



Board of Trustees' Board Meeting

Date: Monday, March 25, 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: 1.5 Items for Action: Items for action arising from the Triple In Camera meeting of Tuesday, March 19, 2024, regarding financial matters.	Board of Trustees		Approval
Items for action arising from the In Camera meeting of Monday, March 25, 2024, regarding financial, property and HRS matters.			
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 – Feb 26, 2024 3.2 SEAC Minutes – Feb 7, 2024 3.3 Director's Report	Board of Trustees Board of Trustees T. Dowling	pp. 4-8 pp. 9-10 pp. 11-13	Approval Information Information
4. Delegations/Presentation			
5. Advice from the CEO			
5.1 Parent Engagement Update 5.2 Student Equity Engagement Council Update 5.3 Budget Preparation Update 5.4 Education Development Charge (EDC) Update	J. Merkel L. Garrioch S. Maharaj S. Maharaj	pp. 14-23 pp. 24-27 pp. 28-30 pp. 31-32	Information Information Information Information
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. 33-35	Information
8. Board Education (at the request of the Board)			
8.1 OCSTA/CCSTA Communications OCSTA/CCSTA Communications Link	Chair	Link	Information
8.2 Chair of the Board Report	Chair	pp. 36-37	Information
9. Policy Discussion			
10. Assurance of Successful Board Performance			
10.1 Board Policy Review			
10.1.1 Board Policy II 007 Board Members' Code of Conduct Is there a need to review the Policy?	C. Stanley	Link	Approval
10.1.2 Board Policy II 008 Role of the Chair Is there a need to review the Policy?	R. Kraft	Link	Approval
10.1.3 Board Policy II 013 Cost of Governance Is there a need to review the Policy?	D. Guerin	Link	Approval
10.1.4 Board Policy II 014 Trustee Expenses Is there a need to review the Policy?	All Trustees	Link	Approval
10.1.5 Board Policy III 005 Monitoring CEO Performance 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 Monitoring Report IV – 005 Hiring and Promotions 11.1.2 Monitoring Report IV – 010 Facilities Accommodations	K. Pomfret S. Maharaj	pp. 38-44 pp. 45-50	Approval Approval

ITEM	Who	Agenda Section	Method & Outcome
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			
12.1 Notice of Motion – Youth Mental Health	T. Weiler	pp. 51-52	Information
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): • Mar 29 – Good Friday • Mar 31 - Easter Sunday • Apr 1 - Easter Monday • Apr 3 – SEAC Meeting • Apr 6 – Mayors’ Dinner • Apr 8 – Committee of the Whole	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 April 8, 2024 – Committee of the Whole Board Meeting • Student Achievement Plan (SAP)	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, February 26, 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

*-attended virtually

Student Trustees Present:

Bryanna Donoghue, Xavier Petrie

Administrative Officials Present:

Tyrone Dowling, Gerald Foran, Shesh Maharaj, Paul Mendonça, Judy Merkel, Kerry Pomfret, Annalisa Varano

Special Resources For The Meeting:

Regrets: Jennifer Ritsma

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

Students at St. Brigid school led prayer. (video recording)

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:

- Superintendent Ritsma sent regrets.
- Defer item 10.1.1 to be reviewed at the next Board meeting. Removed from Feb 26, 2024, agenda.

2024-25-- It was moved by Trustee Weiler and seconded by Trustee Kraft:

THAT the agenda for Monday, February 26, 2024, 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:

Items for Action: from the In Camera meeting of February 26, 2024, regarding financial matters.

Chair Sikora requested a mover and seconder to approve the items for action of the In Camera meeting regarding financial matters.

2024-26-- It was moved by Trustee Phillips and seconded by Trustee Guerin:

THAT the items for action of the In Camera meeting regarding financial matters of Monday, February 26, 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)

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Board of Trustees' Meeting Minutes – Jan 22, 2024

3.1.2 Special Board of Trustees' Meeting Minutes – Feb 12, 2024

3.2 Audit Minutes – Nov 9, 2023

3.3 CPIC Minutes – Dec 13, 2023

3.4 SEAC Minutes – Jan 10, 2024

3.5 Director's Report

3.6 Administrative Procedures Update

3.7 Extended Day Update

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

- Correction in CPIC minutes, recorder was Judy Merkel.

2024-27-- 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, as amended.

--- Carried by consensus.

4. Delegations

5. Advice from the CEO

5.1 Audit Report on Trustee Expenses

Superintendent Maharaj introduced Shane Durham, Auditing Officer to present on the Audit Report on Trustee Expenses. Mr. Durham reviewed that Trustee expenses were higher in the 2022/2023 due to Trustee turn over although expenses are reasonable in nature. Mr. Durham has confirmed a clean audit report for Trustee expenses. Trustees asked clarifying questions.

2024-28 – It was moved by Trustee Weiler and seconded by Trustee Phillips:

That the Board of Trustees accepts the 2022-2023 Trustee Expense Audit Report for information purposes only and recommends that the public Statement of Trustee Expenses be posted to the WCDSB website.

--- Carried by Consensus

5.2 Budget Preparation Update

Superintendent Maharaj introduced, Laura Isaac, Senior Manager of Financial Services to present the Budget Preparation Update and timelines.

5.3 Guarding Minds Update

Superintendent Pomfret presented the Guarding Minds Update and Workforce Census report. Reviewed survey results from 2022-2023. Trustees asked clarifying questions.

5.4 2024-2025 School Year Calendar

Superintendent Varano presented the Trustees with the 2024-2025 School Year Calendar report for approval. Reviewed close alignment of PD days with the WRDSB.

2024-29 – It was moved by Trustee Weiler and seconded by Trustee Phillips:

That the 2024-25 School Year Calendar is presented to trustees for their approval.

--- 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 February.

7.2 Governance Minutes – Jan 15, 2024 (Approval of Minutes)

Chair Sikora opened the floor to the Governance committee.

Vice-Chair Cuff requested to amend the governance minutes to defer motion 5.1 back to governance for further review of the Bylaws.

2024-30-- It was moved by Trustee Guerin and seconded by Trustee Sikora:

THAT the Governance Committee approve the amended Governance minutes from January 15, 2024.

--- Carried by consensus

7.3 Governance Minutes – Jan 15, 2024 (Approval of recommendations)

Chair Sikora motioned for approval of recommendations from Jan 15, 2024, governance committee.

2024-31-- It was moved by Trustee Cuff and seconded by Trustee Phillips:

THAT the Board of Trustees approve the recommendations of the amended Governance minutes of January 15, 2024.

--- Carried by consensus

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 February.

9 Policy Discussion

10 Assurance of Successful Board Performance

10.1 Board Policy Review

~~10.1.1 Board Policy II 007 Board Members Code of Conduct. Is there a need to review the Policy?~~

10.1.2 Board Policy III 003 Accountability of the CEO. Is there a need to review the Policy?

Trustee Cuff confirmed review of Board Policy III 003 Accountability of the CEO and confirmed compliance. The Chair requested a mover and seconder to confirm compliance.

The policy does not require review at Governance.

2024-32-- It was moved by Trustee Cuff and seconded by Trustee Francis:

THAT the Board of Trustees reviewed Board Policy III 003 Accountability of the CEO and find that the Board is in compliance.

--- Carried by consensus

10.1.3 Board Policy III 004 Delegation to the CEO. Is there a need to review the Policy?

Trustee Francis confirmed review of Board Policy III 004 Delegation to the CEO and confirmed compliance. The Chair requested a mover and seconder to confirm compliance.

The policy does not require review at Governance.

2024-33-- It was moved by Trustee Francis and seconded by Trustee Cuff:
THAT the Board of Trustees reviewed Board Policy III 004 Delegation to the CEO and find that the Board is in compliance.
--- Carried by consensus

11 Assurance of Successful Director of Education Performance

11.1 Monitoring Reports

11.1.1 Board Policy IV 002 Treatment of Public

Director Dowling gave his presentation on Board Policy IV 002 Treatment of Public and confirmed compliance.
Chair Sikora requested a mover and seconder of the recommendation.

2024-34-- It was moved by Trustee Guerin and seconded by Trustee Weiler:
That the Board accept this report indicating compliance with Policy IV 002 - Treatment of Public.
--Carried by consensus

11.1.2 Board Policy IV 003 Treatment of Students

Director Dowling gave his presentation on Board Policy IV 003 Treatment of Students and confirmed compliance.
Chair Sikora requested a mover and seconder of the recommendation.

2024-35-- It was moved by Trustee Francis and seconded by Trustee Kraft:
That the Board accept this report indicating compliance with Policy IV 003 - Treatment of Students.
--Carried by consensus

11.1.3 Board Policy IV 011 Emergency CEO Replacement

Director Dowling gave his presentation on Board Policy IV 011 Emergency CEO Replacement and confirmed compliance.
Trustees asked clarifying questions. Chair Sikora requested a mover and seconder of the recommendation.

2024-36-- It was moved by Trustee Cuff and seconded by Trustee Francis:
THAT Part 1 of this report will be implemented by the CEO when the Director is out of the Province or Country.
Part 2 through 4 will be implemented as indicated.
That this report be accepted as evidence of compliance with Policy IV 011 - Emergency CEO Replacement.
--Carried by consensus

12 Potential Agenda Items

13 Announcements

13.1 Upcoming Meetings/Events

Trustees discussed upcoming events.

13.2 Pending Items: N/A

13.3 Pending Items for OCSTA Consideration: N/A

14 Items for the Next Meeting Agenda

Trustees discussed upcoming agenda items.

15 Adjournment – Confirm decisions made tonight.

15.1 Confirm Decisions made tonight.

16 Closing Prayer

17 Motion to Adjourn

2024-37-- It was moved by Trustee Cuff and seconded by Trustee Kraft:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 7:51 p.m.

Chair of the Board

Secretary

SEAC Committee Meeting Minutes

Date& Time:	February 7, 2024, 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:	March 6, 2024 @ 6:00 pm
Committee Members: Kim Murphy, Amanda Hennig, Cindy Benedetti, Erin Sutherland, Daina Colbourne, Laura Shoemaker, Jeanne Gravelle, Monica Wenzlaff, Bob Sikora, Conrad Stanley	
Administrative Officials: Gerald Foran, Erin Lemak	
Regrets: Gerald Foran, Cindy Benedetti	

1. Opening Prayer Welcome	Erin Lemak
2. Approval of Agenda Motion by: Jeanne Gravelle Seconded: Kim Murphy	
3. Declared Pecuniary Interest N/A	
4. Approval of the January 10th minutes: Note to edit January minutes and replace Erin Sutherland with Karen Applebee Motion by: Erin Sutherland Seconded: Jeanne Gravelle	
5. School System Operational Business 5.1. WCDSB Reading Intervention Strategy ➤ The Right to Read Report Inquiry: - Curriculum & Instruction - Early Screening - Reading Interventions - Accommodations - Professional Assessment Reading Comprehension = Decoding (ability to apply sound) x Language Comprehension (ability to understand spoken language) Tiered Approach to Language and Literacy Instruction: ➤ Tier One (80% students) ➤ Tier Two (15% students) ➤ Tier Three (5%students) Modification as a last resort Q&A	Antonieta Leonardo Special Education Liaison & Laura Shoemaker

6. Ministry Updates (10 min) 6.1. MACSE – Feedback 6.2. New Project Search location – Cambridge Memorial Hospital – flyers went to secondary schools. 6.3. PVNC Catholic District School Board letter to the Minister of Education – funding issues	L Shoemaker E. Lemak
7. SEAC Committee Functions 7.1. Pro Grant CIPC funds: April 23rd Presentation by Dr. Parekh and Michal Jacques To be virtual and books to be purchased for the participants	All
8. Policy Advice to the Board N/A	
9. Updates ➤ WCADDAC: The Cunning Little Vixen-Relaxed Opera Performance February 13th https://www.coc.ca/productions/24902 ➤ WWDSS: World Down Syndrome Day (WDSD) preparations are underway for March 21/24 • This date was selected to signify the triplication (trisomy) of the 21st chromosome which causes Down syndrome. • We are encouraging everyone to wear colorful socks on March 21 to raise awareness for WDSD. Pairs of socks are shaped like chromosomes and people with Down syndrome have an extra chromosome. • WDSD 2023 Poster 2024 - We continue to offer following programs: • Speech & Music Social Groups for all ages. • Skills for Independent Living for teens and young adults in partnership with KW Habitation (Spring: Abuse Awareness) • Teen Hangouts • Mom's Night Out ➤ WRFN: • Kaleidoscope Kids as that starts up again this month. FLYER • Virtual Camp Fairs which we have been running over the course of the winter and just finished: Thrive Together Tools ➤ Member at Large: Jeanne Gravelle: Sacramental Preparation for students with special needs: Kits/Dinner (more updates at the next meeting) ➤ Trustees: Chair Sicora shared Trustee updates	
10. Pending Items N/A	
11. Adjournment Motion by: Kim Murphy Seconded: Erin Sutherland	
12. Action Items Place Holder N/A	



Date: March 25, 2024
To: Board of Trustees
From: Director of Education
Subject: March 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:

Awaken to Belong

As we look at the integration of our Deep Learning theme this month the Graduate Expectation that students in many of our schools have been focused on this is being a discerning believer. This expectation resonates across many of our schools, fostering a sense of purpose and spiritual growth. This theme aligns with the Umbrella Skills of cognitive flexibility and integrity, as well as the Grandfather Teaching Wisdom in the Awaken to Belong pillar. Grade 6 students at St. Anne in Kitchener recently displayed some of these skills in Social Studies when share their learning on historical figures through their interactive wax museum.

Ignite to Believe

During the month of March our students and staff have been engaging in Lenten activities leading up to the celebration of Easter. As we begin Holy Week today our school communities are reflecting on the different ways they have been preparing since Ash Wednesday. The theme to be a discerning believer, calls our students to reflect on how their actions over the past number of weeks assist them to live out their faith. This can also be seen in the work that is occurring with our Grade Eight students on retreat at Mt. Mary Immaculate Retreat Centre in Ancaster. From Bishop Crosby's Heart to Heart message, "Two docents who care for and present the Saint John's Bible have joined the retreats to explain its history and do an 'illumination walk through the Bible', answering questions and helping the students to reflect on the Word of God."

Strengthen to Become

In our classrooms students have witnessed and demonstrated the connections to the transferable skill of critical thinking and problem solving, the global competency of critical thinking, the learning skills responsibility and self-regulation. An example of this is seen with the recent TEAM DAVE Open House at St. David. The team unveiled their newest robot, 'Jaeger' and aptly shared with those in attendance how they are putting the deep learning theme for the month, alongside the interconnected skill sets mentioned above, into real world action to design, build, market and operate their robot. We wish them good luck as they prepare to compete in the upcoming months.

Some of the regular meetings that were held in March 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
- Faith, Indigenous and Equity Meeting - 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
- Wilfrid Laurier University Senate Meeting
- Director Visits: St. Brigid, St. Augustine, St. Gregory, Monsignor Doyle, Holy Spirit, St. Vincent de Paul, St. Isidore, St. Bernadette, St. Anne K, Canadian Martyrs, St. Daniel, St. Aloysius, St. Benedict, St. Josephine Bakhita, St. John Paul II, St. Timothy, St. Kateri, Holy Family, St. Mark, St. Paul, St. Dominic Savio, St. John, St. Don Bosco, St. Louis
- Collaborative Professionalism Committee Meeting



- Governance Committee
- Committee of the Whole
- Board of Trustees Meeting
- Minister's Teleconference
- CCFOWR Board Meeting
- Exploring the Sacred at SJU with Dr. T. Bruce
- Meeting with City of Waterloo Mayor McCabe

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: March 25, 2024
To: Board of Trustees
From: Director of Education
Subject: Parent Engagement

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: APSC001 Catholic School Councils

Policy Statement and/or Education Act/other Legislation citation

O. Reg. 612/00: School Councils and Parent Involvement Committees under *Education Act*,
R.S.O. 1990, c. E.2

Parent Engagement Policy www.edu.gov.on.ca/eng/parents/policy.html

Parents Reaching Out Grants www.edu.gov.on.ca/eng/parents/reaching.HTML

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 experience 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:

Ontario's parent engagement policy recognizes many different forms of parent engagement, and that each is an important contributor to student and school success. Within the policy, parent engagement includes:

- Providing a positive learning environment at home, actively working with children to support what they are learning in school, and making learning an important part of the day
- Having productive conversations with teachers so that there is clear communication between the school and the home
- Becoming involved in school activities and volunteering to help with school events, trips, and other activities
- Participating in School Councils at the school level and Parent Involvement Committees at the board level to provide perspective

The WCDSB has continually focused on supporting the partnership between home and school to meet the various forms of parent engagement as presented in the Ontario Parent Engagement Policy by promoting and supporting:

- Celebration of our Catholic School Advisory Council Chairpersons through our WCDSB annual commissioning ceremony
- Parent Reaching Out Grants
- Catholic Parent Involvement Committee Support to Schools and Catholic School Advisory Councils

WCDSB Commissioning Ceremony

Celebrating and recognizing our strong parent relationship has now become a yearly tradition at the WCDSB. The event, celebrated face to face again this year, was attended by approximately



95 parents, administrators, trustees, and superintendents. A combined total of 41 parents and new administrators were commissioned this year. Our evening began with a Mass facilitated by his Excellency, Bishop Lobsinger and a commissioning ceremony. Additionally, this year's pastoral theme of **STRENGTHEN** was introduced. CPIC Chair James SS welcomed the newly commissioned CSAC members and acknowledged our ongoing commitment to support their work as parent engagement ambassadors.



Parent Reaching Out Grants

Ontario's PRO (Parent Reaching Out) Grants are designed to support parents in identifying barriers to parent engagement. Recognizing the valuable contribution that parent engagement makes to students' learning and well-being, PRO Grants support school boards to identify barriers to parent engagement in their school communities and find solutions to help more parents get involved in their children's education.

Catholic School Advisory Councils were surveyed to inform CPIC led Pro-Grant initiatives and CSAC's were encouraged and invited to apply for funding to run a school led events. Funds were directly shared with the Special Education Advisory Committee (SEAC) as well as with St. Louis Adult Education Centre to ensure that the scope of reaching all parents was far reaching. Funds are always directly allocated for the Catholic Faith based subscription for all parents called FORMED.



School Pro-Grant Activities/Topics which include but are not limited to: STEM nights, Curriculum Nights, Resiliency Speakers, Community Partnership Carousels, Multi-cultural Events, Home Reading Lending Libraries and so on.

SEAC:

The Special Education Advisory Committee (SEAC) is extremely grateful for the generous contribution of ProGrant funds by CPIC. The funds will be used to support an evening for parents with two guest speakers who will present virtually.

The first presenter will be Dr. Gillian Parekh, an Associate Professor and Canada Research Chair in Disability Studies in Education within the Faculty of Education at York. Dr. Parekh is also the author of the book, “Ableism in Education”. As a previous teacher in special education and research coordinator with the Toronto District School Board (TDSB), Gillian has conducted extensive system and school-based research in Toronto in the areas of structural equity, special education, and academic streaming.

The second presenter will be Michael Jacques, a compassionate and determined young adult with autism and an intellectual disability. He is also the author of “Can’t Read, Can’t Write, Here’s My Book” and “I Belong, Can I Play?”. Michael, who never surrenders to the idea of “can’t,” speaks about topics such as learning, inclusion, advocating, independence, and the power of perseverance. A portion of the funds will be used to purchase copies of both presenters’ books.

Furthermore, a portion of the funds will also be used to purchase sacramental learning kits to support students with special needs who are preparing to receive a sacrament. The adaptive kits are designed to help individuals enter fully into their faith experience, prepare for the Sacraments, and use the materials from this kit so they may experience God's love through the Sacraments.



St. Louis Adult Learning Centre:

Saturday Skill Builder Numeracy Fun at Home!

Our Saturday Skill Builder Program is compiling a “take-home family kit” to foster parent and student engagement while building essential numeracy skills. With hands-on materials and



easy-to-follow instructions, families can explore mathematical concepts together, reinforcing classroom learning in a fun and engaging way. Whether it's practicing addition and subtraction, exploring shapes and patterns, or delving into problem-solving strategies, this kit provides the tools for parents and students to embark on an exciting mathematical journey together, fostering a love for numbers and building a solid foundation for future success in math. All activities have a games-focused approach and have multiple entry points for both students and parents to engage. The kit promotes active engagement, reinforces learning, and strengthens the partnership between home and school in supporting children's mathematical development.

CPIC:

The Catholic Parent Involvement Committee have planned two events for all CSAC's and school communities in WCDSB. The events will be delivered online, and links will be shared with each school community so that they may provide the link broadly with parents and it is our hope that some schools may invite parents in to watch it together on the school site.

Human Trafficking Presentation- April 30th, 2024. 7-8pm

TIMEA E NAGY is a Best-Selling Author, Award-winning Human right activists, UN Advisor, Human Rights Activist and Keynote Speaker. Timea's journey as a survivor of sex trafficking has led her to be one of the leading voices and change-makers in the national and global movement.

In 2009 Mrs. Nagy founded 'Walk with Me,' a non-profit organization helping Police and victims of Human Trafficking. In between 2009 until the 2015 the organization helped over three hundred victims and over five hundred human trafficking-related investigations throughout Canada. In fact, Mrs. Nagy played a key role in Canada's largest human trafficking investigation led by the Canadian Federal Police (RCMP Niagara Falls Detachment), known as Project OPAPA.



In the last decade, Time has reached hundreds of thousands of people within sectors such as Law Enforcement, Social Services, Financial Institutions, Hospitality, Real Estate, Tech, and more. She has also worked with social media giants such as Facebook and Airbnb.

In addition to her 1-hour presentation all WCDSB parents will receive access to a 1-hour course that parents can take with their teens to help equip everyone with the knowledge they need to proactively engage in courageous conversations needed to keep our children aware and safe.

Online Safety Presentation Tuesday, April 9, 2024, from 7:00 p.m. - 8:30 p.m.

WCDSB is pleased to present a virtual parent and guardian information evening on Cyber safety, digital literacy, and esports gaming. Knowing that many of our students spend much time online, Matthew Johnson, the Director of Education from Media Smarts will speak about online safety and digital literacy as well as resources available to families from Media Smarts. Katina Papulkas is the Senior Education



Strategist at Dell Technologies and will provide guidance on online gaming and how parents and guardians can support their children's passions, explore career opportunities, and appreciate the engagement it provides.

Connection to Catholic School Advisory Councils

The Catholic Parent Involvement Committee (CPIC) has been a strong board level committee that has come together to advocate for the strong link between home, school, and church. Following are the members of the 23/24 CPIC committee all of which welcome communication from the family of schools they represent.

CPIC Members		Name
Director of Education Designate		Judy Merkel
Trustees (2 + 1 Alternate)	Trustee #1	Conrad Stanley
	Trustee #2	Marisa Phillips
	Trustee Alternate	Winston Francis
Administrators: Elem (1), Sec (1)	Elementary	Andrew Gordon
	Secondary	Monica Carlin
Diocesan Representative		John Murphy
Elementary Parent from each FOS	Monsignor Doyle Family (OAPCE)	Joy Stephen
	Resurrection Family	Chetna Tomar
	St. Benedict Family (CPIC Chair)	James Sebastian-Scott
	St. David Family	Craig LeBlanc
	St. Mary's Family	Paul Marchwica
Secondary Parent by City (3)	Cambridge (Budget Committee)	Dave Perlaky
	Secondary: Kitchener	Irene Vassalo
	Secondary: Waterloo	Janek Jagiellowicz
Member-at-Large	Member-at-Large	Cara Ferreira
	Member-at-Large	Tina Karwalajtys
	Member-at-Large	Brenda Tibingana-Ahimbisilwe
	Member-at-Large	Abuobeida (Obaida) Mudawi
Recorder		Jessey Fraga
Director of Education		Tyrone Dowling

The CPIC began the school year with a vision for forging strong bonds with the local Catholic School Advisory Councils by surveying all members to ascertain needs and responding by providing a very successful onboarding session. Approximately 60 attendees were able to partake in the information evening. Parents and trustees had the opportunity to learn more about the role of the CSAC, budget awareness and applicable policies, WCDSB direction as it relates to mental health and equity/inclusion and of course the strong roots tying all that we do based on our Catholic faith. The links herein are resources available to all Catholic School Advisory Councils and Administrators.

[Presentation #1 - CSAC Onboarding 2023.pdf](#)

[Presentation #2 - CSAC and School Fundraising.pdf](#)

[Presentation #3 & #4 - Equity and Mental Health Presentations.pdf](#)

[Round Robin Discussion.pdf](#)





During the onboarding the opportunity was leveraged to determine how CPIC might further support CSAC on an ongoing basis. Based on Round Robin Discussions the Coffee Chat topics were generated and Parent Reaching Out (PRO) Grant opportunities were determined.

Coffee Chats

Coffee Chats are an informal opportunity for our CSAC and our CPIC members to come together for an hour-long conversation from the comfort of their own home. Our virtual chats happen 4-5 times a year. Our chats focus topics of interest to the CSAC and to date we have hosted 2 chats. Our first chat focused on the use of and introduction to our new CSAC Microsoft Team. Participants were introduced to the resource tabs on the Team and their use as a resource. Tabs include: CPIC Members, CSAC Sharing Channel, Faith Development (link to Pastoral Plan), OAPCE, Resources (Minutes, Helpful Online Links, MOE, School CSAC Website Links, WCDSB Policies), Student Achievement (MYSP, BIEP). All CSAC Chairpersons and CPIC members have been invited by email to join this active site. Our second Coffee Chat focused on “How to Foster Faith Experiences for Families”. The correlated resource of the chat can be found here: [Coffee Chat January 2024.pdf](#). CSAC and CPIC were also given the opportunity to explore resources that our schools use to such as Growing in Faith and Growing in Christ which provides strong home and school connections which supports family faith resources for home.

The resource link can be found here:

<https://acrobat.adobe.com/id/urn:aaid:sc:US:4e4cc507-7822-44c4-8f00-82e99d61cb9e>.

Other easy to use links are always readily accessible as well. All Chats are shared as resources to all on the MS Teams site.



January Note: Unit 2 continues until January 13 due to the Christmas Break.	Week 17 7-13 Unit 2 Lesson 5 and Unit 2 Close and Culminating Activity	Week 18 14-20 Unit 3 Lesson 1	Week 19 21-27 Unit 3 Lesson 2	Week 20 28-Feb 3 Unit 3 Lesson 3
February	Week 21 4-10 Unit 3 Lesson 4	Week 22 11-17 Unit 3 Lesson 5	Week 23 18-24 Unit 4 Lesson 1	Week 24 25-Mar 2 Unit 4 Lesson 2
March	Week 25 3-9 Unit 4 Lesson 3	March Break 10-16	Week 26 17-23 Unit 4 Lesson 4	Week 27 24-30 Holy Week
April	Week 29 7-13 Unit 4 Lesson 5	Week 30 14-20 Unit 4 Close and Culminating Activity	Week 31 21-27 Unit 3 Lesson 6	Week 32 28-May 4 Unit 3 Close and Culminating Activity
May	Week 33 5-11 Unit 5 Lesson 1	Week 34 12-18 Unit 5 Lesson 2	Week 35 19-25 Unit 5 Lesson 3	Week 36 26-Jun 1 Unit 5 Lesson 4
June	Week 37 2-8 Unit 5 Lesson 5	Week 38 9-15 Unit 5 Lesson 6	Week 39 16-22 Unit 5 Lesson 7	Week 40 23-29 Unit 5 Lesson 8 and Unit 5 Close and Culminating

Upcoming Coffee Chat dates:

Coffee Chat #3 – March 27, 2024, at 6pm

Coffee Chat #4 – May 22, 2024, at 6pm

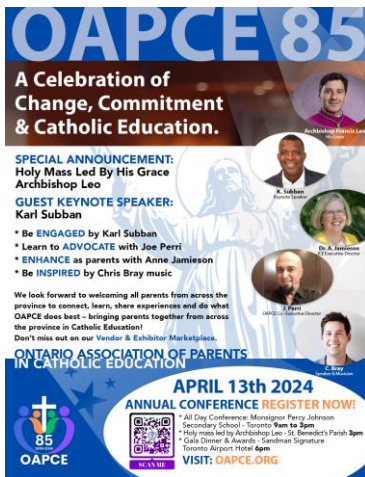
Additionally, at times, when board initiatives that may be of interest to parents is readily sharable, pop-up invitational sessions are offered to parents as well. Most recently parents were invited to attend a parent engagement presentation entitled **Generative AI: WCDSB Families in the Know**. This event was held on February 22, 2024. 20 people attended this presentation. For those who weren't able to attend information, the link to the [Recorded Webinar](#) was shared with all CSAC chairs. Additional information on this topic is found below:

Furthering our commitment to educating our community about the responsible use of technology and ensuring our educators are aware of the [WCDSB GenAI Guidelines](#), [accompanying infographics](#), and [podcast](#). This month the WCDSB Guidelines were also featured in the Canadian EdTech's [Mind Share Learning Report](#).

Ontario Association of Parents in Catholic Education



All Catholic School Advisory Council Chairs have been designated as representatives for Ontario Association of Parents in Catholic Education. Every month the CSAC chairpersons receive the link to the Parents4parents Press an example is included here: <https://oapce.org/wp-content/uploads/January-2024-Newsletter.pdf>



The upcoming OAPCE Conference has also been advertised and CPIC will sponsor 2 attendees to participate in the event with a commitment from them for a report back to CPIC.

Ministry of Education Connections

As recent as March 5, 2024, the Ministry of Education launched a **Parent Guide to Ontario's School System**. This new resource will provide parents with helpful information that supports them to have a stronger role and actively participate in their children's education. The guide covers several subjects such as knowing how their child is doing in school, learning about suspension and expulsion processes, attending a school council meeting or parent involvement committee meeting, and knowing about specialized supports to help all children succeed.

The flyer is available in multiple languages which will be shared with all schools and on our WCDSB website. The full guide can be found at www.Ontario.ca/educationguide



Parent Engagement is a top priority for the Waterloo Catholic District School Board. In addition to the work presented within this report our Religion Consultant and Faith Animator, work along our CPIC members, administrators, and senior team to ensure that all aspects of what we do as a system are rooted in our faith. Through the Pro Grant funding provided by the Ministry of Education our schools are afforded the opportunity to access resources to share other topics and events that are aimed at reaching parents so they might be more readied to engage in the school culture and to help their child at home. Finally, to bridge a more seamless acknowledgment of the CPIC committee members, each CPIC member has been asked to create an online profile that have been made available to all schools so that there is an ease of putting a face to the name so more seamless communication. Please see [CPIC Bios.pdf](#) here. Productive conversations continue to occur at the Coffee Chats and our open email at CPIC@wcdsb.ca is an easy access way CSAC are also invited to contact the committee.



Recommendation:

For Information for the Board of Trustees.

Prepared/Reviewed By: Judy Merkel Superintendent of Learning
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: 2024 • 03 • 25
To: Board of Trustees
From: Director of Education
Subject: Student Equity Engagement Council (SEEC)

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 Governance Policy I:001 Ends
Ontario Catholic School Graduate Expectations (OCSGE, 2011): [Institute for Catholic Education]
WCDSB Pastoral Plan

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

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

Alignment to the MYSP:

☒ **Awaken to Belong**

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

☒ **Ignite to Believe**

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



☒ Strengthen to Become

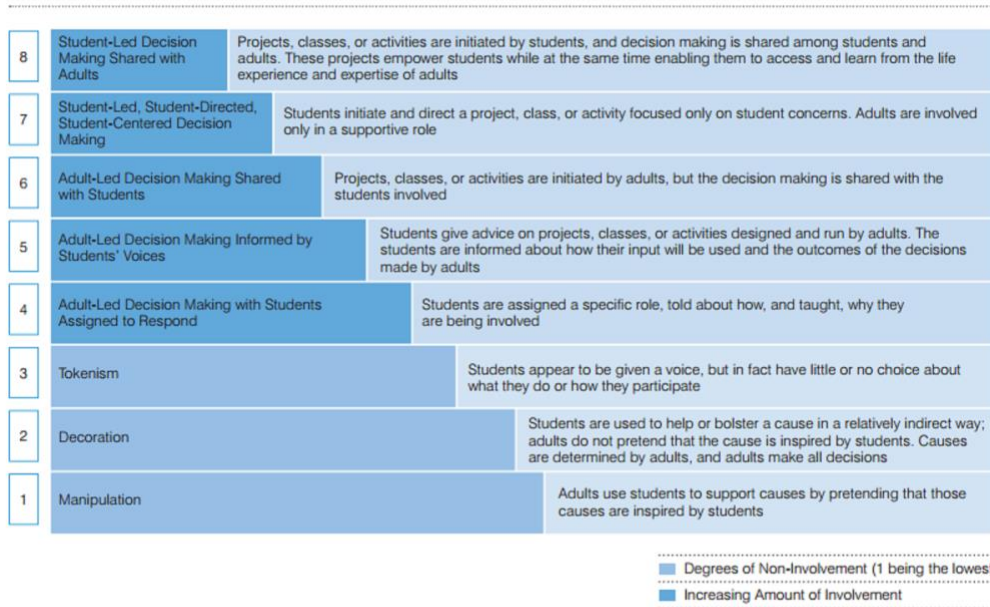
- ☒ Every student reaches their full potential.
- ☒ Staff see their impact on student achievement.
- ☐ Are engaged as active partners in our students' Catholic education journey.

Background/Comments:

There has been a long history of student voice and engagement at Waterloo Catholic District School Board with an emphasis on equity and faith. Students have served as student trustees, been executive members of student councils, and participated in student groups such as, the Gay/Straight Alliance (GSA), the Social Justice League, and the Anti-Racism Club.

October 25th, 2021, the Senior Manager of Equity (i.e., the Equity Officer at the time) proposed to the Board of Trustees that we pilot a new group to elevate student voice throughout the schools and maybe capture student voices that have not been traditionally heard. This proposal was requested from the Board of Trustees at the time.

The purpose of the proposal was to find a way to use student voice actively and productively. Figure 1 is a model of student voice and engagement, *The Ladder of Student Involvement*. This ladder allows boards to assess the ways in which they use student voice and the degree of student involvement. At the bottom of the ladder (portrayed in light blue) is the least effective use of student voice with the least amount of student engagement. At the top of the ladder (portrayed in dark blue) is the most effective use of student voice and engagement. Fletcher (2005) has suggested most organizations use student voice at the first 4 steps on the ladder, but do not use higher-order student voice. He would suggest we need to be using Steps 7 and 8.



Source: Adapted with kind permission of Adam Fletcher, from Adam Fletcher, *Meaningful Student Involvement: Guide to Students as Partners in School Change*, created for SoundOut.org in partnership with HumanLinks Foundation, 2005

Figure 1. The Ladder of Student Involvement Assesses the Level of Student Engagement



With the creation of Student Equity Engagement Council (SEEC), we are promoting higher-order student voice, involvement, and engagement. This means students are engaging in projects and activities initiated by students, with the decision-making shared among them and adults. Ultimately, students use their voice in partnership with adults, and take the lead when feasible, as they engage in community action that benefits their school community. Figure 2 depicts the logo of Waterloo Catholic District School Board SEEC.



Figure 2: Logo for SEEC

Eventually we hope each school will have its own SEEC (or a version of it). In elementary schools, it will consist of students in grades 6, 7, and 8 with at least one teacher/staff member serving as an advisor. In secondary schools, it will consist of students in grades 9 through 12 with at least one teacher/staff member serving as an advisor. While we want students to shape the councils and ultimately be the leaders of the councils, we do want students to engage in the following mandate:

1. Explore issues of inequity and exclusion within their school.
2. Engage in education activism and promote multiculturalism, gender, and sexuality equity, anti-racism, anti-bias, anti-bullying, and anti-oppression in schools (e.g., creating videos, pamphlets, educational opportunities for students).
3. Work throughout the school year with administrators to minimize any inequities and exclusions identified by the students.
4. Work with the Board researcher to assess their work and their impact on their individual school communities.

Many schools have created their SEECs. Some schools had fantastic well-organized specialty groups already running (e.g., Black Brilliance Club or Social Justice League) and did not add a specific SEEC group to their school. We see those groups as being extremely valuable and do not want to interrupt their work. Under those circumstances, we understand why a separate SEEC group would not be created. However, we hope those different specialty groups might come together occasionally to discuss equity issues that they could collaborate on. Please note, all the secondary/high school institutions have some form of SEEC on their campuses. The Systems Navigator and the Senior Manager of Equity have split our work with the secondary schools. Further, all the Indigenous and Equity Services and affiliated people have interacted with the various SEECs throughout the school board.

SEEC does not necessarily look the same at each school. Here are three common models:

1. SEEC group was created and students meet at least once a month.



2. A SEEC-like group was created to focus on equity and engagement, but the students chose a different name to meet their community needs (e.g., Lights Out at St. Benedict Catholic Secondary School--2022).
3. There were already a few different social justice clubs that had distinct focuses, so instead of combining the work of those groups, the groups continue to meet separately for most of the year, but come together a few times throughout the year in a SEEC meeting.

During the first year, we wanted at least 10 schools to start a SEEC, with the hope of eventually having all schools have a SEEC in their school communities. There was no benchmarking set for getting all schools to participate. However, in the first year, 17 administrators and/or other staff personnel decided to create a SEEC (or equivalents) in their school. In 2022-2023, we had three additional schools start a SEEC in their schools. During that academic year, we created a benchmark to increase SEEC by 10%. This year (i.e., 2023-2024) we have an additional three schools that have a SEEC or related group. While this does not sound like a large number, we did increase SEEC by more than 10%.

Again next year, we hope to increase the number of SEECs by 10% again. This year will be our first SEEC conference hosted at the board office. Representatives from the secondary SEECs will participate in the conference which will be held on Friday May 10th, 2024, the last day of Catholic Education Week. While there will be a keynote speaker, the majority of the conference will be students brainstorming ways to increase their voice in their schools.

Recommendation:

This report is presented as information for the Board of Trustees.

Prepared/Reviewed By:

Tyrone Dowling Director of Education
Lynn Garrioch Senior Manager of Equity
Paul Mendonça Superintendent of Learning

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





Date: March 25, 2024
To: Board of Trustees
From: Director of Education
Subject: 2024-2025 Estimates Budget Update #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 of Board Policy **IV007**
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

This report provides Trustees with information on the development of the 2024-25 school year Estimates budget.

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.
- ☒ Families 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.

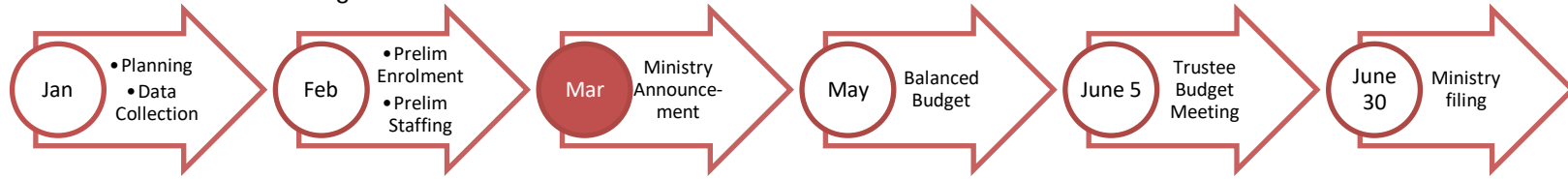
☒ **Strengthen to Become**

- ☐ 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 2024-2025 budget timeline to date:



Secondary Enrolment Committee Meeting #2: March 25, 2024

Objective of Committee:

- The purpose of this committee is to generate secondary enrolment projections using documented methods that will establish a secondary student average daily enrolment (ADE) for the purposes of calculating revenues and staffing expenses.

Meeting highlights:

- Review updated registration information and Secondary Enrolment Committee projections using preliminary March enrolment data and tally report
- Review scenarios and discuss trending for 2024-2025 projection, including retention rates and assumptions used in the methodologies
- Coordinate tasks and reporting requirements for next enrolment meeting

Elementary Enrolment Committee Meeting #2: March 22, 2024

Objective of Committee:

- The purpose of this committee is to discuss the methods used to calculate elementary enrolment scenarios and to identify a preferred option which will support the calculation of revenues and staffing expenses.

Meeting highlights:

- Update projections using March preliminary enrollment submitted by principals and revise Elementary Enrolment Committee and Linear Regression projections with finalized October 31, 2023 enrolment data
- Compare scenarios, review in-year trending of variables, and discuss the trending of projections with possible changes in methodologies
- Coordinate tasks and reporting requirements for next enrolment meeting

Operational Budget Submissions

- Final budget submissions were received by Finance on March 8, 2024
- Compilation of both operating and capital expenditures continues to progress well
- School budgets will be released April 10th and will be completed by schools once enrolment projections are confirmed

Upcoming

- GSN Announcement: March, TBD
- Enrolment projections: due to Finance April 4th
- Budget Advisory Committee meeting: April 10th
- Trustee Update #4: April 22nd
- Budget Presentation: June 10th

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 provided as information on the development of the 2024-2025 budget.

Prepared/Reviewed By:

Tyrone Dowling
Director of Education

Renee King
Manager of Budget

Rob Connolly
Manager of Business Operations, Continuing Education

Laura Isaac
Senior Manager, Financial Services

Shesh Maharaj
Executive Superintendent, Corporate Services

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Date: March 25, 2024
To: Board of Trustees
From: Director of Education
Subject: 2024 Education Development Charges – Annual Update

Type of Report:

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

Type of Information:

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

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

On May 10, 2021, the Board of Trustees approved Education Development Charge By-law (2021) for a term of 5 years with an effective date of June 1, 2021. In response to stakeholder input, the Board also directed staff to review land values annually and provide a report to the Board if land values supported an amendment to the Education Development Charge By-law (2021) to increase residential and non-residential charges.

The purpose of this report is to provide information to the Board of Trustees on the 2024 review of Education Development Charge rates.

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

N/A

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:

Education Development Charges (EDCs) are used to fund the acquisition of school sites and related costs to accommodate growth-related pupil needs. These rates are applied to all new residential and non-residential development, with limited exceptions. The Board's existing EDC By-law recovers 80% of education land costs from residential development and 20% from non-residential development.

School boards may review the prescribed maximum EDC rate to ensure that inputs such as the price of land are consistent with the assumptions made in the original EDC Background Study. The EDC legislation permits school boards to increase the quantum of the EDC rate once in a one-year period via an amendment.

However, the board may not increase residential charges by more than \$300 or 5% annually, or non-residential charges by \$0.10 or 5%.

Current EDC rates are shown below:

	Year 1 June 1/21 – May 31/22	Year 2 June 1/22 – May 31/23	Year 3 June 1/23 – May 31/24	Year 4 June 1/24 – May 31/25	Year 5 June 1/25 – May 31/26	Maximum Rate
Residential (flat rate)	\$953	\$1,253	\$1,553	\$1,739	\$1,739	\$1,739
Non-Residential (per square foot)	\$0.42	\$0.52	\$0.62	\$0.72	\$0.72	\$0.72

Cushman and Wakefield (Cushman) and Watson & Associates Economists Ltd. (Watson) were jointly retained by the Waterloo Catholic District School Board and Waterloo Region District School Board to review 2024 land costs, projected EDC cashflow, and to assess the adequacy of the rates shown above to support upcoming land purchases.

The data provided by the consultants indicate that on average, 2024 land values are consistent with those from 2022 and 2023. Accordingly, there is no staff recommendation to increase the rates shown in the table above.

Staff will report to the board in spring 2025 on the next annual review and any further change in the charge that may be warranted at that time.

Recommendation:

That this report be received for information.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Jennifer Passy
Manager of Planning

Shesh Maharaj
Executive Superintendent of Corporate Services

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Date: 03/25/24
To: Board of Trustees
From: Student Trustees
Subject: March 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:

Although the month of March included a week-long break for many to rest, disrupting the regular events organised in school communities, the WCDSB secondary schools put in the effort to acknowledge important days in the month and engage their communities as much as possible.

Common Activities Hosted by The Schools:

- International Women's Day
 - March 8th was International Women's Day, which celebrates the history and achievements of women. While students were not at school on this day, an effort was still made to honour this day. Informative social media posts, announcements, and slideshows were made by students to educate others about the significance of this day.
- Easter
 - The Easter holiday brings many opportunities for school communities to celebrate and gather in faith. From educational posts about Lent, to games such as spoon and egg racing, to Easter egg hunts, to liturgies, students came together to commemorate the significance of the Lenten season.
- Paint Night
 - Monsignor Doyle and St. Benedict hosted "Paint Nights." Students were provided with a canvas, paint, and paint brushes, and were able to either follow a video or student volunteers to create pieces of art. All the feedback from the participants was positive, and it is hoped this event will continue to occur.
- Rock Your Socks
 - March 21st is World Down Syndrome Day. On this day, students were encouraged to wear colourful socks to raise awareness about Down Syndrome. Announcements and social media posts were also made to celebrate the day.

Student Trustee Role Update:

- Student Senate Meeting
 - The 2023-24 Student Senate met on March 21st at Resurrection C.S.S, and discussed the progress of current initiatives, such as Elementary Pen Pals, Charity Basketball Tournament, Senate social media, our plans for the rest of the school year, as well as ESLC (Elementary School Leadership Conference). Accompanied by the 2024-25 Student Trustees, Allison Berwick and the current Monsignor Doyle Co-President, Matteo Leone.
- Student Senate Constitution

- The first draft of the Student Senate Constitution was completed, and went through a thorough review and revision process at the March Student Senate meeting. The Student Trustees and Student Senate are proud of the work that has been done to complete this document, and are looking forward to sharing this work with the Board of Trustees at a later date.
- Pen Pals
 - All information for the 2024 Senate Pen Pals initiative has been sent out to both elementary and secondary schools, the first letters will be written and sent out starting April 1st and 2nd.

Recommendation:

This report is for the information of the Board.

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

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



Date: March 25, 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:

Journeying through the season of Lent, it is a time for self-reflection and to participate in prayer, fasting and almsgiving. We welcome the arrival of Spring as we prepare for Easter.

Calendar Activities

Several discussions with Director Dowling and Vice-Chair Cuff

February 29 – FACE Committee meeting

March 2 – Canadian Federation of University Women breakfast

March 4 – Committee of the Whole

March 5 – Ministry of Education bi-weekly teleconference

March 6 - Special Education Advisory Committee

March 7 – Team DAVE Open House at St. David's

March 8 – Meeting with MPP Jess Dixon to advocate for Board issues

March 17 – Interfaith & Multicultural Iftar at Kitchener City Hall

March 18 – Governance Committee meeting

March 21 – Springtide Workshop at St Jerome's

March 21 – Ministry of Education bi-weekly teleconference

March 25 – Board of Trustees Meeting

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Robert Sikora
Chair of the Board

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





Date: March 25, 2024
To: Board of Trustees
From: Director of Education
Subject: Hiring and Promotions IV 005

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 Hiring and Promotions IV 005
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

IV 005 Hiring and Promotions

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

Ontario Human Rights Code
Accessibility for Ontarians with Disabilities Act
APS043 – Conflict of Interest, Nepotism and Cronyism in Hiring and Supervision
APO028 – Fair and Equitable Hiring and Promotions
APS038 – Police Record Checks for Board Employees
Staffing Operating Guidelines for PASS and Senior Manager Positions
Various collective agreements

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:

1) The CEO shall not cause or allow hiring/promotions to occur without procedures in place to recruit, hire and promote the best possible candidates and to be fully compliant with all related legislation.

CEO Interpretation

Recruitment, hiring and promotion administrative procedures must be in place to ensure the selection of the best possible candidates while remaining compliant with all relevant legislation.

EVIDENCE

Hiring related policies:

- APS043 – Conflict of Interest, Nepotism and Cronyism in Hiring and Supervision
- APO028 – Fair and Equitable Hiring and Promotions
- APS038 – Police Record Checks for Board Employees
- Staffing Operating Guidelines for PASS and Senior Manager Positions

Administrators:

- Candidates are invited to apply to Administrator Pools (secondary principal, secondary vice-principal, elementary principal and elementary vice-principal).
- Postings for the pools are placed on the Board website, distributed via Staff Announcements, posted through the Catholic Principals Council of Ontario (CPCO) and social media (i.e. Facebook, Twitter and LinkedIn).
- All postings are managed through the “Apply to Education” (ATE) applicant tracking system.
- Each posting is fully compliant with the Accessibility for Ontarians with Disability Act (AODA) and provides a contact person to candidates should they require an accommodation to participate in the recruitment process.
- Candidates are screened for the qualifications identified in the posting.
- Conflicts of interest per APS043 are declared prior to interviews.
- The recruitment and selection processes are evaluated for continuous improvement with respect to equity, diversity and inclusion.
 - This includes the use of blind assessments and composition of the selection panel.
 - The selection process typically includes some combination of interview, portfolio review, case study, reflection, presentation, and/or written responses.
 - All assessments are reviewed by the Superintendent of Human Resources to ensure compliance with legislation and policy.
 - Assessments are scored individually by all members of the selection panel.
- References are checked by the Superintendent of Human Resources.
- Consensus on hiring recommendations is reached by the interview panel.
- As per APO028 diversity is considered a hiring criterion at all stages of the process including placement from the pool into an assignment.
- The Superintendent of Human Resources offers placement in the respective pools.
- When administrator vacancies occur, assignments are offered to candidates in the pool based on system and school needs at the time of the vacancy.



Teachers:

Daily Occasional Supply List

- HRS staff attend jobs fairs and faculties to recruit teacher candidates. Open postings are available on the Board website, social media sites and the applicant tracking system throughout the year.
- Postings are distributed via Staff Announcements, faculties of education and parishes.
- All postings are managed through the “Apply to Education” (ATE) applicant tracking system.
- Each posting is fully compliant with the AODA and provides a contact person to candidates should they require an accommodation to participate in the recruitment process.
- Candidates are screened for the basic qualifications identified in the posting.
- Candidates are interviewed by two administrators (retired and/or current) and the questions are reviewed by the Superintendent of Human Resources and at least one Superintendent of Learning.
- All interviews are documented and scored independently by the interviewers.
- Administrators are asked to declare conflicts of interest per APS043 prior to interviews.
- References are checked by the interviewers.
- As per APO028 diversity is considered a criterion for hiring decisions.
- Recommendations for hire are provided from administrators to Human Resources Services (HRS).
- HRS makes job offers to candidates.

Long-term Occasional Assignments (LTO assignments)

- Postings for LTO assignments occur in compliance with Part A of the OECTA collective agreements.
- All postings are managed through ATE.
- Each posting is fully compliant with the AODA and provides a contact person to candidates should they require an accommodation to participate in the recruitment process.
- Known LTO assignments of fourteen days or greater are posted.
- Administrators must review portfolios posted by the five most senior candidates.
- Administrators are required to identify any conflicts per APS043.
- As per APO028 diversity is considered a criterion for hiring decisions.
- Recommendations for the assignment are provided from administrators to HRS.
- HRS offers the assignment to the successful candidate.

Permanent Teaching Assignments

- Postings for permanent assignments occur in compliance with Part A of the OECTA collective agreements.
- Postings occur as vacancies arise and are managed through ATE.
- Each posting is fully compliant with the AODA and provides a contact person to candidates should they require an accommodation to participate in the recruitment process.
- Up to three candidates are interviewed by the Principal of the school with the posted vacancy, and one other administrator.
- Administrators are required to identify any conflict APS043.
- All interviews are documented and scored independently by the interviewers.
- As per APO028 diversity is considered a criterion for hiring decisions.
- Recommendations for the assignment are provided from administrators to HRS.
- HRS offers the assignment to the successful candidate.



Education Assistants, Child and Youth Care Workers and Early Childhood Educators (ECE)

- HRS and Special Education staff visit college programs and attend job fairs to recruit.
- Open postings occur throughout the year.
- Employees are hired to the supply lists or directly to a position.
- Postings for new hires are placed on the Board website, Apply to Education, social media, at colleges and faculties, the Association of ECEs of Ontario and the Early Learning Professional Resource Center.
- Each posting is fully compliant with the AODA and provides a contact person to candidates should they require an accommodation to participate in the recruitment process.
- Candidates are screened for the basic qualifications identified in the posting.
- Candidates are interviewed by administrators and/or extended day supervisors.
- All interviews are documented and scored independently by the interviewers.
- Interviewers are asked to declare conflicts of interest per APS 043 prior to the interviews.
- The references for candidates are checked by the interviewers.
- As per APO 028 diversity is considered a criterion for hiring decisions.
- Recommendations for hire are provided by the interviewers to HRS.
- HRS makes job offers to candidates.

Technical, Clerk, Administrative, Custodial, Maintenance, Supervisory, Student Services and Senior Manager Positions

- Postings are placed on the Board website and other locations deemed appropriate for the position – e.g. Apply to Education, social media, professional colleges and associations, OASBO, etc.
- Each posting is fully compliant with the AODA and provides a contact person to candidates should they require an accommodation to participate in the recruitment process.
- Candidates are screened for the basic qualifications identified in the posting.
- Candidates are interviewed by the hiring supervisor and at least one other management staff member and/or a Human Resources Officer, depending on the position.
- One other method of assessment is applied to candidates such as a test, written assignment, in-basket exercise or case study.
- All interviews and assessments are scored by the interviewers.
- Interview questions and assessments are reviewed by HRS.
- References are checked by the interviewers.
- As per APO028 diversity is considered a criterion for hiring decisions.
- Recommendations for hire are provided to HRS.
- HRS makes job offers to candidates.

Supervisory Officers

- Postings for academic supervisory officers may posted internally to administrators and distributed via email to the Catholic Principals' Association of Ontario, the Ontario Catholic Supervisory Officers' Association, through the Ontario Association of School Board Officials and other locations deemed appropriate for the position.
- Each posting provides a contact person to candidates should they require a disability related accommodation to participate in the recruitment process.
- Candidates are screened for the basic qualifications articulated in the posting.
- Candidates are interviewed by a panel including the Director of Education, Superintendent of Human Resources, and a Superintendent of Learning. In addition, candidates may participate in a second assessment (e.g. case study).
- All interviews and assessments are documented and scored independently by the interviewers.
- The recruitment and selection processes are evaluated for continuous improvement with respect to equity, diversity and inclusion. This review includes the use of blind assessments and composition of the selection panel.
- The selection process typically includes some combination of interview, case study, reflection, presentation, and/or written responses.



- Interview questions are reviewed by the Superintendent of Human Resources and Director of Education and the Senior Manager of Equity Services.
- Candidates are given time to review the interview questions immediately prior to the interview.
- Two references for each candidate are checked by the Director or Superintendent of Human Resources.
- Consensus is reached by the interview panel on the successful candidate and the job offer is made by the Director.
- As per APO028 diversity is considered a criterion for hiring decisions.

Compliance with APO028

In accordance with the Policy requirement, all hiring procedures are fully compliant with legislation. However, all hiring procedures are not fully compliant with APO028, most importantly diverse selection panels. When APO028 was most recently revised with updated procedures, it was known that gaps would exist. However, the recommendation from the Human Resources Equity Committee was to include requirements that are aspirational. The intent is to ensure there is work done to improve processes and strive toward compliance with the procedure or to implement alternate processes to mitigate the impact of the gaps.

2) The CEO shall not hire anyone who is not willing to support the values of Catholic education in the performance of their duties.

CEO Interpretation

New hires into ECE, teaching, school administration and supervisory officer positions must be assessed on their understanding of the need to integrate Gospel values into the delivery of curriculum. New hires into student support positions must be assessed on their willingness to support faith activities in schools. New hires into Board administration positions must be assessed on their willingness to work in a faith-based organization.

Evidence

- All permanent and long-term occasional ECE, permanent and long-term occasional teaching, administrator and supervisory officer positions require pastoral references including a profession of faith.
- Where an exception to this Policy is granted, any new teachers or ECEs who are not Catholic are required to sign a declaration of commitment indicating agreement:
 - To participate in the religious instruction of students in the Catholic Faith using the curriculum approved by the Board as requested by the principal.
 - To seek to infuse gospel values across the curriculum.
 - To influence and strengthen the spiritual growth of students and act as an appropriate role model in a manner consistent with the Catholic Church.
 - To attend and support school and Board celebrations and liturgies, including Mass.
- Interviews for all other positions include a statement that candidates are applying to a faith-based organization where there are expressions of faith such as prayer, liturgies and mass. Education Assistants and Child and Youth Care Workers are informed they will be required to attend religious celebrations such as school masses. Candidates are asked if they are comfortable working in such an environment.

3) The CEO shall not hire teachers who have not completed a Pastoral Declaration Form and who do not have Religious Education Part 1, or equivalent, or a commitment to undertake the course within two years and shall not hire Early Childhood Educators who have not completed a Pastoral Declaration Form.



CEO Interpretation

All teaching staff and ECEs must provide a pastoral declaration to be considered for hire to long-term and/or permanent positions. Exceptions may be requested in situations where there is a scarcity of teachers and/or ECEs. All permanent teachers must complete Religious Education Part 1 within two years of their hire date or two years from the following September if hired mid-year.

Evidence

- All candidates to teaching positions are required to provide a pastoral reference including a profession of faith to be eligible for long-term occasional and permanent positions. In circumstances where a teacher with specialized qualifications cannot be hired with a pastoral declaration form, special permission has been sought from the Board.
- All candidates to ECE positions are required to provide a pastoral reference including a profession of faith to be eligible for long-term temporary and permanent positions. In circumstances where an ECE cannot be hired with a pastoral declaration form, special permission has been sought from the Board.
- All teachers newly hired to a permanent position are advised in writing that they must have Religious Education Part 1 completed within two years from the date of hire. Teachers hired after September 1 are given two years from August 31 in the year they were hired. Of the 292 new permanent teachers hired since 2022, 43 have until September 1, 2024 to complete Religious Education Part 1. All non-compliant teachers have been advised that they must complete course by September 1, 2024.

4) Promote to an academic position of responsibility including that of Principal, Vice- Principal, Program Head of Religious Education or Consultant of Religious Education/Family Life Education without a Pastoral Declaration from a Catholic priest and their commitment to mandatory participation in ongoing leadership and faith formation programs of the school system.

CEO Interpretation

All applicants considered for the positions of principal, vice-principal, Program Head of Religious Education or Consultant of Religious Education/Family Life Education must have an acceptable pastoral declaration from a Catholic Priest. All newly appointed administrators are provided opportunities for leadership development and faith formation.

Evidence

- Candidates to Administrator Pools and Program Heads of Religion and Consultant of Religious Education/Family Life education are required to provide a pastoral reference including a profession of faith. Any special circumstances are discussed with the Board.
- All candidates that have been considered for placement in Administrator Pools since the last monitoring report have provided a pastoral reference from a Catholic Priest.
- All newly appointed administrators are assigned a colleague mentor and participate in a two-year induction program that focusses on leadership development and faith formation. There are 35 administrators currently participating in the program.

5) The CEO shall not hire/appoint Chaplains without use of the Chaplaincy guidelines issued by the Ontario Conference of Catholic Bishops.

CEO Interpretation

The Chaplaincy Guidelines must be used in hiring chaplains and the Bishop is consulted prior to confirming a hiring decision.



Evidence

- Qualifications requested of candidates is consistent with those identified in the Guidelines.
 - One chaplain has been hired since the last monitoring report. The office of the Bishop was consulted and the Chaplaincy Guidelines were followed. r

6) The CEO shall not provide for the hiring/promotion of a supervisory officer without Board approval to proceed and without consultation with the Board of Trustees as to their possible representation on the selection team.

CEO Interpretation

The Board approves the posting of supervisory officer positions and must be consulted on Trustee representation on the selection team.

Evidence

- No supervisory officers have been hired since the last monitoring report.
- The two supervisory officers hired during the previous monitoring timeframe.
- Both vacancies were brought to the Board for information and two Trustees participated in the interview process.

Recommendation:

That the Board accept this report indicating compliance with Hiring and Promotions Policy IV 005.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Kerry Pomfret
Superintendent of Human Resources

*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: March 25, 2024
To: Board of Trustees
From: Director of Education
Subject: Monitoring Report – IV 010 “Facilities/Accommodations”

Type of Report:

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

Type of Information:

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

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

This report will provide Trustees with information on the CEO’s compliance with Board Policy IV 010 “Facilities/Accommodations”.

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

Executive Limitation IV 010, “Facilities/Accommodations”

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:

Annually, a report will be provided to Trustees demonstrating the CEO's compliance with Board Policy IV 010.

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

Policy Statement:

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

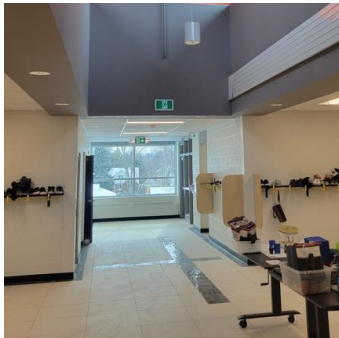
Interpretation:

This policy statement is interpreted to mean that school and administrative facilities built, leased, or purchased for use in the delivery of educational programs and services will be outfitted with physical design elements that inform our community that we are a faith-based system. Examples may include creative tiling, exterior enhancements and signage, and interior furniture, décor, and equipment.

Additionally, all educational spaces must be designed or augmented to support the students and communities we serve, within the context of a contemporary educational setting.

Evidence:

Since the date of the last monitoring report, an 8 classroom addition and gym was opened at St. Agnes School in Waterloo. Incorporated into the design is a brick façade consisting of a mosaic of crosses, floor tiles designed to feature crosses, and a large free standing cross outside of the addition. Classrooms were constructed to modern specifications including new brightlink projectors, collaborative desks and chairs for students, and of course fully connected to support 21st century technology.





n.b. St. Josephine Bakhita CES was profiled in the 2023 monitoring report.

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

- 1. Allow material changes to facilities, boundary changes, or the closure of existing facilities to occur without established procedures that includes the board appointing two trustees as a non-voting members of the Accommodation Review Committees.**

Interpretation:

This policy provision is interpreted to mean that any accommodation review process undertaken by the senior administration will be planned and carried out following the Ministry of Education's Pupil Accommodation Guidelines where a school closure is contemplated, or established guidelines where boundaries adjustments are required.

Further, any additions or major capital renovations that affect existing facilities will be brought to the Board of Trustees for information and where applicable, approval.

Evidence:

There were no accommodation review processes undertaken since the last monitoring report.

[An application for capital funding](#) (Capital Priorities) for additions to existing schools and for construction of a new school was brought to Trustees for approval on September 25, 2023.

[A report on summer construction](#) was brought to Trustees on September 25, 2023, which summarized major renovation and renewal work undertaken at WCDSB schools over the summer.

[An update report on major capital construction](#) was brought to Trustees on January 22, 2024, which summarized work completed to date on new school builds and one major capital addition.

- 2. Fail to present to the board an annual report on current enrolment status, future demographic trends and a list of potential schools being considered for boundary changes or closure.**

Interpretation:

This policy provision is interpreted to mean that a report including current birth rates, immigration information, housing development in the Region, enrolment projections, and a schedule of planned accommodation reviews will be provided and presented to trustees on an annual basis.

Evidence:

[On May 1, 2023](#), staff presented to Trustees the 2023 [Long Term Accommodation Plan](#) (LTAP) which contained historical, current, and projected enrolments, changes in demographics over time which affect enrolment, and a summary of schools which may be subject to boundary changes in the future.

- 3. Initiate or enter into projects that involve material changes to facilities without exploring available financing options and public sector partnerships.**

Interpretation:

This policy provision is interpreted to mean that as part of any major capital project, senior administration will seek out partnerships with agencies providing complementary services to take advantage of construction savings, operational cost sharing, and improved programs and services offered to our communities.



Evidence:

[APF012 “Community Planning and Facility Partnerships”](#) was established to satisfy the requirements contained in this policy provision (as well as Ministry of Education requirements for the same purpose). This AP sets out the purpose for facility partnerships, criteria for space sharing, agencies eligible to partner with the Board, high level operating requirements, and a process to share opportunities with partners on a regular basis.

[On November 27th](#), as part of a Board of Trustees meeting, a listing of available opportunities for partnerships was advertised to the public.

In alignment with this policy provision and the AP listed above, senior administration engaged with the following agencies during the past year:

- The Region of Waterloo (Childcare and EarlyON Centres)
- Childcares (YMCA of Three Rivers, YWKW, YWCA Cambridge, Rising Oaks (formerly OWL))
- The City of Kitchener
- The City of Cambridge
- The Township of Wilmot
- Grand River Conservation Area
- Co-terminus public school board
- The Idea Exchange (Cambridge Public Library)

In addition to these agencies, staff engaged with two private groups that were interested in discussing opportunities for sports facilities on our sites.

Financing for major construction projects (those funded outside of annual grants, surpluses, or proceeds of disposition balances) is provided by the provincial government.

4. Engage in facility partnerships without board approval.

Interpretation:

This requirement is interpreted to mean senior administration shall not enter into partnerships with any agency for the purpose of co-construction without formal approval from the Board of Trustees.

Evidence:

Facility partnerships for co-construction are brought to Trustees for approval through two processes:

1. The annual [Long Term Accommodation Plan](#) (LTAP) – identifies proposed partnerships on projects for additions and new construction which may be subject to Ministry approval and or funding.
2. Applications for projects funded under the Ministry of Education’s Capital Priorities Program – each application is brought to the Board for approval prior to submission. Partners, if any are identified at this time. In the 2023 Capital Priorities submission, the Region of Waterloo was identified as a partner specific to a new childcare at a proposed school in north Cambridge.

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

Interpretation:

This policy provision is interpreted to mean that energy conservation programs should be in place to manage and minimize the negative impact of our operations on our local and global environment.



Evidence:

The Ministry of Education through legislation has placed requirements on school boards to monitor and report on energy consumption on an annual basis. Natural gas and to a lesser extent electricity produce greenhouse gases when used to heat and power our buildings. Further, commitments have been made with Sustainable Waterloo Region to reduce the greenhouse gas emissions from our buildings.

The annual report on energy conservation provides Trustees with information on energy consumption and sustainability programs. It was presented to Trustees on [May 29, 2023](#).

6. *Fail to conduct accommodation reviews process (i.e. boundary reviews and school closures) that is in compliance with current Ministry of Education guidelines and directives.*

Interpretation:

Senior Administration shall run accommodation processes consistent with the Pupil Accommodation Review Guidelines published by the [Ministry of Education](#).

Evidence:

WCDSB's administrative procedure on accommodation reviews [APF008 "Pupil Accommodation Guidelines"](#) aligns with Ministry of Education guidelines and directives (almost verbatim). Staff follows APF008 to plan and carry out all accommodation reviews.

Recommendation:

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 010 for the 2023-24 school year.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

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."



Notice of Motion
Regular Board Meeting
April 22, 2024

In accordance with Board's bylaws 4.1 Trustee Weiler, seconded by Trustee Guerin, on behalf of Trustees Donoghue and Petrie, is providing notice of the following for consideration at the Regular Board Meeting on April 22, 2024.

Topic: Responding to the Youth Mental Health Crisis

Whereas: Mental health and well-being are priorities for the WCDSB. Under Multi-Year Strategic Plan Indicator #1, the data provided from the Middle Years Development Instrument, a tool used to measure well-being, demonstrated that, in 2022, 48% of children in the WCDSB experienced "Low Well-Being;" and

Whereas: Mental health funding and support is a priority for OCSTA, as seen in the Pre-Budget Submission to the Finance and Economic Affairs Standing Committee of the Legislature on January 16, 2024; and

Whereas: Over one million teens and children in Canada struggle with mental health issues; and

Whereas: The COVID-19 pandemic highlighted and exacerbated the shortfalls of educational institutions in supporting youth mental health; and

Whereas: In the 2022-2023 school year, according to the Annual Ontario School Survey, 91% of schools in Ontario reported needing some or more support for students' mental health and well-being, but only 9% of schools reported they had regularly scheduled access to a mental health/addiction specialist or nurse; and

Whereas: Catholic Education Week coincides with Mental Health Awareness Week. Through love and compassion, we continue to support each other's well-being. God is love and we are always called to live out this love.

Therefore, be it resolved that:

The Waterloo Catholic District School Board petition the Ministry of Education to increase funding through the Mental Health and Well-Being Grant within the Grants for Student Needs, so that the following can be provided for students:

1. Additional counsellors, social workers, and/or other mental health professionals to assist students in crisis and/or that need support;
2. Additional mental health education materials for grades K-12 to promote mental well-being and coping skills.