

Board of Trustees' Board Meeting

Date: **May 25, 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 | | Approval |
| 1.2 Approval of Agenda | Board of Trustees | | |
| 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 2015-2016 Budget Update #4 | Trustees | pp. 1-2 | Receipt |
| 2.2 EQAO Assessments | Trustees | pp. 3-4 | Receipt |
| 3. Consent Agenda: Board (Minutes of meetings, staff report) | | | |
| 3.1 Approval of Minutes of Regular and Special Meetings | | | |
| 3.1.1 Minutes of April 27, 2015 Board meeting | Trustees | pp. 5-7 | Approval |
| 3.1.2 Minutes of April 1, 2015 SEAC meeting | Trustees | pp. 8-10 | Receipt |
| 3.1.3 Minutes of May 4, 2015 Governance meeting | Trustees | pp. 11-12 | Receipt |
| 3.1.4 Staffing Report as of May 25, 2015 | Trustees | -- | Receipt |

| ITEM | Who | Agenda Section | Method & Outcome |
|--|-----------------------------------|----------------|------------------|
| 4. Delegations/Presentation | | | |
| 4.1 St. Clement School | Jennifer Rothfischer | pp. 13-15 | Delegation |
| 5. Advice from the CEO | | | |
| 5.1 Joy of Sacraments Video | Michael Schmitt | -- | Information |
| 5.2 Mental Health Update | Amanda Warne | -- | Information |
| 5.3 Staff and Parent Survey | Laura Shoemaker | pp. 16-45 | Information |
| 5.4 Resiliency Survey | Laura Shoemaker | pp. 46-47 | Information |
| 5.5 BIPSA Update | Maria Ivankovic | pp. 48-49 | Information |
| 5.6 Region of Waterloo Demographic Data | Michael Schmitt/ John Shewchuk | pp. 50-91 | Information |
| 5.7 2015-16 Board of Trustee Meetings | Trustees | pp. 92-95 | Decision |
| 6. Ownership Linkage (Communication with the External Environment) | | | |
| | | | |
| 7. Reports from Board Committees/Task Forces | | | |
| 7.1 Student Trustee report | Karen Hakim/Maria Paz Rodriguez | -- | Information |
| 7.2 Governance Committee Recommendations | Joyce Anderson | pp. 96-97 | Approval |
| 8. Board Education (at the request of the Board) | | | |
| | | | |
| 9. Policy Discussion | | | |
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| 10. Assurance of Successful Board Performance | | | |
| 10.1 Board Policy II 011 Student Representation on the Board | Trustees | p. 98 | Approval |
| 10.2 Is There a Need to Review This Policy? | Trustees | -- | Discussion |
| 10.3 Board Policy II 012 Student Trustee Role Description | Trustees | p. 99 | Approval |
| 10.4 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): Jun 1 - Special Board Meeting - Budget Jun 3 - 5:30 CPIC/7:00 pm. SEAC June 11 – 13 CCSTA AGM June 15 - 6:00 pm. Committee of the Whole June 17 – Audit June 19 - 9:00 am. Board Office Mass (Dutton Drive) June 22 - 6:00 pm. Board of Trustees June 22 – 7:00 St. Mary's Graduation June 23 – 7:00 Resurrection CSS Graduation June 24 – 7:00 St. Benedict CSS/St. David CSS Graduation June 25 – 7:00 Monsignor Doyle CSS | | | |

| ITEM | Who | Agenda Section | Method & Outcome |
|--|-----------------------------|-----------------|---------------------|
| 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 | <u>Committee/Task Force</u> | <u>Due Date</u> | <u>Action Taken</u> |
| 13.3 Pending Items for OCSTA Consideration <ul style="list-style-type: none"> | | | |
| 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

Date: May 25, 2015
To: Board of Trustees
From: Director of Education
Subject: Budget Update #4

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:

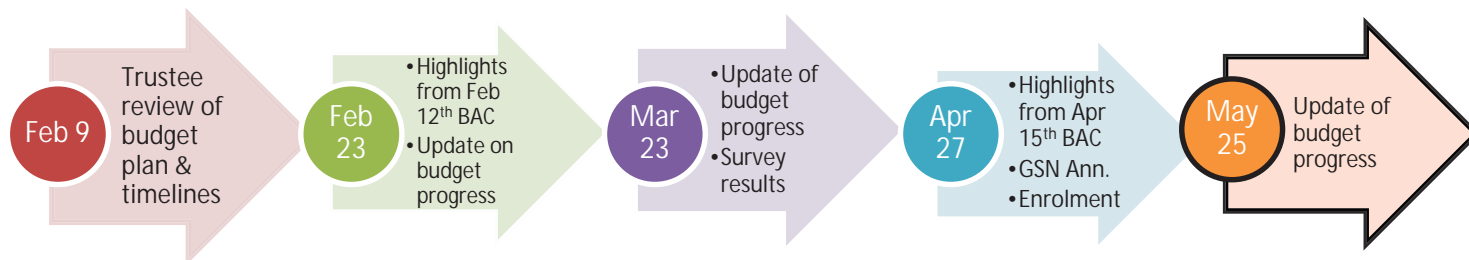
Board Policy IV 007 "Financial Planning/Budgeting"

"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 #3: May 12, 2015

The Budget Advisory Committee met and discussed the following:

- Revised enrolment scenarios were presented and chosen for Elementary and Secondary based on the most recent enrolment information:
 - Elementary enrolment of 14,295 revised to 14,326
 - Secondary enrolment of 5,965 revised to 6,064
- Budget preparation update regarding financial position were summarized at a high-level:
 - Staffing
 - Revenue
 - Expenses
- Budget Presentation
 - Current format of presentation is still understandable and desirable

This was the final Budget Advisory Committee for 2014-15.

Overall budget development progress

The following budget progress has been made since the last update to Trustees:

- Budget Advisory Committee has re-established enrolments for use in revenue projections
- EFIS, the Ministry reporting tool, has been updated to include the revenue and expenses for 2015-16 in preparation for June filing
- The board has developed a balanced budget, without the use of reserves

Upcoming

- 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

*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."

From: EQAO/OQRE Message [<mailto:egao.oqre.message@info.egao.com>]
Sent: Thursday, May 14, 2015 2:21 PM
To: Michael Schmitt
Subject: EQAO Assessments During a Period of Labour Disruptions

Trouble viewing this email, [view in browser](#).



MEMORANDUM

To: Directors of Education
CC: Supervisory Officers
From: Bruce Rodrigues, Chief Executive Officer
Date: May 14, 2015
Subject: **EQAO Assessments During a Period of Labour Disruptions**

I am writing today to inform you of the actions EQAO is taking in light of the current labour disruptions in the education system as the 2015 provincial assessment period approaches.

In All School Boards Not Affected by Labour Action

The primary- and junior-division assessments and the Grade 9 Assessment of Mathematics will proceed as scheduled in all schools that are not affected by labour action. This includes all schools in the English-language Catholic system and the French-language system. It also includes secondary schools in 28 of the 31 English-language public school boards. Assessment materials will be delivered to these schools as scheduled.

In All School Boards Affected by Labour Action

EQAO will not be sending assessment materials at this time to any schools that are experiencing labour action. This includes all elementary schools in the English-language public system and secondary schools in three English-language public school boards.

We are disappointed that labour disruptions may impede the administration of the provincial assessments in English-language public schools and about the resulting loss of important information that students, parents and all other education stakeholders rely on.

We continue to monitor the situation and hope for a resolution that will allow all students to participate in the assessments this school year.

If you have any questions, please do not hesitate to contact me or EQAO's Chief Assessment Officer, Debra Rantz.

[Subscribe](#) to [EQAO Online](#) to receive updates on our move to computer-based assessments.

Education Quality and Accountability Office, www.eqao.com

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Board of Trustees' Meeting

A public meeting of the Board of Trustees was held on Monday, April 27, 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

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:

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 6:01 p.m.

1.1 Opening Prayer & Memorials

The meeting opened with prayer by F. Johnson. Intentions were offered for Fr. Bernie Hayes and the people/visitors in Nepal who experienced an earthquake.

1.2 Approval of Agenda

2015-48 -- It was *moved* by **M. Van Alphen** and *seconded* by **F. Johnson**:
THAT the agenda for April 27, 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 Minutes of CPIC meeting of February 4, 2015

2.2 Interim Financial Report #2 of 3

2.3 2015-16 Budget Update

2015-49 -- It was *moved* by **A. Fee** and *seconded* by **B. Conway**:

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 March 23, 2015

- 3.1.2 Minutes of SEAC meeting of March 4, 2015
- 3.1.3 Staffing Report as of April 23, 2015
- 3.1.4 Items for Action from Previous In-camera meeting of April 27/15 related to property

2015-50 -- It was *moved* by **B. Schmalz** and *seconded* by **G. Reitzel**:
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 2015-16 School Year Calendar

D. DeSantis presented the 2015-16 school year calendar for approval.

2015-51 -- It was *moved* by **F. Johnson** and *seconded* by **J. Anderson**:
THAT the Board of Trustees approve the 2015-2016 School Year Calendar. --- **Carried by consensus**

5.2 Suspension Data

D. Haime advised there is a steady decline in all areas both male and female that shows a positive trend.

5.3 Catholic Education Week Video

D. Haime showed the Exploring Paths of Joy video prepared by the Diocese of Hamilton for Catholic Education week May 3 to 8, 2015.

5.4 Extended Day Report

G. Clifford advised 23 schools will offer the extended day program for the 2015-2016 school year.

5.5 ABP006 Fraud and Accountability Management

M. Schmitt advised the AP memo was sent to the Audit Committee to revise for clarity on the dual reporting mechanism that was in place. Dual reporting ensures that a full, confidential investigation may continue should either the Internal Audit Officer or Regional Internal Audit Manager have a direct conflict of interest.

6 Ownership Linkage (Communication with the External Environment)

6.1 May 8th Community Leaders Breakfast

A. Fee reported on the response received from the invitations sent to community leaders. The caterer has been booked and J. Shewchuk provided a draft agenda for the breakfast.

7 Actions From Board Committees/Task Forces

7.1 Student Trustee Report and Presentations

K. Hakim and M. Paz Rodriguez showed a video prepared by OSTA/AECO for Catholic Education week.

The Student Leadership Conference held on April 21st at the Museum had two students in grades 7 and 8 in attendance from each elementary school. The day began with opening prayer and introduction of the presidents and Student Activity Coordinators. There were two guest speakers from the Volunteer Action Centre. Each high school put on a talent show. Breakout sessions by family of schools gave students the opportunity for questions. Miguel one of our Beacons of Hope recipients spoke about the importance of silent leaders as they are role models.

Elections for student trustee for 2015-16 will be held at the Board office on Tuesday, April 28th.

8 Board Education (at the request of the Board)

8.1 Module #6 The Strategic Role and Multi-year Strategic Planning

Trustees met in small groups to discuss the module. They talked about the importance of the multi-year strategic plan and the importance of consultation with all Catholic ratepayers.

8.2 2015 OCSTA Spring Regional Meetings – Discussion Questions

M. da Silva asked trustees to review the information in preparation for the breakout session at the Spring Regional Meeting.

9 Policy Discussion

10 Assurance of Successful Board Performance

10.1 Board Policy II 015 Ownership Linkage

Trustees discussed whether they were in compliance for this policy.

2015-52 -- It was *moved* by **G. Reitzel** and *seconded* by **W. Price**:

THAT the Board of Trustees reviewed Policy II 015 Ownership Linkage and find we are not in compliance and excuse ourselves until the next monitoring. --- Carried by consensus

10.2 Is There a Need to Review This Policy?

Trustees agreed there is a need to review this policy. It will be added to the Governance agenda for discussion and recommendations.

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

2015-53 -- It was *moved* by **M. Van Alphen** and *seconded* by **B. Schmalz**:

THAT the meeting be now adjourned.

The meeting was adjourned by consensus at 7:25 p.m.

 Chair of the Board

 Secretary



SEAC Committee Meeting Minutes

| | |
|--|---|
| Date & Time: | Wednesday, April 1, 2015 7:00 pm |
| Location: | St Don Bosco, St Teresa Room, C.E.C. |
| Next Meeting: | Wednesday, May 6, 2015 and May 27, 2015 |
| Committee Members: Melanie Van Alphen, Amy Fee, John Gilbert, Frank Thoms, Rhonda Ruetz, Kim Murphy, Jeanne Gravelle, Irene Holdbrook | |
| Administrative Officials: John Klein | |
| Regrets: Laura Shoemaker, John Spinak, Zina Bartolotta | |

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|---|---|
| 1. Opening Prayer Welcome: John Klein opened with a prayer. | J. Klein |
| 2. Approval of Agenda Motion by: Amy Fee Seconded: Rhonda Ruetz | |
| 3. Declared Pecuniary Interest | None |
| 4. Approval of the Minutes <ul style="list-style-type: none"> • March 4, 2015 Motion by: Amy Fee Seconded: Kim Murphy | |
| 5. School System Operational Business 5.1 Special Education Staff/Behaviour Analyst deferred. 5.2 St Don Bosco A brief information discussion was held on St Don Boscoe's "Intermediate Respite Program" which serves as an advocate for students encountering personal issues inhibiting their success in the classroom. 5.3 Special Needs Strategy The local proposal development table is nearly completed the Coordinated Service Planning phase (proposal due to Ministries in mid-June. A decision-making template has been developed and will be utilized by a facilitator and the local candidate agencies as part of a conversation that will result in consensus | M. Delcourt J. Klein J. Klein |

| | |
|--|--|
| <p>over who will be selected locally. The proposal for the Integrated Delivery of Rehabilitation Services is due in October and the local table is now beginning to focus on this. There will be a communique from the table shared shortly as well as a public forum to discuss the locally-developed coordinated service plan and introduce the single Coordinating Agency for Waterloo.</p> <p>5.4 Special Education Budget Update John Klein gave a brief update on the budget to SEAC. The May 27th SEAC meeting will be devoted to budget. Reference was made to the letter sent to staff from the Director last Monday which was shared/echoed by John at a staff meeting that afternoon. The Minister's update last Thursday was also shared. Declining enrollment, which impacts the Grants for Student Needs (GSNs) is a significant concern and at this time speaks to a fiscal shortfall that cannot be fully addressed without staff reductions. This could be at least \$1.4M. Provincial bargaining could also impact the budget. It was emphasized that any budget and/or spending plans are in the provisional phase. We hope for the best but plan otherwise. Because of collective agreements unions and employees need to be notified of potential layoffs early. The Board will work hard to ensure that the needs of our learners continue to be met.</p> <p>5.5 WCDSB Multi-Year Strategic Plan Consultation WCDSB is undertaking the writing of a new Strategic Plan to provide focus for our board for the next 3-5 years. SEAC has been asked to provide input. Please see email sent from Jeanne immediately following the meeting. All SEAC members are asked to take the time to complete the online survey.</p> <p>5.6 SEAC Twitter Account Discussion centered on a SEAC twitter account and guidelines that are needed such as monthly tweets, no re-tweets. John and I.T. will determine the account name and work on setting this up.</p> <p>5.7 SEAC and CPIC Meetings It was suggested that these two committees stagger their meetings to attend each other's meeting to become familiar with each committee. Laura Shoemaker and Derek Haime will need to meet and discuss the possibility of this happening.</p> | <p>J. Klein</p> <p>J. Gravelle</p> <p>J. Klein</p> |
| <p>5.9 Ministry Updates 1. Nil</p> | |
| <p>6. SEAC Committee Functions</p> | |
| <p>7. Association Concerns/Association Updates (20 minutes) 7.1 SEAC Provincial Conference 2015 is on Saturday May 2nd from 8:30 to 3:00 p.m. in Toronto. Jeanne, Rhonda and Frank will attend on behalf of SEAC.</p> <p>Autism Awareness Month, is changing to Autism Understanding Month. Join us for a Community Carnival, April 2, 5-7pm. Creekside Church, Waterloo.</p> <p>WRFN Active Start and Fundamentals start again in April at all locations.</p> <p>The link to all associate update flyers is here:</p> | |

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|---|--|
| https://drive.google.com/open?id=0B5pV0Mx30jwEfldrdDN2LVFReWZpMmpBbTZ0eExNSEx2TVNiR0ZjaDhCQm9HOElzaU1NTms&authuser=0 | |
| 8. Policy Advice to the Board <ul style="list-style-type: none"> • IEP and new parent information letter from SEAC regarding how to support IEP creation | |
| 9. Pending Items IEP information packages Future meetings CPIC/SEAC mixtures | |
| 10. Adjournment Motion by: Melanie Van Alphen Seconded: Rhonda Ruetz | |
| 11. Action Items Place Holder | |

Governance Committee Meeting

A meeting of the Governance Committee was held on the 4th day of May, 2015 at 5:00 p.m.

Present:

Committee Members:

Joyce Anderson (Chair), Bill Conway, *Manuel da Silva, Greg Reitzel
*attended by teleconference

Administrative Officials:

Michael Schmitt

Additional Attendees:

Wendy Price

Regrets:

Next Meeting: To be determined

1. Welcome and Opening Prayer: J. Anderson

2. Approval of Agenda

Motion: G. Reitzel

Seconded: B. Conway

3. Declared Pecuniary interest

NIL

4. Approval of February 17, 2015 Minutes

Motion: B. Conway

Seconded: G. Reitzel

5. Discussion Items

5.1 Board Policy IV 005 Hiring and Promotions

Committee to ask the Committee of the Whole to discuss whether policy requires adjustment to include termination; clarify what reports come to board for receipt or decision.

5.2 Board Policy II 008 Chairperson's Role

Committee members agreed that the Chairperson's role with respect to Trustee Code of Conduct is covered in provision #1.

5.3 Board Policy III 005 Monitoring CEO Performance

Committee agreed that the Multi-year Strategic Plan should be the basis of monitoring the performance of the CEO. Recommendation to suspend Policy III 005 for one year in order to develop the Multi-year Strategic Plan and include in monitoring the CEO. Discuss at Committee of the Whole how the Multi-year Strategic Plan will be used to monitor the CEO performance.

5.4 Board Policy II 015 Ownership Linkage

Committee agreed that the following changes be made to provision #1:

1. **An Annual Report Card:** to be prepared and distributed to the Catholic ratepayers annually in January as part of the "Director's Annual Report". This The annual report card will reflect legislative requirements and demonstrate the progress being made in achieving Board Ends and plans for future work.

6. Pending Items

Board and Senior Staff discussion on future of Policy Governance

7. Governance Committee Recommendations:

The Governance Committee makes the following recommendations to the Board.
THAT the Board:

1. No change to Policy II 008
2. Suspend Policy III 005 for one year in order to develop the Multi-year Strategic Plan and include in monitoring the CEO. Discuss at Committee of the Whole how the Multi-year Strategic Plan will be used to monitor the CEO performance.
3. Revise provision #1 of Policy II 015 as follows:

An Annual Report Card: to be prepared and distributed to the Catholic ratepayers annually in January as part of the "Director's Annual Report". This The annual report card will reflect legislative requirements and demonstrate the progress being made in achieving Board Ends and plans for future work.

8. Adjournment

Motion: B. Conway

Seconded: G. Reitzel

That the meeting be adjourned.

The meeting was adjourned at 6:25 p.m.

May 25, 2015 Delegation Presentation

Good evening. My name is Jennifer Rothfischer. I am a mother of two boys who attend St. Clement Catholic Elementary School in the town of St. Clements. I understand that St. Clement School is under consideration for funding for repairs through capital projects. I am here tonight to thank you for keeping our school in consideration, and help you understand the importance of prioritizing the maintenance of St. Clement School to our community.

I have a general knowledge of what the Board has deemed necessary for repairs at our school, based on meeting with the Superintendent of Facilities last spring after our school was brought into the limelight as a result of the 2014 ARC review of St. Agatha. Based simply on the age of our school, having been built in the sixties, one can understand that there are features and functions of it that would greatly benefit from being updated. Plumbing, heating and cooling, and of course accessibility to name just a few would all be worthwhile expenditures should some capital funding become available and be directed towards our school. I know that the Board has a thorough knowledge and understanding of not only what our school, but all of the schools require in the way of necessary and desired updates and the associated costs. Therefore, I will not take any of your time telling you what you likely already know. However, I would like to take a moment and tell you why directing some capital funding towards our school would benefit not only our school, but our church and our community as a whole.

My husband and I moved to Heidelberg about ten years ago. Little did we know then what a blessing that would be. We have two sons, Eric and Peter, in Grades 6 and 4 respectively. Eric, our eldest son has autism. Although we are raising a son with special needs, I have always felt our boys and our whole family have been a welcomed and accepted part of our community, at school and with their peers and many friends. St. Clement school sets the tone for that.

Beginning the journey to raise a child with special needs can seem like a daunting task at first. No one hands you a road map and tells you exactly what path to take, but rather you break trail for yourself and find the path that best suits you to reach your goals. However, that path can be made more or less cumbersome by the support offered. Eric is almost twelve now and even though I know our lives may differ from other families in our community, we have only ever been accepted with open arms. The teachers and EA's, the principal, the church and priest and the families of St. Clement school have shown us nothing but kindness and understanding, especially at times when they have been needed the most.

St. Clement has been attentive and alert to Eric's needs and how they change. As my boys have grown and we've been in the system longer, I see very clearly how challenging it is not only to raise children today, but to raise a special needs child in the school system. Budget

constraints, needs, wants, demands on all sides make it a delicate balancing act¹⁴ to make every day a success for that one little person. As I say to my son, it's not always about just you all of the time; there are other people in this family. Similarly there are other students in a class and a school full of students that are all expecting a successful day. I can't say every day has been a success, but I can say that every day the effort and communication put forth by the principal, teachers and EA's has allowed all of us to find the positive and the lesson to be learned from those days that may have seen challenges for my son. Even his younger brother Peter who may not have a clear role model in his older sibling and struggles himself to find his way, has found the support and understanding in his teachers who go above and beyond what I sometimes think is possible in a day, to make sure his needs are well recognized and met.

I have sat outside the doors of many social therapy sessions for my sons and listened to the concerns and challenges faced by many parents in other schools and Boards. Not to say every situation is the same, but I do think, our situation is as challenging as most with a special needs child and I can say with all honesty that I have never had a complaint about the support or effort the people of this great school and community have put forth to help us. Furthermore, I constantly hear the same from the other special needs families in our community. It is what is inside this school that makes it the foundation for our community. That is why this structure is also so important. It cannot be replicated anywhere else, because it's not just a building, it's a community that stretches far beyond the walls of the school.

I don't think our community is concerned that our school it is old or new, we simply want to preserve what is an established and engrained part of our lives in St. Clements. I have not stepped foot back in the elementary school I attended as a child, but at every open house and every fundraiser at St. Clement there are parents, grandparents, aunts and uncles looking at the walls of St. Clement lined with pictures of first communions and confirmations showing their children and grandchildren their picture. A recent fundraiser for our school broke the bank raising more than \$6,500 in a school of 200. This was through the generosity of volunteers who committed their time and families of both students and neighbours of the community who attended to make it an overwhelming success. In fact, as a member of the Greening Committee at our school, I know first-hand the generosity and level of commitment by the families of our students. The offers of donated time, labour and materials for every phase of our school yard enhancement project has been overwhelming.

I did not grow up Catholic, but rather became Catholic as an adult. Still, each day it astounds me how connected the school and church can be, and the benefits of that are unmeasurable. Both of my sons are Altar Servers for a very patient Father Martin. Father's connection to St. Clement school and the children has enriched my boys lives greatly and shown them the sense of belonging not only to this community and school, but to their faith. Beyond what we could ever teach them at home or by attending church, they have learned so much simply through the time and effort he puts forth to come and talk and play guitar with the students. He shows them what it means to be Catholic and how nurturing your faith will bring you

closer to God. He does it in a way that the children all understand and love. I had never considered that my boys could together be Altar Servers, but with the support of Father Martin and his enthusiasm and patience, he has given both of my sons a connection to the church they are proud of and committed to. The fact that our students can simply walk out the front door and across the parking lot into the church and experience the joy of connecting with God in such a beautiful place makes the foundation of our community that much stronger.

Our school community is engaged and involved. Like our church, together they are the heart of our community and their presence brings life and connection to everyone. Although I am not from the area, we moved here when my two sons were very young, I quickly have been made to feel like I belong here in this community as if I have lived here all my life. Our community is our school, our church, the café and pizza place, the community centre and soccer fields. It's all of these things wrapped into the hearts of all of us. It's a wonderful place to live and raise children.

The school, however, is showing the signs of age. Like all of us, who think we can beat the clock and forget or are too busy to notice that we are starting to get older and maybe move a little slower, it's not until we trip or fall (as I did recently) down the stairs and go to stand up only to realize that this body still works, but it definitely does not bounce back as quickly as I once did. It reminded me to get back to exercising and that a little TLC and routine maintenance can go a long way to good health. Similarly a commitment of capital funds now towards our school could go a long way towards its future health. Our school has reached that stage, where it doesn't bounce back as quickly as it once did. I am perfectly happy with our school as it is, however, I realize that maintenance is an absolute necessity for a school of this age. Enhancements to some of the aging systems in the school will hopefully save some money in the long-term. There have been great advancements in heating, cooling and plumbing in the last fifty years that would alleviate piecemeal fixes of old systems and take our school into the 21st century.

In essence, there is too much to include in a five minute speech about why our school is so important to this community. The only way I can think to summarize it is that St. Clement School has been maintained by the love and support of the generations of families who have attended this school. However, some investment in its structure would allow it to continue to provide the focal role in our community. The sense of community and the commitment to this school runs deep, but providing our school with funds to make the necessary updates that the Board has already identified, would substantiate our community's commitment to our school and breathe fresh life into an aging structure.

I know that sometimes when you are looking at numbers and making decisions that are in the best interest of the Board as a whole, it's hard to see the value of a small rural school. However, when I think of St. Clement school, I see the WCDSB's vision statement shining through. **St. Clement is truly the heart of the community – with success for each and a place for all.**



Date: May 25, 2015
To: Board of Trustees
From: Director of Education
Subject: Parent and Staff School Climate Surveys

Type of Report:

- Decision-Making
- Monitoring
- Incidental Information

Type of Information:

- Information for Decision Making
- Monitoring Information
- Information Only

Origin:

When a positive school climate is established, all members of the school community feel safe, included, accepted and actively promote positive behaviours and interactions with each other. Every other year the WCDSB conducts School Climate Surveys to hear directly from our students, parents and school staff as they all play a key role in contributing to a positive school climate.

Policy Statement: I 001 Ends

Background/Comments:

This report is about the parent and staff school climate surveys. The student school climate survey took the form of a Resiliency Survey which will be reported on separately. 674 of a possible 3000 (approximately) responded to the staff survey (22.46%) and 1597 of a possible 13000 parents (approximately-assuming 1 survey per household) responded to the parent survey. (12.28%). The attached data represents the combined data from all schools. Each school has access to their own data. Each principal will share the respective school climate survey results with the safe and accepting schools team and will build strategies into the school improvement plans to improve the school climate regarding issues identified through these climate surveys. In addition, principals will assist in evaluating the effectiveness of the WCDSB safe schools policies and programs through the use of the results of these school climate surveys.

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."

Multiple Schools Reported on Including:

- Blessed Kateri Catholic Elementary School
- Blessed Sacrament Catholic Elementary School
- Canadian Martyrs Catholic Elementary School
-
- Plus 45 More

674 found of 674 total
Saturday, April 4, 2015

Report Title: School Staff 4 Apr 15 11:29:56 34612

- 674 Surveys match your report request criteria.

All percentages along the left edge represent the proportion of total survey takers (percentage of 674 in the current report) who have responded in any way to the associated question.

| Responses as % of Surveys Found | | Always | Often | Sometimes | Never |
|---------------------------------|--|--------|-------|-----------|-------|
| 96.9% | a) I enjoy being at school. | 45.1% | 42.9% | 12.0% | 0% |
| 96.9% | b) My school is a friendly place. | 45% | 35.4% | 13.9% | 1.7% |
| 92.3% | c) My school building is a comfortable place to learn. | 69.9% | 19.9% | 9.4% | 1.1% |
| 92.3% | d) I feel accepted by students in my school. | 45.9% | 37.9% | 14.4% | 2.2% |
| 92.3% | e) I feel accepted by adults in my school. | 72.2% | 19% | 8.1% | 1.0% |
| 92.8% | f) I can get extra help at my school when I need it. | 77.9% | 12.7% | 7.9% | 1.1% |

Percentages in black in the body of the report indicate the number of people who chose this response as compared to the total number of people who responded to the question.

- Some questions allow survey takers to select multiple responses so percentages across all possible responses to a question, in some cases, may not add up to 100%.
- Due to the possibility of many unique responses, free text entries are listed at the end of the report with their question numbers indicated.

SCHOOL

Climate Survey

A Survey for School Staff About:

- **Equity and Inclusive Education**
- **Bullying/Harassment**



Multiple Schools | 674 found of 674 total | Saturday, April 4, 2015

Responses as a % of surveys found

64.8% Are you... 69,3% a teacher? 30,7% school support staff?

Section I Equity and Inclusive Education

Responses as a % of surveys found

| I. How do you think the students feel about their school? | | Strongly agree | Agree | Disagree | Strongly disagree |
|--|--|----------------|--------------------------------|---|-------------------|
| 99.3% | a) They enjoy being at school. | 30,8% | 67,3% | 1,5% | ,4% |
| 98.5% | b) They see their school as a friendly and welcoming place. | 36,4% | 61,9% | 1,4% | ,3% |
| 99.1% | c) They consider their school building an inviting place to learn. | 31% | 66,2% | 2,7% | ,1% |
| 98.7% | d) Students tend to feel accepted by other students in the school. | 20,8% | 72,9% | 6,3% | 0% |
| 98.8% | e) Students tend to feel accepted by adults in the school. | 39,9% | 58,4% | 1,4% | ,3% |
| 98.1% | f) Extra help is available to all students when they need it. | 41,5% | 46,4% | 9,7% | 2,4% |
| 47.2% | 2. Do students ever feel unwelcome or uncomfortable at your school because of any of the following? (Please check the items that apply.) | | | | |
| 10,4% | Their sex (male/female) | 6,3% | Their religion or faith | | |
| 26,7% | Their ethnocultural or racial background | 37,4% | Their family's level of income | | |
| 5% | Their Aboriginal background (First Nation, Métis, Inuit) | 0% | Any disabilities they may have | | |
| 19,5% | Their language background | 21,1% | Their sexual orientation | | |
| 44% | Their grades or marks | 7,5% | Other reason(s) | Responses listed at end | |
| 51,6% | Their appearance | | | | |
| 95% | 3. Are there school activities, teams, or clubs that some students do not feel that they are welcome in or do not feel that they belong in? | | | | |
| 15% | Yes | 85% | No | (If you answered no, skip to question 4). | |
| 13.6% | If some students do not feel that they are welcome or that they belong in certain school activities, teams, or clubs, do you think it is because of any of the following? (Please check the items that apply.) | | | | |
| 16,3% | Their sex (male/female) | 5,4% | Their religion or faith | | |
| 14,1% | Their ethnocultural or racial background | 31,5% | Their family's level of income | | |
| 5,4% | Their Aboriginal background (First Nation, Métis, Inuit) | 0% | Any disabilities they may have | | |
| 12% | Their language background | 19,6% | Their sexual orientation | | |
| 20,7% | Their grades or marks | 26,1% | Other reason(s) | Responses listed at end | |
| 29,3% | Their appearance | | | | |
| 4. In your school, how often have students learned about the experiences and/or achievements of: | | Often | Sometimes | Never | |
| 93.2% | a) women and girls | 34,1% | 62,1% | 3,8% | |
| 93.8% | b) Aboriginal peoples (First Nation, Métis, Inuit) | 24,5% | 67,6% | 7,9% | |
| 91.5% | c) diverse ethnocultural or racial communities | 25,8% | 67,6% | 6,6% | |
| 92.4% | d) diverse religious/faith communities | 26,2% | 62,1% | 11,7% | |
| 93.3% | e) people with disabilities | 37,7% | 56,9% | 5,4% | |
| 89.8% | f) gay, lesbian, and bisexual people | 10,4% | 43,8% | 45,8% | |
| 88.4% | g) people who identify as transgender | 7,2% | 31,2% | 61,6% | |
| 91.7% | h) people with differing income levels | 22,8% | 63,4% | 13,8% | |

Responses as a % of surveys found

| | Strongly agree | Agree | Disagree | Strongly disagree | Not sure |
|---|----------------|-------|----------|-------------------|----------|
| 5. In your school, members of diverse communities appear in: | | | | | |
| a) pictures or posters in the school | 21,7% | 57% | 11,4% | 2,1% | 7,8% |
| b) displays of student work | 20,9% | 54,3% | 12,3% | 3% | 9,4% |
| c) materials used in class (e.g., books, videos) | 23,3% | 62,5% | 5,7% | ,6% | 7,8% |
| d) discussions and presentations about topics studied in class | 19,2% | 64,2% | 7% | ,6% | 8,9% |
| e) school publications (e.g., yearbooks, newspapers) | 17,5% | 52% | 12,5% | 2,1% | 15,9% |
| f) special events and celebrations | 21,7% | 56,9% | 11,5% | 1,4% | 8,5% |

6. Do you feel that there are barriers that stand in the way of students' learning at school?
 30,5% **Yes** 42,2% **No** 27,3% **Not sure**

If you answered yes, do you think that these barriers exist because of any of the following?
 (Please check the items that apply.)

| | |
|--|---------------------------------------|
| 6,1% Sex (male/female) | 5,1% Religion or faith |
| 16,2% Ethnocultural or racial background | 55,1% Family's level of income |
| 4% Aboriginal background (First Nation, Métis, Inuit) | 0% Disabilities |
| 38,4% Language background | 9,6% Sexual orientation |
| 36,4% Grades or marks | 22,2% Other reason(s) |
| 17,2% Appearance | |

Responses listed at end

7. Do you feel that school rules have been applied to students in a fair way:

| | |
|--------------------------------|----------------------|
| 30,8% all the time? | 1,6% rarely? |
| 51,6% most of the time? | 1,7% Not sure |
| 14,3% some of the time? | |

If the school rules have not been applied to students fairly, do you think it is because of any of the following? (Please check the items that apply.)

| | |
|--|---|
| 4,4% Their sex (male/female) | 1,9% Their religion or faith |
| 9,5% Their ethnocultural or racial background | 19% Their family's level of income |
| 0% Their Aboriginal background (First Nation, Métis, Inuit) | 0% Any disabilities they may have |
| 4,4% Their language background | 2,5% Their sexual orientation |
| 13,9% Their grades or marks | 43,7% Other reason(s) |
| 7% Their appearance | |

Responses listed at end

Responses as a % of surveys found



The following questions ask about bullying/harassment at your school in general.

Responses as a % of surveys found

II. Based on your personal experience and perspective, indicate the extent to which you agree or disagree with each of the following statements about bullying/harassment at your school by checking ONE response for each statement.

| | Strongly disagree | Disagree | Agree | Strongly agree |
|---|-------------------|----------|-------|----------------|
| 91.8% II.1 Physical bullying/harassment is a problem among students at our school. | 13,2% | 59% | 26% | 1,8% |
| 91.5% II.2 Verbal bullying/harassment is a problem among students at our school. | 6% | 43,4% | 45,2% | 5,3% |
| 90.8% II.3 Social bullying/harassment is a problem among students at our school. | 5,2% | 42% | 47,2% | 5,6% |
| 88.7% II.4 Electronic bullying/harassment is a problem among students at our school. | 7% | 48% | 39,1% | 5,9% |
| 89.5% II.5 Racial bullying/harassment is a problem among students at our school. | 19,6% | 67,7% | 12,1% | ,7% |
| 87.8% II.6 Sexual bullying/harassment is a problem among students at our school. | 21,3% | 65% | 12,8% | ,8% |
| 88.1% II.7 Gender-based bullying/harassment is a problem among students at our school. | 20,5% | 66,5% | 12,5% | ,5% |
| 87.2% II.8 Homophobia is a problem among students at our school. | 20,2% | 62,9% | 14,8% | 2% |
| 89.3% II.9 Religion-based bullying/harassment is a problem among students at our school. | 33,9% | 62,6% | 3,3% | ,2% |
| 89% II.10 Disability-based bullying/harassment is a problem among students at our school. | 27,8% | 60% | 11,5% | ,7% |
| 88.1% II.11 Income-based bullying/harassment is a problem among students at our school. | 19% | 65,3% | 14,6% | 1% |
| 88.9% II.12 There is a high degree of bullying/harassment at our school. | 25,2% | 64,9% | 8,3% | 1,5% |
| 89.8% II.13 Dedicating time and resources to addressing the problem of bullying/harassment is one of our highest priorities. | 5,3% | 28,9% | 52,2% | 13,6% |
| 89.8% II.14 Relative to other priorities we commit a substantial amount of time and resources to addressing the problem of bullying/harassment. | 3,8% | 29,4% | 54,4% | 12,4% |
| 89% II.15 The amount of time and resources we commit to bullying/harassment prevention initiatives is sufficient to deal effectively with bullying/harassment at our school. | 3,7% | 24% | 57,7% | 14,7% |
| 89% II.16 Our school is proactive when it comes to students treating each other with respect. | 3,7% | 24% | 57,7% | 14,7% |

Responses as a % of surveys found

12. Think about the past four weeks, then indicate the frequency with which the following types of bullying/harassment are brought to your attention by checking ONE response for each.

| | Not once in 4 weeks | Once or twice in 4 weeks | Every week | Many times a week | Don't know |
|-------------------------------|---------------------|--------------------------|------------|-------------------|------------|
| 89.8% 12.1 Physical | 46% | 29,4% | 10,4% | 4,5% | 9,8% |
| 89.9% 12.2 Verbal | 25,6% | 36,5% | 20,5% | 8,6% | 8,9% |
| 89% 12.3 Social | 39% | 29,5% | 12,7% | 5,5% | 13,3% |
| 89% 12.4 Electronic | 57,3% | 16% | 4,5% | 1,5% | 20,7% |
| 89% 12.5 Racial/ethnocultural | 71,8% | 7,8% | 1,7% | ,5% | 18,2% |
| 88.1% 12.6 Sexual | 72,7% | 6,4% | 1% | ,3% | 19,5% |
| 88.7% 12.7 Gender-based | 72,4% | 6% | 2% | ,5% | 19,1% |
| 88.7% 12.8 Homophobic | 72,4% | 6% | 1,8% | ,7% | 19,1% |
| 88.9% 12.9 Religion-based | 79,5% | 2,2% | ,8% | 0% | 17,5% |
| 88.7% 12.10 Disability-based | 71,9% | 8,7% | 2% | ,3% | 17,1% |
| 88.4% 12.11 Income-based | 72,3% | 6,5% | 2,3% | ,3% | 18,5% |

The following questions ask about where and when bullying/harassment occurs in and near your school and about how people respond to this kind of behaviour.

13. Think about the past four weeks, then indicate the frequency with which bullying/harassment occurs in each of the following locations or ways by checking ONE response for each of them. If a response is not applicable to your context, do not respond.

| | Not once in 4 weeks | Once or twice in 4 weeks | Every week | Many times a week | Don't know |
|--|---------------------|--------------------------|------------|-------------------|------------|
| 84.7% a) Classrooms | 37,3% | 34,2% | 10,3% | 4,2% | 14% |
| 83.5% b) Hallways | 28,4% | 30,2% | 16,2% | 9,2% | 16% |
| 81.8% c) School entrances and exits | 39,6% | 20,7% | 10,3% | 4,5% | 24,9% |
| 80.9% d) Library | 56% | 7,2% | 2,9% | ,6% | 33,4% |
| 79.8% e) Computer rooms | 56,3% | 6,3% | 2,4% | ,4% | 34,6% |
| 80.3% f) Gym | 42% | 14,8% | 5,4% | 1,8% | 36% |
| 77.9% g) Change rooms or locker rooms | 41,9% | 8% | 2,7% | 1,5% | 45,9% |
| 79.2% h) Washrooms | 39,3% | 11,6% | 3,9% | 2,2% | 42,9% |
| 79.4% i) School buses | 30,7% | 17% | 8,8% | 3,2% | 40,4% |
| 81% j) Playground | 19,6% | 28,4% | 15,8% | 8,8% | 27,5% |
| 78.5% k) On the way to and from school | 33,5% | 11,3% | 6% | 1,7% | 47,4% |
| 78.3% l) Lunchroom or eating area/cafeteria | 44,3% | 12,5% | 5,1% | 2,7% | 35,4% |
| 77.3% m) Parking lot | 46,3% | 4% | 2,1% | ,8% | 46,8% |
| 77.6% n) Areas off school property | 33,1% | 12% | 5,9% | 2,1% | 46,8% |
| 77.3% o) On school field trips or during school extracurricular activities | 51,1% | 4,4% | 2,9% | ,4% | 41,3% |
| 74.6% p) Electronically | 36,2% | 13,1% | 6,8% | 4% | 40% |
| .9% q) Other (please specify) | | | | | |

Responses as a % of surveys found

14. Indicate how often students are at risk of being bullied/harassed during each of the following periods by checking ONE response for each period.

| | Never | Sometimes | Often | Don't know |
|---|-------|-----------|-------|------------|
| a) Before school | 11,1% | 45,9% | 6,9% | 36,2% |
| b) During classes | 28,3% | 48,1% | 4% | 19,6% |
| c) Between classes | 21,1% | 44,2% | 9,9% | 24,8% |
| d) During break periods (spares, lunch, recess) | 6,2% | 53,3% | 20,5% | 20% |
| e) After school | 7,2% | 43,1% | 12,4% | 37,3% |
| f) On weekends | 10,2% | 25,1% | 7,6% | 57,1% |
| g) On field trips | 28,3% | 24,9% | 2,1% | 44,7% |

15. Indicate the degree to which each of the following bullying/harassment prevention initiatives is in place at your school this year by checking ONE response for each initiative.

| | In place | Being developed | Not in place | Not sure |
|--|----------|-----------------|--------------|----------|
| Throughout the School | | | | |
| 15.1 Bullying/harassment prevention committee | 42,5% | 6,5% | 15% | 36% |
| 15.2 School assemblies, newsletters, etc., that address bullying/harassment | 79,1% | 4,9% | 5,8% | 10,3% |
| 15.3 Increased supervision of students outside classrooms | 69,3% | 4,7% | 12,3% | 13,7% |
| 15.4 School policies and rules related to bullying/harassment | 85% | 2,8% | 2,1% | 10,2% |
| 15.5 Staff training related to bullying/harassment | 63,3% | 10,1% | 7% | 19,7% |
| 15.6 Reorganization of physical space (e.g., classrooms, playground) to reduce potential for bullying/harassment | 48,1% | 6,8% | 15,2% | 30% |
| In the Classroom | | | | |
| 15.7 Regular classroom discussion on topics to do with bullying/harassment | 73,2% | 6,4% | 4,5% | 15,9% |
| 15.8 Bullying/harassment prevention curriculum materials (e.g., videos, books) | 63,2% | 6,8% | 6,3% | 23,7% |
| 15.9 Class exercises such as role playing and writing assignments on bullying/harassment topics | 55,2% | 7% | 6,3% | 31,5% |
| 15.10 Development and posting of class rules | 85,2% | 3,8% | 2,3% | 8,7% |
| By Students | | | | |
| 15.11 Peer-led interventions (e.g., peer mediators, mentors, helpers, buddies) | 43,7% | 8,6% | 18,8% | 28,9% |
| 15.12 Involvement of students in bullying/harassment prevention committee | 29,6% | 7,8% | 21% | 41,6% |
| 15.13 Student-led activities (e.g., presentations, conferences) focused on bullying/harassment | 44,6% | 9,6% | 17,1% | 28,7% |

In place Being developed Not in place Not sure

Responses as a % of surveys found

| Category | Item | In place | Being developed | Not in place | Not sure |
|-------------------------|---|----------|-----------------|--------------|----------|
| For Individuals | 15.14 Individual counselling for students who have bullied/harassed others | 39,9% | 3,5% | 15,8% | 40,8% |
| | 15.15 Individual counselling for students who have been bullied/harassed | 43,1% | 3,2% | 15,3% | 38,5% |
| | 15.16 Group counselling for students who have bullied/harassed others | 22,1% | 3,2% | 20,7% | 54% |
| | 15.17 Group counselling for students who have been bullied/harassed | 23% | 2,8% | 20,1% | 54,1% |
| | 15.18 Specialized workshops for small groups of individuals who have been bullied/harassed (e.g., assertiveness training) | 16,7% | 3,9% | 23,2% | 56,2% |
| For Parents & Guardians | 15.19 Information to parents and guardians (e.g., through newsletters) | 60,7% | 7,6% | 5,5% | 26,2% |
| | 15.20 School presentations, seminars, etc. | 61,8% | 8,3% | 8,5% | 21,3% |
| | 15.21 Encouragement of parents and guardians to participate directly in school bullying/harassment prevention program(s) | 34,4% | 7,3% | 12,1% | 46,3% |
| In the Community | 15.22 Meetings with community leaders and organizations | 25% | 7,2% | 13,8% | 54% |
| | 15.23 Invitations to local media to cover school's efforts | 17,5% | 4,4% | 20,6% | 57,5% |
| | 15.24 Encouragement of community organizations and leaders to participate in school's bullying/harassment prevention program activities | 19,3% | 5,3% | 17,2% | 58,2% |

16. Does your school have a bullying/harassment prevention program(s) in place?
If yes, proceed to question 17. If no, proceed to question 23. 69,4% YES 30,6% NO

Answer the following questions by completely shading the circle beside your response, like this:
Please DO NOT use ✓ or X.

17. Who are the primary recipients of your bullying/harassment prevention program(s)?

Shade ALL that apply.

- | | |
|---|---|
| 46% Individual students | 44% Support teachers |
| 47,2% Groups of students | 27,3% Non-teaching staff (e.g., cafeteria staff, bus drivers) |
| 30,5% Students in individual classes | 47,8% School administrators |
| 27,3% Students in individual grade levels | 24,9% Parents and guardians |
| 0% Students within a division of the school (e.g., all those in the primary grades) | 17% Families |
| 71,3% All students | 8,2% Members of surrounding community |
| 64,2% Classroom teachers | |

Responses as a % of surveys found

- 52.5%** **18. Who participates in planning the bullying/harassment prevention program(s) in your school?**
 Shade ALL that apply.
- | | | | |
|-------|---|-------|---|
| 44,4% | Students | 27,4% | School board personnel |
| 81,6% | Classroom teachers | 18,1% | Professional consultants |
| 85,6% | School administrators | 18,4% | Personnel from community service agencies/organizations (including police) |
| 55,4% | Support staff (e.g., guidance counsellors, social/youth/childcare workers, bus drivers, cafeteria staff, caretakers) | 6,8% | Community volunteers |
| 18,9% | Parents and guardians | ,8% | Other (specify): |
- 52.4%** **19. Who is involved in delivering the bullying/harassment prevention program(s) in your school?**
 Shade ALL that apply.
- | | | | |
|-------|---|-------|---|
| 37,4% | Students | 13% | School board personnel |
| 87,3% | Classroom teachers | 13% | Professional consultants |
| 66,9% | School administrators | 19,8% | Personnel from community service agencies/organizations (including police) |
| 46,2% | Support staff (e.g., guidance counsellors, social/youth/childcare workers, bus drivers, cafeteria staff, caretakers) | 7,1% | Community volunteers |
| 6,8% | Parents and guardians | 3,1% | Other (specify): |
- 47%** **20. People play various roles in creating and/or solving the problem of bullying/harassment. Indicate which of the people/roles listed below are addressed in your bullying/harassment prevention program(s) by shading ALL that apply.**
- | | | | |
|-------|---|-------|---|
| 78,9% | Individuals who bully/harass | 42,3% | Peers not involved in bullying/harassment |
| 50,2% | Groups/gangs that bully/harass | 80,1% | Classroom teachers |
| 63,4% | Individuals who facilitate or encourage bullying/harassment | 71% | School administrators |
| 63,4% | Individuals who intervene in bullying/harassment | 57,1% | Support staff (e.g., guidance counsellors, social/youth/childcare workers, bus drivers, cafeteria staff, caretakers) |
| 71,3% | Individuals who are victimized | 33,1% | Parents and guardians |
| 60,3% | Passive participants in bullying/harassment (e.g., silent onlookers) | 19,6% | Members of surrounding community |
- 59.1%** **21. Is/are your bullying/harassment prevention program(s) evidence-based or evaluated?**
- | | Yes | No | Don't know |
|--|------------|-----------|-------------------|
| | 15,1% | 7% | 77,9% |

Responses as a % of surveys found

22. Indicate the extent to which you think your bullying/harassment prevention program(s) is/are having the following results by checking ONE response for each statement.

Strongly agree Agree Disagree Strongly disagree Don't know

| | Strongly agree | Agree | Disagree | Strongly disagree | Don't know |
|--|----------------|-------|----------|-------------------|------------|
| 55.5% 22.1 School personnel use more effective strategies to stop bullying/harassment. _____ | 16,6% | 58% | 6,1% | 1,3% | 17,9% |
| 55% 22.2 Students use more effective strategies to stop bullying/harassment. _____ | 11,9% | 58,8% | 8,4% | 3,2% | 17,8% |
| 55% 22.3 There is greater understanding about the nature of the bullying/harassment problem at our school among internal stakeholders (e.g., staff, administrators, trustees, students, school council members). _____ | 19,1% | 59,3% | 3,8% | 1,1% | 16,7% |
| 55.2% 22.4 There is greater understanding about the nature of bullying/harassment among external stakeholders (e.g., parents and guardians, community members). _____ | 10,2% | 42,2% | 10,8% | 3,5% | 33,3% |
| 54.7% 22.5 More internal stakeholders (e.g., staff, administrators, trustees, students, school council members) are directly involved in solving bullying/harassment at our school. _____ | 15,2% | 54,2% | 6,5% | 1,6% | 22,5% |
| 54.7% 22.6 More external stakeholders (e.g., parents and guardians, community members) are directly involved in solving the problem of bullying/harassment at our school. _____ | 6% | 25,7% | 19,8% | 5,4% | 43,1% |
| 54.7% 22.7 The number of reported bullying/harassment incidents has decreased. _____ | 9,2% | 28,7% | 6,5% | 2,2% | 53,4% |
| 54.7% 22.8 The severity of reported bullying/ harassment incidents has decreased. _____ | 9,8% | 30,9% | 4,3% | 1,6% | 53,4% |
| 54.3% 22.9 The atmosphere at our school is generally more positive and peaceful. _____ | 25,1% | 53,3% | 4,4% | 1,9% | 15,3% |



Answer the following questions by completely shading the circle beside your response, like this:
Please DO NOT use ✓ or X.

Responses as a % of surveys found

69.9%

23. What are things that you think your school could do to help prevent bullying/harassment?

- | | | | |
|-------|--|-------|--|
| 54,6% | Provide students with information about bullying/harassment | 29,7% | Have students/staff read books on the topic |
| 67,5% | Provide students with information about how to report bullying/harassment | 40,1% | Run programs |
| 53,1% | Hold parent/guardian information meetings | 30,6% | Do a school/class project |
| 63,3% | Provide training to teachers/staff on how to prevent and address bullying/harassment | 50,1% | Hold an assembly |
| 51,8% | Have group or class discussions | 56,5% | Involve students in preventing bullying/harassment |
| 48,6% | Integrate lessons through curriculum | 31,8% | Develop skits on bullying/harassment topics |
| 66,5% | Invite a guest speaker | 7,6% | Other (please explain) |
| 43,9% | Show films on the topic | | |

77.2%

24. Do you need help or advice in planning and implementing a bullying/harassment prevention program?

| Yes | No | Don't know |
|-----|-------|------------|
| 15% | 53,3% | 31,7% |

Addendum: Free Text Entries

02 Other - 4.6% Made Text Entries.

- 3.2% A number of ELL students often feel that they will not be accepted by the wider community.
- 3.2% anxiety issues
- 3.2% behavioural
- 3.2% BEHAVIOURS, an SK is nagged loudly for moderately misbehaving for
- 3.2% behind developmentally
- 3.2% depends
- 3.2% don't know but I don't think so
- 3.2% family struggles
- 3.2% Feeling that the teacher thinks they are stupid when they have a learning disability
- 3.2% food choices
- 3.2% Generally, don't see an issue
- 3.2% I don't know the student well enough.
- 6.5% I don't think so
- 3.2% I have not seen evidence to suggest that any students feel uncomfortable, but cannot positively say that it has never occurred
- 3.2% I'm sure all of these but I don't know how they feel exactly.
- 3.2% I'm sure they might, but that is just their perception...like all of us.
- 3.2% mental health challenges are just starting to be addressed and sexual orientation issues really have not been addressed
- 3.2% observing violent behaviour from classmate
- 3.2% other students in class with behaviour problems
- 3.2% personality
- 3.2% self-control with their words and actions
- 3.2% sometimes kids compare marks
- 3.2% Student Outbursts
- 3.2% students may think they need special skills to be accepted on a team
- 3.2% their family situation, ie. parents going through divorce
- 3.2% their size overweight students or short students
- 3.2% there are always a few students from each of the above but overall I feel an effort is made to be inclusive
- 3.2% They feel threatened by one particular family.
- 3.2% too much pro gay propaganda
- 3.2% uncomfortable as an international student
- 3.2% When the do not follow the normal school routines, and a teacher makes them follow the rules, intermediate students often take this feeling personally.

03 Other - 5% Made Text Entries.

- 11.8%
- 2.9% ability to do the activity etc
- 2.9% age
- 2.9% all of the above
- 2.9% ANY OF ABOVE

Addendum: Free Text Entries

- 2.9% athletic abilities
- 2.9% Athletic Ability
- 2.9% Because of their difficulty integrating socially
- 2.9% behavioural
- 2.9% can't afford the cost/wouldn't know they could ask for financial assistance
- 2.9% can't join extra curricular groups due to lack of available EA support for the students to be able to be part of the groups
- 2.9% Craft club \$90
- 2.9% don't know
- 2.9% general ability, not good enough
- 2.9% if not good at sports they don't get picked for school teams, all should be inclusive
- 2.9% limited room, only certain students are invited to attend
- 2.9% lower functioning student don't get picked to be on teams or in the school play. they can't perform at a winning level. winning and doing well on stage are more important than having a chance to perform. Boys do not come forward to be in performances. why?
- 2.9% Not athletically inclined
- 2.9% Not enough spots for kids to participate
- 2.9% not good at or enjoy sports
- 2.9% peer groups
- 2.9% personality
- 2.9% some female athletes don't feel welcome playing on a team with a large percentage of homosexual girls.
- 2.9% Some female students who identify as heterosexual feel uncomfortable on teams that have several students who identify as homosexual.
- 2.9% sports teams because this is an extremely competitive school
- 2.9% teacher favourability
- 2.9% their ability level in sport
- 2.9% their own self-esteem issues
- 2.9% Their skill ability
- 2.9% Their skill level (i.e. teams) or grade level
- 2.9% they feel that their skills are not as good as their peers
- 2.9% they will likely not feel they belong in clubs where they have little aptitude
- 2.9% weight, learning difficulties
- 2.9% what grade they are in, can not participate in drama

06 Other - 9.5% Made Text Entries.

- 1.6% Anxiety
- 1.6% availability of support staff
- 1.6% behavior issues of some students who disrupt the class
- 7.8% behaviour
- 1.6% Behaviours
- 1.6% bullying
- 1.6% cell phones/smart phones
- 1.6% class room disruptions from others

Addendum: Free Text Entries

- 1.6% consistent family support
- 1.6% emotions, unsettled behaviour
- 1.6% Family challenges
- 1.6% family life / behaviour
- 1.6% Family or personal situations
- 1.6% family situation
- 1.6% family situations
- 1.6% family's level of education
- 1.6% financial disadvantage (e.g. IPADS, chrome books, laptops)
- 1.6% Generation Poverty, Attitudes towards schooling
- 1.6% Home life
- 1.6% how they act
- 1.6% if they are boys they are at risk
- 1.6% including learning disabilities and challenges
- 1.6% Inclusive settings can't always meet the needs of special needs students the way they should.
- 1.6% Initially until programs are in place. Behaviour may cause a barrier. Implementation of programs helps in these areas.
- 1.6% kids in our elementary school are not getting any support if they have gender/sexual orientation issues.
- 1.6% lack of computers
- 1.6% Lack of EA/CYCW support
- 1.6% lack of handicap doors; wandering lone students; communication issues
- 1.6% Lack of parental involvement
- 1.6% Lack of personnel
- 1.6% lack of support staff
- 1.6% lack of support within the classroom to the students and teacher
- 1.6% lack of support/interest from parents/guardians
- 1.6% Language barriers because ESL support is minimal now at small group to step 2. This means in in 2-3rd year in Canada children from e.g. Syria, Egypt, Romana, Sudan etc. do not receive the language support necessary outside of class. While teachers make every opportunity to differentiate and accomodate student programming-it is not the same. Kids need academic support for a longer period of time. Some classes have 68 % esl kids. 55% is the norm at our school. we have two teachers at two different schools running around on a harried schedule. We need 1 1/2 esl teachers just to teach the minimum of esl students.
- 1.6% learning and behavioural disabilities
- 1.6% Learning Disabilities, no support
- 1.6% Learning disability
- 1.6% low self-esteem
- 1.6% Males are looked down upon/treated as not capable of higher achievement. Many strong Catholics feel that they're beliefs are wrong/fly in the face of current culture/climate in schools.
- 1.6% mental health issues
- 1.6% more assistance is needed for children that are academically low
- 1.6% nature and nurture
- 1.6% Need more support
- 1.6% no support for high needs students who are not violent

Addendum: Free Text Entries

- 1.6% other aggressive children in the classroom
- 1.6% other student's needs
- 1.6% parental support with academics

Multiple Schools Reported on Including:

- Blessed Kateri Catholic Elementary School
- Blessed Sacrament Catholic Elementary School
- Canadian Martyrs Catholic Elementary School

• Plus 47 More

1597 found of 1597 total
Saturday, April 4, 2015

Report Title: Parent 4 Apr 15 8:42:12 30021

- 1597 Surveys match your report request criteria.

All percentages along the left edge represent the proportion of total survey takers (percentage of 1597 in the current report) who have responded in any way to the associated question.

| Responses as % of Surveys Found | | Always | Often | Sometimes | Never |
|---------------------------------|--|--------|-------|-----------|-------|
| 96.3% | 5. How do you feel about your school? | | | | |
| 96.3% | a) I enjoy being at school. | 45.1% | 42.0% | 12.0% | 0% |
| 96.3% | b) My school is a friendly place. | 45% | 35.4% | 13.9% | 1.7% |
| 92.3% | c) My school building is a comfortable place to learn. | 60.9% | 18.9% | 9.4% | 1.1% |
| 92.3% | d) I feel accepted by students in my school. | 45.9% | 37.9% | 14.4% | 2.2% |
| 92.3% | e) I feel accepted by adults in my school. | 72.2% | 19% | 8.1% | 1.0% |
| 92.8% | f) I can get extra help at my school when I need it. | 77.9% | 12.7% | 7.0% | 1.1% |

Percentages in black in the body of the report indicate the number of people who chose this response as compared to the total number of people who responded to the question.

- Some questions allow survey takers to select multiple responses so percentages across all possible responses to a question, in some cases, may not add up to 100%.
- Due to the possibility of many unique responses, free text entries are listed at the end of the report with their question numbers indicated.

SCHOOL Climate Survey

A Survey for Parents and Guardians About:
 • **Equity and Inclusive Education**
 • **Bullying/Harassment**



A Few Questions About You and Your Child ...

Multiple Schools | 1597 found of 1597 total | Saturday, April 4, 2015

Responses as a % of surveys found

- 99.7% **1. What grade is your child in? Circle one:** 7,9% **JK** 7,2% **2** 9,9% **5** 8,2% **8** 3% **11**
 (Note: If you have more than one child in the school system, please feel free to complete and submit a separate survey for each child.)
 7% **SK** 9,4% **3** 10,7% **6** 3% **9** 2,4% **12**
 8,4% **1** 10,4% **4** 8,7% **7** 3,9% **10**
- 99.2% **2. What is your child's sex?** 52,3% **Male** 47,7% **Female**
- 98.2% **3. What is your first language** (the first one you learned to speak)? Responses listed at end
- 97.9% **4. How many years have you lived in Canada?** 83% **All my life** 17% **Part of my life** 16,9% specified length See end

Check one answer for each of the following questions:

- | | Always | Often | Sometimes | Never | Don't know |
|---|--------|-------|-----------|-------|------------|
| 99.7% 5. Does your child feel safe and welcome at school? | 66,4% | 23,7% | 8% | ,5% | 1,3% |
| 99.2% 6. Does your child feel safe on the way to and from school? | 73,1% | 19,7% | 4,9% | ,6% | 1,8% |
| 99.2% 7. Does your child feel safe in your neighbourhood or community? | 72% | 23,3% | 2,8% | ,4% | 1,5% |



Section I Equity and Inclusive Education

Responses as a % of surveys found

| 8. How does your child feel about his/her school? | Always | Often | Sometimes | Never |
|---|--------|-------|-----------|-------|
| a) My child enjoys being at school. | 45,8% | 41,7% | 11,6% | 1% |
| b) My child's school is a friendly and welcoming place. | 63,1% | 28,9% | 7,8% | ,3% |
| c) My child's school building is an inviting place to learn. | 64,9% | 27,7% | 6,8% | ,7% |
| d) My child feels accepted by students in his/her school. | 44,7% | 38,9% | 15,5% | 1% |
| e) My child feels accepted by adults in his/her school. | 62,7% | 28,2% | 8,7% | ,3% |
| f) Extra help is available at my child's school when he/she needs it. | 50,9% | 32,3% | 14,6% | 2,3% |

9. Does your child ever feel unwelcome or uncomfortable at his/her school because of any of the following?

(Please check the items that apply.)

| | |
|--|------------------------------------|
| 6,8% His/her sex (male/female) | 2,6% His/her religion or faith |
| 7,5% His/her ethnocultural or racial background | 8,1% The family's level of income |
| ,7% His/her Aboriginal background (First Nation, Métis, Inuit) | 0% A disability that he or she has |
| 2,9% His/her language background (first language) | ,9% His/her sexual orientation |
| 28,6% His/her grades or marks | 31,5% Other reason(s) |
| 37,2% His/her appearance | Responses listed at end |

10. Are there school activities, teams, or clubs that your child is part of or would like to take part in but feels that he or she is not welcome or does not belong?

10% Yes 90% No (If you answered no, skip to question 11).

If your child feels that he or she is not welcome or does not belong, do you think it is because of any of the following? (Please check the items that apply.)

| | |
|---|------------------------------------|
| 5,2% His/her sex (male/female) | 2,2% His/her religion or faith |
| 8,2% His/her ethnocultural or racial background | 8,2% The family's level of income |
| 1,5% His/her Aboriginal background (First Nation, Métis, Inuit) | 0% A disability that he or she has |
| 4,5% His/her language background (first language) | 2,2% His/her sexual orientation |
| 15,7% His/her grades or marks | 49,3% Other reason(s) |
| 28,4% His/her appearance | Responses listed at end |

11. In your child's school, how often has he or she learned about the experiences and/or achievements of:

| | Often | Sometimes | Never | Not sure |
|--|-------|-----------|-------|----------|
| a) women and girls | 14,5% | 33% | 6,6% | 45,9% |
| b) Aboriginal peoples (First Nation, Métis, Inuit) | 17,1% | 41% | 5,5% | 36,4% |
| c) diverse ethnocultural or racial communities | 11,7% | 39% | 6,6% | 42,7% |
| d) diverse religious/faith communities | 16,5% | 34% | 10,2% | 39,4% |
| e) people with disabilities | 17,3% | 43,7% | 4,5% | 34,4% |
| f) gay, lesbian, and bisexual people | 2,9% | 11,4% | 27% | 58,6% |
| g) people who identify as transgender | 1,7% | 5,9% | 31,2% | 61,2% |
| h) people with differing income levels | 6,6% | 26,8% | 12,9% | 53,6% |

Responses as a % of surveys found

| 12. In your child's school, members of diverse communities appear in: | Strongly agree | Agree | Disagree | Strongly disagree | Not sure |
|---|----------------|-------|----------|-------------------|----------|
| a) pictures or posters in the school | 16,1% | 45,6% | 5,3% | 1,2% | 31,9% |
| b) displays of student work | 19,9% | 38% | 5,2% | ,7% | 36,1% |
| c) materials used in class (e.g., books, videos) | 17,1% | 44,6% | 2,8% | ,5% | 35,1% |
| d) discussions and presentations about topics studied in class | 13,3% | 43,1% | 3,3% | ,8% | 39,4% |
| e) school publications (e.g., yearbooks, newspapers) | 14% | 40,6% | 6% | 1,2% | 38,2% |
| f) special events and celebrations | 15,8% | 42,7% | 5,2% | 1,2% | 35,1% |

13. Do you feel that there are barriers that stand in the way of your child's learning at school?

14,3% **Yes** 73,9% **No** 11,8% **Not sure**

If you answered yes, do you think that these barriers exist because of any of the following?
(Please check the items that apply.)

| | |
|---|---|
| 4,6% Your child's sex (male/female) | 2,6% His/her religion or faith |
| 5,6% His/her ethnocultural or racial background | 5,1% The family's level of income |
| ,5% His/her Aboriginal background (First Nation, Métis, Inuit) | 0% A disability that he or she has |
| 4,1% His/her language background (first language) | 1% His/her sexual orientation |
| 25,5% His/her grades or marks | 42,3% Other reason(s) |
| 9,7% His/her appearance | |

Responses listed at end

14. Do you feel that school rules have been applied to your child in a fair way:

45,4% **all the time?** 1,6% **rarely?**
41% **most of the time?** 3,5% **Not sure**
8,5% **some of the time?**

If the school rules have **not** been applied to your child fairly, do you think it is because of any of the following? (Please check the items that apply.)

| | |
|--|---|
| 17,4% His/her sex (male/female) | 2,9% His/her religion or faith |
| 5,8% His/her ethnocultural or racial background | 4,1% The family's level of income |
| 1,2% His/her Aboriginal background (First Nation, Métis, Inuit) | 0% A disability that he or she has |
| 5,2% His/her language background (first language) | ,6% His/her sexual orientation |
| 15,7% His/her grades or marks | 44,2% Other reason(s) |
| 12,2% His/her appearance | |

Responses listed at end



Responses as a % of surveys found

84.9%

15. Do you feel that your child is treated by the adults in the school:

90,3% **the same way as everyone else?**

4,1% **better than others?**

5,6% **worse than others?**

84.9%

If you feel that your child is treated better or worse than others, do you think it is because of any of the following? (Please check the items that apply.)

90,3% **His/her sex (male/female)**

4,1% **His/her ethnocultural or racial background**

5,6% **His/her Aboriginal background
 (First Nation, Métis, Inuit)**

His/her language background (first language)

His/her grades or marks

His/her appearance

His/her religion or faith

The family's level of income

A disability that he or she has

His/her sexual orientation

Other reason(s)

Responses listed at end

84.9%

16. School antidiscrimination policy

Yes

No

I don't know

a) Does your child's school have a policy or procedure for reporting discrimination?

37,6%

1,5%

60,8%

48.4%

b) If you answered yes, do you feel that the policy or procedure effectively addresses students' concerns?

44,4%

6%

49,7%

78.3%

c) Do you feel that your child's school responds quickly to reports of discrimination?

26,4%

5,9%

67,7%

84.3%

1,2% **Yes** 98,8% **No**

If you answered yes, was the request for a religious accommodation met?

2.6%

35,7% **Yes** 64,3% **No**

.4%

If the request was denied, what reason was your child given?

Responses listed at end

When you answer questions 18 to 22, think about THE PAST FOUR WEEKS. (Check one answer for each question.)

Responses as a % of surveys found

| | | Not once in 4 weeks | Once or twice in 4 weeks | Every week | Many times a week | Don't know |
|--|---|---------------------|--------------------------|------------|-------------------|------------|
| 18. During the past four weeks, has your child been bullied/harassed by other students in any of the following ways ... | | | | | | |
| 79.4% | a) Physically? | 75,8% | 11,4% | 2,1% | ,9% | 9,9% |
| 81.5% | b) Verbally? | 59,3% | 19,4% | 5,9% | 3,7% | 11,7% |
| 80.7% | c) Socially? | 61,6% | 16,8% | 5,2% | 4% | 12,4% |
| 77.6% | d) Electronically? | 83,5% | 2,8% | 1% | ,2% | 12,4% |
| | 19. During the past four weeks, has your child experienced any of the following types of bullying/harassment ... | | | | | |
| 77.6% | a) Racial/ethnocultural | 89,4% | 1,4% | ,5% | ,1% | 8,7% |
| 77.5% | b) Sexual? | 89,5% | 1% | ,4% | ,1% | 9% |
| 77.6% | c) Gender-based? | 87,9% | 1,8% | ,6% | ,3% | 9,4% |
| 77.3% | d) Homophobic? | 89,6% | 1,1% | ,4% | ,2% | 8,7% |
| 77.1% | e) Religion-based? | 90,2% | ,6% | ,2% | ,1% | 8,9% |
| 77.6% | f) Disability-based? | 87,2% | 2,3% | ,9% | ,6% | 9,1% |
| 76.5% | g) Income-based? | 89,2% | 1,1% | ,3% | ,1% | 9,2% |
| 80.8% | 20. During the past four weeks, has your child stayed away from school to avoid being bullied/harassed? | 92,3% | 3,9% | ,3% | ,2% | 3,3% |
| | 21. During the past four weeks, has your child, on his/her own or as part of a group, bullied/harassed other students in any of the following ways ... | | | | | |
| 80.3% | a) Physically? | 85,2% | 1,6% | ,3% | ,1% | 12,8% |
| 80.3% | b) Verbally? | 81,3% | 2,7% | ,3% | ,2% | 15,4% |
| 79.8% | c) Socially? | 82% | 1,9% | ,3% | ,2% | 15,7% |
| 79.6% | d) Electronically? | 87,8% | ,7% | ,2% | 0% | 11,3% |



Responses as a % of surveys found

22. During the past four weeks, has your child, on his/her own or as part of a group, subjected other students to any of the following types of bullying/harassment

Not once in 4 weeks Once or twice in 4 weeks Every week Many times a week Don't know

| | | | | | | |
|-------|--------------------------|-------|-----|-----|-----|-------|
| 78.3% | a) Racial/ethnocultural? | 87,5% | ,5% | ,2% | ,1% | 11,7% |
| 78.2% | b) Sexual? | 88,1% | ,2% | ,2% | 0% | 11,4% |
| 78.3% | c) Gender-based? | 87,1% | ,2% | ,3% | 0% | 12,3% |
| 78.3% | d) Homophobic? | 88,2% | ,3% | ,2% | 0% | 11,3% |
| 78.1% | e) Religion-based? | 88,6% | ,2% | ,2% | 0% | 11,1% |
| 78.1% | f) Disability-based? | 88,1% | ,2% | ,2% | 0% | 11,5% |
| 77.6% | g) Income-based? | 88% | ,2% | ,3% | 0% | 11,5% |

The next questions ask about where, when, and how often bullying/harassment occurs in and near your child's school and about how people respond to this kind of behaviour.

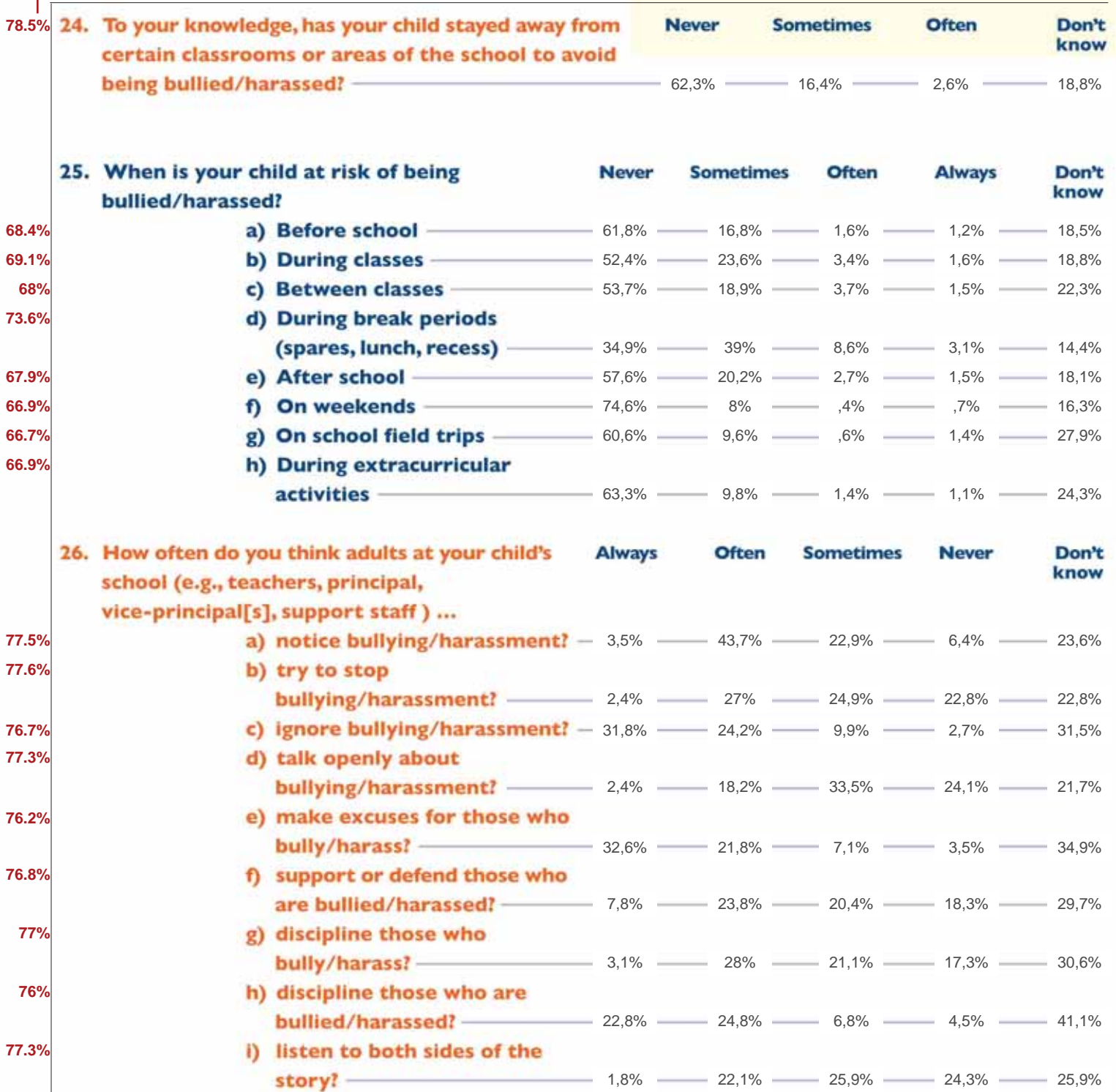
23. Where and how often does bullying/harassment occur? If a location is not applicable to your child's school, do not respond.

Never Sometimes Often Don't know

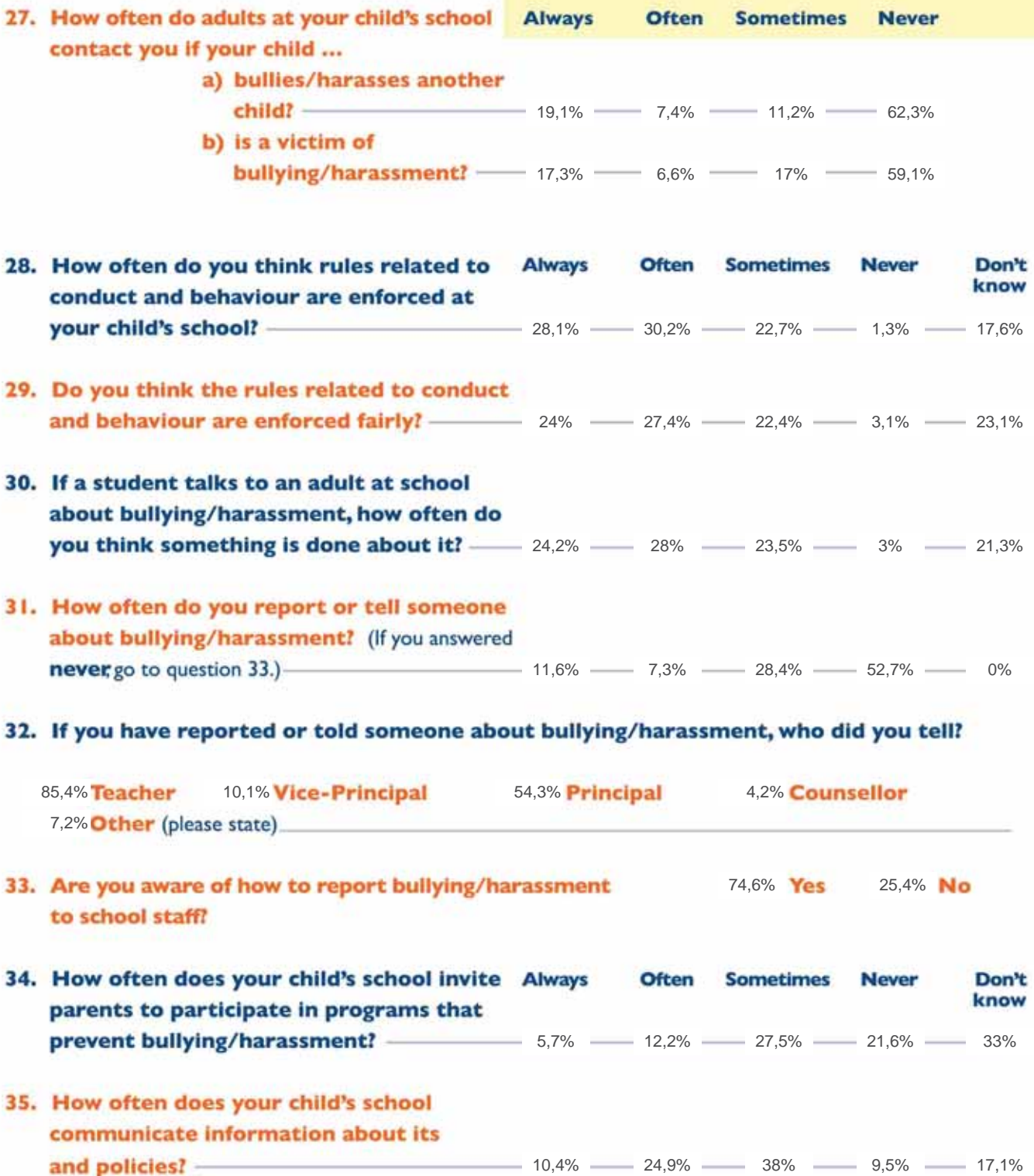
| | | | | | |
|-------|--|-------|-------|-------|-------|
| 67.5% | a) Classrooms | 25% | 33% | 5,9% | 36,1% |
| 66.7% | b) Hallways | 22,6% | 28,9% | 6,6% | 41,9% |
| 64.7% | c) School entrances and exits | 27,8% | 21% | 4,2% | 47,1% |
| 63.9% | d) Library | 35,7% | 7,4% | ,6% | 56,2% |
| 62.5% | e) Computer rooms | 35,8% | 7,3% | ,9% | 56% |
| 64.8% | f) Gym | 28,4% | 18,6% | 3,9% | 49,2% |
| 60.9% | g) Change rooms or locker rooms | 29,5% | 11,8% | 3,8% | 54,9% |
| 64.3% | h) Washrooms | 29,1% | 14% | 3,6% | 53,3% |
| 62.3% | i) School bus | 27,5% | 16,5% | 7,1% | 48,8% |
| 68.6% | j) Playground | 15,2% | 36,1% | 18,4% | 30,2% |
| 62.2% | k) On the way to and from school | 36,3% | 15% | 4,3% | 44,4% |
| 59.9% | l) Lunchroom or eating area/cafeteria | 30,7% | 13,9% | 3,8% | 51,6% |
| 60.9% | m) Parking lot | 39,2% | 6,5% | 1% | 53,3% |
| 62.2% | n) Areas off school property | 31,1% | 16,1% | 4,7% | 48,1% |
| 61.8% | o) On school field trips or during school extracurricular activities | 35,4% | 9,5% | 1,4% | 53,7% |
| 62.4% | p) Electronically | 35,9% | 10,4% | 4,4% | 49,2% |
| 1.6% | q) Other (please specify) | | | | |

Responses listed at end

Responses as a % of surveys found



Responses as a % of surveys found



Responses as a % of surveys found

70.6%

36. How satisfied are you with the steps your school has taken to prevent bullying/harassment among students?

23,9% **Very satisfied** 56,4% **Satisfied** 19,7% **Unsatisfied** 3,2% **Very unsatisfied**

65.1%

37. What are things that you think your child's school could do to help prevent bullying/harassment? (Check any that you agree with.)

- 62,3% **Provide students with information about bullying/harassment**
- 73,1% **Provide students with information about how to report bullying/harassment**
- 53,8% **Hold parent/guardian information meetings**
- 74,2% **Provide training to teachers/staff on how to prevent and address bullying/harassment**
- 66,6% **Have group or class discussions**
- 56,4% **Invite a guest speaker**
- 45,7% **Show films on the topic**
- 38,1% **Have students/teachers read books on the topic**
- 38% **Run programs**
- 47,4% **Do a school/class project**
- 39,2% **Hold an assembly**
- 71,6% **Involve students in preventing bullying/harassment**
- 38,2% **Develop skits on bullying/harassment topics**
- 8,7% **Other** (please explain)



Addendum: Free Text Entries

03 First Language - 98.2% Made Text Entries.

| | |
|-------|------------------------|
| .1% | amharic |
| .1% | anglais |
| .4% | Arabic |
| .1% | Arabic |
| .1% | Arabica |
| .1% | Armenian |
| .1% | Canadian |
| .1% | Cantonese |
| .1% | Chinese |
| .6% | Croatian |
| .1% | czech |
| .2% | Dutch |
| .2% | Eglish |
| .5% | ENG |
| .1% | Engilsh |
| .1% | English |
| .1% | Engligh |
| .1% | Englilsh |
| .1% | englisg |
| 81.7% | English |
| 3.9% | English |
| .1% | English and Portuguese |
| .1% | English. |
| .1% | english |
| .1% | Englisch |
| .5% | Filipino |
| .1% | Filipino |
| .1% | Finnish |
| .1% | French |
| .6% | German |
| .3% | hungarian |
| .1% | Hungarian |
| .4% | Italian |
| .1% | Japanese |
| .1% | Khmer |
| .1% | Konkani |
| .4% | Korean |
| .1% | Malayalam |
| 81.8% | nglish |
| .1% | not English |
| .1% | Pilipino |

Addendum: Free Text Entries

| | |
|------|----------------|
| 1.3% | Polish |
| .1% | polish |
| .1% | Portugese |
| 2.4% | Portuguese |
| .1% | Portuguese |
| .1% | Punjabi |
| .5% | romanian |
| .1% | Romanian |
| .1% | SERBIAN |
| .1% | Serbo Croation |
| .1% | Sinhalese |
| .2% | Slovak |
| 2.3% | Spanish |
| .5% | Tagalog |
| .1% | VIETNAMESE |

04 Years in Canada - 16.9% Made Text Entries.

| | |
|------|-----------------|
| .7% | 0.25 (3 months) |
| .4% | 1 and half year |
| 7.4% | 2 |
| .4% | 2.5 years |
| .7% | 3years |
| .4% | 3.5 |
| .4% | almost 4 years |
| 4.8% | 5 years |
| .4% | 5.5 |
| .4% | 6 Years |
| 6.7% | 7 |
| 2.2% | 8 years |
| 3.7% | 9 |
| .4% | 10 months |
| .4% | 11 years |
| 2.6% | 12 |
| 1.1% | 13 |
| 1.5% | 14 |
| 3.7% | 15 |
| 1.5% | 16 |
| .4% | 17 |
| .4% | 18 |
| .4% | 19 years |
| 2.6% | 20 |
| .4% | 21 |
| 1.1% | 22 years |

Addendum: Free Text Entries

| | |
|------|--|
| .7% | 23 |
| .7% | 24 |
| 1.1% | 25 years |
| .7% | 26 YEARS |
| 1.9% | 27 |
| 1.1% | 28 |
| .7% | 29 |
| 4.1% | 30 |
| .4% | 31 |
| .4% | 32 |
| .4% | 33 |
| .7% | 34 years |
| .4% | 35 |
| .7% | 36 |
| 1.1% | 37 |
| .7% | 38 years |
| 1.5% | 39 |
| 1.9% | 40 |
| .4% | 40.5 |
| .4% | 41 |
| 1.9% | 42 |
| .4% | 43 |
| .7% | 44 |
| .7% | 45 |
| 1.1% | 47 |
| .4% | 50 |
| .4% | 55 |
| .4% | 62 |
| .4% | 6 years, 3 months |
| .4% | 10months, just moved back after 7 years away |
| .4% | ALL BUT 2 YEARS = 48 YEARS |
| N/A | ? |

09 Other - 11% Made Text Entries.

| | |
|-----|--|
| .6% | Never |
| .6% | A child with a disability was attacking her |
| .6% | A few male teachers are a bit over the top in terms of Authority |
| .6% | A specific child makes her uncomfortable for a variety of reasons |
| .6% | activity/energy level & not traditional gender play (ie. likes 'boys' activities |
| .6% | ADHD |
| .6% | ADHD and sensory processing disorder |
| .6% | always feels welcomed |
| .6% | Always welcomed and comfortable |

Date: May 25,2015
 To: Board of Trustees
 From: Director of Education
 Subject: Resiliency Initiatives Survey

Type of Report: Decision-Making
 Monitoring
 Incidental Information

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

Origin:

Bill 212, Progressive Discipline and School Safety addresses behaviour, discipline and safety in the school setting and PPM 144 defines bullying and outlines expectations for school boards on bullying prevention and intervention. School climate surveys fall within the parameters of PPM 144 for the purpose of assessing perceptions of safety and helping schools to make decisions about how to prevent all forms of bullying and harassment and promote safe, inclusive and accepting schools. Tell Them From Me was the survey instrument used to comply with PPM 144 and glean student voice with respect to safety and well-being in the school setting. This survey was administered in 2012 and as a pilot in 2010. The level of anxiety reported by students was higher than the national average. Various opportunities to build system capacity through the mental health initiative has been a focus for the last 2 years. In an examination of student voice surveys the Resiliency Initiative survey provided the most comprehensive instrument that is based on a strength-based approach and provided an opportunity to create programming in response to student voice.

Policy Statement:

Policy I 001 Ends

Background/Comments:

The Resiliency Initiative survey was administered to all students in Grades 4-12 in April of 2015. Over 7000 survey responses were completed. The results of the survey will be available to the board and schools in June of 2015. A series of 10 training modules with respect to building educator capacity will be part of a learning series for schools and board office staff in the 15-16 school year. Parent and community forums will be held to heighten awareness and understanding of a strength-based approach in enhancing the positive developmental pathways of children and youth. Shifting attention from the prevention of specific problems to a more holistic focus on the positive aspects of youth development from an underlying set of values, principles and philosophy of strength-based practice will better engage students to reach their academic potential and build their well-being and promote positive mental health. The philosophy of this approach aligns with our board mission and vision and Catholic social teachings and values. This approach reminds us that every child holds the key to his or her own transformation and meaningful change process and challenges educators to system change processes, curriculum and instructional practice, student rapport and evaluation, and appropriate research and best practice. Working alongside staff and students to build resiliency will better prepare our children to be prepared for the challenges and opportunities of the 21st century.

Recommendation:

For Information only

Prepared/Reviewed By: Michael Schmitt
Director of Education

Laura Shoemaker
Superintendent of Special 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."

Date: May 25, 2015
 To: Board of Trustees
 From: Director of Education
 Subject: Board Improvement Plan for Student Achievement (BIPSA)

Type of Report: Decision-Making
 Monitoring
 Incidental Information

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

Origin:

Every year we develop a board improvement plan for student achievement (BIPSA). Establishing a system-wide improvement plan necessitates analyzing data from a variety of sources, interpreting data to determine local priorities, and using the data as a foundation for further discussion and evidence-informed decision making. The strategies contained in the Board Improvement Plan for Improving Student Achievement are based on student achievement data, perceptual data, recommendations for next steps from the School Effectiveness final reports, and EQAO data.

WCDSB relies on large scale assessment to ensure appropriate programs, interventions and pathways are being addressed, delivered and monitored in order to provide students with optimal learning experiences to increase student achievement and wellbeing. Large scale assessments are examined for the purpose of goal setting, curriculum delivery and accountability for each school year. The Ministry of Education conducts two BIPSA audits per school year.

Policy Statement:

Policy 1001 - Ends

Background/Comments:

The board improvement for student achievement consists of four pillars: Catholic Community Culture and Caring, Literacy, Numeracy, and Pathways. Each pillar names a system focus and where applicable EQAO data is used to set Smart Goals; every pillar also names SEF(School Effectiveness Framework) indicators, Theory of Action Statements, Targeted Evidence Based Strategies, Professional Learning, Monitoring and Evaluation and Resources. The pillar foci and theory of action statements are listed below and the pillar SMART goals for Numeracy, Literacy, and Pathways will be reported on in the 2015/2016 report to the Board on EQAO assessments in the fall.

Catholic Community Culture and Caring:

System Focus

The 2014-2015 academic year will see an increase in the demonstration of our Catholic Social Teachings in all students in areas of belonging, safety, healthy living and faith formation by focussing on leadership that transforms God's world.

Increase collaboration with students, parents, staff and the broader community to benefit student learning achievement.

Provide increased opportunities for students to participate in peer leadership and social justice initiatives that concretely demonstrate faith connections and foster faith development while engaging in 21st century learning.

Theory of Action Statement:

If we foster a common understanding of the scope of Catholic Education as described by transformational leadership, **then** decision making and effective practice will be aligned with our Gospel values, the WCDSB vision, mission, and professional standard of ethics to encourage a holistic view of student learning.

If we cultivate an approach to discipline and social engagement that limits exclusionary interventions, **then** students will have greater exposure to instruction and achievement/credit accumulation will increase.

If we engage parents readily and meaningfully in the process of student learning **then** there will be a greater degree of support and alignment for responsive instruction which promotes student achievement rooted in our Faith.

Literacy:

System Focus:

Use explicit instruction in guided reading and vocabulary development to increase students' reading skills and refine writing skills in order to respond with precision to students not meeting benchmarks.

Theory of Action Statement:

If educators use data, text selection and knowledge of vocabulary building intentionally to plan for responsive instruction, **then** student learning will show evidence of increased foundational skills and engagement in reading and writing as measured by targeted check-ins.

Numeracy:

System Focus:

Use curriculum content and big ideas intentionally to plan for responsive instruction to increase student learning and show evidence of flexible mathematical thinking, application and knowledge as measured by improvement target check-ins. (see monitoring)

Theory of Action Statement:

If teachers use purposeful questioning techniques (e.g. open & parallel questions, talk moves), **then** student learning (oral and written) will show evidence of flexible mathematical thinking, application and knowledge

Pathways:

System Focus:

In an effort to improve Red Seal Achievement rates, SHSM teams in each school are provided real time data and feedback related to the progress of SHSM students. Schools are provided with overall school percentages of SHSM credits and certifications on track as well as detailed lists of which students require additional support to achieve the SHSM designation.

Theory of Action Statement:

If coop opportunities related to SHSM are provided and promoted to all participating students, **then** the red seal achievement rates will increase.

If students engage in Creating Pathway to Success planned activities through their All About Me ePortfolio in K to 6 and Individual Pathway Plan (IPP) in grade 7 to 12, pathway opportunities such as Co-op and SHSM participation rates will increase.

If students are engaged in understanding their learning profile by differentiated learning opportunities **then** individualized goal setting and appropriate pathways will lead to greater student engagement.

Recommendation:

For information only

Prepared/Reviewed By:

Maria Ivankovic, Superintendent of Learning: Programming/School Effectiveness Framework
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."

Date: May 25, 2015
 To: Board of Trustees
 From: Director of Education
 Subject: Waterloo Region: Trends and Issues and Demographic Trends

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)

Recently, staff has had an opportunity to participate in two presentations at the Region of Waterloo regarding trends and issues and demographic trends.

The information on the attached slides provides excellent background and context as we move to develop our Multi-year Strategic Plan.

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

The Education Act: Section 169.1

Background/Comments:

The Waterloo Region: Trends and Issues: 2015-2018 provides an overview of the following:

- Growth Management & Prosperity
- Environmental Sustainability
- Transportation
- Healthy & Inclusive Communities
- Service Excellence

The Demographic Trends: Implications for Waterloo Region provides excellent data related to the following:

- Population growth
- Age demographics
- Ethnic and cultural diversity
- Education levels
- Employment demographics
- Implications for Public Health
- Income and housing demographics

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.”



Trends and Issues 2015 - 2018

MIKE MURRAY
CHIEF ADMINISTRATIVE OFFICER

Waterloo Region



- 560,000 people
- 1350 sq km
- 7 municipalities
- Urban / Rural
- Diverse Economy

Overview of Key Issues



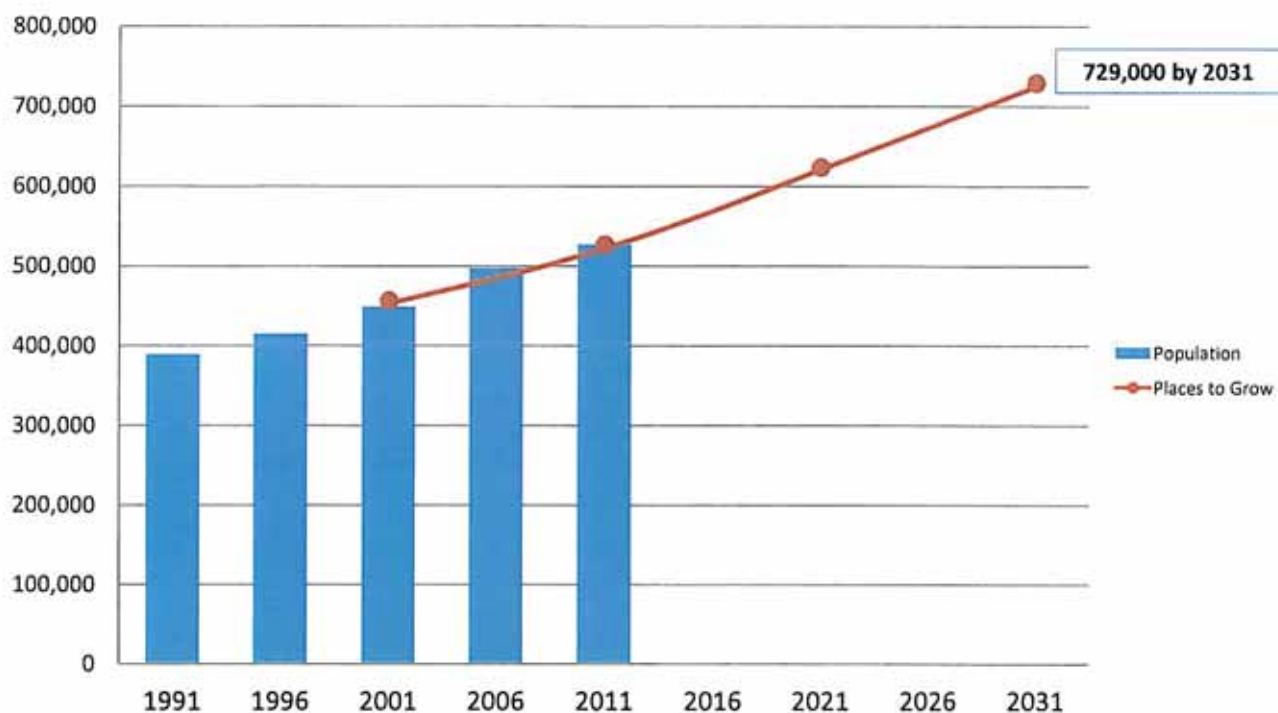
Manage growth to foster thriving and productive urban and rural communities.



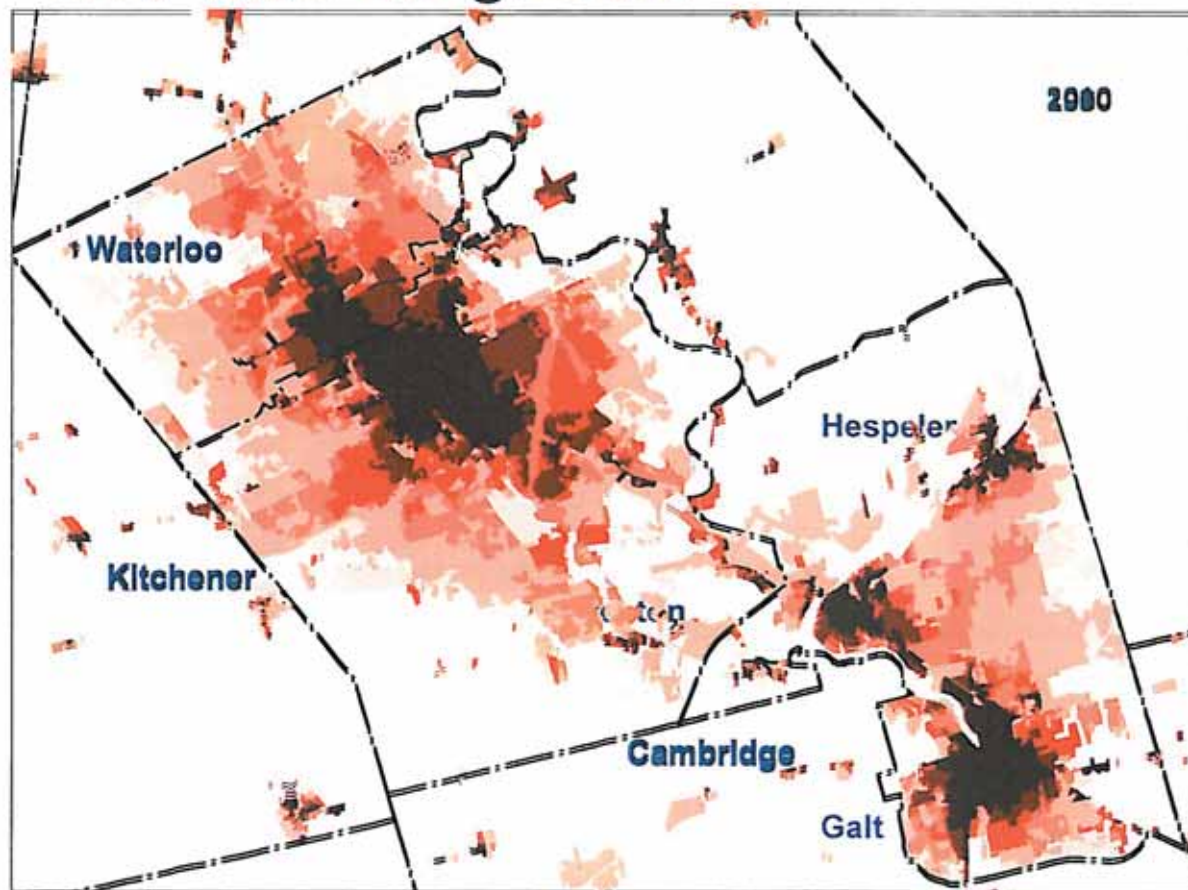
Growth Management and Prosperity



Growth Plan - Population Projections



How have we grown?





ROP Goals

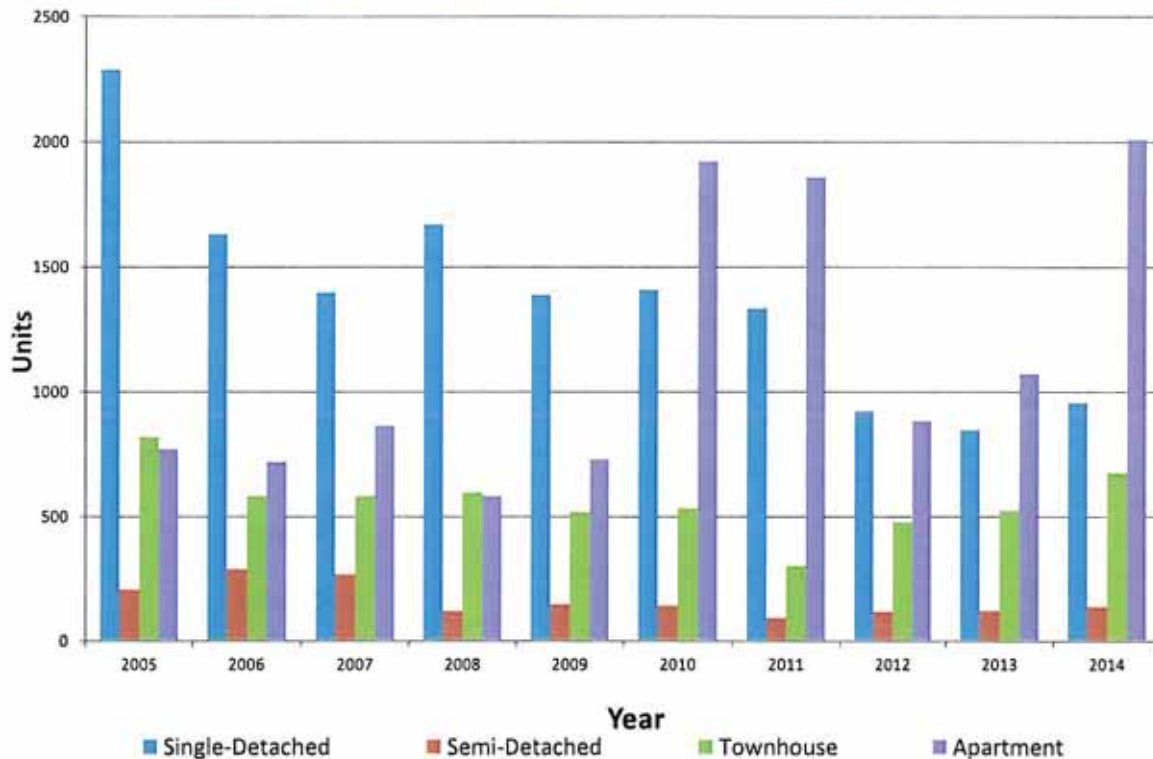
- Reduce Sprawl / Encourage intensification.
- Greater variety and density of housing.
- Protect farmland and sensitive environmental areas.
- Greater transportation choice.



More Residential Development in Built-up Areas



More Housing Choice New Residential Construction



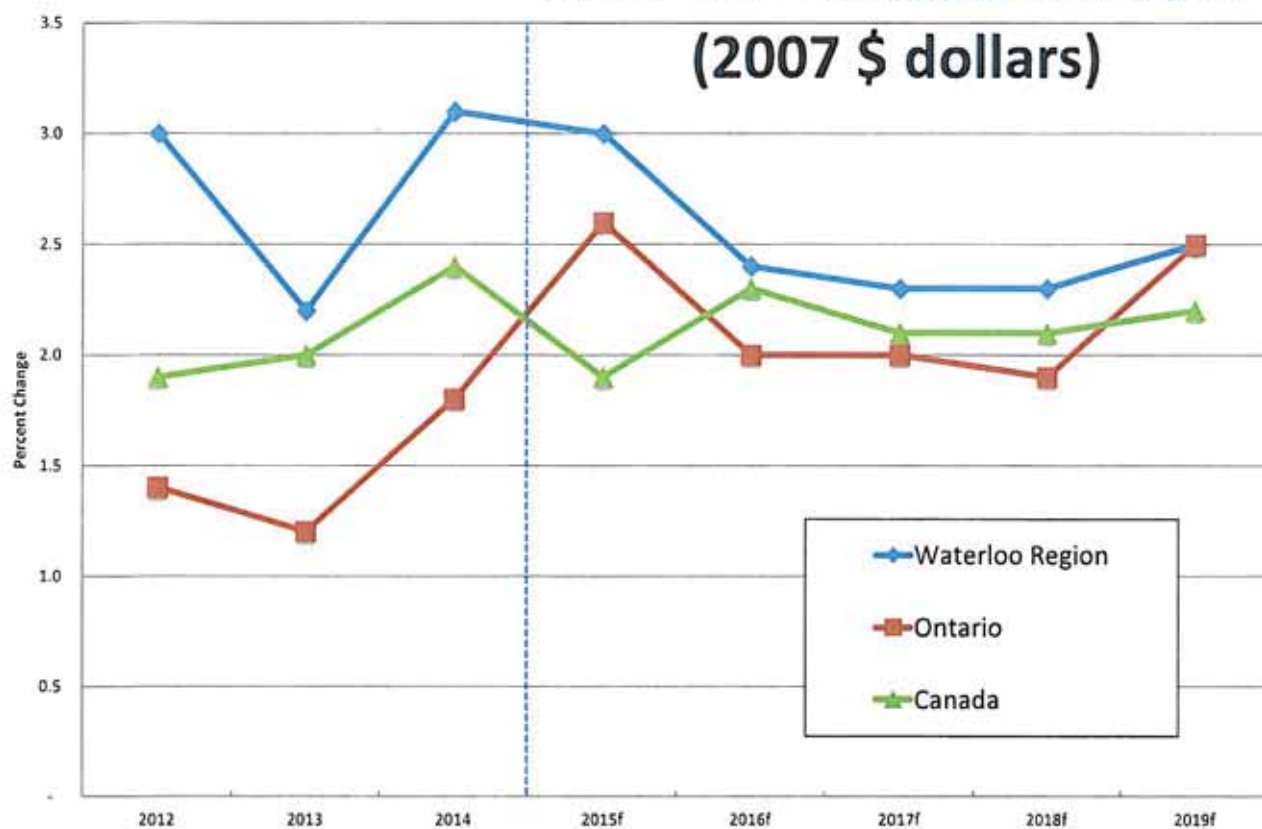
Region of Waterloo

Economic Transition

- Changes in Manufacturing
 - 15,000 jobs lost since 2000
 - Still significant sector (20 % of employment)
 - More focus on advanced manufacturing
- Growth in Tech sector/knowledge economy
 - 1,000 + firms; \$25 billion annual revenue
- Increase in service-sector, part-time and temporary jobs
- Greater Global Competition
 - For people and investment



Real GDP Growth Forecast (2007 \$ dollars)



f = forecast
Source: The Conference Board of Canada, Winter 2015; Statistics Canada

**Develop greater, more
sustainable and safe
transportation choices.**

Sustainable Transportation

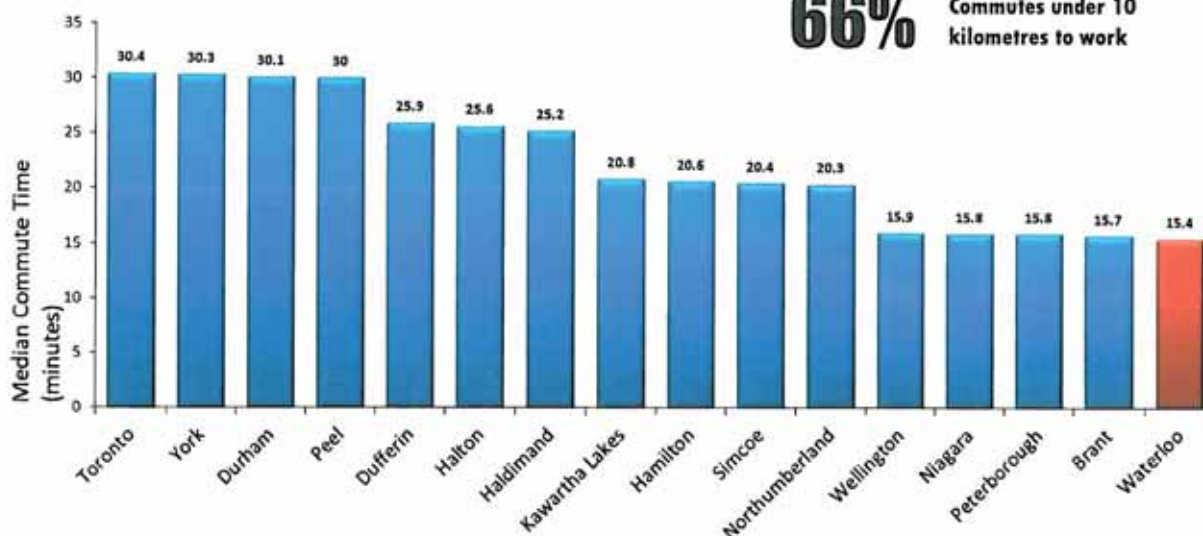


Short COMMUTES

15.4 Average commute time (minutes)

20.8 Average commute time in Ontario (minutes)

66% Commutes under 10 kilometres to work

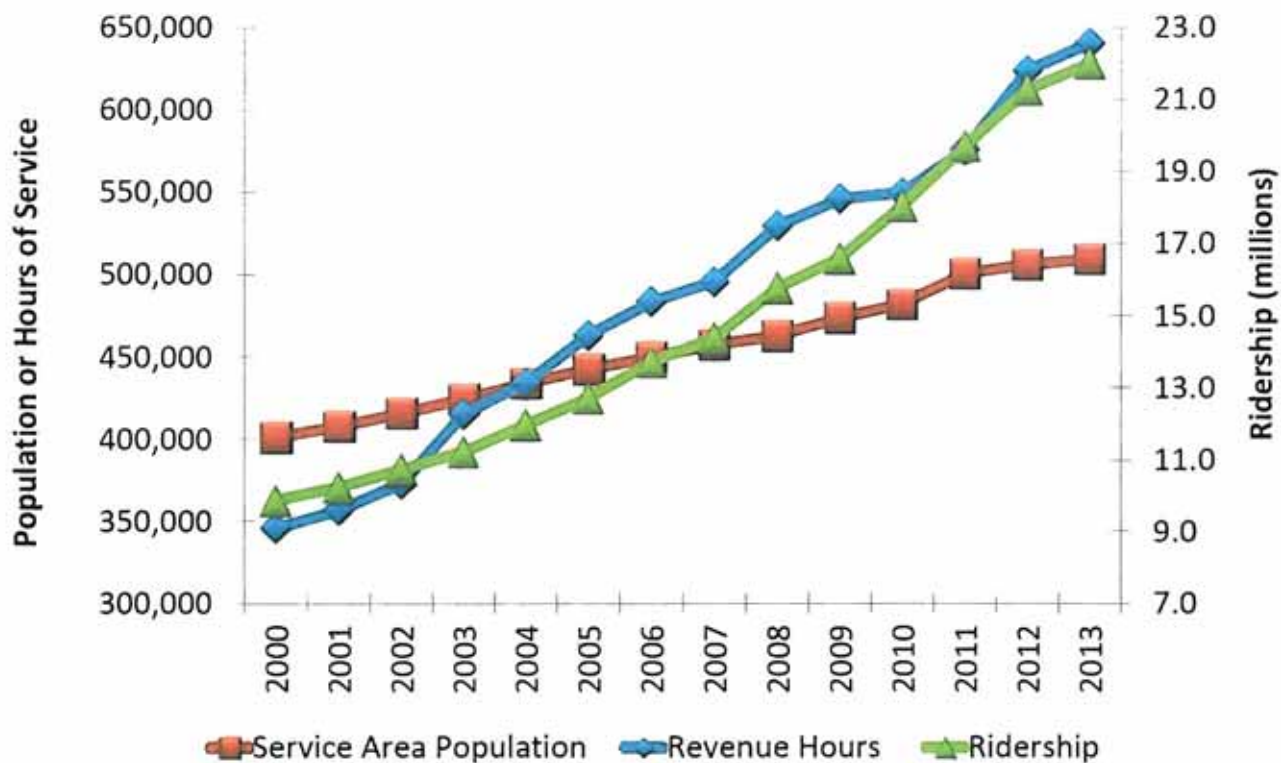


Transportation Infrastructure

- Road system near/at capacity
- Large increase in travel demands by 2031
 - 500 new lane km (25 new Hespeler Roads)
 - \$1.4 to \$1.5 billion
- Transportation Master Plan goals
 - Increase transit mode share from 4% to 15%
 - Reduce need for new roads (by 40%)
- Significant investment needed



GRT Ridership



Rapid Transit Moving People / Shaping our Community





Investment Around Rapid Transit



"Following the region is poised to see major transportation improvements over the next five years, which will entice even more businesses to on a \$818-million locate within the region."

– Conference Board of Canada





Improved GO Train Service

Commuting

- Into Region - 31,200 people/day
- Out of Region - 32,730 people/day



Protect and enhance the environment

Environmental Sustainability



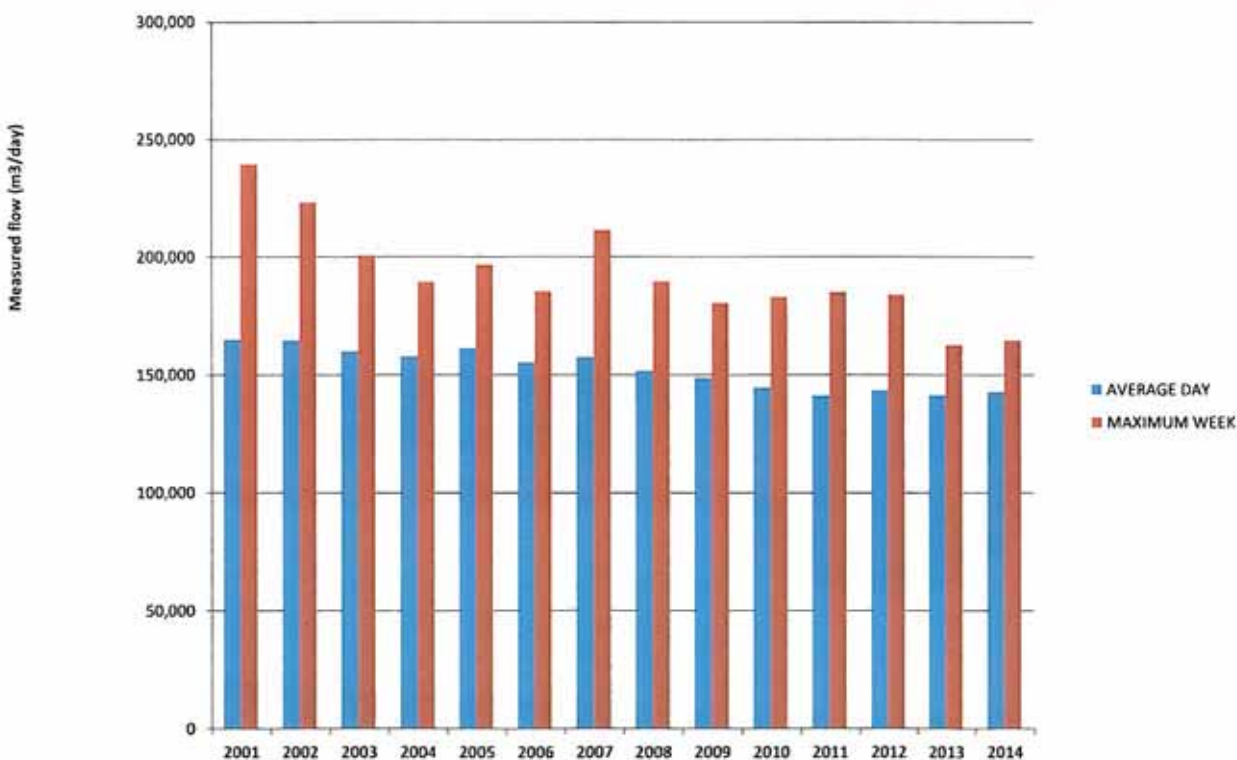


Waste Diversion

- Diversion from Landfill through Curbside Policy Changes
 - *Improve performance of green bin and blue box programs*
 - *Conserve existing landfill capacity (15 years remaining)*
 - *Reduces environmental footprint (less greenhouse gas)*



Community Water Consumption: 2001 - 2013 (Integrated Urban System)





Region of Waterloo

Climate Change

- 15 new daily extremes in local temperature and precipitation during 2001-2013
- 7 Major Floods from Intense Precipitation in Ontario, 2002–2013 (Hamilton, London, Peterborough, Toronto)
- Maximum wind gust - new daily extremes:
 - 2001 ,2002, 2007,2008, 2009
 - July 2013 (119 kilometres per hour!)



**Foster healthy, safe, inclusive
and caring communities.**



**Healthy and Inclusive
Communities**



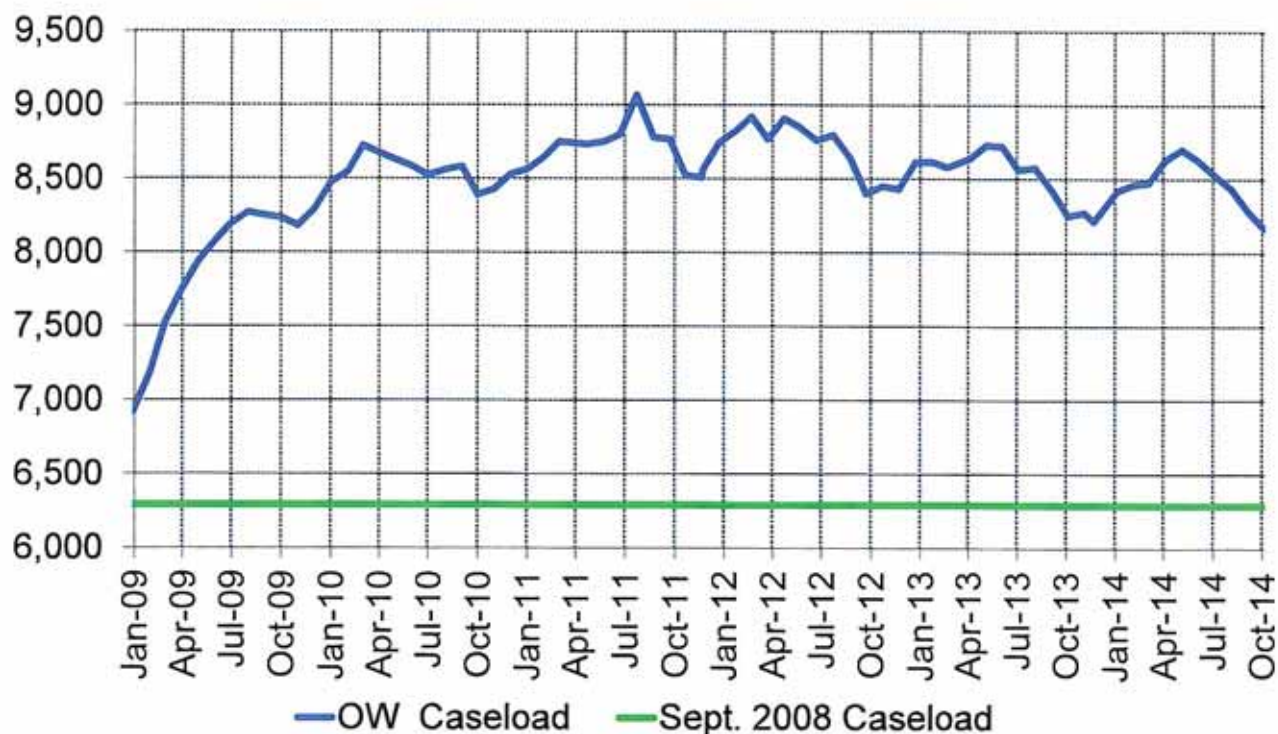


Healthy Communities

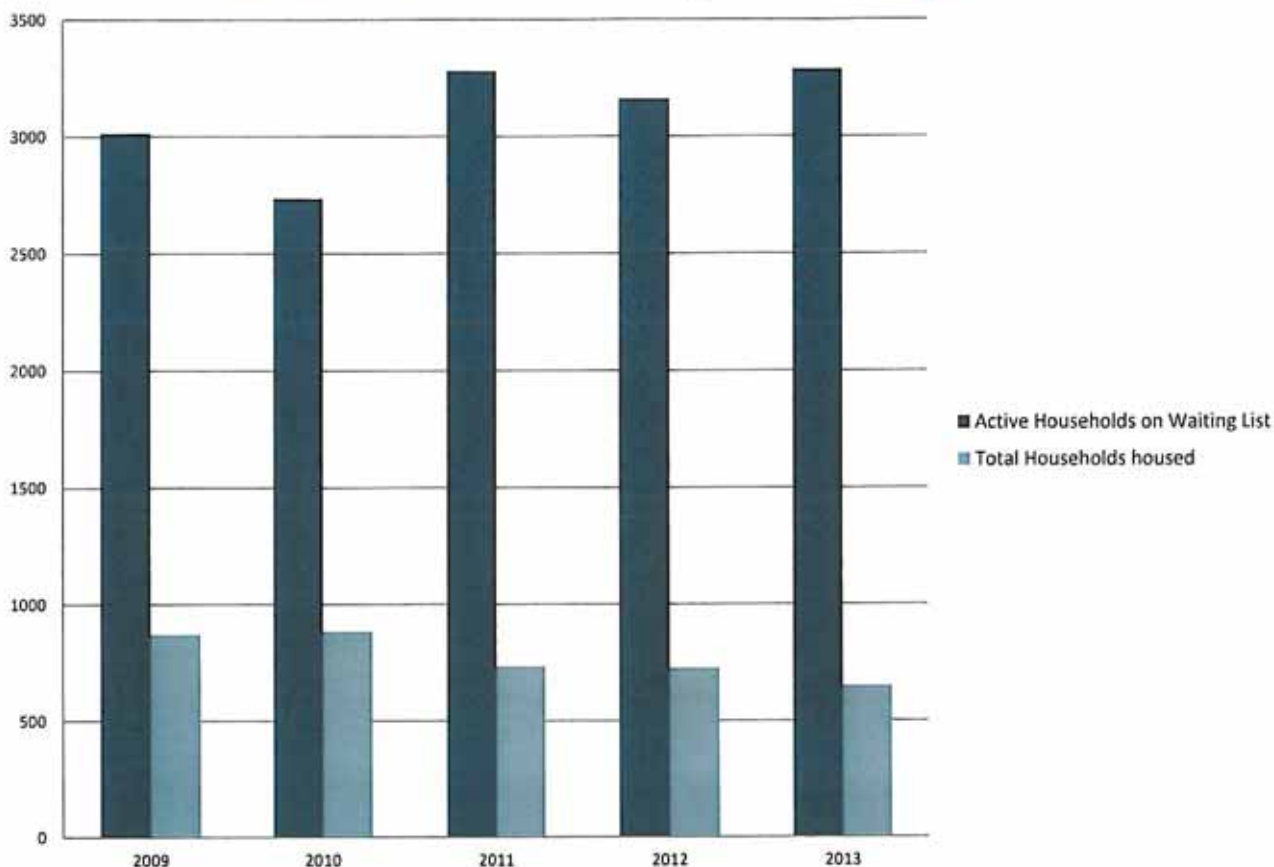
- Growing income gap between rich and poor.
- Median family incomes are higher; but persistent poverty rate of 12%.
- Increasing incidence of chronic diseases – obesity, diabetes, heart disease.
- Ongoing Challenges
 - Long housing waiting list (3,000+ in 2013).
 - Need for supportive housing.



Ontario Works Caseload



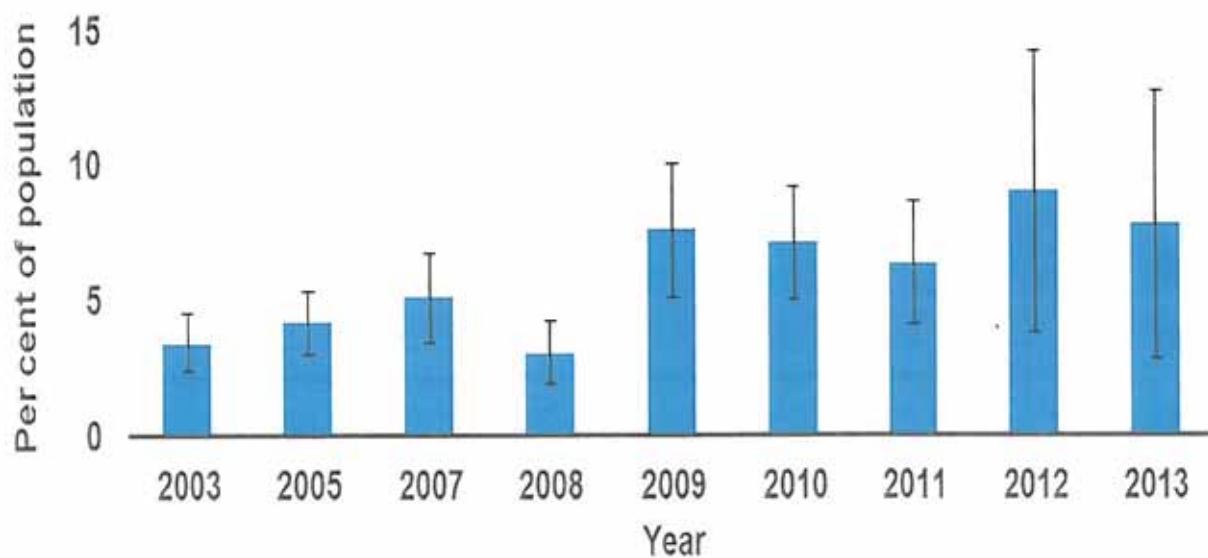
Affordable Housing – Waiting List



Chronic Diseases - Diabetes

Diabetes

Waterloo Region, 2003-2013

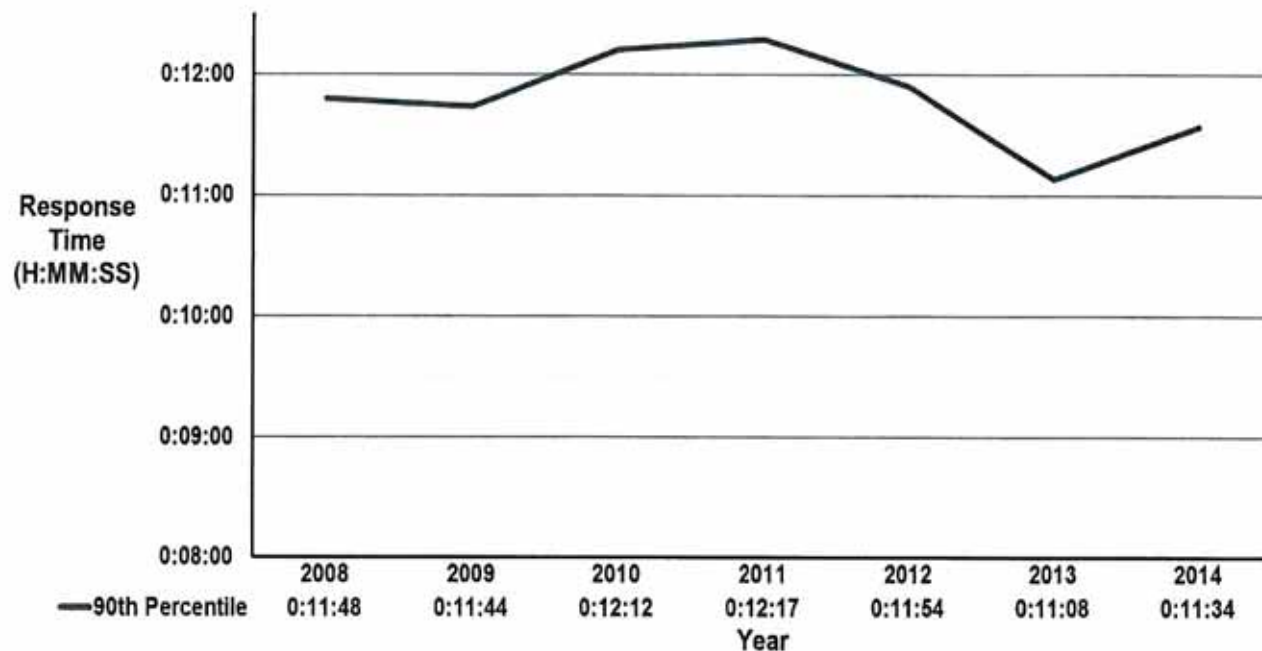


Source: Statistics Canada. Canadian Community Health Survey, 2003-2013, Master File, Ontario MOHLTC.



Paramedic Services – Response Times

Paramedic Services' response time to emergency calls (code 4), 90th percentile, by year
Waterloo Region, 2008-2014

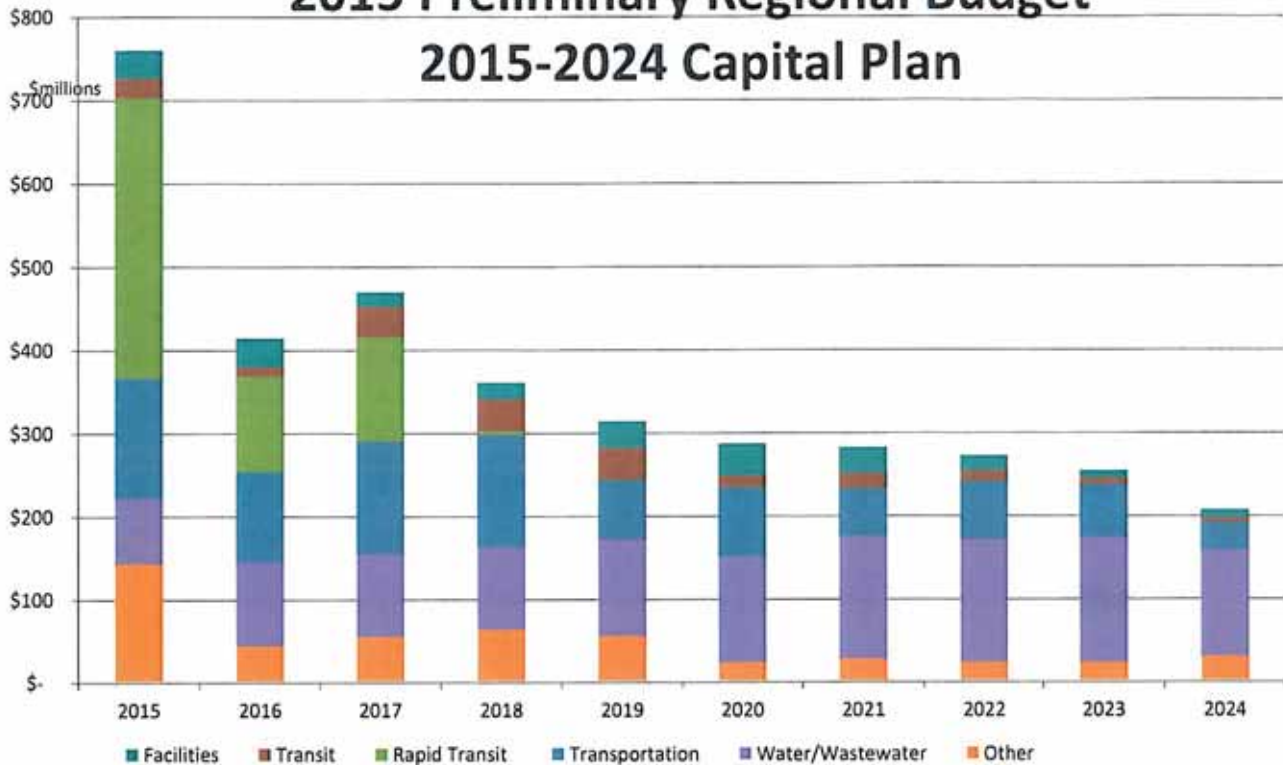


Deliver excellent and responsive services that inspire public trust.

Service Excellence



Significant Infrastructure Needs 2015 Preliminary Regional Budget 2015-2024 Capital Plan



Service Review and Strategic Plan

- Greater service expectations.
- Constrained resources.
- Conducting a Service Review & Strategic Plan.
- Focus on "Value for Money" and setting priorities.





Summary

- Opportunities and Challenges
 - Relatively strong economy
 - Increasing demand for services
 - Resource constraints
- Continue to Focus on:
 - Creating excellent quality of life
 - Destination of choice for talent and investment
 - Engaged employees / excellent service/ value for money



Demographic Trends: Implications for Waterloo Region

Doug Norris
Senior Vice President and Chief Demographer

Presented
Region of Waterloo
March 26/27, 2015

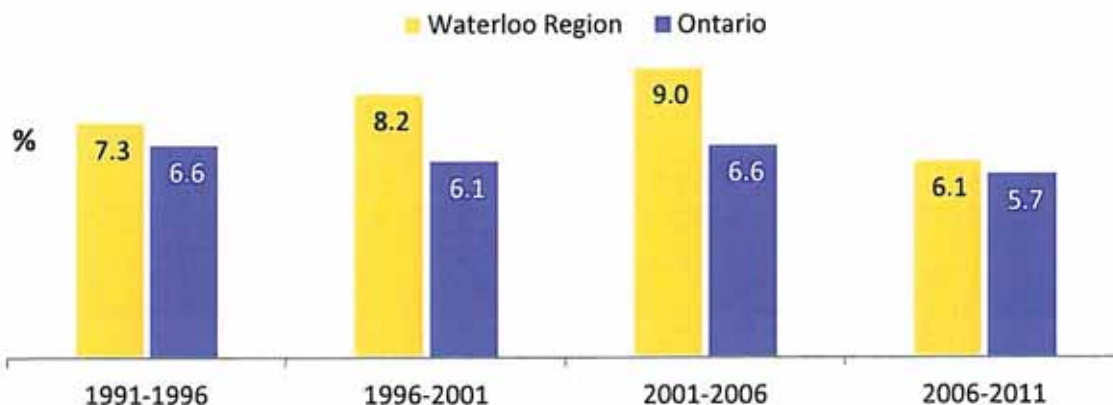
Outline of Presentation

- Main demographic trends
- Some key challenges



In recent years population growth has slowed in Waterloo Region

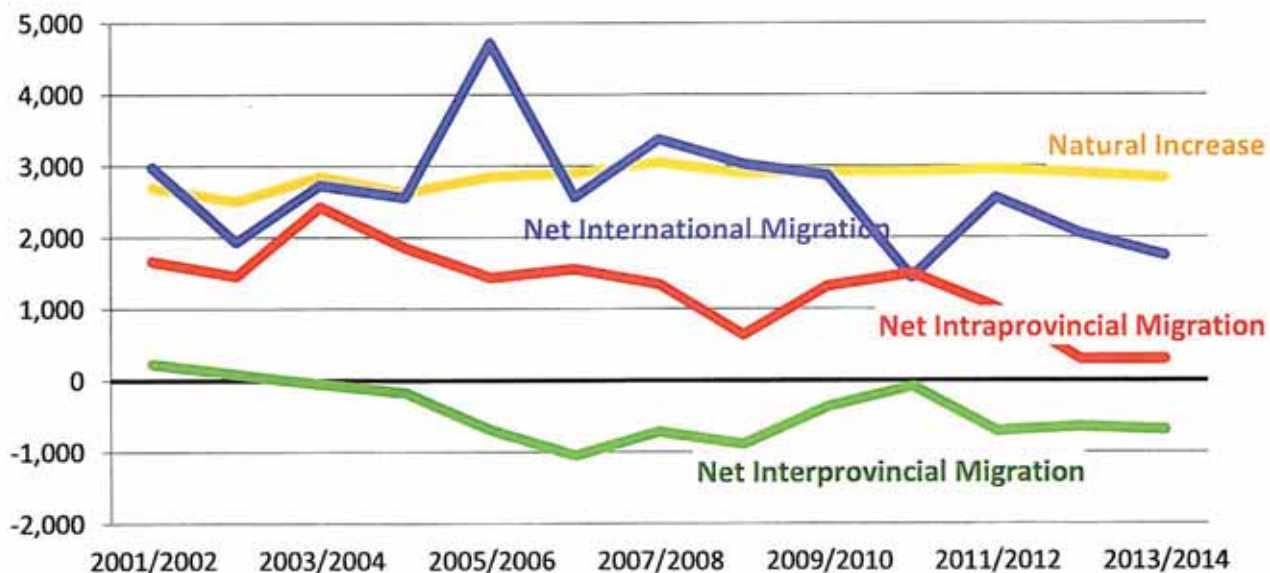
5 year Census Population Growth, Waterloo Region



Source: Statistics Canada, Census 1991-2011

Population growth from different sources

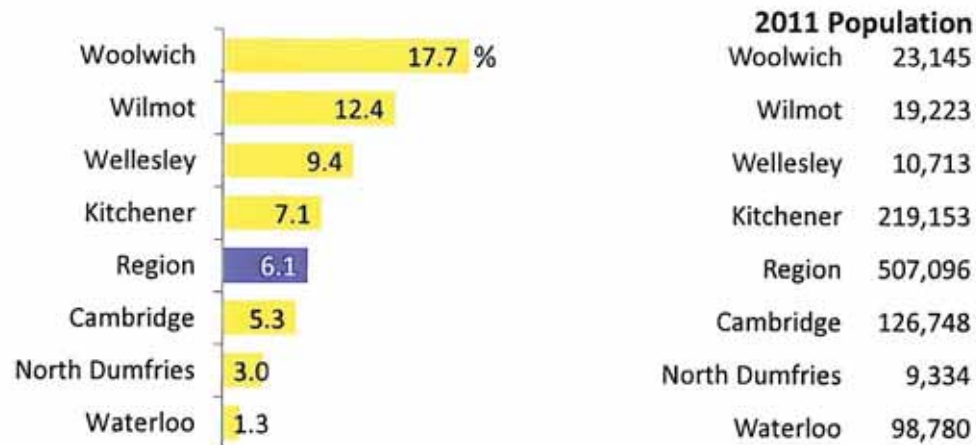
Components of Annual Population Growth, Waterloo Region



Source: Statistics Canada, Demographic estimates

Population growth in Waterloo Region

Percentage Census Population Growth 2006-2011, Waterloo Region



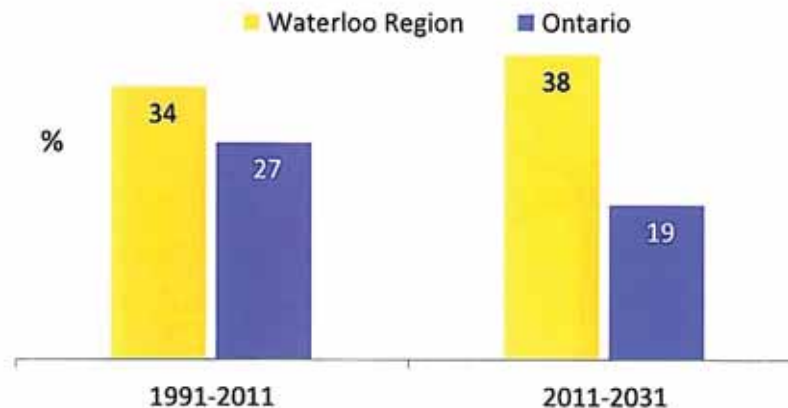
2011 Population

| | |
|----------------|---------|
| Woolwich | 23,145 |
| Wilmot | 19,223 |
| Wellesley | 10,713 |
| Kitchener | 219,153 |
| Region | 507,096 |
| Cambridge | 126,748 |
| North Dumfries | 9,334 |
| Waterloo | 98,780 |

Source: Statistics Canada, 2011 Census

Places to Grow projections show future growth double the growth for the province

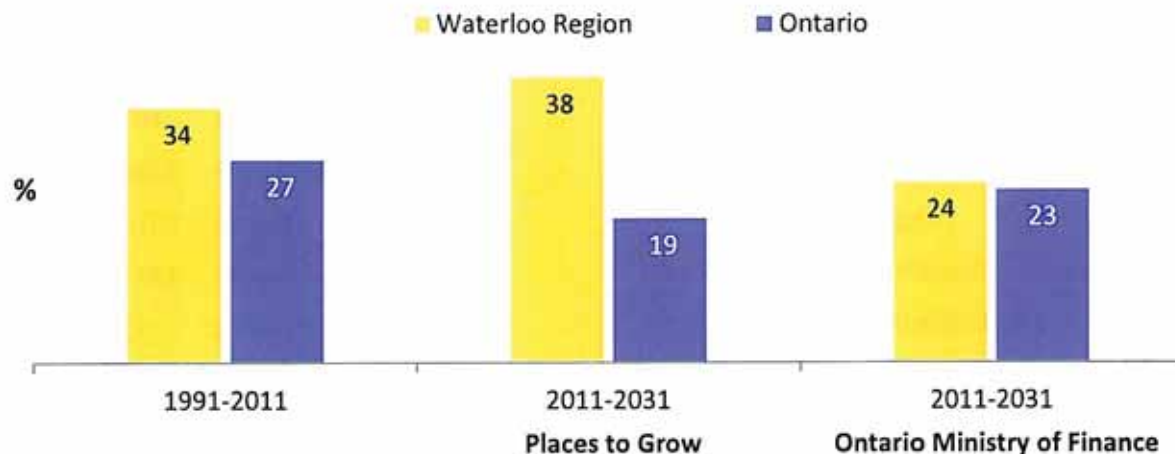
20 Year Actual and Projected Percentage Population Growth, Waterloo Region



Source: 1991-2011 Census, 2031 Waterloo Region based on places to Grow 2006 projection; 2031 Statistics Canada Medium projection

Ministry of Finance projections are much lower for the Region

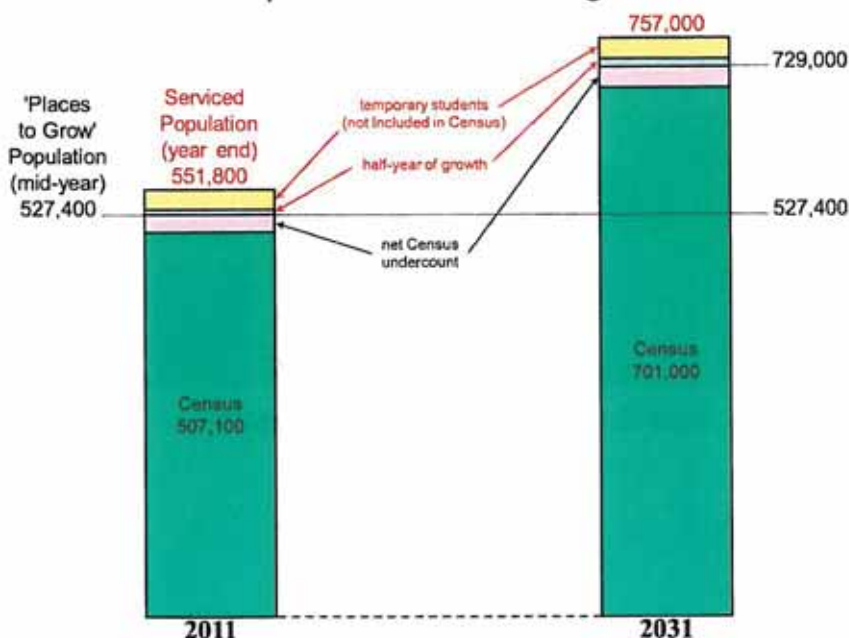
20 Year Actual and Projected Percentage Population Growth, Waterloo Region



Source: 1991-2011 Census, 2031 Waterloo Region based on places to Grow 2006 projection; 2031 Statistics Canada Medium projection; Ontario Ministry of Finance

Need to be aware of different concepts used to track population size

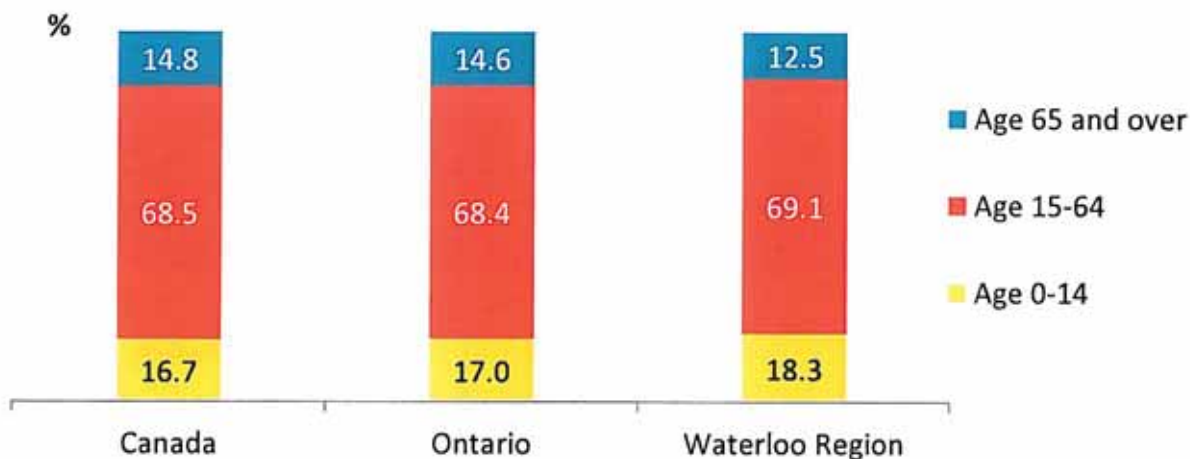
Population of Waterloo Region



Source: Region of Waterloo, Planning, Research and Analytics

Waterloo Region is slightly younger than the province

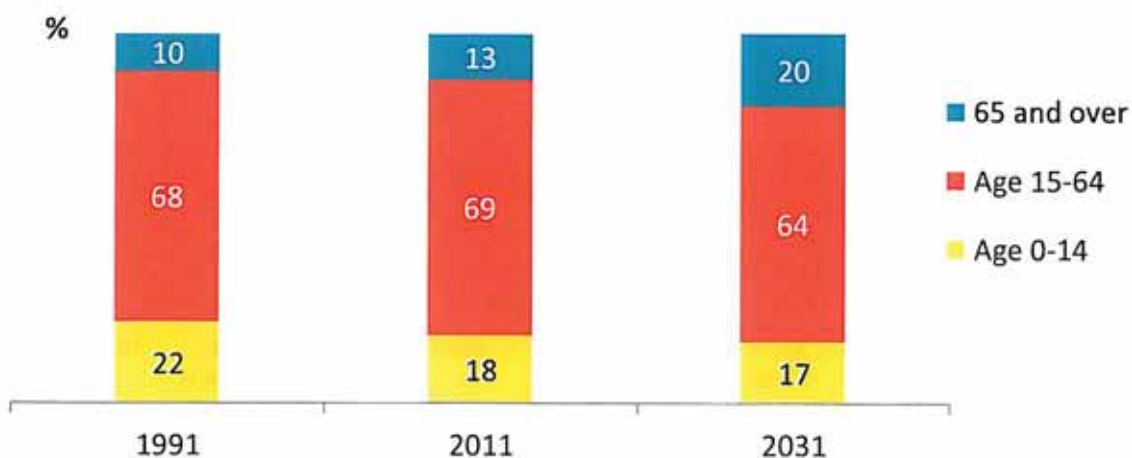
Percentage Age Distribution, 2011



Source: Statistics Canada, 2011 Census

One in five over 65 by 2031 Population aged 65+ to double in next 20 years

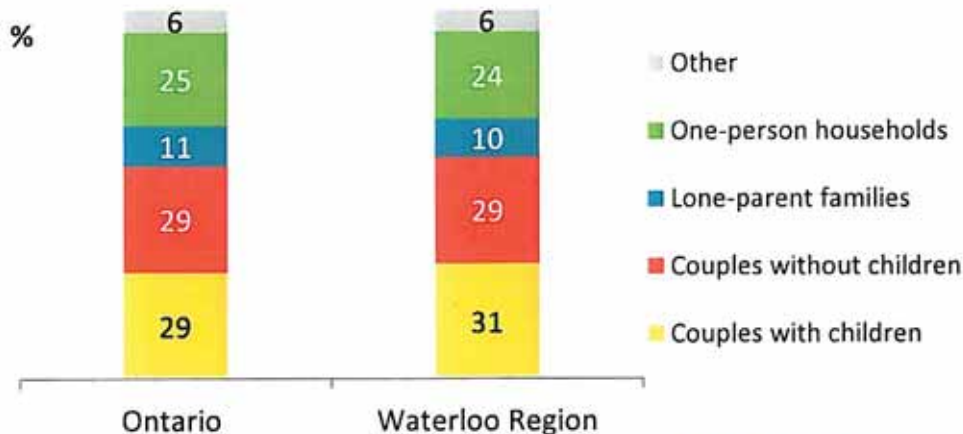
Population, Waterloo Region



Source: 1991-2011 Census, 2031 Waterloo Region based on places to Grow 2006 projection

A diverse mix of households

Percentage Households by Type, 2011

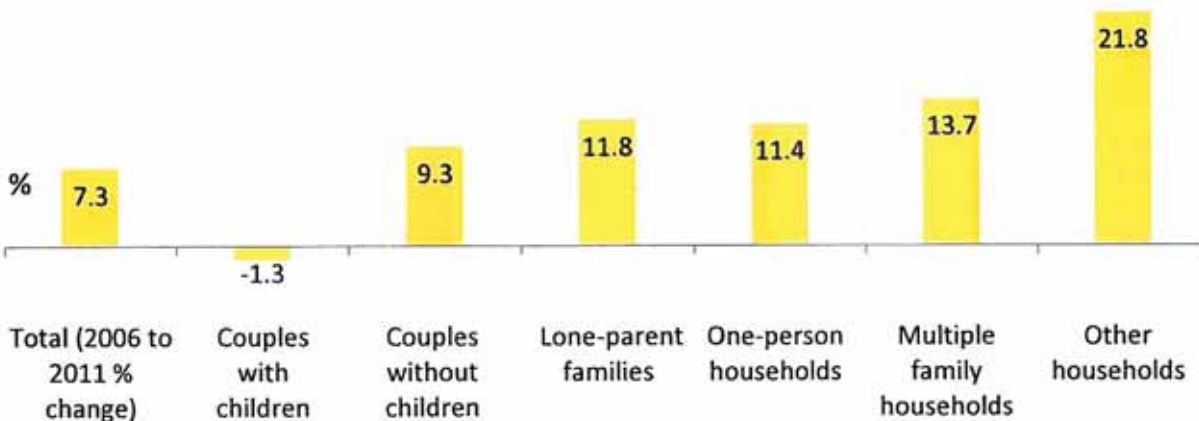


1,425 same sex couples

Source: Statistics Canada, 2011 Census

Declines in number of couples with children but growth in all other household types

Growth in Households by Type, 2006-2011, Waterloo Region



Source: Statistics Canada, 2011 Census

Over 100,000 immigrants living in the region but origins of immigrants have changed

Immigrants, Waterloo Region, 2011

Total 111,495

Non permanent residents 3,955

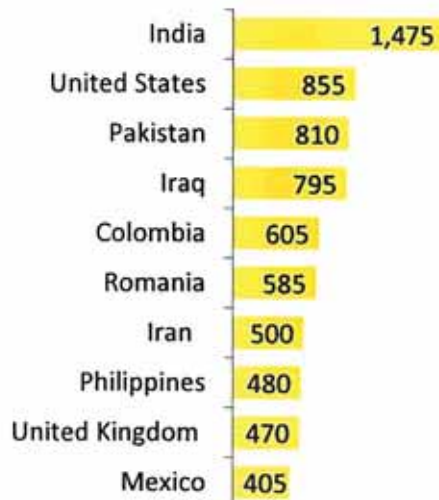


Source: Statistics Canada, 2011 National Household Survey

Recent immigrants from many countries

Top Countries of More Recent Immigrants, 2006-2011, Waterloo Region

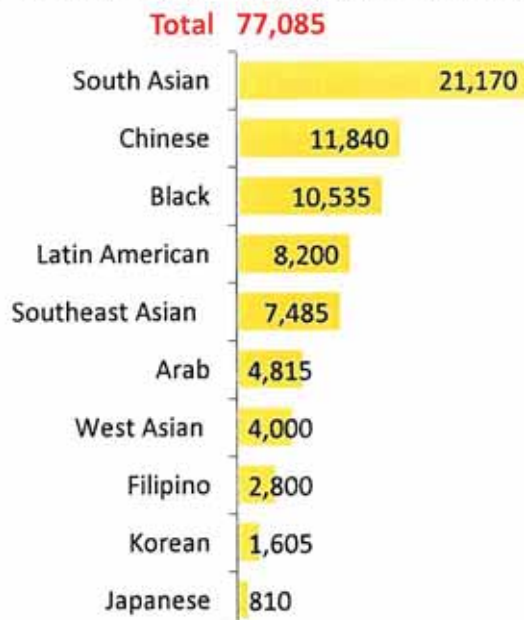
Total 15,465



Source: Statistics Canada, 2011 National Household Survey

South Asian population is the largest visible minority group

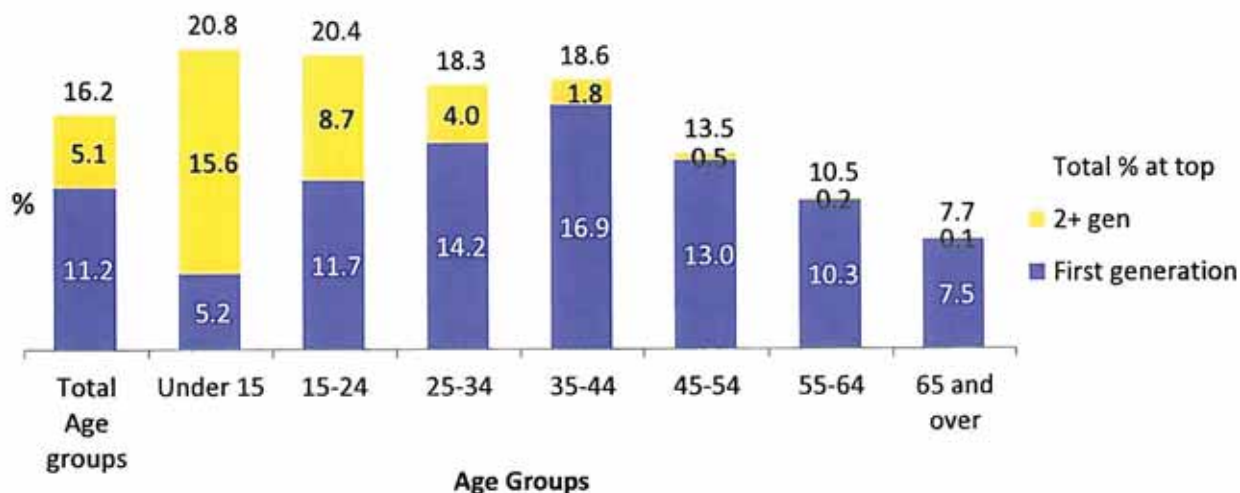
Visible Minority Population, Waterloo Region, 2011



Source: Statistics Canada, 2011 National Household Survey

More cultural diversity at younger ages with an emerging young second generation

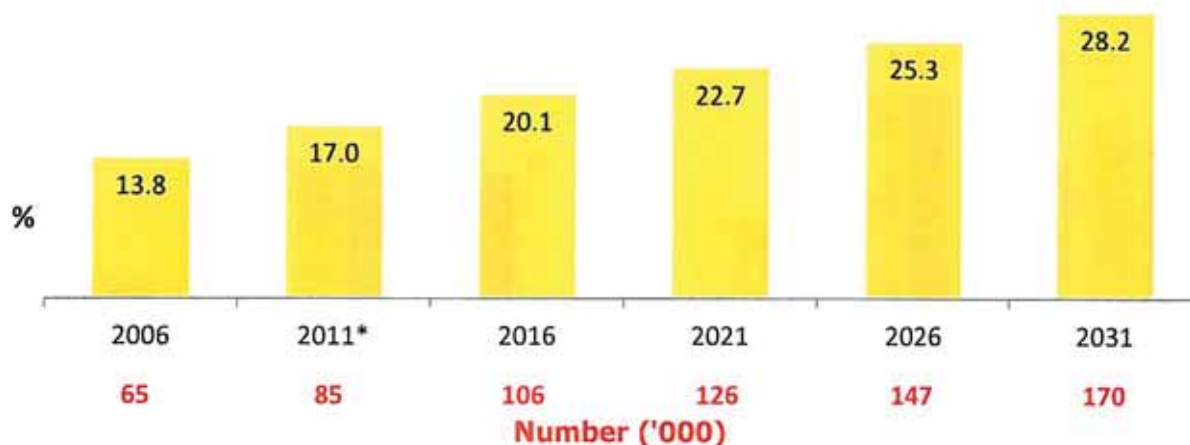
Visible Minority Population, KCW CMA, 2011



Source: Statistics Canada, 2011 Census

Visible minority population projected to reach 30% of total population

Projections of Visible Minority Population, KCW CMA



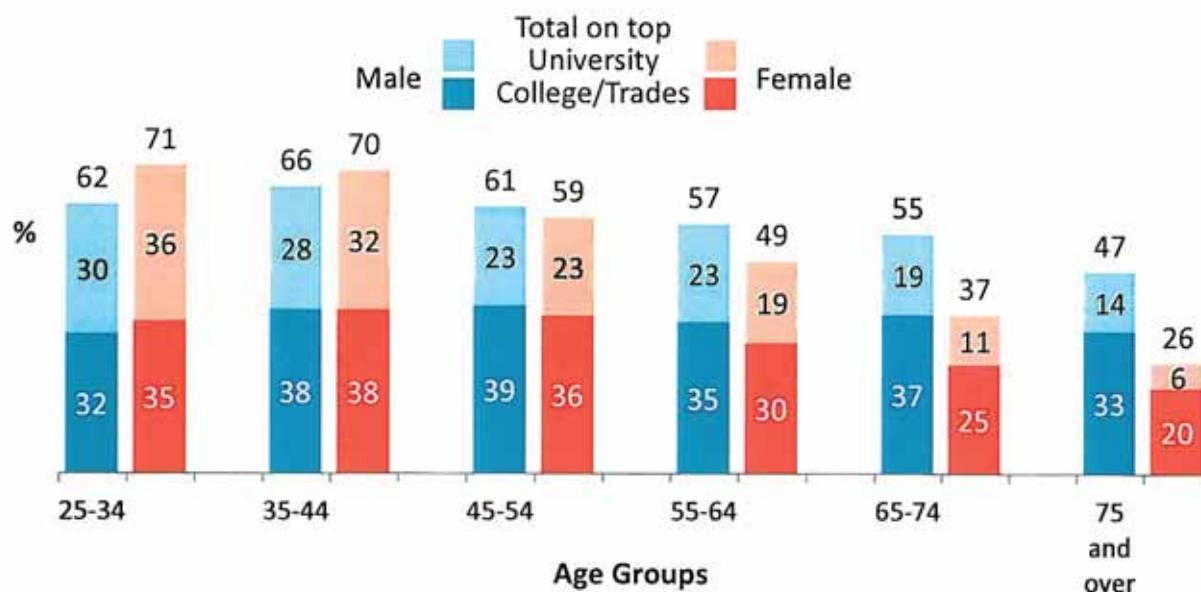
Projected Growth 2011-2031
 Total 20%
 Visible minority 200%
 Non visible minority 4%

* Note 2011 is projected number

Source: Statistics Canada, 2011 National Household Survey

Levels of education have increased and today young females are more highly educated than males

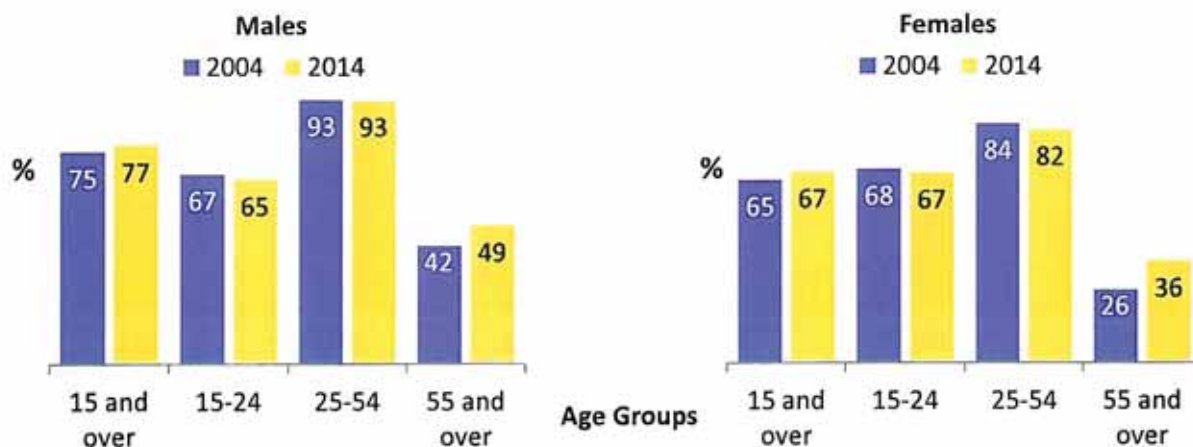
Highest Level of Education (%), KCW CMA, 2011



Source: Statistics Canada, 2011 National Household Survey

Little change in labour force participation except for older workers

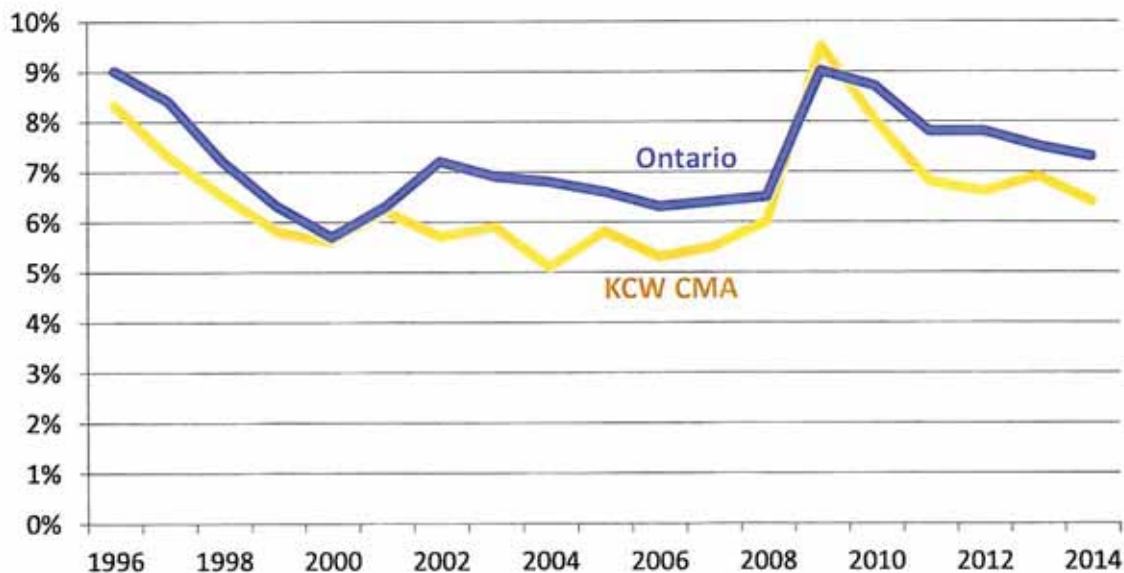
Labour Force Participation Rate, KCW CMA



Source: Statistics Canada, Labour Force Survey

Unemployment rate slightly below provincial average

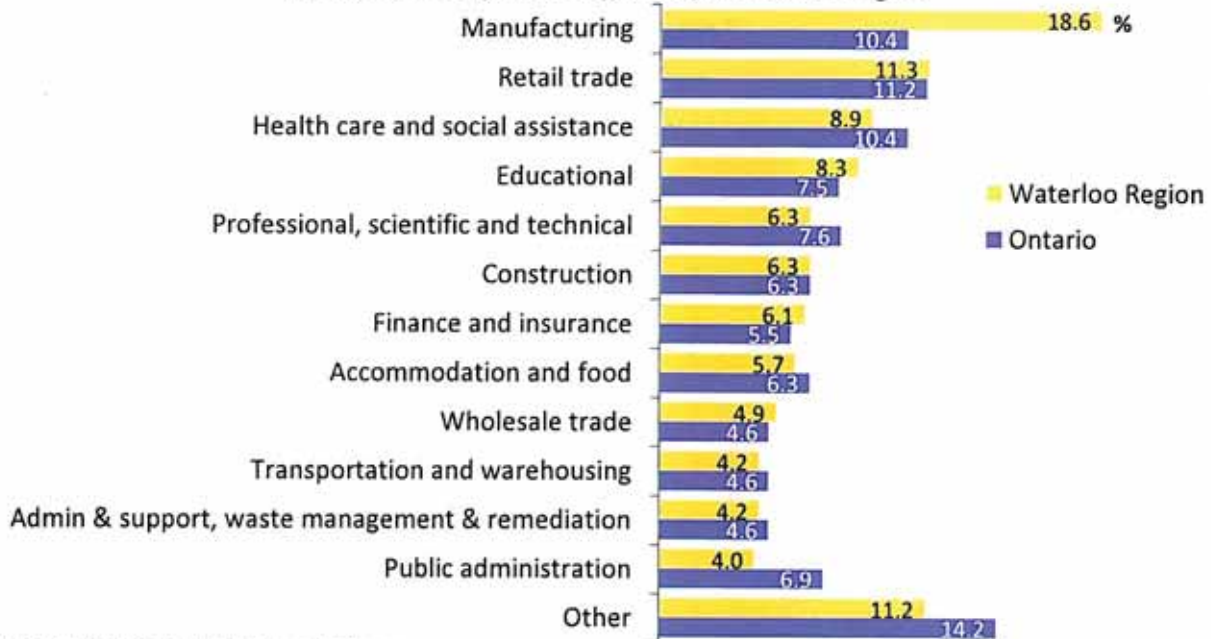
Unemployment Rate



Source: Statistics Canada, Labour Force Survey

A high concentration in manufacturing

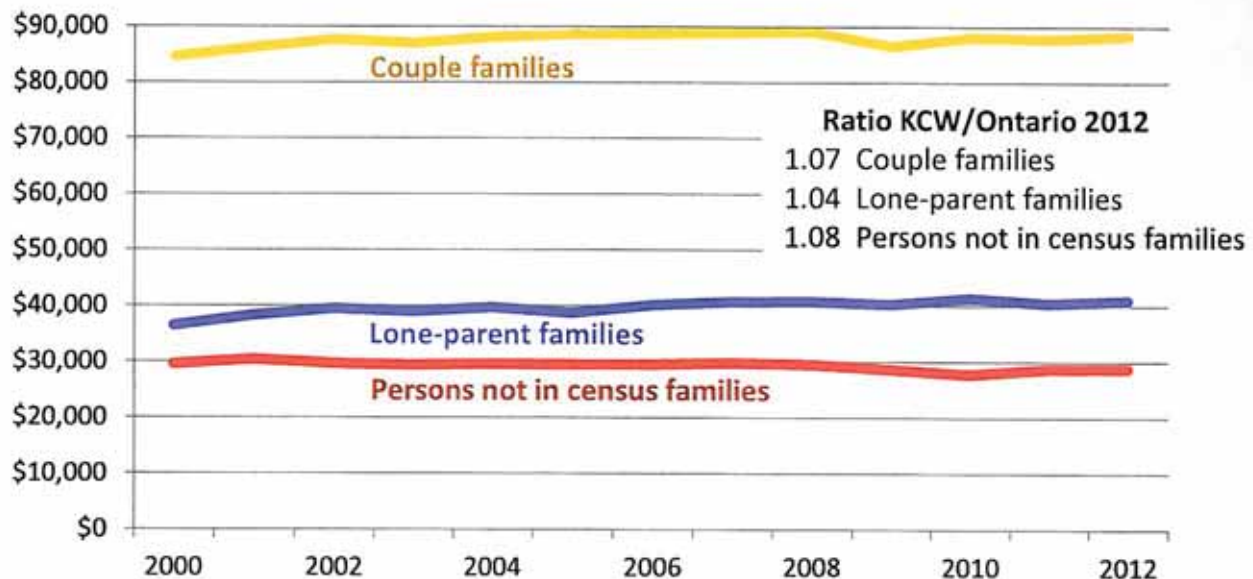
Labour Force by Industry, 2011, Waterloo Region



Source: Statistics Canada, 2011 National Household Survey

Higher median income compared to province but little change over the decade

Median Income (2012\$) by Family Type, Kitchener-Cambridge-Waterloo CMA

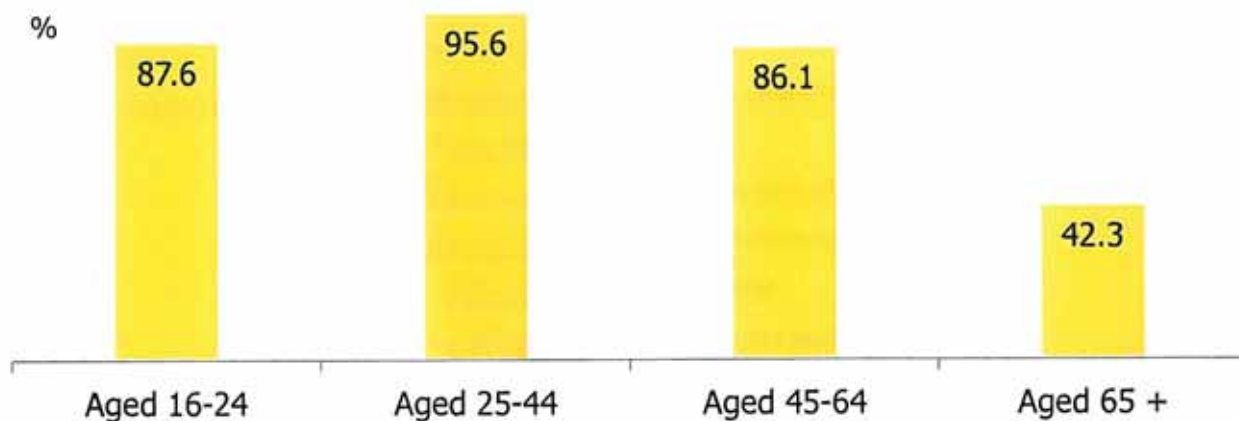


Source: Statistics Canada, Tax data

Most online except today's seniors

Percentage Internet Use in Last 12 Months, KCW CMA, 2012

Total – Aged 16+
81.3 %



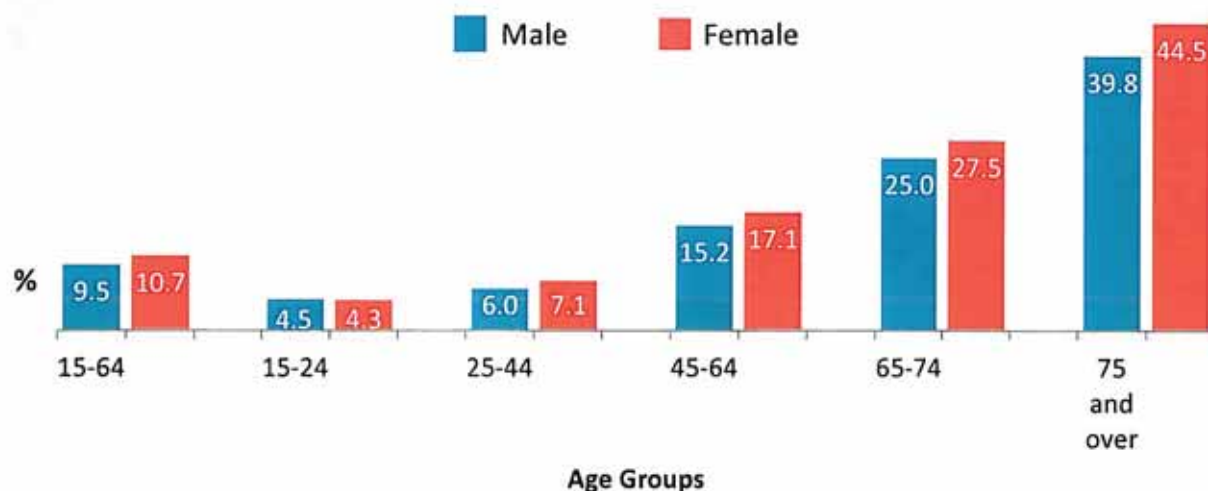
Source: Statistics Canada, 2012 Canadian Internet Use Survey

Implications for Public Health



High levels of disability at older ages

Prevalence of Disability, Ontario, 2012



Source: Statistics Canada, Canadian Survey on Disability

Some implications

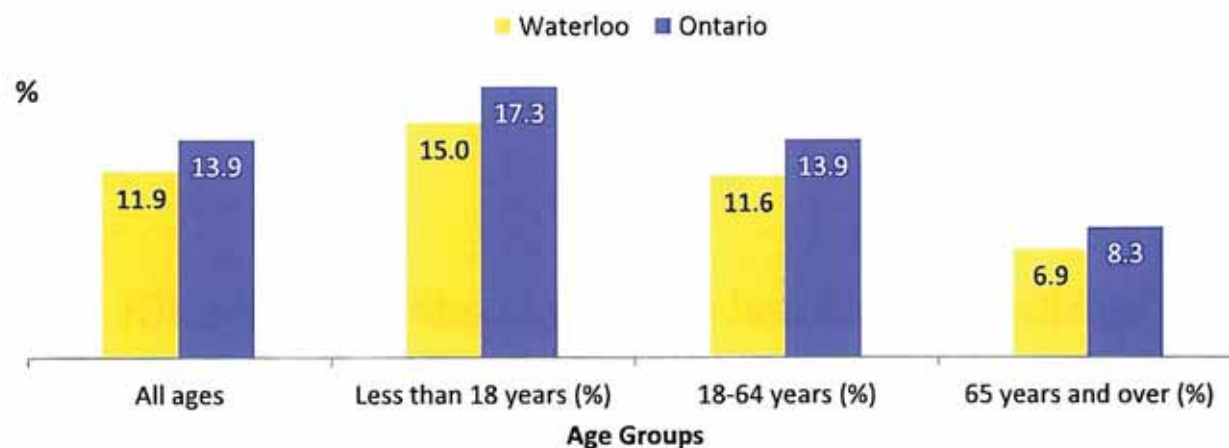
- Aging population means large increase in numbers for certain conditions e.g.
 - Arthritis
 - Diabetes
 - Alzheimers
- Sensitivity to cultural diversity in addressing health issues
- Challenges continue in areas such as healthy living
- Support for caregivers supporting persons with disability

Implications for Income Support



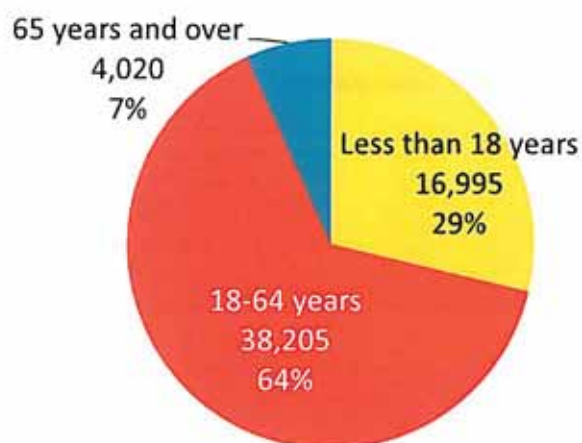
12% of persons live in low income households

Prevalence of Low Income After Tax, 2010 (Low Income Measure)



Nearly two thirds of low income population are aged 18-64

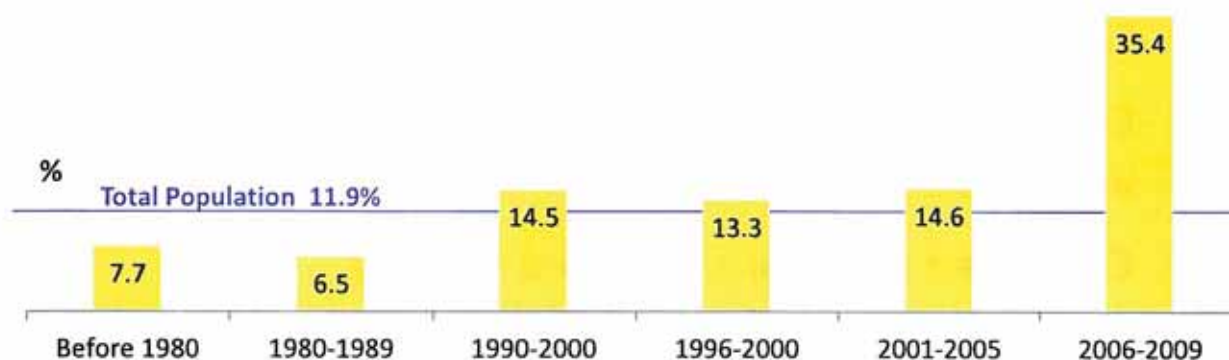
Composition of Low Income Population, Waterloo Region, 2010



Source: Statistics Canada, 2011 National Household Survey

High level of low income for recent immigrants

Low Income Rate, Immigrants, Kitchener-Cambridge-Waterloo CMA, 2011

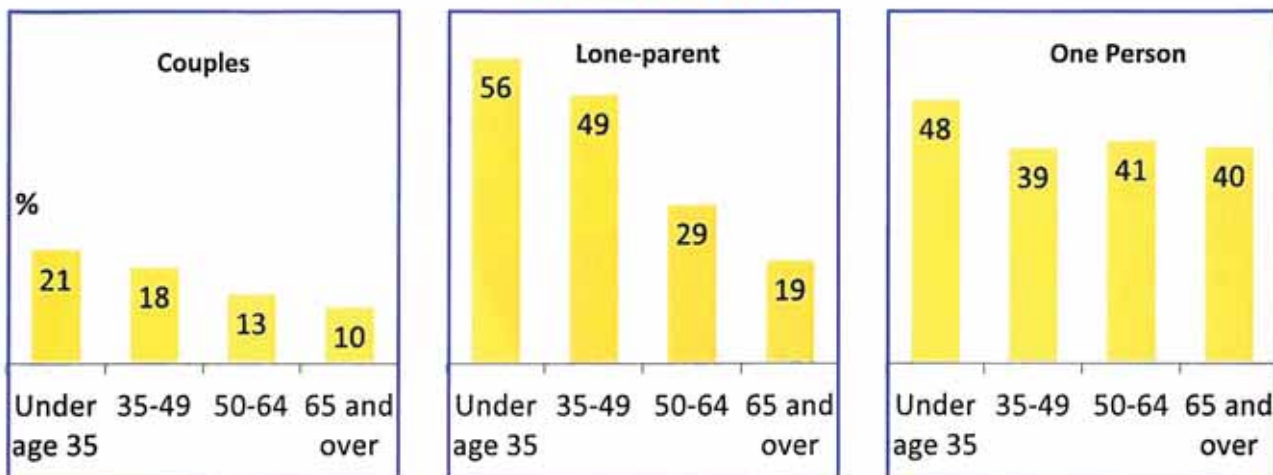


Source: Statistics Canada, 2011 NHS Microdata file

Lone parents and one person households have high shelter costs

Households Paying 30% or More of Income on Shelter Costs, KCW CMA, 2010

All households 24.1%



13% of renter households have subsidized housing

Source: 1991-2011 Census, 2031 Waterloo Region based on places to Grow 2006 projection

Some implications

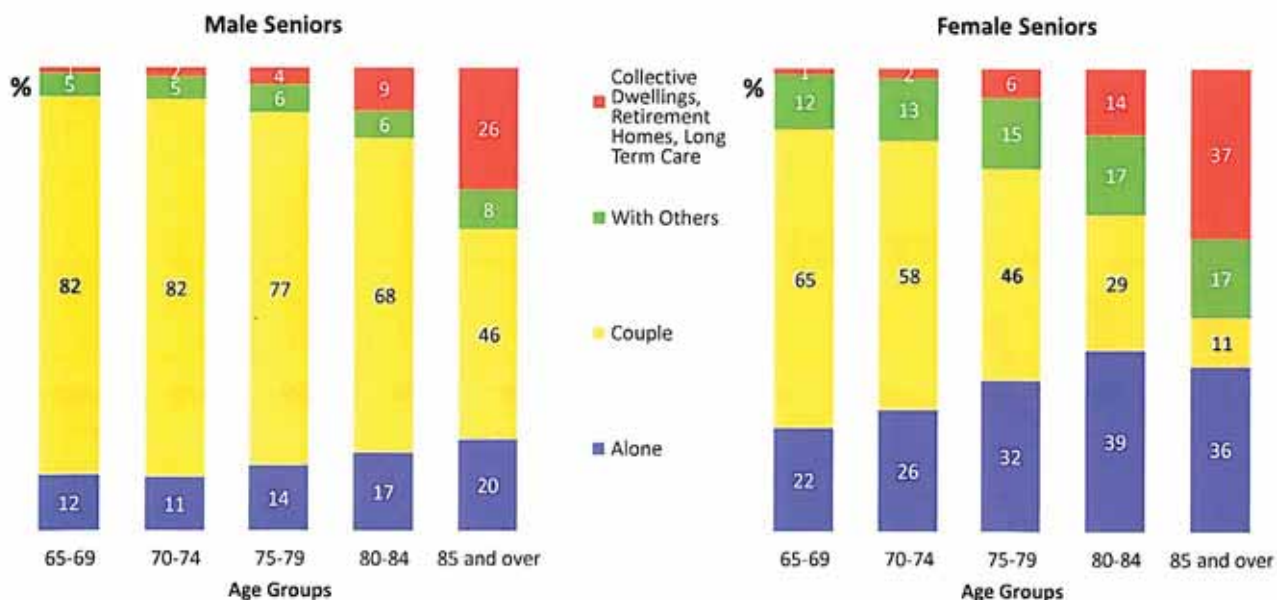
- 12% of persons live in low income households
- Settlement of recent immigrants
- Older women living alone may be a particularly vulnerable population
- Continued need for subsidized housing

Implications for Housing



Living arrangements differ for men and women

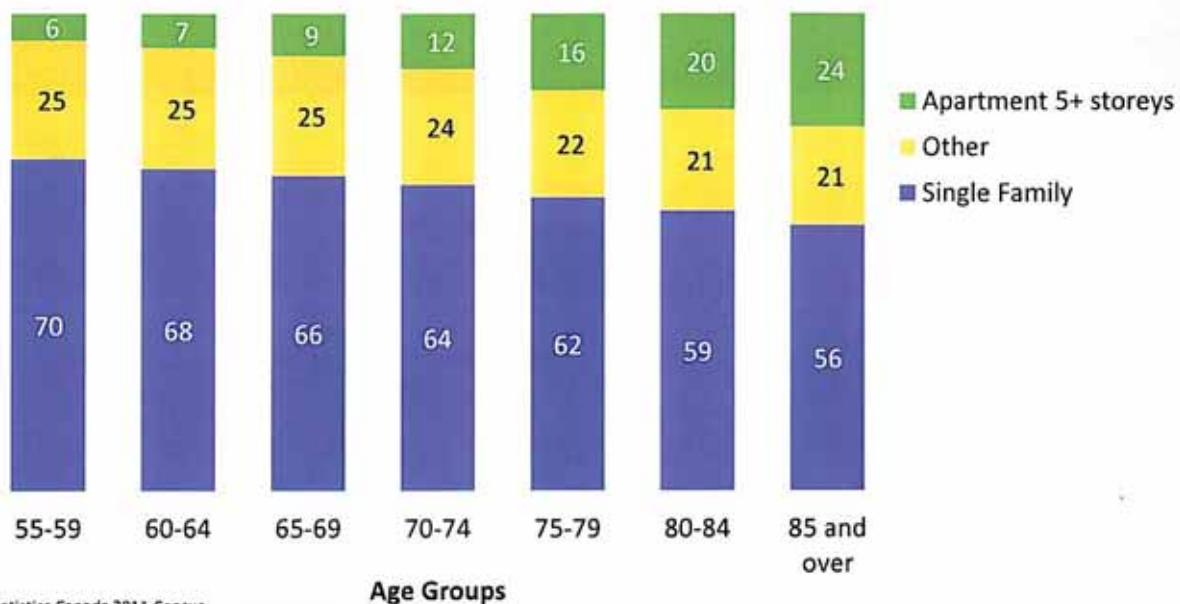
Living Arrangements of Seniors, Waterloo Region, 2011



Source: Statistics Canada 2011 Census

Shifts in residential living at older ages

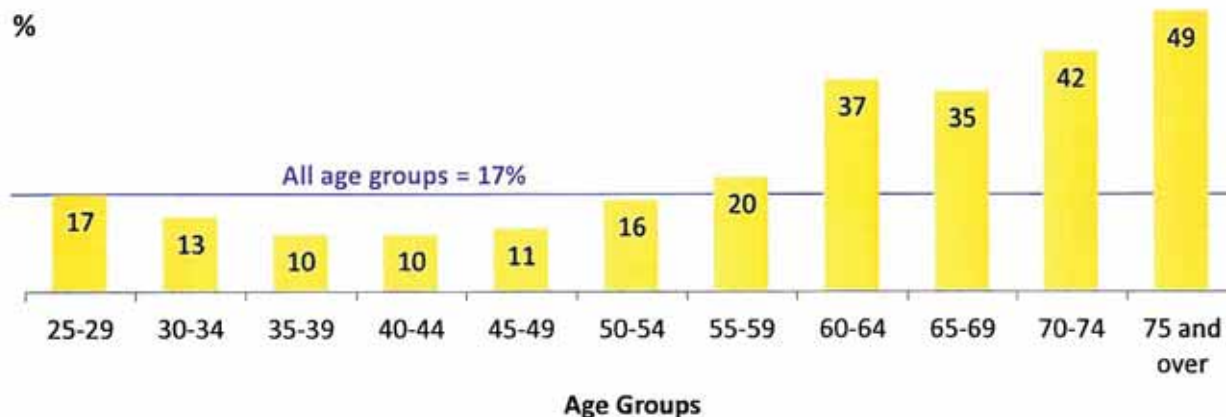
Type of Dwelling, Population Aged 55 and Over, Waterloo Region, 2011



Source: Statistics Canada 2011 Census

Older population moving to condos

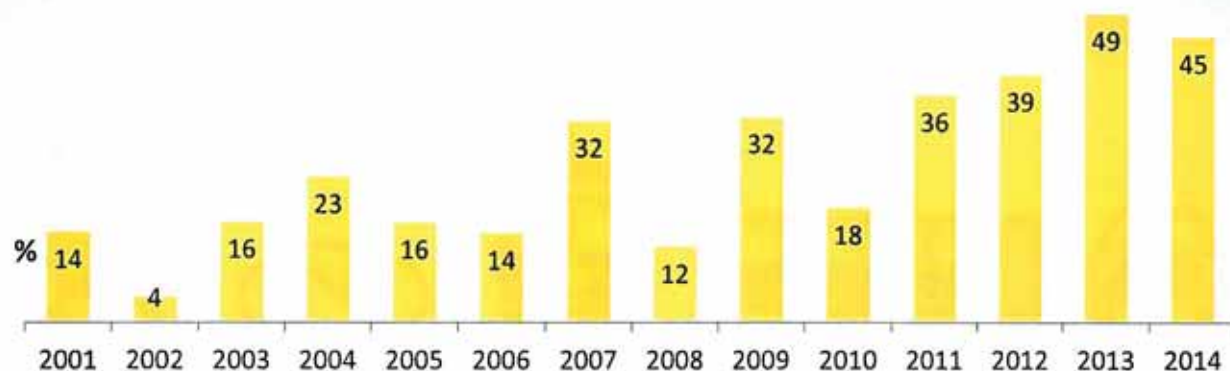
Percent of Movers That Moved to Condominium, KCW CMA, 2011



Source: Statistics Canada, 2011 National Household Survey

Nearly half of recently completed dwellings are 5 stories or more

Percent of Housing Completions, Apartments 5+ Storeys, KCW CMA

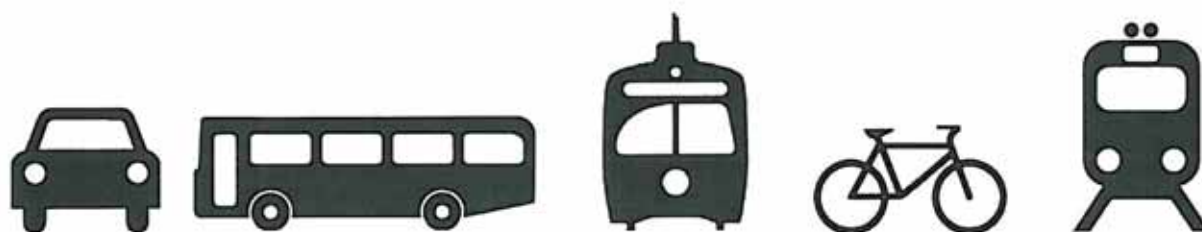


Source: CMHC Housing Completions

Some implications

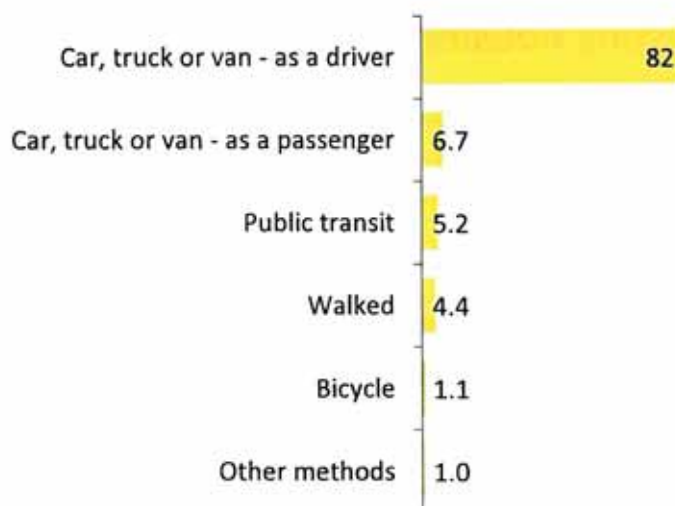
- Need to adapt existing housing for older population
- New types of housing for seniors
- Shift in demand for housing types
- Higher density housing in suburbs
- Information on alternatives for seniors (home care; seniors residences; nursing homes)

Implications for Transportation



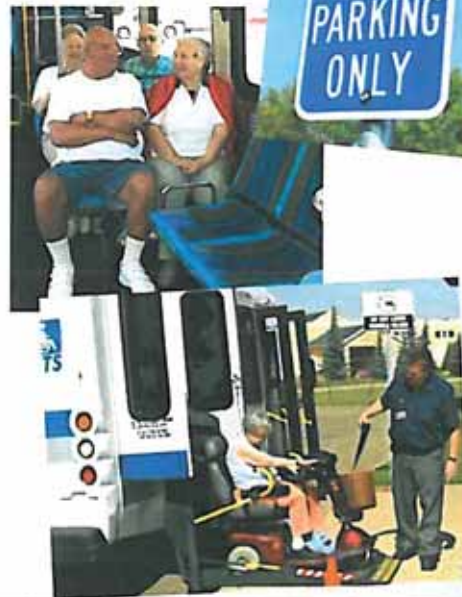
Most drive to work alone

Mode of Travel to Work, Waterloo Region, 2011



Some implications

- Use and location of public transportation
- Drive till what age?
 - “Handicapped” parking
 - Accessibility/dedicated seating
 - “Mobility Plus”
- Problems particularly acute in rural and suburban areas



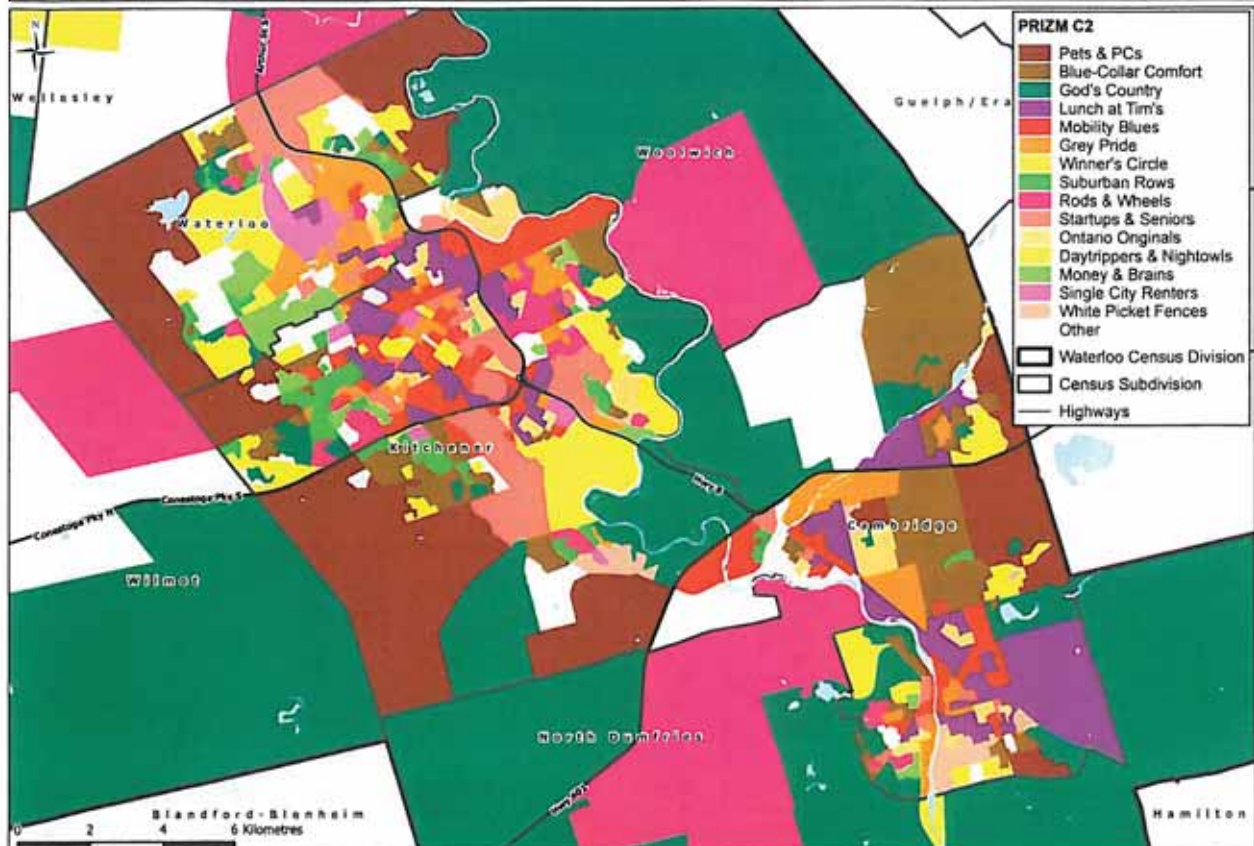
Final Thoughts

Overall challenge will be to manage growth with increased diversity

- Age diversity
- Cultural diversity
- Diversity of values/preferences

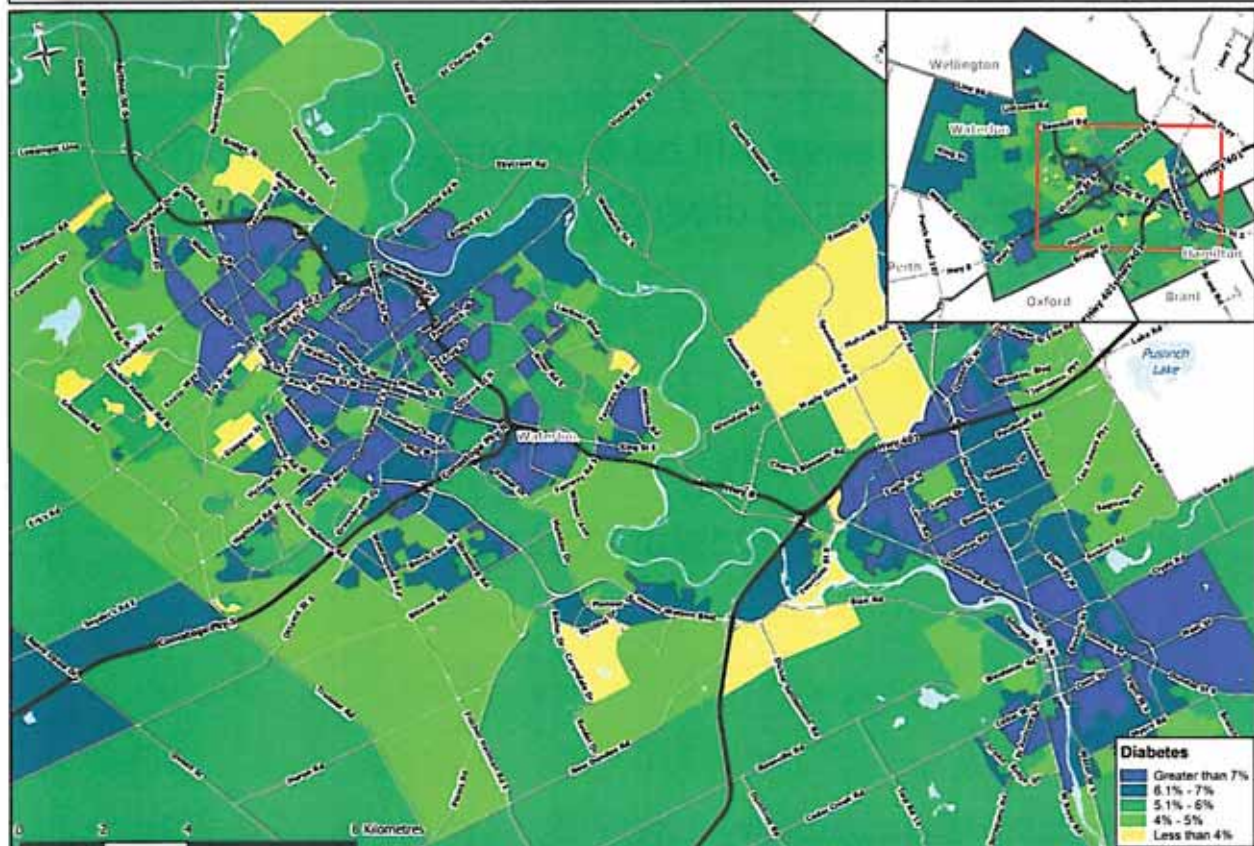


Top 15 PRIZM C2 Clusters Waterloo Census Division by DA



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CCHS - Diabetes Rates Waterloo CD - By Dissemination Area



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Dr. Doug Norris
Senior Vice President and Chief Demographer
doug.norris@environicsanalytics.ca
613-592-3402



Date: May 25, 2015
 To: Board of Trustees
 From: Director of Education
 Subject: Board of Trustee Meetings: 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)

The Board of Trustees have traditionally held the Committee of the Whole Meeting on the 2nd Monday of each month and the Board Meeting on the 4th Monday of the month.
 The Ministry of Education has approved the School Year Calendar for 2015-2016.

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

Regulation 304: School Year Calendar

Background/Comments:

The calendar for the Board of Trustee meetings and Committee of the Whole meetings suggest the following dates:

September 14 and September 28;
 October 19* and October 26; Thanksgiving is October 12
 November 9 and 23
 December 7 and 14*
 January 11 and 25
 February 8 and 22
 March 7* and 21*; March 14 is March Break; March 21 is Holy Week; March 28 is Easter Monday
 April 11 and 25
 May 9 and 30*; May 30th is 5th Monday
 June 6 (budget); June 13 and 27

A 2015 - 2016 calendar is attached.

Recommendation:

That the Board of Trustees approve the dates for Committee of the Whole and Board Meetings as discussed on May 25, 2015.

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.”

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WATERLOO CATHOLIC DISTRICT SCHOOL BOARD
GOVERNANCE COMMITTEE RECOMMENDATIONS
FROM May 4, 2015 MEETING

The following changes/additions were recommended by the Governance Committee to the Board of Trustees for approval:

1. No change to Policy II 008

2. Suspend Policy III 005 for one year in order to develop the Multi-year Strategic Plan and include in monitoring the CEO. Discuss at Committee of the Whole how the Multi-year Strategic Plan will be used to monitor the CEO performance.

3. Revise provision #1 of Policy II 015 as follows:

An Annual Report Card: to be prepared and distributed to the Catholic ratepayers annually in January **as part of the "Director's Annual Report"**. **This** ~~The annual report card~~ will reflect legislative requirements and demonstrate the progress being made in achieving Board Ends and plans for future work.

Number: II 015
Subject: Ownership Linkage

Approval Date: November 29, 2010
Effective Date: November 29, 2010
Revised: May 27, 2013; May 25, 2015

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 as part of the "Director's Annual Report". This 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.

Number: II 011

Subject: Student Representation on the Board

Approval Date: September 2, 2008.

Effective Date: September 2, 2008.

Revised:

Policy Statement:

It is the policy of the Waterloo Catholic District School Board that the interests of pupils be represented on the Board through the position of student trustee.

Accordingly:

1. The Board shall have two student trustees to represent the interests of their peers
2. A student trustee shall have the following qualifications:
 - a) be a Catholic in Union with the See of Rome
 - b) Be a resident student of the Board
 - c) Be enrolled full-time (ie: at least 3 credits per semester) in one of the Board's Catholic Secondary Schools and be in the senior division at the time of his/her term
3. The Chair of the Board shall appoint a trustee to act as a mentor for each student trustee
4. Student trustees may be disqualified from office for the following reasons:
 - a) as per trustee disqualifications criteria outlined in legislation
 - b) the student trustees ceases to be enrolled as a full time student in one of the Board's Catholic Secondary schools
 - c) the student trustee commits a serious breach of his/her school's code of conduct
 - d) the student trustee's conduct is deemed to be incompatible with the roles and responsibilities of the position
5. Upon completion of the student trustee's term, the Board will suitably recognize them including but not limited to a notation in the student's Ontario Student Record and a letter of service signed by the Chair of the Board.

Number: II 012
Subject: Student Trustee Role Description

Approval Date: September 2, 2008

Effective Date: September 2, 2008

Revised: October 26, 2010, November 26, 2012, September 29, 2014

Policy Statement:

The position of Student Trustee of the Waterloo Catholic District School Board has three distinct roles; as members of the Board of Trustees, as school and student representatives and as leaders within the system.

Accordingly:

Board of Trustees Role and Responsibilities

1. Attend all regularly scheduled public Board meetings and committees on which the student trustee may be assigned. If a conflict prevents attendance at the meeting, notice must be sent to the appropriate superintendent and the committee chair prior to the start of the meeting. Transportation to and from Board meetings may be via family member, public taxi or the student's vehicle (if of legal age).
2. Represent their own views and those of students within the board on any matter before the Board of Trustees including but not limited to government legislation and policies or operational practices enacted by the Ministry of Education, the Board or individual schools.
3. Represent the Board's students at public/official functions and on Board committees as assigned.
4. Report regularly to the Board of Trustees on their activities with the Council of Student Representatives and Ontario Student Trustee's Association.

School and Student Representative Role and Responsibilities

5. Serve as co-chairs of the "Council of Student Representatives" which holds a minimum of six (6) meetings per year.
6. Provide leadership within the Council of Student Representatives for its responsibility to promote the distinctiveness of a Catholic education within the Waterloo Catholic District School Board and the Region of Waterloo.
7. Participate as a member of his/her home school student council as an ex-officio member. The degree of participation beyond attendance at regular Student Activity Council meetings is at the discretion of the student trustee.
8. Report regularly to the Council of Student Representatives on the activities of the Board of Trustees and the Ontario Student Trustee's Association.

Leadership Role and Responsibilities

9. Monitor the activities of the Catholic Council of the Ontario Student Trustee's Association.
10. Participate in student leadership development activities associated with their school, board and association roles. If the activities are outside of Board jurisdiction supervision is to be provided by the student trustee parents and/or parents provide written permission for student trustee to attend. All excursions are subject to the availability of funds.