



Board of Trustees' Board Meeting

Date: Monday, December 11, 2023.

Time: 6:00 p.m.

** 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:
Linda Cuff (Vice Chair), Kathy Doherty-Masters, Winston Francis, David Guerin, Renee Kraft, Marisa Phillips, Robert Sikora (Chair), Conrad Stanley, Tracey Weiler

Student Representatives:
Bryanna Donoghue, Xavier Petrie

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

Special Resource:

Recording Secretary:
Stephanie Medeiros

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	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 cared for 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.	Chair		
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: 1.5 Items for Action: 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 (Minutes of meetings, staff report)			

ITEM	Who	Agenda Section	Method & Outcome
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Inaugural Board of Trustees' Meeting Minutes – Nov 27, 2023 3.1.2 Board of Trustees' Meeting Minutes – Nov 27, 2023 3.2 SEAC Minutes – Nov 1, 2023 3.3 Revised Estimates Report 3.4 Governance Minutes – Oct 16, 2023 (Approval of Minutes) 3.5 Governance Minutes – Oct 16, 2023 (Approval of recommendations) 3.6 Director's Report	Board of Trustees Board of Trustees Board of Trustees Board of Trustees Governance Committee Board of Trustees T. Dowling	pp. 4-6 pp. 7-10 pp. 11-12 pp. 13-15 pp. 16-23 pp. 16-23 pp. 24-25	Approval Approval Information Information Approval Approval Information
4. Delegations/Presentation			
4.1 Delegation Presentation	M. Pearson	pp. 26-28	Information
5. Advice from the CEO			
5.1 Annual Report on Surpluses 5.2 Equity Action Plan Update 5.3 MYSP Report 2022-2025 5.4 CEO's Annual Report	S. Maharaj L.Garrioch/P.Mendonça T. Dowling T. Dowling	pp. 29-31 pp. 32-69 pp. 70-75 pp. 76-77	Approval Information Approval Approval
6. Ownership Linkage (Communication with the External Environment)			
7. Reports from Board Committees/Task Forces			
7.1 Student Trustee Update	B. Donoghue/X. Petrie	pp. 78-80	Information
8. Board Education (at the request of the Board)			
8.1 OCSTA/CCSTA Communications OCSTA/CCSTA Communications Link	Chair	Link	Information
8.2 Chair of the Board Report	Chair	pp. 81-82	Information
9. Policy Discussion			
9.1 Bylaw Discussion	K. Doherty-Masters	--	Information
10. Assurance of Successful Board Performance			
10.1 Board Policy Review			
10.1.1 Board Policy I 001 Ends – Board Policy Provision Is there a need to review the Policy?	All Trustees	Link	Approval
10.1.2 Board Policy II 005 Consultation Is there a need to review the Policy?	Chair	Link	Approval
11. Assurance of Successful Director of Education Performance			
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			
12.1 Acknowledgement of former Chair and Vice-Chair	Chair	--	Information
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): <ul style="list-style-type: none"> Dec 13 – CPIC Meeting Dec 20 - Christmas Mass Dec 25, 2023 – Jan 5, 2024 – Christmas Break 	Chair	--	Information

ITEM	Who	Agenda Section	Method & Outcome
<ul style="list-style-type: none"> Jan 8, 2024 – Committee of the Whole Jan 10 – SEAC Meeting Jan 15 – Governance Committee Jan 19-20 – OCSTA Trustee Seminar Toronto Jan 22 – Board of Trustees 			
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		
January 8, 2024 – Committee of the Whole Board Meeting <ul style="list-style-type: none"> OCSTA Presentation RDO Update 	Board of Trustees	--	Information
15. Adjournment	Director of Education		
Confirm decisions made tonight			
15.1 Confirm Decisions Made Tonight	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



Board of Trustees' Inaugural Board Meeting

A public meeting of the Board of Trustees was held on Monday, **November 27, 2023**, at 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

Trustees Present:

Linda Cuff, Kathy Doherty-Masters, Winston Francis, David Guerin, Renee Kraft, Marisa Phillips, Robert Sikora, Conrad Stanley, Tracey Weiler

Student Trustees Present:

Bryanna Donoghue, Xavier Petrie

Administrative Officials Present:

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

Special Resources For The Meeting:

Regrets:

Recorder:

Stephanie Medeiros, Executive Administrative Assistant

NOTE ON VOTING: Under Board by-law 4.7 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 4.11 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 Secretary of the Board called the meeting to order at 6:02 p.m.

2. Opening Prayer & Memorials

Student Trustee Petrie led in prayer.

3. Territorial Acknowledgement

Territorial Acknowledgement declared by Director Dowling.

4. Roll Call

All Trustees were present.

5. Declaration and Signing of Oath of Allegiance

Trustees together made their declaration and signed the Oath of Allegiance.

6. Election of the Chair

The Secretary asked for nominations for Chair of the Board. Trustee Phillips put forth Trustee Sikora's name. The Secretary asked Trustee Sikora if he accepted the nomination, and he did.

Trustee Guerin put forth Trustee Weiler's name. The Secretary asked Trustee Weiler if she accepted the nomination, and she did.

The Secretary asked if there were further nominations for Chair of the Board three times. Trustee Weiler read her statement.

Secretary Dowling requested a show of hands for the election of Trustee Sikora.

Show of hands in favour: 6

Show of hands opposed: 3

Secretary Dowling noted that show of hand is not required for Trustee Weiler as majority in favour of Trustee Sikora. A motion was made to nominate Trustee Sikora.

**2023-99 -- It was moved by Trustee Guerin and seconded by Trustee Phillips:
THAT Robert Sikora is nominated to be the Chair of the Board of Trustees.
--- Motion carried by Majority.**

7. Election of the Vice-Chair

Chair Sikora asked for nominations for Vice-chair of the Board. Trustee Stanley put forth Trustee Cuff's name. Trustee Kraft nominated Trustee Doherty-Masters for Vice-chair. No further nominations were received after requesting three times. Chair Sikora requested a show of hands for the nomination of Trustee Cuff.

Show of hands in favour: 5

Show of hands opposed: 4

Chair Sikora requested a motion to nominate Trustee Cuff to be the Vice-chair of the Board.

**2023-100 -- It was moved by Trustee Phillips and seconded by Trustee Stanley:
THAT Linda Cuff is nominated to be Vice-chair of the Board of Trustees.
--- Carried by consensus.**

8. Inaugural Remarks by the Chair of the Board

Chair Sikora gave his inaugural remarks.

9. Confirm Decisions

The recording secretary confirmed the decisions made tonight.

10. Motion to Adjourn

**2023-101-- It was moved by Trustee Cuff and seconded by Trustee Weiler:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 6:19 p.m.**

Chair of the Board

Secretary of the Board

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, November 27, 2023, at 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

Trustees Present:

Linda Cuff (Vice Chair), Kathy Doherty-Masters, Winston Francis, David Guerin, Renee Kraft*, Marisa Phillips, Robert Sikora (Chair), Conrad Stanley, Tracey Weiler

*- Left meeting at 9:04 p.m.

Student Trustees Present:

Bryanna Donoghue, Xavier Petrie

Administrative Officials Present:

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

Special Resources For The Meeting:

Regrets:

Recorder:

Stephanie Medeiros, Executive Administrative Assistant

NOTE ON VOTING: Under Board by-law 4.7 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 4.11 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 6:21 p.m.

1.1 Opening Prayer & Memorials

The opening prayer was recited at the Inaugural/Annual General Meeting.

1.2 Territorial Acknowledgment

Territorial Acknowledgement declared by Chair Sikora.

1.3 Approval of Agenda

Chair Sikora motioned for approval of the agenda with the following amendments:

- Amendment to strike items 3.4 and 3.5 Governance minutes. To be brought forward on December 11th, 2023, Board of Trustees meeting.
- Add Conrad Stanley to attendees on November 13, 2023, item 3.1.2 Special Board minutes.
- Move 8.2 November Chair's report into consent agenda.
- Add item 7.2 Student Trustee Statement

**2023-102-- It was moved by Trustee Phillips and seconded by Trustee Stanley:
THAT the agenda for Monday, November 27, 2023, be now approved, as amended.
--- Carried by *consensus*.**

1.4 Declaration of Pecuniary Interest

1.4.1 From the current meeting – NIL

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

1.5 Items for Action: 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

3.1.1 Board of Trustees' Meeting Minutes – Oct. 23, 2023

3.1.2 Special Board of Trustees Minutes – Nov 13, 2023

3.2 SEAC Minutes – Oct 4, 2023

3.3 Audit Minutes – Oct 4, 2023

~~3.4 Governance Minutes – Oct 16, 2023 (Approval of Minutes)~~ **Deferred to Dec 11, 2023**

~~3.5 Governance Minutes – Oct 16, 2023 (Approval of recommendations)~~ **Deferred to Dec 11, 2023**

3.6 Director's Report

3.7 French Immersion Update

Chair Sikora requested a mover and seconder for approval of the consent agenda.

2023-103-- It was moved by Trustee Weiler and seconded by Trustee Cuff:

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

--- Carried by consensus.

4. Delegations

4.1 Delegation Presentation

Mr. Kevin White presented on 2SLGBTQIA+ library resources at the WCDSB.

Trustees asked clarifying questions.

4.2 Delegation Presentation

Ms. Hannah White presented on 2SLGBTQIA+ library resources at the WCDSB.

Trustees asked clarifying questions.

5. Advice from the CEO

5.1 Special Education Update

Superintendent Foran presented the Special Education Update. A new process to require academic superintendent approval before creating a new IEP recommending curriculum modifications has been put in place.

Superintendent Foran introduced Tee Battistella, Senior Manager of Special Education and Erin Lemak, Principal of Student Services & Education and Community Partnership Programs. Their presentation included details regarding the alignment with the MYSP, proactive strategies to support skill building and monitoring of IEP's and modification. They reviewed recent professional development for teachers, Educational Assistants, Child and Youth Care Workers and other support staff. Trustees asked clarifying questions and provided feedback.

5.2 Community Planning and Partnerships (CPPG)

Superintendent Maharaj introduced Jennifer Passey, Manager of Planning, to present the Community Planning and Partnerships presentation. The presentation reviewed the Partnership space evaluation and co-build opportunities in the region. Trustees asked clarifying questions and provided feedback.

5.3 Adult Education Report

Superintendent Varano introduced presenters Lisa MacKay, Principal, Jamie Rodrigue and Heather Papp, Vice-Principals at St. Louis Adult Learning and Continuing Education Centres to present the Adult Education Report. The presentation reviewed the St. Louis learner numbers across the various programs offered, 2022-2023 school wide school improvement equity plan, and secondary school credit classes and courses. They provided highlights on the PSW, Barbering and Hairstyling, Culinary programs and the participation rates in additional literacy and numeracy programs such as homework clubs. Reported on the success of language programs, such as ESL, LINC and international languages. The presenters concluded by discussing the focus on the 2023-24 school year. Trustees asked clarifying questions and provided feedback.

5.4 Indigenous Education Update

Superintendent Ritsma introduced Jennifer Staats, K-12 Indigenous and Equity Consultant to present the Indigenous Education Update. The presentation reviewed our commitment to Indigenous education, a timeline of events and highlighted the Medicine Wheel by reviewing the different areas of support. Trustees asked clarifying questions and provided feedback.

5.5 ESL

Superintendent Mendonca introduced the Multilingual Language Learners report and presenter Barbara McCourt, Student Achievement Consultant ML K-10. The presentation reviewed the Newcomer Reception Center and the assessments completed in the 2022-2023 school year, new revised ML special education protocol, ML collaborations with various portfolios such as math coaches, literacy support teachers and school administration. Trustees asked clarifying questions and provided feedback.

5.6 Financial Statements/Year End Report

Superintendent Maharaj introduced Laura Isaac, Senior Manager of Financial Services to present the Financial Statements/Year End Report. Chair Sikora asked for a mover and seconder for the recommendation.

2023-104 -- It was moved by Trustee Phillips and seconded by Trustee Weiler

THAT the Board of Trustees approve the 2022-23 audited Consolidated Financial Statements as recommended by the Audit Committee.

-- Carried by Consensus

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

7. Reports From Board Committees/Task Forces

7.1 Student Trustee Update

Student Trustees Donoghue and Petrie presented the Student Trustee report and provided an update on events and activities happening in the secondary school community along with Student Trustee Role update for the month of November.

7.2 Student Trustees: Senate Statement

Student Trustees Donoghue and Petrie provided a statement in support of 2SLGBTQIA+ library resources at the WCDSB. Chair Sikora opened the floor for questions and comments. Trustees discussed briefly and asked clarifying questions.

Director Dowling noted that the current AP is under review.

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

8.1 Chair Sikora noted OCSTA Communications

Chair Sikora noted review of OCSTA communications.

8.2 Chair's Report

November Chair's report moved to consent agenda.

9 Policy Discussion

10 Assurance of Successful Board Performance

10.1 Board Policy Review

10.1.1 Board Policy II 004 Advocacy and Advertising. Is there a need to review the Policy?

Chair Sikora confirmed review of Board Policy II 004 Advocacy and Advertising and confirmed compliance.

2023-105-- It was moved by Trustee Cuff and seconded by Trustee Stanley:

THAT the Board of Trustees reviewed Board Policy II 004 Advocacy and Advertising and find that the Board is in compliance.

--- Carried by consensus

11 Assurance of Successful Director of Education Performance

12 Potential Agenda Items

13 Announcements

13.1 Upcoming Meetings/Events

Trustees discussed upcoming events.

13.2 Pending Items: N/A

13.3 Pending Items for OCSTA Consideration: N/A

14 Items for the Next Meeting Agenda

Trustees discussed upcoming agenda items.

15 Adjournment – Confirm decisions made tonight.

15.1 Confirm Decisions made tonight.

16 Closing Prayer

17 Motion to Adjourn

2023-106-- It was moved by Trustee Phillips and seconded by Trustee Cuff:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:10 p.m.

Chair of the Board

Secretary

SEAC Committee Meeting Minutes

Date& Time:	November 1, 2023, at 6:00 p.m.
Location (Hybrid):	In-Person: St. Francis Room (2 nd Floor), Catholic Education Centre Online: Via Teams Click here to join the meeting
Next Meeting:	December 6, 2023, at 6:00 p.m.
Committee Members: Kim Murphy, John Gilbert, Cindy Benedetti, Erin Sutherland, Daina Colbourne, Laura Shoemaker, Jeanne Gravelle, Monica Wenzlaff, Bob Sikora, Conrad Stanley	
Administrative Officials: Gerald Foran, Erin Lemak	
Regrets: Erin Sutherland	

1. Opening Prayer	Erin Lemak
Welcome	
2. Approval of Agenda	
Motion by: Jeanne Gravelle Seconded: Monica Wenzlaff	
3. Declared Pecuniary Interest	
N/A	
4. Approval of the October 4th minutes:	
Motion by: Jeanne Gravelle Seconded: Monica Wenzlaff	
5. School System Operational Business	J. Ritsma Superintendent of Learning
5.1. Board Improvement and Equity Plan (BIEP) 2023-24 and Student Achievement Plan (SAP)	
Three Pillars BIEP	
1. Curriculum and Achievement	
2. Engagement, Pathways & Renewal	
3. Faith and Well-Being	
Three Priorities SAP	
1. Achievement of Learning Outcomes in Core Academics Skills	
2. Preparation of Students for Future Success	
3. Student Engagement & Well-Being	
Q&A	
.	
5.2. PAAC on SEAC	G. Foran
• Module One – refresher	
• Members to review sections 1-3	

6. Ministry Updates (10 min) N/A	
7. SEAC Committee Functions 7.1. CIPC Funds (\$2500) Presentation that would bring parents together (online) To investigate the option of bringing Dr. Gillian Parekh to speak to parents.	All
8. Policy Advice to the Board N/A	
9. Updates 9.1. Trustee Updates: WCDSB Board of Trustees October 23, 2023 9.2. CADDAC Update <ul style="list-style-type: none"> ➤ Understanding the factors that impact adolescent students with Learning Disabilities Assistive Technology Use in the classroom: Eligibility Survey 9.3. WWDSS Update <ul style="list-style-type: none"> ➤ The 2024 Awareness Calendar is now available for pre-order. ➤ Fall Mini conference was held Saturday, Nov 4, presentations included were: My Amazing Life & Experience with Special Olympics Advocate - Allie Libertini ➤ Early Detection of Alzheimer's disease - Melanie Campbell, PhD, Professor, University of Waterloo ➤ Otolaryngologic or ear, nose, and throat (ENT) problems common in children with Down syndrome (DS) - Dr. Sharon Cushing, MD, MSc, FRCSC, Otology/Audiology Pediatric Otolaryngology, ENT. 	
10. Pending Items N/A	
11. Adjournment Motion by: Jeanne Gravelle Seconded: Kim Murphy	
12. Action Items Place Holder N/A	



Date: December 11, 2023
To: Board of Trustees
From: Director of Education
Subject: Revised Estimates – Impacts on Approved Budget

Type of Report:

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

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☐ Monitoring Information of Board Policy
- ☒ 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 provides Trustees with information on changes made to the June 2023 approved budget which result from changes in enrolment, funding, and updated operational needs.

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

[SB17: 2023-24 Revised Estimates \(District School Boards\)](#)

Alignment to the MYSP:

☐ **Awaken to Belong**

- ☐ Every student can see themselves reflected in their learning.
- ☐ Staff experiences a positive, healthy, and inclusive workplace.
- ☐ Are aware of and/or use the available resources to assist in navigation of the school system.

☐ **Ignite to Believe**

- ☐ Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- ☐ Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- ☐ The relationship between home, parish and school is strengthened.

☒ **Strengthen to Become**

- ☒ Every student reaches their full potential.
- ☐ Staff see their impact on student achievement.
- ☐ Are engaged as active partners in our students' Catholic education journey.



Background/Comments:

Revised estimates of revenues have been calculated using actual enrolment as at October 31, 2023 and an updated enrolment projection for March 31, 2024. The average of these two numbers is called Average Daily Enrolment (ADE). The ADE change over the enrolment estimates used for the June 2023 budget is an increase of 528 students. The increase in enrolment can largely be attributed to immigration within the region.

The revenue impact from enrolment and English as a Second Language grants is \$7.4M. Other revenues have also increased due to Interest received based on trending and additional International students anticipated. These revenues have been offset by losses expected within the Extended Day program. This loss is largely attributed to increased needs identified by students attending the program. The Board is requesting the use of accumulated surplus to offset the Extended Day loss and therefore has no impact on Revised Estimates overall.

Adjustments to staffing levels and budgets have been made where necessary to meet ratios for additional enrolment, operational needs, collective agreement requirements, and legislative provisions.

All spending identified in estimates were reviewed by finance staff and budget holders to ensure budgets reflect the current operating environment and programming expectations.

A balanced Revised Estimates budget will be filed with the Ministry of Education on or before December 15, 2023 based on the changes outlined below.

Enrolment changes:

Day School Enrolment	2023-2024 Estimates	2023-2024 Revised Estimates	Change
Elementary	18,302	18,779	477
Secondary	7,552	7,603	51
Total	25,854	26,382	528
Elementary – VISA	43	78	35
Secondary – VISA	165	167	2
Total Students of the Board	26,062	26,627	565



Changes to budget:

Revenue adjustments

Enrolment driven grants	\$	4,965,537	
Language Allocation grants		2,388,778	
Interest and International student revenues		391,968	
Other revenue adjustments		183,405	
Total revenue adjustments			\$ 7,929,688

Expense adjustments

Additional teaching staff required to support enrolment	\$	2,468,775	
Additional school support staff (ECEs, EAs, LHS, CYCWs etc)		748,898	
Other staffing and benefit adjustments (collective agreement compliance)		2,663,617	
Increased facility costs (utilities, portable costs, supplies)		1,071,757	
Increased administrative costs (security, IT, H&S)		416,555	
Increased Transportation support due to funding change		400,000	
Other expense adjustments		160,087	
Total expense adjustments			\$ 7,929,688

2023-2024 Revised Estimates submission - December 2023	\$	0
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The budget will be monitored throughout the year. Consistent with the requirements of Board Policy IV 008 "Financial Conditions and Activities", interim financial reports will be prepared and presented to Trustees on a quarterly basis.

Recommendation:

That the Board of Trustees receive this report as information.

Prepared/Reviewed By:

Tyrone Dowling
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Laura Isaac
Senior Manager of Financial Services

Renée King
Manager of Budget

*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."





Governance Committee Meeting

Date:	Monday, October 16, 2023
Time:	5:00 p.m.
Location:	CEC
Next Meeting Date(s):	
Board of Trustees: Linda Cuff, Kathy Doherty-Masters (Chair of Governance), David Guerin, Tracey Weiler	
Regrets:	
Administrative Officials: Tyrone Dowling	

1. Welcome, Territorial Acknowledgement & Opening Prayer

Trustee Doherty-Masters

I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally cared for 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.

2. Approval of Agenda

Motioned: Guerin

Seconded: Weiler

Consensus

3. Declared Pecuniary Interest

4. Approval of the Minutes

4.1 May 15, 2023 -Governance Minutes – Approved May 29, 2023 Board Meeting

Review only.

5. Discussion Items

5.1 Board Policy II 012 Student Trustee Role Description

-minor change of his/her to them

1. student trustee – capitalize, chair - capitalize
2. board – capitalize
4. space between 4 & 5
7. Clarify – is this to share feedback to Student Senate as appropriate?
9. his/her – participate as a member of their home school
12. student trustee – capitalize, student trustee parents or and/or parents (change to student trustee parents or guardians. Parents or guardians must provide written permission for Student trustee to attend.)

Motion: To update Board Policy II 012 Student Trustee Role Description as reflected in Minutes of October 16, 2023.



Motion: Guerin
Second: Weiler
Consensus

5.2 Board Policy III 001 Global Governance – Management Connection

- not been revised since 2008
- board, capitalize throughout
- secretary of the Board, capitalize secretary
-

Motion: To defer update Board Policy II 001 Global Governance – Management Connection until January 15.

Motion: Cuff
Second: Guerin
Consensus

5.3 Board Policy II 009 Board Committee Principles

- to be reviewed
- 2. Add – Each committee will review the Terms of Reference annually
- 3. capitalize board
- 4. capitalize trustee – a & c, board in e
- conduct research regarding Committee Principles policies from other Boards
- use a lens of clarity when looking at committee work

Motion: To update Board Policy II 009 Board Committee Principles as reflected in Minutes of October 16, 2023

Motion: Weiler
Second: Guerin
Consensus

5.4 Board Policy II 002 Governing Style

- revised 2018
- Policy statement – capitalize board and chief executive (d)
- 1. add Catholic **School** ratepayers
- 2. capitalize officer
- 4. capitalize board throughout, add ability **of** the board as a body
- 5. add **Code of Conduct**
- 6. add . at end of sentence

Motion: To update Board Policy II 002 Governing Style as reflected in Minutes of October 16, 2023

Motion: Guerin
Second: Cuff
Consensus

5.5 Proposed Plan for By-law review (for approval)

Move Jan. 22 to Feb. 26



Move March 25 to April 22

Review Sections 1 to 4 in WCDSB By-laws

Discussion of plan to November Committee of the Whole – Professional Learning

Motion: To approve proposed plan with amended dates for By-law review

Motion: Weiler

Second: Guerin

Consensus

5.6 Bill 98 - update regarding Code of Conduct and Director Performance (Tyrone)

5.7 Proposed Trustee social media policy - for discussion

-see [APS035 Electronic Communication and Social Media use](#)

- Review other Board of Trustee guidelines on Social Media Use

6. Pending Items

7. Recommendations to the Board

Motions as recommended in 5.1, 5.2, 5.3, 5.4, 5.5 & 5.7

8. Adjournment

Motioned: Cuff

Seconded: Guerin

Time Adjourned: 7:08 pm



Number: II 012

Subject: Student Trustee Role Description

Approval Date: September 29, 2008
Effective Date: September 29, 2008
Revised: October 26, 2010; November 26, 2012; September 29, 2014;
December 12, 2016; May 29, 2017, January 27, 2020,
June 15, 2020; **December 11, 2023**

ACCESSIBILITY:

To request this file in large print, please email aoda@wcdsb.ca or call (519) 578-3660.

POLICY STATEMENT:

As per the Education Act, reg 7/07 and this policy, 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.

Board of Trustees Role and Responsibilities

1. Attend all regularly scheduled public Board meetings and committees on which the **S**tudent **T**rustee may be assigned. If a conflict prevents attendance at the meeting, notice must be sent to the appropriate superintendent and the committee **C**hair prior to the start of the meeting.
2. Represent their own views and those of students within the **B**oard 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.
5. Student Trustee feedback form to be completed for and presented at the May Board meeting each year. (due to privacy concerns we would not put in Board package)

School and Student Representative Role and Responsibilities

6. Serve as co-chairs of the Secondary Student Senate which holds a minimum of six (6) meetings per year.
7. 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.



8. Participate as a member of ~~his/her~~ **their** 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.
9. 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

10. Monitor the activities of the Catholic Board Council of the Ontario Student Trustee's Association.
11. 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 **S**tudent **T**rustee parents ~~and/or parents~~ or guardians **must** provide written permission for **S**tudent **T**rustee to attend. All excursions are subject to the availability of funds.



Number: III 001
Subject: Global Governance-Management Connection

Approval Date: April 28, 2008
Effective Date: April 28, 2008
Revised: December 11, 2023

ACCESSIBILITY:

To request this file in large print, please email aoda@wcdsb.ca or call (519) 578-3660.

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.





Number: II 009
Subject: Committee Principles

Approval Date: September 29, 2008
Effective Date: September 29, 2008
Revised: December 11, 2023

ACCESSIBILITY:

To request this file in large print, please email aoda@wcdsb.ca or call (519) 578-3660.

POLICY STATEMENT:

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

Accordingly:

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





Number: II 002 **Subject: Governing Style**

Approval Date: May 26, 2008

Effective Date: May 26, 2008

Revised: May 25, 2009; January 28, 2013; May 27, 2013; December 12, 2016, October 29, 2018;
December 11, 2023

Policy Statement:

The **B**oard will govern with an emphasis on a) outward vision rather than an internal preoccupation, b) encouragement of diversity of viewpoints from within the system and the community, c) strategic leadership more than administrative detail, d) clear distinction of board and chief executive roles, e) collective rather than individual decisions, f) considering past, present and future, and g) proactivity rather than reactivity.

On any issue, the Board must ensure that all divergent views are considered in making decisions, yet must resolve into a single organizational position.

More specifically, the Board will:

1. Operate with a clearly stated governance model that demonstrates its legal and moral obligation to represent the interests of the Catholic **S**chool ratepayers of Waterloo Region and details the responsibilities that fulfill this obligation.
2. Allow no **O**fficer, individual or committee of the board to hinder or be an excuse for not fulfilling this commitment.
3. Direct, control and inspire the organization with thoughtful establishment of the broadest organizational policies reflecting the Board's values.
4. Cultivate a sense of group responsibility. The **B**oard will be responsible for excellence in governing. The **B**oard will be an initiator of policy and the **B**oard will use the expertise of individual members to enhance the knowledge and ability of the **B**oard as a body, rather than to substitute their individual judgments for the **B**oard's values.
 - a. In accordance with this discipline, the **B**oard will only allow itself to address a new topic within the context of a Board meeting after it has answered these questions:
 - i. What is the nature of the issue?
 - ii. What is the value that drives the concern?
 - iii. Is this a shared issue?
 - iv. Whose issue is this? Is it the **B**oard's or is it the CEO's?
 - v. Has the **B**oard dealt with this subject in policy? If so, what has been said? Does the **B**oard wish to change what it has already said?
 - vi. If the matter is several levels below **B**oard level, what is the broadest way to address the issue so that it is still under existing **B**oard policy? Is that policy sufficient to deal with the concern?
 - b. It is out of order for **B**oard members to talk about content until these questions of appropriateness are settled.
5. Enforce upon itself whatever discipline is needed to govern with excellence, in compliance with Policy II 007 **C**ode of Conduct.
6. Ensure that continual **B**oard development will include orientation of new members in the **B**oard's governance process and on-going discussion of process improvement.
7. Monitor and discuss the **B**oard's process and performance within a scheduled review process.





Date: December 11, 2023
To: Board of Trustees
From: Director of Education
Subject: December Director's Report

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

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

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

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:

☒ **Awaken to Belong**

- ☒ Every student can see themselves reflected in their learning.
- ☒ Staff experiences a positive, healthy, and inclusive workplace.
- ☒ Are aware of and/or use the available resources to assist in navigation of the school system.

☒ **Ignite to Believe**

- ☒ Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- ☒ Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- ☒ The relationship between home, parish and school is strengthened.

☒ **Strengthen to Become**

- ☒ Every student reaches their full potential.
- ☒ Staff see their impact on student achievement.
- ☒ Are engaged as active partners in our students' Catholic education journey.



Background/Comments:

In December, we have entered the season of Advent and our schools are taking time to reflect on the significance of each week. This month the Deep Learning theme is Learning Partnerships and our school communities are focusing on their relationships with our parish partners. They are focused on the charitable projects and community events that many of our schools are engaged in.

Some of the regular meetings that were held in December have included:

- Executive Council meetings – once a week
- Academic Council meetings – once a week
- Equity Services meetings – bi-weekly
- Human Resource Services meetings – bi-weekly
- Corporate Services meetings – bi-weekly
- RDO meeting - monthly
- Chairs and Directors of Education Teleconference with Minister Lecce – Tuesday afternoons (bi-weekly)
- MYSP Indicator Review meeting with WCDSB Research – monthly
- K-12 Administrators' Meeting - monthly

A few other highlights from this month include:

- Participated in several meetings and conversations with the Chair of the Board
- Director Visits: St. David, St. Isidore, St. Boniface, St. Teresa of Avila
- Met with Administrator Association Co-chairs
- Project Seach
- Meeting with MPP Riddell
- Minister's Teleconference
- Meeting with ROW staff
- CCFOWR Board Meeting
- Meeting with City of Kitchener staff
- Leadership Interviews
- Meeting with Nigerians in the Region of Waterloo (NIROW)
- CEC Christmas Mass
- Board of Trustees Meeting
- Student Senate – SAC Unity Conference

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

*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.



Waterloo Catholic District School Trustees Board

December 11, 2023

Good evening,

My name is Melina Pearson, and I am a Co-Chair for the Overdose Prevention Working Group, part of the WRISDS -Waterloo Region Drug Integrated Strategy. As the outreach coordinator for BFO, I connect with people who have experienced a death of substance and the devastating impact it has had on them. My own personal losses by substance have ignited my passion to work to advocate through education and conversations.

A little history of who we are:

The Overdose Prevention Work Group was adopted into the WRIDS as a project work group under the new WRIDS framework which incorporates four pathways for project-based work: education, advocacy, program development and research and knowledge mobilization. Projects brought forward by the Overdose Prevention Work Group must be brought forward to the WRIDS Steering Committee for approval and guidance. The WRIDS coordinator will serve as the intermediary between the work group and the Steering Committee. Upon receiving approval from the WRIDS Steering Committee project work can begin. The working group is accountable to and reports to the WRIDS Steering Committee.

The working group members themselves are individuals representing their local workplace organizations who come with their own passions and strengths. Our guiding principles consists of a collaborative comprehensive approach using inclusive evidence-informed decision making to ensure that our initiatives are relevant to our region.

Our goal is work with priority populations through partnership to decrease the incidence and negative impacts of drug poisoning and policy crisis in Waterloo Region.

Our objectives give us direction on some tangible deliverables for this important work. One is to increase public awareness and education regarding:

- Substance use, misuse, and addiction
- Harm reduction, including its role as a public health and community safety strategy
- Low-Risk Drinking Guidelines
- Factors that increase risks associated with using substances
- Available programs, supports, services and resources related to substance use through media, information fairs and health care providers
- Stigmatization and discrimination associated with substance use
- Evidence-informed practices

According to the 2021 Ontario Student Drug Use and Health Survey (OSDUHS) which is conducted by the “The Centre of Addiction and Mental Health” every two years in the province of Ontario for students in grades 7 through 12, provides a snapshot on trends in student drug use, mental health, physical health, gambling, bullying, and other risk behaviours, as well as identifying risk and protective factors.

The 2021 OSDUHS identified the following prevalences of drug use in the past year:

- High-caffeine energy drinks – 33% of students reporting past year use
- Alcohol – 32% of students reporting past year use

- Cannabis – 17% of students reporting past year use
- Electronic cigarettes (vapes) - 15% of students reporting past year use
- Nonmedical use of prescription opioids – 13% of students reporting past year use

SIGNIFICANT CHANGES BETWEEN 2019 AND 2021

	2019		2021
E-Cigarette Use/Vaping (past year)	22.7%	↓	15.3%
Alcohol Use (past year)	41.7%	↓	31.8%
Binge Drinking (past month)	14.8%	↓	7.9%
Hazardous/Harmful Drinking (past month)†	13.7%	↓	5.4%
Cough/Cold Medication (nonmedical use, past year)	7.8%	↓	3.6%
Prescription Opioids (nonmedical use, past year)	11.0%	↑	12.7%

Notes: the arrows indicate the statistically significant results of logistic regression analyses used to assess changes between 2019 and 2021 ($p < .01$), adjusting for sociodemographic and other differences in the samples between years (i.e., sex, grade, region, born in Canada, ethno-racial identity, and school marks); † among grades 9-12 only.

Although the nonmedical use of prescription opioids is not the most prevalent used substance amongst students, data still indicates that attention is needed to this area. When tracking substance use trends from the 2019 to 2021 surveys, nonmedical use of opioids was the only area that demonstrated an increase in prevalence. We need to respond with a more proactive approach of education and learning instead of a reactive when the tragedies occur.

Locally in Waterloo Region, data from the Public Health Ontario Interactive Opioid Tool and the Waterloo Region Overdose/Drug Poisoning Dashboard show that both the 0-14 and 15-24 age groups are present in paramedic service calls, opioid-related emergency departments visits, and death data affirming that direct attention is needed for youth in the domain of overdose prevention.

It is important to note that while local data is focused on the impact of opioids, the current situation is such that all use of unregulated drugs (including experimentation with non-opioids) can carry risk of overdose because people cannot know what exactly is in the drugs they are using.

Our community has been devastated from the toxic drug supply and drug poisoning/overdoses and this cannot be underestimated. Every life represents not only an individual, but a network of friends, family, and loved ones who are forever changed by their absence. The ripple effect of these losses sends shockwaves through our communities, highlighting the urgent need for education, action and change.

The heartbreak that friends and families endure when they lose a loved one to substance death is immeasurable. It's a pain that leaves a lasting scar, a void that can never be fully filled. We must recognize and acknowledge this pain and work tirelessly to prevent more families from experiencing such sorrow.

At this time the working group is looking for your support in offering information events at the high schools. We would be in contact with each school administration individually as they should have an active voice in deciding how this event would unfold. These events can be a multi approach on offering, included but not limited to, multiple organizations bringing their supports and resources and being on hand to explain them, some presentations around the core principles and best practices around harm reduction, the Good Samaritan Act, Naloxone Training, coping with loss related to drug poisoning/overdoses and even a moderated panel. There are many ways we can offer these sessions including different audience opportunities whether that is an education for parents, staff, or directly with youth. The details for the events will be determined if there is a decision to proceed.

Talking about substance use is a difficult topic to navigate, although incredibly important and necessary. We need to provide our youth, families and caregivers with the right information so that they can make the best decisions possible, often at a time when they are confronted unexpectedly. This can help to start the conversations and work together with common language and equal understanding, to build a team approach where all voices are heard. Let's get the conversation started.



Date: December 11, 2023
To: Board of Trustees
From: Director of Education
Subject: Annual Report on Accumulated Surpluses

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 008 "Financial Conditions and Activities"
- ☐ 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 IV 008 allows the CEO to use only those amounts from accumulated surpluses that have been approved in advance by the Board of Trustees. This report is being presented to Trustees to request the use of certain reserves for operational and capital requirements.

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

Board Policy IV 008 "Financial Conditions and Activities"

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

2. Use any reserves"

Alignment to the MYSP:

☐ **Awaken to Belong**

- ☐ Every student can see themselves reflected in their learning.
- ☐ Staff experiences a positive, healthy, and inclusive workplace.
- ☐ Are aware of and/or use the available resources to assist in navigation of the school system.

☐ **Ignite to Believe**

- ☐ Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- ☐ Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- ☐ The relationship between home, parish and school is strengthened.

☒ **Strengthen to Become**

- ☒ Every student reaches their full potential.
- ☐ Staff see their impact on student achievement.
- ☐ Are engaged as active partners in our students' Catholic education journey.



Background/Comments:

Accumulated surpluses are amounts held by the school board that have resulted from surpluses in prior years where no external restrictions have been imposed on their use. Some amounts have been apportioned internally for specific uses, while others are general in nature.

For purposes of policy monitoring, the terms accumulated surplus and reserve are used interchangeably.

Surpluses up to 1% of operating revenues can be used at the discretion of the Board of Trustees without requiring ministerial consent. The Ministry has now communicated that Boards may use up to 2% of operating revenues without ministerial consent during these uncertain times.

Accumulated Surplus Balances

1. **WSIB:** \$357,844

This reserve is used by an outside agency to settle WSIB obligations on our behalf. The balance fluctuates depending on needs and level of replenishment. A budget of \$775,251 has been approved in contributions to the account for the year. The actuarially determined obligation for our WSIB claims at August 31, 2023 is \$2,954,829. Liabilities associated with this obligation are spread over a number of years depending on the nature and severity of the injury. Consistent with previous years, management would like full access to the WSIB reserve for the 2023-24 school year.

2. **Operating/Working Funds:** \$3,714,992

This is a general surplus without internal or external restrictions. Currently, there is no request for use of these funds.

3. **Technology Renewal:** \$1,624,516

This amount was set aside to replace the Board's HRIS and Payroll system in the future (\$924,516) and to support infrastructure upgrades as required (\$700,000) by the ITS department. The HRIS replacement has been deferred to a future year. Infrastructure upgrades beyond what has been allocated in budget are not required. As such, there is no request for technology reserves for the 2023-24 school year.

4. **Insurance:** \$150,000

The insurance surplus was set aside to manage deductibles related to multiple incidences of property damage where available operating budget dollars are insufficient. If access to this reserve is required, it will be requested in a separate report. As at the time of writing, there is no need to access this amount.

5. **Early Learning Resources and Student Support Funds (SSF/LPF):** \$1,196,932

The Early Learning Resource surplus (\$961,687) was set up to provision for future resource and staffing needs related to the Extended Day Program. Funds have been set aside in the 2023-24 school year budget for resource renewal and staffing needs. There is currently an in-year pressure within the program due to staffing supports required. Access to this reserve is therefore requested.

Support for Student Funds/Learning Priority Funds (SSF/LPF) grants were provided by the Ministry of Education as part of contractual settlements with employee groups who bargain collectively with the government. This surplus of \$235,244 represents unused grants as at the end of 2022-23, to be spent in the future. Management will work with the affected employee groups to honour the requirements of the grant during 2023-24. Access to this reserve is therefore requested.

6. **Administrative Capital:** \$715,385

This reserve was set up to provide for future administrative capital needs. The Ministry of Education does not provide any funding for major repairs, building renewal or replacement of administrative buildings. As the CEC was recently renovated and Dutton Drive requires no major repairs/renovations, funds from this reserve are not required for the school year.



7. Strategic Plan Implementation: \$1,032,253

These funds were set aside from surplus funds from 2021-22 and have been earmarked by management for implementing the new Multi-year Strategic Plan (MYSP). It is anticipated that there will be costs incurred over the next 4 years in order to effectively execute the plan. Access to this reserve is therefore requested.

Recommendation:

1. That the CEO be given permission to use up to \$357,844 from the WSIB surplus to service WSIB related costs.
2. That the CEO be given permission to use up to \$235,244 from the Student Support Fund surplus to offset related costs.
3. That the CEO be given permission to use up to \$961,687 from the Early Learning Resources surplus to offset related costs.
4. That the CEO be given permission to use up to \$1,032,253 from the Strategic Plan Implementation surplus to offset related costs.

Prepared/Reviewed By:

Tyrone Dowling
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Laura Isaac
Senior Manager, Financial Services

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





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Date: 2023-12-11
To: Board of Trustees
From: Director of Education
Subject: Equity Action Plan

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)

APO028: Fair and Equitable Hiring Promotions (revised 2021)
Board Governance Policy I:001 Ends
Ontario Catholic School Graduate Expectations (OCSGE, 2011): [Institute for Catholic Education]

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

Ontario's Equity and Inclusive Education Strategy (2009)
APC037: Equity and Inclusive Education Policy
Ontario's Well-Being Strategy for Education: Discussion Document (2016)
Ontario Ministry of Education Equity Action Plan (2017)
Anti-Racism Act (ARA 2019)
Ontario Ministry of Education issued the Policy/Program Memorandum 165 (2021)

Alignment to the MYSP:

☒ **Awaken to Belong**

- ☒ Every student can see themselves reflected in their learning.
- ☒ Staff experiences a positive, healthy, and inclusive workplace.
- ☒ Are aware of and/or use the available resources to assist in navigation of the school system.

☒ **Ignite to Believe**

- ☒ Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- ☒ Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- ☐ The relationship between home, parish and school is strengthened.

☒ **Strengthen to Become**



- ☒ Every student reaches their full potential.
- ☒ Staff see their impact on student achievement.
- ☒ Are engaged as active partners in our students' Catholic education journey.

Background/Comments:

As a Catholic learning community, we are inspired and guided by the Gospel in our pursuit of equity and justice as a value rooted in our faith. In our Catholic tradition, we have a moral imperative to act intentionally to ensure those we serve – staff, students, and communities – are treated with respect and dignity as brothers and sisters in Christ. To achieve this vision, we use the following as our guiding, spiritual principles: collaboration, equity, excellence and accountability, holism, life-long learning, reflection, and reconciliation.

The [2023-2025 Equity Action Plan](#) provides the background on the foundations of equity work at Waterloo Catholic District School Board, including Truth and Reconciliation, the Seven Grandfather Teachings, the Catholic Social Teachings and the Ontario Catholic School Graduate Expectations. Our action plan is integrated with our well-being strategy to meet the cognitive, socio-emotional, physical, and spiritual needs of all WCDSB students and staff. Below is a summary of the equity work that was completed during the 2022-2023 academic year followed by the key work that will take place over the next 2 academic years.

2022-2023: Brief Summary of the Equity Work at WCDSB

The Ministry of Education made a commitment to every student in the province of Ontario that regardless of 'ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, socio-economic status or other factors' (Equity Action Plan, p. 8), all students should be able to access the curriculum, feel safe at school, and also have a sense of belonging. Equity work is done at all levels and by all departments throughout the board. The work does not reside in the Equity Services Department. Below is a sample of the work throughout the board that we have done to fulfil that mandate.

- Co-creating Equitable, Inclusive Educational and Work Environments: 2-day workshop for Executive Council by Dr. Kathy Obear
- Decoding Race for White Leaders—Creating Cultures of Belonging: 3-session workshop for Executive Council and School Administrators by Anima Leadership
- Called to Love—2SLGBTQIA+ Students in Catholic Schools: 3-session workshop for chaplains, social workers, administrators, and senior staff
- Trauma-Informed schools: 4-sessions by Dr. Kristen McLeod for child and youth workers, administrators, and senior staff
- Equity, Diversity, Inclusion, and Belonging: ½ day workshop for secondary school staff by Chris D'Souza
- Creation of a culturally relevant and responsive booklist for librarians/library technicians
- ½ day anti-racism workshop for the WCDSB community
- ½ day trauma-informed workshop for the WCDSB community
- Creation of new positions in Equity Services
 - Equity Systems Navigator
 - Human Resources and Equity Officer
- Monthly departmental equity discussions, including school staff
- Monthly equity discussions with school administrators



- Expansion of our internal equity website for all staff
- Community outreach to racialized leaders in the Waterloo Region
- Local university outreach to support our equity-seeking students to thrive in post-secondary
- Anti-racism campaign: LEAD
- Microaggression campaign
- Update of the Waterloo Catholic District Careers page to promote inclusion and belonging
- School workshops on various topics, including:
 - Adultification
 - Cultural Relevant and Responsive Pedagogy
 - Equity 101—Why is Equity Important?
 - Exploring Power, Privilege, and Positionality
 - Implicit bias
 - Language Matters
 - Microaggression
 - Stereotype Threat
 - The Experiences of 2SLGBTQIA+ Students in Schools: Creating Inclusive School Communities

2023-2024: Strengthen Our Commitment to Black Students and their Families

The term “Anti-Black racism” was coined by Dr. Akua Benjamin, a Toronto Metropolitan University (formerly, Ryerson University) professor. The use of this term seeks to highlight the unique nature of systemic racism on Black-Canadians and the history as well as experiences of slavery and colonization of people of Black-African descent in Canada. Anti-Black racism is micro (i.e., as seen in day-to-day interactions) and it is macro or structural (i.e., customs, regulations, and policies).

June 27th, 2023, the Ontario Human Rights Commission (OHRC) released its report, [*Anti-Black Racism in Education Roundtables: What We Heard Report*](#), on issues of anti-Black racism in education. OHRC unequivocally recognized the systemic anti-Black racism in Ontario schools which inhibits Black communities from thriving generation after generation. The Commission has studied, investigated, and litigated matters involving systemic anti-Black racism in education for decades. Recent studies show anti-Black racism persists today. It is embedded in our institutions, policies, and practices. According to the OHRC, “Anti-Black racism has plagued Ontario’s publicly-funded education system for over 170 years. Despite Black communities voicing concerns and offering recommendations, meaningfully addressing systemic anti-Black racism has been slow, arduous, and limited ([tackling-anti-black-racism-education](#), 2023).”

In March 2023, Statistics Canada reported hate crimes motivated by race or ethnicity increase by 6% in 2021 after rising 83% in 2020. While the hate crimes targeting the Black population did drop in 2021, this is following a 96% increase in 2020. The Black population continues to be the most targeted group in Canada.

Based on anecdotal evidence, it appears anti-Black incidences in schools may have increased over the last couple of years with school staff and administrators having to deal with the prevalence of the N-word and other anti-Black language and behaviour (e.g., anti-Black graffiti). As we move away from anecdotal evidence and look at the EQAO data we see racial disparities with Black students performing disproportionately lower than other students.

The purpose of focusing on anti-Black racism is to acknowledge the experiences Black children have in school can permanently impact their life's trajectory. Schools are a space where children and staff should feel safe bringing their full selves. However, we know that the experiences of Indigenous, Black and racialized Canadians continue to indicate that systemic barriers and racism impact their outcomes at school, at work, in leisure, and across all



systems. Creating space to examine our preconceived notions about Black communities in Canada and expand our knowledge of anti-Black racism and oppression is an opportunity to help WCDSB better understand the experiences of racialized students and staff, identify barriers that may be contributing to challenging environments and identify areas of growth and promising practices to ensure all community members are able to thrive.

As WCDSB looks toward its Catholic Faith and Catholic Social Teachings as the foundation of our teaching, learning, and growing, it is fitting that our equity action plan mirrors our [2022-2025 Pastoral Plan](#). The board's commitment to these guiding principles is embedded in everything we do. Our faith is not merely a part of our identity; it is the very essence that shapes our actions, decisions, and interactions within our educational community.

For the 2023-2024 school year, our [Pastoral Plan's](#) theme is STRENGTHEN. It is anchored in St. Paul's exhortation to the burgeoning Christian community at Philippi. The Waterloo Catholic District School Board community proclaims in faith: "I can do all things through the One who strengthens me" (Phil. 4.13), because we are the People of God, listening and responding, STRENGTHENED to share the Gospel.



We are listening and responding to the OHRC. We are listening and responding to Statistics Canada. We are listening and responding to experiences happening in our schools.

The [Ontario Education Act](#) states, "a strong public education system is the foundation of a prosperous, caring, and civil society...the purpose of education is to provide students with the opportunity to realize their potential and develop into highly skilled, knowledgeable, caring citizens." WCDSB is compelled to strengthen its commitment to our Black students and their families, so each student can prosper and reach one's full potential. Below are the specific actions we will take to support Black students and their families at WCDSB.

CREATE AN ANTI-BLACK ADVISORY COUNCIL

This council would consist of the director of education, senior manager of equity services, one administrator, one teacher, two students, and two community members. This council will meet four times a year. The purpose of this council is to advise the director on issues that affect Black students and their families.

CREATE AND SUSTAIN BLACK AFFINITY GROUPS AND SPACES

Encourage all schools to create Black affinity groups and safe spaces for students who identify as Black. Allow the students to design the purpose of the group (e.g., social group or academic support).



ANTI-BLACK RACISM COUNTER TRAINING

Senior staff, senior managers, administrators, chaplains, and social workers will participate in intensive anti-Black racism counter training with external facilitators. It will be followed with more Internal training.

INCREASE CULTURALLY RELEVANT AND RESPONSIVE PEDAGOGY AND CURRICULUM

Create resources and learning materials which accurately provide knowledge and understanding of Black people (i.e., history, heritage, culture, traditions, and contributions to Canadian and world society) must be an integral part of the curriculum.



2024-2025: Ignite the Hope of Equity for our 2SLGBTQIA+ Students and Staff

In 2017, Canada added protection for Trans and non-binary people in the Criminal Code and the Canadian Human Rights Act. The Ontario Human Rights Commission (OHRC) acknowledges that individuals from the Two-Spirit, lesbian, gay, bisexual, transgender, queer, intersex, and additional sexually and diverse (2SLGBTQIA+) peoples and communities in Canada experience minority stress. Minority stress is one of the effects experienced by members of the 2SLGBTQIA+ communities resulting from discrimination and stigma. It is a form of stress experienced uniquely by minority groups, in addition to everyday life stressors that affect 2SLGBTQIA+ and non 2SLGBTQIA+ people.

The [OHRC \(September, 2023\)](#) issued a strong statement encouraging school boards to recognize there is no room for hate in our schools. It is a school board's duty to actively and intentionally work to, "end the scourges of hate and violence in our education systems and communities". The commission cites the rise in hate and its severe impact on student mental health and well-being. It specifically highlights that 2SLGBTQIA+, Indigenous, Black and other racialized students face the brunt hatred. Across Canada, police-reported hate crime continues to increase, rising 7% overall from 2021 to 2022. Black, Jewish, and 2SLGBTQIA+ are the most frequently targeted communities. 2SLGBTQIA+ communities have experienced a 12% increase in hate crimes since 2021.

[Egale](#) is one of Canada's leading organizations for 2SLGBTQIA+ people, communities, and issues. This organization works to improve and save lives through research, education, awareness and advocating for human rights. In 2021, Egale published its report on the climate in Canadian schools. This report was aptly titled [Still in Every Class and Every School](#). Thirty percent of 2SLGBTQIA+ participants (i.e., Canadian students in grades 8-12) had been the victims of cyberbullying compared to their cisgender, heterosexual participants. Further, 57% of trans participants had been targets of cyberbullying, including rumours or lies. Overall, 62% of 2SLGBTQIA+ participants felt unsafe at school compared to 11% of cisgender, heterosexual counterparts.

Canada stands for the protection and promotion of the human rights of 2SLGBTQIA+ peoples at home and globally. The human rights of all people are universal and indivisible. We know everyone should enjoy the same fundamental human rights, regardless of their sexual orientation and their gender identity and expression. We also know that August 28th, 2022, the Federal government launched their first [action plan to advance the rights and equality for Two-Spirit, lesbian, gay, bisexual, transgender, queer, intersex, and additional sexually and diverse \(2SLGBTQIA+\)](#) peoples and communities in Canada because the fundamental human rights for 2SLGBTQIA+ persons has yet to be realized in this country.



It is incumbent on WCDSB to explicitly include the 2SLGBTQIA+ communities who are equity-seeking in our action plan. Thus, in concert with the [2022-2025 Pastoral Plan](#), WCDSB will ignite the hope of equity for our 2SLGBTQIA+ students (and their families) and our staff. Ezekiel 20:47 states, "Thus says the Lord God, I will ignite a fire in you." At WCDSB, we are the People of God, discerning our mission to serve, ignited to be pilgrims of hope. We hope all people and communities in God's world will achieve equality and be harassment free, including members of the 2SLGBTQIA+ communities.

We have staff, students and community members who identify as part of the 2SLGBTQIA+ and they deserve a safe space to work, learn, and thrive. Below are the specific actions we will take to support the students who identify as part of the 2SLGBTQIA+ communities and their families as well as our 2SLGBTQIA+ staff.



PROVIDE EDUCATION AND PROFESSIONAL LEARNING

WCDSB will provide staff with the opportunity to learn about the intersectional identities of 2SLGBTQIA+ people and the impacts of individual and systemic discrimination by recognizing how cis-heteronormativity shows up in our learning and working environments. Develop learning modules for the staff to build collective understanding on a variety of topics.

CREATE AND SUSTAIN AFFINITY GROUPS AND SPACES FOR 2SLGBTQIA+ STAFF

2SLGBTQIA+ students and their families deserve to see representation in our schools. To achieve that, in part, we need to create safe spaces for staff to bring their authentic selves to work. We will create 2SLGBTQIA+ affinity group for our staff.

INTEGRATE 2SLGBTQIA+ IDENTITIES AND CONTRIBUTIONS INTO THE CURRICULUM

Starting with the Family Life curriculum (Fully Alive), ratified by Ontario Bishops, we will provide age-appropriate curriculum that explores the contributions of 2SLGBTQIA+ people to Canadian society. We will also support the months of recognition and the days of significance acknowledging the 2SLGBTQIA+ communities.

DEVELOPING PARTNERSHIPS WITH 2SLGBTQIA+ COMMUNITY LEADERS

We will develop partnerships with community agencies to identify, understand, and address 2SLGBTQIA+ issues within our diverse community in the hope to support our students, families, and staff identify as part of the 2SLGBTQIA+ communities.



At the Waterloo Catholic District School Board, we are committed to lifelong learning and the equity work that needs to be done. Over the next two years, we will focus on combatting anti-Black racism and anti-2SLGBTQIA+ sentiment, but we will not be distracted from tackling other types of hate that persist in our society. Our equity, diversity, inclusion, and belonging work will remain comprehensive and wide-reaching to ensure each student fills one's God-given potential. Our commitment to promoting equity, inclusion, and belonging for all will be deeply informed and guided by our Catholic Social Teachings.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By:

Tyrone Dowling
Director of Education

Lynn Garrioch
Senior Manager of Equity Services

Paul Mendonça
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.



2023-2025

Equity Action Plan



**Waterloo Catholic
District School Board**
Quality, Inclusive, Faith Based Education

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INTRODUCTION

Waterloo Catholic District School Board's Land Acknowledgement

The schools in the Waterloo Catholic District School Board are situated on the Haldimand tract of land that is the traditional home of the Haudenosaunee, Anishinaabe, and Neutral People. We acknowledge the enduring presence and deep traditional knowledge, laws, and philosophies of the Indigenous Peoples with whom we share this land today.

We seek a new relationship with the Original People of this land, one based on honour and deep respect. We are grateful for the opportunity to learn here and reaffirm our collective commitment to make the promise and the challenge of Truth and Reconciliation real in our community. Please watch the video below or you can access the video on [YouTube](#) or scan the QR code.



Figure 1. Waterloo Catholic District School Board's Land Acknowledgement

Land Acknowledgement and Introduction from the Director of Education

Since time immemorial, Indigenous Peoples have nurtured and cared for the land on which Waterloo Catholic District schools reside. For thousands of years, this land has been sustained by a diverse group of Indigenous Peoples, including the Haudenosaunee, Anishinaabe, to Attawandaron Peoples whose rich, diverse histories, languages and cultural traditions were nearly destroyed through colonialism. As the Director of Waterloo Catholic District School Board, it is my obligation to lead this community as we address the Truth and Reconciliation recommendations for educational reform.

We commit to learning from, and with, the Indigenous communities, following the guidance of the Truth and Reconciliation Commission. We promise to:

- Support the academic, social, emotional, and spiritual well-being of Indigenous students
- Remove barriers that prevent Indigenous students from achieving their full academic and social potential
- Teach all students about the rich and diverse cultures and philosophies of First Nations, Métis, and Inuit peoples
- Raise awareness and appreciation of Indigenous cultures among staff, families, and trustees
- Build strong and respectful partnerships with Indigenous families, communities, and organizations
- Work together to create a safe and inclusive learning environment for all students, including our Indigenous students.

We recognize a land acknowledgement without a commitment to action is just an acknowledgement and nothing more. Our actions will speak to whether we are living up to our obligation and commitment to every student, including the Indigenous student, in creating a place for all and success for each.



Figure 2. St. Josephine Bakhita Catholic Elementary School in Kitchener (CTV Kitchener)

Land Acknowledgement and Introduction from the Senior Manager of Equity

I would like to begin by acknowledging the land on which our schools and workplaces are situated on is the traditional territory of the Haudenosaunee (that is the people of the long house), Anishnaabe (that is the people from whence lowered and the good humans), and Neutral People (who formed the Neutral Confederacy). I pay respect to the Indigenous Peoples past, present, and future and their continuing presence on this land.

These nations (except the Neutral People who were annihilated) and other Indigenous communities continue to experience ongoing colonization and displacement. As part of this land acknowledgement, I would like to take a moment to recognize the immigrants and refugees who are part of the diaspora whose lands and waters have also been destroyed by colonialism throughout the world. These people have chosen Canada for their new home. It is also important to acknowledge the descendants of the enslaved, the stolen people on stolen land, and the indentured servants who now live on these lands.

This makes our relationship with each other, and to this land complex. Ultimately, I am grateful to have been born here and able to live, work and learn here, and I honour the Nations who have cared for these lands and waters for thousands of years and continue to do so today.

I recognize these difficult histories persist in the present day with racial realities. I commit to dismantling racism and bigotry in our workspace and schools. I invite our communities to work beside me and my colleagues to create change.



Figure 3. Photo of WCDSB's Catholic Education Centre

Prayer for Inclusion and Belonging

Lord, give us new strength so that we can build places of belonging:

To create a community for all to share their gifts,
To know that each of us is loved,
To help us see the light of Christ in all that we serve.

Let us remember that each of us is loved, each of us is willed and
each of us is necessary.

May we balance mercy and justice so that we can achieve equity
and access for all of Your children.

We do this in Your name.

Amen.

~[Source: Andrew M. Greeley Center for Catholic Education \(Loyola University\)](#)



“There is neither Jew nor Greek, there is neither bond nor free, there is neither male
nor female: for ye are all one in Christ Jesus.”

~Galatians 3:23-29

ABOUT WATERLOO CATHOLIC DISTRICT SCHOOL BOARD (WCDSB)

Brief History

The Waterloo Catholic District School Board (WCDSB) is located in the Waterloo Region. Since the beginning with a one-room schoolhouse in 1836, this school board has protected and promoted a tradition of academic excellence. In 2023, WCDSB is the eighth largest Catholic school system in Ontario. This Board provides an outstanding educational experience to the following cities and townships: City of Cambridge, City of Kitchener, City of Waterloo, Township of Dumfries, Township of Wellesley, Township of Wilmot, and Township of Woolwich. We have 44 elementary schools (i.e., Junior Kindergarten to Grade 8), 5 secondary schools (i.e., Grade 9 to Grade 12), and 4 adult and continuing education campuses.

The Waterloo Region is a mid-sized growing community located in the heart of southwestern Ontario. The region is one of the fastest growing areas in the province, with more than 575,847 residents ([Statistics Canada 2021 Census](#)). The [Ontario Growth Plan](#) projects Waterloo Region's population will reach 923,000 by 2051.

Mission

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

Vision

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

To learn more, click on the [YouTube video](#) below or scan the QR code.

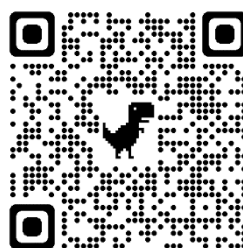
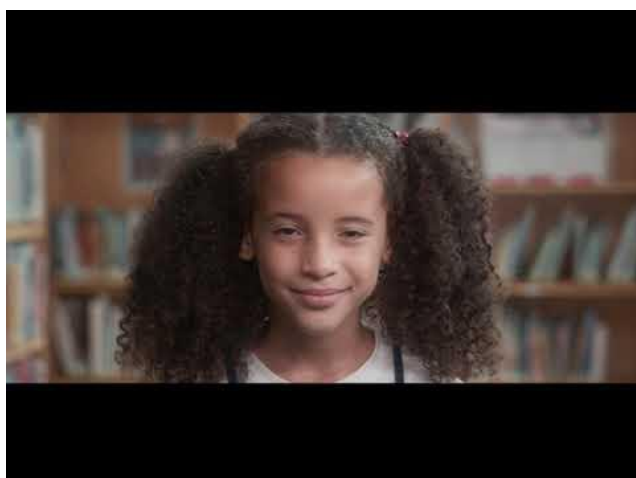


Figure 4. Welcome to Waterloo Region's Catholic Schools

THE FOUNDATIONS OF EQUITY AT WATERLOO CATHOLIC DISTRICT SCHOOL BOARD (WCDSB)

Truth and Reconciliation

The Truth and Reconciliation Committee issued 94 [Calls to Action](#) to “redress the legacy of residential schools and advance the process of Canadian reconciliation.” The proposed actions call on all levels of government and other institutions to repair the harm caused by genocide, residential schools, and more than 150 years of inhumane child welfare policies (e.g., 60s Scoop; millennial Scoop) by engaging in the process of reconciliation. The calls to action were divided into the following categories:

- Legacy
- Child welfare
- Education
- Language and culture
- Health
- Justice
- Reconciliation

At WCDSB, we are committed to responding to the [Calls to Action](#). Primarily we raise awareness of the history and creation of the residential school system and its devastating legacy. The K-12 Indigenous and Equity Consultant and the First Nations, Métis, and Inuit Representatives offer teaching resources and educational curriculum in all schools. The [Indigenous curriculum](#) is mandated by the Ontario Ministry of Education. Students are exposed to age-appropriate curriculum on residential schools, treaties, and contemporary and historical experiences of Indigenous peoples within Canada. Teachers integrate Indigenous knowledge, ways of thinking, and teaching methods in classrooms, including the [Seven Grandfather Teachings](#). Click on the [YouTube video](#) or scan the QR code to learn more.



Figure 5. Grandfather Teachings in Action at WCDSB



The Seven Grandfather Teachings are a set of Anishinaabe guiding principles. They provide us with the tools for how to live a good life in peace. These principles have been passed down from generation to generation for thousands of years through stories and ceremonies. Below is a summary of the principles. Please note, you will see the Anishinaabemowin word “win” throughout the teachings. “Win” means “a way it is done.”



Figure 6. 'Stand With Our Teachings' by First Nations Mi'kmaq artist Loretta Gould

Zaagi'idiwin (Love): Love must be given freely and is unconditional. When we love freely, it comes back to us. It is mutual and reciprocal. It is between all of Creation, humans, and non-humans. Love is represented by the eagle, who can travel over great distances and carry love and all the teachings to the four directions of the Earth.

“Zaag” means “to emerge, come out or flow out” and “Idi” means “in a reciprocal way”.



Debwewin (Truth): Truth is speaking only about what you have lived or experienced. You should not deceive yourself or others. Truth is represented by the turtle, who was here during the creation of Earth and carries all of life's teachings on his back. By living in a thoughtful and conscientious manner, the turtle knows the value of both the journey and the destination.



“Deb” means “to a certain extent” and “We” means “sound through speech”.

Nibwaakaawin (Wisdom): To live with vision. Wisdom is to be used for the good of all people. To cherish knowledge is to know wisdom. Wisdom is represented by the beaver, who uses its natural gifts of sharp teeth wisely to cut logs and branches to build dams.

“Ni” means “the soul within” and “Waa” means “pertaining to sight” and “Kaa” means “an abundance”.



Dabasendiziwin (Humility): Humility is to think lower of oneself in relation to all that sustains us. It is to know yourself as a sacred part of Creation. You are equal to others, but you are not better. Humility is represented by the wolf, who are social animals that live in packs. They work in cooperation with each other and for the greater good of the pack.

“Dabas” means “low or lower” and “End” means “pertaining to thought” and “Izi” means “state or condition”.



Manaaji’idiwin (Respect): Go easy on one another and all of Creation. Respect is mutual and reciprocal – in order to receive respect you must give respect. Respect is represented by the bison. The bison was at one time a significant resource for Anishinaabe people, giving every part of itself to sustain human life for food, clothing, and shelter.

“Manaaji” means “to go easy on someone” and “Idi” means “in a reciprocal way”.



Zoongide’ewin (Courage): Courage is to face your foes with integrity and do what is right even when the consequences are unpleasant. Courage is represented by the bear. The mother bear has the courage and strength to face her fears and challenges while protecting her young.

“Zoongi” means “solid, strong” and “De’e” means “a form of heart”.



Gwayakwaadiziwin (Honesty): Be honest in your words and actions. Be honest first with yourself, and you will more easily be able to be Honest with others. Honesty is represented by the raven. The raven accepts himself for who he is and does not look to try to be like others.

“Gwayak” means “correctly, straightly, and rightly” and “Aadizi” mean “one lives”.



Catholic Social Teachings

The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society. This belief is the foundation of our [Catholic social teachings](#). Every person is precious, people are more important than things, and the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

Life and Dignity of the Human Person

The foundation of all Catholic Social Teaching is the inherent dignity of the human person, as created in the image and likeness of God. The Church, therefore, calls for Integral Human Development, which concerns the well-being of each person in every dimension: economic, political, social, ecological, and spiritual.

The good Samaritan recognized the dignity in the other and cared for their life. ~Luke 10:25-37

Call to Family, Community and Participation

Human beings are social, and how we live together affects the dignity of the individual and the progress of society. All persons are entitled to participate in community, and in decisions that affect their lives, and cannot be excluded for any reason.

We must all consider the good of others, and the good of the whole human family, in organizing our society—economically, politically, and legally. Human Dignity can only be realized and protected through our relationship with society-at-large. We must love our neighbour, locally and globally, and prioritize the good of the human family over commercial interests.

Act justly, love kindness, walk humbly with God. ~Micah 6:6-8

Solidarity

Each of us is part of the human family and we are all interconnected and interdependent. Loving our neighbour has global dimensions. We must see ourselves in others and collaborate towards solutions. Solidarity is a recognition that we are “all in this together,” and is a commitment to strengthen community and promote a just society.

The love of God in us is witnessed to by our willingness to lay down our lives for others as Christ did for us. ~John 3:16-18

Preferential Option for the Poor and the Vulnerable

The moral test of any society is based on how the most vulnerable are treated. God’s love is universal, so this principle does not intend that we should focus on the poor to the exclusion of others, but rather that we are called to prioritize those who are in most need of our solidarity.

True worship is to work for justice and care for the poor and oppressed. ~Isaiah 58:5-7

Care of God’s Creation

The earth is sacred. Creation has its own intrinsic value. We have a responsibility to protect and to cherish the earth’s ecological diversity, beauty, and life-sustaining properties. Together, we must hold it in trust for future generations.

Creation and all created things are inherently good because they are of the Lord. ~1 Corinthians 10:26

The Dignity of Work and the Rights of Workers

The state is an instrument to promote human dignity, protect human rights, and develop the common good. Subsidiarity holds that such functions of government should be performed at the lowest level possible, as long as they can be performed adequately. When they cannot, higher levels of government must intervene. This principle goes hand-in-hand with Participation, the principle that all peoples have a right to participate in the economic, political and cultural life of society, and in the decisions that affect their community.

A legitimate government upholds the rights of the poor and vulnerable. ~Jeremiah 22: 13-16

Rights & Responsibilities

We all have a right to those things which are required by Human Dignity. Rights arise from what we need to live as God intended us to. These are innately linked with our responsibility to ensure the rights of others—that we do not take more than is needed to fulfill our rights at the expense of another's. This includes access to food, shelter, education, healthcare, and employment. These rights are seen as essential to human flourishing.

Give from what you have received and do not turn away from the poor. ~Tobit 4:5-11

Ontario Catholic School Graduate Expectations

The Ontario Catholic School Graduate Expectations (OCSGEs) were developed to provide a framework to represent the distinctiveness and purpose of Catholic education in Ontario. Below are the images and summary of the expectations. For the OCSGEs handbook, access the [Institute for Catholic Education website](#).

A discerning believer, formed in the Catholic Faith community, celebrates the signs and sacred mystery of God's presence through work, sacrament, prayer, forgiveness, reflection, and moral living.



A reflective, creative, and holistic thinker solves problems and makes responsible decisions with an informed moral conscience for the common good.

An effective communicator speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values.



A self-directed responsible, lifelong learner develops and demonstrates their God-given potential.



A collaborative contributor finds meaning, dignity, and vocation in work which respects the rights of all and contributes to the common good.



A caring family member attends to family, school, parish, and the wider community.



A responsible citizen gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.



“Catholic schools also help engage the world by promoting a dialogue between faith and reason. They promote what is good, true and beautiful while at the same time demonstrating that it is rational to believe. This too is part of Catholic identity. The more we foster and nurture Catholic identity, the more we promote the expression of that identity in service and witness to the world. Our faith calls us to be engaged with the world around us, to have hope, and to inspire it in others.”

~[Renewing the Promise: A Pastoral Letter p. 11](#)

EQUITY AT WATERLOO CATHOLIC DISTRICT SCHOOL BOARD (WCDSB)

Overview

At WCDSB, we recognize supporting diversity and engagement is the right thing to do for our students and communities. This commitment is woven throughout our values and vision; our schools are the hearts of their communities, providing success for each and a place for all. We know we are at our best when we embrace the full spectrum of humanity, regardless of what we look like, where we come from, or who we love.

All members of WCDSB– students, staff, parents, and guardians have a role to play in advancing this commitment. For some, it means summoning the courage to stand up and speak out, sharing opinions, or experiences. For others, it means listening with patience and empathy, creating an environment conducive to dialogue. For all, it means asking questions, respecting answers, being open to fresh perspectives, and most importantly, appreciating one another's contributions. In doing so, we ensure we meet our mission; that is, as disciples of Christ, we educate and nurture hope in all learners to transform God's world.



Figure 7. Vice Principal Discuss Her Experience at WCDSB



The WCDSB Equity Action Plan aligns with the Ontario's [Education Equity Action Plan \(2017\)](#) and the [Ontario Human Rights Code](#). This Equity Action plan focuses on four priority areas:



The Seven Grandfather Teachings, Catholic Social Teachings and the Ontario Catholic School Graduate Expectations provide the foundation for all equity work at the Board. Further, the WCDSB Equity Action plan works in conjunction with the [2022-2025 Multi-Year Strategic Plan](#), [2022-2025 Pastoral Plan](#), and [2022-2023 Board Improvement and Equity Plan \(BIEP\)](#)/2023-2024 Student Achievement Plan (SAP).

Understanding the Isms and Phobias in Our Society

WCDSB recognizes systemic discrimination and oppression exists in our society. Isms and phobias such as classism, sexism, racism, ableism, homophobia, transphobia, anti-Semitism, and Islamophobia occurs on four levels. Specifically, these isms and phobias exist at the individual, interpersonal, institutional, and structural level.

We often recognize and rebuke overt isms and phobias at the individual and interpersonal levels, such as a person uttering a homophobic slur or ignoring a person in a work setting because of their gender identity or a student being harassed because of their racial or ethnic origins. However, many of us are blind to covert isms and phobias and we are also blind to more systemic isms and phobias (i.e., institutional and structural) that are pervasive in our society. Isms and phobias do not develop in one person or one group without any cause or reason.

Ism and phobias stem from the history of our laws and the codification of individual, interpersonal, and institutional isms and phobias. Ultimately, the four levels of isms and phobias interact with each other. See below for a pictorial depiction of the interaction between the levels of racism.

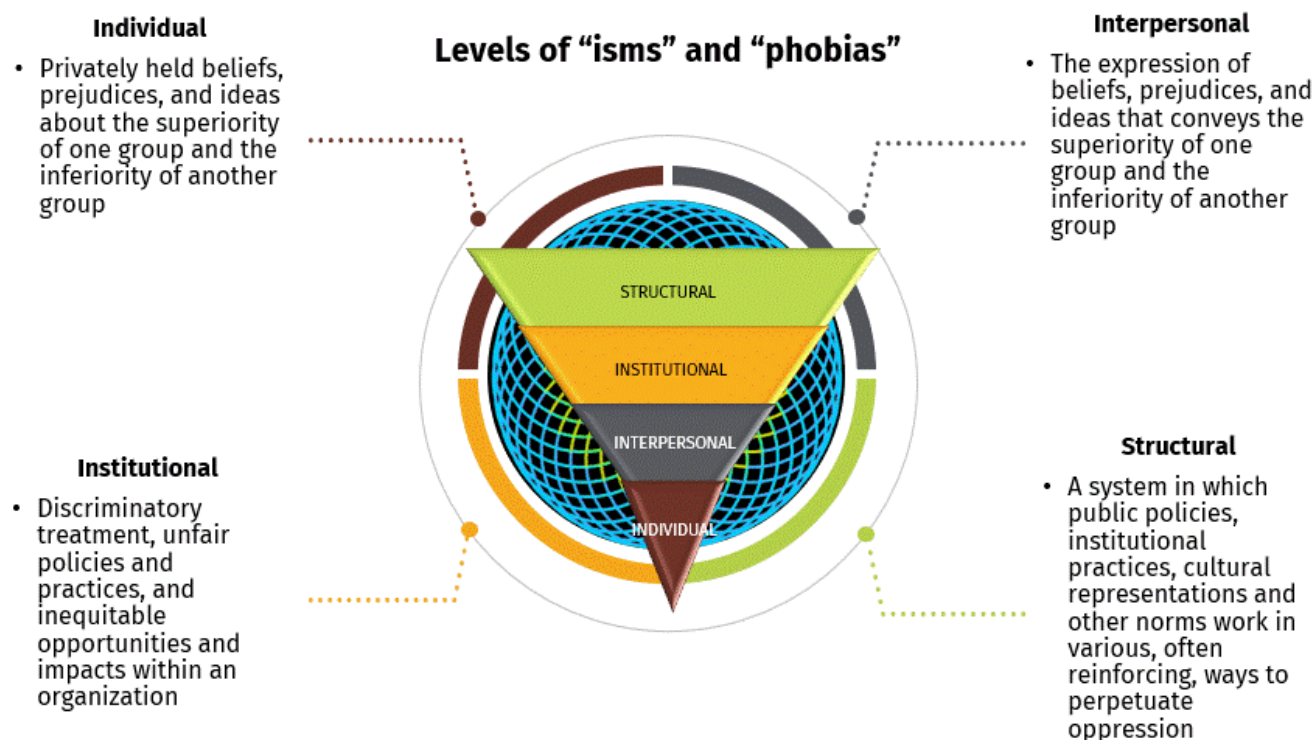


Figure 8. Pictorial Depiction of the Interaction between the Levels of Racism

Let's explore the complexities of isms and phobias further. Overt isms and phobias are the most evident types of isms and phobias. They are relatively easy to identify. They are deliberate and intentional stereotyping, prejudice or discriminative language, actions, and policies/laws directed toward a marginalized group or members of a marginalized group.

However, covert isms and phobias are subtler and often difficult to observe and identify. Covert isms and phobias are often hidden in our society where the actions are passive or ambiguous. Further we can rationalize discriminatory behaviours with reasons that society is more willing to believe. These subtle actions often favour some groups while systematically restricting the rights of others. In other words, we provide privileges to some and oppress others.

Understanding Privilege and Oppression

Oppression is the combination of prejudice and institutional power which creates a system that discriminates against some groups (target groups) and benefits other groups (dominant groups). Examples of these systems are ableism, classism, racism, sexism, heterosexism, and anti-Semitism. These systems often limit target groups' access to reasonable and equitable resources and privileges such as healthcare, education, housing, and employment.

Dr. Stephanie Nixon, an associate professor of physical therapy at the University of Toronto, developed the coin model of privilege and critical allyship. Below is an image of the coin analogy of privilege and oppression ([Nixon, 2019](#)).

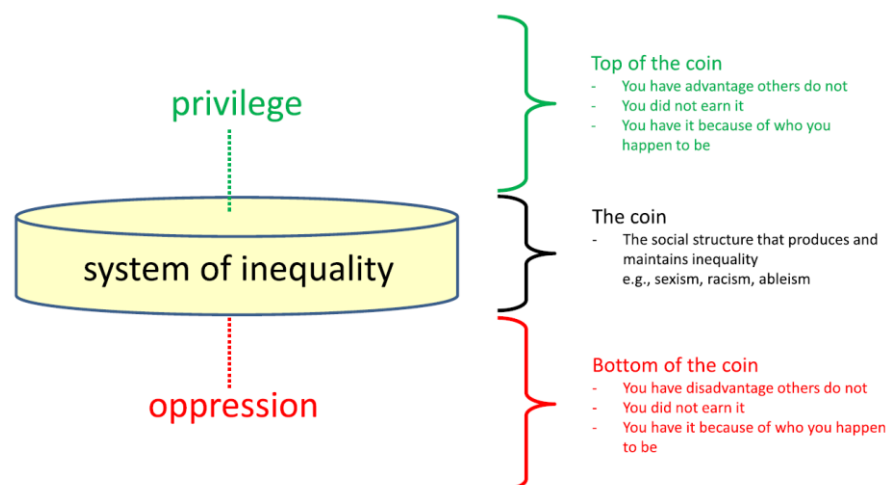


Figure 9. Dr. Stephanie Nixon's coin analogy of privilege and oppression

"Let the nations be glad and sing for joy, for you judge the peoples with equity and guide the nations upon earth."

~Psalms 67:4

"Then you will understand righteousness and justice and equity, every good path; for wisdom will come into your heart, and knowledge will be pleasant to your soul."

~Psalms 2:9-10

Equity Versus Equality

Two words that are used interchangeably are "Equity" and "equality", but they have different meanings and produce different outcomes. Equality means providing the same resources or opportunities to everyone regardless of context or experience. When we engage in this process, we are assuming that everyone is at the same access point to reach the same outcome. In *Figure 9*, we can see the child on the right has unequal access to opportunities.

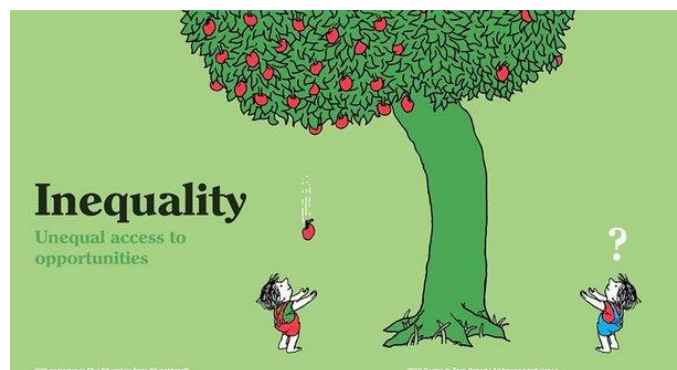


Figure 10: Equality, Equity, and Justice

One response is to treat the children the same, or equally, even though we can see their circumstances are the same. This is depicted below in *Figure 10*.

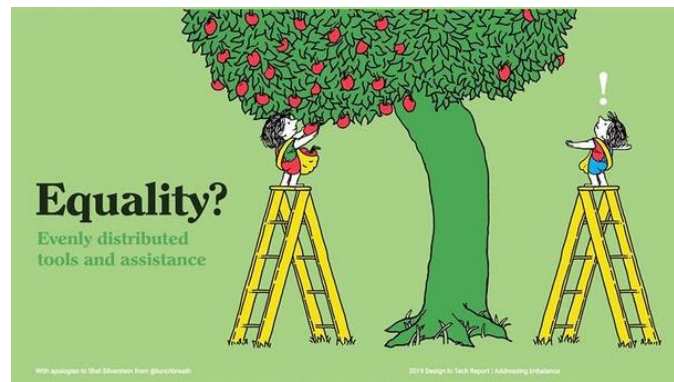


Figure 11: Equality, Equity, and Justice

Equity, however, recognizes that due to inequities in our society, some people and communities need individualized resources and tools to help them achieve the same outcomes. Equity acknowledges that everyone does not start from the same place in life. People and communities have been differentially impacted by a variety of circumstances, structures, and historical contexts that have intentionally advantaged some, while unjustly and intentionally disadvantaging others. As a result, those who have been disadvantaged require a differential allocation of resources and opportunities. In *Figure 11*, you will notice the child on the right receives a taller ladder, than the child on the left, in an effort to help the child on the right reach a similar outcome as the child on the left. When we engage in equity, we use custom tools to identify and address inequality.

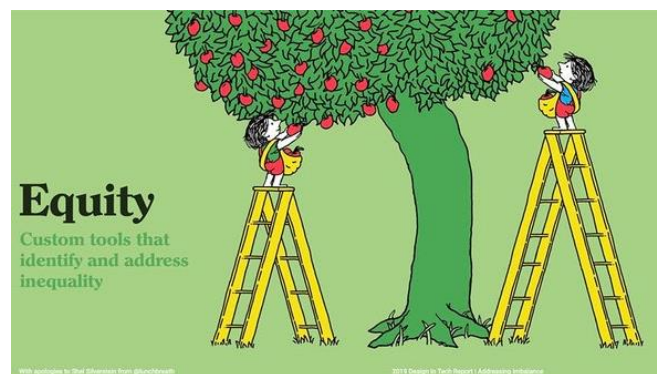


Figure 12: Equality, Equity, and Justice

It is clear from *Figure 11* there is more work to be done for the child on the right to achieve equitable outcomes. Specifically, the child now can reach some fruit, but there is not much fruit to be had. There seems to be something amiss with the tree in the diagrams. This symbolizes that there is something wrong with the system. Whether we use equality or equity, we have not addressed the underlining issue, the flawed system. Thus, *Figure 12* connotes we also need to fix systems that put up barriers and limit opportunities.

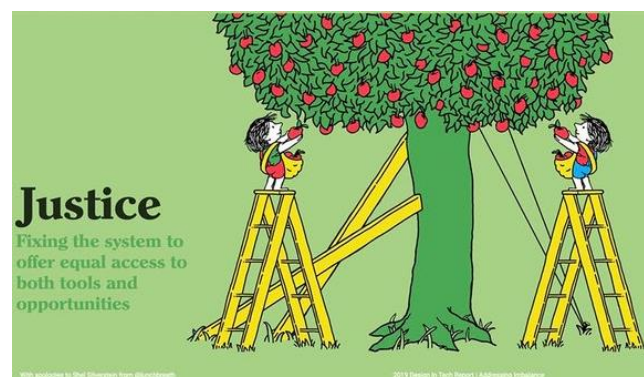


Figure 13: Equality, Equity, and Justice

Equitable education systems are fair and inclusive. They support their students to reach their learning potential without introducing barriers or lowering expectations. Equity implies personal or socio-economic circumstances, such as gender, ethnic origin and/or family composition or background are not obstacles to educational success and outcomes.

Equitable and just outcomes often require differential treatment and resource distribution to provide access to all individuals and communities. This requires recognizing and addressing barriers that lie within our school system and beyond.

Systemic equity is a complex combination of interrelated elements consciously designed to create, support and sustain social justice. It is a dynamic process that reinforces and replicates equitable ideas, power, resources, strategies, conditions, habits and outcomes. See Figure 13.

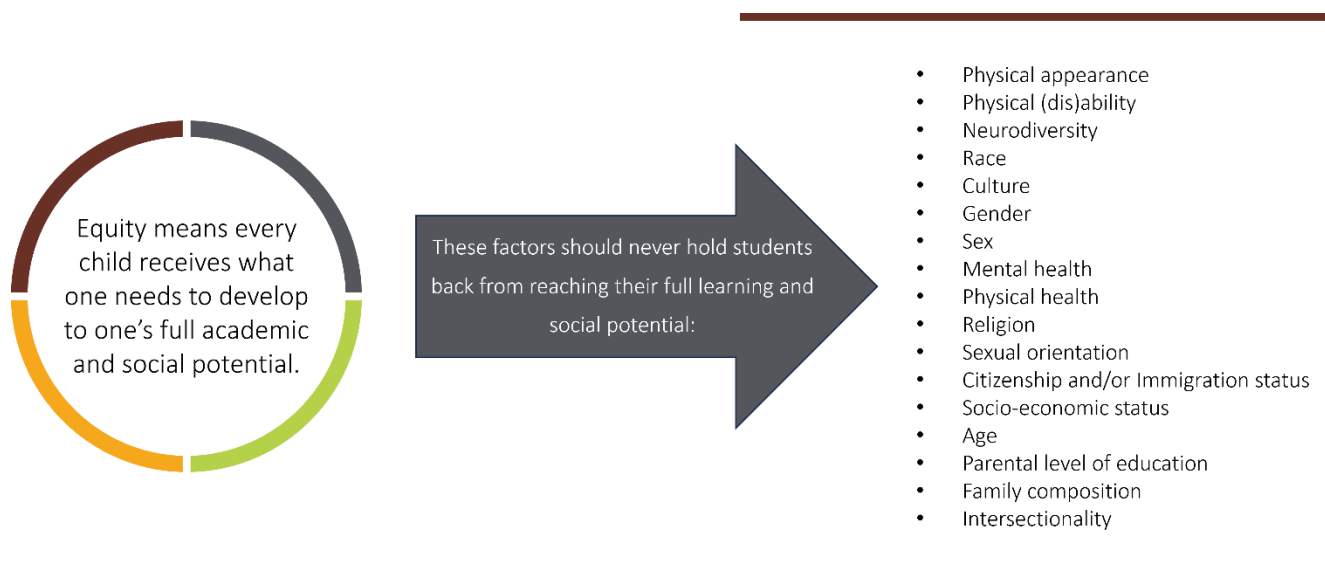


Figure 14: Equity in Schools



Key Terms in Equity

Ableism ([Ontario Human Rights Commission](#))

Prejudiced thoughts and discriminatory actions based on differences in physical, mental and/or emotional ability that contribute to a system of oppression. Usually of able-bodied/minded persons against people with illness and/or disabilities.

Anti-Asian Racism ([Addressing Anti-Asian Racism](#))

Anti-Asian racism refers to historical and ongoing discrimination, negative stereotyping, and injustice experienced by peoples of Asian origin, based on others' assumptions about their ethnicity and nationality. Peoples of Asian origin are subjected to specific overt and subtle racist tropes and stereotypes at individual and systemic levels, which lead to their ongoing social, economic, political and cultural marginalization, disadvantage and unequal treatment.

Anti-Indigenous Racism ([Ontario Data Standards for the Identification and Monitoring of Systemic Racism](#))

Anti-Indigenous racism is the ongoing race-based discrimination, negative stereotyping, and injustice experienced by Indigenous Peoples within Canada. It includes ideas and practices that establish, maintain, and perpetuate power imbalances, systemic barriers, and inequitable outcomes that stem from the legacy of colonial policies and practices in Canada.

Anti-Black Racism ([Ontario Data Standards for the Identification and Monitoring of Systemic Racism](#))

Prejudice, attitudes, beliefs, stereotyping, and discrimination that is directed at people of African descent and rooted in their unique history and experience of enslavement and its legacy. Anti-Black racism is deeply entrenched in Canadian institutions, policies, and practices, to the extent that it is either functionally normalized or rendered invisible to the larger White society.

Anti-Oppression ([CCR Anti-Oppression Policy](#))

Strategies, theories, actions, and practices that actively challenge systems of oppression on an ongoing basis in one's daily life and in social justice/change work. Certain people in our society face oppressive experiences because of individual and systemic unequal power related to race, colour, culture, ethnicity, language and linguistic origin, ability, socio-economic class, age (children, youth, seniors), ancestry, nationality, place of birth, religion or faith or other forms of conscientiously held beliefs, sex, gender (including gender identity and expression), sexuality (including sexual orientation), family status (including marital status), and residency/migratory status in Canada. Anti-Oppression work seeks to recognize the oppression that exists in our society and attempts to mitigate its effects and eventually equalize the power imbalance in our communities.

Anti-Racism ([Ontario Human Rights Commission- Policy and Guidelines on Racism and Racial Discrimination](#))

An action-oriented approach to identifying and countering the production and reproduction of all forms of racism. It addresses the issues of racism and the interlocking systems of social oppression.

Barrier (Ontario Human Rights Commission)	Anything that prevents a person from fully taking part in all aspects of society, including physical, architectural, information or communications, attitudinal, economic, and technological barriers, as well as policies and practices.
Bias (Ontario Human Rights Commission)	A predisposition, prejudice, or generalization about a group of persons based on personal characteristics or stereotypes.
Colonialism (Ontario Data Standards for the Identification and Monitoring of Systemic Racism)	The historical practices of European expansion into territories already inhabited by Indigenous peoples for the purposes of acquiring new lands and resources. This expansion is rooted in the violent suppression of Indigenous peoples' governance, legal, language, and social cultures.
Discrimination (Ontario Human Rights Commission)	Treating someone unfairly by either imposing a burden on them, or denying them a privilege, benefit, or opportunity enjoyed by others, because of their race, citizenship, family status, disability, sex, or other personal characteristics.
Diversity (Ontario Human Rights Commission)	The presence of a wide range of human qualities and attributes within an individual, group, or organization. Diversity includes such factors as age, sex, race, ethnicity, physical and intellectual ability, religion, sexual orientation, educational background and expertise.
Harassment (Ontario Human Rights Commission)	Engaging in a course of comments or actions that are known, or ought reasonably to be known, to be unwelcome. It can be embarrassing, humiliating, demeaning, or unwelcome.
Homophobia (Ontario Human Rights Commission)	Homophobia is often defined as the irrational aversion to, or fear or hatred of gay, lesbian or bisexual people and communities, or to behaviours stereotyped as "homosexual." It is commonly used to signify a hostile psychological state in the context of overt discrimination, harassment, or violence against gay, lesbian or bisexual people.
Human Rights (Canadian Human Rights Commission)	Everyone in the world is entitled to the same fundamental human rights. There are 30 of them. They are the universal human rights that we, as citizens of this world, have agreed we are all entitled to. They include the right to live free from torture, the right to live free from slavery, the right to own property, and the right to equality and dignity, and to live free from all forms of discrimination.
Intergenerational Trauma (Ontario Data Standards for the Identification and Monitoring of Systemic Racism)	Historic and contemporary trauma that has compounded over time and been passed from one generation to the next. The negative effects can impact individuals, families, communities, and entire populations, resulting in a legacy of physical, psychological, and economic disparities that persist across generations.

Intersectionality ([Women and Gender Equality Canada](#))

It is essential to recognize that people have multiple and diverse factors that intersect to shape their perspectives, ideologies, and experiences. The concept of intersectionality describes the ways in which systems of inequality based on gender, race, ethnicity, sexual orientation, gender identity, disability, class, and other forms of discrimination “intersect” to create unique dynamics and effects.

Islamophobia ([Ontario Data Standards for the Identification and Monitoring of Systemic Racism](#))

Islamophobia is racism, stereotypes, prejudice, fear, or acts of hostility directed towards individual Muslims or followers of Islam in general. In addition to individual acts of intolerance and racial profiling, Islamophobia can lead to viewing and treating Muslims as a security threat on an institutional, systemic, and societal level.

Ontario Human Rights Code ([Ontario’s Education Equity Action Plan](#))

A provincial law that gives everyone equitable rights and opportunities, with discrimination, in specific areas such as education, jobs, housing, and services. The goal of the Ontario Human Rights Code is to address and prevent discrimination and harassment.

Racism ([Ontario Human Rights Commission-Policy and Guidelines on Racism and Racial Discrimination](#))

Any distinction, conduct or actions, whether intentional or not, but based on a person’s race, which has the effect of imposing burdens on an individual or group, not imposed upon others which withholds or limits access to benefits available to other members of society.

Transphobia ([Ontario Human Rights Commission](#))

Trans people and other gender non-conforming individuals are often judged by their physical appearance for not fitting and conforming to stereotypical norms about what it means to be a “man” or a “woman.” They experience stigmatization, prejudice, bias and fear on a daily basis. While some may see trans people as inferior, others may lack awareness and understanding about what it means to be trans.

Universal Declaration of Human Rights ([United Nations: Human Rights](#))

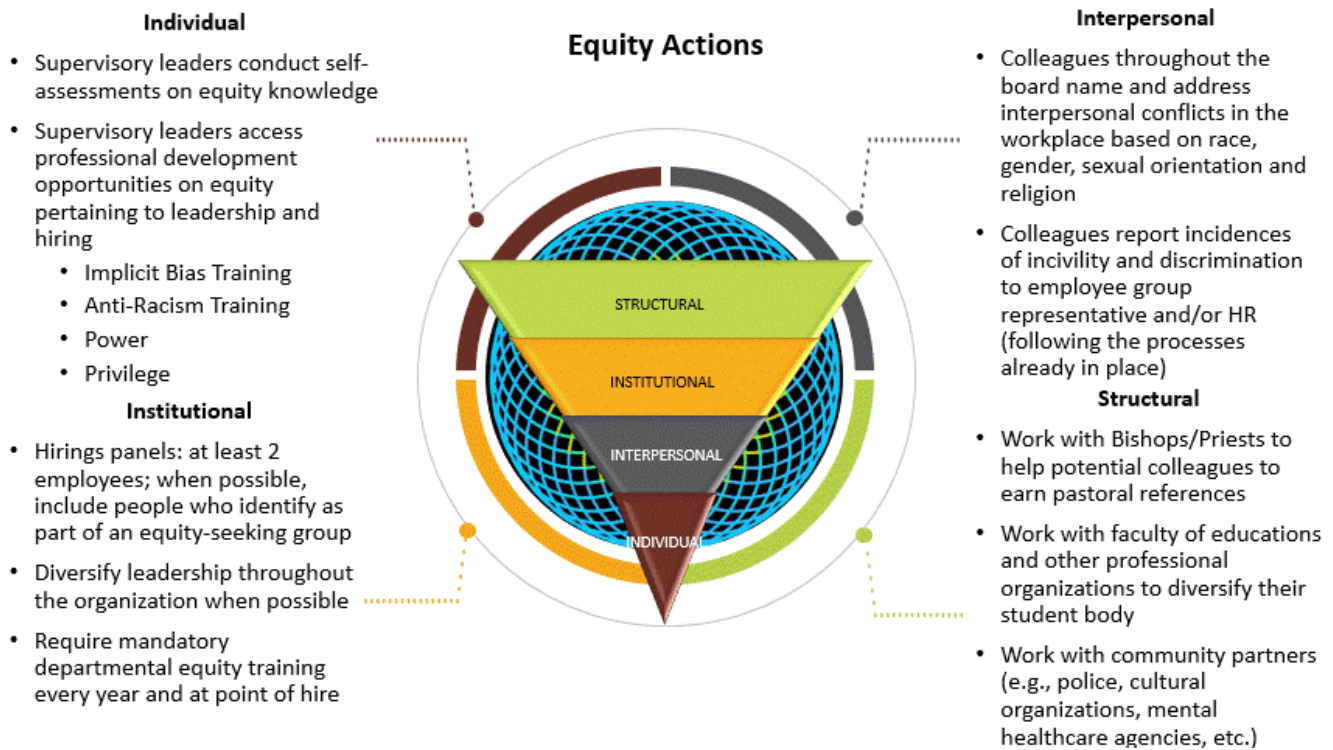
The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (General Assembly resolution 217 A) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages. The UDHR is widely recognized as having inspired, and paved the way for, the adoption of more than seventy human rights treaties, applied today on a permanent basis at global and regional levels (all containing references to it in their preambles).

ACTION PLAN

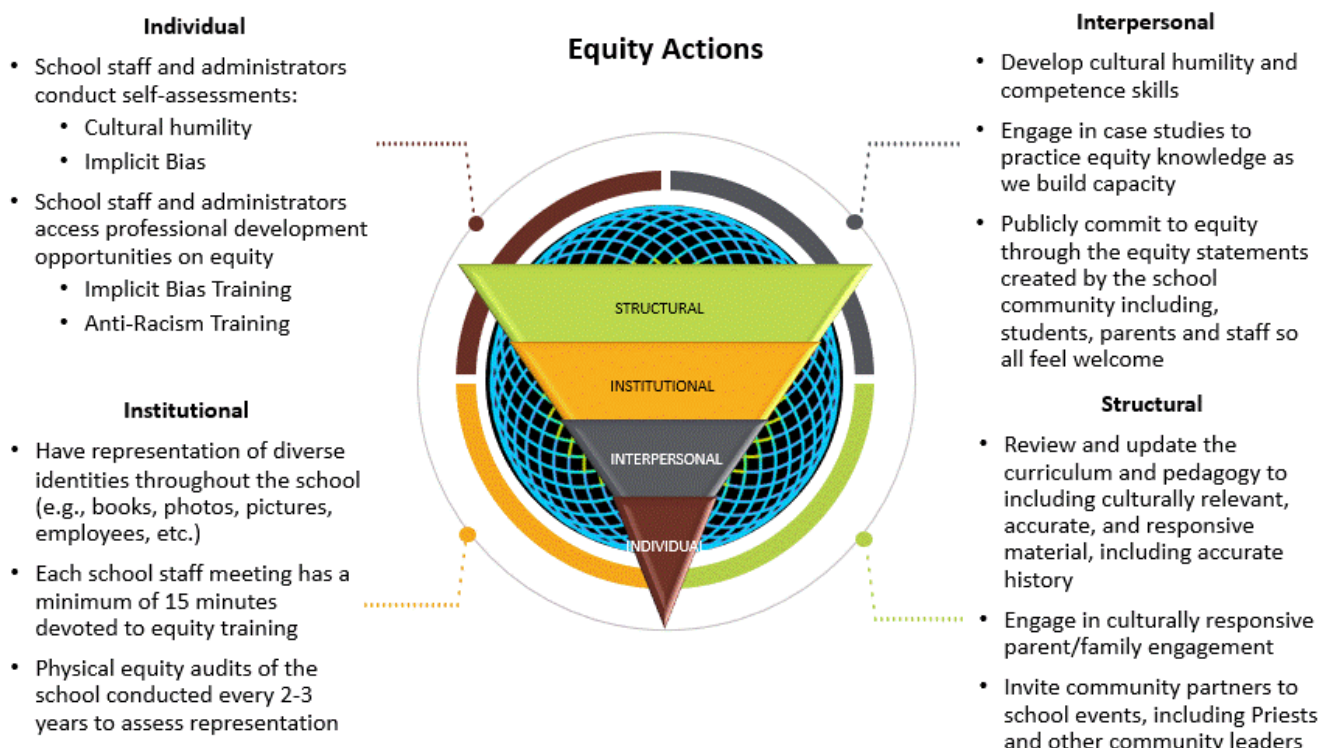
Vision

	Ontario's Education Equity Action Plan (2017) Statement	Waterloo Catholic District School Board's Vision
Leadership, Governance, and Human Resources	To create safe, inclusive, and engaging learning and work environments, education leaders must be committed to equity and inclusion for all students and to upholding and promoting human rights.	We wish to ensure the diversity of teachers, staff, and school system leaders at Waterloo Catholic reflect the diversity of the student and families who choose our school board.
School and Classroom Practices	In order to ensure all students feel safe, accepted, and inspired to succeed, school and classrooms must be responsive to cultural, broadly defined. "Culturally responsive pedagogy" recognizes that all students learn in ways that are connected to background, language, family structure and social and cultural identity. It goes beyond recognizing uniqueness to intentionally nurturing it in order to create and facilitate effective conditions for learning. School and classroom practices must be reflective of and responsive to diversity of students and staff.	We wish to ensure our school and classroom practices reflect and respond to the diversity of all students and staff.
Organizational Culture Change	An equitable and inclusive education system is a necessary condition to enable all Ontario students to feel included, respected and able to succeed.	We wish to ensure our school leaders, educators, staff, and students remain committed to creating and sustaining environments that support an equitable and inclusive education system.
Data Collection, Integration, and Reporting	A critical step on the road to ensuring equity is to gain a clearer understanding of who our students are and of their school experience.	We wish to ensure we collect meaningful data to provide a clear picture of who are students and staff are. We will use the data to make data-driven decisions to precisely address the barriers to student success.

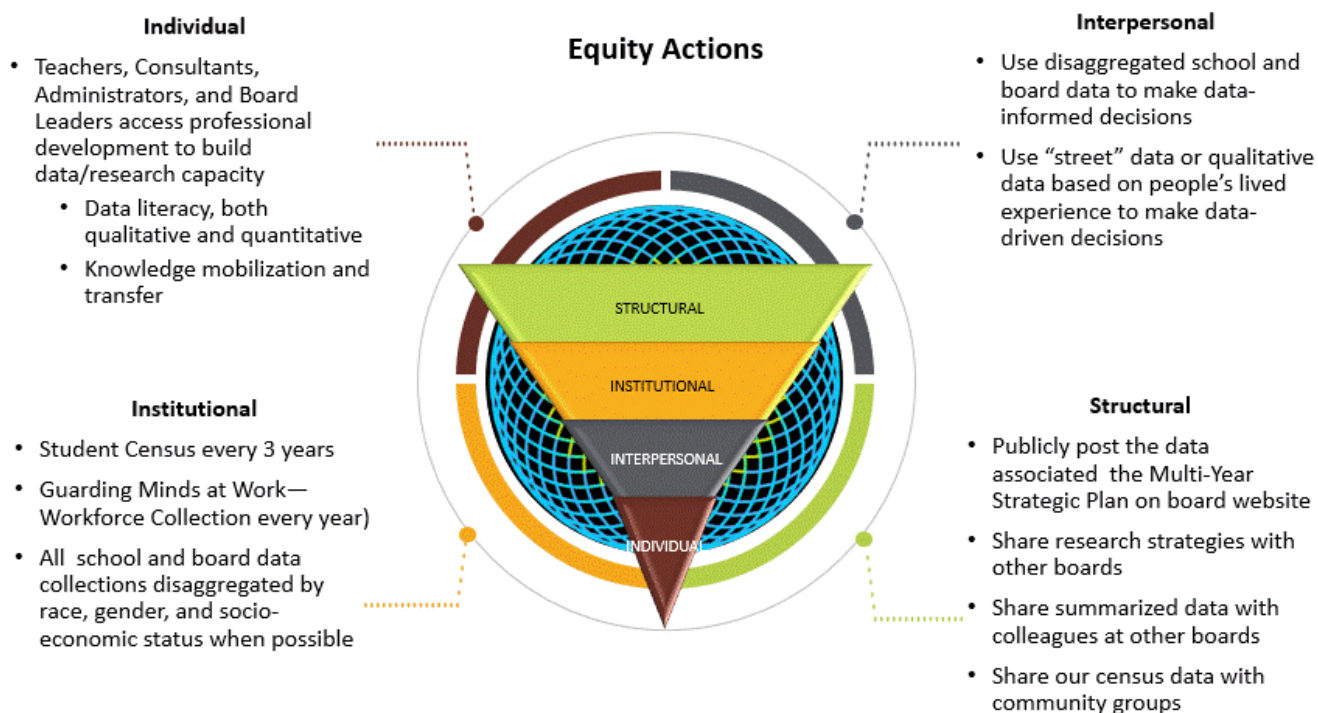
Leadership, Governance and Human Resource Practices



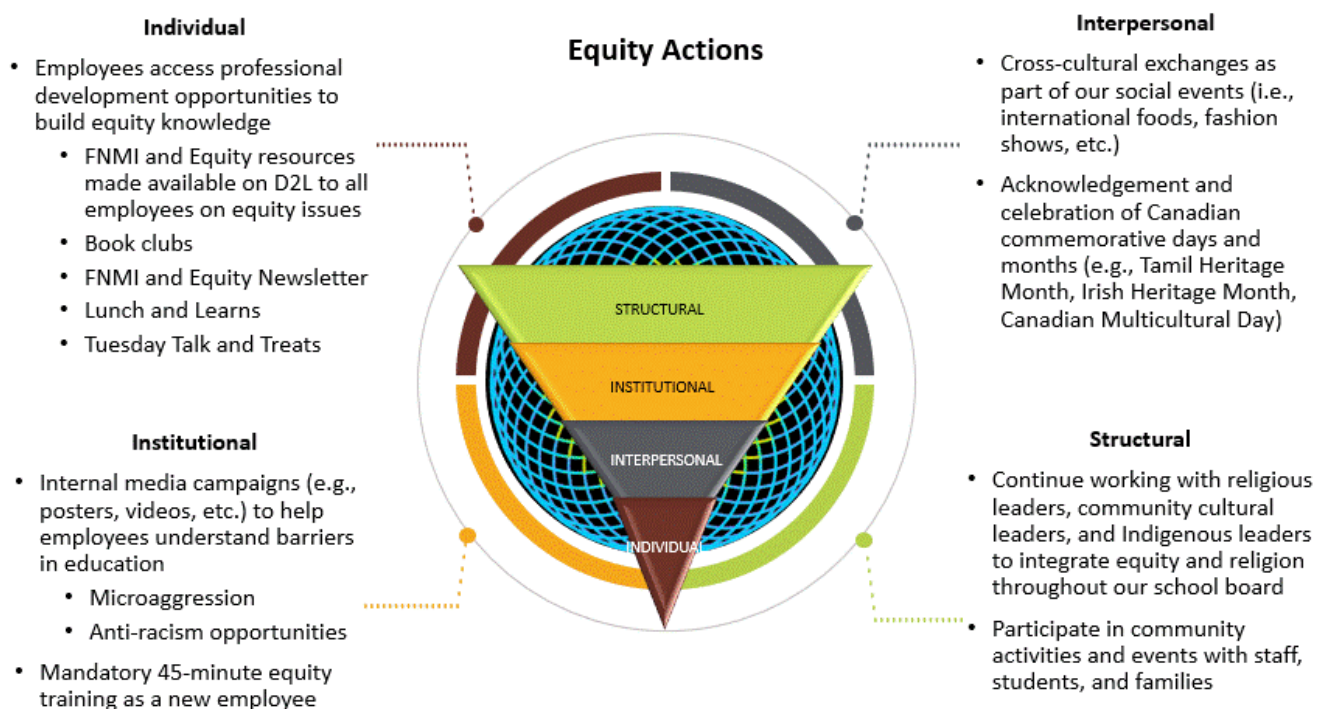
School and Classroom Practices



Data Collection, Integration, and Reporting



Organizational Culture Change



2023-2024: Strengthen Our Commitment to Black Students and their Families

The term “Anti-Black racism” was coined by Dr. Akua Benjamin, a Toronto Metropolitan University (formerly, Ryerson University) professor. The use of this term seeks to highlight the unique nature of systemic racism on Black-Canadians and the history as well as experiences of slavery and colonization of people of Black-African descent in Canada. Anti-Black racism is micro (i.e., as seen in day-to-day interactions) and it is macro or structural (i.e., customs, regulations, and policies).

June 27th, 2023, the Ontario Human Rights Commission (OHRC) released its report, [Anti-Black Racism in Education Roundtables: What We Heard Report](https://www.ohrc.on.ca/en/tackling-anti-black-racism-education), on issues of anti-Black racism in education. OHRC unequivocally recognized the systemic anti-Black racism in Ontario schools which inhibits Black communities from thriving generation after generation. The Commission has studied, investigated, and litigated matters involving systemic anti-Black racism in education for decades. Recent studies show anti-Black racism persists today. It is embedded in our institutions, policies, and practices. According to the OHRC, “Anti-Black racism has plagued Ontario’s publicly-funded education system for over 170 years. Despite Black communities voicing concerns and offering recommendations, meaningfully addressing systemic anti-Black racism has been slow, arduous, and limited (<https://www.ohrc.on.ca/en/tackling-anti-black-racism-education>, 2023).”

In March 2023, Statistics Canada reported hate crimes motivated by race or ethnicity increase by 6% in 2021 after rising 83% in 2020. While the hate crimes targeting the Black population did drop in 2021, this is following a 96% increase in 2020. The Black population continues to be the most targeted group in Canada.

Based on anecdotal evidence, it appears anti-Black incidences in schools may have increased over the last couple of years with school staff and administrators having to deal with the prevalence of the N-word and other anti-Black language and behaviour (e.g., anti-Black graffiti). As we move away from anecdotal evidence and look at the EQAO data we see racial disparities with Black students performing disproportionately lower than other students.

The purpose of focusing on anti-Black racism is to acknowledge the experiences Black children have in school can permanently impact their life's trajectory. Schools are a space where children and staff should feel safe bringing their full selves. However, we know that the experiences of Indigenous, Black and racialized Canadians continue to indicate that systemic barriers and racism impact their outcomes at school, at work, in leisure, and across all systems. Creating space to examine our preconceived notions about Black communities in Canada and expand our knowledge of anti-Black racism and oppression is an opportunity to help WCDSB better understand the experiences of racialized students and staff, identify barriers that may be contributing to challenging environments and identify areas of growth and promising practices to ensure all community members are able to thrive.

As WCDSB looks toward its Catholic Faith and Catholic Social Teachings as the foundation of our teaching, learning, and growing, it is fitting that our equity action plan mirrors our [2022-2025 Pastoral Plan](#). The board’s commitment to these guiding principles is embedded in everything we do. Our faith is not merely a part of our identity; it is the very essence that shapes our actions, decisions, and interactions within our educational community.

For the 2023-2024 school year, our [Pastoral Plan's](#) theme is STRENGTHEN. It is anchored in St. Paul's exhortation to the burgeoning Christian community at Philippi. The Waterloo Catholic District School Board community proclaims in faith: "I can do all things through the One who strengthens me" (Phil. 4.13), because we are the People of God, listening and responding, STRENGTHENED to share the Gospel.

We are listening and responding to the OHRC. We are listening and responding to Statistics Canada. We are listening and responding to experiences happening in our schools.



Figure 15: Year 2 of the WCDSB Pastoral Plan

The [Ontario Education Act](#) states, "a strong public education system is the foundation of a prosperous, caring, and civil society...the purpose of education is to provide students with the opportunity to realize their potential and develop into highly skilled, knowledgeable, caring citizens." WCDSB is compelled to strengthen its commitment to our Black students and their families, so each student can prosper and reach one's full potential. Below are the specific actions we will take to support Black students and their families at WCDSB.

CREATE AN ANTI-BLACK ADVISORY COUNCIL

This council would consist of the director of education, senior manager of equity services, one administrator, one teacher, two students, and two community members. This council will meet four times a year. The purpose of this council is to advise the director on issues that affect Black students and their families.

CREATE AND SUSTAIN BLACK AFFINITY GROUPS AND SPACES

Encourage all schools to create Black affinity groups and safe spaces for students who identify as Black. Allow the students to design the purpose of the group (e.g., social group or academic support).



ANTI-BLACK RACISM COUNTER TRAINING

Senior staff, senior managers, administrators, chaplains, and social workers will participate in intensive anti-Black racism counter training with external facilitators. It will be followed with more Internal training.

INCREASE CULTURALLY RELEVANT AND RESPONSIVE PEDAGOGY AND CURRICULUM

Create resources and learning materials which accurately provide knowledge and understanding of Black people (i.e., history, heritage, culture, traditions, and contributions to Canadian and world society) must be an integral part of the curriculum.

"Despite Canada's reputation for promoting multiculturalism and diversity... Canada's history of enslavement, racial segregation, and marginalization, has had a deleterious impact on people of African descent which must be addressed in partnership with communities."

~ [United Nations' Working Group of Experts on People of African Descent](#)

2024-2025: Ignite the Hope of Equity for our 2SLGBTQIA+ Students and Staff

In 2017, Canada added protection for Trans and non-binary people in the Criminal Code and the Canadian Human Rights Act. The Ontario Human Rights Commission (OHRC) acknowledges that individuals from the Two-Spirit, lesbian, gay, bisexual, transgender, queer, intersex, and additional sexually and diverse (2SLGBTQIA+) peoples and communities in Canada experience minority stress. Minority stress is one of the effects experienced by members of the 2SLGBTQIA+ communities resulting from discrimination and stigma. It is a form of stress experienced uniquely by minority groups, in addition to everyday life stressors that affect 2SLGBTQIA+ and non 2SLGBTQIA+ people.

The [OHRC \(September, 2023\)](#) issued a strong statement encouraging school boards to recognize there is no room for hate in our schools. It is a school board's duty to actively and intentionally work to, "end the scourges of hate and violence in our education systems and communities". The commission cites the rise in hate and its severe impact on student mental health and well-being. It specifically highlights that 2SLGBTQIA+, Indigenous, Black and other racialized students face the brunt hatred. Across Canada, police-reported hate crime continues to increase, rising 7% overall from 2021 to 2022. Black, Jewish, and 2SLGBTQIA+ are the most frequently targeted communities. 2SLGBTQIA+ communities have experienced a 12% increase in hate crimes since 2021.

Egale is one of Canada's leading organizations for 2SLGBTQIA+ people, communities, and issues. This organization works to improve and save lives through research, education, awareness and advocating for human rights. In 2021, Egale published its report on the climate in Canadian schools. This report was aptly titled [Still in Every Class and Every School](#). Thirty percent of 2SLGBTQIA+ participants (i.e., Canadian students in grades 8-12) had been the victims of cyberbullying compared to their cisgender, heterosexual participants. Further, 57% of trans participants had been targets of cyberbullying, including rumours or lies. Overall, 62% of 2SLGBTQIA+ participants felt unsafe at school compared to 11% of cisgender, heterosexual counterparts.

Canada stands for the protection and promotion of the human rights of 2SLGBTQIA+ peoples at home and globally. The human rights of all people are universal and indivisible. We know everyone should enjoy the same fundamental human rights, regardless of their sexual orientation and their gender identity and expression. We also know that August 28th, 2022, the Federal government launched their first [action plan to advance the rights and equality for Two-Spirit, lesbian, gay, bisexual, transgender, queer, intersex, and additional sexually and diverse \(2SLGBTQIA+\)](#) peoples and communities in Canada because the fundamental human rights for 2SLGBTQIA+ persons has yet to be realized in this country.

It is incumbent on WCDSB to explicitly include the 2SLGBTQIA+ communities who are equity-seeking in our action plan. Thus, in concert with the [2022-2025 Pastoral Plan](#), WCDSB will ignite the hope of equity for our 2SLGBTQIA+ students (and their families) and our staff. Ezekiel 20:47 states, "Thus says the Lord God, I will ignite a fire in you." At WCDSB, we are the People of God, discerning out mission to serve, ignited to be pilgrims of hope. We hope all people and communities in God's world will achieve equality and be harassment free, including members of the 2SLGBTQIA+ communities.



Figure 16: Year 3 of the WCDSB Pastoral Plan

We have staff, students and community members who identify as part of the 2SLGBTQIA+ and they deserve a safe space to work, learn, and thrive. Below are the specific actions we will take to support the students who identify as part of the 2SLGBTQIA+ communities and their families as well as our 2SLGBTQIA+ staff.

PROVIDE EDUCATION AND PROFESSIONAL LEARNING

WCDSB will provide staff with the opportunity to learn about the intersectional identities of 2SLGBTQIA+ people and the impacts of individual and systemic discrimination by recognizing how cis-heteronormativity shows up in our learning and working environments. Develop learning modules for the staff to build collective understanding on a variety of topics.

CREATE AND SUSTAIN AFFINITY GROUPS AND SPACES FOR 2SLGBTQIA+ STAFF

2SLGBTQIA+ students and their families deserve to see representation in our schools. To achieve that, in part, we need to create safe spaces for staff to bring their authentic selves to work. We will create 2SLGBTQIA+ affinity group for our staff.

INTEGRATE 2SLGBTQIA+ IDENTITIES AND CONTRIBUTIONS INTO THE CURRICULUM

Starting with the Family Life curriculum (Fully Alive), ratified by Ontario Bishops, we will provide age-appropriate curriculum that explores the contributions of 2SLGBTQIA+ people to Canadian society. We will also support the months of recognition and the days of significance acknowledging the 2SLGBTQIA+ communities.

DEVELOPING PARTNERSHIPS WITH 2SLGBTQIA+ COMMUNITY LEADERS

We will develop partnerships with community agencies to identify, understand, and address 2SLGBTQIA+ issues within our diverse community in the hope to support our students, families, and staff identify as part of the 2SLGBTQIA+ communities.



This is important: to get to know people, listen, expand the circle of ideas. The world is crisscrossed by roads that come closer together and move apart, but the important thing is that they lead towards the Good."

"Openness to God makes us open towards the marginalized of this world, and gives us the courage to leave the confines of our own security and comfort to become bruised, hurting and dirty as we joyfully approach the suffering other in a spirit of solidarity."

Even in the developed world, the effects of unjust structures and actions are all too apparent. Our efforts must aim at restoring hope, righting wrongs, maintaining commitments, and thus promoting the well-being of individuals and of peoples."

~ [Pope Francis on the Marginalized](#)

CONCLUSION

At the Waterloo Catholic District School Board, we are cognitively, emotionally, and spiritually committed to lifelong learning and the equity work that needs to be done. Over the next two years, we will focus on combatting anti-Black racism and anti-2SLGBTQIA+ sentiment, but we will not be distracted from tackling other types of hate that persist in our society. Our equity, diversity, inclusion, and belonging work will remain comprehensive and wide-reaching to ensure each student fills one's God-given potential. Our commitment to promoting equity, inclusion, and belonging for all will be deeply informed and guided by our Catholic Social Teachings.

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Date: December 11, 2023
To: Board of Trustees
From: Director of Education
Subject: MYSP 2022 – 2025 Report

Type of Report:

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

Type of Information:

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

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

The Education Act requires school boards to develop multi-year plans that are 3 years or more in scope. The multi-year plan provides focus and direction to the board to achieve both the Ministry of Education goals but just as importantly, the vision of the board. The multi-year plan is aimed at achieving the Ministry of Education goals of increased student achievement and well-being, equity of achievement and opportunity for all students, as well as increased public confidence. These objectives were articulated in *Achieving Excellence* in April 2014 and find a role in the Ministry's newer vision for education "*Education that Works for You*" (March 2019). This has been reaffirmed by the release of the Student Achievement Plan from the Better Schools and Students Outcomes Act (2023). The province has clearly identified its aspiration that Ontario's classroom will be modernized, numeracy will improve, and our schools will be recognized as amongst the best in the world. The Waterloo Catholic District School Board's Multi-Year Strategic Plan has endeavored to be faithful to these articulated priorities, as well to our Catholic Graduate Expectations and the principles of our Catholic Social Teachings.

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

- The Education Act, Section 169.1(1)
- Board Governance I 001: Ends

Alignment to the MYSP:

- ☒ **Awaken to Belong**
- ☒ Every student can see themselves reflected in their learning.
 - ☒ Staff experiences a positive, healthy, and inclusive workplace.
 - ☒ Are aware of and/or use the available resources to assist in navigation of the school system.
- ☒ **Ignite to Believe**



- ☒ Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- ☒ Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- ☒ The relationship between home, parish and school is strengthened.

☒ **Strengthen to Become**

- ☒ Every student reaches their full potential.
- ☒ Staff see their impact on student achievement.
- ☒ Are engaged as active partners in our students' Catholic education journey.

Background/Comments:

The 2022-2025 WCDSB Multi-Year Strategic Plan provides the roadmap for the staff of Waterloo Catholic District School Board and proclaims to the broader community our goals and aspirations.

Section 169.1(1) of The Education Act requires the Director of Education to submit a multi-year strategic plan.

In December of 2022 the Board accepted the [2022-2025 Multi-Year Strategic Plan](#). As the plan was developed, it was informed by the stakeholder survey administered in the spring of 2022, along with feedback from administrators in the fall of 2022. Within that work, stakeholder feedback reaffirmed our previously identified Mission, Vision, Beliefs and thus it was identified those would remain constant and provide a foundational framework for the new strategic plan.

Informed by the work and MYSP survey of the spring of 2022 and several conversations throughout the fall of 2022, the Director and senior staff worked to identify both new Strategic Directions and corresponding goals for each of the three pillars.

The MYSP was created using an accountability framework and evidence-based indicators will monitor our progress both throughout and at the end of the MYSP term. One of the key considerations for the MYSP is to have a through-line across all WCDSB plans (i.e., Pastoral [Plan](#), Board Improvement and Equity Plan (BIEP), School Improvement and Equity Plan (SIEP), Mental Health & Well-Being Strategy).

The 2022-2025 Multi-Year Strategic Plan has strategic goals within three pillars: Awaken to Belong, Ignite to Believe, and Strengthen to Become. Each of the three pillars has a goal unique for students, staff and for our parents, families, and community. The goals are written to ensure that every stakeholder can see themselves in this plan, without exerting complete control over every outcome. Due to the many challenges throughout and flowing from the pandemic, we intentionally avoided creating a rigid reporting and monitoring methodology at the beginning. Based on our stakeholder consultation, our aim was to keep the plan concise and relevant to the needs of the system.

Utilizing evidence-based practices, indicators were chosen to monitor specific goals within the MYSP, some indicators historically constructed and utilized by the Board (e.g., graduation rates, student achievement, etc.) and others created new (e.g., stakeholder survey questions, St Louis outcomes, etc.). These 30 indicators were specifically matched to each goal, and where possible, multiple indicators are present to evaluate each goal from multiple perspectives across multiple methods. The majority (24 out of 30) of the indicators have been administered since spring 2023. In September 2023 the [MYSP Indicator Dashboard](#) was launched, being updated monthly, so that the indicators are dynamic, allowing stakeholders to have access throughout the school year.

Each action plan, program or strategy includes significant qualitative and quantitative data (i.e., performance measures) collected by departments to guide and inform implementation. Performance measures (i.e., information



that informs our programming and/or implementation) are beyond the scope of the [MYSP Monitoring Strategy](#) and will be reported on throughout the implementation of the MYSP through various Board reports.

Strategic Plan Report Highlights: Awaken to Belong

Awaken to Belong promotes a culture of belonging and respect supporting success for all. At its core, much of this pillar focuses on issues of equity, diversity and inclusion of students, staff and our community. Within this pillar we can see the results of our first Student Census (November 2021). The results of our School Climate survey, the Middle-Years Development Instrument (MDI) is integrated across the [Well-Being Plan](#), and we are in the process of disaggregating these results to identify areas in need of focus to support all of our students. The combination of the Staff Census and the Guarding Minds at Work staff survey, allow us to more accurately respond to key demographic indicators in our equity, well-being and student engagement indicators, and continue to triangulate data to evaluate our outcomes and plan for next steps. The WCDSB integrated Well-Being Plan work continued this year and was intended to support staff and student needs across the five pillars of well-being. Well-being was very much a focus in our schools and in the work rolled out and prioritized at the system level, and as we look to the School Improvement and Equity Plans, we see that equity is now purposefully embedded so that this key lens is core to all work within our student engagement and achievement plans.

Indicator Highlights for Awaken to Belong

<p>Student</p> <p>Every student can see themselves reflected in their learning.</p> <p>Indicator #1 – Middle-Years Development Instrument</p>	<p>The Middle-Years Development Instrument is a survey administered to grade 4-12 students that creates a measure for student well-being (i.e., Well-Being Index). Based on the 2019 and 2022, we can discern a change in student well-being prior to the pandemic. Our goal is to utilize tools with school staff (e.g., trauma-informed practices) to increase the number of students indicating medium and high well-being.</p>
<p>Staff</p> <p>Staff experience a positive, healthy, and inclusive workplace.</p> <p>Indicator #6 – Guarding Minds at Work</p>	<p>Guarding Minds at Work is an evidence-based survey, tailored to assess the health and safety in the workplace. Since implementation in 2022, we now have baseline levels of staff perception about the psychosocial factors that represent significant concerns. Our goal is to align our practices that support staff in areas of need (e.g., Wellness campaign) with the goal of increasing the number of staff indicating those psychosocial factors as minimal concerns or relative strengths.</p>
<p>Parents/Families/Community</p> <p>Are aware of and/or use the available resources to assist in navigation of the school system.</p> <p>Indicator #8 – Google Analytics</p>	<p>We have been able to identify how many parents/families/community members are utilizing our online resources to assist them in navigation the school system by month. Our goal is to increase the use of this online tools (e.g., D2L, Aspen Parent Portal) to ensure that our system is accessible to all.</p>

Ignite to Believe

The Ignite to Believe pillar is deeply rooted to our faith as a Catholic community. This pillar is placed in between the other two to demonstrate the dependence and positionality in supporting all the work we do at WCDSB. In 2022-2023 we began our new three-year Pastoral Plan with the theme of Awaken. This year, we've transitioned into Strengthen – We are the People of God, listening and responding, strengthened to share the Gospel. Our recent Spiritual Development Day



focused on this year's theme, bringing each of our five families of schools together at their respective high school to celebrate the Eucharist together and to hear from a guest speaker on the theme of Strengthen. The staff at the Catholic Education Centre, the St. Mary's Family of Schools and a group of students from across the school board were fortunate to hear Dr Ansel Augustine, a youth minister from New Orleans. Dr Augustine challenged us to reflect on how God is calling us to strengthen the WCDSB.

Indicator Highlights for Ignite to Believe

<p>Student</p> <p>Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.</p> <p>Indicator #12 – OCSGEs Programming in Schools</p>	<p>At WCDSB, we aim to cultivate the Ontario Catholic School Graduate Expectations in our students, along with the curriculum expectations. We monitor this goal by ensuring that each expectation is strategically integrated into our school programs. We are proud to report that all schools have implemented precise programs to foster and develop these expectations in all students. We will continue to enhance our programs through various PD opportunities and collaboration with Transferable Skills learning initiatives.</p>
<p>Staff</p> <p>Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.</p> <p>Indicator #14 – Opportunities for Prayer</p>	<p>The results of our MYSP stakeholder survey show that 63% of staff know about the faith development opportunities at their location. We used these results and other feedback from the survey to plan more and better opportunities and to communicate them clearly to staff. Our aim is to raise the percentage of staff who know about these opportunities by 10%.</p>
<p>Parents/Families/Community</p> <p>The relationship between home, parish and school is strengthened.</p> <p>Indicator #17 – Relationship between school, home and parish</p>	<p>The results of the MYSP stakeholder survey provide us with some insights into how our stakeholders perceive the relationships between home, parish and school. We can identify some areas where these relationships are strong (for example, between parish and school, and between school and home), and some areas where they need to be enhanced (such as between home and parish). Through the School Improvement and Equity Plan framework, we are committed to implementing activities that will strengthen all relationships and increase the percentage of stakeholders who rate each relationship as excellent, great or good.</p>

Strengthen to Become

Strengthen to Become is the pillar that focuses on academic growth and improvement, honouring all student pathways. Emerging from the pandemic, we have received new curriculum documents in both the elementary (Mathematics – 2020 & Literacy – 2021) and secondary (de-streamed English, Mathematics, French, Geography & Science) panels. Additionally, there has been a focus on our response to the Right to Read report in early reading instruction, along with instruction in literacy from Gr. 4 to 9. In Mathematics, there continues to be a focus with the implementation of the Math Achievement Action Plan for K – 12.

All of these foci are geared towards graduation. We continue to work with students via multiple pathways to provide them with a plan that will see them be successful.



Indicator Highlights for Strengthen to Become

<p>Student Every student reaches their full potential.</p> <p>Indicator #21 – EQAO Achievement</p>	<p>The EQAO assessments for grade 3, 6, 9 and OSSLT provide us with valuable data on our students' performance, specifically the proportion of students that meet provincial standard (i.e., level 3 or level 4). Based on the results from 2021-2022 and 2022-2023, we can see some areas of strength and some areas where we can make improvements. Our Grade 6 Mathematics outcomes have increased ($\geq 1\%$), while our Grade 6 Writing scores have remained stable ($+1\%$). However, we have noticed a slight decrease ($\leq 1\%$) in Grade 3 Reading, Writing and Mathematics, Grade 6 Reading, Grade 9 Mathematics, OSSLT for first-time and previously eligible students. As a system, we are continuing to support students through the Math Achievement Action Plan, the launch of the new Math (2020) and Language (2023) curriculums. Our goal is that proportionally more students meet provincial standard on the 2024-2025 EQAO assessments.</p>
<p>Staff Staff see their impact on student achievement.</p> <p>Indicator #28 – Staff Impact on Students</p>	<p>The results of the MYSP stakeholder survey provide us with some insights into how staff perceive their influence on student achievement. The results show that 89% of our staff feel that they have an impact on student achievement frequently or often. Our goal is to increase this measure by 3% through regular and recurring opportunities where staff can see and reflect on the impact they are having through our school improvement framework and plans.</p>
<p>Parents/Families/Community Are engaged as active partners in our students' Catholic education journey.</p> <p>Indicator #29 – Parents/Guardians as engaged active partners</p>	<p>The results of the MYSP stakeholder survey provide us with the perceived frequency that our parents, guardians and/or community are provided with opportunities to be engaged, active partners in their child's Catholic education journey. Currently, 46% of stakeholders report having frequent or often opportunities and our goal is to raise this percentage to 75% by 2025. Through various actions (e.g., communication strategies, various advisory committees) our aim is to provide more frequent opportunities for stakeholders.</p>

This report summarizes our current Multi-Year Strategic Plan, associated monitoring strategy (including highlights from key indicators), and reinforces our use of evidence-based practise informed from each indicator to work towards reaching our goals. We will continue to update the MYSP indicator dashboards as new data becomes available, including the addition of baseline measures where data was unavailable, on a monthly basis. These chosen indicators associated with our strategic priorities and goals, allow us to continuously evaluate our impact and effectiveness of our actions, resources, programs, supports, and professional development as it relates to our stated goals for students, staff, and our community.

Recommendation:

That the Board approve the Multi-Year Strategic Plan Report Card Update for the 2023-2024 school year, as presented in this report.



Prepared/Reviewed By: Tyrone Dowling
Director of Education

*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: December 11, 2023
To: Board of Trustees
From: Director of Education
Subject: Director's Annual Report

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

Type of Information: ☐ Information for Board of Trustees Decision-Making
☐ Monitoring Information of Board Policy **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)

Executive Limitation IV 012 Communication to Board
Multi-Year Strategic Plan

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

Education Act Section 283(3)
Multi-Year Strategic Planning A Guide for School Board Trustees
Policy 1 001 Ends
Policy IV 013 Leadership

Alignment to the MYSP:

☒ **Awaken to Belong**

- ☒ Every student can see themselves reflected in their learning.
- ☒ Staff experiences a positive, healthy, and inclusive workplace.
- ☒ Are aware of and/or use the available resources to assist in navigation of the school system.

☒ **Ignite to Believe**

- ☒ Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- ☒ Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- ☒ The relationship between home, parish and school is strengthened.

☒ **Strengthen to Become**

- ☒ Every student reaches their full potential.
- ☒ Staff see their impact on student achievement.
- ☒ Are engaged as active partners in our students' Catholic education journey.



Background/Comments:

Presented at the first Board meeting in December each year, in accordance with Section 283(3) of The Education Act, the Annual Report by the Director of Education outlines the Waterloo Catholic District School Board's progress towards the stated goals of the Multi-Year Strategic Plan, which serves as a guiding document for the board's staff and communicates our objectives and aspirations to the broader community.

During the December 2023 update to the Board on the Multi-Year Strategic Plan 2022-2025, a baseline for each pillar was established.

Reflecting on the past year, there are numerous achievements to celebrate. These successes are a testament to the dedicated staff who, in collaboration with students, colleagues, and community members, have achieved noteworthy milestones and maintained consistent student engagement.

The Waterloo Catholic system has continued to adapt, staying relevant and responsive to the needs of our students and stakeholders. Our Vision and Mission, deeply rooted in faith and gospel values, have provided a steadfast foundation during these challenging times. Specific points of celebration and accomplishment will be detailed in the Annual Report.

Once again, this year's report will primarily be available in electronic format, and a limited number of hard copy versions of the report will be shared. The Annual Report will be available on our [Annual Report website](#).

Recommendation:

That the Board accept this report indicating compliance with our obligations under Section 283(3) of The Education Act.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

*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: 12/11/23
To: Board of Trustees
From: Student Trustees
Subject: December 2023 Student Trustee 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)

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

Alignment to the MYSP:

- ☒ Awaken to Belong
 - ☒ Every student can see themselves reflected in their learning.
 - ☐ Staff experience a positive, healthy, and inclusive workplace.
 - ☐ Are aware of and/or use available resources to assist in navigation of the school system.
- ☒ Ignite to Believe
 - ☒ Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
 - ☐ Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
 - ☐ The relationship between home, parish and school is strengthened.
- ☒ Strengthen to Become

- ☒ Every student reaches their full potential.
- ☐ Staff see their impact on student achievement.
- ☐ Are engaged as active partners in our students' Catholic education journey.

Background/Comments:

Summary: As the WCDSB secondary schools enter the month of December, the school communities have been filled with holiday spirit, finding ways to support the K-W region from an empathic lens during this season of togetherness.

Common Activities Hosted by The Schools:

- **Fundraisers**
 - The Resurrection, St. Benedict, St. David, and St. Mary communities found ways to fundraise for our neighbours at Tent City and Tiny Home locations, gathering items such as non-perishable food items, clothing, and toys.
- **Holiday Events**
 - Holiday Decorating:
 - Some high schools, such as St. Benedict, Resurrection, and Monsignor Doyle, decorated their school in the spirit of Christmas, with Resurrection filming numerous holiday-inspired videos for their social media pages; celebrating school spirit.
 - Holiday Assembly
 - All high schools hosted their holiday assemblies to celebrate the end of school before the break, with many schools going all out with their school spirit. St. Benedict allowed winners from their Tiny Home item drive to wrap their principal in wrapping paper during the assembly, St. Mary's showcased their "Eagles News Network" (ENN) special Christmas episode, Resurrection's and Monsignor Doyle's assemblies were filled with performances from the community's talented students.
 - Christmas Activities
 - At many of the schools, activities, such as karaoke, spirit days, and baking competitions, were held. These events were intended to boost school spirit and promote the joy of the holidays.

Student Trustee Role Update:

- **Student Senate:**
 - SAC Unity: On December 15th, SAC Unity was hosted at St. Jerome's University. It was a fun day filled with newfound connections, school spirit, and leadership development. The Student Senate would like to express their gratitude to all the special guests who attended the event, the SAC directors from the five high schools, the St. Jerome's University staff, and everyone else who helped make this day possible.
 - TEDx Youth: The application for the TEDx Youth event licence has been submitted to the TED organisation. Upon approval, the Student Senate will begin extensively planning for this event.
 - Pen Pals: The Student Senate has been able to gather information from the secondary schools regarding how many secondary students will be participating in this initiative.

Secondary students will be writing their letters, to be completed before the Christmas break, and elementary schools will be contacted to determine pairing,

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Bryanna Donoghue and Xavier Petrie
Student Trustees

*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: December 11, 2023
To: Board of Trustees
From: Chair of the Board
Subject: Chair's Report

Type of Report:

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

Type of Information:

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

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

N/A

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

Alignment to the MYSP:

☒ **Awaken to Belong**

- ☐ Every student can see themselves reflected in their learning.
- ☐ Staff experiences a positive, healthy, and inclusive workplace.
- ☐ Are aware of and/or use the available resources to assist in navigation of the school system.

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- ☐ Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
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☒ **Strengthen to Become**

- ☐ Every student reaches their full potential.
- ☐ Staff see their impact on student achievement.
- ☐ Are engaged as active partners in our students' Catholic education journey.



Background/Comments:

December marks the start of the Liturgical Year and the season of Advent.

Calendar Activities

Several discussions with Director Dowling and Vice-Chair Cuff

December 1 – Meeting with MPP Brian Riddell

December 4 – Nutrition for Learning fundraiser breakfast with Trustee Doherty-Masters

December 6 – Special Education Advisory Committee

December 11 – Board Meeting

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Robert Sikora
Chair of the Board

*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.

