



Board of Trustees' Board Meeting

Date: Monday, April 22, 2024.

Time: 6:00 p.m.

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

Location: 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener

Attendees:

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

Student Representatives:
Bryanna Donoghue, Xavier Petrie

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

Special Resource:

Recording Secretary:
Stephanie Medeiros

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Chair		
1.1 Opening Prayer/Memorials	Board of Trustees		
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally cared for by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Chair		
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest 1.4.1 From the current meeting 1.4.2 From a previous public or in-camera meeting	Individual Trustees		
1.5 Items for Action: 1.5 Items for Action:	Board of Trustees		Approval
Items for action arising from the In Camera meeting of Monday, April 22, 2024, regarding HRS matters and Board Awards.			
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 – Mar 25, 2024 3.2 SEAC Minutes – Mar 6, 2024 3.3 Audit Minutes – Jan 31, 2024 3.4 Director's Report 3.5 Board Meeting date change	Board of Trustees Board of Trustees Board of Trustees T. Dowling T. Dowling	pp. 4-8 pp. 9-12 pp. 13-14 pp. 15-17 pp. 18	Approval Information Information Information Approval
4. Delegations/Presentation			
4.1 Delegation Presentation 4.2 Delegation Presentation 4.3 Delegation Presentation	A. White T. Moher D. Villada	pp. 19-21 pp. 22-24 pp. 25	Information Information Information
5. Advice from the CEO			
5.1 Budget Preparation Update 5.2 Interim Financial Report #2	S. Maharaj S. Maharaj / R. King	pp. 26-28 pp. 29-34	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. 35-37	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. 38-39	Information
9. Policy Discussion			
10. Assurance of Successful Board Performance			
10.1 Board Policy Review 10.1.1 Board Policy II 015 – Ownership Linkage 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 – 006 Legal Responsibilities 11.1.2 Monitoring Report IV – 008 Financial Conditions 11.1.3 Monitoring Report IV – 012 Communication & Support to Board	S. Maharaj S. Maharaj T. Dowling	pp. 40-42 pp. 43-55 pp. 56-60	Approval Approval Approval
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			
12.1 Notice of Motion – Youth Mental Health	T. Weiler	pp. 61-62	Decision
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): • May 1 – SEAC Meeting • May 2-4 - OCSTA AGM & Conference • May 5-10 – Catholic Education week • May 6 – Governance Committee Meeting	Chair	--	Information

ITEM	Who	Agenda Section	Method & Outcome
- May 8 – Community Leaders Breakfast - May 13 – Committee of the Whole - May 16 – Staff Recognition - May 20 – Victoria Day - May 23-26 – OSTA AGM 2024 - May 27 – Board of Trustees			
13.2 Pending Items: 13.3 Pending Items for OCSTA Consideration	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
14. Items for the Next Meeting Agenda	Trustees		
14.1 May 13, 2024 – Committee of the Whole Board Meeting - Long Term Accommodation Plan Presentation - Well-Being Update – Safe Schools	Board of Trustees	--	Information
15. Adjournment	Director of Education		
Confirm decisions made tonight			
15.1 Confirm Decisions Made Tonight	Recording Secretary	--	Information
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

Grant us the wisdom of your Spirit so that we might always be faithful to our responsibilities.

We make this prayer through Christ our Lord.

Amen

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



Board of Trustees' Board Meeting

A public meeting of the Board of Trustees was held on Monday, March 25, 2024, at 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

Trustees Present:

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

Student Trustees Present:

Bryanna Donoghue, Xavier Petrie

Administrative Officials Present:

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

Special Resources For The Meeting:

Regrets:

Recorder:

Stephanie Medeiros, Executive Administrative Assistant

NOTE ON VOTING: Under Board by-law 4.7 all Board decisions made by consensus are deemed the equivalent of a unanimous vote. A consensus decision is therefore deemed to be a vote of 9-0. Under Board by-law 4.11 every Trustee "shall vote on all questions on which the Trustee is entitled to vote" and abstentions are not permitted.

1. Call to Order:

The Chair of the Board called the meeting to order at 6:10 p.m.

1.1 Opening Prayer & Memorials

Students at St. David CSS led prayer.

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:

- Deferring item 10.1.1 Board Policy II 007 Board Members' Code of Conduct until it is proclaimed by the Lieutenant Governor.

**2024-38-- It was moved by Trustee Weiler and seconded by Trustee Francis:
THAT the agenda for Monday, March 25, 2024, be now approved, as amended.
--- Carried by *consensus***

1.4 Declaration of Pecuniary Interest

1.4.1 From the current meeting – Statement from Trustee Doherty-Masters declaring a Conflict of Interest on Item 1.5 Items for Action: Item 2, Items for Action arising from the In Camera meeting of Monday, March 25, 2024, regarding financial, property and HRS matters. Trustee Doherty-Masters excused herself from the room during discussion on Item 1.5, she re-entered the room at Item 3.1.

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

1.5 Items for Action:

Items for action arising from the Triple In Camera meeting of Tuesday, March 19, 2024, regarding financial matters
Items for action arising from the In Camera meeting of March 25, 2024, regarding financial, property and HRS matters.

Chair Sikora requested a mover and seconder to approve the items for action of the Triple In Camera and In Camera meetings.

2024-39-- It was moved by Trustee Cuff and seconded by Trustee Francis:

THAT the items for action from the Triple In Camera meeting of Tuesday, March 19, 2024, regarding financial matters and the items for action from the In Camera meeting of Monday, March 25, 2024, regarding financial, property and HRS matters 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 – Feb 26, 2024

3.2 SEAC Minutes – Feb 7, 2024

3.3 Director's Report

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

2024-40-- It was moved by Trustee Doherty-Masters and seconded by Trustee Weiler:

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

--- Carried by consensus.

4. Delegations

5. Advice from the CEO

5.1 Parent Engagement Update

Superintendent Merkel presented on the Parent Engagement update. She highlighted the ways that parents can get involved and engaged with their children's education, including participation in the School Advisory Councils (SAC) and Parent Involvement Committees (PIC). The presentation also reviewed how the WCDSB promotes parent engagement, such as the Annual CSAC Commissioning each year to encourage parents to take on leadership roles and PRO Grants to fund projects that facilitate parent engagement in schools. Superintendent Merkel also touched on the communication platforms utilized to keep CSAC representatives informed and engaged in Board initiatives. This includes email updates, and newsletters. Finally, the presentation outlined next steps for enhancing parent engagement moving forward. Trustees asked clarifying questions.

5.2 Student Equity Engagement Council Update

Lynn Garrioch, Senior Manager of Equity Services presented (via Teams) on the Student Equity Engagement Council update (SEEC). Ms. Garrioch began by providing a background on the origins of SEEC, and reviewed ways student voice is used in schools, she explained how the SEEC facilitates opportunities for students from diverse backgrounds to share their perspectives and advocate for change. Ms. Garrioch provided SEEC updates on the growing number of schools developing a SEEC and highlighted the upcoming SEEC conference during Catholic Education Week. Trustees asked clarifying questions.

5.3 Budget Preparation Update

Superintendent Maharaj introduced Rob Connolly, Manager of Business Operations for Continuing Education, to present the Budget Preparation update. He highlighted historical enrollment statistics over the past several years. Mr. Connolly then reviewed the purpose and activities of the Elementary Enrollment Committee. Their projections help determine staffing needs, classroom allocations, etc. Trustees asked clarifying questions.

5.4 Education Development Charge (EDC) Update

Superintendent Maharaj introduced Jennifer Passey, Manager of Planning, to present the Education Development Charge update. Trustees asked clarifying questions.

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 March. Trustees asked clarifying questions.

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 March.

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 II 008 Role of the Chair. Is there a need to review the Policy?

Trustee Kraft confirmed review of Board Policy II 008 Role of the Chair and confirmed compliance. The Chair requested a mover and seconder to confirm compliance.

The policy does not require review at Governance.

2024-41-- It was moved by Trustee Kraft and seconded by Trustee Cuff:

THAT the Board of Trustees reviewed Board Policy II 008 Role of the Chair and find that the Board is in compliance.

--- Carried by consensus

10.1.3 Board Policy II 013 Cost of Governance. Is there a need to review the Policy?

Trustee Guerin confirmed review of Board Policy II 013 Cost of Governance and confirmed compliance. The Chair requested a mover and seconder to confirm compliance.

The policy does not require review at Governance.

2024-42-- It was moved by Trustee Guerin and seconded by Trustee Doherty-Masters:

THAT the Board of Trustees reviewed Board Policy II 013 Cost of Governance and find that the Board is in compliance.

--- Carried by consensus

10.1.4 Board Policy II 014 Trustee Expenses. Is there a need to review the Policy?

All Trustees confirmed review of Board Policy II 014 Trustee Expenses and confirmed compliance. Trustee Doherty-Masters suggested that it be reviewed at Governance as the last review was in 2017. The Chair requested a mover and seconder to confirm compliance.

The policy requires review at Governance.

2024-43-- It was moved by Trustee Doherty-Masters and seconded by Trustee Guerin:

THAT the Board of Trustees reviewed Board Policy II 014 Trustee Expenses and find that the Board is in compliance.

--- Carried by consensus

10.1.5 Board Policy III 005 Monitoring CEO Performance. Is there a need to review the Policy?

Chair Sikora confirmed review of Board Policy III 005 Monitoring CEO Performance and confirmed compliance. The Chair requested a mover and seconder to confirm compliance.

The policy does not require review at Governance.

2024-44-- It was moved by Trustee Weiler and seconded by Trustee Francis:

THAT the Board of Trustees reviewed Board Policy III 005 Monitoring CEO Performance 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 Monitoring Report IV – 005 Hiring and Promotions

Superintendent Pomfret gave her presentation on Board Policy IV – 005 Hiring and Promotions and confirmed compliance. Confirmed the Policy Statements 1-6. Trustees provided comments and asked clarifying questions. Chair Sikora requested a mover and seconder of the recommendation. Trustee Stanley is not in compliance as he needs more information to be in consensus. Trustee Doherty-Masters requested a recorded vote.

2024-45-- It was moved by Trustee Doherty-Masters and seconded by Trustee Weiler:

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

Recorded Vote:

In Favour: Sikora, Cuff, Doherty-Masters, Francis, Guerin, Kraft, Phillips, Weiler

Opposed: Stanley

--- Motion carried

11.1.2 Monitoring Report IV – 010 Facilities Accommodations

Superintendent Maharaj gave his presentation on Board Policy IV – 010 Facilities Accommodations and confirmed compliance.

Chair Sikora requested a mover and seconder of the recommendation.

2024-46-- It was moved by Trustee Stanley and seconded by Trustee Cuff:

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

--Carried by consensus

12 Potential Agenda Items

12.1 Notice of Motion – Youth Mental Health

Trustee Weiler briefly spoke on the motion being sought by Student Trustees and noted support from herself and Trustee Guerin. Responding to the Youth Mental Health Crisis, the motion is to be brought forward for decision on the April 22, 2024, Board of Trustees meeting. Student Trustees Donoghue and Petrie read their motion.

13 Announcements

13.1 Upcoming Meetings/Events

Chair reviewed upcoming meetings and events.

13.2 Pending Items: N/A

13.3 Pending Items for OCSTA Consideration: N/A

14 Items for the Next Meeting Agenda

14.1 Chair reviewed upcoming agenda items.

15 Adjournment – Confirm decisions made tonight.

15.1 The Recording Secretary confirmed decisions made tonight.

16 Closing Prayer

17 Motion to Adjourn

2024-47-- It was moved by Trustee Cuff and seconded by Trustee Kraft:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 7:57 p.m.

Chair of the Board

Secretary

SEAC Committee Meeting Minutes

Date& Time:	March 6, 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:	April 3, 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: Laura Shoemaker	

1. Opening Prayer and Land Acknowledgment Welcome	Erin Lemak
2. Approval of Agenda Motion by: Jeanne Gravelle Seconded: Kim Murphy	
3. Declared Pecuniary Interest N/A	
4. Approval of the February 6th minutes: Motion by: Jeanne Gravelle Seconded: Amanda Hennig	
5. School System Operational Business 5.1. Community ACTIVE Living Co-op • Role of the Community Support Worker • Referral Process (letter sent out to schools for the consent from the families) • Transition Planning • Community Connections • Community Partnerships and Collaborations • Collaboration with Community Agencies and Employers • Collaboration with Developmental Services Ontario (DSO) • Collaboration with Community Agencies • Collaboration with Families/Caregivers Q&A	Filomena Cruz
5.2. Project Search • Two locations: St. Mary's Hospital and Cambridge Memorial Hospital (September 2024) • Partnering with KW Habilitation • 10-month program	E. Lemak

• Learning transferable skills • One student that attended, and another that is currently attending the Project Search program shared experiences and achievements they acquired through the program. Q&A	
6. Ministry Updates (10 min) Grant for student needs is again available for this summer. Special education team is exploring programs that were offered in the past and looking for new suggestions for the upcoming summer programs.	G. Foran
7. SEAC Committee Functions 7.1. PAAC on SEAC – quiz moved to the next meeting. 7.2. April 23rd Presentation by Dr. Parekh and Michal Jacques Remaining ProGrant funds to be used for Sacramental Packages for students with special needs.	All
8. Policy Advice to the Board N/A	
9. Updates 9.1. Trustee Updates • Chair Sikora updated SEAC on February events. 9.2. Agency Updates • WWDSS ➤ World Down Syndrome Day (WDSB) is almost here! WDSB, March 21st, is a global awareness day which has been officially observed by the United Nations since 2012. The date for WDSB being the 21st day of the 3rd month, was selected to signify the uniqueness of the triplication (trisomy) of the 21st chromosome which causes Down syndrome. These three strands of chromosomes look like socks- people from around the globe wear bright, colourful, mismatched socks on WDSB to celebrate how beautifully unique we all are! We would really love it if WCDSB would celebrate World Down Syndrome Day with us! We encourage the schools and classes to wear mismatched socks or host a blue and yellow spirit day (these colours are designated as the colours of Down syndrome awareness) March 21st. Explore the google slide with your class! Many of the items in the virtual classroom have links for you to discover with your class - here a few you don't want to miss: https://docs.google.com/presentation/d/1gIDRel0FsbaMYXbLZHriZEauS5u3v9Y2IBdMMpjeeRQ/edit#slide=id.p1 Rock Your Socks! Click on the record player and dance in your socks! Pizza Party Contest! Click on the pizza slice. How to win a pizza party for your class: Take a picture of your class rocking their colourful socks on or the week before March 21st and tag WWDSS on social media for a chance to win a pizza party (to serve up to 30 people). Winners will be selected by random draw. There will be one winner for each city (and their surrounding areas): Kitchener, Waterloo, Cambridge, and Guelph. Please include your school/group name in your post so we know what city you are from. The contest is open to any class/program/team that would like to enter (the group does not require a member with Down syndrome to join the challenge). Each class will get one entry for every platform the picture is shared to (Facebook, Instagram, Twitter), keep in mind, each group can only win once.	

You must tag WWDSS social media and #WWDSSRockyoursocks to be entered into the draw. Twitter & Instagram: @wwdss_wwdss Facebook: @WaterlooWellingtonDSS WWDSS will reach out to the winners after World Down Syndrome Day to coordinate a pizza party for the class/group/team. Play the Computer game! Click on the computer to play an interactive game with your class! WDSO Celebration! Click on the disco ball find out how to register for the Waterloo Wellington Down Syndrome Society's party! Don't stop now- keep clicking! Rock your Socks World Down Syndrome Day Poster March 21 World Down Syndrome Day • WRFN ➤ WRFN Evening of Elegance: https://wrfn.info/ scroll down to E of E. https://wrfn.info/events/event.cfm?ww_event_eventID=0A7EFE1E-F9EA-46D3-926C-B6D0A7082343 ➤ Kaleidoscope Kids Flyer ➤ ASE Flyer 2024 • CADHA ➤ CADDAC – ADHD Newsletter – February 2024 • AUTISM ➤ April 2nd is Celebrate the Spectrum for World Autism Day School Giving Challenge - Celebrate the Spectrum ➤ Ausome Moms Join us each month to meet with other moms, female caregivers, and transgender/nonbinary folks. This casual setting allows you to socialize, share your experiences, or simply sit back and listen. Date: March 21, 2024 Time: 7:30 PM – 8:00 PM Link: https://www.autismontario.com/civicrm/event/info?id=9130&reset=1 ➤ Webinar. Autism Ontario Presents: Exploring Autism This webinar aims to introduce autism and neurodiversity. We will discuss autism and neurodiversity, the features of autism, and provide information on how autistic people may perceive and interact with their environment. We will also discuss how you can be an autistic ally, offering practical tips and strategies on how to create an inclusive environment and support autistic people in your home, school, or community. Date: March 25, 2024 Time: 12:00 PM – 1:00 PM Link: https://www.autismontario.com/civicrm/event/info?id=9192&reset=1 ➤ Rad Dads	
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Join us monthly to meet with other dads, male caregivers, and transgender/non-binary folks. This casual setting allows you to socialize, share your experiences, or sit back and listen. Date: March 25, 2024 Time: 7:30 PM – 9:00 PM Link: https://www.autismontario.com/civicrm/event/info?id=9143&reset=1	
10. Pending Items N/A	
11. Adjournment Motion by: Jeanne Gravelle Seconded: Kim Murphy	
12. Action Items Place Holder N/A	

Audit Committee Open Meeting

Date: January 31, 2024
Time: 6:00 p.m.
Location: CEC 109a – St. Mary’s Boardroom
Next Meeting: April 10, 2024

Attendees:

Committee Members:
Marisa Phillips, David Guerin, Tracey Weiler

Community Members:
Jennifer Gruber

Administrative Officials:
Tyrone Dowling, Shesh Maharaj, Laura Isaac, Shane Durham

Guests:
Andrea Eltherington (RIAM), Bob Sikora

Regrets:
Zeynep Danis

1. Welcome and Opening Prayer
2. Territorial Acknowledgement

3. Approval of Agenda
Motion: Marisa Phillips
Seconded: David Guerin
Carried by consensus

4. Declared Pecuniary Interest
None

5. Approval of the Minutes
 - Meeting of November 9, 2023*Motion: Marisa Phillips*
Seconded: David Guerin
Carried by consensus

6. Discussion Items

- 6.1 Q1 Dashboard Report
 - Laura presented the 1st Quarter financial results which showed a break-even position

Motion: That the 1st Quarter dashboard report for the year ended August 31, 2024 be sent to the Board of Trustees for approval.
Motion: Marisa Phillips
Seconded: Tracey Weiler
Carried by consensus

6.2 Audit Committee Closed Session

Motion: That the Audit Committee move into Closed Audit Committee agenda at 6:32pm

Motion: Marisa Philips

Seconded: David Guerin

Carried by consensus

5 Pending Items

6 Adjournment at 6:42pm

Motion: Marisa Phillips

Seconded: Tracey Weiler

Carried by consensus

Jennifer Gruber



Date: April 22, 2024
To: Board of Trustees
From: Director of Education
Subject: April 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:

Our Deep Learning theme this month is Global Citizenship and Sustainability. This calls for the ability to envision and work towards a better and more sustainable future for all. It connected to our Graduate Expectations - A Responsible Citizen and A Caring Family Member. This theme aligns with the Umbrella Skills of healthy lifestyle and purpose, as well as the Grandfather Teachings of Love and Truth.

Awaken to Belong

Schools across the WCDSB are actively participating in activities to demonstrate their learning and understanding of Earth Day. Students engaged in environmental awareness campaigns and discussions about sustainability as part of their learning and connected to this month's theme of Global Citizenship and Sustainability.

Ignite to Believe

Early in the month of April our students and staff prepared for and celebrated Easter. As system sites have worked on being a responsible citizen by showing respect for their world and environment, along with reaching out to those in need. At the Catholic Education Centre and Dutton Drive staff participated in a Jersey Day where they donated a non-perishable food item or blanket to support Tiny Home Takeout and Food4Kids. Many schools were able to come together with their parish priest to celebrate mass and in some they have begun to celebrate the sacrament of First Communion.

Strengthen to Become

In classrooms students have been participating in lessons to support their learning about the solar eclipse that occurred earlier this month. Additionally, many of our classes in Gr. 3 and Gr. 6 have spent time working through the learning that was shared following their mock EQAO assessments in numeracy. This gave teachers and students the opportunity to experience the electronic format while sharing areas of focus that will continue to be worked upon.

Some of the regular meetings that were held in April 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
- Director Visits: Resurrection, Holy Rosary, St. Nicholas, Our Lady of Lourdes, St. Clement, Sir Edgar Bauer, St. Luke, St. Matthew, St. Agnes, St. Teresa K, St. Benedict, St. Anne C, St. Don Bosco
- Met with Administrator Association Co-Chairs
- Met with Region of Waterloo Public Health
- Budget Advisory Committee Meeting
- WLU Senate

- Meeting with the Bishops of Hamilton Diocese
- Audit Committee Meeting
- Minister's Teleconference
- CCFOWR Board Meeting
- Board of Trustees Retreat
- Congregation of the Resurrection Gala
- SWCODE
- Board of Trustees Meeting
- Sustainable Waterloo Region Evening of Recognition
- OCSOA AGM & Conference

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

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





2023-2024 Board/Committee of the Whole Meeting Dates

September 2023

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

October 2023

- 2 – Committee of the Whole (Thanksgiving – Mon. Oct. 9th)
- 23 – Board of Trustees'

November 2023

- 13 – Committee of the Whole
- 27 – Inaugural Election Chair/Vice-chair and Board of Trustees'

December 2023

- 11 – Board of Trustees

January 2024

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

February 2024

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

March 2024 (March break 11-15)

- 4 – Committee of the Whole
- 25 – Board of Trustees'

April 2024 (Easter – Sun. Mar 31)

- 8 – Committee of the Whole (Easter Monday – Mon, Apr 1, 2024)
- 22 – Board of Trustees

May 2024 (Victoria Day – Mon. May 20)

- 13 – Committee of the Whole
- 27 – Board of Trustees'

June 2024

- ~~10~~ 18 – Special Board – Budget Presentation
- ~~17~~ 24 – Board of Trustees'

Mental Health Advocacy Speech

Mental health has never been a taboo topic in my life. Afterall, it is difficult for something to be a taboo when you grow up around it. For me, this was in the form of a loved one who struggles with their mental health. As a child, my parents explained it to me by saying “it’s just how their brain was wired”. In more direct terms, it is how they were born. I grew up understanding what that meant. This understanding allowed me to develop a non-judgemental view of those who were different from me because of how their “brain was wired”. Furthermore, this exposure and understanding has taught me how important it is to have mental health support readily available to everyone, including the youths in our community.

This person I am referring to has had more hardships in their life than some would deem fair. Especially when it pertains to mental health. From an early age they exhibited signs of anxiety and other mental health conditions; it is not my place to discuss. When they began attending school through this board, their behavior got them into many unsavory situations. Both their parents and their teachers were lost on how to deal with the issue at hand. Eventually, I believe in grade six, a teacher put the pieces together, ultimately leading to an assessment and diagnosis. Knowing what they were up against allowed their parents to tackle the issues head on and support their child. Later on, when this person attended high school, they were able to receive the extra support they needed through a social worker. These supports and these early interventions prevented a poor situation from getting worse. Not only was the student able to learn better as a result of having these issues addressed, but stress was taken off of the parents as they now knew how to best support their child and that they were not alone.

I acknowledge that this was an extreme, presumably rare case. So, I will provide you with a more recent, and simple example. Me. I began my high school career in September of 2020.

The world was shut down, I had no idea what was going on and to top it all off I was leaving the only place I had ever known to go to a new situation that was nothing like I was expecting all those years. It was a stressful time in my life. However, looking back at it now I adapted well. Atleast, until the final quadmester. Classes went fully online and I was lucky enough to be given Math and English in the same quad. While, attempting to learn Math and English online, which I quickly learned wasn't for me, I was simultaneously watching the infection rates and death tolls of the pandemic rise. For a fourteen year old, that was scary, and it made a huge impact on me. So, despite priding myself on being self-sufficient, I asked my Mom if I could go to therapy. She said yes and I got the help I needed.

I have been blessed to have a healthy relationship with my parents. Despite that, asking my mom for help was one of the hardest things I had to do. Not every student is as lucky as I am. It is extremely difficult to admit you need help, and even more challenging to ask for it. Especially when it's to your parents. Supportive or unsupportive, you feel a fear of disappointing them. I know I did.

It is a similar fear that I feel now that I am in grade twelve and preparing for university. The stress of making decisions that impact your future is overwhelming. The pressure to choose a school, get good grades, manage your schedule, spend time with your family and maintain a social life becomes too much at times. I would not be able to do any of it if I didn't have support. I want everyone to have a fair chance at the future they want for themselves which is why I am standing here today.

It is important to have mental health resources available to students in the form of social workers, mental health professionals and educational resources. With these resources readily available, students will be able to get the help they need, permitting them to achieve their

learning goals equitably. Moreover, the families of these students will feel supported in this journey with their child. With support in learning and managing mental health, students and families will be able to navigate the uncharted challenge they are facing. In turn, creating a healthier learning and family environment.

Advocating for Music in Schools - April 22nd, 2024

Good evening, everyone.

As I would do in the classroom, I would like to learn a little about you before I begin my presentation. (Show of hands only)

Have you ever performed a musical piece by singing in a choir?

Performed a solo in front of hundreds of your peers?

Were you part of a band or choir performing for parents or seniors in a retirement residence?

Have you ever listened to a piece of music only to well up with tears?

If I was a teacher without any musical or artistic experience, if I was fresh out of teacher's college with a major in math or history, geography or science, and I read the following paragraphs from the Ontario Music Curriculum, I would be overwhelmed.

“(In the Arts), teachers are responsible for developing appropriate instructional strategies to help students achieve the arts curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers (will) bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual students' needs and ensuring sound learning opportunities for every student.”

“(There will be the) application of knowledge and skills (e.g., performance skills, composition, choreography, elements, principles, processes, technologies, techniques, strategies, conventions) in familiar contexts (e.g., guided improvisation, performance of a familiar work, use of familiar forms)”

“Communication for different audiences (e.g., peers, adults, younger children) and purposes through the arts (e.g., drama presentations, visual arts exhibitions, dance and music performances) and in oral and written forms (e.g., debates, analyses)”

Some of you may have been hearing “blah, blah, blah, blah”.

If I was a teacher without a music education background, I might create a written/research based project for my students based on SOME of the curriculum I felt I could teach. I might ignore the rest. I witnessed this time and again from my colleagues in the elementary panel over my 28 years of teaching. And can we blame them? They are not equipped to deliver a quality music program.

I have shared my story of music with very few people. Please indulge me and allow me to tell you my story as it connects to music. My story is not isolated. There are thousands of others, if not millions who share a very special story of music education in their lives.

I grew up in North Bay, Ontario. At the age of 3, I danced to music on a stool and fell to the floor and broke my elbow. I still remember crying all the way to the hospital on my mother's lap. The broken elbow did not stop my love affair with music. At the age of 6, I remember standing outside the Sister of Joseph's Music Academy. I was watching through the window a nun giving piano lessons to a variety of students. I wanted to be that student. After begging my mom to get lessons from this teacher, there was finally an opening in her busy schedule to allow me to take piano lessons. I was ecstatic. Two months in, in spite of my excitement after a few lessons that included getting my hands slapped for not practicing hard enough, I remember walking to school after one lesson and wanting them to end. June could not come soon enough. In June, lessons finished and I was free. No more music lessons. However, throughout my elementary years, we had an Itinerant Music teacher in our class. She continued to set the foundation, sharing her musical skills with us in song, teaching us the basics, the 'do re mi's' if you will. By Grade 7 we were prepared to take up a wind instrument. Picking the clarinet, I felt alive with music reigniting my excitement. All of the schools of the board filled the Memorial Gardens with instrumental and vocal music.

I still remember one quiet evening while in bed, I was listening to a neighbour perform "The Entertainer" through my open window. I could only dream of playing that piece as well as he did. In High School at Scollard Hall, our class opened the music program for the first year. We began to take flight with our music, performing at Kiwanis Music Festivals in North Bay and Sudbury and another International Music Festival in Toronto. It was in Toronto, listening to Maynard Ferguson's Big Band that the Holy Spirit descended on me and anointed me as a musician for life.

Life has never been the same since. I attended UWO in London and completed a 4 year Music Education degree. It is there that they prepared us to teach the new generation all of the instruments available in the school programs. We had to step outside of our professional level of performance and learn each of the instruments at a basic level. It is in this process that we were reminded of the frustration of attempting to play a single note and the exhilaration of finally getting a sound or being able to play a simple song for the first time.

In 1988 I opened a music program at St Benedict High School with a mere 45 students. After two years I moved to the elementary panel as a 7/8 teacher leaving my replacement 100 students who were ready to continue the tradition of music making at St. Benedict High

School. When I entered the elementary panel in 1990, they were in the process of selling off all of the musical instruments that were used for the defunct Itinerant Music Program. It had been a more exclusive model of teaching music, but it was something. For the majority of my career the WCDSB was a musical desert. If a school had someone with a music education background, the students would sometimes reap the benefits of that teacher's skill base. If not, the students were more than likely going to receive an annual research assignment of a classical composer or a rock project and the teacher would then be able to tick the box and create a comment for the report card to cover the absolute minimal intentions of the Ontario Music Curriculum.

With my students, after presenting many school musicals over the years and with the encouragement of Robert Dalley, my principal, I opened the first instrumental 7/8 music program in our board. A couple of years later, the Itinerant music program was born. The students' faces came out of their 'school is boring' dormancy and I saw spirit in their eyes that I had never seen in all the years I was teaching. Many students who never found their place in the school community (because they were never competent in sports or served as a library volunteer every lunch hour) now had their place. They belonged!!! Let me tell you, I witnessed tears of frustration in the music program because they couldn't get the note, but that never was the end story. The end story was they learned to overcome obstacles, persevere, experiment until they could triumph over their failings and succeed. And yes, I was witness to future musical geniuses in the 7/8 classroom. I would sometimes step back in awe at their abilities!!

The story doesn't end here though. I am here now to appeal to you to put on the 'armour of Christ' and fight for this program. WE NEED MUSIC IN OUR LIVES. THE STUDENTS DEPEND ON OUR LEADERSHIP. This is why I'm here. To remind you of your duty to include the entire human when designing your educational programming. Don't return to the desert years where our board neglected to administer the music education program with the thoughtfulness and duty that is required of us.

As a music teacher, I can't help but to give you some homework. Please take 40 minutes of your day in the coming week and watch this year's Oscar winning "Best Short Film" and watch "The Last Repair Shop". (you can find it on YouTube). You will learn that my story is only one story of many. You will learn about the power of music to motivate and transform students' lives. Music embodies inclusivity and belonging. Music is actually a life line for many as it has been for me.

Good day, everyone,

Firstly, I'd like to express my gratitude to everyone present from the Waterloo Catholic District School Board, students, guardians, and all speakers for your valuable time and commitment to this cause.

My name is Dave Villada, and I'm proud to call Kitchener's South End my home. As a husband and father of four wonderful children, I've always been dedicated to contributing to a harmonious and civil society. Professionally, I serve as the Sound Therapy Coordinator at The Healing of the Seven Generations, a non-profit Indigenous healing center in Kitchener. Additionally, I'm involved with the Cedar Hill Singers, an Indigenous POW WOW drum group, where we share our cultural programs with schools across the region.

Today, I want to talk about the transformative power of music. Music, in its essence, connects us to the infinite nature of our universe. Its subtle frequencies and harmonies spark creativity and deepen our connection with our higher selves. Moreover, it's not just about artistic expression; it's about providing our youth with essential tools for development. Musical education fosters cognitive skills, enhances mathematical understanding, and promotes structure and coherence in thinking.

Allow me to illustrate this with a personal anecdote. During a session with a local poets' society, I introduced a creativity exercise using sound. Two writers experiencing creative blocks found inspiration and began writing during our session. This demonstrates the profound impact of music on unlocking creative potential.

Recognizing the challenges faced by our school board, I propose the integration of musical arts into the curriculum. By offering a diverse range of musical subjects, from digital formats to analog examples, we can cater to the diverse interests and talents of today's youth. Subjects such as musical phrasing, pitching, beat matching, voice management for streaming, and introduction to radio and broadcasting can captivate students and keep them engaged in their education.

In conclusion, investing in musical education is an investment in our future leaders. By providing them with the tools they need to overcome obstacles, we empower them to navigate challenges we may not yet fully understand.

Thank you all for your time and patience. Let us continue to illuminate the path for our future generations.

Any Questions ? Thank you.



Date: April 22, 2024
To: Board of Trustees
From: Director of Education
Subject: 2024-2025 Estimates Budget Update #4

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.

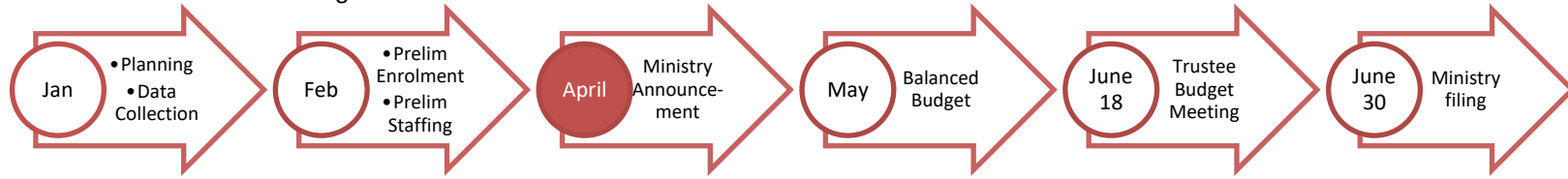
☒ **Strengthen to Become**

- ☐ 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 #3: April 4, 2024 and #4: April 9, 2024

Meeting highlights:

- Reviewed four projection scenarios with updated registration information and preliminary March enrolment data
- Compared scenarios and discussed trending for 2024-2025 projection, including retention rates and assumptions used in the methodologies
- Reviewed preliminary March 31st 2024 data
- Selected preferred secondary enrolment to provide to Budget Advisory Committee

Elementary Enrolment Committee Meeting #3: April 4, 2024

Meeting highlights:

- Compared four projection scenarios for 2024-2025, reviewed in-year trending of variables, and discussed the trending of projections
- Reviewed preliminary March 31st 2024 data
- Selected preferred elementary enrolment to provide to Budget Advisory Committee

Budget Advisory Committee Meeting: April 9, 2024

- The committee was provided with an overview of the purpose of the group
- The committee was presented with both elementary and secondary enrolment scenarios and agreed upon the following enrolment with which to prepare the estimates budget:
 - Elementary: 19,844 (increase of 1,065 over revised estimates)
 - Secondary: 7,822 (increase of 219 over revised estimates)

Operational Budget Submissions

- Compilation of both operating and capital expenditures continues to progress well
- Enrolment based staffing determinations has begun
- School budgets were released to schools for their input

Upcoming

- GSN Announcement: April, TBD
- Trustee Update #5 (if needed): May 27, 2024
- Budget Presentation: June 18th

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

*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: April 22, 2024
To: Board of Trustees
From: Director of Education
Subject: Interim Financial Report - #2 of 3

Type of Report:

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

Type of Information:

- ☒ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information-Board Policy IV 008 "Financial Conditions and Activities"
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

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

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

Executive Limitation IV008: Financial Conditions and Activities:

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

Alignment to the MYSP:

☒ **Awaken to Belong**

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

☒ **Ignite to Believe**

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

☒ **Strengthen to Become**

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

Background/Comments:

Attached to this report are the following:

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

These reports contain forecasts which are based on financial data up to and including February 29, 2024, the end of the second fiscal quarter of the year. Notes, where appropriate, have been included to provide the reader with contextual or explanatory information.

Since the last financial report, there have been no changes to management's assumptions or forecasting methodologies that would have a material impact on the Board's financial position.

- Enrolment levels are stable, with the anticipation of some growth over revised estimates as March enrolment becomes finalized.
- Short-term sick leave and absences continue to trend high. It is anticipated that a strategy to reassign some central and itinerant staff to classrooms will ensure consistent support for students as supply teacher shortages continue.
- Remedy payments associated with Bill 124 "Protecting a Sustainable Public Sector for Future Generations Act, 2019" have not been included in the forecast until more information becomes available.
- Certain budget areas present additional risk:
 - Staff replacement (supply) costs are always difficult to predict as they are dependent on active flu cases, staff morale, workplace culture, demographics, absence management program efficacy, and availability of replacement staff. Modelling has been undertaken by finance staff based on historical data, trends in the Region, and a review of staffing complements. The budget contains management's best estimates of supply costs as at the time of writing. These costs will be monitored closely and changes to estimates if any will be provided in the next financial report.
 - Utility costs can be volatile due to changes in commodity prices, government initiatives (carbon pricing), school activities/usage, and heating/cooling equipment age/condition. Conservative estimates have been used in the development of utility budgets. This area will be monitored closely as the year progresses.
- Lawsuits, grievances, and other claims, if any, have been disclosed in private to the Audit Committee. Associated expenses, if any, have been added to the budget.

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

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

Recommendation:

That the Board of Trustees receive this interim financial report as information on the financial well-being of the Board as at February 29, 2024.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Laura Isaac
Senior Manager, Financial Services

Renee King
Manager of Budget

Shesh Maharaj
Executive Superintendent, Corporate Services

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

Waterloo Catholic District School Board
2023-2024 Second Quarter Financial Report
For the Period Ended February 29, 2024

Summary of Financial Results

	Budget	Revised Budget	Forecast	In-Year Change	
				\$	%
Revenue					
Provincial Grants (GSN)	308,881,979	313,326,037	313,892,063	5,010,084	1.6%
Grants for Capital Purposes	5,941,006	5,708,430	5,708,430	(232,576)	(3.9%)
Other Grants	7,311,664	7,744,726	7,821,157	509,493	7.0%
Other Revenues	17,331,092	20,243,741	20,196,857	2,865,765	16.5%
Amortization of DCC	20,885,836	23,801,699	23,801,699	2,915,863	14.0%
Total Revenue	360,351,577	370,824,633	371,420,206	11,068,629	3.1%
Expenses					
Classroom	248,790,140	253,799,282	254,163,330	5,373,190	2.2%
Non-Classroom	51,049,932	51,708,247	52,025,813	975,881	1.9%
Transportation	9,506,825	9,860,819	9,929,894	423,069	4.5%
Pupil Accommodation	29,102,412	30,538,331	30,270,331	1,167,919	4.0%
Capital and In-Kind Expenditures	2,011,901	2,009,374	2,009,374	(2,527)	(0.1%)
Amortization/Write downs	20,890,367	23,806,229	23,806,229	2,915,862	14.0%
Total Expenses	361,351,577	371,722,282	372,204,971	10,853,394	3.0%
Balance before Accum Surplus	(1,000,000)	(897,649)	(784,765)	215,235	(21.5%)
Accumulated surplus use - MYSP	1,000,000	681,720	681,720	(318,280)	(31.8%)
Accumulated surplus use - SSF	-	215,929	178,045	178,045	-
Surplus/(Deficit) - end of year	-	-	75,000	75,000	-

Note: GSN - Grants for Student Needs

Note: DCC - Deferred Capital Contribution

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

Changes in Revenue over Estimates Budget

GSN: Increase due to enrolment increases.

Other Grants: Increase due to targeted grants provided since budget presented.

Other Revenues: Increase due to higher participation in both International and Extended Day programs, interest earned and miscellaneous revenues.

Accumulated surplus: Draw on surplus anticipated to support implementation of MYSP and use of support for student funds. MYSP reserve reflects amended January 8, 2024 Trustee approval.

Changes in Expenses over Estimates Budget

Classroom: Increase due to enrolment, additional targeted grants announced, sick leaves, missed planning time, and programming supports.

Pupil Accommodation: Increase due to utilities and portable leasing/movement costs.

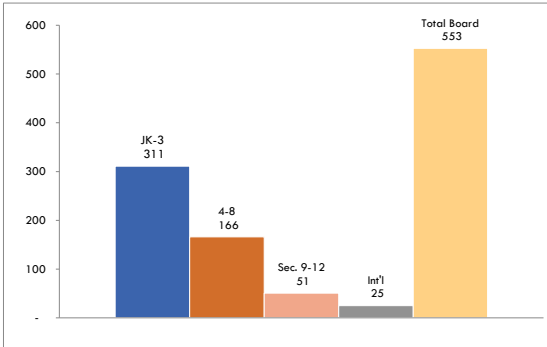
Summary of Enrolment

ADE	Budget	Revised Budget	Forecast	In-Year Change	
				#	%
Pupils of the Board					
JK-3	8,982	9,293	9,293	311	3.5%
4-8	9,320	9,486	9,486	166	1.8%
9-12	7,552	7,603	7,603	51	0.7%
Total Pupils of the Board	25,854	26,382	26,382	528	2.0%
International Students					
Elementary	43	52	60	17	39.5%
Secondary	165	167	173	8	4.8%
Total International Students	208	219	233	25	12.0%
Total	26,062	26,601	26,615	553	2.1%

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

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

Changes in Enrolment: Budget vs. Forecast



Highlights of Changes in Enrolment:

Elementary: Increase due to high kindergarten registrations and levels of immigration to Waterloo Region.

Secondary: Increase due to immigration to Waterloo Region.

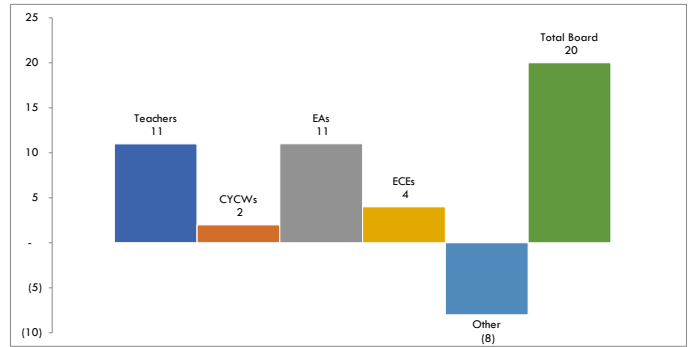
Int'l Students: Increase due to fewer travel restrictions and increased participation.

Summary of Staffing

FTE	Budget	Revised Estimates	Forecast	In-Year Change	
				#	%
Classroom					
Teachers	1,584	1,609	1,595	11	0.7%
Child & Youth Care Workers (CYCWs)	58	61	60	2	3.4%
Educational Assistants (EAs)	382	395	393	11	2.9%
Designated Early Childhood Educators	186	194	190	4	2.2%
Total Classroom	2,210	2,259	2,238	28	1.3%
Other Support Staff					
School Administration	176	176	176	-	0.0%
Board Administration	93	95	95	2	2.2%
Facility Services	213	211	199	(14)	-6.6%
Consultants/Co-ordinators	42	44	44	2	4.8%
Paraprofessionals	121	122	121	-	0.0%
Library & Guidance	67	69	69	2	3.0%
Total Other Support Staff	712	717	704	(8)	-1.1%
Total Staffing	2,922	2,976	2,942	20	0.7%

Note: FTE is calculated as of Oct 31, 2023 and projected FTE as of March 31, 2024

Changes in Staffing: Budget vs. Forecast



Highlights of Changes in Staffing:

Classroom Teachers: Increase due to enrolment.

Classroom Support - CYCWs: Increase due to needs identified and use of Student Support Funds.

Classroom Support - EAs: Increase to support student needs.

Classroom Support Staff - DECes: Increase due to participation in the Extended Day program.

Facility Services - Decrease due to unfilled custodial positions

Waterloo Catholic District School Board

2023-2024 Second Quarter Financial Report

Revenues

For the Period Ended February 29, 2024

	Budget Assessment					Material Variance Note
	2023-2024					
	Budget	Revised Budget	Forecast	Change		
				\$ Increase (Decrease)	% Increase (Decrease)	
Grant Revenues						
Pupil Foundation	149,272,717	152,037,603	152,260,853	2,988,136	2.0%	a.
School Foundation	18,983,491	19,303,563	19,303,563	320,072	1.7%	
Special Education	39,427,277	40,009,384	40,034,931	607,654	1.5%	
Language Allocation	10,462,088	12,850,866	13,089,923	2,627,835	25.1%	b.
Learning Opportunities	7,458,663	7,436,655	7,510,206	51,543	0.7%	
Adult Education, Continuing Education	3,164,158	3,492,869	3,492,869	328,711	10.4%	c.
Teacher and DECE Q&E	31,256,996	28,479,540	28,468,129	(2,788,867)	(8.9%)	d.
Transportation	9,201,054	9,268,535	9,276,789	75,735	0.8%	
Administration and Governance	8,421,659	8,519,634	8,519,634	97,975	1.2%	
School Operations	27,333,512	27,850,553	27,858,331	524,819	1.9%	
Community Use of Schools Grant	335,238	335,238	335,238	-	0.0%	
Indigenous Education	1,425,241	1,544,690	1,544,690	119,449	8.4%	
Mental Health and Well-Being Grant	1,448,173	1,464,516	1,464,516	16,343	1.1%	
New Teacher Induction program	199,332	240,465	240,465	41,133	20.6%	e.
Rural and Northern Education Fund	94,405	93,951	93,951	(454)	(0.5%)	
Permanent Financing - NPF	397,975	397,975	397,975	-	0.0%	
Regular Operating On-going Grants	308,881,979	313,326,037	313,892,063	5,010,084	1.6%	
Grants for Capital Purposes						
School Renewal	366,582	439,825	439,825	73,243	20.0%	f.
Temporary Accommodation	3,563,571	3,563,571	3,563,571	-	0.0%	
Short-term Interest	468,320	162,501	162,501	(305,819)	(65.3%)	f.
Debt Funding for Capital	1,542,533	1,542,533	1,542,533	-	0.0%	
Total Capital Grants	5,941,006	5,708,430	5,708,430	(232,576)	(3.9%)	
Other Grants						
Continuing Education	2,064,598	2,113,208	2,120,208	55,610	2.7%	
Ontario Youth Apprenticeship Program	273,239	280,239	280,239	7,000	2.6%	
Partnership and Priorities Fund (PPF)	4,906,300	5,286,279	5,355,710	449,410	9.2%	
In-Kind Grant	67,527	65,000	65,000	(2,527)	(3.7%)	
Total Other Grants	7,311,664	7,744,726	7,821,157	509,493	7.0%	
Other Revenues						
Continuing Education Fees	3,328,783	3,418,783	3,488,783	160,000	4.8%	
Rentals	762,709	793,704	903,101	140,392	18.4%	g.
Interest	430,000	993,000	1,120,382	690,382	160.6%	h.
Extended Day Fees	4,580,535	5,697,465	5,372,900	792,365	17.3%	i.
International Tuition and Fees	7,204,400	7,402,750	7,176,304	(28,096)	(0.4%)	
Other	1,024,665	1,938,039	2,135,387	1,110,722	108.4%	j.
Total Other Revenue	17,331,092	20,243,741	20,196,857	2,865,765	16.5%	
Deferred Revenues						
Amortization of DCC	20,885,836	23,801,699	23,801,699	2,915,863	14.0%	f.
Net Deferred Revenue	20,885,836	23,801,699	23,801,699	2,915,863	14.0%	
Total Revenue and Grants	360,351,577	370,824,633	371,420,206	11,068,629	3.1%	

Explanations of Material Grant Variances

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

Notes

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

Waterloo Catholic District School Board

2023-2024 Second Quarter Financial Report

Expenses

For the Period Ended February 29, 2024

	Budget Assessment					Material Variance Note
	2023-2024					
	Budget	Revised Budget	Forecast	Change		
				\$ Increase (Decrease)	% Increase (Decrease)	
OPERATING						
Classroom Instruction						
Teachers	178,159,227	178,708,370	177,020,434	(1,138,793)	(0.6%)	
Supply Teachers	4,679,458	6,074,615	7,936,738	3,257,280	69.6%	a.
Educational Assistants	20,240,104	20,768,636	20,885,692	645,588	3.2%	
Designated Early Childhood Educators	11,435,604	11,877,549	11,709,360	273,756	2.4%	
Classroom Computers	4,327,423	3,820,593	3,956,653	(370,770)	(8.6%)	
Textbooks and Supplies	6,510,624	8,434,942	8,201,161	1,690,537	26.0%	b.
Professionals and Paraprofessionals	16,086,665	16,568,133	16,716,439	629,774	3.9%	
Library and Guidance	5,958,136	6,046,125	6,079,244	121,108	2.0%	
Staff Development	889,210	996,583	1,144,682	255,472	28.7%	c.
Department Heads	503,689	503,736	512,927	9,238	1.8%	
Total Classroom	248,790,140	253,799,282	254,163,330	5,373,190	2.2%	
Non-Classroom						
Principal and Vice-Principals	10,987,814	11,258,957	11,290,755	302,941	2.8%	
School Office	7,287,739	7,283,454	7,205,142	(82,597)	(1.1%)	
Co-ordinators and Consultants	9,774,363	9,633,170	9,664,534	(109,829)	(1.1%)	
Continuing Education	10,912,789	11,146,787	11,237,190	324,401	3.0%	
Total Non-Classroom	38,962,705	39,322,368	39,397,621	434,916	1.1%	
Administration						
Trustees	335,568	346,377	350,507	14,939	4.5%	
Director and Supervisory Officers	1,608,439	1,636,618	1,774,149	165,710	10.3%	d.
Board Administration	10,143,220	10,402,884	10,503,536	360,316	3.6%	
Total Administration	12,087,227	12,385,879	12,628,192	540,965	4.5%	
Transportation	9,506,825	9,860,819	9,929,894	423,069	4.5%	
Pupil Accommodation						
School Operations and Maintenance	28,735,828	30,040,470	29,830,506	1,094,678	3.8%	e.
School Renewal	366,584	497,861	439,825	73,241	20.0%	f.
In-Kind Donation	67,527	65,000	65,000	(2,527)	(3.7%)	
Other Pupil Accommodation	1,944,374	1,944,374	1,944,374	-	0.0%	
Amortization and Write-downs	20,890,367	23,806,229	23,806,229	2,915,862	14.0%	f.
Total Pupil Accommodation	52,004,680	56,353,934	56,085,934	4,081,254	7.8%	
TOTAL OPERATING	361,351,577	371,722,282	372,204,971	10,853,394	3.0%	

Explanations of Material Budget Variances

- a. Increase due to sick leave and missed planning time trends.
- b. Increase due to targeted grants announced since budget, enrolment increase, and materials for faith, Indigenous and Extended Day programs.
- c. Increase due to targeted grants announced since budget.
- d. Increase due to restructuring.
- e. Increase due to utilities and portable leasing/placement costs.
- f. Increase due to timing and nature of construction projects.

Notes:

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



Date: 04/22/24
To: Board of Trustees
From: Student Trustees
Subject: April 2024 Student Trustee Report

Type of Report:

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

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☐ Monitoring information of board policy
- ☒ Information only of day-to-day operational matters delegated to the CEO

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

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

Alignment to the MYSP:

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

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

Background/Comments:

The WCDSB secondary schools opened the month of April with tons of enthusiasm and inspiration to get the school communities engaged. The schools organised diverse events and activities to promote school spirit, community support, and learning opportunities.

Common Activities Hosted by The Schools:

- **Mental Health Awareness**
 - The WCDSB secondary schools understand the importance of taking care of student mental health in building strong school communities, and the activities occurring during Mental Health Week are exemplary of this. The week will guide students with tips for mental health maintenance and grasping the significance of it in their own lives. Throughout the week, activities such as athletics (Dodgeball, Zumba), affirmation stations, fidget tool creation, and mental wellness trivia occurred. The goal of these activities were to educate and spread awareness about the significance of mental health.
- **Athletics**
 - In the realm of athletics, with many spring season sports beginning, the secondary schools are emphasising various athletics opportunities. St. Mary's is holding a sports equipment drive, collecting gently used items such as sports balls and athletic wear to donate to Play-it-Again Sports and Once Upon a Child.
- **Culture and Diversity Week**
 - From April 15th to the 19th and April 29th to May 3rd, St. Mary's and Resurrection celebrated their diverse communities with multicultural weeks. The larger events such as food trucks during lunch at Resurrection showcasing Mexican, French and Brazilian foods; a talent show hosted by the Black Student Union at St. Mary's; and a cultural fashion show at both secondary schools, provides spaces for culture to be celebrated and flourish within our communities. Emphasising the importance of valuing our differences. St. David's held the "Celtic World Cup," an intramural soccer tournament to raise funds for the DeRo Foundation. Sports teams at all the schools (Such as Track and Field, Varsity Soccer, and Rugby) are intensely prepping for their seasons.
- **Spirit Week**
 - St. Benedict and Monsignor Doyle hosted their spirit weeks. Spirit week is a set of events that occur to bring together school communities and foster school spirit in positive ways. Activities including pep rallies, theme days, and games occurred. All events were filled with energy and engaged the student body.
- **Guest Speaker: David A. Robertson**

- Both St. David and St. Mary invited David A. Robertson to their schools on April 18th and 15th, respectively. Robertson is an Indigenous author, podcaster, public speaker, and social advocate. He is most known for writing *Sugar Falls*, a novel highlighting the experiences of residential schools from an Indigenous perspective.
- The Arts
 - On April 24th, St. Mary's organised a community "Paint Night" for students to relax and express themselves through art. Each ticket cost \$5 and all proceeds were donated to the Canadian Mental Health Association.
 - On April 12th, St. David invited students from each WCDSB secondary school with a passion for art to an Arts Gala. Students had the opportunity to meet other students and showcase art they had been working on. This includes visual art, musical, and theatre performances.

Student Trustee Role Update:

- April 2024 Senate Meeting
 - On April 17th, a Student Senate meeting was held at St. David's. The Student Senate Constitution, initiatives for elementary leaders, social media marketing, and a secondary school fundraiser were discussed. This meeting was the last Student Senate meeting before the Transitional Senate Meeting in June. Conversations were held about transitioning out of leadership roles and things that can be done to assist the incoming Student Senate as they step into these roles.
- Elmira Syrup Festival
 - On April 6th, Trustee Petrie attended the 2024 Elmira Maple Syrup Festival to represent the WCDSB and participate in the pancake flipping contest, alongside Chair Sikora, Vice Chair Cuff, and Trustee Weiler.
- Indigenous Author - David Robertson
 - On April 18th Trustee Petrie attended the event, "An Evening with Indigenous Author David Robertson" at St. David, discussing his experiences as an Indigenous creative.

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: April 22, 2024
To: Board of Trustees
From: Chair of the Board
Subject: Chair's Report

Type of Report:

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

Type of Information:

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

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

N/A

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

Policy I 001 Ends
Policy II 003 Board Job Description
Policy II 004 Advocacy and Advertising

Alignment to the MYSP:

☒ **Awaken to Belong**

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

☒ **Ignite to Believe**

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

☒ **Strengthen to Become**

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



Background/Comments:

Easter and Spring both provide us with rejuvenation.

Calendar Activities

Several discussions with Director Dowling and Vice-Chair Cuff

April 3 - Special Education Advisory Committee

April 4 - Ministry of Education bi-weekly teleconference

April 5 – FIRST Robotics STEAM Education Conference – Attended Education Forum and met Team DAVE and had an opportunity to cheer them on as they qualified for the World Championships in Houston.

April 6 – Elmira Maple Syrup Festival – Participated in Pancake Flipping Contest along with Trustees Weiler and Cuff and Student Trustee Petrie.

April 6 – Mayors’ Dinner – Attended along with Trustees Cuff, Doherty Masters, Francis, Guerin, Kraft, Phillips, Weiler

April 8 – Committee of the Whole

April 10 – Audit Committee

April 13 – OAPCE Conference & Awards Dinner

April 15 – Chair’s Award Meeting with Director Dowling and Vice Chair Cuff

April 15 – Trustee Retreat; hosted by our Trustee Pastoral Committee

April 22 – 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: April 22, 2024
To: Board of Trustees
From: Director of Education
Subject: Monitoring Report – IV 006 “Legal Responsibilities and Liabilities”

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 006**
- ☐ 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 to assess the Director of Education’s compliance with Board Policy IV 006 “Legal Responsibilities and Liabilities”.

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

[Executive Limitation IV 006, “Legal Responsibilities and Liabilities”](#)

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



Background/Comments:

Policy Statement:

With respect to legal issues that affect trustees and school boards, the CEO shall not cause or allow conditions to arise whereby the board does not meet its obligations and responsibilities arising from both legislation and common law.

Definition:

This policy statement is defined to mean that the Director of Education must create and maintain conditions and procedures that support compliance with all applicable laws.

Evidence:

As can be seen on the [Board's website](#), a comprehensive set of regularly updated administrative procedures has been posted for public consumption. These procedures outline guidelines and processes that staff and stakeholders must follow to ensure the Board's obligations are discharged as relates to compliance with common legislation applicable to school boards.

As the volume of legislation and common law in the education sector cannot be contained in a concise primer for senior leaders, management relies on several sources for advice, direction, and guidance to ensure compliance with this policy.

Management works closely with:

- Ontario Ministry of Education
- Ontario Catholic School Trustees Association
- Council of Senior Business Officials
- Ontario Association of School Business Officials
- Council of Directors of Education
- Ontario School Boards' Insurance Exchange (OSBIE)
- Employees and their respective labour groups
- Legal firms with both general and specific subject matter expertise
- Experts at other school boards

to ensure operational practices are in alignment with expectations set out in legislation and in common law, and equally as important, that leading practices are employed throughout the organization.

Due to the size and complexity of the organization, despite best efforts, from time-to-time individuals, entities, or employee groups may question certain practices or positions that have been taken by management. In many cases, these disagreements can be resolved through discussion and communication. Often disagreements take on the form of requests for financial compensation or operational changes.

Management maintains a comprehensive all-risks insurance policy with the Ontario School Boards' Insurance Exchange. This policy provides coverage for almost every non-employment related claim submitted to the Board from 1987 to present.

For those material claims not covered by insurance, management provides the Board of Trustees' Audit Committee with a summary of outstanding claims against the Board where financial exposure may exist. With this listing, management provides an opinion on the veracity of each claim as well as a potential liability amount. Where claims are likely to be payable and can be estimated, amounts are set aside at year end to manage these future costs.

In each case, staff evaluate the issues, assess likely outcomes, and attempt to resolve issues with the complainant(s). If a liability is confirmed, it is satisfied as required.



Recommendation:

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 006 for the 2023-2024 school year.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

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





Date: April 22, 2024
To: Board of Trustees
From: Director of Education
Subject: Monitoring Report – IV 008 “Financial Conditions and Activities”

Type of Report:

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

Type of Information:

- ☒ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of Board Policy **IV 008**
- ☐ 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 to support decision-making on the Director of Education’s compliance with Board Policy IV 008 “Financial Conditions and Activities”.

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

Executive Limitation IV 008, “Financial Conditions and Activities”

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



Background/Comments:

Policy Statement:

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

Definition:

This policy statement is defined to mean that management will engage in active monitoring of the approved annual school year budget including ongoing analysis of financial activity, development of regular forecasts of revenues and expenditures, and provision of financial reports to both the Board's Audit Committee and Board of Trustees.

Similarly, the CEO shall not make decisions that will create financial hardship, annual in-year deficits, or structural deficits.

Lastly, the CEO must honour Trustees' financial and system priorities identified in the approved annual school year budget.

Evidence:

Management engages in active and regular analysis of financial activity as part of its operations. Formal forecasts are prepared and submitted to the Audit Committee on a quarterly basis which summarize in a reader-friendly format how expenses are tracking against the approved budget. In addition to financial information, key drivers of revenue and expense are identified to ensure stakeholders are aware of any significant changes in expectations. These key drivers are enrolment and staffing changes.

Finally, appended to each quarterly financial forecast is a narrative outlining any areas of concern which may be affecting finances in a negative way, provincial issues with funding or expenses, how management is addressing any issues, and a summary of any deviations from the financial and system priorities set out in the approved board budget.

Quarterly reports were (will be) provided to the Audit Committee and subsequently to Trustees on the following dates:

[Quarter 1 \(September to November\): January 22, 2024](#)

[Quarter 2 \(September to February\): April 22, 2024](#)

Quarter 3 (September to May): Presented in June 2024

Quarter 4 (September to August): Presented in November 2024



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

1. Operate with a line of credit of more than \$30 million

Definition:

This policy provision is defined to mean that management will not negotiate an operating line of credit of more than \$30M with the Board's bank of record (CIBC).

Evidence:

The line of credit held with the Board's bank of record is \$30M. An e-mail from our primary contact at CIBC confirms this credit arrangement: FW Line of Credit.msg <Link

From: Wareing, Mark <Mark.Wareing@cibc.com>
Sent: Wednesday, April 10, 2024 1:05 PM
To: Laura Isaac <Laura.Isaac@wcdsb.ca>
Subject: RE: Line of Credit

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

Hi Laura, of course.

Waterloo Catholic District School Board currently has a \$30,000,000 Demand Operating Line of Credit available.

Of that \$30MM availability, we currently have a \$50,000 standby letter of credit issued at time of writing.

Hope this helps.

Thanks, Mark

Mark Wareing (he/him) | Senior Manager & Team Leader | Public Sector and Not-for-Profit Group | Commercial Banking | CIBC
550 Wellington St. 3rd Floor, London ~~Ontario~~ N6A 3R4 | Tel: 519 861-8310 | Cell: 226 235-8519 | mark.wareing@cibc.com



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CIBC Head Office: 81 Bay St., CIBC Square, Toronto, Ontario Canada M5J 0E7

From: Laura Isaac <Laura.Isaac@wcdsb.ca>
Sent: Wednesday, April 10, 2024 12:59 PM
To: Wareing, Mark <Mark.Wareing@cibc.com>
Subject: Line of Credit

[EXTERNAL]

Mark
For our annual monitoring report to Trustees, I just need a confirmation email from you as to what the Board's available line of credit is.
If you could please let me know, that would be appreciated.
Thanks!

Laura Isaac
Senior Manager, Financial Services
Waterloo Catholic District School Board
35 Weber St. W.
Kitchener, ON N2G 4G2
Phone: 519-578-3660 x2312



2. Use any reserves

Definition:

This policy provision is defined to mean that the Director of Education cannot use any reserves without a formal approval from the Board of Trustees. The terms reserve and accumulated surplus are used interchangeably in the context of this report.

Reserves are defined as any amount that has been set aside for future use by Trustees where no legislation or contract exists on how these funds are to be used (deferred revenues).

Evidence:

A report providing a summary of available operating reserves was provided to Trustees on [December 11, 2023](#) as well as requests to use certain surpluses in the current fiscal year.

After receiving the report, Trustees approved the following motions in relation to reserves:

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

In [January 2024](#), Trustees revised approval #4 as follows:

2024-05 -- It was moved by Trustee Sikora and seconded by Trustee Phillips to approve the amended motion: THAT the CEO be given permission to use up to \$681,720 from the Strategic Plan Implementation surplus to offset related costs.

There are no plans to use reserves other than those approved above, and no other reserves have been considered in financial forecasts presented to the Board of Trustees, the most recent of which can be seen below:



Access all tools	Budget	Revised Budget	Forecast	In-Year Change	
				\$	%
Revenue					
Provincial Grants (GSN)	308,881,979	313,326,037	313,892,063	5,010,084	1.6%
Grants for Capital Purposes	5,941,006	5,708,430	5,708,430	(232,576)	(3.9%)
Other Grants	7,311,664	7,744,726	7,821,157	509,493	7.0%
Other Revenues	17,331,092	20,243,741	20,196,857	2,865,765	16.5%
Amortization of DCC	20,885,836	23,801,699	23,801,699	2,915,863	14.0%
Total Revenue	360,351,577	370,824,633	371,420,206	11,068,629	3.1%
Expenses					
Classroom	248,790,140	253,799,282	254,163,330	5,373,190	2.2%
Non-Classroom	51,049,932	51,708,247	52,025,813	975,881	1.9%
Transportation	9,506,825	9,860,819	9,929,894	423,069	4.5%
Pupil Accommodation	29,102,412	30,538,331	30,270,331	1,167,919	4.0%
Capital and In-Kind Expenditures	2,011,901	2,009,374	2,009,374	(2,527)	(0.1%)
Amortization/Write downs	20,890,367	23,806,229	23,806,229	2,915,862	14.0%
Total Expenses	361,351,577	371,722,282	372,204,971	10,853,394	3.0%
Balance before Accum Surplus	(1,000,000)	(897,649)	(784,765)	215,235	(21.5%)
Accumulated surplus use - MYSP	1,000,000	681,720	681,720	(318,280)	(31.8%)
Accumulated surplus use - SSF	-	215,929	178,045	178,045	-
Surplus/(Deficit) - end of year	-	-	75,000	75,000	-

3. Acquire, encumber or dispose of real property

Definition:

This policy provision is defined to mean that all agreements, transactions, liens, secured lines of credit, severances, rights of way, and easements associated with current or future Board properties must be formally approved by the Board of Trustees.

Evidence:

On [January 22, 2024](#), a report was brought to Trustees outlining recent and future property transactions.

On March 25, 2024, reports were brought to a private meeting of the Board of Trustees requesting consideration and approval of certain minor property matters and an endorsement to proceed with discussions with municipalities which may have a future impact on one of the Board's properties.



4. Enter into any financial or professional services agreements over 5 years

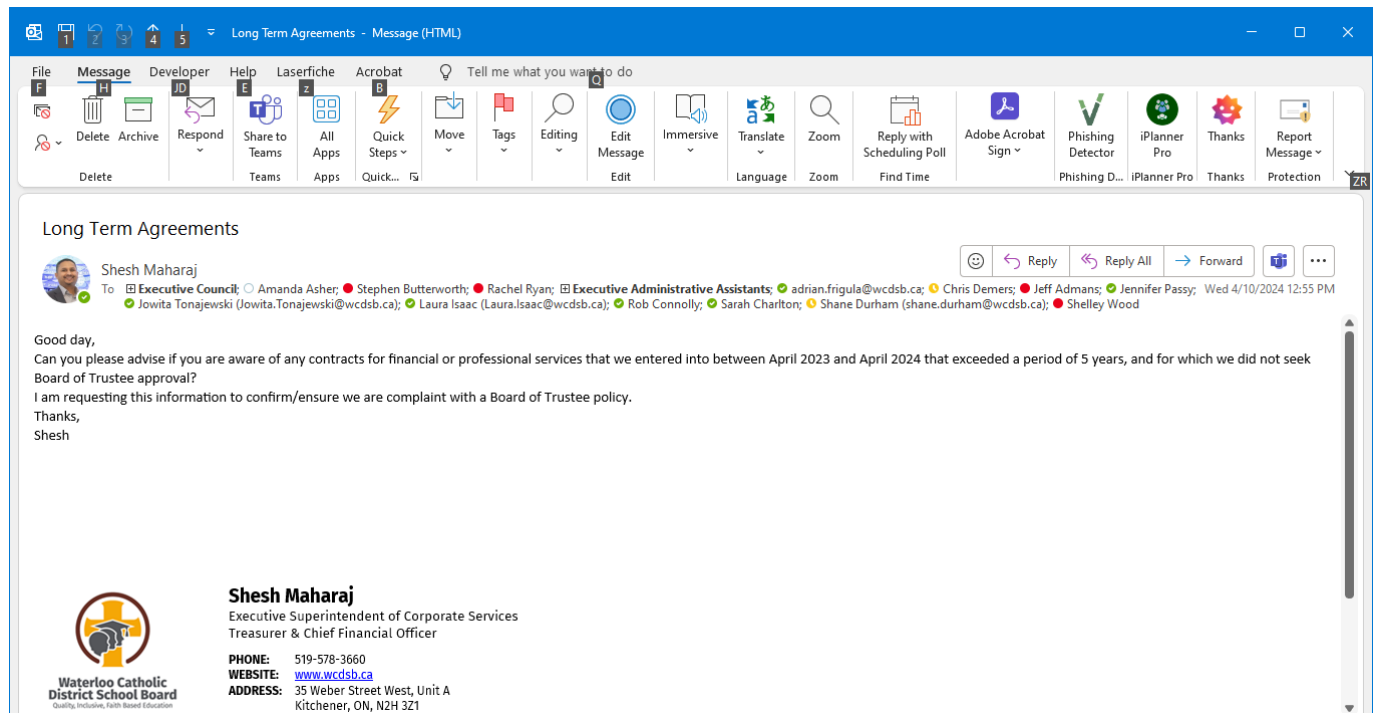
Definition:

This policy provision is defined to mean that any contract that exceeds 5 years in length including any extensions, renewals, and options, must be formally approved by the Board of Trustees.

Evidence:

Management conducted a review of all contracts negotiated by Supply and Administrative Services (Purchasing) signed since April 2023 and none exceeded the specified 5-year period.

This information was further verified through inquiries of senior management and corporate leaders.



There were no instances of non-compliance identified in response to this e-mail.

5. Allow tax payments or other government ordered payments or filings to be overdue or inaccurately filed

Definition:

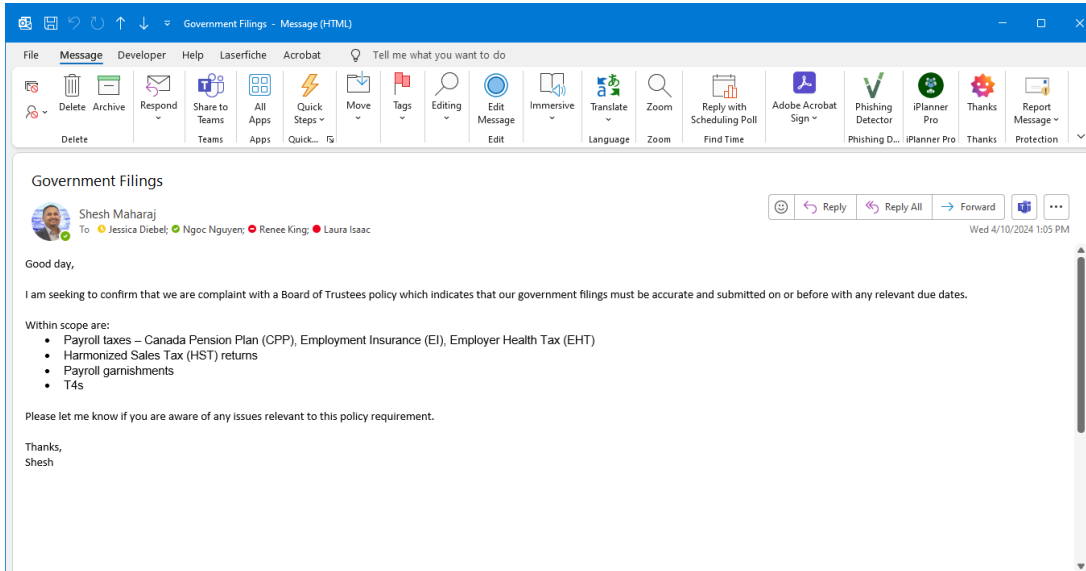
This policy provision is defined to mean that the following payments and filings will be accurately completed and submitted within required timelines:

- Payroll taxes – Canada Pension Plan (CPP), Employment Insurance (EI), Employer Health Tax (EHT)



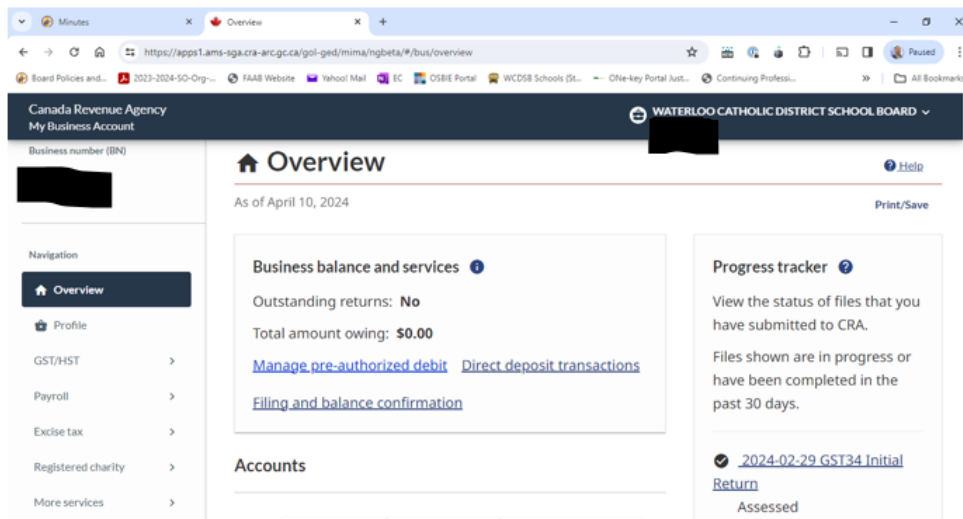
- Harmonized Sales Tax (HST) returns
- Payroll garnishments
- T4s

Evidence:



There were no instances of non-compliance identified in response to this e-mail.

Below is a screen shot from the Canada Revenue Agency portal showing the balance owing for our HST, Payroll, Excise, and Charitable Tax accounts:



Finally, attached as Appendix B to this report is a Filing and Confirmation of Balance letter from CRA as of April 10, 2024.



6. Allow debts to be unpaid beyond a reasonable period of time or in such a way as to jeopardize the organization's ability to receive trade credit, damage its credit-worthiness, or diminish its reputation in the trades or in the community.

Definition:

This policy provision is defined to mean that management will not process vendor payments in a way that diminishes the Board's ability to obtain credit, carry out business functions that support schools, or successfully engage in competitive procurement processes.

Evidence:

Invoices received from vendors are entered into the accounting system using the terms stated on the invoice. Where no terms are stated on the invoice, amounts are paid out within 30 days.

Management has not experienced any issues with obtaining credit, and vendors have not indicated any concerns with the Board's / management's reputation which would cause disruption in services being provided to schools. Finally, no formal claims have been received for non-payment of invoices issued to WCDSB.

7. Receive, process or disburse funds under controls which are insufficient to meet the Board-appointed auditor's standards.

Definition:

This policy provision is defined to mean that any processes related to the management of funds shall not cause the external auditors concern that will result in a qualified audit opinion on the Board's financial statements, or any critical commentary in the annual external auditor's report.

Evidence:

Grant Thornton (GT) is the appointed external auditor of the Board. GT completed their audit of the 2022-23 financial statements in November 2023. In their findings report (presented to Audit Committee in a closed meeting), no commentary was offered regarding control deficiencies on cash handling and management of cash. Further, there were no qualifications on the [audit opinion](#) provided by GT that relate to management of funds.

8. Allow unregulated access to funds in any part of the school system.

Definition:

This policy provision is defined to mean that strong controls, policies, and procedures are in place to provide direction and support to stakeholders who may have access to budgets or ability to sign contracts on behalf of the Board.

Evidence:

[APO 006 "Purchasing Procedures"](#) contains the following sections which address this policy provision:



- Section 3.0 – Segregation of Duties (ensures no single individual has uncontrolled access to funds)
- Section 4.0 – Approval Authority (ensures one-over-one approval exists for all purchases)

[APB 011 “Signing Authorities”](#) provides information to stakeholders on who has the authority to sign on behalf of the Board (where Board of Trustee approval is not required).

Appendix A provides a narrative on how cash and cheques are handled when received centrally. This narrative is part of the external auditor’s file as pertains to their review of our control environment.

These three documents (in combination with the procedures described below for School Generated Funds and internal audit functions) ensure there is no unregulated access to funds within the system.



9. Enter into any grant or contract arrangements unless it is consistent with Catholic faith and values

Definition:

This policy provision is defined to mean that management must ensure that appropriate processes are in place to vet new and existing contracts or grants where questions may arise as to their alignment with Catholic values and traditions.

Evidence:

Management is not aware of any contract or grant that does not align with the Board's values or Catholic faith.

Administrative Procedures and the MYSP are used as important primary decision filters for new contracts. Any arrangements that fall outside of the scope of normal activities are brought forward for review at an Executive Council meeting, which ensures the partners and funders we work with align with our shared values.

Secondary supports and information are available to management through professional associations and networks. These groups are engaged in similar work with the same vendors and will share concerns in the same way as WCDSB.

10. Permit fundraising/sponsorship activities without appropriate accounting procedures and ethical standards in place.

Definition:

This policy provision is defined to mean that strong internal controls and supports must be in place to guide staff and stakeholders in their efforts to increase the resources available for students. Further, in addition to published ethical standards, a culture of responsibility and resource stewardship is required to mitigate the risk of fraud, theft, and misappropriation of assets.

Evidence:

Administrative Procedure [APB 004 "School Generated Funds"](#) provides schools and other fundraisers with a comprehensive guide on how fundraising should occur, controls that need to be in place, required reporting, and a complete listing of required forms.

Schools and other individuals who fundraise are supported by the Corporate Services Support and School Fundraising Specialist by way of e-mail and telephone support, in-person one-on-one training, and virtual training for groups.

All fundraising is subject to audit by the Board's Internal Audit Officer. Further, school fundraising records are reviewed on a random basis each year by the Board's external auditor.

Ethical resources made available to staff and stakeholders include:

- The WCDSB Professional Standard of Ethics
 - https://www.wcdsb.ca/wp-content/uploads/sites/36/2017/03/WCDSB-Professional_Standards_of_Ethics.pdf
- APB 006 "Fraud and Accountability Management"
 - <https://www.wcdsb.ca/about-us/policies-and-administrative-procedures/fraud-and-accountability-management-apb006/>



Recommendation:

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 008 for the 2023-2024 school year.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

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



Appendix A

Cash Handling

Management makes efforts to minimize the amount of cash received. On occasion, cash or cheques are received for international student tuition fees, coffee machine collections, and reimbursement payments from employees or union groups. The Corporate Services Support and School Fundraising Specialist (Amazing Sarah) receives all amounts. Amounts can be received from individuals or through the mail. Occasionally funds are received by other members of the Finance Department when the Corporate Services Support and School Fundraising Specialist is not available. Funds are scanned for adequate back up and budget numbers. If cash, the recipient will count the cash provided and sign off on the amount being received. All funds are then stored in a safe in the Finance Department.

Deposits are prepared and taken to the bank weekly. The Accounting Clerk (Ariadna or Nitsa) will prepare a deposit summary of cheques and cash in the deposit module of the Board's accounting system. A summary of the deposit is printed and the back up is reviewed by the Accounting Supervisor or occasionally by the Senior Manager of Finance prior to the deposit being taken to the bank. The deposit is then posted to the general ledger. The Accounting Clerk will then sign the deposit slip and take the deposit to the bank. The Accounting Clerks rotate the task of preparing the bank deposits.

The Board can accept funds via online banking, pre-authorized withdrawal, or credit card. These notifications are received by the Accounts Receivable Officer and entered into the accounting system via journal entry approved by the Accounting Supervisor. Schools have almost fully eliminated cash payments due to the implementation of an online payment system called School Cash Online. This allows families who are registered to submit online payments to the schools for items which the school has set up. Where cash or cheques are received, the schools have a "cash received" form which must be completed by the person collecting the cash (usually the teacher). The form and cash are then taken to the Administrative Assistant in the office who verifies the amounts indicated on the cash received form. The Administrative Assistant then signs off on the form and puts the funds and form in the safe until the deposit is completed. Deposits are completed weekly unless there are minimal funds. The principal does not sign or review the deposit prior to it being taken to the bank unless anomalies are found.

Petty cash is not used in the Finance Department or any other department or school.



Appendix B



Canada Revenue Agency
Agence du revenu du Canada

Summerside, PE, C1N 6A2

Date Issued Apr 10, 2024
Business Number [REDACTED]
Case/reference [REDACTED]

WATERLOO CATHOLIC DISTRICT
SCHOOL BOARD
PO BOX 91116
35 WEBER ST. W. UNIT A
KITCHENER ON N2G 4G2

Subject: Filing and balance confirmation letter

Dear Sir or Madam:

The information provided is valid only on the date this letter is issued.

Here is the information you asked for:

Filing and balance summary

Business number	Registration date	\$ Account balance	Returns up to date
[REDACTED]	Jul 31, 1972	0.00	Yes

The information in this letter comes from the Canada Revenue Agency (CRA) computer records. It does not mean that we audited your records or verified that the information you gave us was accurate and complete.

WATERLOO CATHOLIC DISTRICT SCHOOL BOARD is responsible for making sure that all obligations under the Income Tax Act, Excise Tax Act, and any other applicable legislation are met. The CRA does not guarantee that there are no additional requirements or amounts owing that are not appearing on this letter.

The amounts appearing in the Account balance column may not include held credits, amounts under dispute, amounts not yet due and amounts not yet applied.

Page 1 of 1

Canada





Date: April 22, 2024
To: Board of Trustees
From: Director of Education
Subject: Communication and Support to Board IV 012

Type of Report:

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

Type of Information:

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

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

Executive Limitation IV 012 Communication and Support to the Board

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

IV 012 Communication and Support to the Board
Education Act Section 169.1
Education that Works for You: A Vision for Education in Ontario (March 2019)
Multi-Year Strategic Planning A Guide for School Board Trustees October 2017
Communication Guidelines for Staff and Parents APC 001

Alignment to the MYSP:

☒ **Awaken to Belong**

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

☒ **Ignite to Believe**

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

☐ **Strengthen to Become**

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



Background/Comments:

The CEO shall not permit the board to be uninformed or unsupported in its work.

CEO Interpretation:

This policy statement signals that for trustees to fulfill their elected, fiduciary responsibilities they need to receive all relevant updates as it might apply to their governance duties. Further it suggests that the Director should provide any requested information that trustees deem relevant to their governance role or which has impact to their ability to be responsive to their constituents or in order to be knowledgeable in regard to the significant issues of the day.

- a. Waterloo Catholic has a well-articulated Multi-Year Strategic Plan, with three pillars, nine goals and thirty aligned indicators that map to the desired goals. This plan has been approved by trustees and well referenced in all meetings of the Board.
- b. Each month reports are brought forward that map back to the Multi-Year Strategic Plan and in each case the specific strategic Pillar and Goal that is addressed by the report is identified. Emphasis has been placed to ensure that indicators identified in the MYSP, and the accompanying targets, are clearly identified in the regular updates to Board.
- c. Each year a Director's Annual Report is provided in compliance with section 169.1 of the Education Act, with an increased focus on providing relevant evidence mapped to our strategic pillars and goals. Trustees have the opportunity when that report is presented to assess to what degree priorities are being met and to clarify any points of understanding. It is also a public document shared broadly with stakeholders so the work of trustees as governors is widely understood.
- d. Transitioning to November, in November 2023, an MYSP Annual Update is provided, giving a "report card" on system progress on the pillars and goals articulated in the MYSP. The report is typically informed by system stakeholder survey feedback, strategic actions completed and evidence that staff can identify as progress against articulated goals.
- e. Having moved from pandemic to endemic the CEO has provided regular updates to trustees. This has included updates on relevant Ministry or government direction, as well as Public Health guidance or answers, and necessary updates regarding all significant developments impacting student or staff safety (e.g., ISPA).
- f. As trustees note any questions or concerns that are brought to them – from a stakeholder or parent in the community, the matter is promptly clarified and/or responded to, and in most cases quickly resolved, by the Director or their designate (relevant superintendent).



- g. Any trustee inquiry or motion which is brought to Board and for which there is consensus to proceed, results in a further report back to the Board.
- h. The Chair of the Board is always supported by the CEO (and/or their designate) in any media inquiry where a statement is required. Minimally with background and often in assisting with the specific recommended response.
- i. The statutory committees are used to bring forward all relevant information and concerns.
- j. Trustees benefit from the services of the Executive Assistant to the Trustees, and the CEO ensures that trustees are registered for all PD and AGM sessions to which they are entitled to attend and for which they express interest.
- k. Trustees receive in a timely manner all communications that are received from OCSTA and they are further included in each meeting package so that there is no opportunity to miss all relevant communications that come to them from the trustee association.

Further, without limiting the scope of the foregoing by this enumeration, the CEO shall not:

- 1. Neglect to submit monitoring data required by the board that is timely, accurate, understandable, and directly addresses provisions of board policies being monitored.**

CEO Interpretation:

This statement signals that for each section of the Multi-Year Strategic Plan, the CEO is responsible for providing monitoring data that allows trustees to have insight into the board's progress against its stated goals. Further the CEO interprets this to mean that the CEO is required to provide monitoring reports for each of the 13 section IV Executive Limitation policies.

- a. As noted above – monitoring reports are received in three formats: the November report card, the December's Director's Annual Report and every report that comes to Board that clearly identifies the goal to which it maps and includes metrics to map back to that goal.
- b. (In addition to items above), Per discussions and plan developed at Governance Committee, Monitoring reports on Section IV policies are brought forward over the course of the year. Evidence is embedded within those monitoring reports to provide trustees with the confidence that adherence to the policies is being observed and achieved.
- c. Any exceptions to policy are brought to the Board's attention either in public session or In Camera as is appropriate.



2. **Let the board be unaware of relevant trends, anticipated adverse media coverage, threatened or pending lawsuits, material external and internal changes, particularly changes in the assumptions upon which any board policy has previously been established.**

CEO Interpretation:

This statement signals that the CEO should be in regular communication with trustees so that there is no possibility that they will be unaware of a significant or adverse event, or negative outcome which the board may experience, particularly any that might be connected to their fiduciary or governance responsibilities.

- a. The Director of Education provides trustees proactive communication in regard to any matter that is likely to garner media attention or that will be of general interest or concern, including but not limited to lawsuits, budget, material staffing or operational/procedural changes.
- b. Trustees are provided in a timely manner, with all relevant media stories where Waterloo Catholic is mentioned or profiled.
- c. As noted above, the CEO – or their designate - responds directly to many media inquiries but also ensures that the trustees, and specifically the Chair of the Board, is supported in providing media statements/responses to inquiries that are received.
- d. Within the context of the Audit Committee information is provided regarding any risk or liability to the board and its assets.

3. **Deny the board access to, or be uninformed by, a range of relevant perspectives, including staff and external viewpoints, as needed for fully informed board decisions.**

CEO Interpretation:

This statement signals that the CEO has a responsibility to ensure that trustees are not provided with only limited insights or a single perspective on any given issue, but rather exposed to any insights or perspectives that are going to allow them to arrive at a conclusion which is defensible insofar as it had the ability to consider all relevant information and viewpoints.

- a. A system survey related to the MYSP has allowed all Waterloo Catholic stakeholders to comment on all of our strategic pillars and that feedback in turn is provided to Trustees as one of the filters applied to the June MYSP report card. That survey will open during the first week of May for the 2023-2024 school year and will help to inform the November 2024 report card and thus trustees will be provided with the breadth of stakeholder viewpoints.
- b. In the 2019-2020 school year, the WCDSB invested in *Qualtrics*. The product allows us to garner stakeholder feedback on any number of issues or events, including system-wide



consultations on significant occurrences, such as listed in 3a. Additionally, this tool allows for custom user experience (e.g., display logic), real-time reporting throughout each collection, accommodations (e.g., AODA compliance, translations), and ability to recode data value to expedite data cleaning, re-shaping and ultimately reporting.

- c. Further, several system surveys are used to inform Board reports and decision making, including but not limited to the WCDSB Budget Survey, Facilities Condition Survey, School Climate Surveys, student transition surveys (e.g., Grade 8, 9, and 12 exit surveys, transition to grade 9), staff wellness survey (e.g., Guarding Minds at Work), as well as the staff and student census.
- d. Where possible, each MYSP goal is monitored through various indicators, establishing a research design that assesses our progress using multiple methods (such as survey data and student information data) and diverse perspectives (including students, staff, parents/guardians, and the community).
- e. To support the creation and maintenance of the [MYSP indicator Dashboard](#), the Board has invested in a Research Team composed of a research coordinator, a data analyst, and a temporary contract for a reporting developer, who works collaboratively with the IT data architect.
- f. Further, both the Director and senior staff participate in provincial and Diocesan networks, and bring the opinions, research and intelligence gained in those networks to our decisions and as needed to the attention of Trustees.

Recommendation:

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



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.