**Committee of the Whole Meeting**

**Date:** May 11, 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, Derek Haime, David DeSantis, Maria Ivankovic, Shesh Maharaj, Laura Shoemaker

**Special Resource:**  
John Shewchuk.

**Recording Secretary:**  
Barb Pilsner

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<td>(e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)</td>
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<td>6. Ownership Linkage</td>
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<td>(Communication with the External Environment related to Board’s Annual Agenda; ownership communication)</td>
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<td>12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries</td>
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<td>13. Announcements</td>
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<td>14. Items for the Next Meeting Agenda</td>
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<td>15. Adjournment</td>
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<td>Confirm decisions made tonight</td>
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<td>Board of Trustees</td>
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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
A public meeting of the Committee of the Whole was held Monday, April 13, 2015 at Waterloo Region Catholic Education Centre, Kitchener

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

**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:**

**Regrets:**
Greg Reitzel

**Absent:**

**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.

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1. **Call to Order:**
The Chair called the meeting to order at 6:00 p.m.

1.1 **Opening Prayer & Memorials**
The opening prayer was led by Anne Marie Hayman, former student trustee. Intentions were offered for the family of Helen Cipriano whose husband passed away, a former social worker who is ill, Fr. Walter Schnarr who passed away and Arthur Skinner father of Judy Skinner and grandfather of Amanda McGraw who passed away.

Anne Marie Hayman attended St. Kateri, St. Mary’s and was a student trustee from 2010 – 2011. She said it was a wonderful experience. She did a co-op placement here at the board office and now attends St. Jerome’s university in arts specializing in international trade. She is enrolled in the Beyond Borders Program. She advised her religion classes helped prepare her and she is also a volunteer in the community.

1.2 **Approval of Agenda**
2015-45 -- It was moved by W. Price and seconded by M. Van Alphen:
THAT the agenda for April 13, 2015 be now approved. --- Carried by consensus.

1.3 **Declaration of Pecunary 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)

3. Consent Agenda: Board of Trustees (Minutes of meetings)
   3.1 Approval of Minutes of Regular and Special Meetings
      3.1.1 Minutes of meeting of March 9, 2015
      3.1.2 Solar Panel Update
      2015-46 -- It was moved by F. Johnson and seconded by B. Conway:
      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 Graduation Rates
   D. DeSantis reported on our graduation rates which are used to inform 21st Century Learning to improve overall academic success.

   5.2 Sounds of Joy
   D. Haime advised the talents of our Catholic schools will be featured at the Sounds of Joy concert on May 26th at the Hamilton Convention Centre. Our board will be represented by St. Benedict/Monsignor Doyle Concert band and Resurrection’s Funk band. The event is supported by Bishop Crosby.

   5.3 April 17th PD Day
   M. Ivankovic provided an outline on the professional development day with a focus on numeracy.

   5.4 Identification of Multi Year Strategic Plan Session
   M. Schmitt advised the survey available on the website to provide input on the Multi Year Strategic Plan will close near the end of April. The Steering committee will then look at broad themes. He will work through the Chair to select a date to meet with the board to identify strategic priorities and goals.

6. Ownership Linkage (Communication with the External Environment)
   Trustees met as separate groups for Linkages and Pastoral Care.

   6.1 Linkages Activity
   A. Fee advised the committee is continuing preparations for the Community breakfast on May 8th.

   6.2 Pastoral Care Team
   B. Schmalz will contact Fr. Freitas to discuss facilitating an informal retreat in the fall for trustees, new director of education, senior staff and principal/vice-principal association executive.

7. Reports From Board Committees/Task Forces

8. Board Education (at the request of the Board)
   8.1 OCSTA AGM Resolutions
   Trustees reviewed each of the resolutions that will be presented at the AGM.

9. Policy Discussion
   9.1 Student Trustee Term of Office
   M. Schmitt advised the legislation is clear the term of office for student trustees is one year. With elections for the OST AECO Executive Council held at the Annual General Meeting in May our students would not have the opportunity for a provincial leadership role unless they were re-elected for a second term. M. da Silva will speak with Kevin Kobus at the OCSTA AGM regarding their concerns.
10. Assurance of Successful Board Performance

10.1 Need for Governance Training Session/Core Modules 1 - 10

M. Schmitt suggested trustees may wish to work with the new director moving forward on the governing process. Trustees will look at Module #6 The Strategic Role and Multi-year Strategic Planning at the April 27th board meeting and Module #5 Part A: Performance Review: Director of Education; Part B: Board Self-Assessment: Governance at the May 11th Committee of the Whole meeting.

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

13. Announcements

14. Items for the Next Meeting Agenda/Pending Items

14.1 Items for the Next Meeting Agenda

14.2 Pending Items

15. Adjournment – Confirm decisions made tonight. Closing Prayer

The Recording Secretary confirmed the meeting decisions.

16. Closing Prayer

17. Motion to Adjourn

2015-47-- It was moved by W. Price and seconded by F. Johnson:

THAT the meeting be now adjourned.

The meeting was adjourned by consensus at 8:10 p.m.

Chair of the Board

Secretary
Date: May 11, 2015
To: Board of Trustees
From: Director of Education
Subject: The Psychology of Citizenship and Civic Engagement

Type of Report:  
☐ Decision-Making  
☐ Monitoring  
☒ Incidental Information

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

Origin:
Professor Emeritus Mark Pancer, from the Department of Psychology at Wilfred Laurier University delivered this presentation to the Waterloo Region Crime Prevention Council earlier this year. Given that the Board of Trustees will be renewing the Multi-year Strategic Plan, it was thought that Professor Pancer’s research in citizenship and civic engagement is timely for the board as it moves towards developing strategic priorities and strategic goals.

Policy Statement:
Policy I 001 Ends

Background/Comments:
Citizens' sense of responsibility to their community and to their nation is becoming a topic of growing concern. Recent research indicates that citizens of many nations have become increasingly disconnected from their fellow community members, and when this connection is lost, individuals begin to suffer. They experience poorer health, achieve lower academic and employment success, and are at risk for the development of a host of social problems. On a broader level, states and countries whose citizens feel detached from their communities show higher levels of crime, a greater incidence of disease, and even higher mortality rates.

In The Psychology of Citizenship and Civic Engagement, S. Mark Pancer explores the development of civic engagement, the factors that influence its development, and the impacts of civic involvement on the individual, the community, and society. Pancer examines civic engagement over the lifespan and how the effects of early experiences and influences exerted by peers, families, and schools and other organizations shape adult involvement. By addressing civic engagement from a systemic as well as individual perspective, this book discusses the role that factors such as government policy, culture, and socioeconomic status play in fostering (or inhibiting) a person's civic connections. Pancer also works toward a solution to increase active citizenship by identifying gaps in research and theory and outlining ways in which scholarly work on civic engagement can inform policy and practice, with the aim to foster individuals’ sense of responsibility and community connection. By bringing together a large body of research from...
psychology, political science, sociology, education, and public health, Pancer provides readers with a comprehensive account of what science tells us about civic engagement.

Biographical Information

Mark Pancer is Professor Emeritus in the Department of Psychology at Wilfred Laurier University. Prior to joining Wilfred Laurier University in 1983, Mark was Director of Research and Evaluation at the Dellcrest Children’s Centre, a large mental health centre serving the needs of children, youth and their families in the north-west area of Toronto. He has had a long-standing interest in working with children, youth and their families to develop and evaluate programs that help prevent the development of social and emotional problems. In the late 1980’s, he was part of a provincial task force that developed Ontario’s policy for the prevention of problems in childhood. This policy led directly to the Better Beginnings, Better Futures project, a large provincially funded initiative designed to prevent emotional, social, school and physical problems in children living in economically disadvantaged communities. Mark was a lead member of the team that researched and evaluated the Better Beginnings project, and he co-authored a book – “Partnerships for Prevention” – that described the way in which the project affected children and families in one of the communities in which it operated. For the last 20 years, Mark’s research has focused on the way in which young people become connected to their communities through activities such as volunteering and involvement in extracurricular activities, and the impact this has on their lives. His research on these kinds of civic engagement has appeared in a wide range of journals both within and outside his home discipline of psychology. His recent book on this subject – The Psychology of Citizenship and Civic Engagement – was published by Oxford University Press.

Recommendation:

For information.

Prepared/Reviewed By:  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.”*
Presentation to Waterloo Catholic District School Board
May 11, 2015
Think back

• What are the activities that you most remember from your high school years?
Civic Engagement: What is it?

- The process of connecting with your community by getting involved in things such as
  - Volunteering
  - Participation in school/community groups, teams, clubs & organizations (religious, sports, interest, ethnic, cultural)
  - Political activities
  - Social, political & environmental activism
What is the most significant community in a young person’s life?
What happens when young people become civically engaged?

• Civically engaged young people are less likely
  – To use drugs or alcohol
  – To be involved in delinquent or criminal behaviour
  – To skip classes, fail at school, or drop out
  – To become pregnant or cause a pregnancy
  – To smoke
  – To suffer from depression & other mental health problems
What happens when young people become civically engaged?

• Civically engaged young people are **more** likely
  – To have high self-esteem & be satisfied with their lives
  – To have positive relationships with peers & parents
  – To feel a sense of community
  – To continue their civic involvement well into adulthood
  – To have fewer stereotypes & greater appreciation for diversity
  – To have a sense of social responsibility
  – To have a variety of skills – social skills, problem-solving skills, leadership skills & others
  – To achieve success at school & go for higher education
  – To have a well-established sense of right & wrong
Which youth benefit the most?

- Those who are **at highest risk!!!**

![Graph showing drop-out rates for competent and at-risk students.](image)
Why is it that some young people become civically involved, while others don’t?

- Factors that *initiate* civic engagement
  - Values
  - Social influence***
  - Instrumental motives

- Factors that *sustain* civic engagement
  - Positive outcomes
  - A supportive social milieu
How can teachers & schools initiate & sustain civic engagement?

• Encourage students (particularly those at risk) to participate
• Provide an “open” classroom climate
• Convey & discuss values
• Provide a “democratic ethos”
• Provide a positive school climate
• Provide more extracurricular activities
• Provide opportunities for “high quality” involvement
What makes an involvement “high quality”? 

• High quality involvements
  – Done in groups
  – Provide a sense of accomplishment (“making a difference”) & belonging
  – Are supported by family & friends
  – Are appreciated by leaders & organizations
  – Help develop new skills & form new relationships
  – Are interesting
  – Are structured
  – Allow participants voice & choice in what they do (more than tokenism)
What is the book all about?

• It describes what happens to people, programs, organizations & society when people become civically engaged
• It discusses the ways in which families, schools, neighbourhoods, organizations, work-places & societies influence civic engagement
• It talks about how knowledge of these things can be used to enhance & increase civic engagement through research, programs & policy
To order

• www.oup.com/us
• Enter ASPROMP8 at checkout for 30% discount
• http://www.amazon.ca/Psychology-Citizenship-Civic-Engagement/dp/0199752125/ref=sr_1_1?ie=UTF8&qid=1428487380&sr=1-1
• I have a few copies that I can sell at author’s rate ($45)
Instructional rounds assist us in setting an infrastructure to build capacity across the system where the focus is on the learning and application of best practices. Supervisory officers and school administrators (elementary and secondary) are drawn concretely into conversations around improving instruction and learning. We share strategies that enhance and provide sustainability with respect to the interaction amongst teachers, students and curriculum.

Currently, Waterloo Catholic District School Board (as per Ministry of Education School Effectiveness Framework) conducts district support visits on a regular cycle (selected schools per year). The focus of the support visit is determined by the School Improvement Team after reviewing the identified needs as per the school’s self-assessment process. The School Effectiveness Framework is the tool that assists the schools in selecting specific indicators/strategies to implement in every classroom to support the achievement of goals identified in the School Improvement Plan. Our current practice for district support visits involves the school superintendent, the SEF lead, school administrators, student achievement officers visiting all classrooms in selected schools. After the classroom visits our support team debriefs and decides on what verbal feedback will be provided to all school staff. This feedback meeting identifies observed strengths of practice and suggests 2-3 recommendations to follow up on. A written report is then provided to the school administrator to further enhance school improvement planning with their staff. School Improvement Planning and dialogue is the focus of school superintendent visits. At WCDSB some of our schools are engaging in school based instructional rounds wherein they mirror the system rounds approach by involving consultants to help facilitate the school sessions and the teachers are the ones observing the classrooms and providing feedback by generating a report that describes the next level of work for staff.

Policy Statement:
School Effectiveness Framework 2013

Background/Comments:
Instructional Rounds is one of the most innovative and powerful approaches to improving teaching and learning. We have adapted the practice by implementing instructional rounds networks within schools across the system in order to provide ownership, accountability, and immediate learning for staff. We piloted four schools last year and currently have 13 schools engaged in the process.

Recommendation:
This report is presented to trustees for information only.
*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.”*
Date: May 11, 2015
To: Board of Trustees
From: Director of Education
Subject: International Education Update

Type of Report:  
☐ Decision-Making  
☐ Monitoring  
☒ Incidental Information

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

Origin:
Begun in 2002, the mandate of the WCDSB Research & Development Office (RDO), as a self-funding operation, is to generate funds to enhance WCDSB schools, to offer services and resources not accessible through other WCDSB divisions, cost avoidance, to establish & maintain beneficial relations with various community sectors, and various assignments identified through the Director’s Office.

Policy Statement:
Policy I 001
Policy IV 003

Background/Comments:
Since 2006, the RDO has been successfully developing programs and initiatives related to international education. In that year, our schools hosted a total of 25 international students. Initially, the activity was based on establishing international relationships and recruiting international fee-paying students. These international students attend our schools for various lengths of time with three possible objectives:

- To attain an Ontario Secondary School Diploma and then apply to an English-speaking post-Secondary institution, generally universities
- To improve their English language capacity
- To experience North American culture and education.

The programs have evolved since 2006, both in scope and scale, and now includes and benefits international students, Ontario students and Ontario educators. Ontario was far behind many other provinces in Canada, including British Colombia, Alberta and Nova Scotia, many other English-speaking countries, including Britain, Australia, New Zealand and the US, and most other economically developed countries in the world. The Ontario Ministry of Education had no related policies or strategy and Ontario school districts involved in international education were not collectively organized.

In 2008, like-minded school boards came together to discuss the Ontario condition and to consider a critical path. In 2009, these school boards and many others in Ontario organized into an association, the Ontario Association of School
Districts-International (OASDI), to advocate and to promote international education in Ontario, to network and to share best practice. WCDSB was one of the leaders in this initiative.

In 2011, after a significant Province of Ontario trade mission to China, the MOE and CODE (Council of Directors of Education) established a working group to review various aspects of international education in both a global and Ontario context. Vic Degutis, as President of OASDI, was actively involved in the activities of this initiative including the development of an Ontario Strategy for International Education JK-12. This document will be launched in June 2015 through a symposium co-presented by the MOE and OASDI. The foundation of the strategy is based on best practice and trends, both international and Pan-Canadian. The organizational framework is based on the Ottawa-Carleton and Waterloo Catholic models.

The attached WCDSB framework supports the MOE Vision for the 21st Century Learner and incorporates four dimensions:

1. Programs for international students offered through WCDSB schools and the RDO
2. Programs for WCDSB students offered within schools and abroad
3. Professional development initiatives to build international networks, establish global classrooms and to build capacity in WCDSB educators in a global context
4. Relationships critical to creating pathways for Canadian students and international students, professional development for educators, and cooperative marketing and branding initiatives with other education stakeholders from Waterloo Region.

Program Highlights in 2015-2016

International Fee-paying Students:
- 225 FTE Secondary and Elementary International Students (Minimum one semester/five months)
- 200+ Short Term Cultural and Summer International Student Programs (2-12 weeks)
- All staffing, resources and operational costs funded through the RDO

WCDSB Students:
- Internationalization, Course & Curriculum Development – East Asian Studies, South American Studies, International Business, Environmental Studies, Interdisciplinary Studies
- Student Exchange Programs – pilots to be determined (Japan, China, Colombia, Mexico, Spain)
- Internet Conferencing
- Intercultural Communication & Awareness Workshops (student and staff)
- All staffing, resources and operational costs funded through the RDO

Educators:
- Professional Development Abroad (China, Japan, Colombia) – Best Practice and Leadership Conferences
- International Educator PD Programs (ESL/Pedagogy, Education Reform, Leadership)
- All staffing, resources and operational costs funded through the RDO or source countries directly

Education Partners:
- WCDSB will continue with a leadership role in the MOE International Education Working Group, with OASD-I, and with Canadian Association of Public Schools-International (CAPS-I)
- WCDSB will develop and deliver an international cooperative marketing and branding strategy with University of Waterloo, Wilfrid Laurier University and Conestoga College
- WCDSB will support WLU Faculty of Education in placing new teachers in international WCSDB partner schools
- WCDSB will cooperate with the MOE and the College of Teachers to establish an AQ in International Education.
**Recommendation:**

For information.

**Prepared/Reviewed By:**

Vic Degutis  
COO • Research & Development Office/International Education Services

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.”*
Type of Report: 
☐ Decision-Making
☐ Monitoring
☐ Incidental Information

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

Origin:
French Immersion pilot program starting in September 2015.

Policy Statement:
AP001 Admissions Criteria

Background/Comments:
A lottery took place in early February to fill spots for French Immersion classes in three pilot schools: Sir Edgar Bauer, St. Anne, and St. Peter. Letters were emailed to parents on February 5, 2015 requesting that they go into the school to register their child by February 20, 2015. Families who did not contact the school received follow-up calls from the FSL consultant or the school secretary. St. Peter school did not have commitment from enough families to run the program. St. Anne will be running two classes in September (18,19) and Sir Edgar Bauer will be running 1 class (17). Cambridge will be revisited as a pilot site again next year.

Recommendation:
This report is presented to trustees as information only.

Prepared/Reviewed By: 
Maria Ivankovic, Superintendent of Learning
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.”
Report

Date: May 11, 2015
To: Board of Trustees
From: Director of Education
Subject: Multi-year Strategic Plan and Monitoring

Type of Report: □ Decision-Making
☑ Monitoring
□ Incidental Information

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

Origin:
The Education Act requires school boards to develop multi-year plans that are 3 years or more in scope. The multi-year plan provides focus and direction to the board to achieve both the Ministry of Education goals but as importantly, the vision of the board. The multi-year plan is aimed at achieving the Ministry of Education goals of student achievement, positive school climate, inclusive and accepting schools, stewardship of resources, and effective and appropriate education programs to its pupils.

Additionally, effective annual monitoring of the multi-year plan by the board with the director of education forms the basis of the performance of the board's director of education in meeting his or her duties under the Act. Therefore, monitoring reports to the board should reflect progress towards the attainment of the multi-year plan and ideally be part of Board Policy.

Policy Statement:
Policy I 001 Ends

Background/Comments:
In January 2012 the Ministry of Education published a manual entitled, The Strategic Planner's Guidebook, A Resource for Ontario School Boards. The resource was intended to assist boards with strategic planning processes. As a follow up from the Governance Committee, Committee of the Whole will discuss the role, purpose and process for monitoring the strategic plan. In particular, the board can discuss how the Multi-year Strategic Plan is reviewed annually, communicated to the community and monitor and evaluate the performance of the director of education.

See attachment entitled, Phase 6: Monitoring and Reporting

Recommendation:
For information

Prepared/Reviewed By: 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.”*
Phase 6: Monitoring and reporting

Overview and importance

The purpose of this phase is to continually examine the school board's performance toward the goals of the multi-year strategic plan. Boards of trustees have a legislative responsibility to report to stakeholders on the progress in implementing the multi-year strategic plan. As well, the board of trustees is legislatively required to review the multi-year strategic plan with the school board's director annually. These legislative requirements reflect leading practices in strategic planning and implementation. Regular monitoring of performance helps leaders to identify any issues with realizing strategic goals early on, so that their approach can be revised and the strategic goal ultimately achieved. Frequent monitoring also holds leaders and other staff accountable for continuously striving to achieve the multi-year plan.

Communication of progress toward multi-year strategic plan is effective for maintaining the support of key internal and external stakeholders. Stakeholders require information on the school board’s progress if they are to remain committed supporters of the multi-year strategic plan and the organization as a whole.
Components in the monitoring and reporting phase

1. Monitor progress toward strategic goals and initiatives
2. Report regularly to the board of trustees on multi-year strategic plan
3. Annually review the multi-year strategic plan
4. Annually communicate to stakeholders on the school board’s progress
Description:

The purpose of this component is to track progress toward the multi-year strategic plan. In this regard, monitoring and reporting of a strategic goal should be happening at several levels of the organization and at different frequencies.

The first and most frequent level of ongoing monitoring and reporting is at the level of the selected supporting initiatives. The nature of the supporting initiative and its related milestones will dictate the persistence of monitoring and frequency with which reporting is conducted. Typically, supporting initiatives have been taken from either the Annual Operating Plan or the BIPS A, both of which should be based on a SMART goal format. In this regard it is quite likely that a board staff member responsible for implementation would be reporting to a member of the Senior Administration Team on a regular basis. The staff members responsible for the initiative would also keep the Champion of the related strategic goal informed as to the progress as milestones are met or as issue arise. In many cases the Senior Administrator is also the Champion for that strategic goal.

The second and less frequent level of reporting is at the broader strategic goal and indicator level. This involves Senior Administration (and/or Champions) reporting to the Director of Education and to the rest of the Senior Administration Team. SAT meetings which typically occur monthly may provide the best forum for goal Champions to report formally or informally on the progress against strategic goals.

The third level of monitoring and reporting is at the board of trustees level. Whenever an initiative, that is a direct support for a strategic goal, is being reported to the board, staff should consider providing a summary view of the related strategic goal. This will provide the appropriate context and connection between the item being discussed or approved and the strategic plan. Note that this level of reporting does not replace a more formal director’s biannual report to the board.

When staff report on the progress of initiatives or when Champions report on the progress of strategic goals, the following key questions are useful to address. Based on the information provided, the director and senior administration may decide to adjust the approach for the initiatives and goals (e.g. change timelines, provide additional resources, etc).

Key questions:

Based on the planned timelines laid out in the annual operating plan, is the initiative on track?

Is the initiative using the expected amount of resources?

Are there any foreseeable risks to carrying out the initiative and realizing the intended outcomes?

Is a different approach needed to reach the strategic goal?

If the initiative is ahead of schedule, it may be necessary to revise upcoming timelines to reflect an earlier completion date. If the initiative is behind schedule, the reasons for delay should be identified and addressed if possible. Timelines may need to adjust.

Based on planned use of money, time and human resources, the initiative may be above-target or under-target. Again, explanations should be identified and adjustments proposed.

Regardless of whether the initiative is on track or not, the champion should raise any risks and possible risk management strategies.

Using data from the indicator(s) for each strategic goal, the director and senior administration should reflect on how the school board is performing toward its goals. It is effective to consider why the school board is or is not on target, and whether a change in approach or goal is needed.
Roles and responsibilities:

<table>
<thead>
<tr>
<th>Director of education</th>
<th>Senior administration</th>
<th>Goal champions</th>
<th>Initiative champions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible, Accountable</td>
<td>Responsible</td>
<td>Consulted</td>
<td>Consulted</td>
</tr>
</tbody>
</table>
Component 2: Report regularly to the board of trustees on multi-year strategic plan

**Description:**

The purpose of this component is to ensure that the board of trustees is updated on the progress toward the multi-year strategic plan so they can inform their constituents of the school board’s advancement. The update should be provided in writing, and possibly posted online. An effective practice is for the director of education to formally report to the board of trustees more than once a year, such as twice annually. This ensures that there are no surprises during the annual review and that the board of trustees can meet their legislative obligation to report to constituents on progress toward the plan. The director should consult with senior administration and the champions for each strategic goal to develop the report.

It is important that the director provide sufficient detail in the report to satisfy the board of trustees that progress is being made or, if not, that adjustments are underway to get back on track. At the same time, the interim report must be clear and focused on strategic goals and indicators. Three different approaches to structuring interim reports are in Appendix E. Below is a list of suggested contents in the report.

**Suggested interim report contents:**

| Summary 'snapshot' of performance | A leading practice across sectors is to produce a one-page overview of the organization’s performance on strategic goals. There are various approaches to developing this summary. Regardless of the format, the summary should indicate if the school board is ahead of target, on track, or behind target for each strategic goal, based on progress as measured with indicators. The summary may also describe key initiatives to support the overall rating for each goal. |
| Details on strategic goals | Senior administration should provide additional detail for each goal to explain the current status and the next steps, as appropriate. |
| Details on any particularly significant initiatives | The board of trustees should be updated on any initiatives that are particularly impactful for advancing the multi-year strategic plan, or that are of major interest to their constituents. |

**Roles and responsibilities:**

| Director of education | Goal champions | Senior administration | Board of trustees |
| Responsible, Accountable | Consulted | Consulted | Informed* |
| *(motion to receive and consider)* | | | |
Components: Annually review the multi-year strategic plan

Description:

The purpose of this component is for the board of trustees to fulfill their legislative obligation of reviewing progress toward the multi-year strategic plan with the director of education. It is recommended that this review take place in early fall to discuss the previous year, so that the board of trustees will be able to consider the latest student achievement indicators, like EQAO results. The director should be prepared to address the questions and concerns of the board of trustees.

There may be rare instances when a school board should substantially revise their multi-year strategic plan. For example, school board amalgamation, changes in funding structures, or substantial curriculum changes may require a plan to be substantially revised. However, substantially changing the multi-year strategic plan should only happen when the internal and/or external environment changes significantly.

Below are some suggested points of discussion for the annual review.

Discussion points:

<table>
<thead>
<tr>
<th>Question</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Is the school board on track to meet its strategic goals?</strong></td>
<td>The board of trustees and director should discuss whether the school board is making sufficient progress on the strategic goals, based on previous performance and planned initiatives.</td>
</tr>
<tr>
<td><strong>What is being done to address areas of under-performance?</strong></td>
<td>If the school board is behind on certain strategic goals, the board of trustees and director should discuss whether different approaches are needed.</td>
</tr>
<tr>
<td><strong>Do the strategic goals need to be revised?</strong></td>
<td>It may be the case that the plan needs to be revised because a strategic goal was too easily achieved, is no longer a priority based on the changing context, or is no longer attainable based on other factors. It may also be the case that the internal and/or external operating environment have changed sufficiently to warrant revisions to the strategic plan. The director should therefore review the accuracy of the environmental scan used to develop the strategic plan, and may also touch base with some key stakeholders to gauge whether any shifts in focus are needed. The director may then inform the board of trustees of any developments. Similarly, the board of trustees may consult with their constituents on the ongoing relevance of the multi-year strategic plan’s goals.</td>
</tr>
<tr>
<td><strong>How is the strategic planning process working for the school board?</strong></td>
<td>Strategic planning is an evolving process for an organization. As leaders become experienced in the process of developing, implementing, monitoring and reporting on a strategic plan, they may identify opportunities to improve the process either now or for the next round of multi-year strategic planning.</td>
</tr>
</tbody>
</table>

Roles and responsibilities:

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of trustees</td>
<td>Responsible, Accountable</td>
</tr>
<tr>
<td>Director of education</td>
<td>Consulted</td>
</tr>
</tbody>
</table>
Component 4: Annually communicate to stakeholders on the school board's progress

Description:

The purpose of this component is to inform internal and external stakeholders of the school board's progress through an annual review.

At the introduction of Bill 177, the Student Achievement and School Board Governance Act, the Ministry of Education committed to replacing the director's annual report, required by Section 283(3) of the Education Act, with the requirement of the director to "annually review with the board the multi-year plan developed under Clause 169.1(1)(f) of the Act."

Accordingly, as of January 1, 2012 the director's annual report will take the form of a report by the director to the board on the progress made in the previous school year toward the board's multi-year goals. This report should be developed in consultation with the board of trustees so that both trustees and the director and chair of the board can communicate to stakeholders on the board's progress.

A template has been developed in conjunction with this Guidebook that could serve both the requirement of the director and chair of the board to annually review with the board the multi-year plan and the requirement of the board of trustees to report to supporters and employees about their progress in implementing the plan. This report should be on the board's website by December 31 for the previous school year.

The director should also consider how the annual review is distributed to stakeholders. At a minimum, it is effective for the review to be posted on the school board’s website, in an easy-to-navigate location. The director and chair of the board should also inform stakeholders when the review is published online, and may wish to provide hard copies to stakeholders when possible.

Roles and responsibilities:

**Director of education**

Responsible, Accountable

**Board of trustees**

Accountable
Suggested timelines for phase 6

Monitoring and reporting are ongoing activities throughout the span of a multi-year strategic plan. It is recommended that the director report to the board of trustees on progress at least every January and June. The board of trustees may then review the plan in the fall of the school year, so the director can produce the annual review in December. Suggested sequencing and timelines of planning, budgeting and reporting activities is provided in Appendix C.

Phase 6 considerations:

Below are questions to ask when reflecting upon your school board's progress through phase 5:

- Do the director and senior administration review progress on strategic goals and initiatives monthly?
- Do the director and senior administration focus on improving performance where the school board is below target?
- Does the director report at least twice a year to the board of trustees on progress toward the multi-year strategic plan?
- Does the report to the board of trustees provide an overview of performance on each strategic goal, as well as additional details on goals and next steps?
- Does the director produce an annual review that summarizes the activities and achievements of the school board, as they align with components of the multi-year strategic plan?

Does the board of trustees annually review the school board's performance with respect to the multi-year plan, including outcomes to date and upcoming initiatives?
Sample semi-annual reporting template #1

<table>
<thead>
<tr>
<th>Strategic Priority</th>
<th>Strategic Goal</th>
<th>Status</th>
<th>Indicator(s)</th>
<th>Performance</th>
<th>Evidence: Short-term, Impact, and Status</th>
<th>Next steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Goal 1.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Goal 1.2</td>
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<tr>
<td></td>
<td>Goal 1.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Goal 2.1</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2</td>
<td>Goal 2.2</td>
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<td></td>
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<tr>
<td></td>
<td>Goal 2.3</td>
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</tr>
<tr>
<td></td>
<td>Goal 3.1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>Goal 3.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Goal 3.3</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

○ Urgent
□ Monitor
△ On target

Additional information on goals

<table>
<thead>
<tr>
<th>Goal</th>
<th>Status</th>
<th>Reasons for success or under-performance</th>
<th>Action plan to maintain success or address issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample semi-annual reporting template #2

<table>
<thead>
<tr>
<th>Overall Summary on Performance to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current</td>
</tr>
<tr>
<td>Overall</td>
</tr>
<tr>
<td>Previous report</td>
</tr>
</tbody>
</table>

**Strategic Priority #1**

<table>
<thead>
<tr>
<th>Status</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1 1</td>
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</tr>
<tr>
<td>Goal 1 2</td>
<td></td>
</tr>
<tr>
<td>Goal 1 3</td>
<td></td>
</tr>
</tbody>
</table>

**Strategic Priority #2**

<table>
<thead>
<tr>
<th>Status</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 2 1</td>
<td></td>
</tr>
<tr>
<td>Goal 2 2</td>
<td></td>
</tr>
<tr>
<td>Goal 2 3</td>
<td></td>
</tr>
</tbody>
</table>

**Strategic Priority #3**

<table>
<thead>
<tr>
<th>Status</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 3 1</td>
<td></td>
</tr>
<tr>
<td>Goal 3 2</td>
<td></td>
</tr>
<tr>
<td>Goal 3 3</td>
<td></td>
</tr>
</tbody>
</table>

- ○ Urgent
- ☐ Action required
- ⬛ Monitor
- ⌬ Slightly below target
- ● On target

### Additional Information on goals

<table>
<thead>
<tr>
<th>Goal</th>
<th>Status</th>
<th>Reasons for success or under-performance</th>
<th>Action plan to maintain success or address issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>⬛</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Strategic Planner’s Guidebook 113
Sample semi-annual reporting template #3

**Mission:** To ensure every student reaches their full potential, becomes life-long learners and responsible and active citizens of the community

**Vision:** We work together to sustain a dynamic culture of excellence, success for all, and responsibility

**Values:** Collaboration, Fairness, Respect, Responsibility, Open-ness

<table>
<thead>
<tr>
<th>Overall Summary</th>
<th>Urgent status goals</th>
<th>Monitor status goals</th>
<th>On Target status goals</th>
<th>Overall</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current reporting period</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>On target</td>
<td></td>
</tr>
<tr>
<td>Previous reporting period</td>
<td>0</td>
<td>2</td>
<td>7</td>
<td>On target</td>
<td></td>
</tr>
</tbody>
</table>

**Strategic Priority #1 – Increase Student Achievement**

**Goals**
1. Improving the literacy and numeracy skills of students
2. Ensure equality of learning opportunities for students regardless of gender, ability or background
3. Using technology to improve learning opportunities in schools

<table>
<thead>
<tr>
<th>Strategic Priority #1 Summary of Performance</th>
<th>Urgent</th>
<th>Monitor</th>
<th>On Target</th>
<th>Overall</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>On target</td>
<td></td>
</tr>
<tr>
<td>Previous</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>On target</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal</th>
<th>Prior</th>
<th>Current</th>
<th>Trend</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving the literacy and numeracy skills of students</td>
<td>On target</td>
<td>On target</td>
<td></td>
<td>Latest EQAO scores demonstrate continued success in improving our literacy and numeracy scores across grade levels.</td>
</tr>
<tr>
<td>Ensure equality of learning opportunities for students regardless of gender, ability or background</td>
<td>Monitor</td>
<td>Monitor</td>
<td></td>
<td>Girls continue to outperform boys in the area of literacy at both the elementary and secondary panel while there was only a slight narrowing in the variance between aboriginal and non-aboriginal students.</td>
</tr>
<tr>
<td>Using technology to improve learning opportunities in schools</td>
<td>On target</td>
<td>On target</td>
<td></td>
<td>The student to computer ratio continues to decline and has reached an all-time low of 23. Broadband access was expanded to an additional 5 schools this past 6 months.</td>
</tr>
</tbody>
</table>

**Strategic Priority #2 – Fostering a Respectful and Responsible Learning and Working Environment**

<table>
<thead>
<tr>
<th>Strategic Priority #2 Summary of Performance</th>
<th>Urgent</th>
<th>Monitor</th>
<th>On Target</th>
<th>Overall</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>On target</td>
<td></td>
</tr>
<tr>
<td>Previous</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>On target</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal</th>
<th>Prior</th>
<th>Current</th>
<th>Trend</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a positive climate within our schools that supports character development</td>
<td>On target</td>
<td>On target</td>
<td></td>
<td>The results of the school climate survey are not yet in, however, the Senior Administration recently completed a major initiative, the review of CSB’s bullying prevention and awareness policies and programs.</td>
</tr>
<tr>
<td>Strengthen staff satisfaction and development opportunities</td>
<td>Monitor</td>
<td>On target</td>
<td></td>
<td>The Human Resources department recently completed a major initiative to support this goal a review and streamlining of onboarding processes and training for new staff.</td>
</tr>
<tr>
<td>Governance structures and practices ensure accountability and strong organizational performance</td>
<td>On target</td>
<td>On target</td>
<td></td>
<td>The director continues to collaborate with the chair of the board of trustees and the broader board to work through the policy review agenda.</td>
</tr>
</tbody>
</table>
### Strategic Priority #3 - Use Our Resources Responsibly

**Goals:**
1. Reduce the level of waste and consumption in our schools
2. Use capital resources to create safe and dynamic learning environments
3. Enhance our risk management culture

<table>
<thead>
<tr>
<th>Strategic Priority #3</th>
<th>Urgent</th>
<th>Monitor</th>
<th>On Target</th>
<th>Overall</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of Performance</td>
<td>Current</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>On target</td>
</tr>
<tr>
<td></td>
<td>Previous</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>Monitor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prior</th>
<th>Current</th>
<th>Trend</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Align resources to strategic priorities and goals</td>
<td>On target</td>
<td>On target</td>
<td>Our actual budgetary expenditure is on target with forecasted expenditure which was approved by the board of trustees to align resources with expenditure.</td>
</tr>
<tr>
<td>Reduce the level of waste in our schools</td>
<td>Monitor</td>
<td>On target</td>
<td>The most recent results of the waste survey, administered three times annually shows that average weight of garbage per student per week dropped from 25 kilograms to 22 kilograms.</td>
</tr>
<tr>
<td>Use capital resources to create safe and dynamic learning environments</td>
<td>Monitor</td>
<td>Monitor</td>
<td>Two accommodation reviews are underway, however stakeholder and community resistance is high.</td>
</tr>
</tbody>
</table>

### Additional Information on Goals

<table>
<thead>
<tr>
<th>Goal</th>
<th>Status</th>
<th>Reasons for success or under-performance</th>
<th>Action plan to maintain success or address issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving the literacy and numeracy skills of students</td>
<td>On target</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure equality of learning opportunities for students regardless of gender, ability or background</td>
<td>Monitor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 (e);
(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 111. 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.
Part A: Performance Review: Director of Education

Part B: Board Self-Assessment: Governance Performance
Contents

CORE MODULE 5  Part A:
Performance Review: Director of Education

Introduction
Guiding Principles for the Director’s Performance Review Process
Effective Policy Elements
Leadership Practices
Recognizing Individual Differences of Boards
PART A IS DESIGNED TO:

- assist the Board of Trustees and the Director of Education in developing a policy for the performance review of the Director of Education;
- ensure that the policy provides for conducting the performance review using a collaborative and agreed upon process.

DESired outcomes are:

Clarity around a Performance Review Process that accomplishes the following objectives:

- Ensures accountability for the effective leadership and management of the school system;
- Provides the director with concrete feedback from the Board on his/her performance that can be used as a basis for his/her personal development in the role.

“Leadership is lifting a person’s vision to high sights, the raising of a person’s performance to a higher standard, the building of a personality beyond its normal limitations.”

PETER F. DRUCKER

INTRODUCTION

As Chief Education Officer and Chief Executive Officer of the Board, the Director of Education provides leadership for growth in student achievement and well-being as well as leadership in the growth and success of the organization. The director has leadership responsibilities for implementing the elected board’s multi-year strategic plan and for developing and maintaining an effective organization with programs and services that operationalize the board’s policies. While student achievement results will vary from school board to school board, the Director’s Performance Review process will focus on the effective strategies and leadership practices the director has employed to implement the board’s multi-year strategic plan.

169.1 (1) Every board shall,

(i) 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,

(ii) his or her duties under this Act or any policy, guidelines or regulation made under the multi-year plan ... required in Section 1 69.1 (1) (f), and

(iii) any other duties assigned by the board.

(Education Act, Ontario)

When the review process for the performance of the director is well structured and effectively conducted, the outcomes are clear. The process will:

- benefit the students and school system,
- ensure accountability,
- enhance the relationship between the director and the elected board,
- recognize the contribution of the director,
- assist the district school board in providing quality educational service, and
- model the importance of continuous improvement throughout the district school board.
The Performance Review Process is designed to accomplish the following objectives:

- Ensure accountability for the effective leadership and management of the school system;
- Provide the director with concrete feedback from the elected board on his/her performance to be used as a basis for his/her personal development in the role.

The main intent of the process is to provide helpful, objective feedback to the director in order to optimize future performance.

The Director’s Performance Review process parallels the Board Self-Assessment Process. (See Part B of this Module)

**GUIDING PRINCIPLES FOR THE DIRECTOR’S PERFORMANCE REVIEW PROCESS**

Each Board of Trustees is expected to develop a policy outlining a process for the performance review of the director. The policy should be approved by the elected board before implementing any performance review process. The following principles offer a sound basis for the development of a board policy:

- It benefits students based on the shared responsibility of the director and the elected board for improving student achievement;
- It strengthens the organization, making it more cohesive, viable, accountable and proactive in serving the needs of students and the broader school board community;
- It is based on the director’s job description and clearly aligned with the annual goals of the board’s multi-year strategic plan. (Module 3 – Roles and Responsibilities encourages elected boards to develop a policy for the director’s job description and provides a template job description);
- It is conducted on an annual basis, involving all members of the board;
- It is founded on quantitative and qualitative evidence (data) agreed upon in advance by the Board of Trustees and the director and collected for the purpose of informing the performance review process;
- It is a mutual learning opportunity to affirm successful practices and to improve areas of identified need;
- It is results-oriented and reflects a continuous improvement focus for both the director and the school board;
- It is characterized throughout by a process that is well understood and communicated to stakeholders while respecting the confidentiality of individual inputs and findings within the professional process of the conduct of the review; and
- It provides a structured opportunity for the director to receive feedback and it identifies concerns in a timely and supportive way to facilitate resolution.

**EFFECTIVE POLICY ELEMENTS**

The Board of Trustees is encouraged to consider the following elements of an effective performance review process when developing or reviewing a policy:

- Clear rationale and objectives for the process, including context;
- Legal requirements and confidential reference to the director’s contract with the elected board;
- Clear process steps and timeline, with agreement of the full Board of Trustees and in collaboration with the director, at the beginning of the Review year;

(Effective elements of a process might address:
- what will be assessed (using the job description of the Director of Education) and what criteria will be used such as annual goals;
- what specific evidence (data) will be collected;
who will be involved and how it will be collected; and
- a description of the end of year process that will include approval of a written report by the Board of Trustees.

Using a skilled facilitator to assist with the process may be beneficial to both boards and directors.

- Written report that is objective, based on the agreed evidence gathered, and includes areas for focus/improvement in the year ahead;
- An effective process for discussing and dealing with any disagreement between the Board of Trustees and the director on the process or the written report.

**LEADERSHIP PRACTICES**

Within the context of the requirements set out in legislation, Ministry of Education policy and guidelines, and the director's local job description, the five leadership practices which form the basis of the Director's Performance Review are:

- Setting Directions;
- Building Relationships and Developing People;
- Developing the Organization;
- Leading the Instructional Program; and
- Securing Accountability

These leadership practices are outlined in the Ontario Leadership Framework for Supervisory Officers and are aligned with the work of the Ministry of Education and school boards. (http://www.edu.gov.on.ca/eng/policyfunding/leadership/SOLeadershipFramework.pdf)

In each of these categories, The Ontario Leadership Framework expands on practices which demonstrate skills, knowledge and attitudes essential to effective system leadership. Performance review of the director is tied to these leadership practices.

In each of Ontario’s four publicly funded school systems, the director’s job description and expectations with regard to leadership practices will also be influenced by the unique mandate, missions and values that characterize those systems. In a Catholic school board, for instance, there will be a focus on Catholic faith, community and culture. A French-language school board will have an expanded focus on community capacity-building related to sustainability of French language and culture.

**RECOGNIZING INDIVIDUAL DIFFERENCES OF BOARDS**

The performance of the director is affected by individual competencies and efforts, and also by the conditions and demographics of the district. The Director Performance Review process should be designed to allow for the flexibility to recognize these individual circumstances and needs.

One of the most significant aspects of the Director Performance Review process is the open communication, collaboration and discussion that leads to “an agreed upon process.” This collaborative approach allows both the director and the Board of Trustees to be clear about all aspects of the process before the Director Performance Review process begins. There should be no surprises for either the director or the elected board.

The Director Performance Review process culminates with a report from the Chair that is written on behalf of the entire Board of Trustees and approved by the board. The report recognizes the director’s accomplishments and identifies future areas for emphasis and development.
Contents

CORE MODULE 5 Part B:
Board Self-Assessment: Governance Performance

Introduction
Ongoing Self-Assessment of Governance Performance
Guiding Principles for the Board Governance Review Process
Leading Governance Practices
Resources Available
PART B IS DESIGNED TO:

- Assist the Board of Trustees to build capacity in self-assessment in terms of school board governance functions, principles and practices

DESIRED OUTCOMES ARE:

- Improved board effectiveness that will positively affect:
- Improved student achievement and well-being
- Improved system effectiveness

“Board development is an aspect of capacity building that focuses on enhancing the ability of board members to function as a group. A useful approach to building this capacity is through board self-evaluation, which can serve a number of purposes, including developing a shared understanding of effective governance, enhancing the board’s strategic capacity, improving decision-making processes and identifying governance information needs. Board evaluations generally focus on core areas of the board’s mandate. They can be conducted by the board itself or through engagement of qualified consultants. Ideally, either approach will result in a governance improvement plan which is executed by the board.”

SCHOOL BOARD GOVERNANCE: A FOCUS ON ACHIEVEMENT, P. 31

INTRODUCTION

Governance is the work of the Board of Trustees and involves the purposeful exercise of collective leadership. Good governance doesn’t just happen. It requires the elected board to take responsibility for the effectiveness of its governance practices.

Effective Boards of Trustees will have a governance review policy which includes processes that can contribute to the continuous improvement of board governance.

The Education Act now requires the elected board to develop a multi-year plan strategic plan, and develop and maintain policies and organizational structures which:

1. Promote student achievement and well-being;
2. Ensure effective stewardship of the board’s resources;
3. Deliver appropriate education programs and services to its pupils; and encourage pupils to pursue their educational goals.

An important aspect of the responsibility of the Board of Trustees is to annually review the board’s multi-year strategic plan. This requirement also provides an opportunity for the elected board to look at its governance policies and actions and how successful it is in focusing on what matters most to student achievement and good governance.
ONGOING SELF-ASSESSMENT OF GOVERNANCE PERFORMANCE

Self-assessment is a valuable process that results in a range of benefits. In addition to improving communication among board members and building an understanding of the effectiveness of the directions taken by the elected board, the key outcome is greater certainty around what works for the benefit of students.

The process that Boards of Trustees undertake to review their performance will vary from board to board. Collection of the information to inform the review can occur in a number of ways including:

- surveys of board and committee members;
- focus groups with community members and other stakeholders;
- interviews with board members and the Director of Education;
- use of an outside facilitator/consultant.

GUIDING PRINCIPLES FOR THE BOARD GOVERNANCE REVIEW PROCESS

Elected boards should consider the development of a policy which is parallel to the policy for the Performance Review of the Director of Education. The following principles form the basis for the development of a board policy:

- It benefits students based on the shared responsibility of the director and the elected board for improving student achievement.
- It is conducted on an annual basis and it assesses board effectiveness in carrying out the core governance functions. Assessment relates to board responsibility for having a plan in place, following the plan and annually updating it.
- It relies on a process and evidence agreed upon by the Board of Trustees in advance and collected for the purpose of informing the Board Governance Review Process. It is essential that it be determined and agreed by the elected board in advance:
  - what information will be collected;
  - how it will be collected and by whom;
  - who will have access to the information;
  - how it will be analyzed and compiled;
  - when and how it will be discussed and whether a facilitator will be asked to assist in the discussions;
- how reporting and feedback will occur;
- how the assessment results will be acted upon; and
- how recommendations related to agreed-to changes will be monitored.
- It is a mutual learning opportunity to affirm successful governance practices and to improve areas of identified need.
- It is results-oriented and focuses on continuous improvement for the board as the governing body.
• It is characterized throughout by transparency and open communication, balanced by professional confidentiality and respect for all parties.
• It leads to the development and implementation of a specific plan for the improvement of governance practices.

**LEADING GOVERNANCE PRACTICES**

The basis for the elected board’s self-assessment includes its job description (see Module 3 – Roles and Responsibilities) and reflects the following leading governance practices:
• Setting the Vision
• Establishing Goals
• Developing Policy
• Allocating Resources
• Assuring Accountability

Self-assessment includes examining how well the board works together and how effective the group dynamics are. Day to day examples of this include:
• do board members come to meetings on time and well-prepared?
• do they contribute constructively to the meetings?
• do they follow board policy including conflict of interest policies?
• is conflict handled well?
• are political dynamics and constituency-based interests handled constructively and appropriately?

**RESOURCES AVAILABLE**

Expert Facilitator/Consultant assistance in developing and implementing policies in these areas are available from the Centre for Governance Excellence at OESC-CSEO: www.oesc-cseo.org

The Centre for Governance Excellence also maintains a portfolio of self-assessment tools that can be considered by boards.

An expert Facilitator will work with a board to complete a comprehensive Governance Review (Audit) of all or selected Board Governance functions.

The Canadian Institute of Chartered Accountants has published a useful resource: “20 Questions Directors (Trustees) of Not-For-Profit Organizations Should Ask about Board Recruitment, Development and Assessment”.

OESC-CSEO has developed a Pre-Assessment Survey on Governance, (www.oesc-cseo.org) specifically designed for elected school boards.
Education that Connects
Global Achievement with Local Accountability

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 Public School Boards’ Association (OPSBA)
Council of Ontario Directors of Education (CODE)