



Board of Trustees' Board Meeting

Date: April 27, 2015

Time: 6:00 p.m. *

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

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

Attendees:

Board of Trustees:

Joyce Anderson, Bill Conway, Manuel da Silva (Chair), Amy Fee, Frank Johnson, Wendy Price, Greg Reitzel, Brian Schmalz, Melanie Van Alphen

Student Representatives:

Karen Hakim, Maria Paz Rodriguez

Senior Administration:

Michael Schmitt, Gerry Clifford, David DeSantis, Derek Haime, Maria Ivankovic, Shesh Maharaj, Laura Shoemaker

Special Resource:

John Shewchuk

Recording Secretary:

Barb Pilsner

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Board Chair		
1.1 Opening Prayer & Memorials	Board Pastoral Team		
1.2 Approval of Agenda	Board of Trustees		Approval
1.3 Declaration of Pecuniary Interest	Individual Trustees		
1.3.1 From the current meeting			
1.3.1 From a previous public or in-camera meeting			
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)			
2.1 Minutes of CPIC meeting of February 4, 2015	Trustees	pp. 1-2	Receipt
2.2 Interim Financial Report # 2 of 3	Trustees	pp. 3-7	Receipt
2.3 2015-2016 Budget Update	Trustees	p. 8-14	Receipt

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board (Minutes of meetings, staff report)			
3.1 Approval of Minutes of Regular and Special Meetings			
3.1.1 Minutes of March 23, 2015 Board meeting	Trustees	pp. 15-18	Approval
3.1.2 Minutes of March 4, 2015 SEAC meeting	Trustees	pp. 19-20	Receipt
3.1.3 Staffing Report as of April 23, 2015	Trustees	--	Receipt
3.1.4 Items for Action from Previous In-camera meeting April 27, 2015 related to property	Trustees	--	Approval
4. Delegations/Presentation			
5. Advice from the CEO			
5.1 2015-16 School Year Calendar	David DeSantis	pp. 21-25	Approval
5.2 Suspension Data	Derek Haime	pp. 26-28	Information
5.3 Catholic Education Week Video	Derek Haime	--	Information
5.4 Extended Day Report	Gerry Clifford	pp. 29-30	Information
5.5 APB006 Fraud and Accountability Management	Michael Schmitt	pp. 31-38	Information
6. Ownership Linkage (Communication with the External Environment)			
6.1 Linkages – May 8 th Community Leader Breakfast	Amy Fee	--	Update
7. Reports from Board Committees/Task Forces			
7.1 Student Trustee report	Karen Hakim/Maria Paz Rodriguez	--	Information
8. Board Education (at the request of the Board)			
8.1 Module #6 The Strategic Role and Multi-year Strategic Planning	Trustees	pp. 39-49	Discussion
8.2 2015 OCSTA Spring Regional Meetings – Discussion Questions	Trustees	--	Discussion
9. Policy Discussion			
10. Assurance of Successful Board Performance			
10.1 Board Policy II 015 Ownership Linkage	Trustees	pp. 50	Approval
10.2 Is There a Need to Review This Policy?	Trustees	--	Discussion
11. Assurance of Successful Director of Education Performance			
11.1 Monitoring Reports & Vote on Compliance			
11.1.1			
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			
12.1 Trustee Inquiry Report from the CEO			
12.2 Shared concerns			
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): May 3 9:30 a.m. Trustee/Senior Admin Mass/social at St. Mary of the Visitation May 3 – 8 Catholic Education Week May 4 5:00 p.m. Governance May 5 7:00 p.m. Folk Dance – Preston Arena May 6 7:00 p.m. Folk Dance Kitchener Auditorium May 6 7:00 pm. SEAC			

ITEM	Who	Agenda Section	Method & Outcome
May 7 7:00 p.m. Folk Dance Waterloo Rec Centre May 8 7:30 a.m. Community Leaders Breakfast May 11 6:00 pm. Committee of the Whole May 14 5:00 p.m. Bishop's Banquet May 21 4:30 p.m. Staff Recognition Evening May 22 9:00 am. Board Office Mass May 25 6:00 pm. Board of Trustees			
13.2 Pending Items: <ul style="list-style-type: none"> Look at building our rural population Consider a committee to review the boundaries for future consideration 13.3 Pending Items for OCSTA Consideration <ul style="list-style-type: none"> 	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
14. Items for the Next Meeting Agenda	Trustees		
15. Adjournment Confirm decisions made tonight	Director of Education		
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

Grant us the wisdom of your Spirit so that we might always be faithful to our responsibilities.
We make this prayer through Christ our Lord.

Amen

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

Catholic Parent Involvement Committee Agenda

Date: Wednesday, February 4, 2015
Time: 5:30pm
Location: Catholic Education Centre- St. Aloysius Room
Next Meeting: Wednesday, April 1, 2015 5:30pm

Attendees: **Committee Members:** Chris Spere (Chair and St. Mary Elementary), Bill Conway(Trustee), Melanie Van Alphen (Trustee), Brian Schmalz (Trustee-alternate), Melina Pearson (Diocesan Rep.), Kimberly Snage(Resurrection-Elementary), Dorothy McCabe (member at large), Linda Gregorio (Monsignor Doyle- Elementary) , Christine Dixon (St. David Elementary), Jorge Cortes(Kitchener-Secondary), David Perlaky (St. Benedict Elementary), Teresa Palmer(Waterloo-Secondary), Jody Fritz (Cambridge -Secondary), Paul Smith (Elementary Principal Rep.) , Simone Beaucage (Secondary Principal Rep.)

Administrative Official: Derek Haime

Regrets: Dorothy McCabe

1. **Welcome, Introduction of Guests and Opening Prayer:** Chris, Melina: Family Prayer and intentions.
2. **Approval of Agenda:** Teresa, David
3. **Declared Pecuniary Interest:** none
4. **Approval of the Minutes:** Kim, Linda
5. **Trustee Update:** Bill, Melanie: Inauguration, bell times, multi-year strategic plan, hiring Director of Education for September 2015, Trustee Code of Conduct Updated, Elementary Admissions Procedures Updated, St. Benedict awarded AVIVA 1st prize, Resurrection Principal Chris Woodcroft named one of Canada's Outstanding

Principals, Breslau partnership update, St. Anne © update, French Immersion update.

- 6. Correspondence Received:** Chris: OAPCE newsletters presented, Parent Involvement Committee Symposium- April 24 and 25.

7. Discussion Items

7.1 – Parent School Climate Surveys: Derek: Update on School Climate surveys which are conducted every 2 years.

7.2 – Sub-Committee Report: Chris and sub-committee members: The power point produced by the sub-committee was presented. Chris presented the power point at a recent Catholic School Council Meeting. The April Council of Chairs meeting will feature this presentation. CSCs can request a CPIC member to come to a meeting to present. Derek will send out the power point, the Building Healthy Relationships Document and a cover letter to all principals and CSC Chairs. Best practices will be collected and disseminated over time.

7.3 – Catholic School Council Handbook: Chris: The CPIC will continue supporting CSCs with this handbook. The handbook will be resent to all principals and school council chairs.

7.4 – Parents' Reaching Out Grants: Chris: Promotional package will be sent out by the CPIC to CSCs as soon as the Ministry opens up the 2015-2016 process. A list of all of the WCDSB PRO grant events for 2014-2015 will be included with the promotional packages. Simone will report back to the group with strategies for CSCs and the CPIC to communicate and share information.

7.5- School Calendar Update: Chris: The committee continues to meet.

8. Closing Prayer: Melina:

9. Adjournment: 7:00pm George, Teresa.

Discussion Items for next meeting: Strategies for communication-Simone

Next CPIC Meeting: Wednesday, April 1, 2015 @ 5:30pm

Next Sub-Committee Meeting: (if required):



Date: April 7, 2015
 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 of Board Policy
 Information only of day-to-day operational matters delegated to the CEO

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

Interim financial reports are presented to the Board to assist Trustees in their monitoring of the financial well-being of the school board. These reports are presented to the Board three times per school year – in January, March and June.

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

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.

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, 2015. Notes, where appropriate are included to provide the reader with additional information.

General Commentary:

- The Board is anticipating a further increase in the usage of supply teachers due to higher trending in January/February.

The overall risk assessment related to the Board's financial well-being for the 2014-2015 school year is **MODERATE**.

There have been no significant deviations from board priorities set in June 2014 with the exception of items outlined above.

Recommendation:

That the Board of Trustees receive this monitoring report as information on the financial well-being of the board as at February 28, 2015

Prepared/Reviewed By: Laura Isaac
 Senior Manager of Financial Services

 Shesh Maharaj
 Chief Financial Officer

 Michael Schmitt
 Director of Education

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

Summary of Financial Results

(\$ Thousands)	Budget	Forecast	In-Year Change	
			\$	%
Revenue				
Provincial Grants (GSN)	221,220	221,882	662	0.3%
Non-GSN Grants	4,004	5,190	1,186	29.6%
Non-Grant Revenue	9,378	11,272	1,894	20.2%
Amortization of DCC	11,965	12,055	90	0.8%
Total Revenue	246,567	250,399	3,832	1.6%
Expenses				
Classroom	170,768	174,180	3,412	2.0%
Other Operating	58,399	58,641	242	0.4%
Capital	5,306	5,413	107	2.0%
Amortization	12,094	12,165	71	0.6%
Total Expenses	246,567	250,399	3,832	1.6%
Balance before Accum Surplus	-	-	-	-
Accumulated surplus use	-	-	-	-
Surplus/(Deficit) - end of year	-	-	-	-

Note: GSN - Grants for Student Needs

Note: DCC - Deferred Capital Contribution

Changes in Revenue

- GSN:** increase due to change in QECCO grant and Con Ed enrolment
- Non-GSN:** increase due to new EPOs announced
- Non-Grant:** increase due to extended day and international student revenue

Changes in Expenses

- Classroom:** increase due to new grants announced & supply teachers anticipated
- Other Operating:** increase due to new grants announced & computer replacement

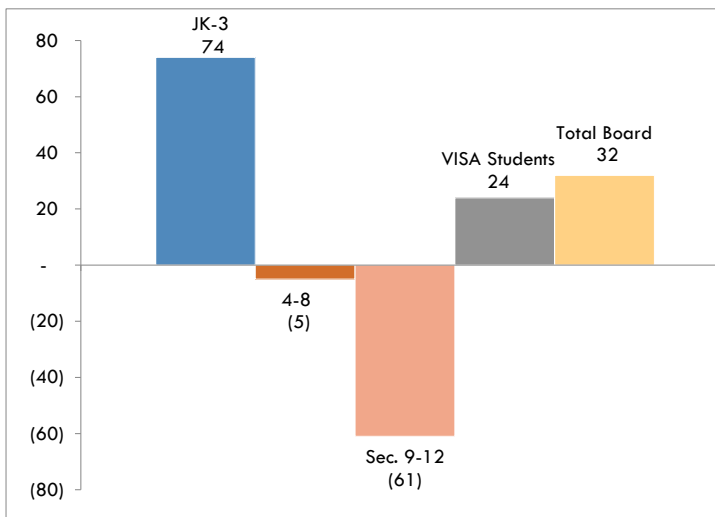
Summary of Enrolment

ADE	Budget	Forecast	In-Year Change	
			#	%
Elementary				
JK-3	6,934	7,008	74	1.1%
4-8	7,472	7,467	(5)	-0.1%
VISA Students	10	16	6	60.0%
Total Elementary	14,416	14,491	75	0.5%
Secondary <21				
Pupils of the Board	6,220	6,159	(61)	-1.0%
VISA Students	176	194	18	10.2%
Total Secondary	6,396	6,353	(43)	-0.7%
Total	20,812	20,844	32	0.2%

Note: ADE is comprised of actual enrolment reported at October 31, 2014 and projected at March 31, 2015

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

Changes in Enrolment: Budget vs. Forecast



Highlights of Changes in Enrolment:

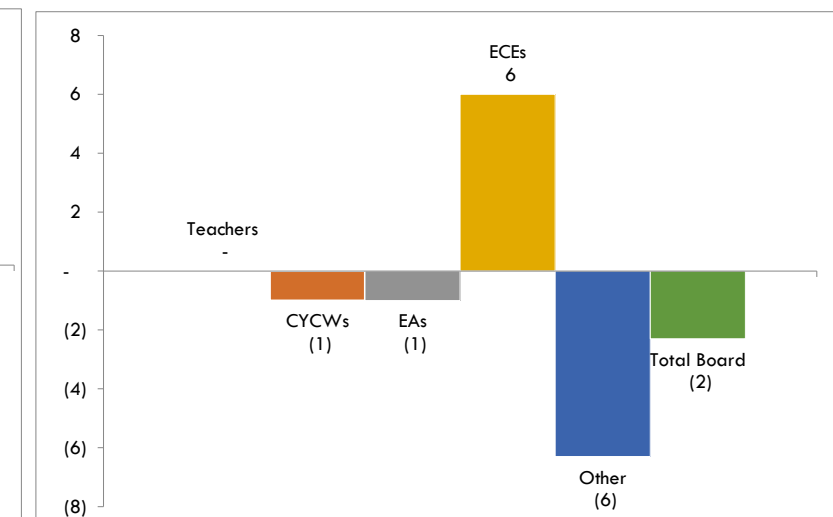
Elementary: The budget projection for St. Gabriel's was low, which accounts for the main reason for the increase

Secondary: The budget projection for St. Mary's anticipated more registrants than materialized

Summary of Staffing

FTE	Budget	Forecast	In-Year Change	
			#	%
Classroom				
Teachers	1,278	1,278	-	0.0%
Child & Youth Care Workers	57	56	(1)	-1.8%
Educational Assistants	287	286	(1)	-0.3%
Early Childhood Educators	120	126	6	5.0%
Total Classroom	1,742	1,746	4	0.2%
Other Support Staff				
School Administration	160	156	(4)	-2.5%
Board Administration	63	62	(1)	-2.1%
Facility Services	192	191	(1)	-0.5%
Consultants/Co-ordinators	23	23	-	0.0%
Paraprofessionals	82	81	(1)	-1.2%
Library & Guidance	58	59	1	1.7%
Total Other Support Staff	578	572	(6)	-1.1%
Total Staffing	2,320	2,318	(2)	-0.1%

Changes in Staffing: Budget vs. Forecast



Highlights of Changes in Staffing:

Classroom Teachers: Increase by 2 ELKP teachers due to enrolment, decrease in 2nd semester secondary teaching by 2

Classroom Support Staff: Increased ECEs to support both core and extended day

School Administration: Reduction of school administrative support staff to correspond to decreased enrolment

Waterloo Catholic District School Board
2014-2015 Second Quarter Interim Financial Report
Expenses
For the Period Ended February 28, 2015

Budget Assessment					
2014-2015					Material Variance Note
Budget	Forecast	Change			
		\$ Increase (Decrease)	% Increase (Decrease)		
OPERATING					
Classroom Instruction					
Teachers	124,488,079	125,705,017	1,216,938	1.0%	
Supply Teachers	3,520,228	4,169,952	649,724	18.5%	a.
Educational Assistants & DECEs	18,581,518	18,704,406	122,888	0.7%	
Classroom Computers	1,371,450	1,708,397	336,947	24.6%	b.
Textbooks and Supplies	4,907,246	4,966,609	59,363	1.2%	
Professionals and Paraprofessionals	11,712,167	12,237,260	525,093	4.5%	c.
Library and Guidance	4,428,072	4,547,695	119,623	2.7%	
Staff Development	1,305,790	1,686,837	381,047	29.2%	d.
Department Heads	453,462	453,462	-	0.0%	
Total Classroom	170,768,012	174,179,635	3,411,623	2.0%	
Non-Classroom					
Principal and Vice-Principals	8,627,397	8,820,585	193,188	2.2%	e.
School Office	5,737,087	5,723,081	(14,006)	(0.2%)	
Co-ordinators and Consultants	2,771,582	3,205,032	433,450	15.6%	d.
Continuing Education	8,606,517	8,530,529	(75,988)	(0.9%)	
Total Non-Classroom	25,742,583	26,279,227	536,644	2.1%	
Administration					
Trustees	215,401	215,278	(123)	(0.1%)	
Director/Supervisory Officers	1,222,297	1,182,757	(39,540)	(3.2%)	
Board Administration	4,979,938	4,872,380	(107,558)	(2.2%)	f.
Total Administration	6,417,636	6,270,415	(147,221)	(2.3%)	
Transportation	5,388,190	4,908,419	(479,771)	(8.9%)	
School Operations and Maintenance	20,851,485	21,182,443	330,958	1.6%	
TOTAL OPERATING	229,167,906	232,820,139	3,652,233	1.6%	
Debt	5,305,714	5,413,354	107,640	2.0%	
Amortization	12,093,609	12,164,766	71,157	0.6%	
TOTAL EXPENSES	246,567,229	250,398,259	3,831,030	1.6%	

Explanations of Material Budget Variances

- a. Increase due to better reflect position at end of year; based on prior year experience
- b. Increase due to expenses re-classified from Board Admin
- c. Increase due to additional International students
- d. Increase due to new grants announced since Estimates budget prepared
- e. Increase due to Principal sick leave not anticipated
- f. Decrease due to re-classification of computer costs; reduction of anticipated HR legal and negotiation costs

Notes:

1. Budget is the 2014-2015 Estimates Budget as approved by the Board of Trustees in June 2014

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Waterloo Catholic District School Board
2014-2015 Second Quarter Interim Financial Report
Revenues
For the Period Ended February 28, 2015

Budget Assessment					
2014-2015					
	Budget	Forecast	Change		Material Variance Note
			\$ Increase (Decrease)	% Increase (Decrease)	
Grant Revenues					
Pupil Foundation	109,106,011	108,874,016	(231,995)	(0.2%)	
School Foundation	14,619,646	14,622,300	2,654	0.0%	
Special Education	27,404,537	27,463,217	58,680	0.2%	
Language Allocation	3,402,467	3,558,111	155,644	4.6%	
Learning Opportunities	3,074,400	3,061,011	(13,389)	(0.4%)	
Adult Education, Continuing Education	3,458,524	3,625,764	167,240	4.8%	
Teacher & DECE Q&E	20,535,060	21,025,187	490,127	2.4%	
Transportation	6,392,638	6,439,361	46,723	0.7%	
Administration and Governance	5,825,448	5,833,218	7,770	0.1%	
School Operations	19,528,372	19,629,719	101,347	0.5%	
First Nation, Metis and Inuit	351,722	344,096	(7,626)	(2.2%)	
Safe Schools Supplement	352,963	353,326	363	0.1%	
Temporary Accomodation	300,000	300,000	-	0.0%	
Community Use of Schools Grant	272,807	272,807	-	0.0%	
New Teacher Induction program	111,112	96,971	(14,141)	(12.7%)	
Declining Enrolment	616,576	398,008	(218,568)	(35.4%)	
Regular Operating On-going Grants	215,352,283	215,897,112	544,829	0.3%	
Grants for Capital Purposes					
Facilities Renewal	447,586	452,086	4,500	1.0%	
Debt Funding for Capital	5,419,672	5,533,000	113,328	2.1%	
Amortization of DCC	11,964,831	12,055,368	90,537	0.8%	
Total Capital Grants	17,832,089	18,040,454	208,365	1.2%	
Other Non-GSN Grants					
Continuing Education	2,094,635	2,175,035	80,400	3.8%	
Extra Programming Grants - Other	1,909,161	3,014,810	1,105,649	57.9%	a.
Total Non-GSN Grants	4,003,796	5,189,845	1,186,049	29.6%	
Non-Grant Revenue					
Continuing Education	2,253,583	2,311,367	57,784	2.6%	
Rentals	824,849	934,298	109,449	13.3%	
Interest	40,000	211,839	171,839	429.6%	b.
Tuition Fees	2,780,000	3,261,545	481,545	17.3%	
Other	3,480,639	4,553,413	1,072,774	30.8%	c.
Total Non-Grant Revenue	9,379,071	11,272,462	1,893,391	20.2%	
Total Revenue and Grants	246,567,239	250,399,873	3,832,634	1.6%	

Explanations of Material Grant Variances

- a. Increase due to new grants announced since Estimates budget prepared
- b. Increase due to timing of projects; cash remaining on hand longer
- c. Increase due to higher extended day registration and deferred revenues to offset computer purchase

Notes:

1. Budget is the 2014-2015 Estimates Budget as approved by the Board of Trustees in June 2014

Date: April 27, 2015
 To: Board of Trustees
 From: Director of Education
 Subject: Budget Update #3

Type of Report: Decision-Making
 Monitoring
 Incidental Information

Type of Information: Information for Decision Making
 Monitoring Information
 Information Only

Origin:

Board Executive Limitation IV007 dictates criteria to which staff must adhere in the preparation, planning and presentation of the budget. Budget planning typically commences in January and concludes with the presentation of the budget to the Trustees in early June. Administration requires an approved budget by the end of June in order to file the budget with the Ministry on time.

Management will provide 2015-2016 budget development progress updates to Trustees monthly commencing in March as per the Board approved budget consultation plan. The updates are to provide Trustees with information on the activities of the Budget Advisory Committee, progress on timing of the budget development and to inform Trustees of any pressures that may arise as the budget develops.

Policy Statement:

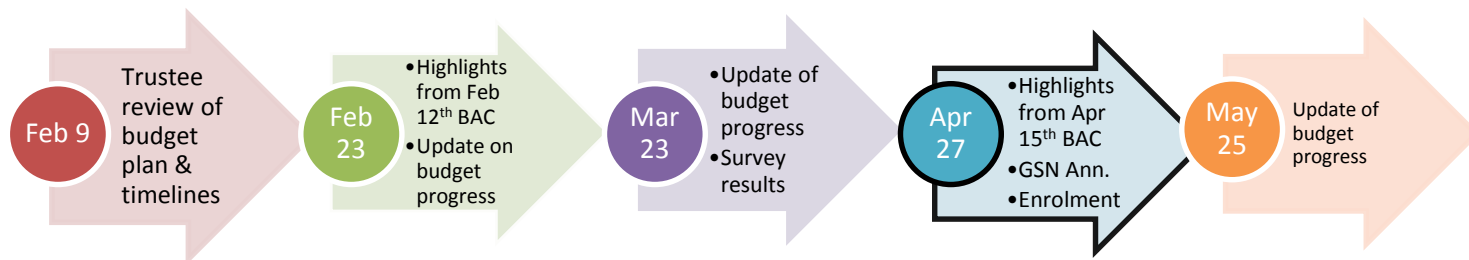
Board Policy IV 007 "Financial Planning/Budgeting"

"The CEO shall not...

1. Develop a budget without conducting a formal process for soliciting input on the needs and priorities of the system
5. Present a budget that has not met the criteria of timely, open, two-way sharing, and allowing sufficient time for decision-making

Background/Comments:

The 2015-2016 budget timeline to date:



Budget Advisory Committee Meeting #2: April 15, 2015

The Budget Advisory Committee met and discussed the following:

- GSN Announcement
- Enrolment scenarios were presented and chosen for Elementary and Secondary
 - Elementary: 14,295
 - Secondary: 5,965
- Budget Survey results were reviewed
- Budget preparation update regarding major changes were reviewed:
 - Revenues
 - Expenses
 - Capital

Budget Advisory Committee Meeting #3

The next Budget Advisory Committee is tentatively scheduled for May 12, 2015:

- Topics anticipated to be covered
 - Enrolment update
 - Review of budget as submitted to date

2015-2016 Grants for Student Needs (GSN) Announcement

The Ministry of Education held the annual GSN announcements on Thursday March 26, 2015. The attached document summarizes the contents of the related memos circulated by the Ministry. Grants were not reduced by 1 - 2% as Boards were advised to expect.

Overall budget development progress

The following updates budget progress since the last update to Trustees:

- Budget Advisory Committee has established enrolments for use in revenue projections
- EFIS, the Ministry reporting tool, has been released
 - Revenue projection calculations commenced
 - While the Ministry has provided revenue projections for the Board, actual revenues will only be known once the Board has completed its calculations. Variances should be expected
- Salary and benefit projections are almost complete
- All budgets have been submitted from budget holders

Upcoming

- Executive Council budget discussions: May 4th to 8th
- Budget Advisory Committee meeting: May 12th
- Budget Presentation to Trustees: June 1, 2015

Recommendation:

That the Board of Trustees receive this budget update as information on the progress of the 2015-2016 budget development process.

Prepared/Reviewed By: Laura Isaac
Senior Manager of Financial Services

Shesh Maharaj
Superintendent of Corporate Services and Treasurer

Michael Schmitt
Director of Education

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Memorandum

TO:

FROM: Shesh Maharaj, Superintendent of Corporate Services

DATE: March 31, 2015

SUBJECT: 2015-2016 Grants for Student Needs Announcement Summary (SB04, SB05, B09 and B07 Memos)

The Ministry of Education held the annual Grants for Student Needs (GSN) announcements on Thursday March 26, 2015. Summarized below are the contents of the announcement and the related memos circulated by the Ministry.

General:

- Total GSN funding for all boards is \$22.46 billion, which represents a 0.03% decrease over 2014-2015
- Per-pupil funding = \$11,451 vs \$11,424 for 2014-2015 (\$27 increase)
- Continued focus on accountability to ensure Boards are using particular grants for the intended purpose (i.e. Learning Opportunities Grant, the Safe and Accepting Schools Supplement and the School Board Administration and Governance Grant)

2015-2016 GSN changes

School Board Efficiencies and Modernization (SBEM):

- Announced in 2013 budget for multi-year phase in; commenced in 2014-15
- Continued implementation of the recommendations by SBEM Committee:
 - Boards need to make better use of school spaces;
 - Boards need a better process for Accommodation Reviews; and
 - Boards need capital investments to support SBEM initiatives
- These measures will result in changes to:
 - Top-up funding and benchmarks under the School Facility Operations and Renewal Grant;
 - ❖ Beginning of complete phase-out of Base Top-up funding
 - ❖ Reinvestment in benchmarks; increasing by \$3.23/m²

- ❖ Benchmark for renewal will increase by almost 4%
- ❖ For schools under 20 years old, the benchmark will increase from \$7.59/m² to \$7.89/m²;
- ❖ For schools 20 years old or older, the benchmark will increase from \$11.38/m² to \$11.83/m²
- ❖ the Ministry will phase in new criteria to determine distance eligibility for Enhanced Top-up funding – 10km for Elementary 20km for Secondary (from next closest facility)
- the School Foundation Grant;
 - ❖ The overall impact of this new method is a net investment in schools.
- the Declining Enrolment Adjustment
 - ❖ Beginning in 2015–16, the Ministry will be reducing this grant to encourage school boards to adjust more quickly to declining enrolment

Update on Community Hubs:

As part of the 2015–16 GSN consultations, the Ministry heard that using eligible excess school space as a community resource is an important element in the creation of a strong, vibrant and sustainable education system.

- develop a strategic framework to guide the development of an approach, which will include working across sectors and through partnerships, to enhance the use of community assets.
- the Ministry is prepared to make funding and other resources available to assist school boards with retrofitting and modifying facilities where a viable community hub partner has been identified.

Keeping up with Costs:

The Ministry will provide additional funding to allow boards to manage increasing operating costs:

- Funding for student transportation will be increased by 2%
 - 2% increase will be netted against any transportation surplus
- Funding for utilities will be increased by 7.3%
- Funding for non-staff school operations benchmark will be increased by 2%

Labour Framework Changes:

- Collective agreements expired August 31, 2014
- Existing terms and conditions of expired collective agreements have continued except those terms and conditions which had specific dates attached
 - Salaries will continue to be frozen at current rates; movement along the grid for those not at the top will continue to be allowed (Teachers on 97th day)

Employer Bargaining Agent Fees Regulation:

- Trustees' Associations are the statutory central employer bargaining agents for school boards in central negotiations with teachers' federations and unions
- Beginning in 2015–16, boards will be provided with the funding necessary to support the labour relations activities of their respective Trustees' Associations.

Special Education Funding Change:

- The Ministry will continue to eliminate the legacy HNA per-pupil amounts, which will be funded at 50%

- To provide stability to school boards and to mitigate projected enrolment declines in 2014–15 and 2015–16, the Ministry will hold the provincial HNA total at \$1.05B during this four-year transition
- Mental Health Leader will continue to be funded through the GSN
- Education Programs in Care and/or Treatment, Custody and Correctional Facilities
 - Potential funding available, on an application basis, to address service pressures that have emerged in relation to identified system and local needs

School Board Administration Funding:

- 2015–16 is the second year of the four-year phase in which was adjusted to better reflect the administrative requirements of Boards

Benefits Benchmarks:

- Continued reduction of 0.167% in the benefits funding benchmarks as part of the phase-out of retirement gratuities

Capital Funding:

- Ministry will continue to fund School Condition Improvement (SCI) for renewal needs and temporary accommodation for portable moves, leases etc. Funding will double for 2015-16 and 2016-17 in response to school Board needs
- Further enveloping of funding with less flexibility in use. Boards will be required to direct 80% of funding to key building components and systems (i.e HVAC); remaining 20% can be used to address other locally identified needs

Funding in addition to GSNs (Education Programs Other (EPOs)):

- EPO announcement reflected \$1.582M (2014-15 \$1.158M) for the Board to receive. These are mainly existing EPOs that the Board receives; only new initiative announced was a grant for Technology for Learning
- Further funds will be received throughout the year as the Ministry determines new initiatives and priorities

Board of Trustees' Meeting

A public meeting of the Board of Trustees was held on Monday, March 23, 2015 at the Waterloo Region Catholic Education Centre.

Trustees Present:

Joyce Anderson; Bill Conway; Manuel da Silva (Chair); Amy Fee; Frank Johnson; *Wendy Price; **Greg Reitzel; Brian Schmalz; Melanie Van Alphen

*attended electronically; **attended by teleconference

Student Trustees Present:

Karen Hakim; Maria Paz Rodriguez

Administrative Officials Present:

Michael Schmitt; Gerry Clifford; David DeSantis; Derek Haime; Maria Ivankovic; Shesh Maharaj; Laura Shoemaker; John Shewchuk

Special Resources For The Meeting:

Laura Isaac

Regrets:

Recorder:

Barb Pilsner, Executive Administrative Assistant

NOTE ON VOTING: Under Board by-law 5.7 all Board decisions made by consensus are deemed the equivalent of a unanimous vote. A consensus decision is therefore deemed to be a vote of 9-0. Under Board by-law 5.11 every Trustee "shall vote on all questions on which the Trustee is entitled to vote" and abstentions are not permitted.

1. Call to Order:

The Chair of the Board called the meeting to order at 6:05 p.m.

1.1 Opening Prayer & Memorials

The meeting opened with prayer by F. Johnson. Intentions were offered for the family of Nancy Gruhle (assistant at St. Margaret) who passed away, Dianne Moser (former trustee and Chair) whose mother passed away and to keep those with family and friends who are aging in our prayers.

1.2 Approval of Agenda

2015-36 -- It was *moved* by **A. Fee** and *seconded* by **B. Conway**:

THAT the agenda for March 23, 2015 be now approved. --- Carried by consensus.

1.3 Declaration of Pecuniary Interest

1.3.1 From the current meeting – NIL

1.3.2 From a previous public or in-camera meeting – 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)

2.1 SEAC Membership – revise membership list to add Melanie Van Alphen, Amy Fee and remove Joyce Anderson.

2.2 Board Report Summer Hours 2015

2.3 2015-16 Budget Update #2

2.4 Ministry 2015-16 Grants for Student Needs

2015-37 -- It was *moved* by **B. Schmalz** and *seconded* by **J. Anderson**:

THAT the Consent Agenda Director of Education and the recommendations contained therein be now approved. --- Carried by consensus

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

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Minutes of Board meeting of February 23, 2015

3.1.2 Minutes of SEAC meeting of February 4, 2015

3.1.3 Items for Action from Previous In-camera meeting of March 23/15 related to Awards and RFP

2015-38 -- It was *moved* by **B. Conway** and *seconded* by **M. Van Alphen**:

*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 Supervised Alternative Learning (SAL)

D. DeSantis introduced Fran Baker, SAL/Attendance Counsellor.

F. Baker advised the Ministry replaced SALEP (Supervised Alternative Learning for Excused Pupils) with SAL (Supervised Alternative Learning and Other Excusals from Attendance at School) February 2011. Requirements are set by the Ministry.

Students aged 14-17 participate in work, studies and other activities approved by the SAL committee and are regularly monitored monthly. A site visit takes place prior to the student beginning activity (work/volunteer). The Plan includes a transition plan for the student to return to school or next steps.

5.2 Solar Panel Update

S. Maharaj provide trustees with an update on the status of the solar panels being installed on several schools.

5.3 2015-16 Budget Update

L. Isaac advised of potential reductions to the 2015-16 budget due to declining enrolment and the release of the Grants for Student Needs (GSNs) at the end of March. Further updates will be provided.

5.4 APA002 Secondary School Admissions

D. DeSantis outlined changes to the secondary admissions policy and the process administrators will follow regarding requests for exemptions from religious education courses and/or activities of a religious nature.

5.5 APC012 Suspensions and Expulsions

D. Haime advised the revised memo is a consolidation of five administrative procedures memos. He will provide a report on suspension data at an upcoming meeting.

6 Ownership Linkage (Communication with the External Environment)

7 Actions From Board Committees/Task Forces

7.1 Student Trustee Report and Presentations

K. Hakim and M. Paz Rodriguez reported on the leadership conference to be held at The Museum on April 21st. Further Information will be sent to the trustees.

7.2 Quarterly Budget Update March 2015

M. da Silva advised this is an update on the current status of the trustees' budget.

8 Board Education (at the request of the Board)

8.1 On-line Modules – Good Governance for School Boards

M. Schmitt said trustees are aware that OCSTA applied for money from the Ministry and the modules are now available to take on-line at no charge.

8.2 Good Governance 2014

Trustees discussed Chapter 11 and 12 in small groups and identified the areas of importance in each chapter as a

whole board. G. Reitzel left the meeting at 7:10 p.m.

9 Policy Discussion

10 Assurance of Successful Board Performance

10.1 Board Policy II 008 Chairperson's Role

Trustees discussed whether they were in compliance for this policy.

2015-39 -- It was *moved* by **J. Anderson** and *seconded* by **F. Johnson**:

THAT the Board of Trustees reviewed Policy II 008 Chairperson's Role and find we are in compliance. --- Carried by consensus

10.2 Is There a Need to Review This Policy?

Trustees agreed there is a need to review this policy. The policy will be sent to Governance to look at the increased role of the Chair/Vice-chair in revised policy II 007 Board Members' Code of Conduct.

10.3 Board Policy II 013 Cost of Governance

Trustees discussed whether they were in compliance for this policy.

2015-40 -- It was *moved* by **B. Schmalz** and *seconded* by **A. Fee**:

THAT the Board of Trustees reviewed Policy II 013 Cost of Governance and find we are in compliance. --- Carried by consensus

10.4 Is There a Need to Review This Policy?

Trustees agreed there is a need to review this policy. Trustees will discuss professional development training at Committee of the Whole in April.

10.5 Board Policy II 014 Trustee Expenses

2015-41 -- It was *moved* by **J. Anderson** and *seconded* by **B. Conway**:

THAT the Board of Trustees reviewed Policy II 014 Trustee Expenses and find we are in compliance. --- Carried by consensus

10.6 Is There a Need to Review This Policy?

Trustees agreed there is no need to review this policy

10.7 Board Policy III 005 Monitoring CEO Performance

Trustees discussed monitoring the CEO performance.

2015-42 -- It was *moved* by **F. Johnson** and *seconded* by **M. Van Alphen**:

THAT the Board of Trustees reviewed Policy III 005 Monitoring CEO Performance and find we are not in compliance and excused themselves until the next monitoring. --- Carried by consensus

10.8 Is There a Need to Review This Policy?

Trustees agreed there is a need to review this policy. The policy will be sent to Governance for discussion on monitoring reports and the inclusion of the multi-year strategic plan.

11 Assurance of Successful Director of Education Performance

11.1 Monitoring Reports & Vote on Compliance

11.1.1

12 Potential Agenda Items

12.1 Trustee Inquiry Report from the CEO

12.2 Shared Concerns

13 Announcements

13.1 The following reports are posted on the Board web page: www.wcdsb.ca

- a) Minutes of SEAC Meetings
- b) Minutes of Parent Involvement Committee Meetings

13.2 Upcoming Meetings/Events (all scheduled for the Catholic education Centre unless otherwise indicated):

13.3 Pending Items:

- Look at building our rural population
- Consider a committee to review the boundaries for future consideration

13.4 Pending Items for OCSTA Consideration

14 Items for the Next Meeting Agenda

15 Adjournment – Confirm decisions made tonight. Closing Prayer

The Recording Secretary confirmed the meeting decisions.

16 Motion to Adjourn

2015-44 -- It was *moved* by **F. Johnson** and *seconded* by **B. Conway**:

THAT the meeting be now adjourned.

The meeting was adjourned by consensus at 7:51 p.m.

Chair of the Board

Secretary



SEAC Committee Meeting Minutes

Date & Time:	Wednesday, February 4, 2015 6:00 pm
Location:	Catholic Education Centre
Next Meeting:	Wednesday, March 4, 2015
Committee Members: Melanie Van Alphen, Amy Fee, John Spinak, John Gilbert, Frank Thoms, Rhonda Ruetz, Kim Murphy, Jeanne Gravelle, Zina Bartolotta	
Administrative Officials: Laura Shoemaker, John Klein	
Regrets:	

1. Opening Prayer Welcome: Laura Shoemaker opened with a prayer.	L. Shoemaker
2. Approval of Agenda Motion by: Frank Thoms Seconded: Amy Fee	
3. Declared Pecuniary Interest	None
4. Approval of the Minutes <ul style="list-style-type: none"> January 7, 2015 Motion by: Amy Fee Seconded: Kim Murphy Approved with amendments.	
5. School System Operational Business <p>5.1 IEP/Assessments Brenda Hunniford and Sharon Adie presented the WCDSB IEP development process. See handouts.</p> <p>5.2 Special Needs Strategy John Klein provided an updated presentation on this topic. See handout. See Waterloo Region Special Needs Strategy Planning Table (issue #1).</p> <p>5.3 SEAC Information Sharing Through Google Drive will be revisited.</p>	B. Hunniford/ S. Adie J. Klein J. Gravelle

5.4 Introduction to Parents with Special Needs Children Entering the System Review will be investigated further.	F. Thoms
5.9 Ministry Updates 1. Nil	
6. SEAC Committee Functions	
7. Association Updates/Conference Sharing (20 minutes) WRFN is hosting a workshop "Let's Talk About Housing " Session on: Wednesday, Feb 11, 2015 WRFN's Family Fun day had 90 participants. Waterloo Region Museum is having a Wine Tasting event and cost is \$50.00	
8. Policy Advice to the Board None provided	
9. Pending Items	
10. Adjournment Motion by: Zina Bartolotta Seconded: Amy Fee	
11. Action Items Place Holder	



Date: April 27, 2015
To: Board of Trustees
From: Michael Schmitt, Director of Education and David DeSantis, Superintendent of Learning, Student Success
Subject: School Year Calendar 2015-2016

- 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)

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

Background/Comments:

Regulation 304 provides that school boards are required to prepare, adopt and submit to the Minister on or before the first day of May, the school year calendar(s) to be followed by the schools in their jurisdiction for the subsequent school year.

School Boards are required to identify a minimum of 194 school days between September 1, 2015 and June 30, 2016, of which a minimum of 4 and a maximum of 6 days may be identified as PD days, 2 of which must be for Ministry priorities. The remaining school days shall be instructional days. Boards may designate up to ten instructional days as examination days. With Labour Day on September 7th, there are only 193 possible school days occurring after Labour Day. To meet the provincial regulation requirements, while permitting students to return to class after Labour Day, one professional activity day is scheduled before September 7th.

In the preparation of the 2015-2016 School Year Calendar, representatives from the following groups were asked to provide input:

- OECTA, CUPE, PASS, APSSP, OSSTF, Unifor
- Waterloo Catholic Administrators' Associations
- Learning Services Department
- Senior Administration
- Catholic Parent Involvement Committee
- Special Education Advisory Committee

Consultation with representatives from WRDSB also took place in the development of the 2015-2016 school year calendar.

The following charts outline Professional Activity Days and Examination Days.

Elementary P.A. Days 2015-2016

September 3, 2015	Designation: ½ Ministry Priority / ½ SIPSA Focus: Developing and Implementing Board and School Improvement Plans
September 18, 2015	Designation: Faith Day Focus:
November 13, 2015	Designation: Ministry Priority Focus: Student Achievement in Numeracy
January 29, 2016	Designation: Elementary Reporting Focus:
April 22, 2016	Designation: ½ OECTA / ½ Ministry Priority Focus: TBD/Assessments and Evaluations for, as, and of Learning
June 30, 2016	Designation: Elementary Reporting Focus:

Elementary Report Card Distribution Dates

<i>Elementary Report Card Distribution Dates Report</i>	<i>Principal to Request not sooner than:</i>	<i>Report Cards sent home:</i>	
Progress Report	October 23, 2015	November 3, 2015	Parent/Student/Teacher conferencing will be on November 5, 2015
Term 1	February 4, 2016	February 18, 2016	
Term 2	June 9, 2016	June 23, 2016	

Secondary P.A. Days 2015-2016

September 3, 2015	Designation: ½ Ministry Priority / ½ SIPSA Focus: Developing and Implementing Board and School Improvement Plans
September 18, 2015	Designation: Faith Day Focus:
November 13, 2015	Designation: Ministry Priority Focus: Student Achievement in Numeracy
February 3, 2016	Designation: OECTA Focus:
April 22, 2016	Designation: ½ Secondary OECTA / ½ Ministry Priority Focus: TBD/Assessments and Evaluations for, as, and of Learning
May 20, 2016	Designation: Secondary School Priorities Focus:

Secondary School Examination Days

TBD	Student / Parent / Teacher Conference
January 27, 28, 29, February 1, 2	Final Evaluations Semester 1
TBD	Student / Parent / Teacher Conference
June 24, 27, 28, 29, 30	Final Evaluations Semester 2

Recommendation:

The Board of Trustees approve the 2015-2016 School Year Calendar.

Prepared/Reviewed By: Michael Schmitt David DeSantis
Director of Education Superintendent of Learning, Student Success

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

**WATERLOO CATHOLIC DISTRICT SCHOOL BOARD
School Year Calendar – 2015-2016**

ELEMENTARY SCHOOLS

Legend: B – Board Designated Holiday for Students and Teachers

H – Statutory School Holiday

P – Professional Activity Day

	Number of Professional Activity Days	Number of Instructional Days	1st Week					2nd Week					3rd Week					4th Week					5th Week					
			M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
September	2	16		1	2	3	4	H	8	9	10	11	14	15	16	17	18	P	21	22	23	24	25	28	29	30		
						P	B	H									P											
October	0	21				1	2	5	6	7	8	9	12	13	14	15	16		19	20	21	22	23	26	27	28	29	30
													H															
November	1	20	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20		23	24	25	26	27	30				
												P																
December	0	14		1	2	3	4	7	8	9	10	11	14	15	16	17	18		21	22	23	24	25	28	29	30	31	
																			B	B	B	B	H	B	B	B	B	
January	1	19					1	4	5	6	7	8	11	12	13	14	15		18	19	20	21	22	25	26	27	28	29
							H																				P	
February	0	20	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19		22	23	24	25	26	29				
													H															
March	0	16		1	2	3	4	7	8	9	10	11	14	15	16	17	18		21	22	23	24	25	28	29	30	31	
													B	B	B	B	B						H	H				
April	1	20					1	4	5	6	7	8	11	12	13	14	15		18	19	20	21	22	25	26	27	28	29
																							P					
May	0	21	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20		23	24	25	26	27	30	31			
																			H									
June	1	21			1	2	3	6	7	8	9	10	13	14	15	16	17		20	21	22	23	24	27	28	29	30	
							P																					
Total	6	188																										

**WATERLOO CATHOLIC DISTRICT SCHOOL BOARD
School Year Calendar – 2015-2016**

SECONDARY SCHOOLS

Legend: B – Board Designated Holiday for Students and Teachers

H – Statutory School Holiday

P – Professional Activity Day

	Number of Professional Activity Days	Number of Instructional Days	1st Week					2nd Week					3rd Week					4th Week					5th Week					
			M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
September	2	16		1	2	3	4	H	8	9	10	11	14	15	16	17	18	P	21	22	23	24	25	28	29	30		
						P	B	H									P											
October	0	21				1	2	5	6	7	8	9	12	13	14	15	16		19	20	21	22	23	26	27	28	29	30
													H															
November	1	20	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20		23	24	25	26	27	30				
												P																
December	0	14		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		
																		B	B	B	B	H	B	B	B	B		
January	0	20					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	
							H																	E	E	E		
February	1	19	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29					
			E	E	P								H															
March	0	16		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		
													B	B	B	B	B					H	H					
April	1	20					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	
																						P						
May	1	20	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				
																	P	H										
June	0	22			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		
																						E	E	E	E	E		
Total	6	188																										



Date: April 27, 2015
To: Board of Trustees
From: Director of Education
Subject: Suspension Data

- Type of Report:**
- Decision-Making
 - Monitoring
 - Incidental Information
- Type of Information:**
- Information for Decision Making
 - Monitoring Information
 - Information Only

Origin:

The following report is a presentation of WCDSB suspension statistics for the 2009-2010 school year through to the 2013-2014 school year.

Policy Statement:

- *Education Act: 306-311; Regulations: 37/01 (2), 106/01*
- Ministry Policy & Procedures Memoranda 120, 128,130, 141, 142, 144, 145,
- *Safe Schools Act (2000) (2009): 309-312*
- *Bill 13, Accepting Schools Act (2012)*
- *Bill 157, Keeping Our Kids Safe at School Act (Feb.1, 2010)*
- Ontario Catholic School Graduate Expectations
- Board Governance I.001: Ends

Background/Comments:

By collecting, analyzing and sharing data with respect to suspensions, the Director, Supervisory Officers, Trustees, Parents, Principals and Vice-Principals, Support Staff, Safe Schools Action Teams and Teachers can make evidenced-informed decisions that will continue to build and sustain positive school climates and promote positive student behavior. From a system level perspective, the data permits measurement of progress in areas of concern, identification of needs or issues, and assists with monitoring, reviewing and evaluating the effectiveness of board policies, procedures and practices. A steady decline in the number of suspensions and the number of students suspended has continued since the 2009-2010 school year which indicates that board policies, procedures and practices have continued to be effective. This report on Suspension data is to be presented to the board on an annual basis.

Recommendation:

For information.

Prepared/Reviewed By: Michael Schmitt
Director of Education

Derek Haime
Superintendent of Learning

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

WCDSB 2013-2014

F M Total

Total #Suspensions	257	738	995
Total #Students	150	406	556

WCDSB 2012-2013

F M Total

Total #Suspensions	277	1,095	1,372
Total #Students	177	572	749

WCDSB 2011-2012

F M Total

Total #Suspensions	339	1,213	1,552
Total #Students	191	600	791

WCDSB 2010-2011

F M Total

Total #Suspensions	418	1,383	1,801
Total #Students	236	682	918

WCDSB 2009-2010

F M Total

Total #Suspensions	483	1,512	1,995
Total #Students	271	730	1,001



Date: April 27, 2015
To: Board of Trustees
From: Gerry Clifford, Superintendent of Learning
Subject: Extended Day Programs

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

- O. Reg. 225/10 – Extended Day Programs
- MOE Memo EL12 – Regulatory Amendments for Full-Day Junior Kindergarten and Kindergarten and Extended Day Programs

Background

1. The Extended Day program is an integral part of the Full-Day Early Learning-Kindergarten program and is led by registered Early Childhood Educators (ECE). The Extended Day program is funded by parent fees, set on a cost-recovery basis. The Extended Day program is optional for parents and offered by boards only where there is sufficient demand to make the program viable.
2. The Ministry of Education sets mandatory viability at an enrollment of 20 children from JK to grade 6.

Comments

1. Parental Interest
As required by the Ministry of Education, parent surveys and information brochures were distributed to parents of children currently enrolled in grades JK-5 and to parents registering their children for junior kindergarten.
2. Program Options
Parents were asked to indicate the days per week they wish to enroll their child, and which of the program options they required, i.e.:
 - a. Before school only
 - b. After school only
 - c. Both before and after school
3. Non-Instructional Days
Non-Instructional days such as PA days, Christmas and March Break are a part of the regular registration process for parents. The cost of this program would be \$24.00 per day if both before and after schools programs are used on non-instructional days, otherwise parents will only be charged the fee for the program they have regularly registered for (i.e. just before school).
4. Fee Calculation
Fees were calculated using the Ministry template. The daily fee was established at \$24.00 per day, this includes PA days, Christmas and March Break. Before and after school daily fees are prorated based on bell times at each individual school.

5. Registration Response

- a. The need for the Extended Day program was not viable at 20 schools, they are as follows:

Blessed Sacrament, Kitchener	St. Francis, Cambridge
Christ the King, Cambridge	St. Gregory, Cambridge
Holy Rosary, Waterloo	St. Joseph, Cambridge
John Sweeney, Kitchener	St. Kateri Tekakwitha, Kitchener
Our Lady Fatima, Cambridge	St. Luke, Waterloo
St. Agatha, St. Agatha	St. Margaret, Cambridge
St. Augustine, Cambridge	St. Matthew, Waterloo
St. Bernadette, Kitchener	St. Michael, Cambridge
St. Boniface, Maryhill	St. Peter, Cambridge
St. Clement, St. Clements	St. Vincent de Paul, Cambridge

- b. 23 schools that were deemed viable last year continue to be viable this coming school year. Two additional schools were deemed viable based on sufficient interest in the Extended Day program. A total of 25 schools are as follows:

Blessed Mother Theresa, Cambridge	St John, Kitchener
Canadian Martyrs, Kitchener	St Teresa, Kitchener
Holy Family, New Hamburg	St. Agnes, Waterloo
Holy Spirit, Cambridge	St. Aloysius, Kitchener
Monsignor Haller, Kitchener	St. Daniel, Kitchener
Our Lady of Grace, Kitchener	St. Dominic Savio, Kitchener
Saint John Paul II, Kitchener	St. Elizabeth, Cambridge
Sir Edgar Bauer, Waterloo	St. Gabriel, Cambridge
St Anne, Cambridge	St. Mark, Kitchener
St Anne, Kitchener	St. Nicholas, Waterloo
St Brigid, Ayr	St. Timothy, Kitchener

Our Lady of Lourdes, Waterloo (After school program only)
 St Teresa of Avila, Elmira (After school program only)
 St. Paul, Kitchener (After school program only)

Budget Implications:

The daily base fee has been developed to ensure the board is able to operate the Extended Day program on a cost recovery basis.

A fee-for service contract will continue with the Region of Waterloo. The Region will collect fees from parents on behalf of the board and reimburse the board on a quarterly basis.

Conclusion

1. Elementary Administrators and parents at the 20 unviable schools will be notified that there will be no Extended Day program for the 2015-2016 school year.
2. Staffing models will be developed to accommodate program supervision and the possible need for part-time Early Childhood Educators or Assistant DECE's in the after-school only programs.

Recommendation:

That the Board of Trustees receives the 2015-2016 schools offering Extended Day Programs.

Prepared/Reviewed By: Gerry Clifford
 Superintendent of Learning

Michael Schmitt
 Director of Education



Date: April 27, 2015
To: Board of Trustees
From: Director of Education
Subject: APB 006 Fraud and Accountability Management

- 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)

Policy I 001 Ends
Executive Limitation IV Asset Protection
WCDSB Professional Standards of Ethics

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

The Waterloo Catholic District School board is committed to an organizational culture that operates with integrity and promotes responsibility, ethical behaviour, excellence, and accountability with respect to all decisions and practices.

Background/Comments:

It was discovered through a recent incident report that the Administrative Procedure as written was not forthright in its statements regarding who would receive the incident report. A dual reporting mechanism was in place; however, this practice was not clearly delineated in the AP.

The Administrative Procedure has now been clarified to state that “all reports received by the independent third party are summarized into an official incident report and sent directly to the Internal Audit Officer and to the Regional Internal Audit Manager (dual reporting) via secure email. Dual reporting ensures that a full, confidential investigation may continue should either of the Internal Audit Officer or Regional Internal Audit Manager have a direct conflict of interest in the matter being reported, or where the Internal Audit Officer is unavailable for urgent matters.”

The revised APB 006 ensures that the practice is now stated clearly in the Administrative Procedure.

Recommendation:

For information.

Prepared/Reviewed By: Michael Schmitt
Director of Education

Shane Durham
Internal Audit Officer

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



Administrative Procedures Memorandum

APB 006

Fraud and Accountability Management

DATE OF ISSUE: April 24, 2013
Revised: April 2015

MEMO TO: All Staff

FROM: Director of Education

PURPOSE

The Waterloo Catholic District School Board (“WCDSB” or “the Board”) is committed to an organizational culture that operates with integrity and promotes responsibility, ethical behaviour, excellence, and accountability with respect to all decisions and practices. This memorandum will serve as a guide to employees, citizens, and other parties on reporting any suspicious Board activity.

REFERENCES

- The Criminal Code of Canada (RS., 1985, c. C-46)
- The Education Act
- Board Policy II 007 *Board Members’ Code of Conduct*
- Executive Limitation IV *Asset Protection*
- APC 017 *Code of Conduct*
- APS 008 *Conflict of Interest*
- APS 043 *Conflict of Interest, Nepotism and Cronyism Hiring/Supervision*
- APS 024 *Employee Workplace Harassment and Discrimination Prevention*
- *WCDSB Professional Standards of Ethics*
- *Broader Public Sector (BPS) Procurement and Expense Directives*

FORMS

- N/A

APPENDICES

- Appendix A – Frequently Asked Questions

DEFINITIONS

Wrongdoing: For the purposes of this administrative procedure, “wrongdoing” is used to refer collectively to illegal or inappropriate conduct. Wrongdoing includes but is not limited to:

- Fraud as defined in the Criminal Code of Canada (s. 380 (1))

- Misappropriation of funds, supplies, resources, or other assets
- Irregular and/or improper accounting, internal controls, or auditing practices or conduct
- Conflicts of interest (personal or otherwise) influencing the objectives and decision-making of one's duties
- An actual or suspected violation or contravention of any federal or provincial law, regulation, WCDSB policies or administrative procedures
- Conduct or practices that present a danger to the health, safety, or well-being of the WCDSB's students, employees, or other parties, where applicable
- Unprofessional conduct or conduct that contradicts WCDSB's *Professional Standards of Ethics*

The above list is not exhaustive but is intended to provide guidance to individuals as to the kind of conduct which constitutes wrongdoing under this administrative procedure. Employees who are in doubt as to the whether a concern is an improper activity should attempt to contact their immediate supervisor or the Internal Audit Officer prior to reporting any wrongdoing. Other stakeholders are encouraged to report any perceived wrongdoings to the **WCDSB Fraud and Accountability Line**.

Conflicts of Interest: Arises when a person is influenced by private or personal considerations when doing his or her job. Thus, decisions are made for the wrong reasons. Perceived conflicts of interest, even when the right decisions are being made, can be as damaging to the reputation of the Board and the individuals involved, as an actual conflict of interest.

Complainant: Any person (employee, citizen, or other party) who reports his or her complaint or concerns of questionable or illicit activity in an attempt to have the activity brought to an end.

Good Faith: Is evident when a report is made without malice or consideration of personal benefit and the employee has a reasonable basis to believe that the report is true; provided, however, a report does not have to be proven to be true to be made in good faith. Good faith is lacking when the disclosure is known to be malicious or false.

WCDSB Fraud and Accountability Line: an independent third party hotline service that allows concerned individuals to anonymously report issues and concerns in a secure, multi-lingual, 24 hour/365 days a year manner via telephone or through the web.

General Administrative Statements

This administrative procedure applies to all employees and other parties to the WCDSB, insofar as they are providing services to the WCDSB.

The WCDSB is committed to providing an environment in which students can learn and develop to their full potential with the assurance that all parties engage in ethical practices at all times.

Individuals who have concerns with respect to alleged breaches of a collective bargaining agreement, concerns with respect to a child's education, or harassment situations should follow the existing procedures and protocols to report these types of circumstances.

Reporting wrongdoing assists the Board in maintaining public confidence in the services it provides to all stakeholders of the WCDSB community.

COMMENTS AND GUIDELINES

Identification

All employees and other parties of the WCDSB have the responsibility to report immediately any actual or suspected wrongdoing that has occurred, is occurring, or is likely to occur in accordance with this administrative procedure.

Employees who believe they have witnessed or have knowledge of a wrongdoing are encouraged to speak directly with the Chair of the Board, their immediate supervisor, Executive Officer of Human Resource Services, Senior Management, or the Internal Audit Officer.

If a complainant cannot address the issue directly with an appropriate Board employee, they should access the

WCDSB Fraud and Accountability Line to file a statement. Other stakeholders are encouraged to report any perceived wrongdoings directly to the WCDSB Fraud and Accountability Line.

Confidentiality

All reported complaints will be treated as confidential, whether received anonymously or otherwise. In cases where the complainant has chosen to leave their name and contact details, the identity of the complainant will not be implicated or divulged to anyone unless his or her express permission has been obtained to do so except under circumstances where disclosure is required by law. When wrongdoings are reported to the Waterloo Region Police Services ("WRPS"), taken through an arbitration process, or court proceedings, these circumstances may require disclosure of the identity of the complainant.

Incident Reporting

All reports received by the independent third party are summarized into an official incident report and sent directly to the Internal Audit Officer and to the Regional Internal Audit Manager (dual reporting) via secure email. Dual reporting ensures that a full, confidential investigation may continue should either of the Internal Audit Officer or Regional Internal Audit Manager have a direct conflict of interest in the matter being reported, or where the Internal Audit Officer is unavailable for urgent matters. The Internal Audit Officer is the primary investigator for all reports, however where either of the above situations exists, the investigation will be deferred to the Regional Internal Audit Manager.

All investigators are bound by the confidentiality requirements as set out in this AP memo.

Investigation

If the Internal Audit Officer determines that the reported wrongdoing merits further attention, they will open a file and commence an investigation. If it is determined that the reported wrongdoing applies to another administrative procedure or process (i.e. employee performance), it will be referred to the appropriate process. All disclosures will be discretely investigated by the Internal Audit Officer, or where applicable, the Regional Internal Audit Manager who has the discretion to perform the investigation themselves or designate an independent member of the Regional Internal Audit Team.

Investigations will be conducted in a timely manner. The timeframe in which investigations are completed will vary depending on the complexity of the issues raised and/or the need to interview witnesses. All individuals, named or interviewed in the course of the investigation are required to keep information regarding the investigation strictly confidential. Any individual who does not keep information strictly confidential in accordance with the provisions of this administrative procedure shall be found in breach of this administrative procedure and may be subject to disciplinary measures.

It is expected that all stakeholders will cooperate with the investigator and not obstruct or impede any investigation.

Communications and Reporting

At the conclusion of any investigation, the investigator will document and prepare a confidential report on the reported incident, investigative procedures, findings, and results of the investigation.

The Internal Audit Officer or where applicable, the Regional Internal Audit Manager will report regularly to the Board's Audit Committee on the investigations carried out, and any actions taken.

False and Malicious Allegations

It is expected that employees and other parties will make reports of wrongdoing in good faith. It is important to realize WCDSB will take any reported wrongdoing by stakeholders which prove to have been made frivolously, maliciously, or knowingly false very seriously. WCDSB will regard the making of any deliberately frivolous, malicious, or false allegations by any employee of the Board as a serious offence and may impose disciplinary measures as it deems appropriate.

Safe Disclosure: Prevention of Retaliation, Discrimination, and Harassment

WCDSB will not tolerate any type of retaliation, discrimination, adverse consequences or harassment for making a good-faith report in accordance with this administrative procedure or those seeking guidance on how to handle a potential wrongdoing, or assisting with the investigation of a reported wrongdoing.

Breaches of this Administrative Procedure

Any violations of this Administrative Procedure may result in discipline, up to and including, termination of employment.

Third Party Contact Information

Suspected or actual wrongdoings can be reported confidentially at any time through the WCDSB Fraud and Accountability Line by accessing the following:

Toll Free: 1-877-627-7410

Online: https://www.claimsalert.ca/ethics_login.php

Login ID: wcdsb

Both are available 24 hours a day, seven days a week.

Frequently Asked Questions

What is the WCDSB Fraud and Accountability Line?

The WCDSB Fraud and Accountability Line is an additional mechanism for concerned individuals to confidentially report actual or suspected instances of wrongdoing by employees and others who do business with the Board.

Who can use the WCDSB Fraud and Accountability Line?

The WCDSB Fraud and Accountability Line is open to all employees and citizens of the Region of Waterloo, but complainants need to use the channels of reporting available to them under various policies, procedures, and collective agreements as a first course of action, if they have a concern.

Why does the WCDSB need a Fraud and Accountability Line?

As a publicly funded organization, WCDSB is committed to the principles of strong corporate governance combined with the highest levels of openness, honesty, and accountability. The WCDSB Fraud and Accountability Line is a part of the Board's on-going effort to protect its revenue, property, information, and other assets from any acts of waste, fraud, or wrongdoing by employees and others.

Was there a specific incident that sparked the establishment of the WCDSB Fraud and Accountability Line?

There was no specific incident that caused the establishment of the line. The Board wanted to make sure it was following leading practices by strengthening the mechanisms it had in place around reporting waste, fraud, and wrongdoing. The WCDSB Fraud and Accountability Line demonstrates to the tax payers in the Region of Waterloo that we are using their tax dollars wisely and providing services in an ethical manner.

What can be reported to the WCDSB Fraud and Accountability Line?

The purpose of the WCDSB Fraud and Accountability Line is to provide an additional way for employees and the citizens of the Region of Waterloo to report actual or suspected instances of wrongdoing.

What cannot be reported to the WCDSB Fraud and Accountability Line?

The WCDSB Fraud and Accountability Line is not the place to air personal grievances, report performance issues, or other day-to-day workplace concerns. Supervisors continue to be the contact for these matters. The line is also not the place to report a need for any services (i.e. building maintenance, repairs, etc.), concerns over a child's education, or to request information about the Board's operations.

How can I report an actual or suspected case of wrongdoing?

Report the actual or suspected case using the channels of reporting provided under the various policies, procedures, and collective agreements. If this is not possible because of the circumstance, you can report the incident to the independent WCDSB Fraud and Accountability Line:

Toll Free: 1-877-627-7410

Online: https://www.claimsalert.ca/ethics_login.php

Login ID: wcdsb

Can I make an anonymous report?

You can report anonymously by accessing the toll free number or using the website of the WCDSB Fraud and Accountability Line operated by an independent third party. It should be noted that the WCDSB Fraud and Accountability Line can only act on anonymous reports where sufficient information is provided to carry out a complete investigation.

What information should I provide when making a report?

You need to provide as much information and detail as possible in your report. If an individual chooses to make an anonymous report, at minimum you should answer the following questions:

- What happened (any details no matter how small could be helpful)?
- Who was involved (either names or positions)?
- Where did the situation occur (specific location)?

- When did the situation occur (specific date and time)?
- How did the situation happen (provide any proof or evidence you may have)?

What if I forgot to provide critical information or obtained additional relevant information subsequent to my complaint?

For your reference, you are given a call identification number if you wish to call back and add additional information. The call identification number will link the information to the previous report. There is no identification number for issues reported via the website.

What will happen to my report once it is received?

A preliminary assessment will be made of all reported incidents and provided there is enough information to proceed an investigation will commence. If there is insufficient information to proceed and the report was made anonymously no investigation can be completed. Where contact information was provided the designated investigator will attempt to obtain enough information to investigate or resolve the matter.

How will I know if my report is being acted on?

All reports received will be reviewed and investigated by designated Board staff. The third party line cannot report directly to you the progress of the investigation because of privacy and legal considerations. The Internal Audit Officer will also present regular reports on the WCDSB Fraud and Accountability Line to the Audit Committee, which will provide general statistical information on allegations received but will not provide detailed information because of privacy and legal concerns.

How will my identity be protected?

All investigations will be conducted in accordance with Freedom of Information and Protection of Privacy legislation. The investigation will honour all requests for confidentiality and will not release this information unless legally required to do so.

How will the Board protect the complainants from reprisals from colleagues?

It is important to know, the WCDSB does not tolerate any retaliation against employees who file reports or participate in an investigation. If an employee is targeted for reprisal by other employees, this should be reported to their immediate supervisor, Senior Management, or Human Resource Services.

What if an employee is falsely accused of wrongdoing?

Reports which prove to have been made frivolously, maliciously, or knowingly false are not tolerated. Action will be taken against a complainant where allegations have been made in bad faith.



CENTRE FOR GOVERNANCE EXCELLENCE

Professional Development Program for School Board Trustees

Core Modules

6 The Strategic Role and Multi-year Strategic Planning



**Education
that Connects**

Global Achievement
with Local Accountability

Leadership is about going somewhere. If you and your people don't know where you are going your leadership doesn't matter.

Contents

CORE MODULE 6 The Strategic Role and Multi-year Strategic Planning

The Strategic Role: A Leadership Role With A System Focus

The Multi-Year Strategic Planning Process (MYSP)

1. Scanning the environment
2. Engaging key stakeholders
3. From vision to action: the Multi-year Strategic Plan (MYSP)
4. Monitoring Progress and Communicating Results

Conclusion

The *Education Act*, Section 169.1



- The importance of setting a strategic direction and developing a Multi-Year Strategic Plan
- How the governance role of the elected board is linked to the Multi-Year Strategic Plan

- Deeper understanding of how the Board's vision and mission are linked to the requirement to have a Multi-Year Strategic Plan
- Knowledge of effective approaches to strategic planning that clarify accountability and enhance the governance performance of the elected board

All too often, school board members are like firefighters on the ground, battling the flames when they should be in a helicopter above the fire, able to see how extensive the blaze is, which way the wind is blowing and where the resources need to be deployed.

ANONYMOUS

THE STRATEGIC ROLE: A LEADERSHIP ROLE WITH A SYSTEM FOCUS

What is strategic planning?

Strategic planning is a collaborative process by which an organization determines its optimal future. Strategic planning involves understanding the bigger context, determining the board's goals and strategies, setting relevant policy, allocating resources and monitoring progress towards realization of the board's mission and vision. It is one of the most significant leadership roles of a Board of Trustees.

A good Multi-Year Strategic Plan (MYSP) provides:

- A shared vision and mission
- Clear values and beliefs that will drive actions
- A small number of priorities that will drive the organization
- End results or outcomes
- Optimal key strategies

- Alignment of resources – balance between strategies and budget
- Key success indicators
- Strategy for monitoring progress
- A shared leadership and accountability framework: Who? What? When?
- Alignment of policy with strategic directions
- Communication strategy
- Provision for continuous capacity building throughout the school board in order to obtain end results

Why is strategic planning important?

- to bring everyone on board – to engage and to mobilize towards the vision
- to be proactive vs reactive to external forces of the environment
- to guide decision making at all levels
- to ensure sustainability
- to be accountable to the key stakeholders and to the public
- to improve organizational learning and capacity
- to communicate to the public what is important
- to move from board compliance to overall performance
- to respect the obligations under the *Education Act*

The Multi-Year Strategic Plan

Establishing and monitoring the implementation of the board's Multi-Year Strategic Plan (MYSP), with a budget that supports it, is a very important legislated responsibility of the Board of Trustees. The *Education Act* now requires boards to have a MYSP in place. The MYSP provides a compelling vision for the school district by establishing a small number of strategic directions for the board, with an emphasis on student achievement. The Board of Trustees is actively engaged in developing and confirming the strategic directions and in annually reviewing implementation of the plan.

A board's MYSP is its "face" to the community. It informs constituents what the board intends to achieve, what its priorities are and how it plans to achieve them. It reflects the vision for the board including its overall purpose (mission statement), beliefs, strategic directions and it establishes goals for a minimum of three school years. The local practices, traditions and cultures of boards will inform its goal-setting process.

While final decisions relating to the MYSP are the responsibility of the Board of Trustees, the plan is developed through a partnership involving the Board of Trustees, the Director of Education (and staff) and the community. It may take several months to develop and should be the result of consultation. The public should have access to the board's MYSP. To promote community engagement and enhance accountability many boards also provide a more "user friendly" version of the MYSP on the board website, as well as the full plan with detailed implementation and operations plans.

The MYSP and its accompanying implementation and operations plans must address:

- student achievement and well-being
- effective stewardship of the board's resources
- the delivery of effective and appropriate educational programs

In establishing its student achievement goals, boards should be mindful of the provincial targets of 75% of students achieving at the provincial standard in Grade 6 and an 85% graduation rate for secondary students. While the goals are set for the end of the three-year period, the MYSP should also include what progress the board expects to make toward the achievement of these goals at the end of each of the three years.

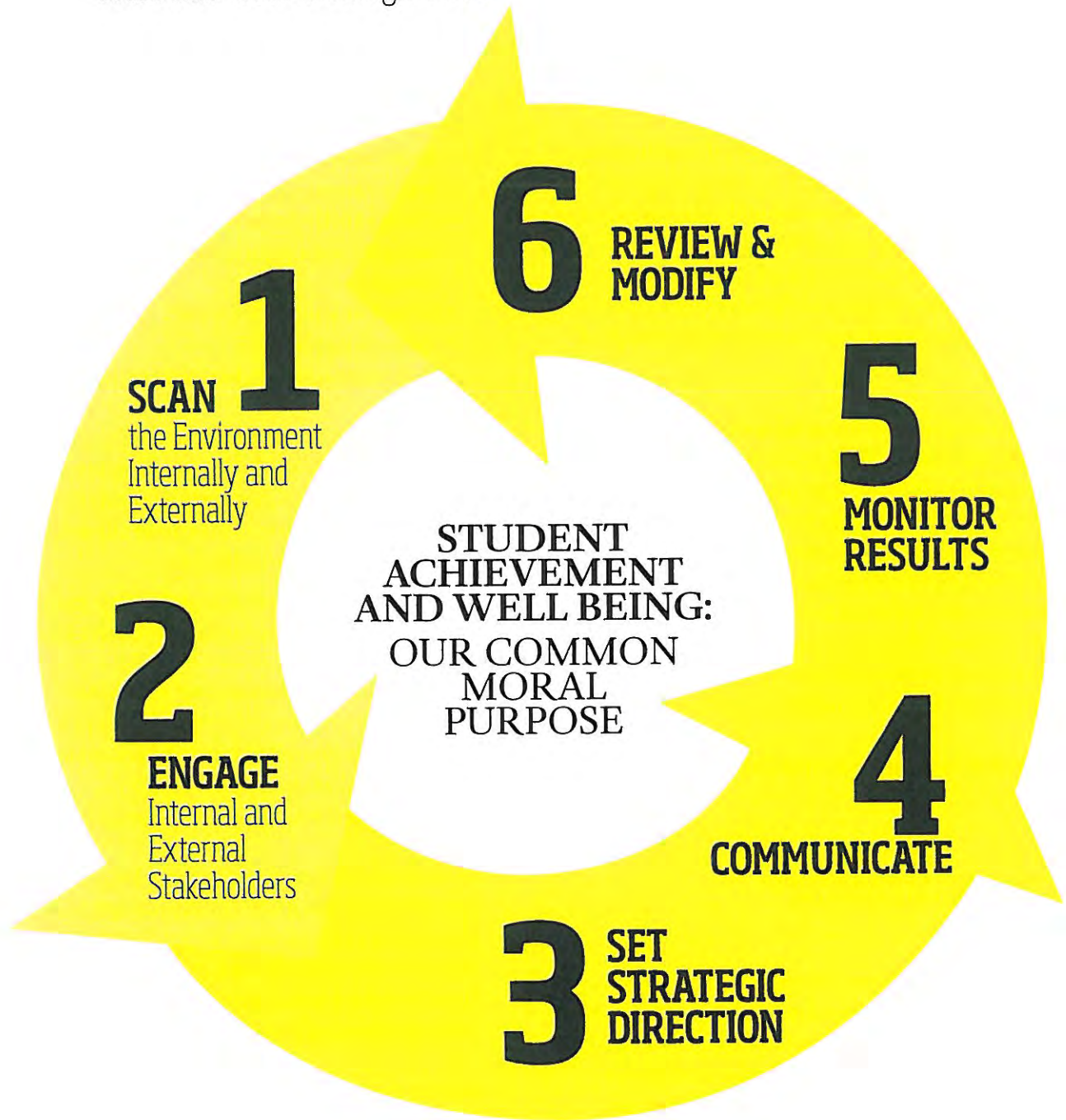
The Director of Education is responsible for implementing the MYSP and for developing the plan to implement the strategic directions. The director is also responsible for the variety of "operations" plans that are needed to run a complex school system effectively and efficiently. These flow from the strategic direction set through the MYSP. For example, the board Improvement Plan for Student Achievement, an annual operational plan that forms part of a board's literacy and numeracy strategy, sets out the steps that will be taken toward achieving the board's multi-year strategic direction for student achievement.

Directors are required to review the MYSP with the board each year. It is not, however, a "rolling" plan: in other words, the directions and goals do not change significantly from year to year. Annual adjustments in implementation actions and the resources to support these actions may be required, but the directions and goals will remain relatively fixed until the end of the three years, when a new MYSP is established.

(From: Good Governance: A Guide for Trustees, School Boards, Directors of Education and Communities)

SHAPING THE FUTURE: A COLLABORATIVE PROCESS

The Multi-Year Strategic Plan



THE MULTI-YEAR STRATEGIC PLANNING PROCESS (MYSP)

*What do we have?
What does it mean?
What's better?
What if?*

1. Scanning the environment

This is a crucial phase where the elected board examines the organization as a whole. It is during this phase that the board analyzes information and data pertaining to the internal and external environment and collectively makes sense of this environment in order to identify emerging issues, trends and challenges and to determine how the school board needs to shift, change or improve

To perform the environmental scan, the board can engage in a process of reflection, learning and open dialogue by using different approaches such as a SWOT analysis to identify Strengths, Weaknesses (pertains to the internal environment), Opportunities and Threats (pertains to the external environment). An alternative approach is the Appreciative Inquiry (AE) method.¹ The core message of AE is to lead an organization from a position of positive aspects and strengths and not from negativity and problems.

Relevant information and data

If you don't use data, you're making decisions in a fog.

SHERE CALOURI, SCHOOL BOARD CHAIR,
BEAVERTON SCHOOL DISTRICT, ORE.

An environmental scan calls on the elected board and the Director of Education: to analyze information, data and knowledge from multiple sources and to use this knowledge to generate collective intelligence and arrive at a shared understanding of what the information means.

This entails taking into account a broad range of internal and external information and data about student achievement and includes:

- Academic achievement rates as well as other kinds of information that have an impact on student achievement and well-being
- Results from provincial assessments
- Trends in rotation and retention of staff
- Human resources capacity
- Results of surveys to students, parents, constituents and staff
- Socio-economic and demographic characteristics
- Changes in the political environment
- New provincial regulations and legislative changes
- Economic and market trends
- Technological trends
- New approaches or changes in pedagogy

It is important to remember that data is raw material that generates information. It is represented by numbers or text, or a combination of these three, and it has to be interpreted in context in order to be transformed into knowledge by:

- **Making comparisons:** how does information of this situation differ from earlier corresponding situations?
- **Drawing conclusions:** what effects does information have on our decisions and actions?
- **Explaining context:** how is this information connected with other knowledge?
- **Discussion:** what do other people think about it?

In working collaboratively with the Director of Education, the Board of Trustees interprets the data in the context of the schools, of the school board and of the entire education system in order to understand how the information impacts on the multi-year strategic planning process.

In their role of representing the views of the constituents, individual trustees also bring forward a rich perspective on student achievement needs. Each trustee is an important source of information and knowledge about the experiences of the communities they represent. When a Board of Trustees engages in

an authentic dialogue where multiple perspectives are brought to the table, it generates a shared understanding of the context and critical issues and achieves greater clarity as to what would be the best strategies for the school board as a whole.

2. Engaging key stakeholders

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only thing that ever has.

MARGARET MEAD

Who are our stakeholders, our partners?

What can we create together that would not be possible individually?

This part of the process entails a commitment to engaging the parents, the students and the board staff to collectively set the mission and vision for student achievement and well being that will be integrated in the multi-year strategic plan.

In working with students, staff, parent and community groups, the board can consider the challenges that may be experienced among particular groups of students and receive advice about how to overcome the challenges. Addressing this in the setting of the board's strategic directions is a significant step in raising expectations and building confidence. (From Module 2 – Student Achievement: Boards Matter!)

The board can provide opportunities such as community forums, town halls, World Café, Open Space Technology, to obtain multiple perspectives from parents, partners, students and board staff in order to identify common critical issues, needs, expectations and possibilities.

This is a unique opportunity for the board to engage its stakeholders, and the broader community as valid, essential and interdependent members of a larger network. Their common purpose is grounded in a commitment to a cohesive, effectively functioning

school board where students can achieve success and see that success sustained over time. The broader implications of getting this right extend to the strength, cohesiveness and future prosperity of society as a whole.

Collective capacity building

Through system leadership, the board is also concerned for the success of the education system as a whole. Learning from and sharing successful strategies across boards strengthen opportunities for all students and increases provincial capacity to make every school a winning school.

3. From vision to action: the Multi-year Strategic Plan (MYSP)

Now what?

Where to?

Who's responsible?

How will we know we are progressing?

The elected board sets and formally approves the strategic direction and the steps involved in moving towards the realization of the board's mission and vision. These steps include developing goals – the major results the board wants to achieve over the next 3-5 years. Goals flow from the mission and vision and address critical issues resulting from the environmental scan and needs assessments. Goals focus on results and goals are SMART: Specific, Measurable, Achievable, Realistic and Time-based.

The Board of Trustees works collaboratively with the Director of Education to answer the critical questions in this phase.

Crafting an inspiring vision

First: an inspiring vision is deeply rooted in the common moral purpose of the school board or the board's *raison d'être* or mission:

- Who are we?
- What do we stand for?
- What is our unique contribution to a child's future, to education and, to society at large?

Working on questions such as these will help the Board of Trustees to define its moral purpose and to make fundamental choices that will shape the school board's future.

Second: an inspiring vision provides a vivid description of success, of the ideal:

- If our board succeeded to its highest potential, what would it look like?

The answer to this seemingly simple question is the vision statement that provides direction and inspiration for establishing end results and outcomes.

Finally: an inspiring vision is based on shared values and beliefs that will drive actions. Values and beliefs define the organizational culture and provide guidelines for how the whole school board will collectively pursue its moral purpose and vision of success.

The mission statement should clearly articulate the school board's moral purpose and values, and identify the beneficiaries of its actions as well its vision of success. A shared vision rooted in the moral purpose inspires action, builds trust, collaboration, interdependence, motivation and mutual responsibility for success throughout the organization.

Setting goals and determining optimal key strategies

Once the goals have been identified, the next phase is for the Director of Education, in collaboration with staff, and using the data collected, to determine key strategies to reach each goal. A strategy is a set of planned, appropriate and optimal approaches and solutions that enable an organization to reach a goal or to have an impact. The decisions made in the prior phases are the foundation for strategy creation and selection. When selecting strategies the key questions are:

- Does the strategy address critical issues?
- Is it aligned with our mission?
- Is this strategy financially viable?
- What are the resources or the capacities required to accomplish the strategy?

There needs to be a balance between capacity and strategies. Fullan suggests: "focus on a few key strategies; and align financial, human resource, professional development, and accountability systems to successfully achieve the strategies."

Shared leadership and accountability

As part of the strategic planning process, the board:

- Develops the framework for a shared accountability which holds the Director of Education accountable for implementation of key strategies. The shared accountability framework is an indispensable part of the MYSP. It clearly outlines the roles, responsibilities and timelines required to achieve the results.
- Determines key success indicators: specific quantitative or qualitative measurement information to indicate the progression or level of success in achieving a goal.
- Defines the monitoring and reporting strategy in order to track progress towards achieving the goals: what is measured, how, when and source of information.
- Develops relevant policies aligned to the MYSP (See Module 7).
- Ensures continuous capacity building throughout the system in order to obtain end results.
- Allocates appropriate budget and resources to implement the goals.

Capacity building concerns competencies, resources, and motivation. Individuals and groups are high on capacity if they possess and continue to develop these three components in concert.

MICHAEL FULLAN 2008

Implementing the MYSP

The Director of Education with his or her staff, will implement and transform the MYSP into concrete actions plans for which they will own responsibility and share intelligent accountability.

With regard to the elected board, the concept “intelligent accountability” means that the board, in doing its job well, maintains a focus on progress rather than control. The board expects progress, provides support, seeks open explanations about results and insists on clear next steps in relation to the results being obtained.

4. Monitoring Progress and Communicating Results

Through its fiduciary role, the governing board is engaged in sustaining the board's mission, protecting the values, the image and the credibility of the school board and the school system, and ensuring sustainable development and financial viability.

What have we set out to do?

How are we doing?

What does this mean for us?

The strategic role of the elected board calls for an ongoing practice of strategic thinking throughout the process of development, implementation and monitoring of the multi-year strategic plan. This engages the Board of Trustees in a continuous effort to understand issues and context. It commits the governing board to maintaining a focus on performance, effectiveness and sustainability. As such it represents a key function for effectively monitoring the results of the multi-year strategic plan, for adjusting strategies and for setting the stage for ongoing innovation. Continuous monitoring of the school board's performance and the yearly review of the multi-year strategic plan answers the critical questions in this phase.

The Board of Trustees is accountable to the key stakeholders and to the public for the results achieved in the multi-year strategic plan. The board develops an effective communication strategy to promote the multi-year strategic plan and to publicly report on the achievements.

Conclusion

School boards are no longer merely overseers of school systems focusing on compliance with specific fiduciary duties; they are leaders of publicly funded education, they are leaders in their communities and in the province. They are charged with the responsibility to create the winning conditions within their own school boards and beyond that enable students to meet high standards of achievement within a school environment that ensures their safety and promotes their well-being. Undertaking this ethical leadership role requires boards of trustees to understand context, to recognize issues that need to be addressed, to align resources, and foster a culture within the system that supports all those charged with improving student achievement and promoting student well-being. It involves the board in articulating the shared vision and garnering the public support and resources needed to achieve that vision.

NOTES

1. *Education Act*, s. 169.1(1)
2. *Appreciative Inquiry: A Positive Revolution in Change*, Cooperrider, David L. and Diana Whitney and <http://appreciativeinquiry.case.edu/>
3. <http://www.theworldcafe.com/>
4. <http://www.openspaceworld.org/>
5. Michael Fullan, http://www.ctschoolchange.org/pdf/Fall_2009.pdf

The Education Act, Section 169.1

Board responsibility for student achievement and effective stewardship of resources

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;
- (d) develop and maintain policies and organizational structures that,
 - (i) promote the goals referred to in clauses (a) to (c), and
 - (ii) encourage pupils to pursue their educational goals;
- (e) monitor and evaluate the effectiveness of policies developed by the board under clause (d) in achieving the board's goals and the efficiency of the implementation of those policies;
- (f) develop a multi-year plan aimed at achieving the goals referred to in clauses (a) to (c);
- (g) annually review the plan referred to in clause (f) with the board's director of education or the supervisory officer acting as the board's director of education; and
- (h) monitor and evaluate the performance of the board's director of education, or the supervisory officer acting as the board's director of education, in meeting,
 - (i) his or her duties under this Act or any policy, guideline or regulation made under this Act, including duties under the plan referred to in clause (f), and
 - (ii) any other duties assigned by the board. 2009, c. 25, s. 15.

Multi-year plan

- (2) A multi-year plan is a plan for three or more school years. 2009, c. 25, s. 15.

Measures in plan

- (3) Every board shall ensure that the plan referred to in clause (1) (f) includes measures respecting the allocation of resources to improve student outcomes that fall below the outcomes specified in regulations made under section 11.1. 2009, c. 25, s. 15.

Communication

- (4) Every board shall take steps to,
 - (a) bring the plan referred to in clause (1) (f) to the attention of supporters and employees of the board; and
 - (b) report to supporters and employees of the board about progress in implementing the plan referred to in clause (1) (f). 2009, c. 25, s. 15.



Education that Connects

Global Achievement
with Local Accountability



Ontario Education
Services Corporation
La corporation des
services en éducation
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The Ontario Education Services
Corporation partners are:

Association des conseils scolaires
des écoles publiques de l'Ontario (ACÉPO)



Association franco-ontarienne
des conseils scolaires catholiques (AFOCSC)



Ontario Catholic School Trustees'
Association (OCSTA)



Ontario Catholic School
Trustees' Association

Ontario Public School Boards'
Association (OPSBA)



ONTARIO PUBLIC
SCHOOL BOARDS'
ASSOCIATION

Council of Ontario Directors
of Education (CODE)

CODE

Number: II 015
Subject: Ownership Linkage

Approval Date: November 29, 2010

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Policy Statement:

It is the job of the Board of Trustees of the Waterloo Catholic District School Board to be the link between the organization and the Catholic ratepayers of Waterloo Region. As such, the Board of Trustees will ensure that opportunities exist for communication with the ratepayers for the purposes of determining community values and vision for the school system, demonstrating accountability for what has been achieved, and to build on-going support for Catholic education.

Such opportunities will include, but not be limited to:

1. **An Annual Report Card:** to be prepared and distributed to the Catholic ratepayers annually in January. The annual report card will reflect legislative requirements and demonstrate the progress being made in achieving Board Ends and plans for future work.
2. **Conversation with Committees:** at a minimum of once per year, the Chairs' of SEAC and CPIC committees will be invited to a conversation on the work of the committees and how it relates to the work of the Board.
3. **Opportunities for Engagement:** items of deliberation and policy development before the Board of Trustees will include a process for survey/input from the ownership to determine owner values on the issue.