



Committee of the Whole Meeting

Date: Monday, April 14, 2025.

Time: **6:00 p.m.** (to follow Special Board of Trustees meeting)
* *Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.*

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

Attendees: **Board of Trustees:**
Linda Cuff, Winston Francis, David Guerin, Renée Kraft, Marisa Phillips, Robert Sikora, Conrad Stanley, Tracey Weiler

Student Representatives:
Allison-Hannah Berwick, Matteo Leone

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	Board Chair		
1.1 Opening Prayer & Memorials – Deferred to Special Board of Trustees meeting	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. - Deferred to Special Board of Trustees meeting	Board 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: N/A			

ITEM	Who	Agenda Section	Method & Outcome
2. Consent Agenda: Director of Education (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)			
3. Consent Agenda: Board (Minutes of meetings)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Committee of the Whole Minutes – Mar 3, 2025	Board of Trustees	pp. 4-7	Approval
4. Delegations			
4.1 Delegation Presentation	R. Christy	pp. 8-11	Information
4.2 Delegation Presentation	B. Conway, W. Price et al.	pp. 12-14	Information
4.3 Delegation Presentation	B. Cinti, M. Nicholas, R. Currie	pp. 15-17	Information
5. Advice from the CEO			
5.1 Math Achievement Action Plan Update	J. Ritsma	pp. 18-42	Information
5.2 Student Achievement Plan (SAP)	J. Ritsma	pp. 43-46	Information
5.3 Interim Financial Report #2	S. Maharaj	pp. 47-52	Information
6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Linkages Activity	Trustees	--	Discussion
6.2 Pastoral Care Activity	Trustees	--	Discussion
7. Reports from Board Committees/Task Forces			
7.1 Notice of Motion – Public Recording	Trustees	pp. 53	Discussion
8. Board Education (at the request of the Board)			
8.1 OCSTA/CCSTA Communications OCSTA/CCSTA Communications Link	Board of Trustees	Link	Information
8.2 Trustee and Student Trustee Evaluations	Chair	--	Information
8.3 Trustee Work Plan – April	Chair	--	Information
9. Policy Discussion (Based on Annual Plan of Board Work)			
10. Assurance of Successful Board Performance (monitoring)			
11. Assurance of Successful Director of Education Performance (monitoring)			
12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries			
13. Announcements			

ITEM	Who	Agenda Section	Method & Outcome
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): • Apr 23 – CPIC Meeting • Apr 12-18 – Passion Play Performances • Apr 18 – Good Friday • Apr 21 – Easter Monday • Apr 25 – KW Trivia Challenge - Bingemans • Apr 28 – Board of Trustees • May 1 – Mayor McCabe’s State of the City (Woolwich) • May 1 – Staff Recognition (Bingemans) • May 1-3 – OCSTA AGM & Conference (Markham) • May 4-9 – Catholic Education Week • May 7 – Community Leaders Breakfast • May 8 – Mayor Shantz’s State of the Township (Elmira)	Chair	--	Information
14. Items for the Next Meeting Agenda	Trustees		
14.1 Board of Trustees Meeting: (April 28, 2025) • Interim Financial Report #2 • Update of Budget Presentation Update on Budget Preparation • Student Trustee Report • Chair of the Board Report • Director’s Report • Monitoring Report IV 006 - Legal Responsibilities & Liabilities • Monitoring Report IV 008 – Financial Conditions • Monitoring Report IV 012 – Communication & Support to the Board	Chair	--	Information
15. Adjournment/ Confirm decisions made tonight	Director of Education		
15.1 Confirm Decisions	Recording Secretary	--	Information
15.2 Trustees move into a Double In Camera meeting	Board of Trustees	--	Approval
16. Closing Prayer			
16.1 Closing Prayer	All		
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
3



Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, March 3, 2025, 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

Trustees Present:

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

Student Trustees Present:

Allison-Hannah Berwick*-left the meeting at 9:01 p.m.

Administrative Officials Present:

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

Special Resources For The Meeting:

Regrets: Judy Merkel

Absent: Matteo Leone

Recorder:

Stephanie Medeiros, Executive Administrative Assistant

NOTE ON VOTING: Under Board by-law 4.7, when a decision is reached by consensus, the minutes of the Meeting shall indicate a decision by consensus with the notation in the minutes that consensus means the decision was supported by all Trustees present and eligible to vote on a matter. Under Board by-law 4.11 Whenever a vote is required, every Trustee present when a vote is taken, including the Chair but excluding any Trustee who has declared a direct or indirect pecuniary interest as required by the Municipal Conflict of Interest Act, shall vote on all questions on which the Trustee is entitled to vote and abstentions are not permitted.

1. Call to Order:

The Chair called the meeting to order at 6:26 p.m.

1.1 Opening Prayer & Memorials

Opening prayer – **Deferred to Special Board of Trustees**

1.2 Territorial Acknowledgement

Territorial Acknowledgment – **Deferred to Special Board of Trustees**

1.3 Approval of Agenda

Chair Sikora motioned for approval of the agenda.

**2025-11 -- It was moved by Trustee Kraft and seconded by Trustee Cuff:
THAT the agenda for Monday, March 3, 2025, be now approved.**

--- Carried by consensus

1.4 Declaration of Pecuniary Interest

1.4.1 From the current meeting - NIL

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

1.5 Items for Action - NIL

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

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

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Committee of the Whole Minutes – Feb 10, 2025

Chair Sikora motioned for approval of the consent agenda.

2025-12 -- It was moved by Trustee Stanley and seconded by Trustee Kraft:

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 Student Success Update/Plan (Re-Engagement Strategy Update (12/12+))

Superintendent Varano presented the Student Success Update, which provided an overview of achievements across various programs, including culinary arts, OYAP, and Skilled Trades. Secondary students had the chance to address the Skills Ontario team regarding the 2024 results, covering areas such as hairstyling, baking, construction. The presentation also included statistics from the Specialist High Skills Major program, details on the School College Work Initiative's dual credit offerings, and insights into experiential learning workshops. Additionally, it reviewed support mechanisms for secondary math students, re-engagement strategies, de-streaming efforts, and overall pathways to graduation. Trustees asked clarifying questions.

6. Ownership Linkage (Communication with the External Environment)

6.1 Linkages Activity

Trustee Kraft provided an update on Linkages Activity mentioning that congratulatory letters have been sent to Fr. Toby and Deacon Ed MacIntosh for their achievements. Reminded the Trustees to fill out the tracking sheet for events they have attended.

6.2 Pastoral Care Activity

Trustee Guerin provided an update on Pastoral Care Activity focusing on the specifics of the spiritual retreat in April. An invitation will be extended to the deanery for engagement in discussion and fellowship.

7. Reports From Board Committees/Task Forces

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

8.1 OCSTA/CCSTA Communications

Chair Sikora briefly discussed OCSTA/CCSTA Communications.

Trustee Weiler emphasized that congratulatory letters to elected officials following the election should be sent.

8.2 Equity Training

Superintendent Mendonça initiated the presentation on Equity and Faith for the Trustees. The session focused on Catholic Social Teachings, highlighting the essential principles. It included examples of events in schools that exemplify these teachings, as well as discussion on the Catholic Beatitudes and Social Justice as frameworks for equity. Additionally, it covered policy development and implementation, detailing relevant legislation, the responsibilities of Ontario School Boards under the Ontario Human Rights Code, and laws pertaining to equity and inclusion for both staff and students. Key points regarding PPM 119 were reviewed, along with responsibilities towards staff and students, strategies for addressing racism, and outlined the connection between equity and the Ontario Catholic School Graduate Expectations. Trustees were encouraged to reflect individually on how equity is promoted in schools, inspired by one of the Catholic Social Teachings. Trustees shared their insights.

Lynn Garrioch, Senior Manager of Equity Services, delivered a presentation titled "Understanding Power and Privilege – Making the Invisible Visible." During the session, Trustees were divided into two groups to explore their feelings and frustrations regarding power and privilege, followed by a collective sharing of insights. Ms. Garrioch then elaborated on the concept of privilege, including discussion around the Power and Privilege wheel. Ms. Garrioch reviewed the power model specifying the differences between systemic, personal and local power and suggested the adoption of new language to mitigate frustrations among individuals, while facilitating a roundtable discussion among Trustees throughout the presentation.

8.3 Trustee Work Plan - March

Chair Sikora reviewed items for review for the month of March in the Trustee Work Plan.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

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

13.1 Upcoming Meetings/Events

Trustees discussed upcoming events.

14. Items for the Next Meeting Agenda/Pending Items

14.1 Trustees discussed upcoming items on the next agenda.

15. Adjournment – Confirm decisions made tonight.

15.1 Confirm Decisions

The Recording Secretary confirmed the meeting decisions.

16. Closing Prayer

16.1 Closing prayer led by all.

17. Motion to Adjourn

2025-13 -- It was moved by Trustee Weiler and seconded by Trustee Cuff:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:25 p.m.

Chair of the Board

Secretary

April 14, 2025

Meeting of the Waterloo Catholic District School Board

Thank you for this opportunity to address you today.

Before I make my comments.

- 1) May I thank Trustee Conard Stanely for his insights, wisdom, and courage in bringing forward his resolution for public debate. So many today seek “to go along to get along” and leave unexamined complex issues with long-term implication to the socio/political foundation of individual lives, institutions, and society.
- 2) May I also thank your high schools for preparing your students for university. Academically, your students understand, debate, and discuss ideas and have an ethical/religious foundation to meet the challenges of university life. Sociologists consider “education to not only be about information but also about character formation. Those students rooted in information and characters are a delight to teach.

I am here in support of the resolution by Trustee Stanley that affirms the Christian foundation of WCDSB and seeks to protect education from the compromising political agenda of a vocal social movement.

I stand before you not only as an associate professor of sociology and the former mayor of Kitchener, but more importantly a grandfather of two grandsons and a granddaughter to ask whether there will exist for my grandchildren education that combines academic knowledge with a clearly stated ethical/religious foundation? Will the WCDSB reaffirm its pedagogy rooted in the Christian teachings of marriage and human sexuality?

Historically, in Ontario education involved educating the “body, mind and soul.” With the increased emphasis on rationalism and the decline of public worship, the public school system removed scriptural and biblical teaching and focused on educating the “body and the mind.” For sociologists this was a major theoretical and philosophical change with consequential impact.

The nineteenth century French sociologist, Emile Durkheim sought the moral rearmament of the Republic and argued that education had a significant role to play because for Durkheim all education is moral education. He argued that education involves two stages, the first takes place in the family and the second in the school. Contrary to the “all too popular notion that moral education falls chiefly within the jurisdiction of the family, I judge that the task of the school in the moral development of the child can be and should be the school.” (Durkheim 2021: 89). Durkheim proposed using science or positivism to create a “rational” moral education excluding all religion tenants. However, Durkheim concluded that positivism was unable to provide a cohesive morality since the “function of morality is, in the first place, determined conduct, to fix it, to eliminate the element of individual arbitrariness.” (Durkheim 2021: 92). Boards of education in Ontario and Canada have functioned from a Judeo- Christian fixed foundation that determine conduct and eliminated arbitrariness.

Dr Harold Fallding, argues in **The Sociology of Religion**, that sociologists have three concerns, 1) the place of religion in society, 2) how religion is pursued and 3) why individuals, groups and societies pursue religion. During this period of rapid social changes, society is faced with the “place” of religion in the face of secularization. Increased secularization, which is the systematic decline of religious teaching, religious participation, and the increased arbitrariness and validity of quasi-ethical movements. For Fallding secularization has become a social problem and the source of other social problems. He argues that “secularism indicates the exaltation of attitudes into a completed system of life-orientation and organization thus, becoming a religion of irreligion.” (Fallding 1972:219)

Positivism, hedonism, secularism, communism, Christianity, and all isms provide systems of life-orientation, norms and values that define personal behavior and the structures of institutions In his article “The Malaises of Modernity” in **A Secular Age**, Charles Taylor states that secularism fosters advanced individualism, in which my life, my needs, and my identity are more important than those of society, the community or the group. Under such circumstances community and stability are hard to create and maintain. For a school board the question is what is the current state of stability, morality and school discipline? How do students treat each other, their teachers and the school staff?

One of the most dramatic illustrations of extreme or advance individualism is observe in American schools. According to the **US Department of Education** and the “School Crime and Safety Report” of the **US Department of Justice**, “at the end of the last century approximately thirty students per year died of homicide committed on school ground;10%

of all public teachers were threatened with injury and 4% of teachers were physically attacked.” (Arun 2021:541) When I ask the students in the sociology of education if there are police or security guards at their high schools, over half the students raised their hands. What value informed an earlier generation of students that running in the halls, chewing gum, speaking out in class not homicide, personal injury, carrying a concealed baseball bat, knife, or guns, violated school discipline?

When I ask my students to write the five values they lived by, the majority do not know how to proceed. Recently, one student asks, “are the ten commandments values?” I asked the student, “how do you know about the ten commandments?” She replied, “I went to a Catholic school, and they were written at the top of the white boards in my home classroom.” I asked, “what commandment do you think we should discuss?” Her reply, “thou shall not steal?” Looking at the whole class, I asked, “do you steal?” Of course, they steal. Each term there are signs in the athletic complex that state, protect your belongings, we have theft. Why are these students, the next generation of public leaders, unable to identify norms and values by which to live?

While it would be overly simplistic to claim a necessary or exclusive link between religious precepts and school discipline, it is significant to note that in the 1960’s and 1970’s scripture reading and prayer in the public and separate schools informed personal and cultural values? Historically the ten commandments, the Beatitudes, and the teaching of the old and new testament were part of a process of personal and social controls maintaining a safe, stable, civil, academic environment. It would be equally naive to assume there was no correlation between religious precepts and social behavior. I would argue that the lack of civility, increased violence, and personal injury is the result of the willful neglect and systematic deconstruction of scriptural and biblical teaching that provided earlier generations with social and self -control.

Generations have had to deal with socio/political movements that threaten to compromise or destroy the teaching of Christian faith and belief, the 10 commandments, the Beatitudes, and disregard the moral integrity of old testament and new testaments saints. History informs us that WCDSB has been rooted in moral precepts and the teachings of Jesus Christ. The process of the secularization of norms and values continues today, often in the name of tolerance, compassion and love. This process compromises values and norms tearing down not building up moral integrity and self-control.

By allowing only the national and provincial flags to be displayed on school property you will be symbolically strengthening the biblical foundation of human sexuality. You will be

affirming once again that the WCDSB will be salt and light, to a generation seeking moral clarity and blessings described by King David as, “Oh, how I love your law! I meditate on it all day long, Your commandments are always with me and make me wiser than my enemies, I have more insight than all my teachers. for I meditate on your statutes.” (Psalm 119:97-99)

In conclusion, the challenge before the WCDSB, Catholic families and the families of other faith communities is whether to stand true to the historic positions and Christian roots of your Board or to compromise your teachings and precepts to accommodate a vocal, popular socio/political cause?

Sources

Arun, Richard 2021 “Judging School Discipline: A Crisis of Moral Authority” The Structure of Schooling: Readings in the Sociology of Education edited by Richard Arun, Irene R. Beattie and Karly Ford, London, Sage.

Fallding, Harold 1974 The Sociology of Religion; An Explanation of the Unity and Diversity of Religion, Toronto, McGraw Hill Ryerson.

Durkheim, Emile 2021 “The First Element of Morality” The Structure of Schooling: Readings in the Sociology of Education edited by Richard Arum, Irene R. Beattie, and Karly Ford, London, Sage.

Taylor, Charles 2007 “The Malaises of Modernity” A Secular Age edited by Charles Taylor, Cambridge, Massachusetts, Harvard Press.

Delegation to the Committee of Whole Meeting April 14

Thank you for the opportunity this evening to address the Board of Trustees and, Director Dowling, I am here this evening on behalf of former trustees-myself Bill Conway, Manuel da Silva, Jeanne Gravelle, Wendy Price, Brian Schmalz, and Melanie VanAlphen

To begin we would like to share some history and clarity around good governance and past motions when it comes to trustee responsibilities and operational matters.

To be clear during our time as a board of trustees we never passed a motion to fly the Pride Flag nor to review books from school libraries. Why did we not do this? Simply it was not within our scope to do so as trustees. These are operational matters as outlined in WCDSB Policy Governance, Education Act, and the Ontario Catholic School Trustee Association Governance Manual

By bringing the flag protocol motion to the board table you are in direct violation of your Board Policy III 004 Delegation to the CEO. This Policy clearly states, “The board will instruct the CEO through written policies which prescribe the organizational Ends to be achieved, and describe organizational situations and actions to be avoided, allowing the CEO to use any reasonable interpretation of these policies with the legal requirements of the Province of Ontario” and “As long as the CEO uses any reasonable interpretation of the board’s Ends and Executive Limitations policies, the CEO is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities”

The role of a school board trustee is to act as a link between ratepayers and staff, they are to listen to parents, students, community members within Waterloo Region with lived experiences and advocate for change if needed at the Board and Government level. They write Board Policy to instruct the Director, this is done through your Ends statement and executive limitations as stated above. The director then makes all further direction and decision-making through administrative policies - ones you do not intervene with. They hold the Director accountable using their Board policies and the Multi-Year Strategic Plan. They do not get involved with the day-to-day operations. This is good governance, attempting a flag protocol motion is not good governance something you do not seem to understand.

We would like to thank and acknowledge Trustee Weiler for pointing this out clearly at the March 24th. Board Meeting. To be clear this did cause some division within the board of trustees in the past, but the majority of trustees did support the very courageous decision by the former Director to fly the Pride flag. It was and is a decision that the Director can make because it is an operational matter.

We know there is a group that are very well organized in emailing and calling Trustees in support of this motion, that group did the same when we were Trustees but please know this group is from all over the world, this is not the voice of the majority of Catholic Ratepayers of Waterloo Region

Trustees are not tasked with running a school system and nor should they be. They are not the educational leaders understanding curriculum, nor are they the professionals dealing with mental health issues, the daily running of schools with all the joys and tribulations that come with that, nor are they the religious leaders such as the Chaplains, priests who are partners with the WCDSB. Trustees are people elected by the Catholic ratepayers to ensure that there is a competent Director of Education such as Tyrone Dowling and all the other previous Directors, the sole employee of the Board of Trustees, to run the system, the operations. They are to understand the Education Act to ensure that the Board of Trustees understand all the legalities of their roles.

Just before the 2022 election at one of our last board meetings staff presented the results of the Student Census. It was interesting to see many of the results that 14 % of students in grades 7-12 identify as not straight and non-binary. These students deserve love, support, respect, and dignity that every learner is promised in Catholic and public settings. What is equally concerning is that 48% of students currently report low well-being. We know that the very capable staff of WCDSB are working hard to address this, and we know that they will achieve it. Why because they care about all students.

Removing symbols and slogans from schools such as Black Lives Matter, Every Child Matters and Pride in all forms including signage, banners, posters, murals, window decals, becomes a human rights issue, and clearly tells students and staff they are not welcome, accepted, or safe. This goes against the very mission and vision of the Waterloo Catholic District School Board - educating and nurturing HOPE in all learners and being the heart of the community - success for each and a place for all.

This motion has and will negatively impact student and staff well-being.

This system has always and will always be built on hope, but this motion is a step backwards. The Pride Flag is not a political symbol. It shows students and staff that they are loved, they are included, they are respected, and they are not alone. This message aligns beautifully with Catholic Social teachings.

We request that you remove this motion from the agenda all together! This policy does not fall under the role of trustees and must be kept in the hands of the Director and Staff, as do all administrative policies.

We suggest you use your remaining term as Trustees to focus on overall student achievement and well-being for all those in the Waterloo Catholic District School Board in which you serve, from our experience voters remember and reward those that supported and advocated all students in the care of Waterloo Catholic.

April 14th, 2025

[Slideshow](#)

My name is Greg Cinti and I have served the Waterloo Catholic School Board for 39 years of my life. For 13 of those years, I was a student, and I am currently in my 26th year of teaching at Monsignor Doyle.

I would like to suggest that over the past months, those in leadership roles may have forgotten our mission, which states, “As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God’s world” with a vision of our Catholic Schools being the heart of the community - success for each and a place for all.”

At the March meeting, delegates were posed the question, and this is not a direct quote, How do we stay true to our Catholic values/teachings in a world that challenges them? I’d like to suggest that we do just that: stay true to Catholic values by considering our mission and vision, which is rooted in Catholic values and the bible, and we do this by putting those we serve, our students, first.

If we truly are the “heart of the community”, should we not reflect that inside and outside of our buildings?

The students in our hallways are the people we are called to serve. They are not the same students as when I started teaching or when I was a student there, but they are the community and they are the “all” that enter our doors each day.

I have learned that I do not get to decide what kind of support a student needs for success, or what they need in order to feel part of the community. I work with them to figure it out; we communicate and try things, until we find what works for them.

Some students need food, some need clothing, some the heat of a warm building, others the support of caring adults and the list goes on. This is the world they live in, so this is the world we live in. We make all kinds of decisions at this board for the betterment of students. Decisions about breakfast clubs in schools, providing uniforms at lower costs, and establishing crisis funds to help those with financial need. We even create policies around cell phone use in the classroom. We make these decisions because we are putting the needs of our students first. They need these things to be able to learn. Deciding to provide them is easy to do, because they fulfill our board’s entire purpose, its mission and vision.

The only way to really educate students to transform God’s world, is to make them aware of what it truly looks like. The only way to nurture hope in our learners is to accept them for who they are.

If we, as disciples of Christ – in the year 2025, living in the communities in which we live, living with the people who make up that community – use our Catholic values, along with our mission and vision for this board as a way of framing the decisions we make, then these decisions

- will help us educate
- will nurture hope in our learners
- will help students realize their full potential to transform God’s world

And when they do, then we’ll know that they are the right ones.

This is not a question of whether these books should be in our libraries or whether we should be flying a flag at our schools, it’s about whether we continue to believe in the mission and vision of this board. Because if we do, using them, along with our Catholic values, would tell us that if these books educate, if the flying of the flag nurtures hope, then both of these will help students realize their full potential in transforming God’s world.

So I ask you, Trustees of this board, do you believe in our mission and vision?

My name is Michael Nicholas and I am a teacher at St Benedict’s. I have four Master’s degrees, and a Doctorate in Theology. I live and breathe the Gospel, and I pray for my students constantly as I am teaching them. Yes, while I am standing in front of them, or walking around my classroom. Constantly. And I see God working in them, even if their own spirituality has no vocabulary to articulate that.

On the 28th, you will further consider a motion of doctrinal revisions that are not based in Faith, in Catholic teaching, in accordance with papal encyclicals, in good educational practice, in good parenting/adult-ing, nor (perhaps most disappointing of all) in charity.

The delegations heard about materials in libraries featuring LGBT2SQ folks, and the Trustee response to these concerns, are problematic. To suggest that students' sexuality is an impediment to their spiritual development, or precludes them from the gifts of grace is wrong, without merit, and immoral – as is any motion by the Trustees to make children ashamed and fearful of themselves.

The proposed policy changes on the table have little if anything to do with "Catholic" orthodoxy. They have everything to do with a discomfort with issues of human sexuality. Wouldn't it be lovely if sexuality didn't cause "issues"? But it does, and as Christians (i.e. loving, protective, sinful, embracing, forgiving, redeemed) we lead with our hearts.

The fact that the opening clauses of the motion go on at some length about sexuality makes it abundantly clear that the target for the motion is about youth sexuality, and not the other political flags and trappings named in the motion.

Trustees hold office in a Catholic organization, and therefore have an obligation to be informed and educated as to the Church's teachings. Indeed, Trustees have a moral and religious obligation not just to know, but to articulate the Catholic faith. Pope Francis has made clear our obligation to welcome and affirm, accept and love, regardless of sexual orientation or marital status. Does the board feel compelled to open debate about acknowledgement of divorce in literature or learning materials? If not, then I invite you to inquire as to why.

Trustees should not even have entertained this motion, and should dismiss it as un-informed, exclusionary, and definitively un-Catholic – and, even more importantly, un-Christian. Indeed, to suggest that it represents Catholic teachings and Board policy is in fact not true and therefore actually anti-Catholic.

Catholics read the Scriptures contextually. We do not search the Scriptures to find a pericope to support our views; we know the Scriptures and conform our views to them. In Religion class, we teach that the Catholic church has a contextual approach to reading the Scriptures (i.e. to understand the message conveyed) and never a literal approach. Quoting scripture to support and advance one's personal social views is certainly non-contextual, likely sinful, and probably blasphemous.

My classroom is known for the varied and changing banners which are displayed under the Crucifix and the ikon of Jesus. Banners for Easter, Black Heritage month, lunar new year, Ramadan, Diwali, Canada Day, International Women's Day, Pride Day, Hanukkah and others are changed regularly. As a Language teacher, do I teach about Ramadan? I do not, but for my Muslim students, seeing a Ramadan banner there makes them feel noticed, included, affirmed, welcomed... and safe.

The importance of representation in making students feel safe (and thereby able to focus on their academics) cannot be ignored.

Letting my students know that some people are gay, or that some students have two moms, or that some students have (gasp!) divorced parents, is not grooming them to "become" gay or to encourage them to get divorced.

Does the "Happy Diwali" banner encourage my Christian students to become Sikh? Of course not; it is opening their eyes to their place and their responsibilities in our society and the world - God's redeemed world. And it makes my Hindu and Sikh students feel welcomed and safe.

The motion would require me to remove, among many other items, the "Happy Diwali" banner from my classroom.

Before becoming a teacher, I was Chaplain in the Canadian Armed Forces for twenty years. I have embraced and consoled the dying, the bereaved, and the emotionally -and often physically- damaged. I did not inquire whether the individual was heterosexual, or Catholic, before I held them as they wept. I just acted in compassion and accepted them as they were...and kept them safe. I will do no less for a student.

My name is Rosanna Currie and I was a student and am now both a teacher and parent in the WCDSB. As Catholic educators, we have this incredible opportunity to root our system in Jesus' teachings, and affirm those roots with every decision. So, what would Jesus' schools look like, if He was in a Trustee seat?

In his book, [Building a Bridge](#), Father James Martin SJ writes about the importance of reaching outward toward people who may not feel sure that they belong, and to usher them in the way Jesus did. He writes, "In his ministry to those on the margins... He brought those on the outside in. At the same time, he brought his disciples, and those who were on the inside, out. He moved them out toward the margins... My point is not that LGBT people should be treated as sinners, as many of these people were considered in those days – *for we are all sinners*. Rather, it is that Jesus continually reached out to all those who felt

marginalized in any way. In fact, Jesus was often criticized for this practice. But Jesus' movement was about inclusion. He was creating a sense of 'us.' For with Jesus, there is no us and them. There is only us" (69).

In Jesus' schools, like Zacchaeus wanting to know Jesus, each and every one of our students would be called by Him to host Him in their hearts - not after they are deemed fit or are transformed by His love, but *as they are*. They would belong. And they would *know* that they belong because they would hear Him calling them, and see signs and symbols waving at them in the wind. To be disciples of Christ leading our schools, we must outwardly show kids — especially those who *need* that special invitation — that, indeed, they do belong here. It's what Jesus would do.

If there is room in our libraries for stories of straight people living their lives, there must be room for all of our stories, because there is only us. To quote Brian Cunha, a graduate of Resurrection CSS, PhD candidate at UofT, Director of Student Housing and Residence Life at UofT Mississauga, recipient of the award in his graduating class at Resurrection for Student Who Most Exemplifies Catholic School Values, and gay man who also felt "unseen and excluded" as a student in our schools, "This is about saving lives. Visibility matters. Representation matters. When students see themselves reflected in the books they read, the stories they hear, and the symbols they encounter in their school environments, they are more likely to feel valued, connected, and hopeful. When those same students are erased, silenced, or told – explicitly or implicitly – that their identity is a problem to be managed or a topic to be avoided, the outcomes are devastating...Education should expand our understanding of the world – not shrink it. Schools should be places where students are invited to discover who they are – not forced to hide it. And our school boards should be guided not by the loudest voices of opposition, but by the quiet call to serve all students with compassion, equity, and courage."

The [Health Equity Impact Assessment - LGBTQ Populations](#) supplement highlights that "LGBT2SQ youth are 2-3 times more likely to attempt suicide than their heterosexual cisgender peers" (7). They are not inherently prone to suicide risk because of their sexual orientation or gender identity but rather placed at higher risk because of how they are hidden, mistreated and stigmatized in society (The Trevor Project). Now is the time to lead with courage and compassion, to affirm that our Catholic schools truly are *a place for all*, and to fulfill our mission and vision by giving our students what they need. Will you?



Date: April 14, 2025
To: Board of Trustees
From: Director of Education
Subject: Math Achievement Action Plan Progress Report 2024-25 | 2nd Update

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

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

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

- Education Act Section 169. (1) Every Board shall: (a) promote student achievement and well-being; (b) ensure effective stewardship of the board's resources; (c) deliver effective and appropriate education programs to its pupils; f) develop a multi-year plan aimed at achieving the goals of student achievement and well-being, positive school climate, inclusive and accepting schools, stewardship of resources, and effective and appropriate education programs to its pupils.
- Education Quality and Accountability Office Act, 1996, S.O. 1996, c. 11, April 1, 2024 – (e-Laws currency date)

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

- The Ontario Curriculum, Grades 1-8: Mathematics, 2020
- Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – Grades 1 to 12 (2010)
- Growing Success: The Mathematics Addendum, Grades 1 to 8 (2020)
- B06: 2024–25 Responsive Education Programs (formerly PPF) memo and the B05: 2024–25 Core Education Funding (formerly GSNs) memo: *Math Achievement Action Plan pages 2-5*
- Better Schools and Student Outcomes Act, 2023, S.O. 2023, c. 11 - Bill 98

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 Mathematics Achievement Action Plan (Math Recovery Plan) supports student math achievement focusing on improvement efforts in Grades 3, 6 and 9 math classes. The Waterloo Catholic District School Board's Mathematics Achievement Action Plan details the key focus areas for ongoing professional learning and practice. The Mathematics Achievement Action Plan outlines classroom and school practices and how school teams and the system are supporting their development and implementation. *Note: WCDSB does not have any identified priority school in secondary (Grade 9).*

This is the 2nd report (Winter 2024) providing an update and information with respect to the following 4 components of this plan:

1. [Communication Updates](#)
2. [Priority Schools \(Elementary\) - School-Based Math Coaching](#)
3. [Measuring KPIs and Improvement | Progress Report highlights](#)
4. [Capacity Building & Digital Math Tools/Resource Update](#)
5. [Next steps](#)

The KPIs, strategies and actions in this report target one or more of the following priority actions in the MAAP (MATH Achievement Action Plan).

Priority 1: Fidelity of the curriculum implementation & the intentional use of high impact instructional strategies

Priority 2: Ongoing learning on math content knowledge for teaching

Priority 3: Knowing math learners, and responsive student tasks, interventions and supports

1. Communication Updates:

a) Updates to SEAC & CPIC | Jan. 8 & 22 | **Priority 2 & Priority 3:**

Presented the 2024-25 MAAP (Math Achievement Action Plan) to SEAC on Jan. 8 and to CPIC on Jan. 22. Updates included:

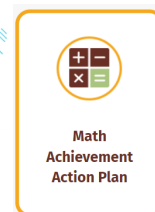
- 2023-24 Final report of KPIs and Student Achievement
- Strand and Needs Assessment for 2024-25
- Changes in Reporting, Inclusion of **IEP identification** for students on IEPs receiving Modifications in Math at each level of achievement
- Parent & Community Involvement - plans for Family Math Night resources for priority schools



b) Engage families to support understanding and doing mathematics | **Priority Action 2:**

Increased traffic to the public Math site page for families since November 2024.

- # site engagement views increased by 3515 view counts, **total 12754 view counts** as of Mar. 2025
- # of Math @Home views increased by 748 view counts, **total 1901 view counts** as of Mar 2025



Parent-survey data from Knowledgehook:  Knowledgehook

- **92%** of parents on Knowledgehook reported that Knowledgehook helped their child learn math
- **83%** of parents on Knowledgehook reported that Knowledgehook helped them connect with their child's math

c) **MOCK EQAO | Gr. 3 & Gr. 6 Math | Feb. 19-Mar. 4, 2025 | Priority 1 & Priority 3:**



The gr. 3 & 6 MOCK Math EQAO assessment this year consisted of 26 questions divided into two stages. The MOCK digital assessment provided an opportunity for educators and students to:

- use manipulatives (concrete & virtual) accessing online manipulatives during an online math assessment
- reflect on the optimal learning environment in which to engage with an online assessment
- better understand areas of need and to help determine instructional next steps and revisiting concepts

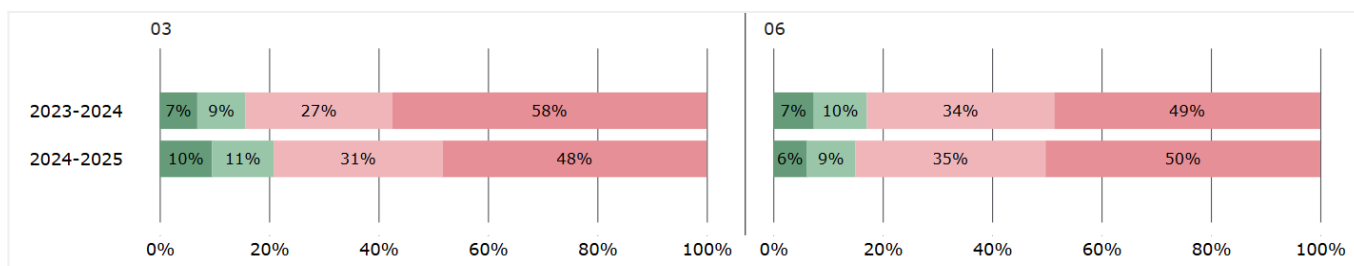
90% of grade three & **91%** of grade six students participated in the MOCK EQAO math assessments this year. With a **13%** increased response-rate over last year.

Year	Grade	Mock Responses	Total Enrolments In ASPEN	Response Rate
2024	3	1600	2090	77%
2025	3	1848	2059	90%
2024	6	1647	2100	78%
2025	6	1816	1988	91%

NEW to reporting this year, we are now able to access the data in **power BI**. This allows us not only to compare historical data but also to view the data by strand, by skill and by question for the system, by family of schools and by school site. We are incredibly appreciative of our internal research department at WCDsb for their dedicated support throughout the entire MOCK EQAO math assessment process, from survey design to data collection and reporting!

Score Ranges by Grade and Year

● Acceptable (75% or higher) ● Some attention needed (74% to 65%) ● Attention needed (64% to 45%) ● Extensive attention needed (45% or lower)



Score Range Distribution by Year - %						Score Range Distribution by Year - student count					
Year	Grade	75% or higher	74% to 65%	64% to 45%	lower than 45%		Grade	75% or higher	74% to 65%	64% to 45%	lower than 45%
2024	3	7%	9%	27%	58%	2024	3	112.0	144.0	432.0	912.0
2025	3	10%	11%	31%	48%	2025	3	177.0	208.0	571.0	892.0
2024	6	7%	10%	34%	49%	2024	6	115.3	164.7	560.0	807.0
2025	6	6%	9%	35%	50%	2025	6	109.0	163.4	635.6	908.0

Measurement & Geometric Reasoning (Spatial Sense) and Data Literacy (Data) persist as content areas that need extensive attention and revisiting. **Thinking (TH)** questions continue to be the cognitive skill areas with the most instructional next-step need.

STRAND DATA 2025	NUMBER	ALGEBRA	DATA	SPATIAL SENSE	SKILL DATA 2025	KU	AP	TH
GRADE 3	60.0%	50.0%	40.1%	38.8%	GRADE 3	62.9%	47.0%	32.2%
GRADE 6	48.3%	53.8%	37.5%	42.5%	GRADE 6	50.0%	48.0%	40.0%



Extensive next-steps were created and provided for all question types on the MOCK EQAO math assessments including daily instructional practices to support digital test taking skills in math. The next steps resources were sent directly to all grade 3 & 6 teachers with their individual class reports on March 17, 2025 but can also be found on the Math Site page on Staff Net.

d) Math PD Days | Nov. 1 & Mar. 31 | Priority 1 & Priority Action 2:

Nov. 1st and Mar. 31st, 60+ Math Lead Teachers (MLTs) led math professional development for grade 1-8 educators across ALL WCDSB elementary schools!

MLTs engaged their staffs in learning about the digital curriculum platform, high impact instructional practices in math and math content that included number, data and spatial sense.

The Mathematics learning sessions targeted **Priority Action 2:** Engaging in ongoing learning on mathematics content knowledge for teaching in the Math Achievement Action Plan (MAAP).

Nov. 1, 2024: The percentage of teachers who reported having increased knowledge in ALL pre and post polls are represented below↓



Rate your current level of awareness navigating the Mathematics & Curriculum resources site including the teacher supports (key concepts, examples & samples).					
	1: Low	2	3	4	5: High
Pre Poll	2%	8%	34%	44%	11%
Post Poll	0%	1%	11%	57%	31%

Rate your current understanding of Strand E: Spatial Sense					
	1: Low	2	3	4	5: High
Pre Poll	1%	7%	35%	45%	11%
Post Poll	0%	2%	13%	58%	27%

Rate your current awareness of the importance of Tools & Representations					
	1: Low	2	3	4	5: High
Pre Poll	2%	7%	32%	40%	19%
Post Poll	0%	0%	13%	48%	38%

Rate your current understanding of Strand B: Number					
	1: Low	2	3	4	5: High
Pre Poll	1%	2%	22%	52%	22%
Post Poll	0%	2%	8%	58%	32%

Rate your current understanding of Small Group Instruction in math learning.					
	1: Low	2	3	4	5: High
Pre Poll	3%	12%	39%	38%	8%
Post Poll	1%	3%	15%	52%	29%

Mar. 31, 2025: The percentage of teachers who reported having increased knowledge in ALL pre and post polls are represented below↓

Rate your current understanding of Strand B: Fractions					
	1: Low	2	3	4	5: High
Pre Poll	3%	9%	30%	44%	15%
Post Poll	0%	1%	19%	57%	23%

Rate your current understanding of Strand D: Data Literacy					
	1: Low	2	3	4	5: High
Pre Poll	2%	7%	27%	47%	18%
Post Poll	0%	2%	20%	56%	21%

Rate your current understanding of Strand E: Spatial Sense Measurement					
	1: Low	2	3	4	5: High
Pre Poll	2%	7%	25%	50%	16%
Post Poll	0%	2%	16%	60%	21%

Rate your current understanding of Small Group Tasks for direct instruction in math learning					
	1: Low	2	3	4	5: High
Pre Poll	3%	13%	40%	33%	10%
Post Poll	0%	3%	25%	53%	18%

Rate your current awareness of the importance of Tools & Representations					
	1: Low	2	3	4	5: High
Pre Poll	3%	10%	42%	37%	9%
Post Poll	0%	3%	21%	55%	20%

Rate your current understanding of daily Assessment Opportunities in math					
	1: Low	2	3	4	5: High
Pre Poll	2%	8%	39%	40%	11%
Post Poll	1%	3%	23%	53%	20%



2. Priority Schools - School-Based Math Coaching

6 Priority Schools | Cycle 2 WINTER 2025 (MAAP Progress Report)

Board Inputs to Priority Schools | 2 Math Coaches at 6 Priority Schools

- Day-to-day math coaching in **Grades 3 and 6 classrooms for 4-week cycles** focused on Math Curriculum implementation & High Impact Instructional Practices and on-going support for the use of district - purchased math resources
- Data collection using classroom-created **PRE & POST student assessments & math confidence survey data**
- Math coaching to strengthen math knowledge and pedagogy, share resources and effective practices.
- **Common Content Area: Geometric Reasoning, Measurement & Data Literacy** (E1. & E2. & D1. expectations)
- Work directly with students who require additional support by using high-impact and early intervention strategies (**small group instruction**)

✓ **38** Grade 3 Students → **+16.7%** increase from pre to post "Got it" (to standard) in **Grade 3**

✓ **125** Grade 6 Students → **+23.4%** increase from pre to post "Got It" (to standard) in **Grade 6**

✓ **22** teachers in math coaching cycle **+20** additional teachers who accessed math coaching

By Grade	Pre: Not Yet	Pre: Getting There	Pre: Got It	Post: Not Yet	Post: Getting There	Post: Got It	# of Students	% incr. pre to post "Got It"
Grade 3	57.0%	23.3%	19.3%	28.0%	35.7%	36.0%	38	16.7%
Grade 6	59.9%	26.9%	13.4%	25.3%	37.7%	36.9%	125	23.4%

MATH CONFIDENCE SURVEY DATA | Cycle 1 FALL 2024 & Cycle 2 WINTER 2025

Q: "I am good at math". The following response options:
"Yes I agree", "I am not sure", "No, I do not agree".

GRADE 3	Cycle 1 FALL	Cycle 2 Winter	Cycle 3 Spring
#of students	"Yes I agree"	"Yes I agree"	"Yes I agree"
Christ the King	50%	50%	
St. Gregory	61%	39%	

GRADE 6	Cycle 1 FALL	Cycle 2 Winter	Cycle 3 Spring
#of students	"Yes I agree"	"Yes I agree"	"Yes I agree"
Monsignor Haller	11%	36%	
St. Bernadette	26%	13%	
St. Gregory	55%	45%	
St. Joseph	32%	55%	
St. Peter	4%	42%	

3. Measuring KPIs and Improvement | Progress Report highlights | Reported March 2025

The information below was reported in the **Progress Report in Section A** on the ministry reporting tool. **Indicator description ↓** of the data represented in the chart on the next page.

Indicator #1: Number of students who progressed in their **level of achievement on math report cards.**

Indicator #2: Number of students whose individual **attendance rate is equal to or greater than 90 percent.**

Indicator #3: Number of Grades 3 & 6 math students who **report positive results regarding math attitudes and confidence.**

Progress Update: # of students in each level of achievement (I, R, L1, L2, L3, L4) in math based on report card data from the current year (Grade 3 & 6).

Progress Update: Number of students with the "IEP" box checked in Math at each level of achievement (I, R, L1, L2, L3, L4) in math based on report card data from the current year (Grade 3 & 6).

Progress Update: # of students whose attendance rate in math class is at or above 90% in the current year (Grade 3 & 6).

Question: "I am good at math."
 Response options (Grade 3 & Grade 6):
 "Yes, I agree", "I am not sure", "No, I do not agree."

Progress Report: Changes in reported confidence



*Reported in # of Students	Indicator #1						Indicator #2	Indicator #3
Grade 3	% of Students in Each Level of Achievement						Attendance Rate (#)*	Math Attitude & Confidence (#)**
	I	R	L1	L2	L3	L4		
Initial/Baseline June 2024 (prev. grade) - Report Card /37 students			1	6	23	7	26	21
IEP Box Checked					5			
Progress Update - Feb. 2025 Report Card Term 1 /38 students			2	6	25	5	24	17
IEP Box Checked					5			
Final Update - June 2025 Report Card Term 2								
IEP Box Checked								

Grade 6	% of Students in Each Level of Achievement						Attendance Rate (#)*	Math Attitude & Confidence (#)**
	I	R	L1	L2	L3	L4		
Initial/Baseline June 2024 (prev. grade) - Report Card /134 students	2		1	38	73	20	96	32
IEP Box Checked				2	7	2		
Progress Update - Feb. 2025 Report Card Term 1 /132 students	5		2	25	78	22	117	45
IEP Box Checked				2	7	2		
Final Update - June 2025 Report Card Term 2								
IEP Box Checked								

The information below was reported in the **Progress Report in Section B** on the ministry reporting tool. It represents the **KPI progress, level of implementation** and the **impact of our strategies** across classroom, school, and board up to **March 28, 2025**.

New this year the plan required a category selection for each KPI from the following options: **Professional Development Engagement** , **Shift in Understanding** , **Shift in Confidence** , **Shift in Practice** , and **Student Progress in Identified Key Areas** . This update to the report assists in identifying what is changing in terms of the outputs of each KPI.



Priority Action 1: Ensuring fidelity of curriculum implementation, including the intentional use of ([High-Impact Instructional Practices in Mathematics](#) | [Resource and Supports](#))

1. What are the **areas of need** for your school board?

Grade 3 | Spatial Sense (Geometric Reasoning, Location & Movement & Measurement)

- -Thinking category tasks and math learning through math processes
- -Developing SELs through math tasks

4. What are **classroom-level strategies** that your school board will implement to address these areas of need? Select all that apply:



Draw explicit connections to and between mathematical processes and in lesson planning and use proven instructional and assessment practices (e.g., High-Impact Instructional Practices)

Which meaningful Key Performance Indicators will your school board use to measure your progress? Please select from the categories below.

[Shift in Practice](#) ▾

KPI Description:	Math Processes data - Math Coaching Tracking Form (daily, weekly, per cycle) Frequency of small group instruction in grade 3 & 6 classes for Math - Math Coaching Tracking Form
Initial	Freq. of Math Processes: Problem-Solving 81% , Reasoning & Proving 61% , Reflecting 36% , Connecting 88% , Communication 79% , Representing 82% , Selecting Tools & Rep. 93% 38% of daily math coaching ref. Small group instruction
Progress	Freq. of Math Processes: Problem-Solving 86% , Reasoning & Proving 77% , Reflecting 59% , Connecting 98% , Communication 92% , Representing 93% , Selecting Tools & Rep. 94% 53% of daily math coaching ref. Small group instruction
Final	

What is the status of implementation of this strategy?

Initial	Progress	Final
Considerable Progress ▾	Considerable Progress ▾	Select from ... ▾

How effective has this strategy been to date?

Initial	Progress	Final
Somewhat Effective ▾	Effective ▾	Select from... ▾



Connect instruction and assessment to curriculum expectations and long-term essential mathematical understandings using developmental continuums

Which meaningful Key Performance Indicators will your school board use to measure your progress? Please select from the categories below.

Shift in Practice ▾

KPI Description:	mathology.ca assessment progression use - Math Coaching Tracking Form (daily, weekly, per cycle)
Initial	77% observations and 39% observations using assessment progression
Progress	89% observations and 40% observations using assessment progression
Final	

What is the status of implementation of this strategy?

Initial	Progress	Final
Considerable Progress ▾	Considerable Progress ▾	Select from ... ▾

How effective has this strategy been to date?

Initial	Progress	Final
Somewhat Effective ▾	Somewhat Effective ▾	Select from... ▾



Use a variety of assessment tools to inform next steps in curriculum implementation (e.g., teacher prompts on the Curriculum and Resources website, exit cards to inform lesson planning in response to student needs)

Which meaningful Key Performance Indicators will your school board use to measure your progress? Please select from the categories below.

Shift in Practice ▾

KPI Description:	assessment opportunities data - Math Coaching Tracking Form (daily, weekly, per cycle)
Initial	assessment opportunities freq.: pre/post 17%, exit tickets 42% , observations 77%, obser./assess. progression 39% , conference 69%, perf. tasks 57%, self-assess. 11%
Progress	assessment opportunities freq.: pre/post 24%, exit tickets 44% , observations 89%, obser./assess. progression 40% , conference 83%, perf. tasks 58%, self-assess. 21%
Final	

What is the status of implementation of this strategy?

Initial	Progress	Final
Considerable Progress ▾	Considerable Progress ▾	Select from ... ▾



How effective has this strategy been to date?

Initial	Progress	Final
Somewhat Effective ▾	Somewhat Effective ▾	Select from... ▾

3. What are **school-level strategies** that your school board will implement to address these areas of need? Select all that apply:



Directly connect long-range plans, course outlines, lesson plans, and reporting to current curriculum expectations (e.g., educators consult the Curriculum and Resources website regularly to ensure alignment)

Which meaningful Key Performance Indicators will your school board use to measure your progress? Please select from the categories below.

Shift in Understanding ▾

KPI Description:	Math Content Learning section -Math Coaching Tracking Form (daily, weekly, per cycle)
Initial	Freq.: Reasoning 11%, Location & Movement 6%, Meas. E2. Length/Mass/Cap/Metric System 86%, Area/Surface Area 96% & Data Visualization 1%
Progress	Freq.: Geo. Reasoning 70%, Location & Movement 3%, Meas. E2. Length/Mass/Cap/Metric System 50%, Angles 58%, Area/Surface Area 38%, Data Collections & Org. 5%, Data Visualization 12% & Data Analysis 38%
Final	

What is the status of implementation of this strategy?

Initial	Progress	Final
Considerable Progress ▾	Considerable Progress ▾	Select from ... ▾

How effective has this strategy been to date?

Initial	Progress	Final
Somewhat Effective ▾	Effective ▾	Select from... ▾



Engage in ongoing professional learning (e.g., in grade/division/learning teams, classroom visits) on the curriculum, including making connections across strands

Which meaningful Key Performance Indicators will your school board use to measure your progress? Please select from the categories below.

Shift in Understanding ▾

KPI	Educator Content learning survey data -post math coaching
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Description:	
Initial	Gr. 3: 25% reported an increase in math content knowledge of measurement concepts Gr. 6: 52.2% reported an increase in math content knowledge of measurement concepts
Progress	Gr. 3: 48.5% reported an increase in math content knowledge of geometric reasoning concepts Gr. 6: 60.4% reported an increase in math content knowledge of measurement & geometric reasoning concepts
Final	

What is the status of implementation of this strategy?

Initial	Progress	Final
Little to No Progress ▾	Considerable Progress ▾	Select from ... ▾

How effective has this strategy been to date?

Initial	Progress	Final
Somewhat Effective ▾	Somewhat Effective ▾	Select from... ▾

2. What are **board-level strategies** that your school board will implement to address these areas of need? Select all that apply:



Prioritize understanding of the curriculum and the continuum of learning across grades

Which meaningful Key Performance Indicators will your school board use to measure your progress? Please select from the categories below.

Student Progress in Identified Key Areas ▾

KPI Description:	Pre/Post assessments math coaching cycles for grades 3 (achievement +/-) Learning Cycle -daily math coaching through the content area of spatial sense E1 & E2 expectations
Initial	Level 3 cycle 1: Gr. 3: 17.7% pre assessment to 34.7% post assessment (E2) Gr. 6: 11.9% pre assessment to 27.7% post assessment (E2)
Progress	Increase to level 3 cycle 2: Gr. 3: 19.3% pre assessment to 36% post assessment (E1) Gr. 6: 13.4% pre assessment to 36.9% post assessment (E2 & D1)
Final	

What is the status of implementation of this strategy?

Initial	Progress	Final
Considerable Progress ▾	Considerable Progress ▾	Select from ... ▾



How effective has this strategy been to date?

Initial	Progress	Final
Somewhat Effective ▾	Somewhat Effective ▾	Select from... ▾



Align resources, including staffing, with mathematics priorities

Which meaningful Key Performance Indicators will your school board use to measure your progress? Please select from the categories below.

Shift in Practice ▾

KPI Description:	mathology.ca and Knowledgehook usage data in math coaching cycles - Math Coaching Tracking Form (daily, weekly, per cycle) spatial sense & data content data in math coaching cycles - Math Coaching Tracking Form (daily, weekly, per cycle)
Initial	Usage: 25% Knowledgehook & 97% mathology.ca Freq.: Reasoning 11%, Location & Movement 6%, Meas. E2. Length/Mass/Cap/Metric System 86%, Area/Surface Area 96% & Data Visualization 1%
Progress	Usage: 32% Knowledgehook & 100% mathology.ca Freq.: Geo. Reasoning 70%, Location & Movement 3%, Meas. E2. Length/Mass/Cap/Metric System 50%, Angles 58%, Area/Surface Area 38%, Data Collections & Org. 5%, Data Visualization 12% & Data Analysis 38%
Final	

What is the status of implementation of this strategy?

Initial	Progress	Final
Considerable Progress ▾	Considerable Progress ▾	Select from ... ▾

How effective has this strategy been to date?

Initial	Progress	Final
Somewhat Effective ▾	Somewhat Effective ▾	Select from... ▾



Provide guidelines, resources and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans

Which meaningful Key Performance Indicators will your school board use to measure your progress? Please select from the categories below.

Shift in Practice ▾



KPI Description:	Math Processes data -Math Coaching Tracking Form (daily, weekly, per cycle) Co-planning data -Math Coaching Tracking Form (daily, weekly, per cycle)
Initial	freq.: 51% Co-planning with long range plans
Progress	freq.: 71% Co-planning with long range plans
Final	

What is the status of implementation of this strategy?

Initial	Progress	Final
Considerable Progress ▾	Considerable Progress ▾	Select from ... ▾

How effective has this strategy been to date?

Initial	Progress	Final
Somewhat Effective ▾	Effective ▾	Select from... ▾

Engaging in ongoing learning on mathematics content knowledge for teaching

1. What are the **areas of need** for your school board?

Progression of learning by Overall Expectations | Spatial Sense & Data

- Key concepts & teacher supports (curriculum)
- Board supported resource learning (mathology.ca, knowledgehook,brainingcamp)
- Building Content Knowledge | Spatial Sense & Data (THINKING questions)

Using High Impact Instructional Practices:

- Small group Instruction
- Direct Instruction | Deliberate Practice
- Tools & Representations,
- Problem Solving (Thinking Routines)
- Implementing In-the-Moment Gap Closing | Gap Filling
- Classroom Assessment Opportunities

4. What are **classroom-level strategies** that your school board will implement to address these areas of need? Select all that apply:



Access resources (e.g., teacher supports on the Curriculum and Resources website), experts (e.g., curriculum consultant, school math facilitator), and professional learning to continuously develop content knowledge for teaching

Which meaningful Key Performance Indicators will your school board use to measure your progress? Please select from the categories below.

Shift in Understanding ▾

KPI Description:	Resource data - Math Coaching Tracking Form (daily, weekly, per cycle)
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Initial	Usage: 25% Knowledgehook & 97% mathology.ca
Progress	Usage: 32% Knowledgehook & 100% mathology.ca
Final	

What is the status of implementation of this strategy?

Initial	Progress	Final
Considerable Progress ▾	Considerable Progress ▾	Select from ... ▾

How effective has this strategy been to date?

Initial	Progress	Final
Effective ▾	Effective ▾	Select from... ▾



Model a positive and curious learning stance with mathematics to create an environment where students are excited to learn mathematics and develop into confident math learners (e.g., regularly using “think-alouds”, making the problem-solving process explicit, integrating math talk prompts and conversations, co-solving mathematics puzzles/ problems with students)

Which meaningful Key Performance Indicators will your school board use to measure your progress? Please select from the categories below.

Shift in Understanding ▾

KPI Description:	Problem Solving (High Impact Practices) - Math Coaching Tracking Form (daily, weekly, per cycle)
Initial	(Thinking Routines) Problem Solving 81%
Progress	(Thinking Routines) Problem Solving 86%
Final	

What is the status of implementation of this strategy?

Initial	Progress	Final
Considerable Progress ▾	Considerable Progress ▾	Select from ... ▾

How effective has this strategy been to date?

Initial	Progress	Final
Somewhat Effective ▾	Effective ▾	Select from... ▾



3. What are **school-level strategies** that your school board will implement to address these areas of need? Select all that apply:



Collaborate with Board Math Lead to identify school/division/grade mathematics content knowledge focus areas, including planning and monitoring associated professional learning

Which meaningful Key Performance Indicators will your school board use to measure your progress? Please select from the categories below.

Shift in Understanding ▾

KPI Description:	Educator content learning survey data
Initial	Gr. 3: 25% reported an increase in math content knowledge of measurement concepts Gr. 6: 52.2% reported an increase in math content knowledge of measurement concepts
Progress	Gr. 3: 48.5% reported an increase in math content knowledge of geometric reasoning concepts Gr. 6: 60.4% reported an increase in math content knowledge of measurement & geometric reasoning concepts
Final	

What is the status of implementation of this strategy?

Initial	Progress	Final
Little to No Progress ▾	Considerable Progress ▾	Select from ... ▾

How effective has this strategy been to date?

Initial	Progress	Final
Somewhat Effective ▾	Somewhat Effective ▾	Select from... ▾



Engage in regular collaborative meetings (e.g., team teaching, collaborative analysis of student work, school and/or board networks, classroom visits) to deepen knowledge of mathematics, curriculum, instructional starting points, and interventions

Which meaningful Key Performance Indicators will your school board use to measure your progress? Please select from the categories below.

Shift in Understanding ▾

KPI Description:	Co-plan, co-teach & co-debrief data - Math Coaching Tracking Form (daily, weekly, per cycle)
Initial	Freq.: Co-plan 51%, Co-teach (coach-led) 88% Co-teach (teacher-led) 44%, Co-debrief 34%
Progress	Freq.: Co-plan 71%, Co-teach (coach-led) 89% Co-teach (teacher-led) 53%, Co-debrief 38%
Final	



What is the status of implementation of this strategy?

Initial	Progress	Final
Considerable Progress ▾	Considerable Progress ▾	Select from ... ▾

How effective has this strategy been to date?

Initial	Progress	Final
Somewhat Effective ▾	Somewhat Effective ▾	Select from... ▾



Engage families and communities to support different ways of understanding and doing mathematics (e.g., families and communities are asked to contribute to planning and execution of family math nights)

Which meaningful Key Performance Indicators will your school board use to measure your progress? Please select from the categories below.

Shift in Understanding ▾

KPI Description:	Educator Newsletter & Communications home metric (survey)
Initial	# of site engagement views increased from 3249 May 2024 to 9239 in Nov. 2024 # of Math @Home views increased 1153 in May 2024 to 2007 in Nov. 2024 71% answered "yes" and "somewhat" to the question Do you feel supported in assisting your child's/children's math learning? exit survey (June 2024) 73% of parents on Knowledgehook reported that Knowledgehook helped them connect with their child's math
Progress	# site engagement views increased by 3515 view counts, total view counts 12754 as of Mar. 2025 # of Math @Home views increased by 748 view counts, total 1901 view counts as of Mar 2025 92% of parents on Knowledgehook reported that Knowledgehook helped their child learn math 83% of parents on Knowledgehook reported that Knowledgehook helped them connect with their child's math
Final	

What is the status of implementation of this strategy?

Initial	Progress	Final
Considerable Progress ▾	Considerable Progress ▾	Select from ... ▾

How effective has this strategy been to date?

Initial	Progress	Final
Effective ▾	Effective ▾	Select from... ▾



2. What are **board-level strategies** that your school board will implement to address these areas of need? Select all that apply:

- ☒ Utilize student achievement data and student work to establish focus areas for mathematics professional learning

Which meaningful Key Performance Indicators will your school board use to measure your progress? Please select from the categories below.

Student Progress in Identified Key Areas ▾

KPI Description:	Pre/Post assessments math coaching cycles for grades 3 (achievement +/-) Learning Cycle -daily math coaching through the content area of spatial sense E1 & E2 expectations
Initial	Level 3 cycle 1: Gr. 3: 17.7% pre assessment to 34.7% post assessment (E2) Gr. 6: 11.9% pre assessment to 27.7% post assessment (E2) - responsive to student learning need and MKT
Progress	Increase to level 3 cycle 2: Gr. 3: 19.3% pre assessment to 36% post assessment (E1) Gr. 6: 13.4% pre assessment to 36.9% post assessment (E2 & D1) -responsive to student learning needs and math content knowledge for teaching needs
Final	

What is the status of implementation of this strategy?

Initial	Progress	Final
Considerable Progress ▾	Considerable Progress ▾	Select from ... ▾

How effective has this strategy been to date?

Initial	Progress	Final
Somewhat Effective ▾	Somewhat Effective ▾	Select from... ▾

- ☒ Understand the importance of the relationship between mathematics content knowledge and effective mathematics instruction, as it relates to student achievement

Which meaningful Key Performance Indicators will your school board use to measure your progress? Please select from the categories below.

Shift in Practice ▾

KPI Description:	High impact instructional practices - Math Coaching Tracking Form (daily, weekly, per cycle)
Initial	Freq.: Small Group Instruction 38%, Direct Instruction 85% , Problem-Solving 80%, Tools and Representations 96%

Progress	Freq.: Small Group Instruction 53%, Direct Instruction 89% , Problem-Solving 85%, Tools and Representations 97%
Final	

What is the status of implementation of this strategy?

Initial	Progress	Final
Considerable Progress ▾	Considerable Progress ▾	Select from ... ▾

How effective has this strategy been to date?

Initial	Progress	Final
Somewhat Effective ▾	Effective ▾	Select from... ▾

If you would like to share any additional comments about the status or effectiveness of the KPI, please enter them below. (Optional)



Prioritize mathematics content knowledge for teaching in professional learning opportunities and in allocation of resources, including staffing

Which meaningful Key Performance Indicators will your school board use to measure your progress? Please select from the categories below.

Professional Development Engagement ▾

KPI Description:	PD plan metrics - attendance, offerings, site visits to Math NEWS Update
Initial	av. <90 views of math NEWS per week, Regular attendance at math PD lunch and learns, staff meetings & divisional meetings at across schools, all schools have MLTs (Math Lead Teachers) that have attended 3 monthly sessions plus have lead a ½ Math PD day on Nov. 1
Progress	Between 50-90 views counts of math NEWS per week, Regular attendance at math PD lunch and learns, staff meetings & divisional meetings at both schools, grade 3 & 6 teachers from all priority schools attended digital test taking series for EQAO, all schools have MLTs (Math Lead Teachers) that have attended 6 monthly sessions plus have lead two ½ Math PD days (Nov. & Mar.) Regular Supervisory Officer MAAP visits at priority schools in priority classrooms Cycle 1: 13 total SO visits with 2 av. # of visits to each school and 2 av. # of visits per SO Cycle 2: 13 total SO visits with 3 av. # of visits to each school and 3 av. # of visits per SO
Final	

What is the status of implementation of this strategy?

Initial	Progress	Final
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Considerable Progress ▾	Considerable Progress ▾	Select from ... ▾
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How effective has this strategy been to date?

Initial	Progress	Final
Somewhat Effective ▾	Somewhat Effective ▾	Select from... ▾

Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive

1. What are the **areas of need** for your school board?

- Identifying & closing gaps in math learning (Spatial Sense & Data)
- Planning with math processes & SELs in mind
- Using assessment to drive instruction (daily classroom assessment opportunities)
- Revisiting (spiralling) Spatial Sense and Data concepts
- Monitoring strategies for identified learner groups who are below level 3 or PWD

4. What are **classroom-level strategies** that your school board will implement to address these areas of need? Select all that apply:



Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, student agendas, exit tickets, portfolios, surveys)

Which meaningful Key Performance Indicators will your school board use to measure your progress? Please select from the categories below.

Shift in Practice ▾

KPI Description:	Assessment Opportunity data - Math Coaching Tracking Form (daily, weekly, per cycle)
Initial	assessment opportunities freq.: pre/post 17%, exit tickets 42% , observations 77%, obser./assess. progression 39% , conference 69%, perf. tasks 57%, self-assess. 11%
Progress	assessment opportunities freq.: pre/post 24%, exit tickets 44% , observations 89%, obser./assess. progression 40% , conference 83%, perf. tasks 58%, self-assess. 21%
Final	

What is the status of implementation of this strategy?

Initial	Progress	Final
Considerable Progress ▾	Considerable Progress ▾	Select from ... ▾

How effective has this strategy been to date?

Initial	Progress	Final
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Somewhat Effective ▾	Somewhat Effective ▾	Select from... ▾
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Plan, teach, and assess learning in culturally responsive and relevant ways that motivate students to take ownership of their learning of, and progress in, mathematics

Which meaningful Key Performance Indicators will your school board use to measure your progress? Please select from the categories below.

Shift in Understanding ▾

KPI Description:	Self-Assessment Opportunity data - Math Coaching Tracking Form (daily, weekly, per cycle)
Initial	Increase in the Reflecting process during lessons: 36% Self-Assessment Opportunities: 11%
Progress	Increase in the Reflecting process during lessons: 59% Self-Assessment Opportunities: 21%
Final	

What is the status of implementation of this strategy?

Initial	Progress	Final
Little to No Progress ▾	Considerable Progress ▾	Select from ... ▾

How effective has this strategy been to date?

Initial	Progress	Final
Unsure ▾	Somewhat Effective ▾	Select from... ▾

3. What are **school-level strategies** that your school board will implement to address these areas of need? Select all that apply:



Determine key content areas, informed by EQAO data, including Strands and Skills reports, to determine where students may be struggling most and if there are gaps between classroom and EQAO achievement

Which meaningful Key Performance Indicators will your school board use to measure your progress? Please select from the categories below.

Shift in Understanding ▾

KPI Description:	Ongoing support for priority schools & all ele. schools monitoring plan for struggling learners-update per cycle of coaching
Initial	monitoring plan for students on IEPs for math and identified struggling learners in priority schools - includes updating notes of successful strategies throughout the cycle and in between cycles Both schools worked with board math lead to unpack strands & skills data over time and EQAO vs



	report card data over time
Progress	monitoring plan for students on IEPs for math and identified struggling learners in priority schools - updating successful strategies throughout the cycle and in between cycles Analysed the results of mid-year MOCK EQAO Math reports identifying areas requiring extensive attention and revisiting
Final	

What is the status of implementation of this strategy?

Initial	Progress	Final
Considerable Progress ▾	Considerable Progress ▾	Select from ... ▾

How effective has this strategy been to date?

Initial	Progress	Final
Somewhat Effective ▾	Somewhat Effective ▾	Select from... ▾



Monitor and respond to students' perception of and confidence in math (e.g., written surveys, student conferencing, family and community engagements)

Which meaningful Key Performance Indicators will your school board use to measure your progress? Please select from the categories below.

Shift in Confidence ▾

KPI Description:	Student Math Confidence Survey grades 3 (end of each cycle - look for increases)
Initial	"I am good at math" Gr. 3 Math: 21/37 students (78%) "I am good at math" Gr. 6 Math: 32/134 students (24%)
Progress	"I am good at math" Gr. 3 Math: 17/38 students (45%) "I am good at math" Gr. 6 Math: 45/132 students (34%)
Final	

What is the status of implementation of this strategy?

Initial	Progress	Final
Considerable Progress ▾	Little to No Progress ▾	Select from ... ▾

How effective has this strategy been to date?

Initial	Progress	Final
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Somewhat Effective ▾	Unsure ▾	Select from... ▾
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Develop processes to identify and monitor achievement of students achieving below Level 2 in mathematics and provide ongoing supports so that students can access grade-level curriculum

Which meaningful Key Performance Indicators will your school board use to measure your progress? Please select from the categories below.

Shift in Understanding ▾

KPI Description:	Small Group- Direct Instruction - Math Coaching Tracking Form (daily, weekly, per cycle)
Initial	38% Small Group Instruction 85% Direct Instruction
Progress	53% Small Group Instruction 89% Direct Instruction
Final	

What is the status of implementation of this strategy?

Initial	Progress	Final
Little to No Progress ▾	Considerable Progress ▾	Select from ... ▾

How effective has this strategy been to date?

Initial	Progress	Final
Somewhat Effective ▾	Somewhat Effective ▾	Select from... ▾

2. What are **board-level strategies** that your school board will implement to address these areas of need? Select all that apply:



Align Math Improvement Action Plan with board improvement planning, including using student assessment and demographic data to identify areas of focus

Which meaningful Key Performance Indicators will your school board use to measure your progress? Please select from the categories below.

Shift in Practice ▾

KPI Description:	set targets using pre data - provided in the moment small group instruction as a result of pre assessment
Initial	monitoring SAP through EnCompass and power BI 100% of priority schools set up math tracker groups and monitor with notes features on Encompass for gr. 3 & 6 100% of priority schools are using power BI to monitor year prev. Term 2 reports for current gr. 3 & 6



	students current progress reporting, term 1 & term 2, past EQAO and historical & year-to-date attendance
Progress	100% of priority schools are using power BI to monitor year prev. Term 1 reports for current gr. 3 & 6 students and historical & year-to-date attendance 90% (Gr. 3) & 91% (Gr. 6) of ALL schools participated in the mid-year MOCK EQAO for grade 3 & 6, analysed results and have been provided system-created next steps instruction (data to action) - 100% of gr. 3 & 6 priority schools participated in MOCK EQAO
Final	

What is the status of implementation of this strategy?

Initial	Progress	Final
Considerable Progress ▾	Considerable Progress ▾	Select from ... ▾

How effective has this strategy been to date?

Initial	Progress	Final
Somewhat Effective ▾	Somewhat Effective ▾	Select from... ▾



Build capacity in data analysis resources to understand mathematics achievement from a variety of sources, including alignment between EQAO, report cards, and locally-developed assessment tools/tasks

Which meaningful Key Performance Indicators will your school board use to measure your progress? Please select from the categories below.

Student Progress in Identified Key Areas ▾

KPI Description:	Math Coaching use of pre/post data with educators - Math Coaching Tracking Form (daily, weekly, per cycle) set targets using EQAO, report card and pre data
Initial	ongoing data meetings with priority admin. and board math lead Level 3 cycle 1: Gr. 3: 17.7% pre assessment to 34.7% post assessment (E2) Gr. 6: 11.9% pre assessment to 27.7% post assessment (E2) - responsive to student learning need and MKT
Progress	ongoing data meetings with priority admin. and board math lead Increase to level 3 cycle 2: Gr. 3: 19.3% pre assessment to 36% post assessment (E1) Gr. 6: 13.4% pre assessment to 36.9% post assessment (E2 & D1) -responsive to student learning needs and math content knowledge for teaching needs
Final	

What is the status of implementation of this strategy?



Initial	Progress	Final
Considerable Progress ▾	Considerable Progress ▾	Select from ... ▾

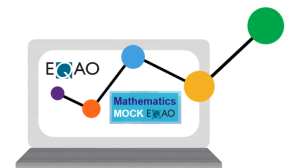
How effective has this strategy been to date?

Initial	Progress	Final
Somewhat Effective ▾	Somewhat Effective ▾	Select from... ▾

4. Capacity Building & Digital Math Tools/Resource Update

The following actions target **Priority 2**.

Digital Test Taking Series: In January 2025 we offered a 3-session PD series for grades 3 & 6 teachers to learn more about digital test taking in mathematics. This series focussed on using digital tools like knowledgehook and test taking ideas for mathematics in advance to our MOCK EQAO (Feb. 19-Mar. 4).



Digitalization and Modernization

38 teachers attended this series (25=Gr. 3 and 13=Gr. 6)
21 schools were represented



SO MAAP Visits: As a key part of the M.A.A.P. communication plan to all invested members the senior team is encouraged to have direct engagement within priority schools in focus-grade classrooms. The math visits provide opportunities for senior administration to see the board, school and classroom strategies in the M.A.A.P. in action and to get to know the work of math coaching in priority schools more directly.

Cycle 1: 13 total visits, av. visits to each school = 2
Cycle 2: 16 total visits, av. visits to each school = 3

Mathology.ca learning sessions at FOS meetings for **school leaders**

- ✓ school usage reports
- ✓ learn more about the features on mathology.ca (our board math resource)
- ✓ identify instructional next steps, small group tasks, mini lessons and interventions



sessions at ALL 5 FOS meetings



Weekly Math NEWS Updates for **educators & school leaders**

Just-in-Time Resources on the weekly Math NEWS Updates created by P. LeDuc
#30 issues to-date

Between 50-90 views counts of math NEWS per week





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

- Fall 2025: 9 successful candidates of Math PJ Part 2
- Part 1 & Specialist started on Feb. 4, 2025 |

AQ statistic to-date (Feb. 2025) 843/1819 teachers = 46% have taken a Math AQ at some point during their career

Currently (Spring session) 21 participants in Part 1 & Specialist in our local courses

Digital Math Tools/Resource Update

These resource strategies target both **Priority 1** & **Priority 3**.



Mathology.ca

mathology.ca accounts to-date Mar. 2025

- 92% of K-8 teachers have mathology.ca accounts.
- →75% of teachers are regular to very frequent (uber users) users
- All grades have access to the long range planning tool which are aligned with the curriculum
- WCDSB long range pacing guides are aligned with the lessons & planning tool in mathology.ca for grades 3 & 6

92% of teachers have accts. =823/895 total	
K-8 N=895 % of teachers	Perceived weekly use over 6 months
15%	Less than once/week
10%	At least once/week
30%	2-3 times/week
45%	4-5 times/week (Uber Users)

Brainiaccamp.com

- renewed system subscription Jan. 2025 for Elementary & Secondary
- Continues to provide instructional support of virtual tools in math across grades 1-9 classrooms (C-R-A high impact practice). 300+ ready-to-use K-9 Math Tasks with Brainiaccamp's 16 manipulatives

Knowledgehook.com Student Accounts by grade

- overall gr. 3 & 6 have the highest student usership with active accounts
- we continue to work with our educators to increase the use of Knowledgehook in grade 8
- this year we have used the common assessment feature to collect system-wide entry & exit assessment data
- Recently updated Newcomer Math Assessments are currently being programmed by KH to appear as common assessments for the Newcomer Reception Centre

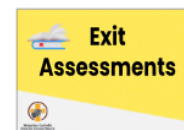


	# of student accts.	# of student as per Aspen	% of students with accts.
Gr. 1	1348	2007	67.2%
Gr. 2	1862	1906	97.7%
Gr. 3	2028	2059	98.5%
Gr. 4	2064	2077	99.4%
Gr. 5	2021	2074	97.4%
Gr. 6	1950	1988	98.1%
Gr. 7	1992	2050	97.2%
Gr. 8	1665	1946	85.6%

5. Next Steps

Exit Math Assessments Data Analysis on Knowledgehook: **Priority 3**

The exit assessments are based on the current grades' curriculum to give a snapshot of proficiency of knowledge and skill in the current grade at the end of the academic year (June). →Assessment Window: Open May 29, 2025 and close June 16, 2025



SO MAAP Visits by Math Coaching Cycle 3: **Priority 2**

Continuing the MAAP learning at priority schools with senior admin. in cycle 3 (Apr. 14 - June 13). Since the spring cycle is shorter, we have planned for ONE senior admin. visit per school this cycle.



EQAO Readiness | FOS meetings for **school leaders: Priority 2**

- ✓ technical & Administrator Readiness
- ✓ Getting ready - scheduling, accommodations, formats for language open-response etc.
- ✓ Before, Prior & After - creating accounts, completing checklists, reviewing student information



EQAO Learning Sessions | after-school session for **Grade 3 and 6 Educators: Priority 2**

- ✓ Strategies, approaches and information for teachers to prepare students to be successful when administering the Primary Division or Junior Division EQAO Provincial Online Assessment.
- ✓ Assessment walk-through, platform & tools, types of questions
- ✓ Practices and routines to develop mathematical reasoning



Math Lead Teacher Sessions: Priority 1 & Priority Action 2

We have completed 7 of the 8 scheduled Math Lead Teacher sessions with consistently high attendance **averaging between 60-65 teachers & admin. per session**. Our last session on May 5, 2025. Math Lead Teachers successfully facilitated two Math ½ PD Days and have regularly delivered MLT learning at their school sites via staff meetings.



SEPTEMBER | Sept. 25 ✓

- Spatial Sense (geometric reasoning)
- Small Group Instruction

OCTOBER | Oct. 23 ✓

- Number (number relationships)
- Tools & Representations

NOVEMBER | Nov. 20 ✓

- Algebra (patterning)
- Problem Solving Tasks

JANUARY | Jan. 8 ✓

- Data (collection, visualization, analysis)
- Direct Instruction

FEBRUARY | Feb. 5 ✓

- Spatial Sense (measurement)
- Tools & Representations #2

MARCH | Mar. 5 ✓

- Number (operations)
- Small Group Instruction Tasks Part #2

APRIL | Apr. 2 ✓

- Algebra (equalities/ inequalities)
- Direct Instruction #2

→ MAY | May 5

- **Data (probability & coding)**
- **Problem Solving #2**

Recommendation: This report is for information for the Board.

Prepared/Reviewed By:

Tyrone Dowling
Director of Education

Jennifer Ritsma
Superintendent of Learning

Petra LeDuc
Board Math Lead, K-12 Mathematics Coordinator

*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 14th, 2025
To: Board of Trustees
From: Tyrone Dowling, Jennifer Ritsma
Subject: Student Achievement Plan (SAP) Update

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

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

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

Education Act Section 169. (1)

Every Board shall: (a) promote student achievement and well-being; (b) ensure effective stewardship of the board's resources; (c) deliver effective and appropriate education programs to its pupils; f) develop a multi-year plan aimed at achieving the goals of student achievement and well-being, positive school climate, inclusive and accepting schools, stewardship of resources, and effective and appropriate education programs to its pupils

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

Bill 98, Better Schools and Student Outcomes Act, 2023
PPM 159 Collaborative Professionalism (2016) School Effectiveness Framework (2013)
PPM 119 Equity & Inclusion (2013)

Alignment to the MYSP and KPIs:

☒ **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:

On July 28, 2023, the Ministry of Education released a memorandum communicating key regulatory and policy reforms in support of the [Better Schools and Student Outcomes Act](#), 2023, including a new regulation that established provincial priorities for student achievement:

- **Achievement of Learning Outcomes in Core Academic Skills:** This involves focusing on improving student performance in core subjects like reading, writing, and math.
- **Preparation of Students for Future Success:** This aims to equip students with the skills and knowledge they need to succeed in post-secondary education, the workforce, and beyond.
- **Student Engagement and Well-being:** This focuses on creating a positive and supportive learning environment that promotes student engagement and well-being.

As part of the memorandum, the ministry released a Student Achievement Plan (SAP) framework, which is aligned with the above student achievement priorities. The framework sets out goals and performance indicators for school boards to measure student achievement, develop action plans and monitor their progress on levelling up student outcomes. The ministry releases pre-populated materials to support the development and public reporting of board data and action plans related to the Student Achievement Plan through a secure ministry SharePoint site. The Public Reporting Template is fillable, pre-populated and provides a consistent approach for communicating boards' data, action plans and progress on indicators to their communities.

In the interest of transparency and accountability to local communities and in alignment with the Education Act (Subsection 169.1(4)), school boards are required to publish on multi-year plans on their webpages in a form requested by the Minister each school year. To support school boards in meeting this requirement, school boards must use the Student Achievement Plan Public Reporting Template to publicly report on progress made in relation to the provincial student achievement priorities.

We are required to post our completed template to our public website by April 30th and expected to notify the ministry once our Student Achievement Plan is publicly posted. To access the WCDSB Student Achievement Plan documents, please visit our website which will be updated annually on April 30: <https://www.wcdsb.ca/about-us/student-achievement-plan-sap/>

The Public Reporting Template has two sections:

1. **A summary report of Student Achievement Performance 11 Indicators** – the first page of the template provides results for our board as well as the provincial results for each performance indicator. The purpose of this summary is to provide parents, guardians, students and local communities with a snapshot of how a school board is performing as compared to the province, across indicators under key provincial priorities.
2. **A table where additional local data and action plan information can be included for each provincial priority** – the second page of the template includes fillable sections for school boards to share additional local data for individual performance indicators, such as analyzed data by sub-populations of students (see [Ontario's Anti-Racism Data Standards](#), Standard 29), as well as information from our action plans for each of the goals. Under each provincial priority and goal, we have an open text box

to fill out:

- **"Additional School Board Measures"** – includes further breakdowns of indicators by student sub-groups from local data, and related indicators aligned with goals (e.g., Math Achievement Action Plan) to reflect community needs.
- **"How Our School Board Performs"** – shows the reported value (e.g., percentage or disproportionality index) for indicators from "Additional School Board Measures," based on student sub-groups.
- **"Action Our School Board Will Take to Improve"** – outlines planned actions, policies, or strategies over the next three years to enhance student outcomes and address trends and community feedback.

In accordance with the responsibilities outlined in section 230.1 of the Education Act, the Ministry of Education has identified the following four objectives to guide district school boards in the development and implementation of their Student Achievement Plans:

1. **Provide a consistent set of performance indicators:** This ensures that all school boards across Ontario are using the same measures to track student achievement.
2. **Ensure strategic planning and policy development are data-driven:** This means that decisions about education are based on evidence and data about student outcomes.
3. **Facilitate involvement of families and communities:** This recognizes the importance of partnerships between schools, families, and communities in supporting student success.
4. **Promote transparency from school boards:** This ensures that the public is informed about how school boards are performing and what actions they are taking to improve student outcomes.

Monitoring Student Achievement Plan with internal indicators at WCDSB:

During the 2024–2025 school year, the Research Team has continued its commitment to supporting system-wide improvement through accessible analysis and reporting, primarily delivered via monitoring reports in Power BI. A key focus has been replicating each Student Achievement Plan (SAP) indicator calculated by the Ministry of Education (MOE) to produce comparable internal WCDSB metrics. While some Ministry indicators—such as graduation rates—cannot be fully replicated due to the Ministry's access to provincial-level data and its ability to track students across boards, our internal models are closely aligned with the MOE's methodology. This work supports efforts to (1) reduce the lag between the release of Ministry data and its local use, and (2) ensure both Board- and School-level indicators are available to guide the planning and monitoring of improvement initiatives across the system.

Additionally, the Research Team is preparing to disaggregate SAP indicators using both Ministry-provided and locally collected equity data. The Ministry has pre-populated our SAP template with disaggregated student data from the Ontario School Information System (OnSIS) for all students, as well as for the following sub-populations: Female, Male, ELL/ALF/PANA, students with special education needs (excluding gifted), and students from low-income neighbourhoods.

Beyond this, school boards are expected to incorporate data for "sub-populations of interest" using their own locally collected student equity data (e.g., voluntary self-identification surveys or student censuses). To meet this expectation, WCDSB administered Cycle 2 of the Student Census in March 2025, with the goal of joining self-identity data to our internal SAP metrics. This builds on the first cycle of the Student Census, conducted in 2021–2022, which achieved a 64.4% response rate among students in Grades 4 through 12 and provided valuable insights into student experiences across a range of identity-based groups. For Cycle 2, analysis using Disproportionality Indices, counts, and percentages will support the disaggregation and program planning for each of the 11 SAP indicators. To learn more

about the findings from Cycle 1, please visit the [Student Census Outcome Report](#).

Once internal metrics have been fully replicated at both the Board and school levels—and linked with our locally collected self-identification data—the Research Team will develop data dashboards for ongoing monitoring. These dashboards will support system leaders with more timely, detailed analysis to inform programming across all SAP indicators, while also helping to identify and respond to the diverse needs of students through disproportionality analysis, enabled by the integration of student outcome data with student census information.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By:

Tyrone Dowling
Director of Education

Jennifer Ritsma
Superintendent of Learning

Kelly Roberts
Research Coordinator

*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 14, 2025
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

This report contains data up to and including February 28, 2025, the end of the second fiscal quarter of the year. Notes, where appropriate are included to provide the reader with additional information.

General Commentary:

Since the last financial report, there have been some changes to management's assumptions or forecasting methodologies.

- Enrolment levels are stable, with the anticipation of some minimal growth over revised estimates as March enrolment becomes finalized. The forecast contains a conservative increase of 20 ADE and updated revenues to reflect this change.
- Short-term sick leave and absences continue to trend high, though within budget expectations. Historical data shows a significant increase in the use of sick days as weather improves (May and June). This increase has been factored into the forecasts shown, but some anxiety exists that despite the incorporation of historical trending into the forecasts, absences will exceed budgets.
- The Principal and Vice Principal terms and conditions call for a one time payment in July that reflects moving their contract year from September to August, to July to June. As information on the offsetting revenue was received on March 21st (post Q2), neither expense or revenue are contained in this forecast. The Q3 report will contain this information. The net financial impact will be \$0.
- The costs of Educational Assistants are driven by student needs, number of students enrolled, and available staff complement. The budget contains management's best estimate of costs to be incurred during 2024-2025. This estimate could change as student needs change or additional students enrol during the school year who require dedicated supports. This area continues to be monitored as the year progresses.
- Certain unionized jobs are undergoing a job evaluation process, as part of a standard review practice. Management's best estimates of the impact of this evaluation process have been incorporated into this forecast which includes increased costs which have been offset by accrued revenues set aside for this purpose.
- International Education net revenues have been reduced due to the cancellation of a summer program. This reduction has been incorporated into the forecast.
- The Extended Day program has added EA support for certain students receiving before and after school care. These costs have been included in the forecast.
- Certain administrative budgets have been increased to reflect supports required for governance activities.



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 and contingencies were removed in order to balance the budget. This area will be monitored closely as the year progresses and costs remain stable over revised estimates.

Lawsuits, grievances, and other claims, if any, have been disclosed in private to the Audit Committee.

Management's risk assessment related to the Board's financial well-being for the 2024-25 school year is **MEDIUM**. This risk ranking is tied to the historical volatility of sick leave costs.

There have been no significant deviations from the budget priorities set in June 2024 and revised in December 2024.

Recommendation:

That the Board of Trustees receive this interim financial report as information on the financial well-being of the Board as at February 28, 2025.

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
 2024-2025 Second Quarter Financial Report - Revised Estimates
 For the Period Ended February 28, 2025

Summary of Financial Results						
	Prior Year Actuals	Estimate Budget	Revised Budget	Forecast	In-Year Change	
					\$	%
Revenue						
Provincial Grants (Core Education Fund)	360,916,410	341,836,965	360,326,093	361,200,215	19,363,250	5.7%
Capital Grants	29,899,959	29,265,862	30,623,300	30,523,300	1,257,438	4.3%
Non-Core Education Grants	6,879,220	5,405,466	6,243,416	6,294,428	888,962	16.4%
Non-Grant Revenue	21,044,373	20,283,025	20,448,345	19,947,528	(335,497)	(1.7%)
Total Revenue	418,739,962	396,791,318	417,641,154	417,965,471	21,174,153	5.3%
Expenses						
Classroom	280,427,671	275,438,832	292,093,271	291,116,101	15,677,269	5.7%
Non-Classroom	52,825,307	51,883,033	54,498,114	54,599,664	2,716,631	5.2%
Student Transportation	10,041,718	10,654,847	10,691,721	11,136,791	481,944	4.5%
School Operations	29,013,797	29,654,991	29,625,984	30,095,917	440,926	1.5%
Pupil Accommodation	47,286,613	29,196,283	31,008,910	31,293,942	2,097,659	7.2%
Total Expenses	419,595,106	396,827,986	417,918,000	418,242,415	21,414,429	5.4%
Balance before Accumulated Surplus	(855,144)	(36,668)	(276,846)	(276,944)	(240,276)	655.3%
Accumulated surplus - MYSF	574,155	-	-	-	-	-
Accumulated surplus - SSF	141,341	36,668	22,316	22,414	(14,254)	(38.9%)
Accumulated surplus - WSIB	135,118	-	-	-	-	-
Accumulated surplus - Extended Day	-	-	250,000	250,000	250,000	-
Accumulated surplus - committed capital	4,530	-	4,530	4,530	-	-
Surplus/(Deficit) - end of year	-	-	-	-	-	-

Changes in Revenue

Provincial Grants: Increase due to enrolment and benchmark increases as a result of Bill 124 and labour enhancements.

Capital Grants: Increase due to timing of capital projects offset by the reduction of the Temporary Accommodation funding anticipated.

Non-Core Education Grants: Increase due to targeted grants announced since budget.

Non-Grant Revenue: Increase due to interest earned and participation in the Extended Day program offset by anticipated lower enrolment of International students due to federal policy changes.

Changes in Expenses

Classroom: Increase due to labour enhancements, enrolment, sick leaves, staff to support student needs, REPs announced since budget and resource teachers.

Non-Classroom: Increase due to labour enhancement and staffing needs due to enrolment and programming changes.

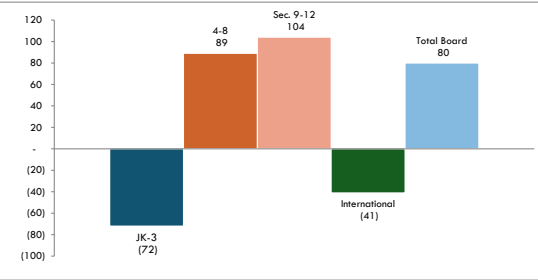
Pupil Accommodation: Increase due to timing of construction projects and anticipated portable lease/move costs.

Summary of Enrolment						
ADE	Prior Year Actuals	Estimate Budget	Revised Budget	Forecast	In-Year Change	
					#	%
Pupils of the Board						
JK-3	9,413	9,824	9,714	9,752	(72)	-0.7%
4-8	9,572	10,020	10,087	10,109	89	0.9%
9-12	7,597	7,822	7,888	7,926	104	1.3%
Total Pupils of the Board	26,582	27,666	27,689	27,787	121	0.4%
International Students						
Elementary	51	50	24	24	(26)	-52.0%
Secondary	186	180	165	165	(15)	-8.3%
Total International Students	237	230	189	189	(41)	-17.8%
Total	26,820	27,896	27,878	27,976	80	0.3%

Note: ADE is comprised of actual enrolment reported as at October 31, 2024 and projected enrolment as at March 31, 2025

Note: International students pay tuition & their enrolment does not affect our Core Education Funds

Changes in Enrolment: Estimate Budget vs. Forecast



Highlights of Changes in Enrolment:

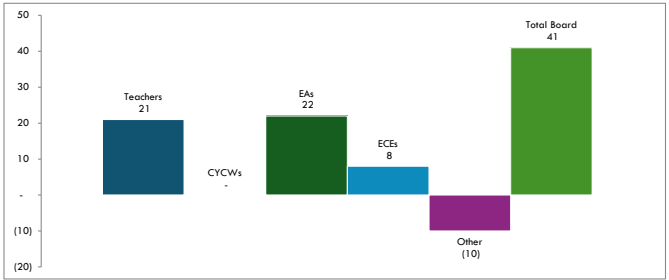
Elementary: Small adjustment to reflect anticipated enrolment growth.

International Students: Decrease to reflect a more conservative estimate based on prior year figures and known commitments.

Summary of Staffing						
FTE	Prior Year Actuals	Estimate Budget	Revised Budget	Forecast	In-Year Change	
					#	%
Classroom						
Teachers	1,590	1,675	1,703	1,696	21	1.3%
Child & Youth Care Workers (CYCWs)	59	58	59	58	-	0.0%
Educational Assistants (EAs)	390	391	414	413	22	5.6%
Designated Early Childhood Educators	190	204	213	212	8	3.9%
Total Classroom	2,229	2,328	2,389	2,379	51	2.2%
Other Support Staff						
School Administration	175	183	183	183	-	0.0%
Board Administration	92	94	93	93	(1)	-1.1%
Facility Services	198	209	211	199	(10)	-4.8%
Consultants	35	30	30	30	-	0.0%
Para-professionals	128	134	136	135	1	0.7%
Library and Guidance	69	69	69	69	-	0.0%
Total Other Support Staff	697	719	722	709	(10)	-1.4%
Total Staffing	2,926	3,047	3,111	3,088	41	1.3%

Note: FTE is calculated as of Oct 31, 2024 and projected FTE as of March 31, 2025

Changes in Staffing: Estimate Budget vs. Forecast



Highlights of Changes in Staffing:

Classroom Teachers: Increase required to maintain pupil-teacher ratios due to enrolment and the addition of 22 resource teachers.

Classroom Support - EAs: Increase to support student needs in both core day and the Extended Day program.

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

Facility Services: Decrease due to vacant positions.

Waterloo Catholic District School Board
2024-2025 Second Quarter Financial Report - Revised Estimates
Revenues
For the Period Ended February 28, 2025

	Budget Assessment						
	2024-2025						Material Variance Note
	Prior Year Actuals	Estimate Budget	Revised Budget	Forecast	Change		
\$ Increase (Decrease)					% Increase (Decrease)		
Classroom Staffing Fund (CSF)¹							
CSF - Per Pupil Allocation	172,527,461	151,052,063	158,021,966	158,557,064	7,505,001	5.0%	a.
Language CSF	12,622,373	12,991,761	16,301,183	16,301,183	3,309,422	25.5%	b.
Local Circumstances Staffing Allocation	27,517,063	26,642,544	28,451,397	28,451,397	1,808,853	6.8%	a.
Indigenous Education CSF	407,209	32,443	35,521	35,521	3,078	9.5%	c.
Supplementary Staffing Allocation	1,815,085	1,872,774	2,040,327	2,040,327	167,553	8.9%	
Learning Resources Fund (LRF)¹							
LRF - Per Pupil Allocation	16,910,279	17,661,423	17,696,929	17,765,865	104,442	0.6%	
Language Supports and Local Circumstances Allocation	3,412,944	3,476,763	3,740,613	3,740,613	263,850	7.6%	
Indigenous Education Supports Allocation	597,395	1,428,664	2,242,087	2,242,087	813,423	56.9%	c.
Mental Health and Wellness Allocation	1,103,723	1,098,731	1,140,940	1,140,940	42,209	3.8%	
Student Safety and Well-Being Allocation	581,204	593,516	618,430	618,430	24,914	4.2%	
Continuing Education and Other Programs Allocation	5,921,829	4,428,418	5,699,273	5,716,384	1,287,966	29.1%	d.
School Management Allocation	21,734,165	20,048,447	21,564,788	21,640,584	1,592,137	7.9%	a.
Differentiated Supports Allocation	2,696,026	2,845,064	2,912,469	2,912,469	67,405	2.4%	
Special Education Fund (SEF)	42,546,515	44,576,961	46,336,682	46,483,057	1,906,096	4.3%	a.
School Facilities Fund (SFF)	29,523,024	31,333,191	31,597,372	31,597,372	264,181	0.8%	
Student Transportation Fund (STF)	9,495,635	10,062,182	9,992,600	9,992,600	(69,582)	(0.7%)	
School Board Administration Fund (SBAF)	9,240,141	9,554,216	9,595,978	9,626,783	72,567	0.8%	
Supports for Students Component	2,264,339	2,137,804	2,337,538	2,337,538	199,734	9.3%	
General Operating Allocation	360,916,410	341,836,965	360,326,093	361,200,215	19,363,250	5.7%	
Capital Grants							
Temporary Accommodation	3,563,571	3,104,226	2,744,881	2,644,881	(459,345)	(14.8%)	e.
Short-term Interest	63,431	276,515	489,492	489,492	212,977	77.0%	f.
Permanent Financing - NPF	397,975	397,975	397,975	397,975	-	0.0%	
Debt Funding for Capital	1,542,533	1,247,477	1,247,477	1,247,477	-	0.0%	
In-Kind Grant	139,127	50,000	100,000	100,000	50,000	100.0%	g.
Amortization of DCC	24,193,322	24,189,669	25,643,475	25,643,475	1,453,806	6.0%	f.
Total Capital Grants	29,899,959	29,265,862	30,623,300	30,523,300	1,257,438	4.3%	
Non-Core Education Grants							
Continuing Education	2,061,336	2,064,296	2,064,296	2,064,296	-	0.0%	
Ontario Youth Apprenticeship Program	280,730	280,239	289,854	290,229	9,990	3.6%	
Responsive Education Programs (REP)	4,537,154	3,060,931	3,889,266	3,939,903	878,972	28.7%	h.
Total Non-Core Education Grants	6,879,220	5,405,466	6,243,416	6,294,428	888,962	16.4%	
Non-Grant Revenue							
Continuing Education Fees	3,747,794	3,567,698	3,542,473	3,617,266	49,568	1.4%	
Rentals	915,951	810,888	844,922	851,074	40,186	5.0%	
Interest	1,687,380	993,000	1,193,000	1,100,000	107,000	10.8%	i.
Extended Day Fees	5,157,611	5,886,279	6,718,543	6,399,144	512,865	8.7%	j.
International Tuition and Fees	6,193,032	7,972,390	7,043,754	6,942,278	(1,030,112)	(12.9%)	k.
Other	3,342,605	1,052,770	1,105,653	1,037,766	(15,004)	(1.4%)	
Total Non-Grant Revenue	21,044,373	20,283,025	20,448,345	19,947,528	(335,497)	(1.7%)	
Total Revenue and Grants	418,739,962	396,791,318	417,641,154	417,965,471	21,174,153	5.3%	

Note 1: Some prior year amounts have been prorated for comparison purposes as the data is not readily available due to the new funding allocations

Explanations of Material Grant Variances

- a. Increase due to increased benchmarks as a result of Bill 124 and labour enhancements.
- b. Increase due to immigration to the Region.
- c. Increase due to funds carried forward from prior school year and increased benchmarks due to Bill 124 and labour enhancements.
- d. Increase due to Continuing Education enrolment and benchmark increases.
- e. Decrease due to assumption that the Ministry will not flow funds to correct their allocation error. Board continues to actively pursue Ministry for correction.
- f. Change due to timing of capital projects.
- g. Increase to better reflect prior year in-kind grants received.
- h. Increase due to targeted grants announced since budget.
- i. Increase due to trending of cash on hand.
- j. Increase due to participation in the program and subsidies received from the Region of Waterloo.
- k. Decrease due to federal foreign student policy changes and a revised conservative change to enrolment to better reflect the current reality.

Notes:

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1. Budget is the 2024 - 2025 Estimates Budget as approved by the Board of Trustees in June 2024

Waterloo Catholic District School Board
2024-2025 Second Quarter Financial Report - Revised Estimates
Expenses
For the Period Ended February 28, 2025

	Budget Assessment						Material Variance Note
	2024-2025						
	Prior Year Actuals	Estimate Budget	Revised Budget	Forecast	Change		
\$ Increase (Decrease)					% Increase (Decrease)		
OPERATING							
Classroom Instruction							
Teachers	196,372,393	191,675,320	204,105,912	202,962,236	11,286,916	5.9%	a.
Supply Teachers	9,544,459	10,572,625	12,018,821	12,232,189	1,659,564	15.7%	b.
Educational Assistants	23,564,158	22,325,732	23,918,228	23,498,361	1,172,629	5.3%	c.
Designated Early Childhood Educators	12,980,040	13,108,500	13,542,130	13,684,172	575,672	4.4%	
Classroom Computers	3,436,781	3,801,827	3,702,855	3,701,596	(100,231)	(2.6%)	
Textbooks and Supplies	7,789,748	7,878,090	8,387,533	8,307,659	429,569	5.5%	
Professionals and Paraprofessionals	18,672,925	18,304,393	18,452,783	18,681,510	377,117	2.1%	
Library and Guidance	6,795,422	6,562,913	6,732,319	6,671,446	108,533	1.7%	
Staff Development	754,388	699,393	709,350	849,749	150,356	21.5%	d.
Department Heads	517,357	510,039	523,340	527,183	17,144	3.4%	
Total Classroom	280,427,671	275,438,832	292,093,271	291,116,101	15,677,269	5.7%	
Non-Classroom							
Principal and Vice-Principals	11,482,195	11,634,124	12,554,275	12,455,076	820,952	7.1%	
School Office	8,128,839	7,952,361	8,027,991	8,018,186	65,825	0.8%	
Co-ordinators and Consultants	9,590,877	8,750,493	8,895,484	8,935,656	185,163	2.1%	
Continuing Education	11,124,331	10,546,230	11,818,233	11,847,494	1,301,264	12.3%	e.
Total Non-Classroom	40,326,242	38,883,208	41,295,983	41,256,412	2,373,204	6.1%	
Administration							
Trustees	334,341	342,434	342,434	342,674	240	0.1%	
Director and Supervisory Officers	1,512,730	1,911,746	1,901,299	1,919,390	7,644	0.4%	
Board Administration	10,651,994	10,745,645	10,958,398	11,081,188	335,543	3.1%	
Total Administration	12,499,065	12,999,825	13,202,131	13,343,252	343,427	2.6%	
Transportation	10,041,718	10,654,847	10,691,721	11,136,791	481,944	4.5%	f.
School Operations and Maintenance	29,013,797	29,654,991	29,625,984	30,095,917	440,926	1.5%	g.
Pupil Accommodation							
In-Kind Donation	139,127	50,000	100,000	100,000	50,000	100.0%	h.
Other Pupil Accommodation	5,029,181	4,952,082	5,260,906	5,545,938	593,856	12.0%	
Labour Provision	17,811,054	-	-	-	-	0.0%	
Amortization and Write-downs	24,307,251	24,194,201	25,648,004	25,648,004	1,453,803	6.0%	i.
Total Pupil Accommodation	47,286,613	29,196,283	31,008,910	31,293,942	2,097,659	7.2%	
TOTAL OPERATING	419,595,106	396,827,986	417,918,000	418,242,415	21,414,429	5.4%	

Explanations of Material Budget Variances

- a. Increase due to labour enhancement, increased enrolment, and resource teacher additions to settle grievance.
- b. Increase due to sick leave offset with anticipated reduction of missed planning time due to the addition of resource teachers.
- c. Increase due to additional support for student needs and job evaluations.
- d. Increase due to additional Responsive Education Programs (REP) announced since budget.
- e. Increase due to additional staffing and supply costs attributed to increased enrolment and programming.
- f. Increase due to greater ridership, summer school and special transportation arrangements.
- g. Increase due to increased portable costs for leasing and additional moves anticipated.
- h. Increase to better reflect prior year in-kind grants received.
- i. Increase due to timing of construction projects

Notes:

1. Budget is the 2024 - 2025 Estimates Budget as approved by the Board of Trustees in June 2024

Notice of Motion
Regular Board Meeting
February 24th, 2025

In accordance with Board bylaw 4.1, Trustee Conrad Stanley is providing notice of the following motion for consideration at the Regular Board meeting on February 24th, 2025

Topic: Permission for Public Video and Audio Recordings of All Public Board Meetings

- Whereas:** It is self evident that members of the public have the right to view and record the proceedings of a *public* meeting of a *public* institution like the *publicly funded* Waterloo Catholic District School Board, and
- Whereas:** The WCDSB has a duty to ensure its proceedings remain as transparent as possible, and
- Whereas:** No formal WCDSB board policy currently exists prohibiting a member of the public from making video or audio recordings at public meetings, and
- Whereas:** There nevertheless seems to exist some confusion among some senior staff concerning official board policy when it comes to this matter, and
- Whereas:** Complaints from the public have been received in recent weeks about security actively intervening to prohibit members of the public from recording at public meetings, while acting under direction of senior staff, and
- Whereas:** There is therefore a need to formally, and clearly, articulate the board's position on this matter so the correct transparency policy concerning recordings at public meetings can be implemented from this point forward,

Therefore, be it resolved that the Waterloo Catholic District School Board:

Hereby authorizes any member of the public attending in its gallery to make their own video and audio recordings of any public board meeting for their own personal use. This policy is effective immediately and may not be rescinded, even on a temporary basis, unless staff consult with, and receive approval from, the full Board of Trustees in a meeting of the board.