Province of Ontario.

PROFESSIONAL DEVELOPMENT:

- 79 FSL teachers participated in voluntary board-level Professional Development activities, almost all of which were after school or on weekends. Professional Development topics included how to make assessment and evaluation fair when assessing skills like speaking to interact, classroom management in itinerant situations, preparing for effective Parent-Teacher meetings, mentoring new FSL teachers and preparing for de-streaming in grade 9 classrooms.
- Twenty-one FSL teachers attended virtual conferences led by OMLTA, ACPI, and AIM on evenings and weekends.
- A team of FSL secondary teachers worked on a de-streaming Grade 9 Summer Project to support other FSL teachers
- The WCDSB hosted a week-long DELF training for FSL teachers in Boards associated with the West Regional Office.

OPPORTUNITIES:

- Inspired by a passion for bilingualism, fourteen Grade 12 students chose to write international exams in Spring 2022 to document their proficiency. Four students wrote AP French Exams, which provide an additional credit in select Universities in Canada and the United States; Twelve students wrote the DELF exam, which provides an Internationally recognized language proficiency certificate to share with future employers.



FRENCH IMMERSION:

- The phase-in of the French Immersion Program from grades 1 to 8 is now complete at Sir Edgar Bauer and St Anne Kitchener.

CHALLENGES IN FSL:

- OCT's *Transition to Teaching 2021Report* states that French as a second language first-year teachers in Ontario are at near zero unemployment for the fourth year running. (OCT https://www.oct.ca/-/media/PDF/transition_to_teaching_2021/2021T2Ten.pdf) As in the rest of Ontario, we have faced challenges related to hiring qualified French teachers.
- While we were able to place 138 Grade 1 students in French Immersion this Fall, an additional 44 students could not be accommodated due to restrictions related to physical space in schools and hiring challenges.
- In French Immersion classes system-wide we have seen an unusual increase in the attrition rates this year. 71% of student attrition was due to families relocating to new communities. 20% related to academic concerns, almost always tied to pandemic disruptions. The other 9% related to parent concerns about class structure or having the same teacher over multiple years. The "other" category also captures students leaving formal education for homeschooling or for extended international travel opportunities – in which case, there is a possibility they could return to the program in a future grade level.

LOOKING AHEAD:

- We will continue the process of phasing-in an additional grade level of French Immersion at Our Lady of Fatima, St Luke, Holy Rosary, and St Peter each year until the program is available from grades 1-8.
- Grade 8 students who are enrolled at Sir Edgar Bauer CES for French Immersion in the 2022/2023 school year will be directed to attend St David Catholic Secondary School (CSS) for Grade 9 French Immersion beginning in 2023/2024.
- Grade 8 students who are enrolled at St. Anne (K) CES for French Immersion in the 2022/2023 school year will be directed to attend St. David Catholic Secondary School (CSS) for Grade 9 French Immersion beginning in 2023/2024 with board-provided hub-model transportation.
- Grade 8 students who are enrolled at St. Anne (K) CES for French Immersion in the 2023/2024 school year, or the year prior to the new East Kitchener 7-12 Catholic school opening, be directed to attend the new East Kitchener 7-12 Catholic School.
- Grade 9 French Immersion students who are enrolled at St. David CSS and residing in the St. Anne (K) French Immersion attendance area in the 2023/2024 school year or the year prior to the opening of the new East Kitchener 7-12 Catholic School, will be directed to attend the new East Kitchener 7-12 Catholic School for Grade 10-12 with transportation if they qualify in accordance with board procedure APO012 – Transportation.
- If the new East Kitchener 7-12 Catholic School opening is delayed beyond 2024/2025, French Immersion students in Grades 10 or above who are enrolled at St. David CSS in the year prior to the opening of the new school who resides within the St. Anne (K) CES French Immersion attendance area, will remain at St. David CSS until graduation with board-provided hub-model transportation and any Grade 9 French Immersion student who resides within the St. Anne (K) CES French Immersion attendance will be directed to the new East Kitchener 7-12 Catholic School for Grade 10 onwards. Grade 10 or above French Immersion Students may remain at St. David CSS as Out of Boundary students, without board-provided transportation.
- Grade 8 students who are enrolled at Our Lady of Fatima CES for French Immersion in the 2023/2024 school year will be directed to attend St Benedict Catholic Secondary School (CSS) for Grade 9 French Immersion beginning in 2024/2025.
- Courses taught in French in grade 9 at St David will be: FIF 1D (French Immersion), CGC 1D (Issues in Canadian Geography), and PPL 1O (Healthy Active Living Education)



Recommendation:

This report is presented to the Board as information.

Prepared/Reviewed By:

Tyrone Dowling, Director of Education
Paul Mendonca, Superintendent of Learning
Jennifer Kruithof, FSL Consultant

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Date: January 9, 2023
To: Board of Trustees
From: Director of Education
Subject: Healthy Active Living 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
- Information only of day-to-day operational matters delegated to the CEO

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

- PPM 138 – DPA
- PPM 144 – Bullying Prevention
- PPM 150 – Food & Beverage Policy
- PPM 158 – Concussions

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

- PPM 138 – Daily Physical Activity in Elementary Schools (2017)
- PPM 144 – Bullying Prevention & Intervention (2012)
- PPM 150 – School Food & Beverage Policy (October 2010)
- Ontario Ministry of Health – Standards for Public Health Programs & Services (School Health Standard)
- Ontario’s Equity and Inclusive Education Strategy (2009)
- Ontario’s Well-Being Strategy for Education: Discussion Document (2016)
- Ontario’s Equity Action Plan (2017)

Alignment to the MYSP:

- Strengthen to Become – Every student reaches their full potential
- Awaken to Belong – Every student can see themselves reflected in their learning
- Ignite to Believe – Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB Pastoral Plan within their learning environments



Background/Comments:

The 2021-22 school year saw a return to more familiar routines in the Health & Physical Education world. Students were back inside the gymnasium, using equipment and further exploring physical activity patterns that were so desperately needed.

The focus of the 2021-22 year centred on the reestablishment of norms within the gymnasium that were rooted in self-regulation, cooperation, and collaboration. These ideas became a focus point within the following three priorities:

1. Mental Health & Well-Being
2. Resource Support
3. Outdoor Education

Mental Health & Well-Being

Collaboration with the Mental Health Lead at WCDSB increased during this past school year. The first project was the purchasing of bathroom wall frames for all our Secondary school bathrooms as well as our intermediate bathrooms in our elementary schools. The intention of these wall frames is to provide students with a visual reminder of important things connected to their mental health and well-being. During the year, a series of posters will be rotated through these frames rooted in cannabis and vaping education as well as spaces in which students can reach out for help regarding their own mental health.

This year saw the completion of the purchasing of resources used to support teachers with the addition of the Social-Emotional Learning Skills (SELS) in the Health & Physical Education curriculum. The kindergarten program will be supported with the Lucy Tries Sport Series. This is a series of books written by Canadian, Lisa Bowes that delves into explicit teachings and lessons on trying new things, winning, and losing gracefully, sportsmanship, dealing with fears and anxiety and a variety of other important messages noted in the SEL curriculum. A subsequent series of books has been sourced from School Mental Health Ontario (SMHO) and purchased to support the primary, junior and intermediate divisions for the same purpose. Currently, resources are being developed to accompany these books that will assist teachers with options and ideas on how to support SEL learning within the HPE curriculum.

Resource Support



The return to more traditional Physical Education classes in 2021-22 was welcomed by so many for so many reasons. This development provided a great opportunity for educators to use physical activity to reestablish norms for large and small group interactions within the gymnasium that would then transfer to our classrooms and school yards. In September of 2021, the Primary Planning Time team was provided with the opportunity to learn from our Senior Manager of Equity, Lynn Garrioch on how cultural appropriation and micro aggressions need to be considered within the Arts and Health & Physical Education world. A great afternoon was spent understanding the need to dive deep into our learning as educators so we can ensure the material we are sharing with our students reflects a greater knowledge and understanding of a variety of different cultures in a responsible way. Continued professional development for this team has been ongoing and will continue to be provided in subsequent years.

One continued priority moving forward for HPE is to invest in platforms for students to participate in non-traditional physical activity opportunities. This past year an investment was made to purchase a class set of pedometers for each school. With this, a collaboration is currently underway between our Healthy Active Living Consultant and our Math Consultant to write programming to assist educators on how to integrate the use of pedometers with their math curriculum. There are many different connections to be made from kindergarten all the way through Gr. 8.



Materials were also purchased to provide schools with a chance to engage students with an ExBeats Kit. What is ExBeats? Think DrumFIT... students will use drumsticks and yoga balls to elevate their heart rate in physical activity while integrating the music and dance curriculum. These materials were purchase in the Spring of 2022 and are now active in our system. This is another great way to provide physical activity opportunities in non-traditional ways.

The 2nd annual School Step Challenge took place from February 9th to March 9th, 2022. Teachers were challenged to take as many steps as they could each day. Schools with the highest average of steps per day at the end, earned their school a cash spend on Physical Education equipment from one of our partners. St. Elizabeth was the first-place winner this past year! Congratulations Eagles! Claiming prizes 2nd through 5th were Our Lady of Grace, St. Teresa of Calcutta, St. Clement, and St. Anne (C). This project was two-fold... first, it provided an avenue for teachers to be active and work towards a goal which was beneficial for both their physical and mental health and it also provided a win for students as some of their additional physical education equipment needs could be provided for. The feedback from staff was incredibly positive and plans are in the works to provide this opportunity to all schools again this year.



Outdoor Education

The Waterloo Catholic District School Board has enjoyed a positive and healthy relationship with Grand River Conservation Authority (GRCA) for many years. Our students attend outdoor education programming that aligns with our curriculum in a variety of different grades and GRCA is one of our most prized community partnerships.

As classes did not start going to Laurel Creek and Shades Mills for our Outdoor Education programming until January 2022, our contract was prorated with the GRCA. As such, there were funds available for use for additional outdoor purposes this past year. Ten of our educators chose to attend professional development opportunity on a Saturday in May with the Canadian Intramural and Recreation Association (CIRA), an additional four took an Additional Qualification (AQ) in Health & Physical Education and 18 teachers and administrators registered for an



online professional development course titled “Green Exercise: The Gateway to Social Emotional Learning” given by Ted Temertzoglou. These were all wonderful learning opportunities for our staff.

Additionally, the Outdoor Education teachers in our Secondary system, recertified themselves with Wilderness First Aid Association (WFAA) so they can continue taking our students on excursions as part of our Outdoor Education program. This process is required to happen every three years. Fifteen teachers took part.



With the remaining funds, schools were provided with the opportunity to take their students on outdoor education trips during the final months of schools. Funds were available to support transportation as well as costs associated with registration or fees. Thirty different schools, including our Summer Boost program, accessed the funds to support trips to places such as the Donkey Sanctuary, Treetop Trekking, various Camps, rowing, and canoeing as a few examples.

Moving forward, concussions and PPM 150 will become a focus. In October 2022, the 6th annual International Consensus Conference on Concussions took place in Amsterdam, Netherlands. At this event, doctors from across the world gather to share the most up to date research on concussions. This research will be summarized into an internationally accepted statement paper which will in turn, drive the foundations of how concussions are diagnosed, treated and managed, moving forward. It is expected that this research will be shared at the 9th International Concussion Conference hosted by the District School of Niagara in April 2023. Upon the sharing of this information, Parachute Canada and OPHEA (Ontario Physical and Health Education Association) will work to adapt current concussion protocols which will inform our own AP027 Concussion Policy. The International Concussion Conference took place in 2012, 2016 and was supposed to have taken place in 2020, however, was postponed twice due to Covid.

PPM 150 the School Food and Beverage Policy was issued October 4th, 2010. A foundational principal informing PPM 150 was Canada’s Food Guide. Canada’s Food Guide was revised in 2019. With this revision, PPM 150 has become an out-of-date document. PPM 150 informs our food and beverage policies at both the elementary (APH021) and secondary level (APH017) and as such, our policies are out of date. OPHEA and OASPHE (Ontario Association for the Support of Physical and Health Educators) have inquired with the Ministry of Education regarding their intent to update PPM 150. Once this has been done, WCDSB will update our own policies.

Recommendation:

This report is presented to the Board as information.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Brigitte Webster
Health and Active Living Consultant

Jennifer Ritsma
Superintendent of Learning

*4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board 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 CEO, subject in all instances to what otherwise actually occurred.





Date: January 9, 2023
To: Board of Trustees
From: Director of Education
Subject: Board Leadership Strategy 2022-2023

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)

- Board Policy I 001 – Ends
- Board Policy IV 013 Leadership
- Ontario Leadership Strategy - <http://www.edu.gov.on.ca/eng/policyfunding/leadership/threeYear.html>

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

- Achieving Excellence: A Renewed Vision for Education in Ontario - <http://www.edu.gov.on.ca/eng/about/excellent.html>
- Board Leadership Development Strategy (BLDS) - <http://www.edu.gov.on.ca/eng/policyfunding/leadership/BLDS2012Manual.pdf>

Alignment to the MYSP:

Strategic Priority:

- Awaken to Belong: Staff experience a positive, healthy, and inclusive workplace
- Strengthen to Become: Staff know their impact on student achievement

Background/Comments:

The Ontario Leadership Strategy was developed in 2008-2009 to foster leadership of the highest possible quality in schools and school boards. The WCDSB maintains that our goals mirror the goals of the OLS – that is, to:

- attract the right people to leadership roles;
- develop personal leadership resources in individuals and promote effective leadership practices in order to have the greatest possible impact on student achievement and well-being; and



- develop leadership capacity and coherence in organizations to strengthen their ability to deliver on education priorities.

Although the Ministry funds have been discontinued, Waterloo Catholic has prioritized leadership development to ensure that we are supporting and developing aspiring leaders in our organization. The Board Leadership Development Strategy Goals for the Waterloo Catholic District School Board are the following:

Overall Goal:

To develop leadership capacity to support the achievement of goals outlined in the Multi-Year Strategic Plan and the Board Improvement and Equity Plan (BIEP).

Goal One:

Create and promote leadership opportunities that engage all school and system leaders in order to strengthen staff capacity for instructional and spiritual leadership, to enhance organizational effectiveness, and to support succession planning as defined by research, Strong Districts and their Leadership and the Catholic Leadership Framework.

Goal Two:

School and system leaders in the WCDSB will develop the capacity to appropriately respond to the needs of learners by fostering a holistic view of student learning that encourages shepherd, servant and steward leadership.

Goal Three:

Create and provide opportunities for enhancing leadership capacity for the entire system by engaging in active professional lifelong learning, equity training, faith formation, mentorship, and coaching.

Waterloo Catholic District Leadership 2022-2023

Strategic leadership planning for the 2022/2023 school year has been responsive to the ever-shifting landscape that has shaped our most recent experiences.

For 2022, 2023 our comprehensive leadership strategy is structured around the following robust offerings which include:

- Seeking Positive Solutions: Conflict Management and Equity: Recognizing Power and Privilege (Spring 2022)
- Catholic Leadership Program: Part 1, 2 and 3
- Deepening the Personal Leadership Resources: Institute for Education Leadership
- [Onward](#) Workshop Series
- Information to Transformation Program
- [Crucial Conversations](#) Training
- Mentorship 101 Learning Series
- New Teacher Induction Program
- Induction Series for Newly Appointed Administrators
- Vice-Principal 'in waiting' and 'in training' - Training Needs and Opportunities
- CPCO Principal's Qualification Part I and II
- Experiential Professional Learning for Guidance Educators in the Skilled Trades and Apprenticeship Pathway
- Capacity Building with School and System Leaders: Data and Research
- Leading Math Success - Secondary
- Thinking Classroom - Peter Liljedahl LIVE



- The Teacher Learning and Innovation Allocation (TLIA)
- Nuance: A Book Study
- Commitment to Leadership: Equity, Diversity and Inclusivity Committee

Seeking Positive Solutions – Conflict Management and Equity: Recognizing Power and Privilege

This 3-part series was developed by the Catholic Principal Council | Ontario in response to the needs of Waterloo CDSB Principals and Vice-Principals. It was founded on the interests-based negotiations framework from the Harvard Negotiations Program and the work on conflict management of Thomas and Kilmann. Dr. Leeno Kaurmanchery's work on Emotional Intelligence and Diversity will be integrated as part of the exploration of power and privilege. A case study approach was woven throughout and provided opportunity for participants to draw upon real life experiences as they engaged in the sessions.

- Session 1 (75-mins) examined historical development of public education in Ontario created through the lens of White, Anglo-Saxon Protestants resulting in a system of education that favoured some and not others. These roots created systemic blind spots, implicit bias and power imbalances that have been “baked in” for many education leaders today. This lead into an exploration of power, privilege and oppression and what that means for positional leaders in Ontario’s Catholic schools today.
- Session 2 (60-mins) considered 5 conflict-handling modes that make up the Thomas-Kilmann Conflict Mode Instrument. Participants engaged in a self-assessment to identify possible over- and under-use of each style, and through a case study approach explored the value of each mode dependent on the situation or desired outcome. Discussions explored how as school leaders, power and privilege impacted situations of conflict and reviewed how privilege and oppression are at play in any encounter.
- Session 3 (60-mins) shared the Seeking Positive Solutions framework as a new way to work through conflict by focusing on listening first with the goal of uncovering the underlying interests that are at the root of the presenting issue. Participants were supported with guided questions and language prompts that enabled them to recognize their position and privilege, setting them aside and focusing energy on creating honourable space for others, even when emotions and passion run high. It brings to mind the moral imperative as Catholic education leaders to mitigate this by asking one’s self “Who am I in relation to conflict?” Using a case study approach and breakout rooms, participants practiced how to navigate highly charged and emotional interactions in consideration of the power and privilege that is present.

Catholic Leadership Program 2022-2023

[Program Overview:](#)

The WCDSB is proud to welcome employees to our Leadership Program. This formal program provides a consistent approach to leadership development which respects that acts of leadership can come from anyone in the organization. The Catholic Leadership program is focused on nurturing the development of our leaders and ensuring that the explicit focus of their development efforts is consistent with the leadership practices outlined in the Ontario Catholic Leadership Framework.

Ongoing work with our Logic Model to support the Human-Centred Design is attached [here](#).

WCDSB's Catholic Leadership Program consists of three modules:



Part I: A Call to Leadership through discovery, listening and reflection ~ Participants learn to develop their leadership skills within a Catholic education system.

The Part 1 Program is designed to provide an opportunity for all WCDSB staff to grow their leadership capacity through discussion, reflection, and discernment. The series examines personal resources and enables participants to introspectively assess their own leadership style while discerning the importance of vision, values, influence, and motivation within the context of Catholic education and the WCDSB. Participants will be engaged in opportunities to discover, listen and reflect on leadership.

Part II: Moving to Authentic Leadership ~ Participants will discern their call to leadership within a Catholic education system.

This series builds upon the learnings and growth opportunities presented in Part I. Candidates interested in pursuing formal leadership within the board will have the opportunity to discern together, reflect on their personal resource skills, and engage in practical experiences that aim to further develop their Catholic leadership skills

Part III: Answering the Call ~ Participants identify their own and others’ leadership skills and capacity to affect change.

Participants in Part III must have successfully completed Part I and Part II to participate. In 2022-2023, this learning series will focus on deepening Personal Leadership Resources (PLRs) within the Catholic Leadership Framework. Leaders will further develop their cognitive, social, and psychological resources through practical and interactive work that is rooted in equity. We will use case studies, guest presenters, and group discussions to better understand our strengths and areas for growth and professional development with respect to the PLRs.

Year	Developing Leadership	Authentic Leadership	Advanced Leadership	Totals
2018-2019	41	34	22	97
2019-2020	21	33	23	77
2020-2021	Catholic Leadership through Equity Lens Series			65
	Call to Leadership	Authentic Leadership	Answering the Call	
2021-2022	27	15	21	63
2022-2023	25	15	14	54



Deepening the Personal Leadership Resources (PLRs)

The IEL (Institution for Education Leadership) continues to promote building and strengthening the Personal Leadership Resources (PLRs) as qualities that are essential to effective leadership.

The Ontario Catholic Leadership Framework describes the characteristics of effective leaders such as optimism, emotional intelligence and problem solving abilities, which the research indicates create the variation among leaders in how well they are able to enact leadership practices. School leader and system leader practices are enacted most effectively using these Personal Leadership Resources.

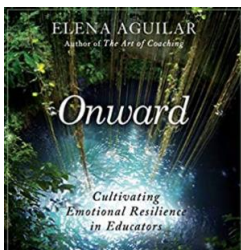
The IEL in partnership with Andrea McCabe, vice-principal with the Hamilton-Wentworth Catholic District School board, has developed resources to assist leaders with the development of their personal leadership resources (PLRs).

WCDSB provided in service of these materials to all school leaders at our bi-weekly K-12 admin meetings. The materials which included presentations, notes and reflective manuals support development and strengthening of the PLRs. The PLRs modules are generic and are enriched by what leaders bring to the learning.

Participants were encouraged to draw on and apply their lived experiences and diverse backgrounds to help ensure that the learning is culturally relevant and responsive.

Leaders will continue to benefit from this professional learning experience focused on the PLRs by:

- Engaging in self reflection
- Collaborating with others
- Exploring the nuances of who we are as leaders
- Applying theory to practice
- Identifying areas for continued growth
- Gathering tools to support continued growth



Onward Workshop Series: Cultivating Emotional Resilience in Educators

Recognizing that now more than ever our educators may find themselves leaning more on their personal leadership resources (as found in the Ontario Leadership Framework) *Onward* tackles the problem of educator stress and provides a practical framework for taking the burnout out of teaching. This resource and the accompanying workbook was purchased for all K-12 administrators to support staff development in the development of their personal leadership resources.



Information to Transformation Program

The *Information to Transformation* Program offered by The Partners in Catholic Education is a leadership program that focuses on faith formation for emerging leaders across the Diocese of Hamilton. The program is now forming its 5th cohort of leaders and WCDSB has four candidates participating with a balance of elementary and secondary presentation in a variety of roles. In past years, it has also been an opportunity for other professionals in the board to be challenged and nurtured through this program.



FROM INFORMATION TO TRANSFORMATION A program presented by the partners in Catholic Education in the Diocese of Hamilton to deepen, celebrate and live your faith every day.

Engagement between modules will be facilitated in small groups and supported by a program mentor.

When Faith Meets Pedagogy

This year's WFMP Conference - *The Church on a Journey*, was held October 27 - 29 in Toronto. We had hoped to sponsor 25 staff to attend the conference but fell a little short due to the fact that we were not permitted to put aside supply teachers as we normally have done in previous years. It was a wonderful 'start up' to the live and in person event which is Canada's largest Catholic Educator Conference - but was unable to run the past two years due to Covid restrictions.

Approximately 700 individuals involved in the work of Catholic Education came together to **Encounter, Listen and Discern** as they were nourished by the Eucharist, workshop presenters and of course our Keynote Speakers, namely Dr Brett Salkeld and Dr Anne Jamieson. We were exceptionally proud that the Waterloo Catholic District School Board sponsored three workshops this year.



Crucial Conversations Training

[Crucial Conversations](#) is being rolled out as a three-year plan wherein all administrators and Human Resource staff will have the opportunity to participate in the 2-day training. Our facilitators intend to deliver the training in the spring to administrators and HR senior professionals.

Crucial Conversations gives people the skills to step *into* disagreement—rather than over or around it—and turn disagreement into dialogue for improved relationships and results.

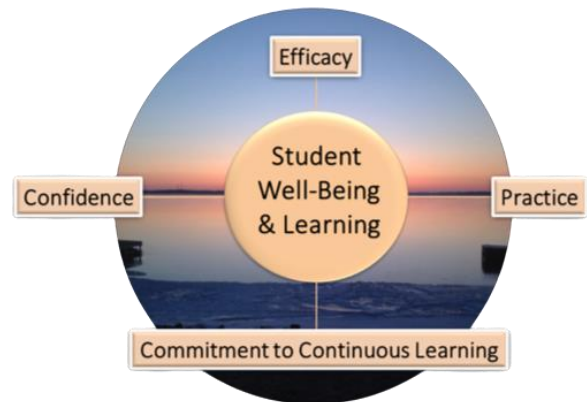




New Teacher Induction Program 2022-2023

The New Teacher Induction Program (NTIP) was created to assist in the growth and development of new teachers. It is the next stage in a continuum of professional development for educators that builds on and completes the first stage, pre-service teacher education programs, by supporting successful teaching, learning, and assessment methods. It offers a further full year of professional assistance so that brand-new educators can acquire the necessary expertise and know-how to succeed as seasoned educators in Ontario. By helping new teachers achieve their full potential, the New Teacher Induction Program supports Ontario’s vision of achieving high levels of student performance.

NTIP is **Relational – Responsive – Recursive – Real world**



NTIP Required Teachers

- 1st Year Permanent Hires
- 2nd-year permanent hires who do not successfully complete NTIP in their first year
- NTIP Mentors - Experienced teachers supporting NTIP required teachers
- 1st Year Long Term Occasional Teachers with assignments of 80 days or longer

Additional NTIP Eligible Teachers

- Any teacher in their first 5 years who falls outside of the NTIP required definition is eligible for support.
- Beginning Daily Occasional Teachers
- Beginning Short and Long Term Occasional Teachers (any duration of assignment)
- Beginning Continuing Education Teachers
- Beginning Permanent Hires past year 1
- Mentors (Associate Teachers) supporting any beginning teacher (e.g., Teacher-Candidates, Occasional teachers, etc.)

NTIP Induction Elements at a Glance

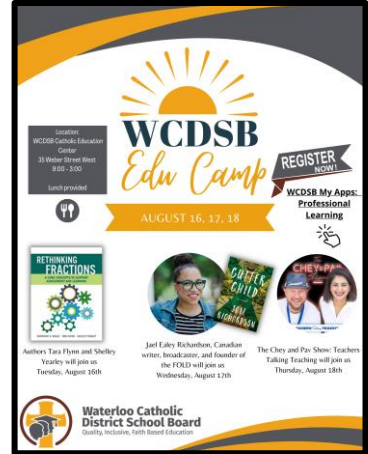
NTIP consists of the following induction elements:

- Orientation for new teachers to the school and school board
- Mentoring for new teachers by experienced teachers
- Professional learning relevant to the individual needs of new teachers



ORIENTATION

All new teachers were invited to participate in Orientation sessions offered in a variety of formats including Face-to-Face, Virtual, and last school year - Asynchronous. This included an introduction to school and board-level support and connecting with each other. Educators were encouraged to peruse the NTIP Website, NTIP News, and available resources found in our NTIP Library.



A #wcdsbNTIP Edu Camp Podcast. Amazing to hear the #wcdsbAwesome educators speak about their passion.

Brilliant to immerse ourselves alongside @StaffPodcast

2:17 287 views

12:59 PM · Aug 18, 2022

This summer we offered WCDSB Edu Camp to kick-start the academic year. This was open to all new and experienced educators, mentors, and administration. This 3-day event had sessions ([schedule](#)) that were designed to help educators develop

their practice, increase their material understanding and encourage a more equitable & culturally responsive learning environment in their classrooms by collaborating with other educators and facilitators. Each session provided a unique interactive and hands-on experience from engaging with an author to collaborating on a podcast.

Miss. Canto @MsSCanto

Loving the positive energy and amazing learning happening at #wcdsbNTIP EduCamp!

Miss. Luis (she/her) 🇨🇦 @ErmaLuis1 · Aug 17

It's a packed house this morning at #wcdsbNTIP Edu Camp!

Lynn Garioch speaks about @WCDSBequity and cultural humility in our schools and classrooms. #CRRP

8:23 AM · Aug 18, 2022



PROFESSIONAL LEARNING

We used **innovative approaches** to support NTIP teachers as we continue to face challenges of **limited (or no) release time**. We ushered in a new Professional Learning Model to meet the needs of beginning teachers - In-class experiential mentor-coaching via the NTIP consultant. This approach enabled us to mentor, coach, collaborate via co-planning and co-teaching, guide and support, and help sustain and extend professional learning. For instance, modeling lessons, collaborating in planning sessions and guiding using high-yield teaching strategies while offering direct connections to the classroom. Further, we continued using differentiated, ongoing learning opportunities including face-to-face, virtual, and asynchronous book inquiries with a final book discussion, bi-weekly (now monthly) newsletter, funding for AQ for anyone who qualified, and Twitter NTIP hashtag (#wcdsbNTIP), etc. **A menu of professional learning** allows for voice, choice, and personalized construction of learning based on authentic learning opportunities directly connected to the real-world classroom experiences and learning goals of each individual new teacher. What we offered can be viewed [here](#).

In School Visits (Coaching)



Assessment	Planning	Pedagogy
<ul style="list-style-type: none"> - Moderated Marking - Creating student friendly learning goals - The <i>how</i> of observations and conversations - Tracking - Differentiated Assessment practices 	<ul style="list-style-type: none"> - Co-planning lesson/unit - Guided Reading - Words Their Way - Planning with the end in mind (backwards planning) - Being responsive to student need - Cross-Curricular unit skeleton - Consolidation of a lesson/big ideas 	<ul style="list-style-type: none"> - Classroom Management - Modeled Lesson/Activity - Shared Reading/Writing - Model/co-led Number Talk - Thinking Classroom - Inquiry - Small group instruction

Breakfast Bunch; Lunch & Learns, Staff Meeting
 > Thinking Classroom, Words Their Way.

Spring Anti-Racism & Equity Table Talk

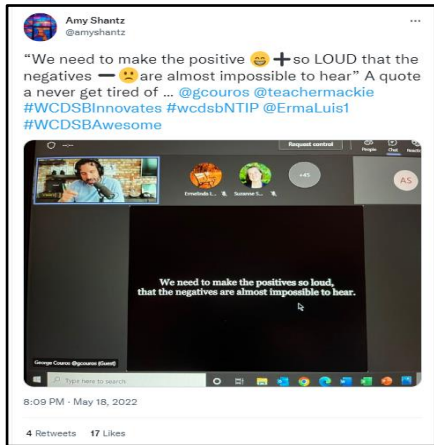


Lynn Garrioch led panelists Hedreich Nicholas, Dawn Harris, Charles Williams, Rabia Khokhar, and Vicki Olatundun in an evening filled with rich and meaningful conversations that engaged and pushed our thinking as we continue our journey in promoting racial equity and developing the necessary tools to address systemic racism; competencies related to a teacher's anti-racism awareness and the teacher's efforts to promote racial equity; and the importance of diversity while advancing equity and inclusion for Indigenous, Black, and other racialized Canadians.



NTIP and Wellbeing: The Innovator's Mindset (Keynote)

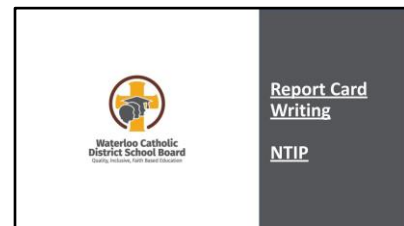
Description: Carol Dweck's work has focused on the ideas of "fixed" and "growth" mindset, yet educators will need to go a step further with these notions to create learning opportunities that our students and schools deserve. We need to focus not only on what we know but what we do with what we know. In this talk, George Couros discusses the idea and characteristics of *"The Innovator's Mindset"* (as discussed in the book of the same title) and share persuasive examples of why this is so crucial for all educators. George's presentation was emotional and humorous, all while pushing our thinking, as connected with our hearts first.



Progress and Term Report Card Writing:

Interested educators were invited to attend Progress and Term Report Card Writing Sessions by Brian Goodyear, Kim DeGasperis, Beth Wolf, and Petra Leduc:

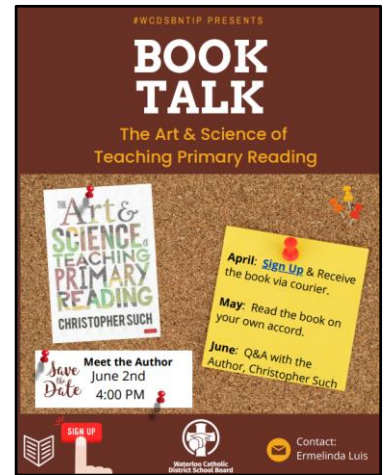
- Provided an overview of Growing Success
- discussed effective ways of approaching how to write Progress Reports,
- reviewed tips for writing individualized comments,
- shared recommendations for ease of comment creation,
- reviewed educator expectations for the completion of these reports,
- discussed the use of mandatory statements within the comments,
- answered any questions teachers had



Book Talks

With the release of the Right to Read Report, New Teachers and Mentors were looking to engage and understand the science behind reading and its practical implications for classroom teaching in elementary schools. Teaching children to read is one of the most important tasks in primary education and classroom practice needs to be underpinned by a secure foundation of knowledge. Teachers need to know what reading entails, how children learn to read, and how it can be taught effectively.

This book served as an essential guide for interested primary and junior teachers that explored the key technical and practical aspects of how children read with strong links to theory and how to translate this into the classroom. The bite-sized chapters offered accessible research-informed ideas across all major key topics including phonics, comprehension, teaching children with reading difficulties, and strategies for the classroom.

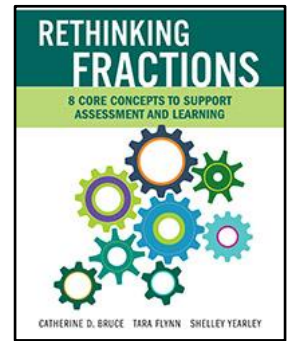


Joining forces with the Innovation Team and the book **Culturally Responsive Teaching and the Brain** by Zaretta Hammond we unpacked the foundational premise of *Culturally Responsive Teaching* - is that relationships in the form of learning partnerships are the starting point of becoming culturally responsive as an educator. After reading the book, we engaged in thinking critically and engaging in our own equity work to understand the connection this has for building equitable and identity-affirming learning spaces for our students under the guidance of Rabia Khokhar an award-winning Teacher and Anti-Racist and Equity Activist, We considered through an identity literacy framework how stories can be a tangible and cross-curricular tool for building identity affirming learning spaces where all students are 'seen' and feel a sense of belonging.

This year (2022-2023), all new permanent teachers received a copy of **Rethinking Fractions: 8 Core Concepts To Support Assessment and Learning** from the input and collaboration of our Math consultant Sarah Gonzalez-Day. During *EduCamp*, we worked through equitable math practices with authors Shelley Yearley and Tara Flynn. They along with Cathy Bruce will join us again in the spring as we continue to unpack this amazing



resource that will help educators assess students' understanding and possible misconceptions via the use of targeted, field-tested questions and recommended next steps that reveal student understanding; and respond to student needs with precise and differentiated tasks and instruction.'



Intentional Inclusion and Belonging

Transform your classroom into a thriving ecosystem that is interconnected, interdependent, and rich with belonging. Identify methods for designing safe, inclusive spaces for students to connect and grow together

while fostering antiracism and awareness.

On Thursday, December 1st we held a powerful evening and thought-provoking conversation and presentation. We heard from Dawn Harris, an associate professor of teacher education & Charles Williams an Administrator and consultant, as we continue to understand what inclusion and belonging mean.



Words Their Way Community of Practice, Grade 1 - 8.

In this learning series led by Ermelinda Luis (NTIP Consultant and initiator), Kim DeGasperis, and Beth Wolf (Literacy Consultants), educators unpack the **Words Their Way** Resources while making connections to Phonemic

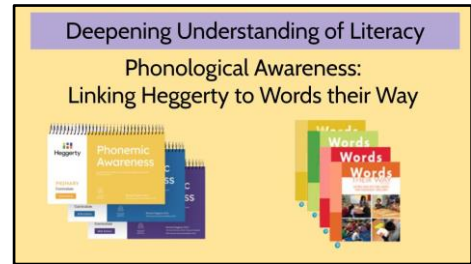


Awareness and use the spelling inventory (PSI, ESI, USI) to determine a student's spelling stage and how to focus educators instruction. [WTW Promo Video](#)



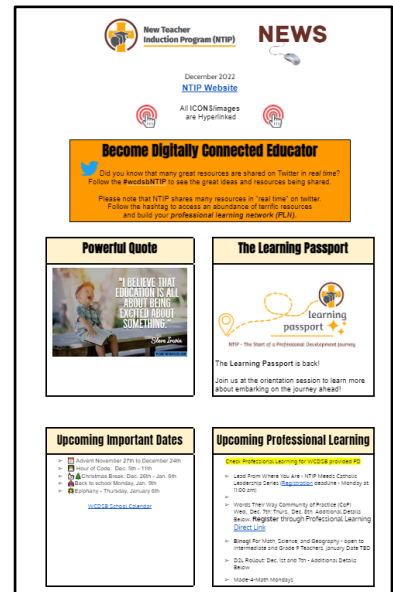
Words Their Way is a developmental spelling, phonics, and vocabulary program that has students work at their spelling stage using word sorts, hunts, and games in order to improve their understanding of the written language.

Words Their Way has students work with word sorts to help students successfully understand our spelling system. Word sorts are sets of words that fall into specific spelling, sound, or semantic categories. It provides students with hands-on, developmentally appropriate word work. Early years and primary new educators were invited to immerse themselves in asynchronous learning of seeing the relationship between phonemic and phonological awareness (Phonological Awareness: the ability to recognize and manipulate the spoken parts of words). [Linking Haggerty to Words their Way.](#)



Monthly Newsletter: NTIP News

[NTIP News](#) is a monthly communication to all new educators, their mentors, and the administration. This serves as a communication to provide information regarding the NTIP process, highlighting valuable vetted resources, Bite-Size PD, high-impact strategies, learning partnerships, and cross-curricular approaches. This menu of information often includes lessons for quick use to highlight high-impact strategies and board-approved tools. The newsletter is a collaborative communication piece as ideas, information, and resources are solicited from Program Services and Student Services.



MENTORING

“Mentor-Coaching provides a process for harnessing the best in people, and inspiring them to live out their full potential.”

~Biswas-Diener & Dean, 2007

A collaborative learning relationship and reflective process that is established together by a mentor and new educator. This co-created partnership, of ongoing support and challenge, evolves over time through structured conversations to facilitate engagement, capacity building, desired growth, and change. In consultation with administrators, new educators were encouraged to find a formal mentor, an experienced teacher within their building, to help facilitate the learning of school-specific learning. For those in French and Planning Time, these were done with the guidance and support of the respective consultants. From being involved in learning experiences, a variety of mentors emerge through experiences and involvement. The mentors are there to help build the capacity of individuals to facilitate a robust learning partnership that enhances personal development and professional teaching over time.



This year (2022 -2023), we are hiring retired educators to serve as **Mentor- Coaches**. The Retired Mentor-Coach will work with the new teacher in their classroom in a coaching model to support the four core goals of the New Teacher Induction Program.

The four core goals of the New Teacher Induction Program (NTIP) are to build:

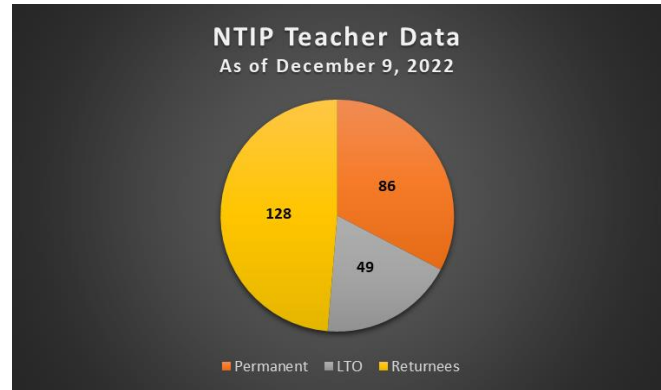
1. Confidence,
2. Efficacy,
3. Instructional practice, and;
4. Commitment to continuous learning

As **Retired Mentor-Coaches**, they will act as the guide and advisors to support the mentorship structure to elicit the best performance in the educators. They will use their expertise, experience, and knowledge to facilitate learning-focused conversations, offer meaningful feedback, and provide a continuum of support for new educators.



MEASURING IMPACT

Longitudinal research found high growth in new teachers when they accessed five to seven different mentorship supports (i.e., built a mentoring web). Second, classroom observation and debriefing were the learning design with the strongest correlation to growth in instructional practice. In knowing that, we offer in-class visits, and a menu of professional learning and are using Qualtrics to measure teacher-perceived efficacy, confidence, practice, and commitment to continuous learning.



Induction for Newly Appointed Administrators

Administrators in year one or two of this role are partnered with an experienced administrator in a mentor/mentee relationship. The program is a mix of professional learning sessions and mentor-mentee conversations/meetings. The professional learning sessions vary each year depending upon the needs of the group and the key areas of interest of the group are also considered. Some sessions this year include: Special Education, Budget & Finance, Monitoring Student Achievement, Human Resources, Case Study Analysis, Work/Life Balance and Creating a Five-Year Plan rooted in the Catholic Leadership Framework.

Year	Induction
2014-2015	9
2015-2016	19
2016-2017	20
2017-2018	38
2018-2019	14
2019-2020	Disrupted



2020-2021	11
2021-2022	15
2022-2023	25
Totals	151

- Elementary VP's in the first two years in the role: 14 participants
- Elementary P's in the first year in the role: 11 participants

Vice-Principal 'in waiting' and 'in training' - Training Needs and Opportunities

Our existing Principals and Vice-Principals will be developing and delivering a three-part training session for candidates who are currently in the Vice-Principal and Principal pool and awaiting placement. Those newly appointed are also welcome to attend. These sessions and accompanying resources will support these leaders in understanding key logistical processes identified as being instrumental in supporting a successful transition to the role. These sessions will be focused on specific training elements of the position including (but not limited to):

- Safe Schools
- Smartfind and Staffing
- Transportation
- Compliant Scheduling
- Communication
- Special Education Processes
- Investigations
- Teacher Performance Appraisals
- Duty to Report

CPCO Principal's Qualification Part I and II

As a result of the continued success of our Leadership Strategy, our board continues to provide the Principal's Qualification Program through the Catholic Principals' Council of Ontario.

To date, the WCDSB is proud to have 105 teachers (not in currently leadership roles) that have gained their Principal Qualifications Part 1 and an additional 63 that have earned their PQP Part 2, a promising outlook for leadership succession.

There is no PQP once again this winter due to lack of enrolment.



Experiential Professional Learning for Guidance Educators in the Skilled Trades and Apprenticeship Pathway

The Ministry of Education has committed funding to support all guidance teachers-counsellors (elementary and secondary) the opportunity to participate in experiential professional learning in order to develop an enhanced understanding of the skilled trades and apprenticeship pathways and the benefits of the skilled trades as a career. This school year is the first of a three-year commitment to these opportunities by the Ministry of Education. The planning team has 9 professional learning sessions planned for guidance educators this year, collaboratively coordinated through the Business and Education Partnership of Waterloo Region (BEP), Workforce Planning Board, Grand Valley Construction Association, Conestoga College, Skills Ontario, and our local trade union partners, UA Local 527, and IBEW Local 804.

Capacity Building with School and System Leaders

The Research Coordinator supports System Leaders (e.g., Executive Team, Administrators, CEC Staff, etc.) with Evidence-Based Practices in Education in a variety of settings (e.g., PD, FOS meetings, EC meetings, consultations, etc.). The goal is to ensure all system leaders have the knowledge, awareness, and confidence to use evidence-based practices when engaging in the improvement planning process, decision making and evaluation (e.g., MYSP development, SIEP development and monitoring, etc.). Rooted in evidence-based practices (i.e., results-based accountability), each session is aligned with an Accountability Framework using the following questions: 1. *What do we need to do?* 2. *What will we do? How much?* 3. *How well are we doing it?* 4. *Is anyone better off?* Although each session is customized, the content spans across the same following themes:

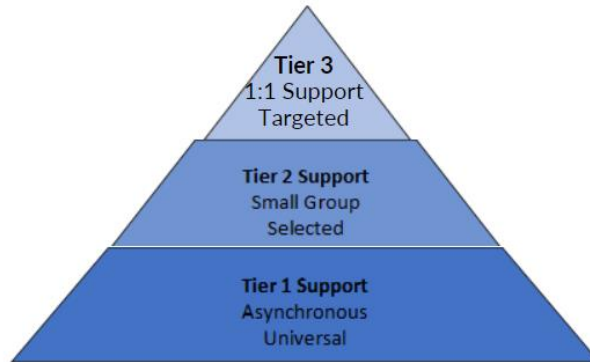
1. Data Sets (e.g., Report Card Achievement, MDI & School climate, Student Census, Large Scale Assessment (EQAO, CCAT, CAT-4)
2. Evidence-Based Practices (e.g., Needs Assessments, Survey 101, Planning and Monitoring)
3. Technology/Tools (e.g., PowerBI, enCOMPASS, Qualtrics, Thoughtexchange) to support improvement planning.

EnCompass Training for Administrators and Teachers:

The administrator support provided for enCOMPASS includes access, communication, and monitoring. Sessions provide guided demonstrations of navigating historical data, large scale assessments, and graphical analytics. Application of creating and flagging students in tracker groups and selecting intervention strategies is modeled. Implementation of features is assisted during meetings in addition to 1:1 follow up support requests.



Encompass WCDSB PD Plan



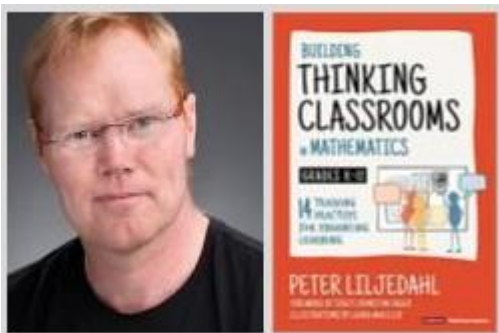
Leading Math Success

Plus	Minus	Delta
<p>What's working? The new curriculum is really interesting and engaging. Esp fin ll, data, and coding additions. So have really enjoyed, and so have I!</p> <p>It's great that there are several teachers teaching this course for the first time and we have people to collaborate with.</p> <p>Choice boards as an assessment tool are working great.</p> <p>Collaboration with others. Multiple entry points on tests. Spiraling.</p> <p>The thinking classroom model seemed to have resulted in a deeper understanding than usual for most students (especially around projects).</p> <p>With the basic/Adv ideas, we started creating problems on assessments that said 'You INC then based on how that went, try one of basic or Adv' to help them self-regulate. Turns out EQAO ended up using the same thing.</p>	<p>What's not working? our board created LRP had some holes. We've begun rearranging orders of lessons based on how the course has progressed</p> <p>We did not like the way our lessons about integers and real world situations. Didn't have enough time and we had some students.</p> <p>It is hard, especially towards the end of the course when we are just in time to do the activities we prepared them for. Didn't get enough time to do the activities that we had but were necessary prepare.</p> <p>The order of the course is hard work.</p> <p>Couldn't teach everything in the curriculum. Had to make a few cuts.</p> <p>We didn't get through everything (especially coding)</p> <p>Creating lessons where we still don't know what the expectations really are.</p>	<p>What might we do differently?</p> <p>Reorganize the first unit to put more emphasis on fractions and more on integers on first.</p> <p>Include data in multiple units.</p> <p>Lots of reordering to do at Bennies. I wasn't a huge fan of the flow.</p> <p>Need to do more activities that link more expectations rather than teach skills in isolation.</p>

Leading Math Success is a professional learning community for secondary math educators. Math department heads at each school are invited to monthly meetings facilitated by secondary math consultant Sarah Gonzalez-Day. As the focus of these meetings is often on the newly de-streamed grade 9 math course, other grade 9 teachers from each school are welcome to attend. These meetings allow collaboration between the math departments of all 5 high schools in order to promote consistency and the sharing of ideas. Discussions include best

practices in pedagogy and assessment and evaluation, professional development opportunities, and curriculum content.

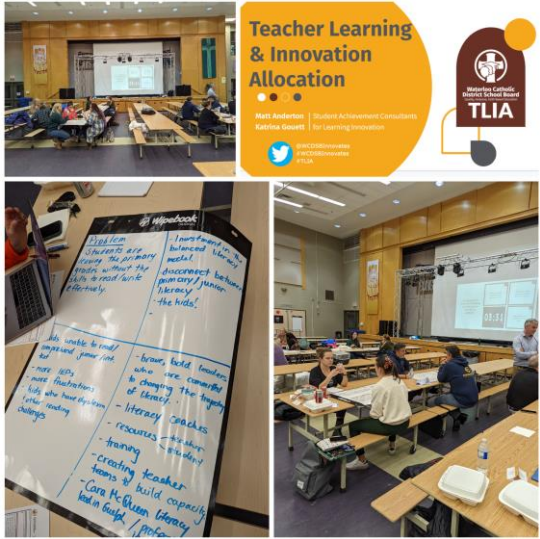
WCDSB to Host Peter Liljedahl for In-person Session



On January 11th, WCDSB is hosting an in-person session with Peter Liljedahl to learn more about thinking classroom practices. Approximately 50 WCDSB staff members will spend the day with Peter experiencing the Thinking Classroom practices discussed in his book and discussing how the high-impact strategies improve student learning.



The Teacher Learning and Innovation Allocation (TLIA)



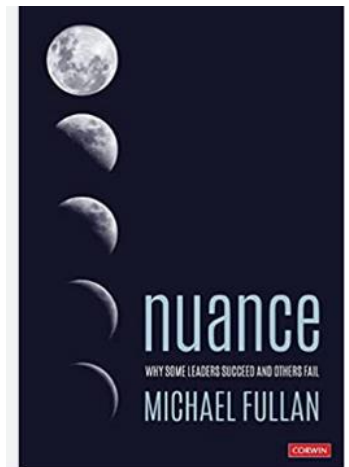
The Teacher Learning and Innovation Allocation (TLIA) program will enable school boards to support teacher collaboration, learning and sharing of effective practices to support the Ministry priorities. The WCDSB has 41 elementary and secondary educators in 23 groups, focused on their own new learning to address one of the following priorities as they see them in their school community:

- Learning Recovery
 - Learning recovery and renewal
 - Student mental health and well-being
 - Early reading and mathematics
 - Supporting de-streamed classrooms
- Equity and Inclusive Education
 - Special education and supporting students with disabilities
 - Anti-racism and anti-discrimination
- STEM
 - STEM education, including new STEM-related curricula (elementary science and technology, grade 9 de-streamed science, and connections to skilled trades and apprenticeships)
 - Connections to skilled trades and apprenticeships

Educators began their project by using the Human Centred Design Process to frame their learning for the year. Groups are connected to the relevant research through the purchasing of resources, building relationships with WCDSB experts, and hosting outside experts in their respective fields through virtual meetings and professional learning experiences.

Book Study for all Principals and Vice-Principals 2023 Nuance: Why some leaders succeed and others fail by Michael Fullan

'Nuance leaders have a curiosity about what is possible, openness to other people, sensitivity to context, and a loyalty to a better future. They see below the surface, enabling them to detect patterns and their consequences for the system. They connect people to their own and each other's humanity. They don't lead, they teach. They change people's emotions, not just their minds. They have an instinct for orchestration. They foster sinews of success. They are humble in the face of challenges, determined for the group to be successful, and proud to celebrate success. They end up developing incredibly accountable organizations because the accountability gets built into the culture. Above all, they are courageously and relentlessly committed to changing the system for the betterment of humanity.' Michael Fullan



All K-12 administrators have been provided with a copy of Nuance to conduct a book study with guiding questions to be led by Superintendents at all Family of Schools Admin meetings from January to June 2023.



Commitment to Leadership: Equity, Diversity and Inclusion

The senior team participated in a three-day workshop with Kathy Obear. Obear has supported leaders and staff to develop the competencies and determination to create more inclusive practices, policies, programs, and services and create the organizational infrastructure necessary for sustainable, systemic change. Obear helps school leaders to design and implement strategic activities to increase the readiness for change, deepen internal capacity, and institutionalize shifts to transform organizational culture and daily practices.

In Fall 2022, senior staff and administrators participated in a 12-hour online workshop on Decoding Race. This workshop helps leaders create cultures of belonging to increase diversity, equity, and inclusion skills, knowledge, and capacities. The focus of this workshop is Whiteness, privilege, and positionality.

Senior leadership and school administrators will continue to build capacity by exploring inequitable situations through case studies and inquiry. As we begin to recognize inequities in our workplace and our schools, we will explore ways to minimize those inequities.

In the D2L site for Equity Champions and Facilitators, there will be equity modules for school administrators. They will have access to the site. Last year, the Director of Education and Academic Council asked all school administrators to devote part of their staff meetings to equity. The Equity Services Department wants to support school administrators as they facilitate discussions with their staff. Thus, we have created approximately 50 modules that administrators can use during their staff meetings. We will continue to create additional modules for their use throughout the academic year.

Many members of the EDI Committee are continuing to serve for the 2022-2023 academic year. We also have some new members. As a group, we will be reading *Me and White Supremacy* by Layla Saad. The senior leadership team has also read and discussed this book in depth.

Recommendation:

Prepared for the information for the Board.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Annalisa Varano
Superintendent of Learning

*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.”

