



Board of Trustees' Board Meeting

Date: Monday, January 22, 2024.

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: Items for Action from In Camera meeting of January 22, 2024, regarding HRS matters.	Board of Trustees		Approval
2. Consent Agenda: Director of Education (e.g.: day –to –day operational matters from the Ministry of Education that the Board is required to do)			

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board (Minutes of meetings, staff report)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Board of Trustees' Meeting Minutes – Dec 11, 2023 3.1.2 Special Board of Trustees Meeting Minutes – Jan 8, 2024 3.2 SEAC Minutes – Dec 6, 2023 3.3 Director's Report	Board of Trustees Board of Trustees Board of Trustees T. Dowling	pp. 4-7 pp. 8-10 pp. 11-13 pp. 14-15	Approval Approval Information Information
4. Delegations/Presentation			
5. Advice from the CEO			
5.1 Leadership Strategy Update 5.2 Well Being – Healthy Active Living 5.3 FSL 5.4 Annual Report on Properties and Major Construction Projects 5.5 Estimated Budget Plan 5.6 Interim Financial Report #1	A. Varano J. Ritsma P. Mendonça S. Maharaj S. Maharaj / L. Isaac S. Maharaj / L. Isaac	pp. 16-54 pp. 55-58 pp. 59-61 pp. 62-66 pp. 67-68 pp. 69-74	Information Information Information Information Information 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. 75-77	Information
8. Board Education (at the request of the Board)			
8.1 OCSTA/CCSTA Communications OCSTA/CCSTA Communications Link	Chair	Link	Information
8.2 OCSTA Resolutions 1. Permanent Funding Speech and Language Pathologists 2. Student Transportation Funding Formula 3. Teacher (Recruitment and Retention) 4. Cybersecurity Funding 5. Addressing the Voter Registration Default	Board of Trustees	pp. 78-84	Approval
8.3 Chair of the Board Report	Chair	pp. 85-86	Information
9. Policy Discussion			
10. Assurance of Successful Board Performance			
10.1 Board Policy Review 10.1.1 Board Policy II 006 Celebration of Excellence Is there a need to review the Policy?	K. Doherty-Masters	Link	Approval
10.1.2 Board Policy III 002 Unity of Control Is there a need to review the Policy?	Chair	Link	Approval
11. Assurance of Successful Director of Education Performance			
11.1 Monitoring Reports 11.1.1 Board Policy IV 013 Leadership	T. Dowling	pp. 87-91	Approval

ITEM	Who	Agenda Section	Method & Outcome
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			
12.1 Trustee Inquiry Elementary School Food and Nutrition Policy - APH021	T. Dowling	pp. 92-94	Information
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): <ul style="list-style-type: none"> Jan 24 – CPIC Meeting Feb 7 – Winter Walk to School Day Feb 7 – SEAC Meeting Feb 7 – Student Trustee Elections Feb 8-11 – OSTA-AECO Conference in Ottawa Feb 12 – Committee of the Whole Feb 14 – Ash Wednesday Feb 19 – Family Day Feb 26 – Board of Trustees 	Chair	--	Information
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		
14.1 February 12, 2024 – Committee of the Whole Board Meeting <ul style="list-style-type: none"> Student Success Update 	Board of Trustees	--	Information
15. Adjournment Confirm decisions made tonight	Director of Education		
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' Board Meeting

A public meeting of the Board of Trustees was held on Monday, December 11, 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

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

*- joined via Teams

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 6:00 p.m.

1.1 Opening Prayer & Memorials

The opening prayer was led by Trustee Guerin.

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: N/A

2023-107-- It was moved by Trustee Phillips and seconded by Trustee Cuff:

THAT the agenda for Monday, December 11, 2023, be now approved.

--- 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 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

Chair Sikora requested a mover and seconder for approval of the Governance minutes and recommendations.

2023-108-- It was moved by Trustee Doherty-Masters and seconded by Trustee Guerin:

THAT the Board of Trustees approve the Governance minutes from October 16, 2023, and the recommendations contained therein.

--- Carried by consensus

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

2023-109-- It was moved by Trustee Phillips 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

Mrs. Melina Pearson presented on overdose prevention in youth. Trustees asked clarifying questions and gave feedback. Superintendent Merkel offered to work with the organization for support.

5. Advice from the CEO

5.1 Annual Report on Surpluses

Superintendent Maharaj shared a report on annual surpluses which included recommendations for approval and a breakdown of spending priorities. Trustees asked clarifying questions and provided feedback. Chair Sikora requested that each recommendation be approved as a separate motion. All Trustees agreed. Chair Sikora read the motions being sought and requested a mover and seconder for each motion.

2023-110 -- It was moved by Trustee Weiler and seconded by Trustee Phillips

THAT the Board of Trustees approve:

1. **That the CEO be given permission to use up to \$357,844 from the WSIB surplus to service WSIB related costs.**

--- Carried by Consensus

2023-111 -- It was moved by Trustee Doherty-Masters and seconded by Trustee Weiler

THAT the Board of Trustees approve:

2. **That the CEO be given permission to use up to \$235,244 from the Student Support Fund surplus to offset related costs.**

---Carried by Consensus

Superintendent Maharaj requested this recommendation to be removed.

~~That the CEO be given permission to use up to \$961,687 from the Early Learning Resources surplus to offset related costs.~~

Consensus was not reached, and Trustee Stanley requested a decision by vote.

2023-112 -- It was moved by Trustee Weiler and seconded by Trustee Doherty-Masters

THAT the Board of Trustees approve:

3. **That the CEO be given permission to use up to \$1,032,253 from the Strategic Plan Implementation surplus to offset related costs.**

In favour: 5

Opposed:4

---Motion carried.

5.2 Equity Action Plan Update

Lynn Garrioch, Senior Manager of Equity Services presented the Equity Action Plan Update. The presentation reviewed strengthening commitment to black students and their families and summarized the '2023-2024 Ignite the Hope of Equity' for our 2SLGBTQIA+ students and staff. Highlighted GSA groups and black excellence clubs in high schools. Trustees asked clarifying questions and provided feedback. Trustee Stanley shared his concerns.

5.3 MYSP Report 2022-2025

Director Dowling presented the 2022-2025 Multi-Year Strategic Plan, noting the three main pillars are Awaken to Belong, Ignite to Believe and Strengthen to Become. Trustees asked clarifying questions and provided feedback. Chair Sikora requested a mover and a seconder of the recommendation.

2023-113 -- It was moved by Trustee Guerin and seconded by Trustee Doherty-Masters

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

-- Carried by Consensus

5.4 CEO's Annual Report

Director Dowling presented the CEO's Annual Report for approval, highlighting student engagement and Special Education. Trustees asked clarifying questions and provided feedback. Chair Sikora requested a mover and seconder.

2023-114 -- It was moved by Trustee Doherty-Masters and seconded by Trustee Cuff

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

-- 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 December. Student Trustee Donoghue highlighted that the Student Senate social media platform was approved, and they will soon be able to communicate and provide outreach to school communities.

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

Chair Sikora presented the Chair's report for December.

9 Policy Discussion

9.1 Bylaw Discussion

Trustee Doherty-Masters presented on the review of the Bylaws and the sections to be approved on the next three upcoming Governance committee meetings if the Trustees are interested in observing.

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?

Chair Sikora discussed Board Policy I 001 Ends – Board Policy Provision and noted that this policy was to be reviewed by all Trustees. Trustees confirmed review of Board Policy I 001 Ends and confirmed compliance.

2023-115-- It was moved by Trustee Cuff and seconded by Trustee Kraft

THAT the Board of Trustees reviewed Board Policy I 001 Ends and find that the Board is in compliance.

--- Carried by consensus

Trustee Stanley noted the policy does not reference God/faith and would like it to be reviewed. Chair Sikora asked if it's the will of the group to bring the policy to Governance. Trustees agreed.
It was the will of the group that the Board of Trustees recommend Board Policy I 001 Ends be reviewed in Governance.

10.1.2 Board Policy II 005 Consultation. Is there a need to review the Policy?

Chair Sikora confirmed review of Board Policy II 005 Consultation and confirmed compliance. The Chair requested a mover and seconder to confirm compliance.

2023-116-- It was moved by Trustee Cuff and seconded by Trustee Phillips:

THAT the Board of Trustees reviewed Board Policy II 005 Consultation and find that the Board is in compliance.

--- Carried by consensus

The policy does not require review at Governance.

11 Assurance of Successful Director of Education Performance

12 Potential Agenda Items

12.1 Acknowledgement of former Chair and Vice-Chair

Chair Sikora opened the floor to Trustee Weiler to give thanks and recognition to Trustee Doherty-Masters for her service as Vice Chair of the Board. Chair Sikora gave thanks and recognition to Trustee Weiler for her service as Chair.

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

2023-117-- It was moved by Trustee Phillips and seconded by Trustee Kraft:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:36 p.m.

Chair of the Board

Secretary



Special Board of Trustees' Board Meeting

A public meeting of the Board of Trustees was held on Monday, January 8, 2024, 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

Student Trustees Present:

Bryanna Donoghue, Xavier Petrie

Administrative Officials Present:

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

Special Resources For The Meeting:

Regrets: Kerry Pomfret

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 6:08 p.m.

1.1 Opening Prayer & Memorials

1.1.1 Opening Prayer deferred to Committee of the Whole

1.2 Territorial Acknowledgment

1.2 Territorial Acknowledgment by Chair Sikora.

1.3 Approval of Agenda

Chair Sikora requested a mover and seconder for approval of the agenda with the following amendments:

- Add 1.5 items arising Trustee Private, Private on January 8, 2024, regarding Trustee matters.
- Remove item 13.1.

2024-01-- It was moved by Trustee Phillips and seconded by Trustee Stanley:

THAT the agenda for Monday, January 8, 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

Approval of the Private, Private meeting of Monday, January 8, 2024, regarding Trustee matters.

2024-02-- It was moved by Trustee Phillips and seconded by Trustee Francis:
THAT the items for action of the Private, Private meeting on January 8, 2024, be now approved.
--Carried by Consensus

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

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

4 Delegations

5 Advice from the CEO

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

7. Reports From Board Committees/Task Forces

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

9 Policy Discussion

10 Assurance of Successful Board Performance

11 Assurance of Successful Director of Education Performance

12 Potential Agenda Items

12.1 Annual Report on Surpluses - Strategic Plan Implementation

Chair Sikora relinquished the Chair and appointed Vice chair Cuff to move to the Chair's seat.
Vice chair Cuff opened the floor for discussion. Chair Sikora brought forth a motion for Trustees to accept motions from the floor.

2024 -03—It was moved by Trustee Sikora and seconded by Trustee Stanley:
That the Board of Trustees accept motions from the floor.
--Carried by consensus.

Vice chair Cuff re-read the motion in which the Trustees approved on December 11, 2023. Chair Sikora put forth a motion to reconsider the motion of December 11, 2023, 2023-112. Trustee Weiler requested a recorded vote.

2024-04 -- It was moved by Trustee Sikora and seconded by Trustee Phillips to reconsider the motion.
THAT the Board of Trustees approve:

- 1. That the CEO be given permission to use up to \$1,032,253 from the Strategic Plan Implementation surplus to offset related costs.**

Recorded Vote:

In Favour (5): Sikora, Stanley, Phillips, Francis, Cuff

Opposed (4): Weiler, Guerin, Doherty-Masters, Kraft

--Motion carried.

Trustee Sikora requested an amendment to the motion that "the CEO be given permission to use up to \$681,720" and not the \$1,032,253 originally approved on December 11, 2023. Trustee Kraft seconded the motion. The motion was opened for discussion. Trustees debated on amending or leaving the motion as is. Trustee Weiler asked for clarity from the Secretary of the Board to clarify that the surplus will be used up to that amount. Director Dowling provided clarification on how the previous year funds were spent. Superintendent Maharaj reviewed the summary of the operating revenues. Vice chair Cuff read the motion on the floor. Trustee Doherty-Masters requested a recorded vote.

2024-05 -- It was moved by Trustee Sikora and seconded by Trustee Phillips to approve the amended motion: THAT the CEO be given permission to use up to \$681,720 from the Strategic Plan Implementation surplus to offset related costs.
Recorded vote:
In Favour (5): Stanley, Phillips, Sikora, Cuff, Francis
Opposed (4): Doherty-Masters, Guerin, Kraft, Weiler
--Motion Carried

13 Announcements

13.1 Upcoming Meetings/Events

13.2 Pending Items: N/A

13.3 Pending Items for OCSTA Consideration: N/A

14 Items for the Next Meeting Agenda

15 Adjournment – Confirm decisions made tonight.

15.1 Confirm Decisions made tonight.

16 Closing Prayer

17 Motion to Adjourn

2024-06-- It was moved by Trustee Phillips and seconded by Trustee Cuff: THAT the meeting be now adjourned. The meeting was adjourned by consensus at 7:00 p.m.

Chair of the Board

Secretary



SEAC Committee Meeting Minutes

Date& Time:	December 6, 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:	January 10, 2024, 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	

1. Opening Prayer Welcome	Erin Lemak
2. Approval of Agenda *Adjustment Required: Sally Fuentes to be changed to Conrad Stanley Motion by: Jeanne Gravelle Seconded: Laura Shoemaker	
3. Declared Pecuniary Interest N/A	
4. Approval of the November 1st minutes: Motion by: Conrad Stanley Seconded: Jeanne Gravelle	
5. School System Operational Business 5.1. Math Strategy Plan <ul style="list-style-type: none"> The ‘big’ pieces <ul style="list-style-type: none"> ➤ Board Math Leads (across province) – their role ➤ Priority Schools – engage in 3 cycles of math coaching through the year, prioritized support in grades 3&6 ➤ Math Facilitators ➤ Taking action in Math Framework- Math Achievement Action Plan Data analysis to determine what are the targeted areas of need. Board Strategies, School Strategies and Classroom Strategies <ul style="list-style-type: none"> ➤ Ensuring the curriculum implementation ➤ Engaging in ongoing learning on math content knowledge for teaching ➤ Knowing math learning and ensuring math tasks, interventions and supports are relevant and responsive. Board Website: Math WEBPAGE 	Petra LeDuc K-12 Math Co-Ordinator, Board Math Lead



<ul style="list-style-type: none"> Centre for Education in Mathematic and Computing courseware – University of Waterloo course: https://cemc.uwaterloo.ca/resources/courseware/courseware.html <p>Q&A</p>	
<p>6. Ministry Updates (10 min) N/A</p>	
<p>7. SEAC Committee Functions 7.1. CIPC Funds \$2500 and received an additional \$1500.</p> <ul style="list-style-type: none"> Committee came up with the plan: <ul style="list-style-type: none"> ➤ Dr. Gilliam Parekh and Michael Jacques to present one evening at one of our secondary schools – preferably St. Mary's – mid April. ➤ Books to be ordered to be shared with our parent community. ➤ Child Care to be provided (PSWs) ➤ Interpreters and sign language translator to be hired. <p>7.2. PAAC on SEAC</p> <ul style="list-style-type: none"> Module 2 (refresher) Empty seats on MACSE – chair of MACSE to be contacted and more information to be shared at the next meeting. 	<p>All</p>
<p>8. Policy Advice to the Board N/A</p>	
<p>9. Updates WRPS:</p> <ul style="list-style-type: none"> Replacement effective January: <p>Amanda Hennig is currently a Sergeant in the Community Engagement Unit. Previously a social worker with experience in child protection. She went to university for Social Work and Psychology. She has two boys, 11 and 17. Her oldest son has autism, and both of her boys have IEPs. She has experience with the special education system and navigating supports and services. She is looking forward to collaborating and sharing knowledge for the betterment of our children and school systems.</p> <p>WRFN:</p> <ul style="list-style-type: none"> Summer Camp Planning Steps Flyer Virtual Camp Fair Flyer <p>WWDSS:</p> <ul style="list-style-type: none"> Our Christmas Party is Sunday Dec 10 We continue to offer following programs in Dec & Jan: <ul style="list-style-type: none"> ➤ Speech & Music Social Groups for all ages. ➤ Skills for Independent Living for teens and young adults in partnership with KW Hab ➤ Teen Hangouts ➤ Mom's Night Out <p>Trustee Updates:</p> <ul style="list-style-type: none"> WCDSB Trustees November 	



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



Date: January 22, 2024
To: Board of Trustees
From: Director of Education
Subject: January 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 January we arrive back to school after the Christmas break. It is fitting that we begin the new year with the Feast of the Epiphany. This month the Deep Learning theme is Innovation, Creativity and Entrepreneurship. This theme aligns with the Catholic Graduate Expectation a reflective, creative and holistic thinker, the Global Competency of creativity, the Learning Skills of initiative and organization, the Umbrella Skills of intrinsic motivation, mastery and self-efficacy and the Grandfather Teaching of bravery. Our students and staff are working toward the end of semester and term one in their respective panels, culminating the learning that has occurred during the first half of the school year.

Some of the regular meetings that were held in January 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)
- CEC Mass - Monthly
- 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: Lutherwood, Blessed Sacrament, John Sweeney, Monsignor Haller, St. Benedict, St. Margaret, St. Teresa of Calcutta, St. Elizabeth, Our Lady of Fatima
- Met with Administrator Association Co-chairs
- 7 – 12 School Site Visit with City of Kitchener and Region of Waterloo staff and Councilors
- Meeting with MPPs Riddell, Dixon and Clancy
- Minister's Teleconference
- CCFOWR Board Meeting
- Interview with CPCO
- St. Agnes Addition Blessing
- OCSTA Trustee Seminar
- CEO/CFO Annual Conference
- FACS Meeting
- Board of Trustees Meeting
- Audit Committee
- CODE Training – Human Rights in Ontario's Education System

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.





Date: January 22, 2024
To: Board of Trustees
From: Director of Education
Subject: Board Leadership Strategy 2023-2024

Type of Report:

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

Type of Information:

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

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

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

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

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

Alignment to the MYSP:

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

- attract the right people to leadership roles;
- develop personal leadership resources in individuals and promote effective leadership practices in order to have the greatest possible impact on student achievement and well-being; and
- develop leadership capacity and coherence in organizations to strengthen their ability to deliver on education priorities.

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

Overall Goal:

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

Goal One:

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

Goal Two:

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

Goal Three:

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

Waterloo Catholic District School Board Leadership 2023-2024

Strategic leadership planning for the 2023/2024 school year has been responsive to the ever-shifting landscape that has shaped our most recent experiences.

For this school year, our comprehensive leadership strategy is structured around the following robust offerings which include:



- Executive Coaching for Senior Staff offered by Heather Clayton Consulting
- Catholic Leadership Formation: Documentation, Investigations and Complaints: The New Reality
- Catholic Leadership Formation: Legal Fundamentals offered by CPCO
- Catholic Leadership Program: Part 1, 2 and 3
- Deepening the Personal Leadership Resources: Institute for Education Leadership
- Leadership Identification Program: Call to Lead
- Information to Transformation Program
- When Faith Meets Pedagogy
- [Crucial Conversations](#) Training
- New Teacher Induction Program
 - Mentoring
 - Book Study: Lead from Where You Are
 - Professional Learning
 - Resources
- Induction Series for Newly Appointed Administrators
- Vice-Principal 'in waiting' and 'in training' - Training Needs and Opportunities
- D2L School-Level Leadership Site
- CPCO Principal's Qualification Part I and II - subsidized
- Experiential Professional Learning for Guidance Educators in the Skilled Trades and Apprenticeship Pathway
- Capacity Building with School and System Leaders: Data and Research
- Elementary Professional Learning Opportunities
- Secondary Leadership Opportunities (Curriculum, Math, Literacy, De-streaming and Gap-Closing)
- Leadership through Innovation
- Anti-Black Racism: Kedz Consulting
- Commitment to Leadership: Equity, Diversity, and Inclusivity at WCDSB
- Street Data: A Book Study
- Suicide Prevention
- Addressing the Achievement Gap
- Proactive Strategies to Support Skill Building
- Universal Literacy Screener

Executive Coaching: Waterloo Senior Leadership Team – Building our Individual and Collective Leadership

The Senior Leadership Team at Waterloo Catholic has engaged with Heather Clayton Consulting (www.heatherclaytonconsulting.com) to continue to build their leadership. This program consists of 6 half days, 1:1 coaching for those who wish to participate, and a ZOOM call or two, and runs from September 2023 – May 2024. It is designed to help leaders understand and leverage their strengths, to manage their challenges, and to collectively think intentionally about the team they want to be.

The research-based approach focusses on the role of self-awareness as the foundation for leadership (knowing both our intention and our impact), skills for transformational and more coach-like conversations (levels of listening, effective questioning, coaching & feedback), and uses the 5 Disciplines of a High Value Add Team model to promote more effective and impactful work done together.



The leaders have engaged fully, integrating the learning that resonates into their own practice, and taking exercises away to do with their own teams. The initial team survey based on the 5 Disciplines Team Model, showed the team to be a strong team, keen to learn and to continue to improve.

In a time when leadership can be both lonely and complex, this work has helped these leaders to make even stronger connections to each other, their teams, and especially their own strategic work.

Some key ideas and practices that the team has articulated to this point include:

- Using deeper level, open-ended questions with each other and their teams
- Consider different personality 'types' when communicating and leading
- Creating space and time for the more strategic conversations
- Difference between giving advice and asking questions (not leading or fake questions)

A couple of key questions leaders are reflecting on include:

- ✓ What would make the biggest difference, or have the most significant impact in the work I do?
- ✓ How do I understand and use my "Type Coach" report info to be a more effective leader?

CPCO Sessions:

1) Catholic Leadership Formation: Human Resources Management:

Documentation, Investigations and Complaints: The New Reality

With the increasing complexity of the role of the Principal/Vice-Principal, it is important to understand the critical nature of documentation. Effective documentation will be necessary when facing complaints or allegations that arise from various workplace situations. When documentation is not available or is lacking, being successful in defending the Principal/Vice-Principal from such complaints may be compromised. This workshop will offer strategies to document decisions that are supportive of the Administrator's actions. Case studies will be examined as a tool for deeper discussion.

Learning goals:

- Understanding what harassment is and what it isn't
- Understanding workplace investigations when a complaint is filed against a school administrator
- Discussing what is involved when there is a "restriction of duties"
- Investigation outcomes and the role of OCT

2) Catholic Leadership Formation: Legal Fundamentals

Legal Framework for Educators: This session provides Principals and Vice-Principals with an overview of the legislation that guides the rights and duties of administrators, staff, students and parents.

Learning goals:

- Review the areas of law that affect the day-to-day operations of schools
- Provide administrators with information about the legal parameters and/or discretion for their decisions within the education context including a review of how anti-racism issues intersect with the role of the principal



Catholic Leadership Program 2023-2024

Program Overview:

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

WCDSB's Catholic Leadership Program consists of three modules:

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

The Part 1 Program is designed for all WCDSB staff interested in pursuing formal leadership within the board and will have the opportunity to discern together, reflect on their personal resource skills, and engage in practical experiences that aim to further develop their Catholic leadership skills. Candidates will have the opportunity to grow their leadership capacity through discussion, reflection, and discernment. The series examines personal resources and enables participants to introspectively assess their own leadership style while discerning the importance of vision, values, influence, and motivation within the context of Catholic education and the WCDSB. Participants will be engaged in opportunities to discover, listen and reflect on leadership.

[Part II: Exploring the Call to Leadership](#) ~ Participants will continue to discern their call to leadership within a Catholic education system.

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

[Part III: Answering the Call](#) ~ Participants will reflect on their leadership skills and their capacity to affect change.

Participants in Part III must have successfully completed Part I and Part II to participate. In 2023-2024, this learning series will focus on deepening our understanding of the Personal Leadership Resources (PLRs) within the Catholic Leadership Framework. Leaders will further develop their cognitive resources through practical and interactive work that is rooted in equity. We will use case studies, guest presenters, and group discussions to better understand our strengths and areas for growth and professional development with respect to the PLRs.



Year	Developing Leadership	Authentic Leadership	Advanced Leadership	Totals
2018-2019	41	34	22	97
2019-2020	21	33	23	77
2020-2021	Catholic Leadership through Equity Lens Series			65
	Call to Leadership	Authentic Leadership	Answering the Call	
2021-2022	27	15	21	63
2022-2023	25	15	14	54
2023-2024	52	20	14	86

Deepening the Personal Leadership Resources (PLRs)

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

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

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

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

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

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

- Engaging in self-reflection
- Collaborating with others



- Exploring the nuances of who we are as leaders
- Applying theory to practice
- Identifying areas for continued growth
- Gathering tools to support continued growth

Leadership Identification Program (LIP) for Teachers aspiring to School Leadership 2023-2024

Waterloo Catholic District School Board is an inclusive, vibrant, and growing Catholic Board. Our Catholic Schools are heart of the community - success for each, a place for all. We boast a wealth of energy and talent, committed to supporting faith formation, learning, continuous improvement, the fostering of relationships with groups and individuals, and openness of communication. We achieve these goals through the dedication and commitment of our people. Our leaders are the key to fostering a climate that enables goals to be set, targets to be achieved, and academic and spiritual growth to be realized.

This refreshed program has been developed to inspire our educators to:

ANSWER our call to lead.

BECOME a member of our leadership team.

Interested candidates were invited to in information session to learn about our Catholic leadership process and opportunities for Teachers aspiring to become Vice Principals.


[New Leadership Identification Process](#)

- Information Session and Portfolio Workshop
- Application through Apply to Education
- Portfolio (digital)
- Assessment Activities
 - 30-minute Written Case Study
 - 20- minute Portfolio Presentation
 - 40-minute interview

We had 9 successful candidates move through this new and refreshed process that will now enter our New Vice-Principal pool.

Information to Transformation Program

The *Information to Transformation* Program offered The Partners in Catholic Education is a leadership program that focuses on faith formation for emerging leaders across the Diocese of Hamilton. The program completed forming its 5th cohort of leaders and WCDSB is proud to have had four candidates participate and complete this two-year program. We now processing applications for the sixth intake of the *Information to Transformation* Faith Formation Program. Many staff have come forward and expressed their interest. The *Information to Transformation* program recognizes that Catholic leadership requires us to reflect on our inheritance – our stories, our history and our spiritualities. This program is designed to build a foundation in theological reflection, nurture personal faith life, and form and shape an underlying ecclesiology to bring to your work as an emerging leader in the WCDSB. We look forward to five Waterloo Catholic employees embarking on this upcoming faith formation journey from May 2024 to October 2025.



FROM INFORMATION TO Transformation

Consider joining us for this inspiring, rewarding, and transformative program experience focussed on leadership and faith formation; designed to build a foundation of theological reflection, nurture a personal faith life, and form and shape an underlying ecclesiology to bring to your work as emerging leaders in Catholic institutions.

PARTNERS IN CATHOLIC EDUCATION PARTENAIRES EN ÉDUCATION CATHOLIQUE
Diocese of Hamilton

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

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

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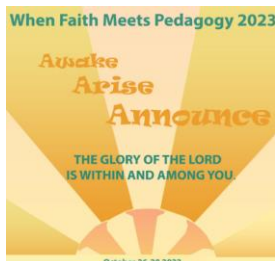
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From



When Faith Meets Pedagogy

When Faith Meets Pedagogy is sponsored by the Catholic Curriculum Corporation, and it is Canada's largest gathering of Catholic educators. From October 25 to the 27th, approximately 25 WCDSB staff attended the WFMP Conference. Held at the Delta Hotels Marriott Toronto Airport & Conference Centre, participants had the opportunity to build and sustain the Catholic capacity of educators through the development and provision of high-quality Catholic curriculum, resources, support and professional development.



This year's guest speakers were Father Tony Ricard and Devin Boucree. Father Tony is a Priest from the Archdiocese of New Orleans. He is also the Campus Minister and Chair of Theology at St. Augustine High School in New Orleans, the Pastor of St. Gabriel the Archangel Parish, and Core Instructor at Xavier University of Louisiana. Devin Boucree is a Theology Teacher at St. Augustine's and a Music Minister at St. Gabriel.

The eight hundred conference participants had the opportunity to attend engaging workshops and celebrate Mass on Friday morning with the Most Reverend Francis Leo, Archbishop of Toronto. We were exceptionally proud that the Waterloo Catholic District School Board sponsored a workshop again this year. This three-hour Saturday session was led by John Schneider, Religion and Family Life Teacher at St. Mary's High School and it was entitled *Peeling the Fruit: Exploring the Partnership Between Faith, Thinking Classrooms and Thinking Routines*. Well done, John!

Crucial Conversations Training

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

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



**New Teacher
Induction Program (NTIP)**

The New Teacher Induction Program (NTIP) is the second job-embedded step of professional learning for new teachers, building on and complementing the first step: [initial teacher education programs](#). It provides professional support to help new teachers develop the skills and knowledge to be effective teachers in Ontario.

Source: Ministry of Education <https://www.ontario.ca/page/new-teacher-induction-program>



The 4Rs of Authentic Learning

As we seek to put learners at the centre of NTIP, the 4Rs of authentic learning can serve as a provocation for thinking about how NTIP can be constructed by the learner.

Authentic Professional Learning is...



learning

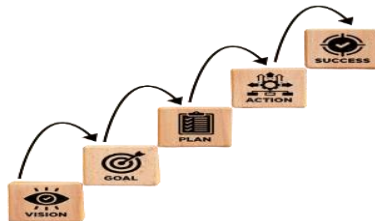
partners

Relational

- Relational trust creates an inclusive learning space with all in the learning process listening to each other (students, educators, parents and school community)
- All learners collaboratively construct communities of practice that build upon their strengths, attributes and experiences

Responsive

- Learners are listened to and their individual and collective voices directly inform learning designs
- The “how” and “what” of the learning designs employed are based on authentic learning goals identified by the participants
- Learning “makes sense” to the learners and involves authentic collaboration, choice and voice and agency



Recursive

- Rich learning tasks reflect embedded beliefs that learning itself is a messy, iterative, recursive process
- Protocols for application of learning, follow-up, and evaluation of impact are embedded into the learning process

Real World

- Learners construct learning together that is relevant and has authentic real-world connections and applications
- Learning designs that leverage peer to peer networks for deep learning and foster the intentional sharing of knowledge and practice are utilized
- A direct connection to student learning and well-being is clearly evident (i.e., students are at the centre of the learning)

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



Individual NTIP Strategy

A school-based learning culture is critical to making the Individual NTIP Strategy (INS) meaningful. In a collaborative learning culture, the INS creates an important opportunity for ongoing learning focused conversations between the principal, mentors and the new teacher, about the new teacher's professional learning goals.

When the principal meets with a new teacher to discuss goals and strategies, suggest resources and offer support, the INS transforms from something that is touched once and never visited again to a living document. As a living document, the INS may well become a "messy plan" that is modified throughout the year.

MENTORING

NTIP Mentor Network

As part of the Mentoring element of the New Teacher Induction Program, NTIP Teachers at WCDSB are part of a mentoring web. Each web is unique, constructed by the learner based on their authentic learning needs. These are learning focused relationships.

School-Based Mentoring:

New Teachers and their administrator(s) work together to select a school-based mentor. This mentor could be anyone in their school building. The purpose of this mentor-mentee relationship is to support teachers with day-to-day issues, school specific questions which could include grade/subject matter.

NTIP Teams:

All NTIP Teachers will be grouped by division/subject being taught. These groups are diverse and from across the system. These groups offer multiple opportunities for professional learning. These groups seek out professional learning together. Listening, observing, sharing, reflecting and learning together. *These have become strong **Communities of Practice** that continue to thrive today.*

- Planning and Shared Resources with Google Drive for Primary, Junior, and Intermediate. Each Community of Practice has a couple of leaders who serve as mentors.
- Words Their Way
- Books for Intermediates - For Class Book Clubs
- Building a Thinking Classroom
- Cross-Curricular Connections - Deep Learning
- Kindergarten: Play Based Learning

Groups have done unique things together including: co-teach from different schools using tools like Microsoft Teams and Google Meet, gone on field trips together, engaged community partners co-learned alongside one another. The possibilities are endless. NTIP Teachers can be part of multiple-teams.



NTIP Mentor-Coach: School-Visits

Our mentor-coaches, making up the essential third pillar of our mentoring program. Engaging in school visits, they contribute to their new teachers continuous professional development. These visits serve as a unique opportunity for fostering connections, promoting collaboration, and providing support as new teachers advance their professional journey.

They conduct School Visits as a valuable component of their ongoing professional growth. These visits present a distinctive chance for us to connect, collaborate, and offer support as new teachers progress on their professional journey, all while embracing the mentor-coaching perspective.

During these school visits, our leads actively demonstrate lessons or activities, co-facilitate sessions, participate in co-planning, and offer assistance with assessments, including moderated marking.

They go into school to model lessons or activities, co-facilitate sessions/lessons, engage in co-planning, or even assist with assessments by doing some moderated marking.

While they proactively schedule school visits, they also encourage new teachers to initiate contact and invite them into their classrooms at their convenience. This approach reflects their dedication to creating a supportive and flexible environment for the growth and development of new educators here at WCDSB.

One to One Mentor Matching (optional).

New Teachers can also have a one-to-one mentor. These are individuals they select to be a mentor and must have at least **5 years** of teaching experience.

Book Study

The book emphasizes the importance of leading from wherever you are and finding joy and value in your work. It highlights that every interaction matters and can have a lasting impact on others. The book also emphasizes the need to care for the adults responsible for caring for children. Building leadership capacity and recognizing and extending the greatness of colleagues is crucial in creating momentum and a positive work environment. The book encourages turning moments into movements to showcase the greatness of the work being done and to create value for those who may not fully understand the role of a leader.

This marks the second iteration of our provincial partner book club, and I am pleased to introduce the current participating entities in the Lead From Where You Are Ontario NTIP Provincial Book Club initiative:

- Bruce Grey Catholic School Board
- Ottawa Catholic School Board



This innovative approach extends to our Mentor-Training initiative, fostering a provincial partnership that aims to inspire hope, engagement, encouragement, and a robust support network—Provincial Partners in Action! Building on the success of our first endeavor, this marks the second time we have taken this approach.

Our Ontario Virtual Book Club, featuring discussions with Joe Sanfelippo, is set to convene four times from September to March. Each session involves [unpacking a few chapters](#), providing ample opportunity for dialogue with others through breakout discussions.

In addition to these sessions, mentors are urged to participate in the Twitter/X slow chat, offering a platform to pose additional questions, delve into deeper thinking, and challenge assumptions. This inclusive approach aims to nurture a dynamic exchange of ideas among participants, fostering a community of continuous learning and growth.

From our board, a diverse array of portfolios is represented among the attendees/registered participants, including:

- Classroom teachers - Various divisions and Grades
- Elementary Division Leads
- Secondary School NTIP Liaisons
- Secondary Program Heads
- Elementary and Secondary Administrators
- Program and Student Services
- IT, HR

PROFESSIONAL LEARNING

Job - Embedded Learning Partnerships

Effective professional development programs and collaborative learning are instrumental to improving student instruction and enhancing instructional leadership.

“Effective professional development strongly links teacher and student learning and is guided by data. Research highlights that effective professional development must be personalized and responsive to the complex and unique needs and context of the learner. Collaboration, shared inquiry and learning from and with peers have been identified as central to professional development.”

[Report to the Partnership Table on Teacher Professional Learning. (2007). p. 8.



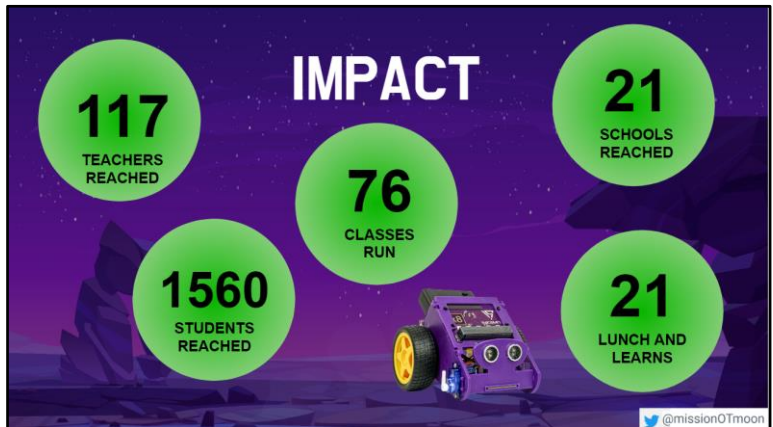
"Mission on the Moon"

"Mission on the Moon" is a joint initiative between InkSmith and Laurier's Faculty of Education (WLU), made possible with the generous financial support of the Canadian Space Agency. This pioneering partnership, facilitated through the 'alternative placement,' saw two teacher candidates collaborating with the our NTIP Program and the Mission on the Moon External Outreach coordinator. Together, we conducted '[Lunch and Learn Sessions](#)' in elementary schools.

This program was intricately designed to

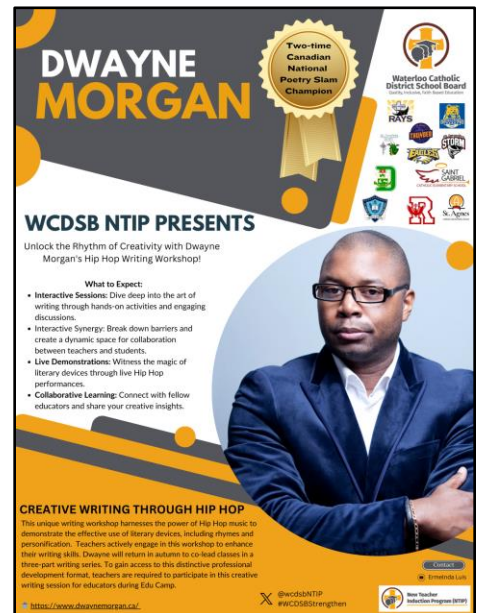
provide

engaging lunar rover and space-themed STEM programming to students from our elementary schools. The unique approach of integrating the 'alternative placement' framework showcases our commitment to innovative educational experiences and highlights the success of collaborative efforts in enhancing STEM education for our students.



Writing Workshop with Dwayne Morgan

We are excited that NTIP educators **and** mentors join together for this unique writing workshop that leverages the power of Hip Hop music to demonstrate the effective use of **literary devices**, including **rhymes** and **personification**. Your NTIP teachers will elevate their teaching game and actively engage with their students in a transformative Hip Hop Writing Workshop. This is not just professional development – it's a collaborative journey to enhance both their writing skills and the creative potential of their students!



What to Expect:

- **Interactive Sessions:** Dive deep into the art of writing through hands-on activities and engaging discussions.
- **Interactive Synergy:** Break down barriers and create a dynamic space for collaboration between teachers and students.
- **Live Demonstrations:** Witness the magic of literary devices through Hip Hop and Spoken Word performances.
- **Collaborative Learning:** Connect with fellow educators and share your creative insights.



down barriers
for
teachers and

Witness the
through live
performances.
Connect with
your creative



This inspiring and collaborative journey goes beyond traditional professional development. It takes learning directly to the schools.

Sam Demma: What's in Your Backpack

Everyone has a giant invisible backpack strapped to their shoulders – and surely your students, staff and members are no exception. In these backpacks, we carry the thoughts and opinions that other people place on us. Things that stop us from loving ourselves and expressing who we truly are. This program aims to help your students, staff and members remove the mental burden on their shoulders and provide them with an empowering outlook on the past, present and future.



Sam Demma visited 6 schools, reaching over 4300 students (1900 live and over 2500 virtual) and over 200 educators to share his message of perseverance, humility, personal growth and the power of **small consistent actions**. Sam's highly engaging presentation had students and teachers laughing, sharing, and reflecting on how they can strengthen their positive impact on the school and broader community.



Born To Be Brave!

Sonshine and Broccoli are promoting such positive and important themes for children through their Juno-nominated children's music. The themes of "Be yourself," "You are not alone," "Belonging," "Kindness," "Community," and "Different is good" are crucial for fostering a positive and inclusive learning environment.

The presentation was tailored for K-5 students and incorporated four- live 60-minute presentation at St. Gregory, Christ the King, St. Dominic and Monsignor Haller - others joined virtually. Classes were asked to learn the song "Different is Good" beforehand as it encouraged active participation and created a shared experience during the presentation.

Teachers were provided with pre-show and follow-up activities, providing educators with tools to extend the learning beyond the live presentation. Incorporating resources related to friendship, empathy, and kindness, as shared by Andrea Snyder, WCDSB Mental Health and Wellness lead, using School Mental Health Ontario, added depth to the overall educational experience.



WCDSB/St. Gregory the Great C.E.S.
@SGRG_Hawks

Today our Kindergarten-Grade 4 students and staff enjoyed the music and positive friendship messages of Sonshine and Broccoli @S_Bmusic. We loved singing, dancing and being energized by this musical duo! Thanks @wcdsbNTIP for organizing! #BeGreat!



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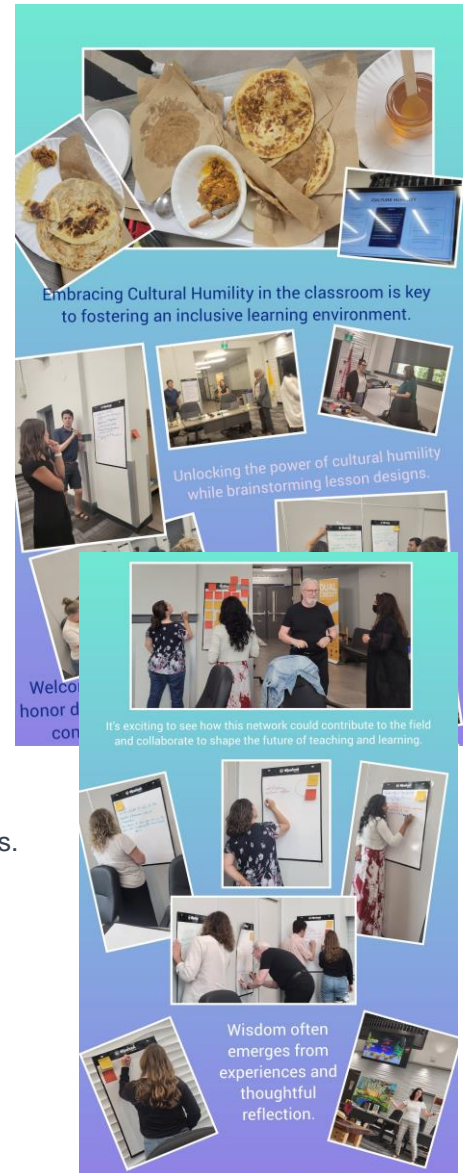
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EduCamp

EduCamp offered a diverse and comprehensive range of PD sessions from August 8th to 11th, covering various aspects in education for new teachers and mentors. Each supported the continuous growth and the overall improvement of the learning environment. Here's a breakdown of the key themes covered during EduCamp:

- **Classroom Management:**
 - Explore effective strategies for managing classrooms to create a positive and productive learning environment.
 - Address behavior management techniques, student engagement, and fostering a positive classroom culture.
- **Engaging Professionally** - communicating appropriately with colleagues, students, and families
- **Phonemic Awareness:** Words their Way, Haggerty, Phonics Companion - structured Literacy
- **D2L** - Offer training on the effective use of the learning management system (LMS)
- **Equity 101-** with [Lynn Garrioch](#)
 - addressing issues related to diversity, inclusion, and fairness.
 - Explore strategies for creating an equitable learning environment that meets the needs of all students.



- **SEL, Trauma, and School Mental Health Ontario -**

- Feature sessions led by Andrea Snyder, covering SEL, trauma-informed practices, and resources from School Mental Health Ontario.
- Address the importance of considering students' emotional well-being for effective teaching and

- **Assessment and Evaluation**

- Explore effective assessment and evaluation gauge student understanding and progress.
- Address best practices in designing assessments learning objectives and provide valuable

- **[Dwayne Morgan](#) - Creative Writing Through Hip Hop**

- **The Power of a Teacher with [Sam Demma](#)**

- Julianna Notten - the art of **visual storytelling!** learned about what writing for the screen looks like, how structured, what goes into creating authentic characters camera can help visually tell a story. Here is a link to her [Slide Deck](#)



social and learning.

strategies to

that align with feedback.

Teachers scripts are and how the [Lesson Plan.](#)

Build Your innovation

This year we also took the approach of “**Use Your People To People.**” This is a powerful strategy for building a culture of

and collaboration within the system. By tapping into the talent and experience of those already doing great work within the building, we not only promote a sense of empowerment but also foster a community of peer leaders.

The sessions included in EduCamp reflect a diverse range of topics, catering to the varied needs and interests of educators.

Loose Parts and Read, Write, Rest!

- Explore the concept of loose parts and Reggio-inspired practices in education, fostering creativity and hands-on learning.

Supporting Multilingual Learners:

- Involves implementing strategies and creating an inclusive learning environment that acknowledges and values linguistic diversity. Walk away with some effective ways to support multilingual learners.

Indigenous Beading:

- Offer a session on Indigenous beading, contributing to cultural awareness and promoting hands-on activities that integrate Indigenous perspectives into the curriculum.

Coding in the Classroom: Micro:Bits, Climate Action, and K8 Robots:

- Explore the integration of coding into the curriculum using tools such as Micro:Bits and K8 robots, with a focus on climate action.



Multi-Modal Literacy:

- Address the importance of multi-modal literacy, incorporating various forms of communication and expression into literacy education.

Library Resource Room Tour:


- Provide educators with insights into the resources available in the library, fostering a collaborative approach to utilizing these tools for teaching and learning.

FSL:

- Offer support and strategies for teaching French as a second language, catering to the needs of both new and experienced language educators.

Building Community:

- Focus on strategies for building a sense of community within the educational environment, fostering positive relationships among students, teachers, and families.



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

Cross Curricular Connections
Check Your About Mental Test

A LONG WALK TO WATER
As educators, you will use the DECISION PROCESS to solve the problem by choosing a better solution system.

PHONICS Comparison
m dr sl w

Breakout Sessions
Get ready to personalize your learning experience with this year's **EduCamp Breakout sessions**. Diverse instructors from across the system will have you up and moving and building. Build connections while learning! Come get ready for 2023-2024 with us! Lots of make-and-takes.

Register Now

Waterloo Catholic District School Board
2000 Lakeshore Blvd. West
#100-10000

Thursday, August 10 - PM SESSION

Breakout Sessions - Adult Learning Model


- Supporting Multilingual Learners
- Building Classroom Community
- STEM/STEAM
- Multimodal Literacy for the Primary Classroom
- Indigenizing the Curriculum (Beads) - Math, Social Studies, History and more curriculum connections
- Micro:Bits and Coding
- Coding with K8 Robots: Mission on the Moon
- Literacy in the Junior/Intermediate Classroom
- Curriculum, Innovation, and Creative Planning
- Assessment and Evaluation: Documenting Student Learning
- Kindergarten: Read, Write, Rest
- Kindergarten: Loose Parts

Lunch provided for those who register for AM and PM sessions

Evaluation and Reporting

Why Attend:

- Enhance your proficiency in creating meaningful progress reports.
- Learn to convey student achievements and areas growth effectively.
- Gain insights into parent and student perspectives.
- Collaborate with fellow educators and share best practices.
- Discover strategies to strengthen the home-school partnership (via Next Steps).



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

Wednesday, October 18th

4:00 - 5:00
Virtual

Drop in for support, questions, and guidance.
(The link will be emailed to all NTP educators)

Professional Learning


Register

Evaluation & Reporting
Professional Learning

At this session, we will focus on the comment framework and the Big Ideas for building comments for effective communication of achievement to students' parents.

Program Consultants Petra LeDuc and Kim DeGasperis will be available to support you in using the comment framework and the Big Ideas for building comments for effective communication of achievement to students' parents.

Andrea Pfeifer will help you deepen your understanding of Aspen including tips and shortcuts.



for



This session was well attended with over 120 participants ranging from new teachers in their first 5 years to seasoned educators serving as NTIP Mentors.

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

Anti-Racism, Equity, Diversity, Inclusion & Belonging Table Talk

MAY 25
7 PM - 9 PM

LYNN GARRIOCH
Moderator
WCDSB Senior Manager of Equity

DR. ASA AHIMBISIREWE
Assistant Clinical Professor of Classics and Co-ordinator, Author

ROLAND CHIDIAC
WCDSB No Regrets Teacher, Member of the Equity, Diversity and Inclusion Committee, AQ Instructor

ROBYN MICHAUD
Aboriginal Nurse, K-12 Educator, Indigenous Education Professor

JULIANNA NOTTEN
(she/her)
Award-winning Journalist, co-founder of South Hill Films

GILLIAN WELLS
Registered Social Worker, Lecturer at UO and UO, Mental Health Counsellor

MOVIE SCREENING
ON THURSDAY, 25 MAY 2023
START AT 8:00 PM - 8:30 PM
APOLLO CINEMA 141 ONTARIO ST. N
FREE TO WCDSB
* FREE FOOD AT 8:30 PM

THURSDAY, MAY 25
7 PM - 9 PM
HYBRID EVENT

CONTACT
LYNN GARRIOCH OR ERMELINDA LUIS

Anti-Racism, Equity, Diversity, Inclusion & Belonging Table Talk

In spring 2023, the Anti-Racism, Equity, Diversity, Inclusion & Belonging Table Talks, led by Lynn Garrioch, centered around the theme "Our Story." This initiative aimed to provide valuable professional development for all staff within our school system, encompassing educators and administrators. The focus was on advancing racial equity, cultural responsiveness, inclusion, and belonging, all while developing practical tools to address systemic racism. The discussions delved into competencies related to a teacher's anti-racism awareness and efforts to promote racial equity, inclusion, and belonging. Recognizing the significance of diversity, the initiative particularly emphasized the inclusion and advancement of equity for Indigenous, Black, and other racialized and marginalized Canadians. Lynn Garrioch led engaging and interactive Table Talk sessions, fostering dialogue and understanding through narratives and storytelling. Educators, Staff, and Administrators experienced a meaningful and collaborative exploration of these important themes, contributing to our ongoing commitment to creating an inclusive and equitable educational environment.

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

ANTI-RACISM, EQUITY DIVERSITY, INCLUSION & BELONGING TABLE TALK

7 PM - 8:30 PM
APRIL 20

Our Story: We continue our journey in promoting racial equity, cultural responsiveness, inclusion, and belonging and developing the necessary tools to address systemic racism; competencies related to a teacher's anti-racism awareness and the teacher's efforts to promote racial equity, inclusion, and belonging, and the importance of diversity while advancing equity and inclusion for Indigenous, Black and other racialized and marginalized Canadians.

DEREK CHEN
Chief Equity and Assessment Officer, Education Quality and Accountability Office (EQAO)

JOAN GRUNDY
Retired Teacher, Author, Chaplain, Guidance Counsellor, Secondary School Administrator

COLLEEN JAMES
Kitchener Regional Counsellor, Principal Consultant & Founder, Divinely Incorporated

JAEEL RICHARDSON
Author, Host, Speaker, Founder of Festival of Literary Diversity (FOLD)

FADHWA YUSUF
Founder of Gems of Life, Transformational Speaker, & Certified Life Coach, WCDSB HR & Equity Officer

LYNN GARIOCH
MODERATOR
WCDSB Senior Manager of Equity

REGISTRATION
<https://bit.ly/3ZKyZmb>

HYBRID EVENT

CONTACT
External and Community Partner Interest. Please contact, Lynn.
Lynn.Garrioch@wcdsb.ca
Ermelinda.Luis@wcdsb.ca
WWW.WCDSB.CA



NTIP Purchased Resources

In alignment with Curriculum Connections: Strand B - Foundations of Language, the primary objective is to reinforce the development of early word foundational skills among junior and intermediate students. This is achieved through targeted tier 1 instruction, emphasizing differentiated teaching methods during both whole class and small group instruction. The specific aim is to enhance the learning experience by increasing the incorporation of explicit instruction. By focusing on explicit instruction, educators can provide clear and direct guidance, ensuring that students receive the necessary support to master foundational language skills. This approach acknowledges the diverse learning needs within the junior and intermediate levels, aiming to create a more inclusive and effective educational environment for all students in their language development journey.

Literacy Resources to Support New Language Curriculum In Partnership with the Literacy Team



Curriculum Connections: Strand B-Foundations of Language

Purpose: To support junior and intermediate students with early word foundational skills through tier 1 instruction with a focus on differentiated instruction during whole class and small group instruction by increasing the amount of explicit instruction provided.

- Teaching Phonics and Word Study in the Intermediate Grades, Wiley Blevins




ORIENTATION

[Welcome to NTIP Newsletter](#) and Information.

Conducting orientation sessions for new teachers is a crucial in ensuring their smooth transition into our system. The inclusion of various formats, including face-to-face, virtual, asynchronous options, demonstrates a commitment to accommodating diverse learning preferences and circumstances.

We offered a choose your own adventure, which included Multi-Language Learners in your classroom, Accessing SpecEd Resources in StaffNet, D2L for the Reluctant User.

[NTIP News](#) serves as a dynamic and collaborative communication tool, providing a wealth of information, resources, and support to new educators, mentors, and administration. It contributes significantly to a culture of continuous learning and professional development within your educational community.



NTIP Hybrid Orientation Night
 Wednesday, November 8th
 5-7pm
 @ St. Mary's CSS and Teams Meet
DINNER WILL BE PROVIDED BY NTIP

5-6pm: Choose a session


Multi-language learners in your Classroom: Barb McCourt


Accessing Spec Ed Resources in StaffNet: Laurie Smit

D2L For the Reluctant User: Lyn Laforet

6-6:30pm: Dinner

6:30-7: NTIP Orientation
 What is the NTIP Journey and what is your goal for the year?

Register In Person 

Register for Hybrid 

step
and

Induction for Newly Appointed Administrators

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

Year	Induction	Year	Induction
2014-2015	9	2019-2020	Disrupted
2015-2016	19	2020-2021	11
2016-2017	20	2021-2022	15
2017-2018	38	2022-2023	25

2018-2019	14	2023-2024	33
		Totals	184

- Elementary VP's and Ps: 29
- Secondary: 4


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

Principal and Vice-Principal leads developed and delivered a full day workshop in August 2023 for candidates who are currently serving in new roles and for those in the Vice-Principal and Principal pool and awaiting placement. This session and accompanying resources were developed to support these leaders in understanding key logistical processes identified as being instrumental in supporting a successful transition to the role. This session focused on specific training elements of the position including (but not limited to):

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

D2L School-Level Leadership Site

This D2L School-Level Leadership site was created to support and promote on-going professional learning for administrators. This site is a centralized platform that offers easy access to resources for administrators, considering the diverse range of priorities and topics under focus on the board's strategic plan. Additionally, this leadership site intends for administrators to acquire the materials they need at the time and all information is housed in one location.

 Course Home
 Course Admin
 Content
 Portfolio
 Green Tools
 JEDI
 Trauma Inform...

WCDSB School- Level Leadership




Visual Table of Contents Widget



Induction Series for Newly Appointed Administrators

Induction Series for Newly Appointe...

100% 1 of 1 Topics Completed



Catholic Leadership Framework

Catholic Leadership Framework

Announcements

There are no announcements to display. [Create an announcement](#)

0% Expectations + New Unit
Visible
Add Existing Create New

- Induction Series for Newly Appointed Administrators
- Induction Resources
- Catholic Leadership Framework
- Deepening the Personal Leadership Resources: Institi...
- Information to Transformation Program

Induction Series for Newly Appointed Administrators



CPCO Principal's Qualification Part I and II

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

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

New candidates have enrolled in the CPCO PQP Online program this year and WCDSB continues to subsidize Part 1 and 2 candidates with \$500 towards program costs.

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

The Ministry of Education has committed funding to support all guidance teachers-counsellors (elementary and secondary) the opportunity to participate in experiential professional learning in order to develop an enhanced understanding of the skilled trades and apprenticeship pathways and the benefits of the skilled trades as a career.

This school year is the second of a three-year commitment to these opportunities by the Ministry of Education. The planning team has 9 professional learning sessions planned for guidance educators this year, collaboratively coordinated through the Business and Education Partnership of Waterloo Region (BEP), Eclipse Automation, Grand Valley Construction Association, Conestoga College, Skills Ontario, and our local trade union partners, SMWIA Local 562, and LiUNA Local 837.



Leadership opportunities for Encompass and Research & Development Office • International Education Services.

Educators leading in innovation showcased learning environments and strategies to visiting educators from our partner schools in Mexico and Colombia. The instructional rounds and tours at St. Benedict, St. Luke, and St. Josephine Bakhita shared innovative practices in our system, including The Thinking Classroom pedagogy for destreaming, promoting diversity, equity and inclusion in our classrooms, and improved student achievement. The rounds and following discussions fostered cross-cultural dialogue and further developed a shared vision and commitment to improving student achievement and well-being.

The Compass for Success team continues to build capacity with supports and fulfilling enhancement requests. Support for administrators and Student Success leads include access, communication, and monitoring. Continued sessions provide guided demonstrations of navigating historical data, large scale assessments, and graphical analytics. Application of creating and flagging students in tracker groups and selecting intervention strategies is modeled. Implementation of features is assisted during meetings in addition to 1:1 follow up support requests. Recent enhancement additions include MLL Step Continua, Literacy Strands to support Literacy team Tier 2 Interventions, and a mastery indicator for LAM assessments.

Capacity Building with School and System Leaders

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








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

It is understood that full-day professional development sessions can be challenging to attend and so this year our Research coordinator will offer personalized improvement planning support for all elementary administrator team offered throughout the school year either individually or in small groups.



Elementary Math Professional Learning Opportunities

<p>Made-4-Math Mondays: High Impact Instructional Practices by P. LeDuc</p> 	<p>14 after school sessions, 2 Mondays a month 2022-23</p> <p>38 issues in 2022-23</p> 
<p>Just-in-Time Resources on the weekly Math NEWS Updates created by P. LeDuc</p> <p>*including Math @Home Monthly for families</p> 	<p>Math NEWS Update Vol. 3 2022-23</p>
<p>School Site Individualized Support: Staff, Divisional, Lunch & learns, School Council by P. LeDuc - math resource support, SIEP support, math curriculum implementation, EQAO prep</p>	<p>102 school site PD opportunities in 2022-23</p> 
<p>Teaching Math to Multilingual Students Book Club facilitated by B. McCourt & P. LeDuc</p>	<p>5 online sessions, 20 participants K to 12</p> 





Mathology PD Session K-8- Getting Started by Pearson

- April 11, 2023 in person, **43 participants**
- Oct. 11, 2023 in person, **17 participants**

EACH educator license contains **over 700** K-8 curriculum focussed lessons that include:

MATH Primary / Junior Additional Qualification Courses - MATH PJ Part 1, PART 2 & Specialist (PART 3) instructed by P. Le Duc - 100% subsidized courses for Math AQs



Spring & Summer 2023 Math AQ courses offered through OECTA instructed by P. Le Duc WCDSB

September 1, 2022 and August 31, 2023

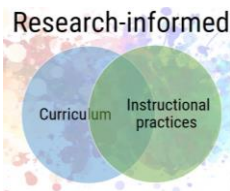
Math AQ instructed by WCDSB & subsidies granted = **36 total**

Breakdown:

- 15=Math PJ Part 1
- 7=Math PJ Part 2
- 12=Math PJ Specialist
- 1=Math 7 & 8
- 1=Intermediate Math ABQ

Math Leadership Learning for Administrators | **Sept. & Feb.** | **All Administrators**

Supporting principals as instructional leaders in math, 2 sessions with **Dr. Chris Suurtamm**, professor & researcher University of Ottawa. Dr Suurtamm led 2 learning sessions with our administrators which focussed on leading instructional practices in math. Principals developed, monitored and sustained a **math action plan** for their math leadership work at their schools.



Education Quality and Accountability Office



Support for **Primary / Junior EQAO** | **March 9th, 2023** | **Attended by 45 educators**



In person EQAO training session for grade 3 & 6 teachers which included:

- ✓ preparing schools for EQAO Primary & Junior e-assessments & platform



- ✓ strategies, approaches and information for educators
- ✓ instructional practices in Reading, Writing and Math for navigating the e-assessments & platform



Math for Young Children (M4YC) | Research Project with Trent

University



Math for Young Children (M4YC) is a large-scale research study led by Principal Investigator Dr. Cathy Bruce (Trent University) and Tara Flynn (TMERC, Trent University), which has involved over 170+ educators and 1200+ students at 17+ research sites since 2011.

The educators at St. Joseph and Sir Edgar Bauer have partnered with Trent to engage in action research to develop a greater understanding of student learning trajectories in mathematics for young children (K), and to research effective learning sequences that build spatial reasoning (early fractions) with young children.

Secondary Curriculum Leadership: Math, Literacy, De-streaming and Gap Closing

Team Teachers

Team Teachers are in each secondary school. Depending on the size and need of the school there may be 1-4 *Team Teachers* per site, with a total of 14 educators over the 2023-2024 school year. In these gap closing sections, *Team Teachers* work in collaboration with classroom teachers to support students with literacy and numeracy gaps through explicit whole class instruction, or targeted small group support. Additionally, these teachers participate in leadership development sessions provided by the consultants.



Session 1 (September): Centered in evidence-based pedagogical practice, *Team Teachers* learned to access CAT 4 data to identify students with learning gaps, as identified by stanine 1-3 scores in mathematics or literacy. These scores were corroborated with report card data, and then mid-way into the semester, with teacher observations. *Team Teachers* learned how to use the CAT 4 Teacher's Resource Guide

in order to use targeted instructional strategies based on specific student needs.

Session 2 (October): *Team Teachers* developed leadership and collaboration strategies for working with the classroom teachers. Using their privacy training, they accessed enCompass data on students to further demonstrate leadership is using data to drive their instructional practice.

Session 3 (January): *Team Teachers* will develop their capacity for using active listening and guiding questioning to collaborate with their classroom teachers to develop classroom practices that support differentiation and allows for *Team Teachers* to support the most at need students.



Session 4 (February): This session will focus on building relationships with new classes and developing efficiency in scheduling based on student needs, as well as conducting data analysis on student gaps.

Session 5 (April): *Team Teachers* will evaluate their own goal setting strategies and co-create initiatives with the classroom teachers to develop and implement strategic instructional plans based on Universal Design for Learning, Differentiated Instruction, and Deep Learning.

Session 6: (June): *Team Teachers* will reflect on successes and challenges of this leadership role, share how their own instructional practice has improved, and make plans for sharing their learning with their communities.

Simply Coaching Summit

Simply Coaching Summit is a virtual conference being offered to intermediate and secondary teachers, administrators and central staff, to develop leadership skills and move teachers forward by building collaborative relationships and self-reflection on classroom practice. Participants will build their leadership skills and then make a plan to share their learning with colleagues. The improvement in collaborative relationships and reaching goals will move teaching partners forward in implementing innovative instructional strategies.

Secondary Literacy and Numeracy



In 2023 and 2024, secondary literacy lead representatives are invited to attend the **Reading for the Love of It Language Arts Conference**. Educators are provided with the opportunity to learn new literacy skills and strategies through participation of experiential literacy workshops and keynote presentations. New learning is then celebrated and shared with WCDSB educators in

areas such as culturally relevant and responsive pedagogy, innovative high impact instructional strategies, and igniting JOY in teaching literacy.

NBE Experiential Workshops and Curriculum Development

As WCDSB undertakes the transition of its Grade 11 English program to NBE3U/C: Understanding Contemporary First Nations, Métis, and Inuit Voices, representatives from the five secondary schools and St. Louis will actively participate in experiential workshops and curriculum development initiatives. Throughout four-part series, educators will immerse themselves in capacity building alongside WCDSB's Indigenous and Secondary Literacy Consultants, as well as collaborate with Indigenous community partners. The focus will be on exploring Indigenous pedagogies and delving into literature that amplifies



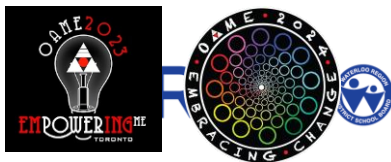
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the voices of First Nations, Métis, and Inuit, all while making meaningful connections to the language and literacy skills essential for post-secondary pathways.

WR Region Ed Experience

WCDSB and WRDSB have collaborated to bring intermediate and senior educators together through the Waterloo Region *Ed Experience* in the 2023-2024 academic school year. This three-part experiential opportunity invites educators from both boards to learn from one another and share in best practices to support our students. With a focus on innovative practices using high impact strategies, curriculum leaders share their knowledge and experiences through hands-on activities that inspire Waterloo region educators to use in the classroom the very next day. WCDSB and WRDSB educators work with secondary achievement consultants through coaching sessions that propel their experiential workshops even further.

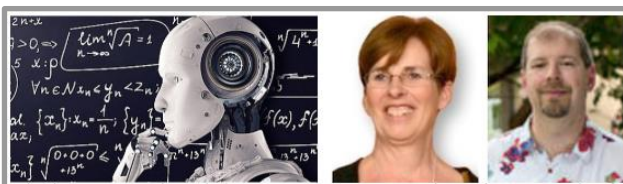


OAME Math Conference: During the spring of 2023, a teacher representative from every secondary school participated in the annual conference organized by the Ontario Association for Mathematics Education. Over a span of two days, these representatives immersed themselves in discovering effective teaching strategies for mathematics. Upon returning to their respective schools, they shared their newfound knowledge within their math departments. Our goal is to

extend this opportunity by sending an additional five teacher representatives to this year's conference in May, themed "Embracing Change."

LMS: Our ongoing professional learning community, "Leading Math Success" for secondary math educators, continues this year. Monthly gatherings are extended to math department heads, assistant heads, and other teacher leaders in each school, guided by secondary math consultant Sarah Gonzalez-Day. These sessions foster collaboration among the math departments across all five high schools, promoting consistency and the exchange of ideas. The agenda encompasses a wide array of topics such as pedagogical practices, assessment and evaluation strategies, new courses, curriculum content, and professional development opportunities.

Foster mathematics communities in classrooms and in schools		Recognize that all students do not learn math in the same way or within the same time frames		Supporting math instructions with inclusive, positive, and safe learning environments where all students feel valued and engaged	
Desk grouping	work to reduce stress in our classes. Try without judgement	Believe in every student's potential	spiraling	working in small groups	
make math fun for all (not academic / AP classes)	Give students plenty of time to work with each other, not always the same groups, as they learn from each other's strengths	Variety of teaching approaches	Scaffolding: I do, we do, you do	Random Groupings	knowing students
Math clubs	collaborate with departments to promote cohesion and consistency between operators	value different ways of knowing and thinking	lots of opportunities to show learning, over time on the same topics	celebrate wrongness	encouraging peer leadership



Dan Brown from the University of Waterloo.

GVMA Conference: Educators (teachers and administrators) were given the opportunity to attend the virtual Grand Valley Mathematics Association 2023 Fall Annual Conference. The topic this year is Artificial Intelligence and the Mathematics Classroom. Teachers will hear from Dr. Nancy Nelson from Conestoga College and Dr.

Secondary Assessment and Evaluation



Secondary A&E Committee: Last year the secondary branch of the assessment and evaluation committee was reestablished and it continues this year. The committee includes teachers, administrators, student achievement consultants and has representation from each of our five high schools. This committee will lead our board in making decisions related to secondary A&E policies and procedures, revising and updating A&E policies, and developing strategies for improving our assessment and evaluation practices including triangulating data and differentiating assessments. Additionally, this group will work to ensure consistency across all five high schools in regards to matters involving assessment, evaluation and reporting.



Innovation 2023

Family Fun PD Events

In 2023, the WCDSB introduced an innovative approach to professional development through Family Fun PD Events, held in March and May. These events uniquely blended learning with family engagement, focusing on the integration of STREAM (Science, Technology, Religion, Engineering, Art, and Math). By inviting educators to participate alongside their family members, the initiative fostered a community-centric approach to learning. Overall, the Family Fun PD Events saw 298 attendees, 90 of them being WCDSB employees across various roles - including elementary and secondary teachers, Early Childhood Educators (ECE), and IT staff participated in the events. This initiative not only supported the professional growth of our educators in key areas of STREAM but also aligned with our commitment to fostering leadership opportunities across all staff and administrative levels. The success of these events highlights the potential of innovative, inclusive professional development in enhancing our educators' skills and leadership capabilities.



Ms. Runstedler
@MsRunstedler

We all had a blast learning more about coding and microbits at the Microbit Fair. They loved making their own tamagotchis! Charlotte did a 🐼 and Margaret a ❤️. Coding in kindergarten and Gr 2, how #wcdsbAWESOME !?

Thanks @WCDSBInnovates #wcdsbNTIP



4:54 PM · Mar 4, 2023 · 919 Views



St. Mark
@smrkliions

So proud of our Gr 8 student for presenting at the Microbit fair. She taught a lesson on how to code rock, paper, scissors using a Microbit. #WCDSBAwesome @WCDSBInnovates



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Instructional Rounds

School based Instructional Rounds were held across four of our secondary schools with the goal of sharing pedagogical practices and celebrating collaborative professional development. This involved educators and administrators from St. Benedict, Resurrection, St. Mary's, and St. David. During this time, teachers visited each other's classrooms to observe, reflect, and discuss different teaching methods. With 103 educators voluntarily participating by giving up their prep periods, this initiative underscores a strong commitment to fostering a culture of collaborative learning and professional growth. The primary aim was to exchange insights and effective strategies to enhance student learning outcomes. This practice not only strengthens the teaching methods but also promotes a sense of community and mutual support among staff.



Instructional Rounds Observation Template

Pedagogical Practices	Learning Partnerships
I noticed...	I noticed...
I'm wondering about...	I'm wondering about...
I recognized...	I recognized...
I appreciated...	I appreciated...
Transferable Skills (Critical Thinking & Problem Solving, Innovation, Creativity & Entrepreneurship, Self-Directed Learning, Collaboration, Communication, Global Citizenship & Sustainability, Digital Literacy)	Learning Environments
I noticed...	I noticed...
I'm wondering about...	I'm wondering about...
I recognized...	I recognized...
I appreciated...	I appreciated...

Innovation 2023/2024

Artificial Intelligence (AI)

WCDSB has embarked on a professional development initiative titled 'AI and HI: Artificial Intelligence and Human Intelligence.' This program is specifically designed to equip administrators and educators with a comprehensive understanding of the differences between Artificial Intelligence (AI) and Generative AI, and their potential impacts on education. The initiative emphasizes the importance of discerning between AI tools and the skills required to effectively use them, underscoring the philosophy that it's more about the skill than the tool. A key focus is also on demonstrating how these technologies can enhance workflow efficiency, allowing educators more time to engage in meaningful, human-centric interactions and tasks. The overarching goal is to conduct presentations at all Family of School Administrator meetings, share at staff meetings, and monthly webinars, aiming to bolster educators' understanding of the WCDSB AI Guidelines.



Innovation Committee

The 2023/2024 Innovation Committee has chosen to focus on enhancing educational practices focused on Deep Learning. This committee, composed of 36 members representing a diverse cross-section of our educational community—including elementary and secondary educators, administrators, IT professionals, and equity services staff—aims to significantly bolster the capacity of teachers and leaders understanding of Deep Learning. Deep Learning, as championed by this initiative, emphasizes a student's ability to thoroughly grasp the complexities of a subject and to weave connections not only within the same discipline but also across different fields, their community, and the wider world. This approach to learning is instrumental in enhancing both the well-being and academic outcomes of our students. By focusing on this holistic, interconnected method of learning, the Innovation Committee is playing a pivotal role in equipping our educators with the tools and strategies needed to navigate and impart complex concepts effectively.



**Deep Learning, Deep Faith:
Shaping Change Makers**

Thinking Classroom

In April, WCDSB will host 'A Week with Peter Liljedahl.' Dr. Liljedahl, a renowned Professor from Simon Fraser University and author of 'Building Thinking Classrooms,' will engage with our educators in hands-on, transformative learning experiences. This initiative involves Dr. Liljedahl actively co-planning and co-teaching alongside WCDSB educators, followed by observation and detailed debriefing sessions. This method is designed to maximize the absorption and application of innovative pedagogical strategies for teaching and learning. Furthermore, Dr. Liljedahl will conduct professional development (PD) events focused on the foundational aspects of Thinking Classroom practices, including assessment and evaluation techniques. This initiative is a unique opportunity for teachers, staff, and administrators to not only observe but also directly participate in the creation



of Thinking Classrooms. It is an approach that goes beyond theoretical knowledge, emphasizing the practical aspects of how classroom dynamics, from questioning techniques to physical setup, can significantly enhance student engagement and learning.



FSL Collaborative Networks

FSL Teachers have an open invitation to join our monthly collaborative networking meetings, where teachers come together in a self-directed manner to set their own group goals for learning and peer support.

Anti-Black Racism Training: Kedz Consulting

WCDSB worked with Kedz Consulting to offer Equity, Diversity and Inclusion training that addressed our organizational needs. A 3-session training seminar was established to explore the social construction of race, and the resulting Anti-Black Racism.

Why anti-Black racism?

March 22nd, 2023, [Statistics Canada](#) reported hate crimes motivate race or ethnicity increased by 6% in 2021 after rising 83% in 2020. While the hate crimes targeting the Black population did drop 5% 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 that 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). However, if we move away from anecdotal evidence, and look at our EQAO data we see racial disparities with Black students performing disproportionately lower than other students.

The purpose of the anti-Black racism training is to acknowledge the experiences 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 and expand our knowledge of anti-Black racism and oppression is an opportunity to help Waterloo Catholic District School Board 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.

We know this is a large time commitment, and frankly, an emotional commitment as well, but we are confident these sessions will enrich our lifelong learning and benefit all our students and families, especially those who belong to equity-seeking groups. Finally, an in-depth conversation about anti-Black racism does not mean we will not be tackling other types of hate that persist in our society. Our equity, diversity, inclusion, and belonging work will remain comprehensive and wide-reaching.

Session 1 - Anti-Black Racism: History & Creation

- Colonialism
 - Africa, the cradle of civilization
- Trans Atlantic Slave Trade
- Colourism

Session 2 – Whiteness, Racialization and Power

- Key Definitions
 - Privilege
 - Discrimination
 - Institutional Racism
 - Structural Racism
 - Internalized Racism
 - Over/Covert Racism
 - Internalized Racism
 - White Supremacy
 - Racial Hierarchy
- Social Construction of Race
- Whiteness and Proximity to Power

Session 3 – Racial Reality

- Intersectionality
- Microaggressions and Microjustice
- Anti-Black Racism Narratives and Counter Narratives
- Ideas around Anti-Black Racism Pedagogy

2023-2024: 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,

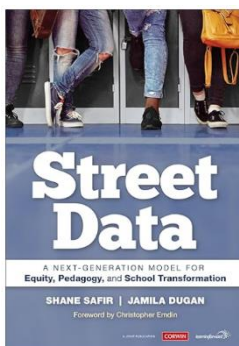


sexual orientation, socio-economic status or other factors' (Equity Action Plan, p. 8), all students should be able to access the curriculum, feel safe at school, and also have a sense of belonging. Equity work is done at all levels and by all departments throughout the board. The work does not reside in the Equity Services Department. Below is a sample of the work throughout the board that we have done to fulfil that mandate.

- 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 and administrators by Chris D'Souza
- ½ day anti-racism workshop for the WCDSB community with administrators facilitating school-level conversations
- Monthly departmental equity discussions, including school staff facilitated by school administrators
- Monthly equity discussions with school administrators
- Equity presentations for aspiring leaders
 - Cultural curiosity, humility, and competence
 - A servant leader with an equity mindset
- Equity presentations and case studies for new administrators and their mentors
 - Adulthood
 - Culturally 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

Street Data – A Next Generation Model for Equity, Pedagogy and School Transformation by Shane Shafir, Jamila Dugan

Our Family of Schools Superintendents have been leading a book study examining a chapter at each of our monthly meetings with all administrators.

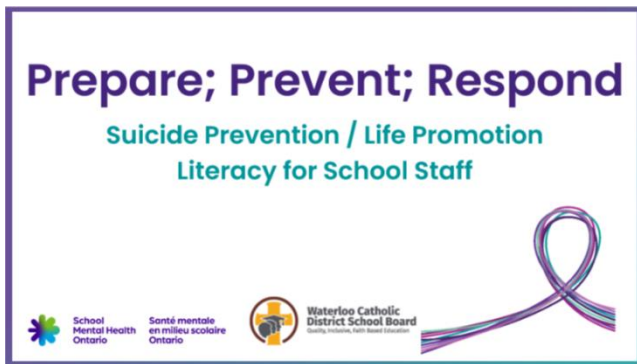


“Street Data is a decolonizing form of knowledge that honors Indigenous, Afrocentric and other non-Western ways of knowing. Street Data emerges from human interaction, taking us down to the ground level to see, hear and engage with the children and adults in our school communities- particularly those at the margins. With this book, we offer you an actionable framework for school transformation. Each section explores a different application of street data, from its capacity to help us flip the dashboard and diagnose root causes of inequity (Chapters 3-4), to its potential to transform learning (Chapters 5-7), to its power to reshape adult culture (Chapters 8-9)”

Suicide Prevention

WCDSB offered a new suicide prevention workshop — Prepare; Prevent; Respond — from School Mental Health Ontario to all administrators. This training is designed to help school teams to be ready in case a student chooses them for support around suicidal thoughts or behaviour. School staff are not expected to be mental health

professionals, but they can help in ways that are consistent with their role. By engaging in this training, school teams know what to watch for, and what to say to support a student who may be experiencing thoughts of suicide.



Addressing the Achievement Gap

WCDSB is data rich and educators have access to many different forms of data and assessments. We have been using this data to review the specific learning profiles for each student as well as the achievement gap between students on an IEP and students not on an IEP. Special Education Teachers and Administrators have been provided professional development in reviewing standardized assessments results (e.g., Canadian Cognitive Abilities Test, Canadian Achievement Test) and comparing to current student programming to ensure they are in alignment. In doing this, educators will better understand the learner in order to provide more precise student programming.



Proactive Strategies to Support Skill Building

Consistent and effective use of proactive strategies are a vital part of ensuring the well-being of staff and students, as well as promoting inclusion and fostering independence for all our learners. Additionally, proactive strategies are essential when supporting student transitions. Such examples may include pre-planning meetings with all stakeholders, preparation of evidence-based strategies (i.e. visual supports, reinforcement, communication

system etc.) prior to a student's arrival, transition to new school or grade, or when we begin to see the early stages of challenging behaviour.

Ongoing support is available via coaching/modeling, monitoring and analyzing data, program development, IEP goal tracking, case conference/collaborative team meetings, incident debrief and temporary additional staffing as a layering of support e.g., CYCW support for 4 weeks for a new student with behaviour difficulties transitioning into WCDSB from out of board. In addition to the above supports, Board Certified Behaviour Analysts have also begun training all staff in the understanding of Value Based ABA- moving away from traditional behaviour modification principles and towards “values-based decision making”. On this new path, there is a strong focus on trauma informed practices including programming and plans that prioritize the safety of both students & staff, the televisibility/dignity of all, and the prioritization of strong relationships between students and staff.

Universal Literacy Screener

As a result of the recommendations from the Ontario Human Rights Commission's Right to Read Report and the new Ontario Language curriculum, we continue our focus on early screening and intervention for struggling readers. Professional development has been created in collaboration with Program Services & Student Services on increasing staff knowledge and awareness of structured evidence-based reading programs.

On August 31, 2023, Professional Development Day, all Kindergarten to Grade 3 teachers received professional development on the Foundations of Universal Screening. Following this, on the October 6, 2023, five Acadiance mentors (SLP/ML teacher/SEL/Literacy Consultant and Literacy Support Teacher -completed mentor training in the summer) delivered professional development to all Kindergarten to Grade 3 teachers, DECE, Special Education Teachers and Multi Language Teachers across the system on how to implement the Acadiance screeners.

Recommendation:

This report is prepared for the information of the Board.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Annalisa Varano
Superintendent of Learning

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



Date: January 22nd, 2024
To: Board of Trustees
From: Director of Education
Subject: Healthy Active Living Report

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

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

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

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

PPM 138 – Daily Physical Activity in Elementary Schools (2017)
PPM 144 – Bullying Prevention & Intervention (2012)
PPM 150 – School Food & Beverage Policy (October 2010)
Ontario Ministry of Health – Standards for Public Health Programs & Services (School Health Standard)
Ontario's Equity and Inclusive Education Strategy (2009)
Ontario's Well-Being Strategy for Education: Discussion Document (2016)
Ontario's Equity Action Plan (2017)
Encyclical Letter Caritas in Veritate of the Supreme Pontiff Benedict XVI (2009)
Ontario Institute for Catholic Education. *A Catholic Perspective*. A Curriculum for the Heart of Young People: A Responsible Citizen. DeFreitas, M. & Kinsella Biss, D. (2020)
Justice, Peace & Human Development. Seven Themes of Catholic Social Teachings. (2024)
<https://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching>

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 2023-24 school year continued to see positive forward steps taken within all aspects of Health and Physical Education programming. Students and staff were provided with an abundance of opportunities to explore new learning ideas designed to continue developing teaching practices.

WCDSB's investment in non-traditional physical activity opportunities continues to be strong with the addition of resources supporting sport stacking, pedometers, and the old school game of "hacky sacks". Collaborative work



between our Healthy Active Living Consultant and our Mathematics Consultant, Petra LeDuc, resulted in

each school receiving a class set of pedometers accompanied by mathematics programming at each grade from K-8. Students use the pedometers to identify step patterns, establish goals and increase their heart rate, lung capacity and brain power; as well as reinforcing mathematical concepts taught in a tangible and meaningful way using real-life experiences. Additionally, each school was supplied with a class set of sport stacks and hacky sacks. Fun

and engaging ways to reinforce hand-eye coordination, executive functioning, and the value



of goal setting. We continue to prioritize intentional investments in student and staff wellness. One area of investment to support student wellness within our social-emotional learning program within the health curriculum was using books and thumbballs to support our intermediate students. These thumbballs focused on themes such as "Getting to Know You", "Stress Management", "All About You" and, "Move Your Body".

Cannabis and vaping education were also focal points within promoting student wellness this past year. Through a lens of our Catholic Graduate Expectations, we guide our students towards being Responsible Citizens. Knowing that as our world is reshaped and expands, our future will also be reshaped, which "pos (es) new challenges that require resilience, self-awareness, self-regulation and responsibility



for one's own actions" (p.2). *A Catholic Perspective (2020)*. Our partnership with the Region of Waterloo Public Health provided us with an excellent opportunity to bring our Safe Schools Student Ambassadors to our Catholic Education Center twice last year to work through a youth champion modelling program, whereby students educated their peers on the dangers of cannabis and vaping. This work was done in collaboration with our Mental Health Lead, Andrea Snyder. Both days were extremely impactful. Funding to continue this work has been received again this year, through our partners at Public Health.

Regarding staff wellness, our 3rd Annual Staff School Pedometer Challenge took place from February 1st to March 8th, 2023. This year, our prize value doubled! Our Catholic Social Teachings indicate that "the person is not only sacred but also social. How we organize our society....directly affects human dignity and the capacity of individuals to grow in community" *Seven Themes of Catholic Social Teachings (2024)*. At WCDSB we value our community building opportunities and strive to build connections and care for one another. We had 37 schools participating, which is a phenomenal result. Once again, St. Elizabeth Elementary topped the standings and earned \$1000 towards Phys. Ed. equipment purchases for their students. Our teams from CAIP, St. Teresa of Calcutta and Resurrection netted 2nd, 3rd and 4th positions respectively and an additional \$400 in equipment of their choosing for their students. All other participating schools received a ballot entry for the final \$400 prize. Congratulations to the St. Mary's Eagles as they earned the final \$400 spend for their school. An additional investment supporting staff wellness in our schools came in the form of pickleball. A staff pickleball night was spear headed by staff on Monday nights at St. David's Secondary School. Equipment was purchased to support this evening activity and doubles as a resource for our Celtic students during the day. The average attendance varies between 30-50 people and as a result, a second set of equipment has been purchased to support an additional site for a staff group in Cambridge. St. Elizabeth is currently hosting this on Wednesday nights. Besides the good of the individual, there is the good that is linked to living in society: the common good. It is the good of 'all of us', made up of individuals, families and intermediate groups who together constitute society. ... To desire the common good and strive towards it is a requirement of justice and charity." (Pope Benedict XVI, *Charity in Truth* [[Caritas in Veritate](#)], no. 7) (2009).

Our final investment in staff educator wellness for the 2022-23 school year was the financial support of ten staff members to attend the Canadian Intramural Recreation Association of Ontario (CIRA) conference in May, in Cambridge. These staff attended this Physical Education professional development on their own time, on Saturday, May 13th, 2023. The focus was for our educators to learn how to integrate games into their fundamental Physical Education teaching.

The staff at the CEC and Dutton Drive have also been supported in their wellness journey. Wellness Wednesdays take form in the way of lunch, once a month whereby staff participate in 15-minute learning sessions about various topics (e.g., Facts vs Myths about Nutrition; The Value of Sleep in Your Life; Healthy Habits from Around the World, Heart & Stroke Health) followed by a potluck lunch. Some of these lunches included salad days, soup and sandwiches, chili etc. Our Sunshine Committee continues to evolve as we find new ways to engage staff at the Catholic Education Centre as well as Dutton Drive. Some highlights of our experiences this past year include the return of our June BBQ and our Christmas luncheon.

Our PALs (Peer Activity Leadership) program is beginning a return, with schools reviving this program which halted during COVID. The PALs, supports our junior-aged students who volunteer, typically in Gr. 5 or 6, to engage in play-based activities during recess time with our primary-aged students (Gr. 1-3). Training materials are provided to staff to assist in the development of leadership skills with our student leaders. Students explore concepts related to conflict management, organization, and inclusions with their teacher mentors. Our PALs leaders develop an opportunity to practice these skills as they work with our younger students to play games and being physically active outside during recess time.

The partnership between WCDSB and Grand River Conservation Authority (GRCA) continues to be strong. Our students in grades 2, 4, 6, 7 and 9 participate in hands on learning opportunities at Laurel Creek and Shades Mills. Our leaders at the GRCA develop programming that enhances our student learning in health, physical education, science, and social students in a hands-on meaningful way through pond studies, energy conservation inquiries, animal interactions and outdoor navigation. When our students "adopt(s) a holistic approach to life by integrating learning from various subject areas and experience," they become *reflective, creative, and holistic thinkers* as

required by our Catholic Graduate Expectations. Our community connection with the GRCA is a primary example of one way we work to achieve this with our students.

Finally, our Region of Waterloo Public Health Nurses have returned to a select number of our schools. Last year we began a pilot project with the Region with 5 schools- this work continues. The nurses are working to build relationships both within the school community as well as between schools and their communities. The primary goal of their return is to support families through the lens of the six determinants of health. To this point, the nurses' presence has been well received and resulted in initiatives such as a winter clothing exchange program, a laundry support program, and increase in partnerships involving schools, families and community supports.

In last year's report, there was a note that WCDSB would update policies related to concussions based on new research published in July, 2023. That new research has been published and was shared at the 9th annual International Concussion Conference hosted by the District School Board of Niagara in April 2023. It now sits with Parachute Canada and OPHEA (Ontario Physical and Health Education Association) as they adapt their recommendations on a national level. Once we receive these recommendations, our policy will be updated.

Recommendation:

Information report to the board.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Jennifer Ritsma
Superintendent of Learning

Brigitte Webster
Healthy Active Living Consultant

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

Date: January 22, 2024
To: Board of Trustees
From: Director of Education
Subject: FSL 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)

- **A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12**, 2013, available at https://files.ontario.ca/edu-1_3/edu-framework-french-second-language-en-2021-11-18.pdf
- **The Ontario Curriculum: French as a Second Language – Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8**, 2013, available at <https://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf>
- **The Ontario Curriculum: French as a Second Language – Core, Extended, and Immersion French, Grades 9 to 12**, 2014, available at <https://www.edu.gov.on.ca/eng/curriculum/secondary/fsl912curr2014.pdf>

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

- *School Effectiveness Framework (2013)* available at <https://www.ontario.ca/page/k-12-school-effectiveness-framework-support-school-improvement-and-student-success>

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:

French as a Second Language programs, both Core and Immersion, continue to experience successes and challenges in the 2023-24 school year.

Opportunities for FSL Students:

FSL students across the board from both panels have a variety of opportunities for experiential learning opportunities in French.

- **Experiences:** Chef à l'école, Classes Vertes, Voyageur visits
- **Contests:** Concours Oratoire, Prix des jeunes auteurs
- **Concerts:** Festival Français, Greg LeRock, and Mike Ford.
- **Overnight excursions:** Quebec & Montreal
- **Certifications:** B1 DELF Exam
- **Programs:** AP French courses at 3 sites & French Immersion at 7 sites

FSL Teachers leaving the profession:

- In 2020, CASLT launched a pan-Canadian research project aimed at identifying ways to better equip new FSL teachers for success in the early stages of their careers¹. The results of this report have now been shared. 56% of teachers who participated in the study stated that they were considering leaving the profession. Understanding the obstacles FSL teachers face is a first step towards making meaningful change.
- Once hired, the 3 primary obstacles identified by FSL teachers as contributing factors to leaving the profession included:
 - Feeling undervalued and isolated in their schools
 - Limited Professional Learning Opportunities
 - Linguistic insecurity, perpetuated by a lack of opportunities to develop their personal linguistic skills

¹To watch an overview of the report's findings visit:

The Avalanche Facing FSL Teachers: <https://www.youtube.com/watch?v=1pePrBI0JA8> ;

The FSL Teaching Highway https://youtu.be/uK-j0vcijN8?si=6wZ_1Rm2Kmv66QLd

Professional Support and Retention:

In response to the challenges listed above, the WCDSB has provided targeted supports to both FSL teachers and their administrators, with the goal of supporting and retaining current FSL teachers.

For FSL Teachers:

- Access to **language coaching opportunities** with Premiere Class language school
- The creation of an **FSL Collaborative Network** that meets regularly to provide leadership opportunities for experienced teachers and informal, self-directed mentoring opportunities for all.
- Access for FSL teachers to participate in self-directed learning at the **OMLTA and ACPI conferences**.
- Four of our PD days (Aug, Sept, Oct & April) contain opportunities for elementary Core, Immersion and Itinerant FSL teachers to participate in **Professional Development through an FSL lens**.
- Increased opportunities for FSL teachers to break-away from English-focused discussions in their schools, and discuss topics related to FSL teaching, such as the creation of **French Divisional meetings** at some FI schools and building in opportunities for Secondary teachers to break off into a smaller sub-groups during Communications Department meetings.

For School Administrators:

- Access to the **ACPI Conference** to network and learn with other Administrators from across Canada as they participate in sessions related to creating positive outcomes for FSL programs and FSL teachers.
- Creation of **FSL Oversight Committee** to oversee our Board's comprehensive project focused on French as a Second Language (FSL) Teacher Recruitment, Hiring, Professional Support, and Retention.
- Using evidence-informed strategies and practices to support FI Administrators through an **FI Administrator Collaborative Network**, in which they can learn, share, and promote meaningful change in developing FSL programs, supporting FSL teachers, and retaining FSL staff.

Recommendation:

This report is presented as information.

Prepared/Reviewed By: Tyrone Dowling, Director of Education
Jenifer Kruithof, FSL Consultant
Paul Mendonca, Superintendent

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



Date: January 22, 2024
To: Board of Trustees
From: Director of Education
Subject: 2024 Property and Major Capital Construction Update

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

Type of Information: ☐ Information for Board of Trustees Decision-Making
☒ Monitoring Information of Board Policy **IV-008 and IV-009**
☐ Information only of day-to-day operational matters delegated to the CEO

Origin:

Annually a report is provided to the Board of Trustees summarizing various property transactions that have occurred in the past year and that are anticipated to occur in the near future. Further, a summary of major construction projects is also provided for information.

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

[Executive Limitation IV 008 "Financial Conditions and Activities"](#)

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

3. Acquire, encumber or dispose of real property"

[Executive Limitation IV 009 "Asset Protection"](#)

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

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

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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- ☒ 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.
- ☒ Families are engaged as active partners in our students' Catholic education journey.

Background/Comments:

Property Disposition

ST. BONIFACE, MARYHILL

This property was declared surplus to the needs of the Board in 2021. The property consists of a school building on 9.29 acres of land plus a 0.35 acre vacant residential lot.

As of January 2024, this building is being used for the storage of surplus furniture and equipment. It is still the intention of management to dispose of this property in the future. Alternate storage solutions are being reviewed including the former St. Francis School in Cambridge and the construction of an additional storage building at Dutton Drive.

Property Acquisition

DOON SOUTH (SOUTH WEST KITCHENER)

The City of Kitchener has approved draft plan of subdivision 30T-08203 which contains two blocks totalling 2.45 ha (6.05 ac.) in Stage 8 of the plan. The board will acquire the blocks as soon as they are available.

ROSENBERG WEST (SOUTH WEST KITCHENER)

The City of Kitchener has approved draft plan of subdivision 30T-18201 which contains a 2.48 ha (6.12 ac.) school site reserved by the board. The elementary school site will be acquired as soon as it is available.

BADEN

A 2.12 ha (5.24 ac.) elementary school block has been reserved by the board in the Snyder's Road (Baden) GP Inc. draft plan of subdivision. The Township and Region continue to review the plan which is not yet approved. The Ministry of Education has committed to funding a new Catholic elementary school and child care centre in Baden to relieve enrolment pressure at Holy Family School in New Hamburg, serve future students who will live in this new subdivision, and students living in Baden who wish to attend a nearby Catholic school. Further updates will be provided to Trustees on the purchase of this property.

NORTH CAMBRIDGE

The River Mill development in North Cambridge, on the former Arriscraft site, includes a 2.33 ha (5.75 ac.) school block as requested by the board to accommodate existing and future students from this area of the City of Cambridge. The Board has made an application to the Ministry of Education for funding for a new elementary school for this future site.

The property is not yet registered and therefore cannot be purchased. Further updates will be provided to Trustees on the purchase of this property.

EAST BRESLAU

The Township of Woolwich is expected to establish a secondary plan for the development of land east of the Breslau by-pass road. It is expected that an elementary school site will be required, and staff will work with the Township to identify a suitable location to meet future accommodation needs.

NORTH WATERLOO

The board has identified the need for a new elementary school site in North Waterloo. A site has been requested in a future plan of subdivision in the future Beaver Creek Road / Conservation Drive area. Further updates will be provided to Trustees on the purchase of this property following the draft approval of the subdivision.



DUNDEE NORTH

The City of Kitchener is establishing a secondary plan for the Dundee North area of South West Kitchener. An additional school site will be required to support the future residents of this area. A site has not yet been identified. Further updates will be provided to Trustees once the city's secondary plan and draft plans of subdivision are advanced.

KITCHENER / WATERLOO SECONDARY

Additional secondary school capacity is needed for students living in Kitchener / Waterloo. Staff will work to identify accommodation options in the coming months.

NORTH EAST CAMBRIDGE

Staff have identified a future elementary school site in the North Cambridge Secondary Plan to accommodate enrolment from this area as well as the redevelopment of employment lands north of the 401 and the Smart Centres site located at Hespeler Road / Highway 401.

CAMBRIDGE SECONDARY

Additional secondary capacity is needed for students living in Cambridge. Staff will work towards identifying accommodation options in the coming months.

Major Construction Update



ST. AGNES CATHOLIC ELEMENTARY SCHOOL, WATERLOO

Construction of an 8-classroom addition and new gymnasium was completed and opened for students in January 2024. Additional work carried out at this school included boiler replacement, classroom unit ventilators, exhaust upgrades, library upgrades (millwork, flooring, paint), classroom millwork, and kindergarten classroom retrofits.

ST. PATRICK CATHOLIC ELEMENTARY SCHOOL, KITCHENER

In 2022, the province approved funding for a new 527 pupil place elementary school and 88 space child care to be built on the property that was previously St. Patrick's Catholic Elementary School. Design is complete and site plan approval has been received from the City of Kitchener. The province is now reviewing the project, after which a tender for the construction of the school will be released. This school is scheduled to open in September 2025.

ROSENBERG CATHOLIC ELEMENTARY SCHOOL, KITCHENER

Due to rapid housing development in the south-west area of Kitchener, the province granted funding for a new 527 pupil place school. The City of Kitchener is a partner in the construction of this project, which will include a community centre and gymnasium. Design is complete. This project is now in the site plan approval stage with the City of Kitchener, after which the province will need to review and approve. Subsequent to that, a tender for the construction of the school will be released. This school is scheduled to open in September 2025.

SOUTH EAST GALT CATHOLIC ELEMENTARY SCHOOL, CAMBRIDGE

The province granted funding to both WCDSB and the public school board to build a joint school in South East Galt. The joint school will be located on property next to the City of Cambridge's future recreation centre and public library at the corner of Wesley Boulevard and Faith Street. Design is complete.

This project has been moving very slowly, currently sitting with the City of Cambridge awaiting site plan approval.

This school may open in September 2025, but is subject to receiving approvals from the City and province before we can proceed to tender for construction.

7 TO 12 CATHOLIC SCHOOL, KITCHENER

The province granted funding to the Board for a 1,400-pupil place grade 7 to 12 school on the east side of Kitchener. This school will provide enrolment relief to the elementary schools in East Kitchener and to St. Mary's High School.

Official Plan and Zoning By-Law amendments are waiting on approval from Kitchener City Council. Council has expressed concern about school traffic and road safety in the vicinity of the proposed school. The Region of Waterloo has the responsibility for reviewing and addressing issues on Fairway Road, and the City has the responsibility for Woolner Trail. City staff have made firm commitments to:

- designate Woolner Trail as a school zone
- place an adult school crossing guard at the Fairway / Woolner roundabout
- impose parking restrictions on Woolner Trail
- install seasonal traffic calming measures on Upper Mercer
- ongoing monitoring of traffic in the neighbourhood

Region of Waterloo staff have advised city staff that a 40 km/hr school zone will be applied to Fairway Road and Automated Speed Enforcement (ASE) will be implemented prior to opening of the school. However, additional commitments remain unresolved with regard to reducing the speed on Fairway Road east of the school site, implementing a Community Safety Zone between Lackner Boulevard and Woolner Trail and implementing a pedestrian crossing opposite Eden Oak Trail.

Staff from the City and Board have been working proactively to address the political concerns by facilitating discussion and engaging with regional staff to provide definitive responses. City, regional and board representatives are meeting on January 12th to discuss these matters further.

This school may open in September 2026, but is subject to receiving timely approvals from the municipalities and province before we can proceed to tender for construction.

BADEN CATHOLIC ELEMENTARY SCHOOL, BADEN

In 2022, the province funded a 294-pupil place school and child care centre to be built in Wilmot Township. Based on management's best estimates for construction and the land purchase, this new school will open in September 2026.

Recommendation:

That the Board of Trustees receive this report as information.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Adrian Frigula
Senior Manager, Facility Services

Anna Taylor



Manager of Construction

Jennifer Passy
Manger of Planning

Shesh Maharaj
Executive Superintendent, Corporate Services

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





Date: January 22, 2024
To: Board of Trustees
From: Director of Education
Subject: 2024-2025 Estimates Budget Plan: Trustee Update #1

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 007 "Financial Planning/Budgeting"](#)

"The CEO shall not ...

1. Develop a budget without conducting a formal process for soliciting input on the needs and priorities of the system ...
6. Present a budget that does not allow sufficient time for decision-making
7. Present a budget that cannot be readily understood by persons without a financial/education background"

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.



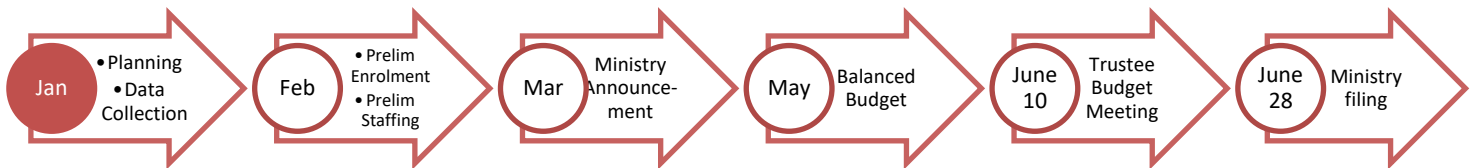
- ☐ Staff see their impact on student achievement.
- ☐ Are engaged as active partners in our students' Catholic education journey.

Background/Comments:

Board Executive Limitation IV007 dictates the criteria to which staff must adhere in the preparation, planning, and presentation of the proposed school year budget. Planning commences in January and will conclude with the presentation of the budget to Trustees on June 10, 2024. Management will request budget approval on June 17, 2024 in order to file the school year Estimates budget with the Ministry on time.

For the **2024-25 budget**, the budget development process will follow a similar structure to prior years.

The major timelines are proposed below:



1. Monthly Trustee updates will commence in January 2024
2. Balancing of budget by **May 3, 2024**
3. Budget finalization and presentation:
 - a. Formal budget presentation: **June 10, 2024**
 - b. Budget deliberation period: **June 10 – 17, 2024**
 - c. Budget approval: **June 17, 2024**
 - d. Ministry submission: **June 28, 2024**

Management may need to alter timelines depending on the timing and content of Ministry of Education budget announcements. Monthly updates will be provided to Trustees on the progress of budget development. These reports will also highlight any significant issues that may arise prior to the June presentation.

Management will need to make several assumptions as the budget for 2024-25 is prepared. These assumptions will be disclosed in budget materials for purposes of transparency and decision-making.

Recommendation:

This report is being provided as information.

Prepared/Reviewed By:

Tyrone Dowling
Director of Education

Laura Isaac
Senior Manager, Financial Services

Renee King
Manager of Budget

Shesh Maharaj
Executive Superintendent of Corporate Services

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



Date: January 22, 2024
To: Board of Trustees
From: Director of Education
Subject: Interim Financial Report - #1 of 3

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)

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

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

Executive Limitation IV008: Financial Conditions and Activities:

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

Alignment to the MYSP:

☒ **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:

Attached to this report are the following:

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

This report contains data up to and including November 30, 2023. Notes, where appropriate are included to provide the reader with additional information.

General Commentary:

The first quarter interim financial report aligns with the Revised Estimates submission presented to Trustees in December of 2023, amended to incorporate the revised MYSP reserve draw approved by Trustees on January 8, 2024. Additional commentary has been provided specific to risks, projection methods, and known pressures to the budget.

Enrolment changes:

	2023-2024 Estimates	2023-2024 Revised Estimates	Change
Day School Enrolment			
Elementary	18,302	18,779	477
Secondary	7,552	7,603	51
Total	25,854	26,382	528
Elementary – VISA	43	52	9
Secondary – VISA	165	167	2
Total Students of the Board	26,062	26,601	539

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
Revised accumulated surplus draw	(318,280)
Total revenue adjustments	\$ 7,611,408

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
Offsetting adjustment to MYSP surplus draw	(318,280)
Total expense adjustments	\$ 7,611,408

2023-2024 Revised Estimates submission - December 2023	\$ 0
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- The enrolment change over the Estimates budget is a net increase of 528 students. Staffing has been updated to reflect appropriate ratios where needed.
- The budget contains a \$1.4M increase in supply costs. The Board is continuing to experience increased staff absences classified as short term illness and leaves.
- Increases have been added to salary and benefit budgets based on centrally negotiated labour agreements. The costs of these settlements will be offset by increases in the province's funding benchmarks.
- [Remedy payments](#) associated with Bill 124 "[Protecting a Sustainable Public Sector for Future Generations Act, 2019](#)" have not be included in the budget as the amounts payable or amounts to be received from the [province](#) cannot be quantified.
- Certain budget areas present additional risk:
 - Staff replacement (supply) costs are always difficult to predict as they are dependent on active flu cases, staff morale, workplace culture, demographics, absence management program efficacy, and availability of replacement staff. Modelling has been undertaken by finance staff based on historical data, trends in the Region, and a review of staffing complements. The budget contains management's best estimates of supply costs as at the time of writing. These costs will be monitored closely and changes to estimates if any will be provided in the next financial report.
 - Utility costs can be volatile due to changes in commodity prices, government initiatives (carbon pricing), school activities/usage, and heating/cooling equipment age/condition. Conservative estimates have been used in the development of utility budgets. This area will be monitored closely as the year progresses.
 - The costs of Educational Assistants are driven by student needs, number of students enrolled, and available staff complement. The budget contains management's best estimate of costs to be incurred during 2023-24. This estimate could change as student needs change or additional students enroll during the school year who require dedicated supports. This area will be monitored as the year progresses.
- Lawsuits, grievances, and other claims, if any, have been disclosed in private to the Audit Committee. Associated expenses, if any, have been added to the budget.

Management's risk assessment related to the Board's financial well-being for the 2023-24 school year is **LOW**.

There have been no significant deviations from the budget priorities set in June 2023 and revised in December 2023.

Recommendation:

That the Board of Trustees receive this interim financial report as information on the financial well-being of the Board as at November 30, 2023.

Prepared/Reviewed By:

Tyrone Dowling
Director of Education

Laura Isaac
Senior Manager, Financial Services

Renee King
Manager of Budget

Shesh Maharaj
Executive Superintendent, Corporate Services

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

Waterloo Catholic District School Board
2023-2024 First Quarter Financial Report - Revised Estimates
For the Period Ended November 30, 2023

Summary of Financial Results

	Budget	Revised Budget	In-Year Change	
			\$	%
Revenue				
Provincial Grants (GSN)	308,881,979	313,326,037	4,444,058	1.4%
Grants for Capital Purposes	5,941,006	5,708,430	(232,576)	(3.9%)
Other Grants	7,311,664	7,744,726	433,062	5.9%
Other Revenues	17,331,092	20,243,741	2,912,649	16.8%
Amortization of DCC	20,885,836	23,801,699	2,915,863	14.0%
Total Revenue	360,351,577	370,824,633	10,473,056	2.9%
Expenses				
Classroom	248,790,140	253,799,282	5,009,142	2.0%
Non-Classroom	51,049,932	51,708,247	658,315	1.3%
Transportation	9,506,825	9,860,819	353,994	3.7%
Pupil Accommodation	29,102,412	30,538,331	1,435,919	4.9%
Capital and In-Kind Expenditures	2,011,901	2,009,374	(2,527)	(0.1%)
Amortization/Write downs	20,890,367	23,806,229	2,915,862	14.0%
Total Expenses	361,351,577	371,722,282	10,370,705	2.9%
Balance before Accum Surplus	(1,000,000)	(897,649)	102,351	(10.2%)
Accumulated surplus use	1,000,000	897,649	(102,351)	(10.2%)
Surplus/(Deficit) - end of year	-	-	-	

Note: GSN - Grants for Student Needs

Note: DCC - Deferred Capital Contribution

Note: Targeted grants are also referred to as Partnership and Priority Funding (PPF)

Changes in Revenue

- GSN:** Increase due to enrolment increases.
- Other Grants:** Increase due to targeted grants provided since budget presented.
- Other Revenues:** Increase due to higher participation in both International and Extended Day programs, interest earned and miscellaneous revenues.
- Accumulated surplus:** Draw on surplus anticipated to support implementation of MYSP and use of support for student funds. MYSP reserve reflects amended January 8, 2024 Trustee approval.

Changes in Expenses

- Classroom:** Increase due to enrolment, additional targeted grants announced, sick leaves, missed planning time, and programming supports.
- Pupil Accommodation:** Increase due to utilities and portable leasing/movement costs.

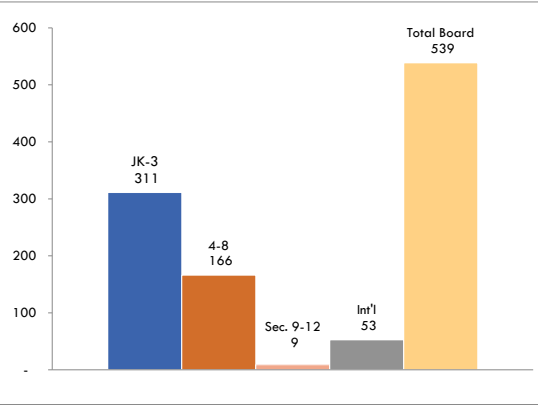
Summary of Enrolment

ADE	Budget	Revised Budget	In-Year Change	
			#	%
Pupils of the Board				
JK-3	8,982	9,293	311	3.5%
4-8	9,320	9,486	166	1.8%
9-12	7,552	7,603	51	0.7%
Total Pupils of the Board	25,854	26,382	528	2.0%
International Students				
Elementary	43	52	9	20.9%
Secondary	165	167	2	1.2%
Total International Students	208	219	11	5.3%
Total	26,062	26,601	539	2.1%

Note: ADE is comprised of actual enrolment reported at October 31, 2023 and projected enrolment as at March 31, 2024

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

Changes in Enrolment: Budget vs. Revised Budget



Highlights of Changes in Enrolment:

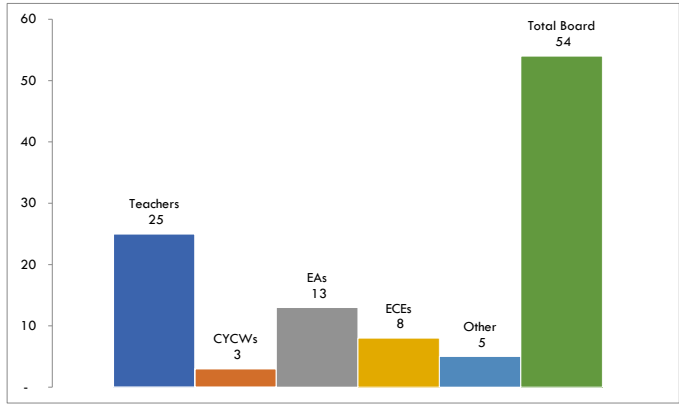
- Elementary:** Increase due to high kindergarten registrations and levels of immigration to Waterloo Region.
- Secondary:** Increase due to immigration to Waterloo Region.
- Int'l Students:** Increase due to fewer travel restrictions and increased participation.

Summary of Staffing

FTE	Budget	Revised Budget	In-Year Change	
			#	%
Classroom				
Teachers	1,584	1,609	25	1.6%
Child & Youth Care Workers (CYCWs)	58	61	3	5.2%
Educational Assistants (EAs)	382	395	13	3.4%
Designated Early Childhood Educators	186	194	8	4.3%
Total Classroom	2,210	2,259	49	2.2%
Other Support Staff				
School Administration	176	176	-	0.0%
Board Administration	93	95	2	2.2%
Facility Services	213	211	(2)	-0.9%
Consultants/Co-ordinators	42	44	2	4.8%
Paraprofessionals	121	122	1	0.8%
Library & Guidance	67	69	2	3.0%
Total Other Support Staff	712	717	5	0.7%
Total Staffing	2,922	2,976	54	1.8%

Note: FTE is calculated as of Oct 31, 2023

Changes in Staffing: Budget vs. Revised Budget



Highlights of Changes in Staffing:

- Classroom Teachers:** Increase due to enrolment.
- Classroom Support - CYCWs:** Increase due to needs identified and use of Student Support Funds.
- Classroom Support - EAs:** Increase to support student needs.
- Classroom Support Staff - DECEs:** Increase due to participation in Extended Day program.

Waterloo Catholic District School Board
2023-2024 First Quarter Financial Report - Revised Estimates

Revenues

For the Period Ended November 30, 2023

	Budget Assessment				Material Variance Note
	2023-2024				
	Budget	Revised Budget	Change		
			\$ Increase (Decrease)	% Increase (Decrease)	
Grant Revenues					
Pupil Foundation	149,272,717	152,037,603	2,764,886	1.9%	a.
School Foundation	18,983,491	19,303,563	320,072	1.7%	
Special Education	39,427,277	40,009,384	582,107	1.5%	
Language Allocation	10,462,088	12,850,866	2,388,778	22.8%	b.
Learning Opportunities	7,458,663	7,436,655	(22,008)	(0.3%)	
Adult Education, Continuing Education	3,164,158	3,492,869	328,711	10.4%	c.
Teacher and DECE Q&E	31,256,996	28,479,540	(2,777,456)	(8.9%)	d.
Transportation	9,201,054	9,268,535	67,481	0.7%	
Administration and Governance	8,421,659	8,519,634	97,975	1.2%	
School Operations	27,333,512	27,850,553	517,041	1.9%	
Community Use of Schools Grant	335,238	335,238	-	0.0%	
Indigenous Education	1,425,241	1,544,690	119,449	8.4%	
Mental Health and Well-Being Grant	1,448,173	1,464,516	16,343	1.1%	
New Teacher Induction program	199,332	240,465	41,133	20.6%	e.
Rural and Northern Education Fund	94,405	93,951	(454)	(0.5%)	
Permanent Financing - NPF	397,975	397,975	-	0.0%	
Regular Operating On-going Grants	308,881,979	313,326,037	4,444,058	1.4%	
Grants for Capital Purposes					
School Renewal	366,582	439,825	73,243	20.0%	f.
Temporary Accommodation	3,563,571	3,563,571	-	0.0%	
Short-term Interest	468,320	162,501	(305,819)	(65.3%)	f.
Debt Funding for Capital	1,542,533	1,542,533	-	0.0%	
Total Capital Grants	5,941,006	5,708,430	(232,576)	(3.9%)	
Other Grants					
Continuing Education	2,064,598	2,113,208	48,610	2.4%	
Ontario Youth Apprenticeship Program	273,239	280,239	7,000	2.6%	
Partnership and Priorities Fund (PPF)	4,906,300	5,286,279	379,979	7.7%	
In-Kind Grant	67,527	65,000	(2,527)	(3.7%)	
Total Other Grants	7,311,664	7,744,726	433,062	5.9%	
Other Revenues					
Continuing Education Fees	3,328,783	3,418,783	90,000	2.7%	
Rentals	762,709	793,704	30,995	4.1%	
Interest	430,000	993,000	563,000	130.9%	g.
Extended Day Fees	4,580,535	5,697,465	1,116,930	24.4%	h.
International Tuition and Fees	7,204,400	7,402,750	198,350	2.8%	
Other	1,024,665	1,938,039	913,374	89.1%	i.
Total Other Revenue	17,331,092	20,243,741	2,912,649	16.8%	
Deferred Revenues					
Amortization of DCC	20,885,836	23,801,699	2,915,863	14.0%	f.
Net Deferred Revenue	20,885,836	23,801,699	2,915,863	14.0%	
Total Revenue and Grants	360,351,577	370,824,633	10,473,056	2.9%	

Explanations of Material Grant Variances

- a. Increase due to enrolment.
- b. Increase due to immigration to the Region and enrolment.
- c. Increase due to enrolment for day school, summer school and international language elementary program.
- d. Decrease due to lower teacher experience.
- e. Increase due to a greater number of new teachers hired than anticipated.
- f. Change due to timing of capital projects and reduction of long term debt.
- g. Increase due to trending of cash on hand.
- h. Increase due to participation in the program and subsidies received from the Region of Waterloo to support licencing.
- i. Increase due to miscellaneous revenues such as rebates and refunds.

Notes:

1. Budget is the 2023 - 2024 Estimates Budget as approved by the Board of Trustees in June 2023

Waterloo Catholic District School Board
2023-2024 First Quarter Financial Report - Revised Estimates
Expenses
For the Period Ended November 30, 2023

	Budget Assessment				
	2023-2024				Material Variance Note
	Budget	Revised Budget	Change		
\$ Increase (Decrease)			% Increase (Decrease)		
OPERATING					
Classroom Instruction					
Teachers	178,159,227	178,708,370	549,143	0.3%	
Supply Teachers	4,679,458	6,074,615	1,395,157	29.8%	a.
Educational Assistants	20,240,104	20,768,636	528,532	2.6%	
Designated Early Childhood Educators	11,435,604	11,877,549	441,945	3.9%	
Classroom Computers	4,327,423	3,820,593	(506,830)	(11.7%)	b.
Textbooks and Supplies	6,510,624	8,434,942	1,924,318	29.6%	c.
Professionals and Paraprofessionals	16,086,665	16,568,133	481,468	3.0%	
Library and Guidance	5,958,136	6,046,125	87,989	1.5%	
Staff Development	889,210	996,583	107,373	12.1%	d.
Department Heads	503,689	503,736	47	0.0%	
Total Classroom	248,790,140	253,799,282	5,009,142	2.0%	
Non-Classroom					
Principal and Vice-Principals	10,987,814	11,258,957	271,143	2.5%	
School Office	7,287,739	7,283,454	(4,285)	(0.1%)	
Co-ordinators and Consultants	9,774,363	9,633,170	(141,193)	(1.4%)	
Continuing Education	10,912,789	11,146,787	233,998	2.1%	
Total Non-Classroom	38,962,705	39,322,368	359,663	0.9%	
Administration					
Trustees	335,568	346,377	10,809	3.2%	
Director and Supervisory Officers	1,608,439	1,636,618	28,179	1.8%	
Board Administration	10,143,220	10,402,884	259,664	2.6%	
Total Administration	12,087,227	12,385,879	298,652	2.5%	
Transportation	9,506,825	9,860,819	353,994	3.7%	
Pupil Accommodation					
School Operations and Maintenance	28,735,828	30,040,470	1,304,642	4.5%	e.
School Renewal	366,584	497,861	131,277	35.8%	f.
In-Kind Donation	67,527	65,000	(2,527)	(3.7%)	
Other Pupil Accommodation	1,944,374	1,944,374	-	0.0%	
Amortization and Write-downs	20,890,367	23,806,229	2,915,862	14.0%	f.
Total Pupil Accommodation	52,004,680	56,353,934	4,349,254	8.4%	
TOTAL OPERATING	361,351,577	371,722,282	10,370,705	2.9%	

Explanations of Material Budget Variances	
a.	Increase due to sick leave and missed planning time trends.
b.	Decrease due to repurposing of targeted grants since budget announced, delayed Brigadoon purchase of IT equipment, offset with increased software costs.
c.	Increase due to targeted grants announced since budget, enrolment increase, and materials for faith, Indigenous and Extended Day programs.
d.	Increase due to targeted grants announced since budget.
e.	Increase due to utilities and portable leasing/placement costs.
f.	Increase due to timing and nature of construction projects.

Notes:

- Budget is the 2023 - 2024 Estimates Budget as approved by the Board of Trustees in June 2023



Date: 01/22/24
To: Board of Trustees
From: Student Trustees
Subject: January 2024 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:

The WCDSB secondary schools welcomed everyone back into their school community after the holiday break. To prepare staff and students for exam season, events have been reflective and minimal to allow for a focus environment.

Common Activities Hosted by The Schools:

- Monsignor Doyle
 - In the spirit of the new year, Monsignor Doyle ran a new year's resolution event, allowing their students to share their resolutions, as well as released their fourth "Mustang Minute", including a recap of last year's events with emphasis on their winter semi-formal. On January 15th, classes at Monsignor Doyle hosted their 2024 co-op job fair, demonstrating their co-op placements in the cafeteria.
- Resurrection & St. Benedict
 - Resurrection and St. Benedict organised their "Cookies and Cram" event, an opportunity for students to gain extra help after school from teachers to better prepare themselves for exams. On January 18th, Resurrection's Athletic Council organized a school handball tournament to bring the school community together. St. Benedict had continued their "Saint Spotlight " and "Athlete of the Week " awards into 2024, so we are looking forward to recognizing these outstanding students in the future.
- St. David
 - At St. Davids, the rec leadership council organised and planned the WCDSB Novice Volleyball Tournament, which was hosted at the St. David's gymnasium January 18th.
 - Following exams, the St. David's community welcomed their international students with an orientation including a tour through the school, and being partnered with current students in the "International Certificate Program", to assist them in navigating the new environment.
 - On January 31st, St. David's hosted their semi-formal dance at Federation Hall, the theme this year was northern lights, this event brought the school community together to relieve stress and celebrate their hard work over semester one.
- St. Mary's
 - St. Mary's engaged with their school community through social media q&a posts to boost engagement and interest of the disco night themed semi-formal, that took place on January 31st at St. George Banquet Hall.

Student Trustee Role Update:

- OSTA-AECO Education Action Conference: Trustees Petrie and Donoghue have been invited to attend OSTA-AECO's Education Action Conference from February 8-11 in Ottawa. This conference was formerly known as the Board Council Conference, but with the restructuring of the organisation (replacing "Councils" and "Working Groups" with "Education Interest Groups" and "Advocacy Interest Groups"), the name was changed to reflect the changes within the organisation. Both trustees look forward to robust professional development, in-depth discussions, and opportunities for networking.
- Student Trustee Applications: On January 15, the candidacy application to be a student trustee from 2024-25 closed, and the shortlist of candidates will be finalised by the end of January. The student trustee elections will be held on February 17 at the WCDSB Catholic Education centre, where the student senate will vote to select two incoming student trustees following candidate presentations. All trustees and senior staff are welcome to attend.
- On January 16th Trustee Petrie attended the 2024 Monsignor Doyle Co-op Fair, in support of the hard work and dedication of each co-op student during semester one.
- Student Senate Constitution: Trustee Donoghue and Petrie are currently in the process of creating a Student Senate Constitution. The Constitution is a document that lays out the purpose, practice, and structure of the student senate, and provides all with an understanding of the meaningful work that student senate does. Curating this document involves consultation with the student senate itself, past student trustees, SAC directors, the current board of trustees, and other staff and students who wish to provide input. This document does have to be voted on and approved by the board of trustees, and it is hoped that the Constitution will be finalised and ready for either the March or April 2024 public board meeting.

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.

Moved by: Tracey Weiler

Waterloo CDSB

Seconded by: Robert Sikora

Topic: **Speech & Language Pathologist Funding**

Whereas: Data gathered from the Right to Read Inquiry shows an urgent need to improve reading and other student achievement outcomes in Ontario. Literacy specialists and teachers from across the province recognize the importance of speech and language assessments as outlined in the Inquiry; and

Whereas: For the past few years, and even more recently as a result of the recommendations in the OHRC Right to Read Inquiry, the Ontario Ministry of Education has provided temporary funding for professional assessments such as psycho-education assessments or assessments completed by a Speech and Language Pathologist; and

Whereas: The latter (Speech and Language Pathologists) for these crucial assessments are in particularly short supply; and

Whereas: Part of the difficulty in attracting these individuals to the education sector is a funding issue; currently the funding only allows for contracts of one-year LTO positions. As a result, many Speech and Language Pathologists prefer to remain in private practice where employment is more stable and secure.

Therefore, be it Resolved that:

OCSTA petition the Ministry of Education to provide funding, Our Board would like to put forth a recommendation that the temporary Priorities and Partnership Funding (PPF) for Speech and Language Pathologists professional assessments be moved to the GSN to allow schoolboards to and be allocated hire full-time permanent positions (e.g., Speech & Language Pathologist). This option would give much more leverage to school boards to attract and retain these crucial support staff.

Moved by: Tracey Weiler

Waterloo CDSB

Seconded by: Robert Sikora

Topic: **Transportation Funding Formula**

Whereas: The province announced a new funding formula for transportation in April 2023; and

Whereas: There is significantly more money being flowed to the sector for home to school transportation. The new money flows through to operators in the form of: driver retention bonuses, driver wage enhancements, and increased fuel benchmarks; and

Whereas: Almost every board now has a deficit in transportation; and

Whereas: The funding formula does not contain a provision for boards who use passenger vehicles (taxis and minivans) for home to school transportation; and

Whereas: Ministry staff have indicated that a new ‘local priorities’ transportation amount should cover the costs of passenger vehicles, but it is insufficient; and

Whereas: The funding formula does provide funding for small buses; however, they are less efficient and less available than passenger vehicles. To ensure transportation does not continue to be a pressure for 2024-25 and beyond, boards may need to transition to small buses if that is what the province will fund; and

Whereas: The funding formula contains estimates of driver wages which are used to build out simulations for funding. The funding formula does not provide for the vacation percentage that must be paid to drivers on each pay (usually 4% of gross wages paid) or overtime paid to drivers; and

Whereas: To submit data for the province’s funding calculations, some boards used a tool created by a third-party vendor on behalf of the province. This tool contained a flaw in that it did not provide for slack time (the time spent by the driver between routes / fuelling / cleaning / doing safety checks); and

Whereas: There is no account for change in CPI in the formulas used by the province. For calendar 2022, Consumer Price Index (CPI) increase by 5.8% and this drives annual contract increases for bus operators; and

Whereas: Funding was allocated to boards by the province based on ridership. Some boards split costing based on mileage as that is a better representation of the actual costs incurred by a board; and

Whereas: There was no time for boards to adjust to lower levels of funding as no information was offered in advance of the grant announcements in April. So, in order to balance the budget, some boards had to reduce other programs and services; and

Whereas: The province claims ‘transition’ funding was provided, but it was not offered to all boards to make them whole.

Therefore, be it Resolved that:

OCSTA petition the Ministry of Education to fund any transportation deficits for 2023 and update the funding formula to include the gaps identified above and ensure the funding model covers all transportation costs and to ensure that critical education programs and services are not impacted.

Moved by: Tracey Weiler

Waterloo CDSB

Seconded by: Kathy Doherty-Masters

Topic: **Teacher Vacancies on School Boards**

Whereas: Ontario's population continues to grow at an accelerated rate; and

Whereas: It is vital to focus on a variety of creative methods to recruit and retain teachers; and

Whereas: It is imperative to ensure that our teachers are well-supported and motivated to continue contributing to the education sector; and

Whereas: Teacher education programs offered by Faculties of Education in Ontario are carefully designed to ensure that graduates are well-prepared and are competent teachers; and

Whereas: Faculties of Education across the province receive thousands of applications for an exceptionally limited number of spaces. These numbers reflect the teaching profession as a highly desirable vocation. However, the enrollment numbers do not reflect the needs of the education system; and

Whereas: Increased financial support to Faculties of Education would allow institutions to expand their capacity to admit and develop a higher number of teacher candidates annually; and

Whereas: Creating a supportive and empowering environment, especially for those new to the teaching profession, is paramount to ensure their satisfaction with their chosen vocation and retention in the education sector.

Therefore, be it Resolved that:

OCSTA petition the Ministry of Education to increase funding to Faculties of Education in Ontario. By doing so, we will tap into the potential of hundreds more dedicated individuals who are eager to shape the minds of future generations. Furthermore, allocating additional funding could enable Faculties of Education to offer a wider range of multi-sessional and innovative programs that promote diversity within the teaching profession.

Moved by: Tracey Weiler

Waterloo CDSB

Seconded by: Robert Sikora

Topic: **Cyber Security Funding**

Whereas: From public hospitals and the LCBO to the Toronto Public Library, 2023 saw government organizations across Ontario hit by a growing wave of separate cybersecurity incidents that took down or impacted some of their services; and

Whereas: Since 2018, 30% of Ontario school boards have made a claim to the Ontario School Boards' Insurance Exchange (OSBIE) in relation to a cyber-attack; and

Whereas: One particularly concerning emerging trend, according to Information and Privacy Commissioner Patricia Kosseim, is cyberattacks against municipalities, universities, school boards and hospitals; and

Whereas: Stolen information could include employee information such as: dependents, personal banking details, social insurance numbers, dates of birth, compensation information and more. Stolen information could also include student information such as: student name, address, date of birth, gender, custodial arrangements, health information, Ontario Education Number (OEN), grades, academic accommodations, and more; and

Whereas: The impact of cybersecurity attacks on school boards can include long term disruption to programs and services for students, theft of student and staff personally identifiable information (PII), disruption to accounting, payroll, life safety systems, and student information systems; and

Whereas: The impact of cybersecurity attacks can be financially devastating to school boards with ransom payments on average over \$1M, plus hundreds of thousands of dollars in payments to legal and cyber consultants to assist boards in managing the recovery; and

Whereas: Cyber attacks represent the highest operational risk for all Ontario school boards; and

Whereas: Experts say the trend in Canada and around the world suggests more of these attacks are on their way in 2024; and

Whereas: The province recognizes school boards' cyber posture does not meet the generally accepted cyber standards for large and complex organizations with tens of thousands of stakeholders, one such standard being the adoption a leading risk mitigation framework such as the NIST Cyber Security Framework; and

- Whereas: The growing use of artificial intelligence by threat actors as part of their arsenal to gain access to school boards' networks requires boards to put forth a nimble and multi-formed proactive defense; and
- Whereas: The Grants for Student Needs does not provide sufficient funding in the Board Administrative and Governance Grant to hire sufficient skilled professionals to implement effective cyber practices; and
- Whereas: The Grants for Student Needs does not provide sufficient funding in the Board Administrative and Governance Grant or Classroom Computers Grant to allow boards to address security risks associated with outdated hardware such as wireless access points and firewalls, and modern endpoint detection software and identity management tools to ensure networks are properly protected;

Therefore, be it Resolved that:

OCSTA petition the Ministry of Education to provide funding through the Grants for Student Needs (GSNs) for school boards to hire sufficient skilled cyber professionals, renew aged IT infrastructure, and purchase software to ensure networks are protected, and further ensure permanent funding to enable long-term, sustainable strategy to protect against phishing schemes, ransomware attacks, identity thefts, data breaches and financial losses.

Moved by: Kathy Doherty-Masters

Waterloo CDSB

Seconded by: Robert Sikora

Topic: **Addressing the Voter Registration Default to English Public-School Support**

Whereas: Property owners in Ontario are required to support a school system, regardless of their child status; and

Whereas: School support designation helps property owners identify which school board they wish to support in a school board election; and

Whereas: As per legislation, school board support defaults to the English Public-School Board; and

Whereas: Property owners who want to support English/French separate (Catholic) schools must change their support on the MPAC (Municipal Property Assessment Corporation) portal, complete a paper application or fill out an “Application to Amend Voter’s List” form; and

Whereas: Registering Catholic school support ensures an accurate public record of the breadth of support for Catholic schools; and

Whereas: Registering Catholic school supports the board’s population projections, which affect funding for school expansions and new schools, and planning for special programs; and

Whereas: Even if a property owner has been a Separate School supporter in the past, the designation does not follow them when they relocate. Every time one moves, it is essential that the property owner re-declare as a Separate School supporter.

Therefore, be it Resolved that:

In addition to all of the advocacy work that OCSTA does with Members of Parliament and the Ministry of Education regarding this default feature, OCSTA engage in a marketing campaign to raise the awareness of the issue at the school board and community level. OCSTA would be the province-wide source for consistent messaging that Catholic Boards and other Catholic organizations such as the Dioceses, Parishes, Catholic Women’s League and the Knights of Columbus can use in their communications regarding school support designation.



Date: January 22, 2024
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.

☒ **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 start of the New Year brings hope to all.

Calendar Activities

Several discussions with Director Dowling and Vice-Chair Cuff

December 15 – Meeting with MPP Mike Harris to advocate for Board issues

December 18 – Meeting with MPP Catherine Fife to advocate for Board issues

December 20 – Board Christmas Mass at St Mary's

December 20 – Christmas Pageant at St Anne's – Kitchener

December 21 – SAL meeting at Monsignor Doyle

January 7 – North Dumfries Mayor's Levee

January 8 – Committee of the Whole

January 10 – Special Education Advisory Committee

January 11 - Meeting with MPP Brian Riddell to advocate for Board issues

January 12 – Site Review for future East Kitchener 7-12 school

January 15 – Governance Committee meeting.

January 16 – Monsignor Doyle Co-op Job Fair

January 16 – Ministry of Education bi-weekly teleconference

January 19-20 – OCSTA Trustee Seminar

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.





Date: January 22, 2024
To: Board of Trustees
From: Director of Education
Subject: Board Policy IV 013 Leadership

Type of Report:

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

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of Board Policy IV 013
- ☐ 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 013 Leadership

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

Policy 1 001 Ends
Policy IV 013 Leadership
Ontario Catholic Leadership Framework

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:

The CEO shall not cause or allow leadership at the top levels of the organization that is unskilled, unethical, uninspiring and that is inconsistent with our Catholic values.

CEO Interpretation:

The CEO will ensure that our school and system leaders will be well prepared and qualified for the positions for which they hold responsibility. Additionally, the CEO will ensure that all practices of WCDSB leaders will be actions of integrity, aligned with our legal responsibilities, our Catholic values and our social teaching. Finally, it suggests that the authenticity and actions taken by our leaders will inspire those they presume to lead.

Evidence:

Leaders for the WCDSB are required to have achieved all the required qualifications or accreditations associated with their respective positions. The required qualifications are listed in all job postings for the WCDSB. The courses required to attain this certification will always reflect teaching and learning containing the most recent legal responsibilities associated with the various positions for which leadership is possible, regardless of the department in the organization.

As outlined in the report to Board on the WCDSB Leadership strategy, there has continued to be a well-developed and evolving leadership strategy that is open to all employees of the WCDSB. The leadership strategy programs address a wide variety of relevant and evolving topics that are grounded in Catholic values and teaching. The resources selected, the focus of discussions and the speakers who present are continually examined and invited to reflect a unique perspective of the Catholic Leadership Framework and the distinct nature of our Catholic schools and system.

Further, without limiting the scope of the foregoing, the CEO shall not fail to:

1. Lead by example;

CEO Interpretation:

That the CEO, along with other system and school leaders will model those behaviours and work habits that would engender confidence and that nothing would be asked of employees that is not being modelled in the dedication and efforts of our WCDSB leaders.

Evidence:

The CEO holds himself and the members of the team to a high standard. Goals are set each year and senior team members share indicators reflective of their goals. The CEO and senior team continue to be available to those whom they lead, specifically the departments associated with their portfolio, as well as those stakeholders from the schools in our system and the community.

The CEO and senior team make a point to model leadership that is present, so that they are seen in schools, departments and facilities throughout the system. They are attentive to feedback and work hard to attend to concerns that are raised.

The CEO and senior team are working to develop a strong presence provincially. They are willing and with regularity go beyond their expected duties to ensure the system is well-reflected and connected to the most current of practices, information and strategy.

2. Address the future needs of the system with a succession plan for formal leaders in the organization;



CEO Interpretation:

That the CEO would have systemic ways to ensure that the leadership needs of the system are being proactively considered and that new and aspiring leaders are being nurtured, with opportunities to foster their skills and leadership attributes.

Evidence:

The report to Board on the WCDSB Leadership Strategy reflects the work and vision of the CEO and delegate (Superintendent with responsibility for Leadership) but is also reflective of work and consultation with other stakeholders, such as the Leadership Strategy committees, as well as consultation with Superintendent for Human Resources, Academic Council and the Sr. Manager of Equity. There is also informal nurturing and succession planning that takes place as Superintendents and Principals are encouraged to identify prospective candidates for leadership positions and to encourage them to consider enrollment in said courses.

It should be noted that postings for leadership positions within WCDSB are delivering a strong response. For example, this fall a call for Vice-Principal candidates saw over 20 participants attend an information session and received 13 applicants.

3. Positively manage change;**CEO Interpretation:**

That the CEO will ensure practices the develop leaders who are flexible and adaptable to their evolving circumstances, with a focus on personal leadership resources which assist in this regard.

Evidence:

The WCDSB Leadership Strategy has continued to evolve post-pandemic, responding to the different skills leaders require. Continuing through the 2021 – 22 school year and into the 2023 – 24 school year there has continued to be a greater focus on equity education as part of the training for leaders within the WCDSB. Specifically, our senior team and administrators have participated in:

- Supporting 2SLGBTQIA+ Students
- Anti-Black Racism

The strategy continues to support our school administrators, as well as candidates in the respective pools, to learn while providing more training for school and board staff.

As outlined in the Leadership Strategy Report to Board, there continues to be a concerted focus on deepening the Personal Leadership Resources (ICE). Additional supplementary offerings through the “Onward Leadership Series” takes an explicit look at the PLRs and their impact on our leadership as school and system leaders.

In the Director’s visits this Fall conversations have been occurring connecting these to the Catholic Leadership Framework.

4. Foster innovation and creativity;**CEO Interpretation:**

That the CEO will have processes and forums that allow our leaders to foster their aptitude and strength in transferable skills, and in leading edge thinking that will serve our staff and students as future citizens and learners.

Evidence:

Outlined in the Leadership Strategy Report to Board, the offerings were also connected to items that have a focus on innovative and responsive practices. Examples would be:

- Workshops provided by CPCO to principals on Documentation and Investigations and Legal Framework
- Book clubs that have been offered to prospective and current leaders in the system, such as Street Data.



Additionally, there has been a focus on conflict resolution, crucial conversations, mentorship opportunities and equity – all with an eye toward building leaders with transferable skills that will serve the system well.

5. Enlist others in creating and implementing a shared vision

CEO Interpretation:

That the CEO will ensure that through his or her own actions, as well as those of system and school leaders that there is a common understanding of the direction and purpose of the organization; rooted in common aspirational principles.

Evidence:

The CEO is clear in reinforcing the goals and aspirations of the system, rooted in its mission and vision in all communications. The strategic plan is rooted in our faith with actions moving us forward. We will continue to engage in future and ongoing conversations with all of our stakeholders to determine how we are progressing and where we need to improve.

The Leadership Strategy, as well as many of the accompanying initiatives, are products of extensive work that is attempting to accurately reflect the diversity of our system and bring a shared vision of multiple leaders to life.

6. Apply the guiding principles of holism, lifelong learning, equity, collaboration, excellence and accountability, reflection and reconciliation.

CEO Interpretation:

That the leadership of the system will reflect the characteristics of a Catholic Graduate and the Catholic Leadership Framework in their word and lived example.

Evidence:

The Catholic Leadership Framework has been a seminal document throughout the evolution of the work of the Catholic Leadership Strategy Committee of WCDSB. As evidenced in the Report to Board on the Leadership Strategy – the various evolutions of the program have always had a fidelity to the Catholic Leadership Framework (CLF) and its principles.

Questions in interviews for Leadership Positions are rooted in the indicators of the CLF and when candidates build their Leadership Portfolios, the organizing principle is the CLF. Within our Leadership strategy modules, candidates are continually invited into reflection on their work and what they have learned through the additional course work. The *Information to Transformation Program* sponsored through the Diocese invites the Director to meet with candidates who reflect on their program and their personal journey/learning. The Induction for Newly Appointed Administrators Program allows all individuals new to their position to continue learning and reflecting on being a Catholic Leader in these times.

The CEO and the senior team hold themselves to a standard of excellence, and continue to be on a learning journey themselves. They continually seek out professional learning experiences, as attendees and as presenters. There is regular reflection occurring in formal and informal conversations to share learning and ask probing questions as we continue to be lead learners at WCDSB.

Recommendation:

That the Board accept this report indicating compliance with General Executive Limitation Policy IV 013.

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: January 22, 2024
To: Board of Trustees
From: Director of Education
Subject: Elementary School Food and Nutrition – APH021

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)

[Elementary School Food and Nutrition - APH021](#)

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

[The Healthy Food for Healthy Schools Act, 2008](#)
[PPM 150](#)

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:

Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being. Schools have the responsibility to help students and staff to establish lifelong, healthy eating patterns. The establishment of a food and nutrition policy for the elementary schools of Waterloo Catholic District School Board is to assist schools in achieving the following goals:

- Promote an environment that encourages and supports the development and maintenance of healthy eating habits.
- Provide standards to ensure a variety of nutritious foods and beverages are available to students and staff. This includes: school supported lunches, fundraising events, and refreshments and food served at celebrations and meetings.

The purpose of the nutrition policy is to ensure that a variety of nutritious foods and beverages are promoted and provided to students and staff. Our goal is to create a healthy nutrition environment in all of the elementary schools of the Waterloo Catholic District School Board. By increasing the availability of foods of maximum nutritional value, we model healthy behaviour and avoid sending students and staff mixed messages.

The WCDSB Food & Beverage policy pre-dates PPM 150. Waterloo Catholic established our first policy in August 2007. The Ministry of Education took note of our APH021 Policy and invited Waterloo Catholic to the table to assist in the development of PPM 150. Staff (consultants and superintendent) from WCDSB attended this meeting, along with representation from the Region of Waterloo Public Health.

Ahead of the implementation of PPM 150 the Ministry of Education attended WCDSB PD sessions and used our policy as a model policy for the province. PPM 150 was enacted in 2010. It required all schools to have a policy created and in place by September 2011. WCDSB made the first amendments to APH021 in June 2011 to further align with Ministry direction.

The Healthy Foods for Healthy Schools Act was enacted in 2008 to amend the Education Act, providing the following guidance:

1. Subsection 8 (1) of the *Education Act* is amended by adding the following paragraphs:

29.3 establish policies and guidelines with respect to nutritional standards for food and beverages and for any ingredient contained in food and beverages provided on school premises or in connection with a school-related activity;

During feedback sessions since 2017 various stakeholders have communicated to the Ministry regarding the status of the PPM. The Ministry have acknowledged that the enforcement of PPM 150 was not going as well as they would have liked and have also acknowledged that PPM 150 would need further revisions when the new Canada Food Guide was released.

Provincial bodies such as OPHEA (Ontario Physical & Health Education Association) and OASPHE (Ontario Association for the Support for Physical and Health Education) have requested a revision of PPM 150 since 2019.



The April 2023 revision of APH021 saw input from a variety of internal stakeholders - principals, superintendents, procurement, senior manager of equity and teachers – and external stakeholders - the Region of Waterloo Public Health.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

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