# Committee of the Whole Meeting

**Date:** September 14, 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, Sebastian Monsalve

**Senior Administration:**  
Loretta Notten, Gerry Clifford, Derek Haime, David DeSantis, John Klein, Shesh Maharaj, Laura Shoemaker

**Special Resource:**  
John Shewchuk.

**Recording Secretary:**  
Barb Pilsner

## Agenda

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Who</th>
<th>Agenda Section</th>
<th>Method &amp; Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Call to Order</strong></td>
<td>Board Chair</td>
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</tr>
<tr>
<td>1.1 Opening Prayer &amp; Memorials</td>
<td>Fr. Joseph de Viveiros</td>
<td>--</td>
<td>Approval</td>
</tr>
<tr>
<td>1.2 Approval of Agenda</td>
<td>Board of Trustees</td>
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<tr>
<td>1.3 Declaration of Pecuniary Interest</td>
<td>Individual Trustees</td>
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<tr>
<td>1.3.1 From the current meeting</td>
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<td>1.3.2 From a previous public or in-camera meeting</td>
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</table>

| **2. Consent Agenda: Director of Education** | | |
| (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system) | | |
| 2.1 Feast of St. Jerome Bronze Sponsorship | Trustees | p. 1 | Information |
| 2.2 Status of Construction Summer | Trustees | pp. 2-6 | Information |

| **3. Consent Agenda: Board** | | |
| (Minutes of meetings) | | |
| 3.1 Minutes of June 15/15 Committee of the Whole Meeting | Trustees | pp. 7-9 | Approval |

| **4. Delegations** | | |
| 4.1 | | |

<p>| <strong>2. Consent Agenda: Director of Education</strong> | | |
| (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system) | | |
| 2.1 Feast of St. Jerome Bronze Sponsorship | Trustees | p. 1 | Information |
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<tr>
<td>5. <strong>Advice from the CEO</strong></td>
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<tr>
<td>5.1 Appointment of Spiritual Animator</td>
<td>Loretta Notten</td>
<td>pp. 10-11</td>
<td>Information</td>
</tr>
<tr>
<td>5.2 Facility Partnerships (APF012)</td>
<td>Shesh Maharaj/ Lindsey Ford</td>
<td>pp. 12-22</td>
<td>Information</td>
</tr>
<tr>
<td>5.3 Revised Guidelines for Accommodation Review (APF008)</td>
<td>Shesh Maharaj/ Lindsey Ford</td>
<td>pp. 23-64</td>
<td>Information</td>
</tr>
<tr>
<td>5.4 Health and Physical Education Curriculum</td>
<td>Derek Haime</td>
<td></td>
<td>Information</td>
</tr>
<tr>
<td>5.5 French Immersion Update</td>
<td>John Klein</td>
<td>pp. 65-66</td>
<td>Information</td>
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<tr>
<td>5.6 EQAO Update for Fall 2015</td>
<td>John Klein</td>
<td>pp. 67-68</td>
<td>Information</td>
</tr>
<tr>
<td>5.7 BIPSA Update for 2015/16</td>
<td>John Klein/David DeSantis/Laura Shoemaker</td>
<td>pp. 69-70</td>
<td>Information</td>
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<tr>
<td></td>
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<td>pp. 71-88</td>
<td>Information</td>
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<tr>
<td>6. <strong>Ownership Linkage</strong></td>
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<tr>
<td></td>
<td>(Communication with the External Environment related to Board’s Annual Agenda; ownership communication)</td>
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<tr>
<td>6.1 Linkages Activity</td>
<td>Trustees</td>
<td>--</td>
<td>Discussion</td>
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<tr>
<td>6.2 Pastoral Care Activity</td>
<td>Trustees</td>
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<td>Discussion</td>
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<tr>
<td>7. <strong>Reports from Board Committees/Task Forces</strong></td>
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<td>8. <strong>Board Education</strong></td>
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<td>(at the request of the Board)</td>
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<tr>
<td>8.1 Trustee Planning Calendar 2015-2016</td>
<td>Trustees</td>
<td>pp. 89-93</td>
<td>Discussion</td>
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<td>9. <strong>Policy Discussion</strong></td>
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<td></td>
<td>(Based on Annual Plan of Board Work)</td>
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<td>10. <strong>Assurance of Successful Board Performance</strong></td>
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<td></td>
<td>(monitoring)</td>
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<tr>
<td>11. <strong>Assurance of Successful Director of Education Performance</strong></td>
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<td></td>
<td>(monitoring)</td>
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<tr>
<td>11.1 Monitoring Reports &amp; Vote on Compliance</td>
<td></td>
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<tr>
<td>12. <strong>Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries</strong></td>
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<tr>
<td>13. <strong>Announcements</strong></td>
<td></td>
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<tr>
<td>13.1 Upcoming Meetings/Events</td>
<td></td>
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<td></td>
<td>(all scheduled for the Catholic Education Centre unless otherwise indicated):</td>
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<tr>
<td>14. <strong>Items for the Next Meeting Agenda</strong></td>
<td>Trustees</td>
<td></td>
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<tr>
<td>15. Adjournment</td>
<td>Director of Education</td>
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<td>Confirm decisions made tonight</td>
<td></td>
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<td>16. <strong>Closing Prayer</strong></td>
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<td>ITEM</td>
<td>Who</td>
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<tr>
<td>17. Motion to Adjourn</td>
<td>Board of Trustees</td>
<td>Motion</td>
<td>Approval</td>
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**CLOSING PRAYER**

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

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

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

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

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

Amen

Rev. Charlie Fedy, CR and the Board of Trustees, 2010
7 July 2015

Waterloo Catholic District School Board
35 Weber St. W., Unit A
PO Box 91116
Kitchener, ON, Canada N2G 4G2

Attn: Manuel DaSilva, Chair

Dear Mr. DaSilva

On behalf of St. Jerome’s University, I want to extend my sincere gratitude and appreciation to the Waterloo Catholic District School Board for its generous contribution and commitment as a Bronze Sponsor for the Feast of St. Jerome being held Saturday October 3, 2015. Proceeds raised from this event go towards student scholarships and bursaries at St. Jerome’s University.

This year’s event will also be a celebration of St. Jerome’s 150 years of Catholic education in the Kitchener-Waterloo region and the 10th anniversary of our Beyond Borders program. Thank you for your continued support and partnership as we work together to advance the mission of St. Jerome’s University.

Sincerely,

Katherine Bergman
President and Vice Chancellor

cc: Michael Schmitt, Director of Education and Secretary of the Board
Date: September 14, 2015
To: Board of Trustees
From: Director of Education
Subject: Status of Construction Projects – Summer 2015

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:
This report provides an update on the status of construction projects carried out over the summer of 2015.

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

Background/Comments:
Over the summer, several projects were carried out at Catholic schools across the Region. These projects were associated with building renewal, school priorities, and capital projects funded directly by the Ministry of Education.

In the attached summary, a listing of work carried out by site as well as the status of the work has been provided. Planning for work to be carried out during 2016 is already under way. A refreshed multi-year building renewal plan will be presented to Trustees for their consideration early in February 2016.

Recommendations:
This report is being provided as incidental information only.

Prepared/Reviewed By: Loretta Notten
Director of Education

Shesh Maharaj
Superintendent of Corporate Services

Terri Pickett
Senior Manager of Facility Services

Adrian Frigula
Construction and Renovations Supervisor

*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.”
<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>PROJECT</th>
<th>DESCRIPTION</th>
<th>STATUS</th>
<th>PROJECT LEAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blessed Sacrament</td>
<td>Exterior siding</td>
<td>wind damaged exterior siding</td>
<td>COMPLETE</td>
<td>AF</td>
</tr>
<tr>
<td>Blessed Sacrament</td>
<td>New boiler and controls</td>
<td>2 new boilers, and updated BAS system</td>
<td>COMPLETE</td>
<td>AF</td>
</tr>
<tr>
<td>Blessed Sacrament</td>
<td>Capital Improvement 2014/2015</td>
<td>Extend FDK fencing, paving, armour stone, line painting</td>
<td>COMPLETE</td>
<td>AG</td>
</tr>
<tr>
<td>Blessed Sacrament</td>
<td>Office renovations</td>
<td>Remove canopies, new roof flashings, new exterior doors, new millwork, flooring and paint</td>
<td>Exterior work over budget. Deferred to next summer. All other work COMPLETE</td>
<td>AG</td>
</tr>
<tr>
<td>CEC</td>
<td>Security/door hardware upgrades</td>
<td>Upgrade security hardware in multiple locations</td>
<td>All work to be complete by end of September 2015.</td>
<td>AF</td>
</tr>
<tr>
<td>Christ the King</td>
<td>Capital improvement 2014/2015</td>
<td>School letter &amp; cross, 1 fill station, gym storage, staff room millwork</td>
<td>COMPLETE</td>
<td>AG</td>
</tr>
<tr>
<td>Christ the King</td>
<td>Renewal</td>
<td>New ceiling in library, removal of classroom partitions</td>
<td>COMPLETE</td>
<td>AG</td>
</tr>
<tr>
<td>Holy Spirit</td>
<td>Capital</td>
<td>New FDK addition. 2 add. FDK classrooms, 2 new classrooms, FDK upgrade in 3 rooms</td>
<td>All work to be complete by end of September 2015.</td>
<td>AF</td>
</tr>
<tr>
<td>John Sweeney</td>
<td>Capital improvement 2013/2014</td>
<td>Turf, PA Upgrade in gym, fill station</td>
<td>All work COMPLETE. Sourcing new scoreboard for school - future work</td>
<td>AG</td>
</tr>
<tr>
<td>Monsignor Doyle</td>
<td>Maintenance</td>
<td>repair ceilings in change rooms damaged by leaking pipe</td>
<td>COMPLETE</td>
<td>AF</td>
</tr>
<tr>
<td>Monsignor Doyle</td>
<td>Capital improvement 2014/2015</td>
<td>LED signage, indoor &amp; outdoor bleachers</td>
<td>COMPLETE</td>
<td>AG</td>
</tr>
<tr>
<td>Monsignor Doyle</td>
<td>Science Lab renovations</td>
<td>Upgrades to science labs</td>
<td>All work to be complete by end of September 2015.</td>
<td>AF</td>
</tr>
<tr>
<td>Our Lady of Fatima</td>
<td>various</td>
<td>fix sign, access to roof, screen on back door, dead trees, washroom sink</td>
<td>All complete except tree replacement - spring 2016.</td>
<td>AF</td>
</tr>
<tr>
<td>Our Lady of Fatima</td>
<td>Capital improvement 2013/2014</td>
<td>Pave FDK, refurbish pylon, 2 new main basket ball nets, fill station</td>
<td>All work COMPLETE. Future work - installing benches in FDK area</td>
<td>AG</td>
</tr>
<tr>
<td>Our Lady of Grace</td>
<td>Teacher closets</td>
<td>add TC to all classrooms</td>
<td>COMPLETE</td>
<td>AG</td>
</tr>
<tr>
<td>Our Lady of Grace</td>
<td>Fencing repairs</td>
<td>Repair/replace/remove fencing at FDK enclosure</td>
<td>COMPLETE</td>
<td>AG</td>
</tr>
<tr>
<td>Resurrection CSS</td>
<td>Grand stand at field</td>
<td>tender - exterior 5 row spectator seating</td>
<td>COMPLETE</td>
<td>AG</td>
</tr>
<tr>
<td>Resurrection CSS</td>
<td>Roofing</td>
<td>Replace high roof (built up)</td>
<td>Over budget - defer to 2016</td>
<td>AF</td>
</tr>
<tr>
<td>Resurrection CSS</td>
<td>Library Flooring</td>
<td>Replace carpet in library and lecture hall</td>
<td>Complete- deficiency items</td>
<td>AG</td>
</tr>
<tr>
<td>Resurrection CSS</td>
<td>Daycare upgrades</td>
<td>renovate bathrooms to allow for better supervision, new flooring</td>
<td>Complete- deficiency items</td>
<td>AF</td>
</tr>
<tr>
<td>Sir Edgar Bauer</td>
<td>Capital improvement 2014/2015</td>
<td>Carpet replacement</td>
<td>COMPLETE</td>
<td>AG</td>
</tr>
<tr>
<td>St. Agatha</td>
<td>Capital improvement 2014/2015</td>
<td>Pylon sign, fill station</td>
<td>COMPLETE</td>
<td>AG</td>
</tr>
<tr>
<td>SCHOOL</td>
<td>PROJECT</td>
<td>DESCRIPTION</td>
<td>STATUS</td>
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<tr>
<td>St. Agatha</td>
<td>Renewal</td>
<td>General renewal work</td>
<td>All complete. Roof and washroom renovation for summer 2016.</td>
<td>AF</td>
</tr>
<tr>
<td>St. Agnes</td>
<td>exterior siding</td>
<td>remove asbestos panel siding behind school, install new metal siding</td>
<td>COMPLETE</td>
<td>AF</td>
</tr>
<tr>
<td>St. Agnes</td>
<td>Flooring repair</td>
<td>Remove damaged VCT, install new Sparta coat finish</td>
<td>COMPLETE</td>
<td>AG</td>
</tr>
<tr>
<td>St. Aloysius</td>
<td>addition/Reno</td>
<td>new gym, 2 classroom addition, office Reno, old gym into classroom space, Provide hoarding drawings</td>
<td>Tender closing Sept 15, 2015</td>
<td>AF</td>
</tr>
<tr>
<td>St. Aloysius</td>
<td>Capital Improvement 2014/2015</td>
<td>Stonework at main entrance</td>
<td>Included scope of work in tender above</td>
<td>AG</td>
</tr>
<tr>
<td>St. Anne C</td>
<td>Addition/Renovation</td>
<td>new 6 classroom addition, plus office renovation to 6 interior classes</td>
<td>Project underway - demolition complete, foundation complete, abatement complete - currently on schedule</td>
<td>AF</td>
</tr>
<tr>
<td>St. Anne (K)</td>
<td>Renewal</td>
<td>repair walls, paint, remove VCT tile, new gym curtain</td>
<td>COMPLETE</td>
<td>AF</td>
</tr>
<tr>
<td>St. Augustine</td>
<td>Capital Improvement 2014/2015</td>
<td>Pylon sign, window coverings, line painting</td>
<td>COMPLETE</td>
<td>AG</td>
</tr>
<tr>
<td>St. Augustine</td>
<td>FDK upgrades</td>
<td>New partition, sheet flooring, counter tops, millwork, fencing enclosure increase, ceiling tile, paving and gate</td>
<td>All complete except for doors. To be replaced by mid-October</td>
<td>AF</td>
</tr>
<tr>
<td>St. Benedict CSS</td>
<td>Aviva Grant</td>
<td>Exterior landscape/sport upgrades</td>
<td>Underway, electrical rough-in for scoreboard complete, play area foundation complete</td>
<td>AF</td>
</tr>
<tr>
<td>St. Benedict CSS</td>
<td>Flooring</td>
<td>Library &amp; change room flooring replacement, gym wood floor re-finishing</td>
<td>Complete with deficiencies</td>
<td>AG</td>
</tr>
<tr>
<td>St. Bernadette</td>
<td>Capital Improvement 2014/2015</td>
<td>Fill station, FOB Reader, white boards, repair wood deck</td>
<td>COMPLETE</td>
<td>AG</td>
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<tr>
<td>St. Clements</td>
<td>Renewal</td>
<td>Washroom renovations</td>
<td>Complete</td>
<td>AF</td>
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<tr>
<td>St. Daniel</td>
<td>Capital Improvement 2014/2015</td>
<td>Staff kitchen, stage curtains, school cross, fill station</td>
<td>COMPLETE</td>
<td>AG</td>
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<tr>
<td>St. David</td>
<td>Roofing</td>
<td>Replace high roof (TPO)</td>
<td>Deferred until 2016</td>
<td>AF</td>
</tr>
<tr>
<td>St. David CSS</td>
<td>Capital Improvement 2014/2015</td>
<td>Interior bleachers, fence enclosures in tech, exterior concrete work, interior classroom renovation, basketball upgrades</td>
<td>Complete</td>
<td>AG</td>
</tr>
<tr>
<td>St. Elizabeth</td>
<td>Capital Improvement 2014/2015</td>
<td>Flooring - library, atrium, staffroom, repaint school lettering</td>
<td>Grouped in with renewal work</td>
<td>AG</td>
</tr>
<tr>
<td>St. Elizabeth</td>
<td>Renewal</td>
<td>New flooring, remove operable partition in FDK, new gym curtain, replace ceiling tiles, repair drywall bulkhead</td>
<td>All complete except exterior door - mid October</td>
<td>AG</td>
</tr>
<tr>
<td>St. Gabriel</td>
<td>Millwork</td>
<td>Additional bookshelves, trophy case and new circulation desk required</td>
<td>Complete, working with Principal on other requests</td>
<td>AG</td>
</tr>
<tr>
<td>St. Gabriel</td>
<td>Paving</td>
<td>New concrete walkway for stroller access</td>
<td>COMPLETE</td>
<td>AG</td>
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<tr>
<td>SCHOOL</td>
<td>PROJECT</td>
<td>DESCRIPTION</td>
<td>STATUS</td>
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<tr>
<td>St. Gabriel</td>
<td>Millwork</td>
<td>Additional cubbies required in classroom for 4th FDK classroom</td>
<td>COMPLETE</td>
<td>AG</td>
</tr>
<tr>
<td>St. Gabriel</td>
<td>Exterior sod repairs</td>
<td>Installation of new sod in troubled field areas, seed broadcasting</td>
<td>COMPLETE AND ONGOING</td>
<td>AF</td>
</tr>
<tr>
<td>St. Gregory</td>
<td>Renewal</td>
<td>New flooring, new ceilings in corridors, washroom upgrades, new gym flooring</td>
<td>COMPLETE</td>
<td>AG</td>
</tr>
<tr>
<td>St. John</td>
<td>Capital Improvement 2013/2014</td>
<td>Library window coverings, cork boards, 3-hoop, fill station, line painting, armour stone</td>
<td>COMPLETE</td>
<td>AG</td>
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<tr>
<td>St. Joseph</td>
<td>Fencing</td>
<td>New FDK fencing/gates</td>
<td>COMPLETE</td>
<td>AG</td>
</tr>
<tr>
<td>St. Joseph</td>
<td>Capital Improvement 2014/2015</td>
<td>Gymnasium acoustics, feature altar wall at entrance</td>
<td>Complete</td>
<td>AG</td>
</tr>
<tr>
<td>St. Louis</td>
<td>Office Furniture Layout</td>
<td>Provide furniture layout with new furniture</td>
<td>Project on hold due to cost</td>
<td>AG</td>
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<tr>
<td>St. Louis</td>
<td>child care toilet replacement</td>
<td>remove full size toilets- add 3 baby toilets</td>
<td>COMPLETE</td>
<td>AF</td>
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<tr>
<td>St. Luke</td>
<td>Capital Improvement 2013/2014</td>
<td>Flooring - Library, staff room, office</td>
<td>COMPLETE</td>
<td>AG</td>
</tr>
<tr>
<td>St. Margaret</td>
<td>Capital Improvement 2014/2015</td>
<td>Window coverings, fill station, fencing FDK structure relocate, new trees and stone in FDK</td>
<td>COMPLETE</td>
<td>AG</td>
</tr>
<tr>
<td>St. Mark</td>
<td>Interior Renovation</td>
<td>FDK Reno- 3 classrooms into 2 and a seminar room</td>
<td>Complete except for deficiencies</td>
<td>AF</td>
</tr>
<tr>
<td>St. Mark</td>
<td>Capital Improvement 2014/2015</td>
<td>Pylon sign, flag pole, turf</td>
<td>COMPLETE</td>
<td>AG</td>
</tr>
<tr>
<td>St. Mary's SS</td>
<td>Roofing Repair</td>
<td>Repair damaged roofing (blisters and ridges)</td>
<td>COMPLETE</td>
<td>AG</td>
</tr>
<tr>
<td>St. Matthew</td>
<td>Fencing</td>
<td>extend kindergarten play fence</td>
<td>COMPLETE</td>
<td>AF</td>
</tr>
<tr>
<td>St. Matthew</td>
<td>Roofing Repair</td>
<td>Repair damaged roof (bare area, blister, ridge, vent stack flashing)</td>
<td>COMPLETE</td>
<td>AG</td>
</tr>
<tr>
<td>St. Michael (Camb)</td>
<td>Capital Improvement 2014/2015</td>
<td>School lettering &amp; cross, staff kitchen, eaves trough drainage, stage enclosure, fill station</td>
<td>Complete</td>
<td>AG</td>
</tr>
<tr>
<td>St. Paul</td>
<td>Capital Improvement 2014/2015</td>
<td>Enclose classroom PODS (2)</td>
<td>COMPLETE</td>
<td>AG</td>
</tr>
<tr>
<td>St. Peter</td>
<td>Capital Improvement 2013/2014</td>
<td>New staffroom kitchen</td>
<td>COMPLETE</td>
<td>AG</td>
</tr>
<tr>
<td>St. Teresa (K)</td>
<td>Capital Improvement 2013/2014</td>
<td>water fill station, replace 2 main basketball nets</td>
<td>Bottle Filler Complete, basket ball nets - scheduled for PD Day</td>
<td>AG</td>
</tr>
<tr>
<td>St. Teresa (K)</td>
<td>Right-sizing</td>
<td>removal of 4 classrooms</td>
<td>underway- demo complete, clean out underway - will be complete Oct 15</td>
<td>AF</td>
</tr>
<tr>
<td>SCHOOL</td>
<td>PROJECT</td>
<td>DESCRIPTION</td>
<td>STATUS</td>
<td>PROJECT LEAD</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------</td>
<td>--------------------------------------------------</td>
<td>-------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>St. Timothy</td>
<td>Renewal</td>
<td>New exterior windows and doors, washroom upgrades</td>
<td>Underway- all windows in, panels and 2 doors outstanding will be complete after hours. End of mid-October</td>
<td>AF</td>
</tr>
<tr>
<td>St. Vincent</td>
<td>add door</td>
<td>new door from one kindergarten class to next- so kids can access washroom</td>
<td>COMPLETE</td>
<td>AF</td>
</tr>
<tr>
<td>St. Vincent DePaul</td>
<td>Flooring upgrades</td>
<td>New VCT in all classroom</td>
<td>COMPLETE</td>
<td>AF</td>
</tr>
<tr>
<td>Various school daycares</td>
<td>PA upgrades</td>
<td>upgrade PA system</td>
<td>COMPLETE</td>
<td>AG</td>
</tr>
<tr>
<td>Various schools - Holy Spirit, Mother Teresa, Resurrection, St. Agnes, St. Benedict, St. Clements, St. David, St. Dominic Savio, St. Elizabeth, St. John Paul II, St. Kateri, St. Luke, St. Margaret, St. Mary’s, St. Matthew, St. Nicholas</td>
<td>Amp solar</td>
<td>rooftop solar panels on 17 schools</td>
<td>All complete by end of September 2105</td>
<td>AF</td>
</tr>
<tr>
<td>Various Schools - St. Nicholas, St. Kateri</td>
<td>Lighting projects</td>
<td>Lighting projects</td>
<td>COMPLETE</td>
<td>AF</td>
</tr>
</tbody>
</table>
A public meeting of the Committee of the Whole was held Monday, June 15, 2015 at Waterloo Region Catholic Education Centre, Kitchener

**Trustees Present:**
Joyce Anderson; Bill Conway; Manuel da Silva (Chair); Frank Johnson; Greg Reitzel; Brian Schmalz; Melanie Van Alphen

**Student Trustees Present:**
Karen Hakim; Maria Paz Rodriguez

**Administrative Officials Present:**
Michael Schmitt; David DeSantis; Derek Haime; Maria Ivankovic; Shesh Maharaj; Laura Shoemaker; John Shewchuk

**Special Resources For The Meeting:**
Lindsay Ford

**Regrets:**
Amy Fee; Wendy Price; Gerry Clifford

**Absent:**

**Recorder:**
Barb Pilsner, Executive Administrative Assistant

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

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

1.1 **Opening Prayer & Memorials**
The opening prayer was led by F. Johnson. Intentions were offered for the Clifford family for the passing of Mary Clifford, Rob Haas former student at St. Jerome’s High school who passed away and for Carla Santomero whose mother passed away.

1.2 **Approval of Agenda**
Add Item 10.2 Start Time of June 22nd Board meeting

2015-66 -- It was moved by J. Anderson and seconded by M. Van Alphen:

**THAT the agenda for June 15, 2015 as amended 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 **Institute for Catholic Education – Health & Physical Education Curriculum Resource Support**

2015-67 -- It was moved by B. Conway and seconded by B. Schmalz:

**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 Committee of the Whole meeting of May 11, 2015

2015-68 -- It was moved by J. Anderson 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 Student Success Update

D. DeSantis advised the Student Success Learning to 18 strategies are designed to:

- Increase graduation rates and decrease dropout rates;
- Support a good outcome for all students;
- Provide students with new and relevant learning opportunities;
- Build on students’ strengths and interests; and,
- Provide students with an effective elementary to secondary school transition

The percentage of students who have graduated over the past five years has improved.

5.2 21st Century Teaching & Learning Update

D. DeSantis introduced Ferdinand Krauss and Patrick Eby to give an update on the 21st century teaching and Learning Blueprint.

P. Eby provided background on the development of the 21st Century Teaching and Learning Blueprint. The Blueprint stipulates key student outcomes that our system will endeavour to meet. We know that our students achieve academic success when:

- They are provided the necessary supports to work to their highest level of ability;
- They have the knowledge, skills and confidence to pursue their desired career and life paths;
- When they are prepared for the challenges and opportunities of an ever-changing world that demands a diverse skill set as well as a broad social conscience aligned with our Catholic values; and,
- When they meet the Ontario Catholic Schools Graduate Expectations.

F. Krauss reviewed the six subcommittees:

- 21st Century Classroom and Environment
- Library as Learning Commons
- Parent and Student Engagement
- Social Media and Digital Citizenship
- Role of Technology
- Community Partnerships

5.3 Multi-year Strategic Plan Update

M. Schmitt reported the Board of Trustees identified Strategic Priorities and Directions from the planning session May 30th. Trustees recommended a change in wording and a final report and recommendations will be brought back to the June 22nd Board meeting for approval.

5.4 APF008 Pupil Accommodation Guidelines

S. Maharaj introduced Lindsay Ford to review the updated Ministry of Education’s Pupil Accommodation Guidelines. She provided a comparison of the changes against the Board’s current AP Memo. The 2015 Guideline contains new sections not in the previous 2009 Guideline. Our AP memo will require updating prior to the next accommodation review. At the trustees’ request L. Ford will prepare a draft AP memo of recommended changes to be brought back in September 2015. Trustees to email their suggestions prior to July 15th.

6. Ownership Linkage (Communication with the External Environment)

Trustees met as separate groups for Linkages and Pastoral Care.

6.1 Linkages Activity

B. Conway advised letters of appreciation were sent to all school administrators and parishes with a new priest or a priest who is retiring. Additional letters of appreciation will be sent to SEAC, CPIC members and school councils.
6.2 Pastoral Care Team
B. Schmalz reported F. Johnson will arrange time with Fr. Freitas to facilitate a session for trustees, superintendents, principal association co-chairs and chaplains.

7. Reports From Board Committees/Task Forces

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

9. Policy Discussion

10. Assurance of Successful Board Performance
    10.1 Graduation Greetings
    M. da Silva thanked F. Johnson for preparing a graduation message for trustees to deliver to the secondary students at their graduation ceremonies.

    10.2 Start Time of June 22nd Board Meeting
    Trustees were in agreement to begin the June 22nd Board of Trustees meeting at 5:00 p.m., and in-camera meeting at 4:00 p.m.

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

13. Announcements

14. Items for the Next Meeting Agenda/Pending Items
    14.1 Items for the Next Meeting Agenda

    14.2 Pending Items

15. Adjournment – Confirm decisions made tonight. Closing Prayer

    The Recording Secretary confirmed the meeting decisions.

16. Closing Prayer

17. Motion to Adjourn

    2015-69-- It was moved by B. Schmalz and seconded by M. Van Alphen:
    THAT the meeting be now adjourned.
    The meeting was adjourned by consensus at 8:13 p.m.

Chair of the Board

Secretary
Date: September 14, 2015
To: Board of Trustees
From: Director of Education
Subject: Appointment of Spiritual Animator

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

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

Origin:
For several decades the Waterloo Catholic District School Board has engaged a local priest to serve students and staff in the important role of Spiritual Animator. In August, 2015 Fr. Joseph de Viveiros, C. R., was appointed to succeed Fr. Fred Scinto, C.R., in that contract position. Fr. Fred – a former principal of St. Jerome’s High School among many other noteworthy accomplishments – succeeded the late Fr. Bernie Hayes as Spiritual Animator in the 1990s.

Policy Statement:
- Board Governance I.001: Ends

Background/Comments:
In July, 2015 Fr. Fred Scinto, C.R., announced his intention to step away from the role of WCDSB Spiritual Animator in order to more fully concentrate on his long-time ministry serving the needs of people who are separated and divorced.

As most will know, Fr. Fred’s faithful and faith-filled service to those who work and learn in Waterloo Region’s Catholic schools was marked by with energy, grace, good humour and wise counsel. His work has made an indelible impression on this school system.

Fr. Joseph de Viveiros, C. R., was born in São Miguel, Azores, Portugal and moved with his parents to North Bay, Ontario where he attended St. Mary’s elementary school, Mother St. Bride middle school and Scollard Hall, North Bay College.

He received a Bachelor of Mathematics degree at St. Jerome’s College, (University of Waterloo). He entered the Congregation of the Resurrection, and pronounced his first vows on August 15, 1987. He studied at the University of Toronto, the Toronto School of Theology, St. Michael’s College where he received a Master of Divinity and a Master of Religious Education.

Fr. Joseph professed his perpetual vows in his Community on September 22, 1990. He was ordained to the priesthood on May 1, 1992 and served as the Associate Pastor at St. Louis Parish, Waterloo for two years. From there he went on to obtain a Bachelor of Education degree from the University of Toronto.

He taught mathematics at Assumption College School in Brantford for five years. During that time he obtained an M.A. in Liturgy from the University of Notre Dame, IN.
From 2000-2002 Fr. Joseph served as the Director of Liturgy for World Youth Day 2002 with St. Pope John Paul II. His responsibilities included chairing the WYD liturgical committee, creating and developing the WYD liturgies and working collaboratively with an international team.

From 2002 to 2005, Fr. Joseph served as Consultant at the Catholic Office of Religious Education (and Liturgy) for the Archdiocese of Toronto. There he did remediation, workshops, training and retreats for the Archdiocese.

Fr. Joseph is a sectional Lecturer at the Toronto School of Theology, Regis College, teaching a course entitled the "Art of the Presider", training future priests to preside at the liturgies of the Church.

On March 1, 2005, he was appointed pastor of St. Francis of Assisi Parish in Kitchener, where he is still happily the pastor.

We thank Fr. Joseph – and the Congregation of the Resurrection – for their strong and continuing support of Waterloo Region’s Catholic schools and look forward to working closely with Fr. Joseph for many years.

**Recommendation:**

For information.

Prepared/Reviewed By:  
Loretta Notten  
Director of Education

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

Date: September 14, 2015
To: Board of Trustees
From: Director of Education
Subject: Updates to APF012: Community Planning and Facility Partnerships

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:
This report provides information to Trustees on changes made to APF012: Facility Partnerships.

Policy Statement and/or Education Act/other Legislation citation:
Executive Limitation IV 008, “Financial Conditions and Activities” ... “the CEO shall not:
8. Acquire, encumber or dispose of real property
9. Enter into any financial agreements over 5 years”

Ministry of Education, Community Planning and Partnerships Guideline, March 2015
APF012: Facility Partnerships

Background/Comments:
The Ministry of Education released the “Community Planning and Partnership Guideline” in March 2015. This replaces the 2010 facility partnerships directive. The Guideline is applicable to partners or potential partners who require dedicated space during the school day (e.g. child cares, community rooms, etc.).

Boards are still required to use Ontario Regulation 444/98 to dispose of surplus property or to lease surplus space. The Guideline applies to unused space within existing schools that is not considered surplus and could be rented by an external agency through a joint-use or license agreement. The Guideline also applies to co-building opportunities that may be explored for planned additions, major renovations, and new schools.

Unused space and co-building opportunities will be identified through the board’s annual capital plan. The board is required to notify community agencies and government organizations when partnership opportunities exist. This notification must be supported by a board motion.

An annual public meeting is required to discuss partnership opportunities. This may be done as part of a regular board meeting.

APF012 has been updated and renamed to reflect the new Ministry Guideline.
Public consultation is required before APF012 can be approved. To meet this requirement, an online survey will be completed in conjunction with the survey proposed for APF008: Pupil Accommodation Review Process.

**Recommendation:**
This report is being provided as information only.

**Prepared/Reviewed By:**

Loretta Notten  
Director of Education

Shesh Maharaj  
Superintendent of Corporate Services

Lindsay Ford  
Manager of Planning

*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.”*
PURPOSE

The purpose of this administrative procedures memorandum is to provide a framework to work with community organizations to benefit the board, students, and the community.

The board’s primary responsibility is to support student achievement and safety. Within this context, the intent of this administrative procedures memorandum is to:

- Reduce operating costs for school boards and government;
- Improve services and supports available to students;
- Strengthen relationships between WCDSB and community partners and the public;
- Maximize use of public infrastructure through increased flexibility and utilization; and
- Provide a foundation for improved service delivery for communities.

This procedure applies to arrangements for regular and consistent use of board facilities where such uses are operating during the normal school day (i.e. Monday to Friday; 6 am to 6 pm). For all other use of school facilities refer to APF002 – Use of School Facilities.

REFERENCES

Education Act, Regulation 444/98 – Disposition of Property
Executive Limitation IV 008 “Financial Conditions and Activities”
Executive Limitation IV 009 “Accommodations”
Ministry of Education, Community Planning and Partnerships Guideline, March 2015

APPENDICES

Appendix A – Approved Partner List
Appendix B – Partner Application
COMMENTS AND GUIDELINES

The Ministry of Education released the “Community Planning and Partnership Guideline” in March 2015. This replaces the previous “Encouraging Facility Partnerships” directive from 2010.

The Guideline does not prevent school boards from closing schools or from disposing of surplus assets when required. Boards are still expected to use Ontario Regulation 444/98 to lease or sell surplus assets.

Boards are expected to identify which schools will or will not be suitable for a facility partnership based on board-determined criteria. License or joint-use agreements will be used to enter into a facility partnership with another entity. There are circumstances where unused space within a school will not be considered suitable for a partnership nor be considered as surplus.

This procedures document follows the eight (8) sections outlined in the Ministry Guideline

1.0 SCHOOL BOARD PLANNING AND BROADER COMMUNITY OBJECTIVES

WCDSB will use their capital plan as the basis for identifying space that is suitable for facility partnerships. The capital plan includes enrolment projections, school capacity, renewal needs, potential consolidations (closures), and construction projects (new schools, additions, significant renovations).

WCDSB will share this information with community partners by posting the document on the board’s website.

2.0 COMMUNITY PLANNING AND PARTNERSHIP (CPP) POLICIES

It is the role of the board to determine which facilities are suitable for partnerships and which entities are suitable as partners. These decisions should be made in a way that is well-informed, well-coordinated, transparent, and consistent with the goals and priorities of WCDSB’s Multi-Year Strategic Plan, WCDSB’s Catholic values and social teachings, as well as student achievement, well-being and safety.

2.1 Identification of Suitable Space

The following factors will be used to determine if space is suitable for a partnership. The factors listed below are considered a starting point and additional factors may also be considered.

- Schools where there are 200 surplus pupil places or the school is at or below 70% utilization and this trend is expected to continue
- No accommodation review is expected within the next 3 years
- The space is not required for school resources or other board programming
- Size and configuration of the available space
- Ability to separate the partner occupied space from student areas
- Availability of separate exterior entrance
- Adequate parking for both the school and partner needs
- Site use restrictions
- Facility condition including the adequacy of utilities
- Municipal zoning bylaw restrictions
- Other criteria as appropriate
2.2 Partner Selection

Potential partners will be listed on the Approved Partner List (Appendix A). Partners will be notified of upcoming capital projects and available space in existing schools/facilities. Based on the interest of potential partners, the partnership will be evaluated to determine its suitability for the board and the particular school/location.

The Approved Partner List will include, but not be limited to, the following:

- Diocese of Hamilton
- Agencies listed under Ontario Regulation 444/98 (other school boards should not be disadvantaged by WCDSB facility partnerships policies)
- Applicable District Social Services Administration Boards or Consolidated Municipal Service Managers
- Region of Waterloo Public Health
- Waterloo Wellington Local Health Integration Network
- Children’s Mental Health Centres
- Childcare providers with current operations in WCDSB schools

Organizations and agencies interested in partnering with WCDSB must complete the Approved Partner Application Form (Appendix B). The application will be evaluated based on the partner selection criteria outlined below.

- Respect the values of the WCDSB and the Catholic faith
- Health and safety of students and staff must be protected
- The partner is appropriate for a school / board setting
- The student achievement strategy will not be compromised (partnerships that support student achievement will be given priority)
- Partner activities will not interfere with school / board operations and activities
- The use must comply with local by-laws
- Willingness to enter into a license, or joint-use / partnership agreement
- Ability to pay full costs related to capital improvements and operations

Non-eligible partners include:

- Entities that provide competing education services such as tutoring services, JK-12 private schools or private colleges, adult education programs similar to those run by WCDSB, and credit offering entities that are not government-funded
- Political organizations
- Other organizations as identified by the WCDSB

3.0 NOTIFICATION PROCESS

For surplus space being offered for sale or lease, the board will continue to follow the circulation process outlined in Ontario Regulation 444/98. For all other space, the procedures outlined in this document will apply.

Information regarding new school construction, including major renovations, and unused space in open and operating schools and administrative buildings that is available for partnerships will be posted on the board website. This information will be updated on an annual basis or as needed. Entities on the Approved Partner List will be notified when the information on the board website has been updated.

A contact name and number will be available on the website to respond to facility partnerships inquiries.
4.0 ANNUAL CPP MEETING

WCDSB will hold at least one meeting per year to discuss potential planning and partnership opportunities with the public and community organizations. This meeting may be held as part of a regular board meeting.

The meeting will be advertised to the general public as well as entities on the Approved Partner List. The invitation to approved partners should include a request for any pertinent planning information related to the process.

During the meeting, WCDSB staff will share relevant information from the capital plan, details of the schools identified for partnerships, and other pertinent information.

The invitation list, attendees, as well as the information exchanged should be formally documented by WCDSB.

5.0 PLANNING PRIOR TO AN ACCOMMODATION REVIEW

WCDSB should obtain a clear indication of any community planning and partnership opportunities in areas where an accommodation review may take place. Technical information (e.g. population projections, development information, etc.) may be requested from municipalities for these areas.

6.0 CO-BUILDING WITH COMMUNITY PARTNERS

Proposed new schools, additions, and significant renovations are identified in the board’s Capital Plan. Where possible, WCDSB will notify approved partners one (1) to three (3) years in advance of the potential construction start date. An approved funding source for WCDSB’s portion of a construction project is not required prior to partner notification.

Notification should be supported by a board motion.

Community partners are encouraged to provide notification to the board when they have proposals or plans to build their own facilities. This information can be provided directly to the contact person listed on the website or during the annual CPP meeting held by the board.

6.1 Interested Partners

After receiving notification of co-build opportunities, interested partners may submit a proposal and initiate discussions with the board to determine whether the proposed partnership would be a suitable fit. Interested partners must be on the Approved Partner List. If they are not, then they must submit an Approved Partner Application Form.

In some instances, the board may issue a request for expressions of interest to community partners where a specific partnership is being sought to complement the particular needs of a school community.

6.2 Evaluation

Proposed partnerships will be evaluated to determine compatibility with school operations. Consultation with the school community may be required prior to implementation.
Should the board receive multiple proposals, each proposal will be evaluated and a determination will be made regarding its suitability. There may be cases where more than one partnership is feasible at one site.

At a minimum, proposals will be evaluated based on the following criteria.
- The type of use proposed and its compatibility with a school setting;
- The benefits, if any, to the school, the school community or the board;
- Past experience with similar proposals;
- Facility requirements (dedicated space, shared space, hours of operation, parking, etc.);
- Timing (date for commencement of the partnership, duration of the partnership);
- Funding availability and financial statements;
- Required capital improvements, including sources of funding;
- The ability to ensure the safety of students and staff.

7.0 SHARING UNUSED SPACE IN EXISTING SCHOOLS

Board facilities will be assessed on an annual basis through the board’s capital planning process to determine whether there are unused spaces available in schools that may be appropriate for partnerships.

The Approved Partner List will be notified of available space. This notification should include information about the size, location, facility amenities and required renovations, if needed.

This notification should be supported by a board motion.

From time to time, there may be a small amount of vacant space within board facilities that would not normally be considered as unused or surplus and therefore would not be listed as available space for partners. The board recognizes that there may be certain partnership programs, requiring minimal space that could operate within a school setting and would provide a valuable service to students. These spaces would be considered for partnership on a case by case basis.

The process outlined under sections 6.1 and 6.2 will be followed to receive proposals from interested partners and to evaluate the merits of those proposals.

8.0 PARTNERSHIP AGREEMENTS AND COST RECOVERY

Partnerships will operate at no additional cost to the board. The exception to this would be when the board chooses to support the partnership based on the board’s student achievement strategy.

In co-building situations, partners will be required to pay for and finance their share of construction, including a proportional share of joint-use or shared space. Where the co-build partner portion is of a substantial size the preference will be that the partner own the property on which their portion of the co-build stands.

Fees will be charged on a cost recovery basis for operating costs, capital costs, administrative costs and property taxes (if applicable). Additional costs to obtain municipal approvals, perform minor renovations to protect student safety, provide appropriate washrooms, and otherwise make the space suitable for use by facility partners would be borne by the partner.
The WCDSB will provide clear instructions to partners whose partnership proposal has been accepted and are entering into either a formal agreement (joint use, joint venture, license or lease) or a letter of intent, about their rights and responsibilities as tenants, including, but not limited to maintenance standards and the applicability or the lack thereof, of board user policies, including accessibility and inclusiveness policies.
Approved Partner List

Diocese of Hamilton
Conseil scolaire de district catholique Centre-Sud
Waterloo Region District School Board
Conseil scolaire de district du Centre-Sud-Ouest
Conestoga College
Wilfrid Laurier University
University of Waterloo
Ontario Realty Corporation
City of Kitchener
City of Waterloo
City of Cambridge
Township of Woolwich
Township of Wilmot
Township of North Dumfries
Township of Wellesley
Regional Municipality of Waterloo
YMCA of Kitchener Waterloo
YMCA of Cambridge
YWCA of Kitchener Waterloo
YWCA of Cambridge
Owl Child Care Services
Ontario Early Years Centre
Region of Waterloo Public Health
Waterloo Wellington Local Health Integration Network
    Grand River Hospital
    Cambridge Memorial Hospital
Children’s Mental Health Centres
    Lutherwood
    Carizon Family and Community Services
    Interfaith Community Counselling Centre
    Ray of Hope
    Hospice of Waterloo Region
WCDSB Partner Application

Organizations/Agencies interested in partnering with the Waterloo Catholic District School Board (WCDSB) are required to complete and submit this application. Approval of this application will allow the organization to be placed on the Approved Partner List, and automatically receive notification of potential partnership opportunities. All organizations that partner with WCDSB must agree to respect the values of WCDSB and the Catholic faith.

Contact Info
Name of organization: _________________________________________________________
Address:___________________________________________________________________
Contact Name: ______________________________________________________________
Position: ___________________________________________________________________
Phone Number: ______________________________________________________________
Fax Number: _________________________________________________________________
Email address: ________________________________________________________________
Website (if applicable):________________________________________________________

About the Organization:
Brief history of the organization:

Is the organization non-profit?  □ Yes  □ No

Number and location of existing facilities:
Description of the type of service you would potentially provide in a WCDSB facility:

To whom would you be providing this service (e.g. students, parents, community at large, etc.)?

Outline any past experience with similar projects and projects in a school setting:

Outline any potential benefits to the WCDSB:

WCDSB will not be responsible for any costs associated with any partnership. Does your organization have the financial means to cover all operating and capital costs associated with any potential partnership?

☐ Yes ☐ No ☐ Will require funding approval ☐ unsure

Is your organization willing to enter into a lease, license or joint-use/partnership agreement for any partnership with the WCDSB?

☐ Yes ☐ No
Date: September 14, 2015
To: Board of Trustees
From: Director of Education
Subject: APF 008 (Accommodation Reviews) – Draft of new procedures

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:
The administrative procedure on accommodation reviews has been updated. Details of the updates and next steps follow.

Policy Statement and/or Education Act/other Legislation citation:
Board Policy IV 010 – Policy Provision 7
“…the CEO shall not…
7. Fail to follow the Pupil Accommodation Review Process dated June 10, 2013.”

Committee of the Whole – June 15, 2015 - Discussion

Background/Comments:
As per the board’s direction, APF008 has been updated to reflect the 2015 Ministry Pupil Accommodation Review Guideline in its entirety. The AP itself has been restructured and the accommodation review process has changed significantly.

Highlights of Changes
- Role of the ARC (Accommodation Review Committee) is to act as an official conduit of information and as a consultative body. They will be used as a sounding board for information and will not be required to develop recommendations.
- The recommendation will be made by staff, not the ARC.
- The initial staff report must include a recommended option. Therefore, the bulk of the work will be carried out before the review is initiated by the Board of Trustees. The communication around how information will be collected from various departments and school principals prior to the start of the review should be handled with care. The new process essentially initiates the review before the review is officially initiated by the Board.
- For school closure reviews, a minimum of 2 public meetings is required. For boundary reviews, a minimum of 1 public meeting is required. Additional public meetings may be added depending on the complexity of the review.
- Following the decision to proceed with the review, WCDSB must notify municipal and community partners of the process and invite them to comment on the recommended option.
There must be a minimum of 10 business days between the last delegation and the final decision. This may impact the ability to receive delegations at the preceding Committee of the Whole meeting.

The Board has the ability to approve a different option than the recommendations. A paragraph has been added to the AP suggesting that if the option differs significantly that sufficient time be given to evaluate the feasibility of the new option and to allow the public to comment prior to a decision.

The Guideline allows for a modified process (minimum requirement of 1 public meeting). However, given the sensitive nature of a school closure a modified process is not being considered at this time.

There are circumstances where there would be no requirement to undertake a school closure review. The exemptions themselves have not changed but the process has. The decision to exempt must be made by the Board of Trustees following consultation with the school communities. Following the decision, government organizations and community partners must be notified.

Prior to approval of the new APF008, public consultation is required. An online survey will be conducted in conjunction with the survey proposed for APF012: Community Planning and Facility Partnerships.

**Recommendation:**

This report is being provided as information only.

**Prepared/Reviewed By:**

Loretta Notten  
Director of Education  
Shesh Maharaj  
Superintendent of Corporate Services  
Lindsay Ford  
Manager of Planning

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

#: APF008
Pupil Accommodation Review Process

DATE OF ISSUE: August 31, 1999

MEMO TO: Principals; Vice Principals; Executive Council; Trustees; School Council Chairs
FROM: Director of Education

PURPOSE The purpose of this administrative procedures memorandum is to outline the procedures to be followed when conducting accommodation reviews (i.e. boundary reviews and school closure reviews).

REFERENCES
Executive Limitation IV 008, “Financial Conditions and Activities”…”The CEO shall not
8. Acquire, encumber or dispose of real property.”

Executive Limitation IV 010, “Facilities/Accommodations”… “The CEO shall not:
1. Allow material changes to facilities, boundary changes, or the closure of existing facilities to occur without established procedures that includes the board appointing two trustees as non-voting members of the Accommodation Review Committees.

2. Fail to present to the board an annual report on current enrolment status, future demographic trends and a list of potential schools being considered for boundary changes or closure.


FORMS
• N/A

APPENDICES
Appendix A – Ministry of Education Pupil Accommodation Review Guideline (March 2015)
Appendix B – Generic Terms of Reference Template
Appendix C – Generic School Information Profile
Appendix D – Ministry of Education Administrative Review of Accommodation Review Process
COMMENTS AND GUIDELINES

PREFACE

An accommodation review is a public process used to determine how students will be accommodated in schools. This may include adjusting boundaries, building capacity, or closing schools.

There are two types of accommodation reviews:

a) Boundary Review (Part A): The purpose of a boundary review is to transfer students from one school to another school in order to balance enrolment. The Ministry Guideline does not apply.

b) School Closure Review (Part B): The school closure review process applies where one or more schools is being considered for closure, consolidation, or as defined in the Ministry Guideline. The review process reflects the Ministry of Education Pupil Accommodation Review Guideline (Revised March 2015) and applies only to schools offering elementary or secondary regular day school programs.

RATIONALE FOR AN ACCOMMODATION REVIEW

There are many reasons an accommodation review (either boundary review or school closure review) may be initiated.

Examples include but are not limited to:
- Enrolment exceeds capacity
- Enrolment is below capacity causing an inefficient use of board resources
- Building condition
- Excessive transportation costs
- Site and building limitations
- Accommodation of special programs

PART A – BOUNDARY REVIEW

The Boundary Review Process will ensure that the public has opportunity to comment on the proposed boundary solution, the impact on affected students has been considered, and that decisions are based on an efficient and equitable use of system resources.

The decision to proceed with a boundary review will be made by the Board of Trustees following the review of an initial staff report. This staff report may, but is not required to, include boundary options.

1.0 BOUNDARY REVIEW COMMITTEE (BRC)

A BRC will be formed following the Board of Trustee’s decision to proceed with a boundary review.

1.1 Membership

The BRC membership will include:
- Two (2) parent representatives from each school under review
• Principal of each school under review
• Two (2) Trustees
• Superintendent of the affected schools
• Superintendent of Corporate Services
• One (1) student from each school under review (secondary reviews only)

Parents of each school community will be invited to apply to become a parent representative on the BRC. One of the parent representatives will be selected by the principal at each school and one will be the school council chair or designate. No substitute parent reps will be allowed to attend BRC meetings in the absence of the designated parent reps.

1.2 Role

The role of the BRC is as follows:
• To act as the official conduit for information shared between the school board and the school communities
• Act as a consultation body, providing advice to staff
• Review materials provided by board staff
• Comment and provide suggestions on the boundary option(s) and materials provided
• Consider the needs of the entire school system and resist advocating for any particular school or neighbourhood
• Attend public meetings and review public comments

If, for any reason, the BRC refuses to complete or unnecessarily delays the review process then board administration may continue on behalf of the BRC.

1.3 Meetings

Meetings of the BRC will be open to the public. Members of the public attending committee meetings are expected to act with decorum and in a manner that respects the work of the committee. Individuals or groups that disrupt the committee proceedings may be asked to leave.

1.4 Terms of Reference

Board staff will provide the BRC with a Terms of Reference based on the generic Terms of Reference found in Appendix B. The Terms of Reference will include the following:
• The board’s education and accommodation objectives for the BRC
• The roles and responsibilities of the BRC
• The procedures of the BRC
• Approximate number of meetings

2.0 PUBLIC CONSULTATION

All data, reports, submissions, parent/ratepayer comments received during the boundary review process are subject to Freedom of Information/Protection of Privacy legislation. All written public comments received by staff may be distributed to the Board of Trustees in their entirety. Public comments received throughout the process may be shared with the public and may become part of the public record.
2.1 Public Meetings

A public meeting is an open meeting with the purpose of sharing relevant information with members of the public and soliciting feedback. The meeting may take on a variety of formats including, but not limited to, a presentation, question/answer period, open house, workshop, or small group discussions.

A minimum of one (1) public meeting is required. This meeting will be facilitated by Board staff.

The public meeting will be advertised in advance using a variety of methods (e.g. posted on website, notice in school newsletter, notice sent home with students at the affected schools, etc.).

Trustees are encouraged to attend all public meetings.

3.0 RECOMMENDATIONS AND APPROVALS

3.1 Final Staff Report

Following the public consultation process, staff will submit a final staff report to the Board of Trustees. This report will include an overview of the process and materials considered, the recommended option, and implementation recommendations.

The final staff report will be made available to the public and posted on the board’s website.

3.2 Approvals

Once the final staff report is submitted to the Board of Trustees, members of the public will be invited to register as a delegation to provide their comments directly to the Trustees. Delegations must adhere to the WCDSB General Board Operational and Procedural By-law.

The final decision will be made by the Board of Trustees. No delegations will be permitted at the meeting where the board is scheduled to make their final decision.

4.0 EXEMPTIONS

In most cases, the final approval of a boundary change rests with the Board of Trustees and would involve a public consultation process. There are, however, two exceptions to this rule which would allow senior administration to be the decision making body. These exceptions are as follows:

- Where a boundary change is being considered for an area where there is no existing students, the boundary options may be considered by senior administration and a decision reached by them without community consultation.
- Where there are relatively few students affected by a proposed boundary change, the families of those students will be consulted directly and given an opportunity to comment on the boundary options being considered. Following this consultation, senior administration may make a decision or elect to conduct a full review.

Where a boundary change is being considered for an area which was part of an Accommodation Review up to and including five years previous, the change will come to the Board for information and approval.
4.1 Notification

Where senior administration is the decision making body, the proposed boundary change will be communicated directly to the affected school community. In addition, the details of the boundary change will be posted on the Board’s website.

4.2 Appeals

The public will have the ability to appeal the decision of senior administration to the Board of Trustees within thirty (30) days of public notification. The Board, upon receipt of an appeal, will have the option of endorsing the decision of senior administration, directing staff to advise on minor modifications, or ordering administration to conduct a full review.

If no appeal is received within thirty (30) days of the notification date the decision of senior administration will be final.

PART B – SCHOOL CLOSURE REVIEW

1.0 MINISTRY GUIDELINE

In October 2006, the Ministry of Education released the Pupil Accommodation Review Guideline. This Guideline was revised in June 2009 and March 2015.

The purpose of the Guideline is to provide a framework of minimum standards for school boards to undertake pupil accommodation reviews (school closure reviews) in order to determine the future of a school or group of schools. The Guideline ensures that a decision is made with the involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students.

The Ministry of Education recommends that, wherever possible, schools should only be subject to a school closure review once in a 5-year period, unless there are circumstances determined by the school board that deem it necessary (e.g. significant change in enrolment, changes to funding, building deterioration, etc.).

2.0 GUIDING PRINCIPLES

All school closure reviews shall align with the following guiding principles.
   1. Catholic presence in each community
   2. Student well-being
   3. Academic achievement
   4. School Board financial viability/sustainability

3.0 INITIATING A SCHOOL CLOSURE REVIEW

A school closure review shall be initiated through an initial staff report and subsequent decision by the Board of Trustees to proceed.

The initial staff report must include the following:
   • Summary of accommodation issues for the school(s) under review
   • One or more options to address the issues, including supporting rationale
following a decision by the board of trustees to proceed with a school closure review, the initial staff report will be made available to the public and posted on the board’s website.

4.0 ACCOMMODATION REVIEW COMMITTEE (ARC)

An ARC will be formed following the board of trustee’s consideration of the initial staff report and prior to the first public meeting.

4.1 Membership

The ARC membership will include:
  - Two (2) parent representatives from each school under review (1 selected by School Council, 1 selected by the principal)
  - Principal of each school under review
  - Two (2) Trustees (selected by the Chair of the Board)
  - One (1) parish representative, where possible
  - Superintendent of the affected schools
  - Superintendent of Corporate Services
  - One (1) student from each school under review (secondary reviews only)

Parents of each school community will be invited to apply to become a parent representative on the ARC. One of the parent representatives will be selected by the principal at each school and one will be the school council chair or designate. No substitute parent reps will be allowed to attend ARC meetings in the absence of the designated parent reps.

The parish representative must not be personally affiliated in any way with the schools under review.

4.2 Role

The role of the ARC is as follows:
  - To act as the official conduit for information shared between the school board and the school communities
  - Act as a consultation body, providing advice to staff
  - Comment on the initial staff report
  - Seek clarification on the initial staff report
  - Request clarification about information in the school information profiles
  - Suggest other accommodation options, including supporting rationale
  - Review materials provided by board staff
- Consider the needs of the entire school system and resist advocating for any particular school or neighbourhood
- Attend public meetings and review public comments

If, for any reason, the ARC refuses to complete or unnecessarily delays the review process then board administration may continue on behalf of the ARC.

Staff will compile feedback from the ARC and present this information in the final report to the Board of Trustees.

4.3 Meetings

Meetings of the ARC will be open to the public. Members of the public attending committee meetings are expected to act with decorum and in a manner that respects the work of the committee. Individuals or groups that disrupt the committee proceedings may be asked to leave.

The first meeting of the ARC will describe the ARC’s mandate, its roles and responsibilities, and the procedures of the ARC.

4.4 Terms of Reference

Board staff will provide the ARC with a Terms of Reference based on the generic Terms of Reference found in Appendix B. The Terms of Reference will include the following:
- The board’s education and accommodation objectives for the ARC
- Reflect the board’s strategy for supporting student achievement and well-being
- The roles and responsibilities of the ARC
- The procedures of the ARC
- Minimum number of working meetings

5.0 SCHOOL INFORMATION PROFILES (SIP)

The purpose of the SIP is to provide an understanding of and familiarity with each school under review. The SIPs will be shared with the ARC and the community as an orientation document.

Prior to the commencement of the review, Board staff will prepare SIPs that are complete and accurate to the best of the board’s ability.

A generic SIP is attached as Appendix C. The generic SIP may be customized to reflect the specific circumstances of the review. The SIP must consider the value of each school to the student and to the board. For comparison purposes, the SIPs must examine the same criteria for each school under review.

6.0 PUBLIC CONSULTATION

All data, reports, submissions, parent/ratepayer comments received during the school closure review process are subject to Freedom of Information/Protection of Privacy legislation. All written public comments received by staff may be distributed to the Board of Trustees in their entirety. Public comments received throughout the process may be shared with the public and may become part of the public record.
6.1 Consultation with Governments & Community Partners

Following the Board of Trustee’s decision to proceed with a review, staff will invite the affected municipalities (single & upper-tier via the Clerks Department) and community partners (who have requested to be notified) to a meeting to comment on the recommended option in the initial staff report.

Staff will document its efforts to meet with municipal and community partners and provide any relevant information as part of the final staff report to the Board of Trustees.

In addition, the parish of the school(s) proposed to close will be notified as will the Diocese of Hamilton.

Feedback must be received prior to the final public meeting in order to be considered in the final report.

6.2 Public Meetings

A public meeting is an open meeting with the purpose of sharing relevant information with members of the public and soliciting feedback. The meeting may take on a variety of formats including, but not limited to, a presentation, question-answer period, open house, workshop, or small group discussions.

A minimum of two (2) public meetings are required.

The public meetings will be advertised in advance using a variety of methods (e.g. posted on website, notice in school newsletter, notice sent home with students at the affected schools, etc.).

Board staff will facilitate the public meetings. The first public meeting must include the following:
- An overview of the ARC orientation session (first meeting)
- The initial staff report with recommended option(s)
- A presentation of the SIPs

Trustees are encouraged to attend all public meetings.

7.0 RECOMMENDATIONS AND APPROVALS

7.1 Final Staff Report

Following the public consultation process, staff will submit a final staff report to the Board of Trustees. This report will include the following:
- Community Consultation section: contains feedback from the ARC and public consultations, including any relevant information from municipal and community partners.
- A recommended option including a proposed accommodation plan and a timeline for implementation. The recommended option does not have to be the same as the recommended option provided in the initial staff report.

The final staff report will be made available to the public and posted on the board’s website.

7.2 Delegations to the Board of Trustees

Once the final staff report is submitted to the Board of Trustees, members of the public will be invited to register as a delegation to provide their comments directly to the Trustees. Delegations must adhere to the WCDSB General Board Operational and Procedural By-law.
The community will be made aware of the dates and times of these board meetings in a similar manner to the notification provided for the other public consultation sessions.

Comments from delegations will be compiled through the regular board process (e.g. included in the minutes for that meeting).

There must be a minimum of ten (10) business days between the meeting when the Board received the last delegation(s) and the meeting when the Board of Trustees makes a decision. As a result, delegations will not be permitted at the same meeting where the Trustees are scheduled to make their final decision. Likewise, delegations may not be permitted at the Committee of the Whole meeting prior to the final decision if that meeting date falls within ten (10) business days of the final decision.

7.3 Decision of the Board of Trustees

The Board of Trustees has the discretion to approve the recommendations of the final staff report, modify the recommendations of the final staff report, or approve a different outcome.

Where a proposed decision varies from the recommendations of the final staff report, sufficient time should be taken to evaluate the merits and feasibility of the proposal. The public should also be given the opportunity to comment prior to the decision being finalized.

8.0 TRANSITION PLANNING

Following a decision to close a school, a separate committee will be established to address the transition of students and staff.

9.0 TIMELINES

The school closure review must comply with the following timelines at a minimum:

- Within five (5) business days of the decision to proceed with the review, staff will provide written notice to:
  - The affected single and upper-tier municipalities as well as community partners that expressed an interest prior to the review. The notice will include an invitation for a meeting to discuss and comment on the recommended option(s) in the initial staff report.
  - The Directors of Education at the coterminous boards
  - The Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division
- The affected single and upper-tier municipalities and the notified community partners must provide their comments prior to the final public meeting.
- There must be no fewer than thirty (30) business days between the decision to proceed with the review and the first public meeting.
- There must be a minimum of forty (40) business days between the first and final public meeting.
- The final staff report must be publicly posted no fewer than ten (10) business days after the final public meeting.
- From the posting of the final report, there must be no fewer than ten (10) business days before public delegations.
- There must be no fewer than ten (10) business days between public delegations and the final decision of the Board of Trustees.
10.0 MODIFIED PROCESS

The Ministry Guideline allows for an optional modified process for reviews that are less complex. Specifically, a modified process would include only one (1) public meeting. The Board of Trustees must approve a defined set of criteria that would allow a review to qualify for the modified process.

Community consultation would be required to adopt the modified process as part of this administrative procedures memorandum. Additional consultation with the school community would be required prior to the initiation of a modified school closure review.

A modified process has not been included in this procedure at this time.

11.0 EXEMPTIONS

The Ministry of Education Pupil Accommodation Review Guideline (Appendix A) outlines specific circumstances where there is no requirement to undertake a school closure review.

- Where a replacement school is to be rebuilt by the board on the existing site, or rebuilt or acquired within the existing school attendance boundary as identified through the board’s existing policies;
- Where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction;
- When a lease for the school is terminated;
- When the board is planning the relocation in any school year or over a number of school years of grades, or programs, in which the enrolment constitutes less than 50% of the enrolment of the school’s enrolment. This calculation is based on the enrolment at the time of the relocation or the first phase of a relocation carried over a number of school years;
- When the board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- Where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
- Where there are no students enrolled at the school at any time throughout the school year.

In advance of a decision by the Board to provide an exemption based on the criteria above, the Board will consult with local school communities about the proposed accommodation options for students.

At least 5 days following a decision to proceed with an exemption, the board will provide written notification to the following:

- The Ministry of Education (Assistant Deputy Minister of the Financial Policy and Business Division)
- Single and upper-tier municipalities (Clerks Department or equivalent)
- Community partners who have previously expressed an interest prior to the exemption.
- Coterminal school boards (Director of Education)

A transition plan will be put in place following the Board of Trustees’ decision to consolidate, close, or move a school or students in accordance with this section.
12.0 ADMINISTRATIVE REVIEW

The Ministry of Education has outlined a process by which the public may apply for administrative review of a Board decision. Administrative review applies only to those reviews that follow the school closure process and does not apply to boundary review decisions. An administrative review cannot overturn a decision by the Board of Trustees and can only examine the Board’s process.

The Ministry of Education’s Administrative Review of Accommodation Review Process can be found in Appendix D.
MINISTRY OF EDUCATION

PUPIL ACCOMMODATION REVIEW GUIDELINE

March 2015
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PREAMBLE

School boards are responsible for managing their school capital assets in an effective manner. They must respond to changing demographics and program needs while ensuring continued student achievement and well-being, and the financial viability/sustainability of the school board.

One aspect of a school board’s capital and accommodation planning is reviewing schools that have underutilized space. These are schools where the student capacity of the school is greater than the number of students enrolled. When a school board identifies a school that is projected to have long-term excess space, a school board would typically look at a number of options such as:

- moving attendance boundaries and programs to balance enrolment between over and underutilized schools;
- offering to lease underutilized space within a school to a coterminous school board;
- finding community partners who can pay the full cost of operating the underutilized space; and/or
- decommissioning or demolishing a section of the school that is not required for student use to reduce operating costs.

If none of these options are deemed viable by a school board, the board may determine that a pupil accommodation review process take place which could lead to possible school consolidations and closures. These decisions are made within the context of supporting the school board’s student achievement and well-being strategy and to make the most effective use of its school buildings and funding.

The Ministry of Education expects school boards to work with their community partners when undertaking capital planning, including when a school board is beginning to develop options to address underutilized space in schools. The Ministry of Education’s Community Planning and Partnerships Guideline (CPPG) outlines requirements for school boards to reach out to their local municipalities and other community partners to share planning related information and to explore potential partnership opportunities. This version of the Pupil Accommodation Review Guideline (the “Guideline”) builds upon the CPPG by providing requirements for school boards to share information with and seek feedback from their local municipalities and other community partners related to any pupil accommodation reviews a school board initiates.

If a pupil accommodation review results in a school closure decision, a school board will then need to decide whether to declare that school as surplus, potentially leading to the future sale of the property. These sales are governed by provincial regulation. Alternately, a school board may decide to use a closed school for other school board purposes, or hold the property as a strategic long-term asset of the school board due to a projected need for the facility in the
future. Each school board decides when it is appropriate to review its strategic property holdings to determine if these properties are still required to be held or should be considered surplus to the school board’s needs and considered for a future sale.

This document provides direction to school boards on one component of their capital planning - the pupil accommodation review process. It provides the minimum standards the province requires school boards to follow when undertaking a pupil accommodation review. It is important to note that school boards have flexibility to modify their pupil accommodation review policies to meet their local needs, and can develop policies that exceed the provincial minimum standards outlined in this document.

I. PURPOSE

The purpose of the Guideline is to provide a framework of minimum standards for school boards to undertake pupil accommodation reviews to determine the future of a school or group of schools. This Guideline ensures that where a decision is taken by a school board regarding the future of a school, that decision is made with the involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students.

This Guideline is effective upon release and replaces the previous Guideline of June 2009.

II. INTRODUCTION

Ontario’s school boards are responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of their elementary and secondary programs. These decisions are made by school board trustees in the context of carrying out their primary responsibilities of fostering student achievement and well-being, and ensuring effective stewardship of school board resources. In some cases, to address changing student populations, this requires school boards to consider undertaking pupil accommodation reviews that may lead to school consolidations and closures.

Under paragraph 26, subsection 8 (1) of the Education Act, the Minister of Education may issue guidelines with respect to school boards’ school closure policies.

III. GUIDING PRINCIPLES

The Guideline has been established to align with the Ministry of Education’s vision and as such, focuses on student well-being; academic achievement; and school board financial viability/sustainability.
All school board pupil accommodation review policies should be designed to align with these guiding principles.

**IV. SCHOOL BOARD ACCOMMODATION REVIEW POLICIES**

School boards are responsible for creating and implementing a policy to address pupil accommodation reviews to serve their local needs. The Ministry of Education expects school boards to consult with local communities prior to adopting or subsequently amending their pupil accommodation review policies.

All pupil accommodation review policies must be clear in stipulating that the final decision regarding the future of a school or group of schools rests solely with the Board of Trustees. If the Board of Trustees votes to close a school or schools in accordance with their policy, the school board must provide clear timelines regarding the closure(s) and ensure that a transition plan is communicated to all affected school communities within the school board.

It is important to note that this Guideline is intended as a minimum requirement for school boards in developing their policies. School boards are responsible for establishing and complying with their pupil accommodation review policies to serve their local needs.

A copy of the school board’s pupil accommodation review policy, the government’s *Pupil Accommodation Review Guideline* and the *Administrative Review of Accommodation Review Process* documents are to be made available to the public as determined in the school board’s policy, and posted on the school board’s website.

The Guideline recognizes that pupil accommodation reviews include a school or group of schools to facilitate the development of viable solutions for pupil accommodation that support the guiding principles.

School board pupil accommodation review policies will include statements that encourage the sharing of relevant information as well as providing the opportunity for the public and affected school communities to be heard.

The Ministry of Education recommends that, wherever possible, schools should only be subject to a pupil accommodation review once in a five-year period, unless there are circumstances determined by the school board, such as a significant change in enrolment.

**V. SCHOOL BOARD PLANNING PRIOR TO AN ACCOMMODATION REVIEW**

As described in the *Community Planning and Partnerships Guideline*, school boards must undertake long-term capital and accommodation planning, informed
by any relevant information obtained from local municipal governments and other community partners, which takes into consideration long-term enrolment projections and planning opportunities for the effective use of excess space in all area schools.

School boards must document their efforts to obtain information from local municipal governments as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from municipalities and other community partners as part of the initial staff report (see Section VI).

VI. ESTABLISHING AN ACCOMMODATION REVIEW

School boards may proceed to establish a pupil accommodation review only after undertaking the necessary assessment of long-term capital and accommodation planning options for the school(s).

Initial Staff Report

Prior to establishing a pupil accommodation review, the initial staff report to the Board of Trustees must contain one or more options to address the accommodation issue(s). Each option must have a supporting rationale. There must be a recommended option if more than one option is presented. The initial staff report must also include information on actions taken by school board staff prior to establishing a pupil accommodation review process and supporting rationale as to any actions taken or not taken.

The option(s) included in the initial staff report must address the following:

- summary of accommodation issue(s) for the school(s) under review;
- where students would be accommodated;
- if proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
- identify any program changes as a result of the proposed option;
- how student transportation would be affected if changes take place;
- if new capital investment is required as a result of the pupil accommodation review, how the school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and
- any relevant information obtained from municipalities and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space.

Each recommended option must also include a timeline for implementation.

The initial staff report and School Information Profiles (SIPs) (see Section VIII) will be made available to the public, as determined in the school board’s policy,
and posted on the school board’s website following the decision to proceed with a pupil accommodation review by the Board of Trustees.

School boards must ensure that individuals from the school(s) under review and the broader community are invited to participate in the pupil accommodation review consultation. At a minimum, the pupil accommodation review process must consist of the following methods of consultation:

- Accommodation Review Committee (ARC) (see Section VII);
- consultation with municipal governments local to the affected school(s) (see Section IX);
- public meetings (see Section X); and
- public delegations (see Section XI).

VII. THE ACCOMMODATION REVIEW COMMITTEE

Role

School boards must establish an ARC that represents the school(s) under review and acts as the official conduit for information shared between the school board and the school communities. The ARC may comment on the initial staff report and may, throughout the pupil accommodation review process, seek clarification of the initial staff report. The ARC may provide other accommodation options than those in the initial staff report; however, it must include supporting rationale for any such option.

The ARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.

The school board’s staff resources assigned to the ARC are required to compile feedback from the ARC as well as the broader community in the Community Consultation section of the final staff report (see Section XI) to be presented to the Board of Trustees.

Membership

The membership of the ARC should include, at a minimum, parent/guardian representatives from each of the schools under review, chosen by their respective school communities.

Where established by a school board’s pupil accommodation review policy, there may also be the option to include students and representation from the broader community. For example, a school board’s policy may include a requirement for specific representation from the First Nations, Metis, and Inuit communities. In addition, school board trustees may be ad hoc ARC members to monitor the ARC progress.
**Formation**

The ARC should be formed following the Board of Trustees’ consideration of the initial staff report but prior to the first public meeting. The school board will invite ARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.

**Terms of Reference**

School boards will provide the ARC with Terms of Reference that describe the ARC’s mandate. The mandate will refer to the school board’s education and accommodation objectives in undertaking the ARC and reflect the school board’s strategy for supporting student achievement and well-being.

The Terms of Reference will also clearly outline the school board’s expectations of the roles and responsibilities of the ARC; and describe the procedures of the ARC. At a minimum, the ARC will provide feedback on the initial staff report option(s).

The Terms of Reference will outline the minimum number of working meetings of the ARC.

**Meetings of the Accommodation Review Committee**

The ARC will meet to review materials presented by school board staff. It is recommended that the ARC hold as many working meetings as is deemed necessary within the timelines established in their school board’s pupil accommodation review policy.

**VIII. SCHOOL INFORMATION PROFILE**

School board staff are required to develop School Information Profiles (SIPs) as orientation documents to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review.

The SIP is expected to include data for each of the following two considerations about the school(s) under review:

- value to the student; and
- value to the school board.

A SIP will be completed by school board staff for each of the schools under review. The following are the minimum data requirements and factors that are to be included in the SIP:
• **Facility Profile:**
  o School name and address.
  o Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions.
  o School attendance area (boundary) map.
  o Context map (or air photo) of the school indicating the existing land uses surrounding the school.
  o Planning map of the school with zoning, Official Plan or secondary plan land use designations.
  o Size of the school site (acres or hectares).
  o Building area (square feet or square metres).
  o Number of portable classrooms.
  o Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g., science lab, tech shop, gymnasium, etc.).
  o Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g., tracks, courts for basketball, tennis, etc.).
  o Ten-year history of major facility improvements (item and cost).
  o Projected five-year facility renewal needs of school (item and cost).
  o Current Facility Condition Index (FCI) with a definition of what the index represents.
  o A measure of proximity of the students to their existing school, and the average distance to the school for students.
  o Percentage of students that are and are not eligible for transportation under the school board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times).
  o School utility costs (totals, per square foot, and per student).
  o Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress.
  o Measures that the school board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e., barrier-free).
  o On-the-ground (OTG) capacity, and surplus/shortage of pupil places.

• **Instructional Profile:**
  o Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school.
  o Describe the course and program offerings at the school.
  o Describe the specialized service offerings at the school (e.g., cooperative placements, guidance counseling, etc.).
  o Current grade configuration of the school (e.g., junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.).
  o Current grade organization of the school (e.g., number of combined grades, etc.).
  o Number of out of area students.
  o Utilization factor/classroom usage.
· Summary of five previous years’ enrolment and 10-year enrolment projection by grade and program.
· Current extracurricular activities.

- Other School Use Profile:
  - Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery.
  - Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery.
  - Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery.
  - Availability of before and after school programs or services (e.g., child care) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery.
  - Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery.
  - Description of the school’s suitability for facility partnerships.

School boards may introduce additional items that could be used to reflect local circumstances and priorities which may help to further understand the school(s) under review.

Each school under review will have a SIP completed at the same point-in-time for comparison purposes. The Ministry of Education expects school boards to prepare SIPs that are complete and accurate, to the best of the school board’s ability, prior to the commencement of a pupil accommodation review.

While the ARC may request clarification about information provided in the SIP, it is not the role of the ARC to approve the SIP.

**IX. CONSULTATION WITH LOCAL MUNICIPAL GOVERNMENTS**

Following the Board of Trustees’ approval to undertake a pupil accommodation review, school boards must invite affected single and upper-tier municipalities as well as other community partners that expressed an interest prior to the pupil accommodation review to discuss and comment on the recommended option(s) in the school board’s initial staff report.

The invitation for this meeting will be provided through a written notice, and will be directed through the Clerks Department (or equivalent) for the affected single and upper-tier municipalities.

The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response on the recommended option(s) in the school board’s initial staff report before the final public meeting. School boards must provide
them with advance notice of when the final public meeting is scheduled to take place.

School boards must document their efforts to meet with the affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from this meeting as part of the final staff report to the Board of Trustees (see Section XI).

X. PUBLIC MEETINGS

Once a school board has received an initial staff report and has approved the initiation of a pupil accommodation review, the school board must arrange to hold a minimum of two public meetings for broader community consultation on the initial staff report. School board staff are expected to facilitate the public meetings to solicit broader community feedback on the recommended option(s) contained in the initial staff report.

The public meetings are to be announced and advertised publicly by the school board through an appropriate range of media as determined by the school board.

At a minimum, the first public meeting must include the following:

- an overview of the ARC orientation session;
- the initial staff report with recommended option(s); and
- a presentation of the SIPs.

XI. COMPLETING THE ACCOMMODATION REVIEW

Final Staff Report

At the conclusion of the pupil accommodation review process, school board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the school board’s policy, and posted on the school board’s website.

The final staff report must include a Community Consultation section that contains feedback from the ARC and any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the pupil accommodation review.

School board staff may choose to amend their proposed option(s) included in the initial staff report. The recommended option(s) must also include a proposed accommodation plan, prepared for the decision of the Board of Trustees, which contains a timeline for implementation.
Delegations to the Board of Trustees Meeting

Once school board staff submits the final staff report to the Board of Trustees, the school board must allow an opportunity for members of the public to provide feedback on the final staff report through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on school board policy.

After the public delegations, school board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

Decision of the Board of Trustees

The Board of Trustees will be provided with the final staff report, including the compiled feedback from the public delegations, when making its final decision regarding the pupil accommodation review.

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

The Ministry encourages school boards not to make final pupil accommodation review decisions during the summer holiday period (typically from July 1 to the day after Labour Day).

XII. TRANSITION PLANNING

The transition of students should be carried out in consultation with parents/guardians and staff. Following the decision to consolidate and/or close a school, the school board is expected to establish a separate committee to address the transition for students and staff.

XIII. TIMELINES FOR THE ACCOMMODATION REVIEW PROCESS

The pupil accommodation review process must comply with the following minimum timelines:

- Following the date of the Board of Trustees’ approval to conduct a pupil accommodation review, the school board will provide written notice of the Board of Trustees’ decision within 5 business days to each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent), other community partners that expressed an interest prior to the pupil accommodation review; and include an invitation for a meeting to discuss and comment on the recommended option(s) in the school board’s
initial staff report. School boards must also notify the Director(s) of Education of their coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.

- The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response on the recommended option(s) in the school board’s initial staff report before the final public meeting.

- Beginning with the date of the Board of Trustees' approval to conduct a pupil accommodation review, there must be no fewer than 30 business days before the first public meeting is held.

- There must be a minimum period of 40 business days between the first and final public meetings.

- The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.

- From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.

- There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

XIV. MODIFIED ACCOMMODATION REVIEW PROCESS

In certain circumstances, where the potential pupil accommodation options available are deemed by the school board to be less complex, school boards may find it appropriate to undertake a modified pupil accommodation review process. The Guideline permits a school board to include an optional modified pupil accommodation review process in its pupil accommodation review policy.

A school board’s pupil accommodation review policy must clearly outline the conditions where a modified pupil accommodation review process could be initiated by explicitly defining the factors that would allow the school board the option to conduct a modified pupil accommodation review process. The conditions for conducting a modified pupil accommodation review process need to be based on two or more of the following factors:

- distance to the nearest available accommodation;
- utilization rate of the facility;
- number of students enrolled at the school; or

- when a school board is planning the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes more than or equal to 50% of the school’s enrolment (this
calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years).

School boards may consider additional factors that are defined in their pupil accommodation review policy to qualify for the modified pupil accommodation review process. Multiple factors may be developed by the school board to appropriately reflect varying conditions across the board (e.g., urban, rural, elementary panel, secondary panel, etc.). The Board of Trustees must approve these explicitly defined factors, after community consultation, in order to adopt a modified pupil accommodation review process as part of their school board's pupil accommodation review policy.

The guiding principles of this Guideline apply to the modified pupil accommodation review process.

Even when the criteria for a modified pupil accommodation review are met, a school board may choose to use the standard pupil accommodation review process.

Implementing the Modified Accommodation Review Process

The initial staff report will explain the rationale for exempting the school(s) from the standard pupil accommodation review process, in accordance with the school board's pupil accommodation review policy.

The initial staff report and SIPs must be made available to the public, as determined in the school board's policy, and posted on the school board's website.

A public meeting will be announced and advertised through an appropriate range of media as determined by the school board.

Following the public meeting, school board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the school board's policy, and posted on the school board's website. The final staff report must include a Community Consultation section that contains feedback from any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the modified pupil accommodation review.

Once school board staff submit the final staff report to the Board of Trustees, the school board must allow an opportunity for members of the public to provide feedback through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on school board policy.

After the public delegations, school board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.
The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

The Ministry encourages school boards not to make final pupil accommodation review decisions during the summer holiday period (typically from July 1 to the day after Labour Day).

A transition plan will be put in place following the decision to consolidate and/or close a school.

**Timelines for the Modified Accommodation Review Process**

The modified pupil accommodation review process must comply with the following minimum timelines:

- Following the date of the Board of Trustees’ approval to conduct a modified pupil accommodation review, the school board will provide written notice of the Board of Trustees’ decision within 5 business days to each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent), other community partners that expressed an interest prior to the modified pupil accommodation review; and include an invitation for a meeting to discuss and comment on the recommended option(s) in the school board’s initial staff report. School boards must also notify the Director(s) of Education of their coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.

- The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the modified pupil accommodation review, must provide their response on the recommended option(s) in the school board’s initial staff report before the final public meeting.

- The school board must hold at least one public meeting. Beginning with the date of the Board of Trustees’ approval to conduct a modified pupil accommodation review, there must be no fewer than 30 business days before this public meeting is held.

- The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.

- From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.

- There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.
XV. EXEMPTIONS

This Guideline applies to schools offering elementary or secondary programs. However, there are specific circumstances where school boards are not obligated to undertake a pupil accommodation review. These include:

- where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary, as identified through the school board’s policy;

- where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified through the school board’s policy;

- when a lease for the school is terminated;

- when a school board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school’s enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);

- when a school board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;

- where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or

- where there are no students enrolled at the school at any time throughout the school year.

In the above circumstances, a school board is expected to inform school communities about proposed accommodation plans for students before a decision is made by the Board of Trustees. The school board will also provide written notice to each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent), as well as other community partners that expressed an interest prior to the exemption, and their coterminous school boards in the areas of the affected school(s) through the Director of Education, and to the Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division no fewer than 5 business days after the decision to proceed with an exemption.
A transition plan will be put in place following the Board of Trustees' decision to consolidate, close or move a school or students in accordance with this section.

XVI. DEFINITIONS

**Accommodation review:** A process, as defined in a school board pupil accommodation review policy, undertaken by a school board to determine the future of a school or group of schools.

**Accommodation Review Committee (ARC):** A committee, established by a school board that represents the affected school(s) of a pupil accommodation review, which acts as the official conduit for information shared between the school board and the affected school communities.

**ARC working meeting:** A meeting of ARC members to discuss a pupil accommodation review, and includes a meeting held by the ARC to solicit feedback from the affected school communities of a pupil accommodation review.

**Business day:** A calendar day that is not a weekend or statutory holiday. It also does not include calendar days that fall within school boards’ Christmas, spring, and summer break. For schools with a year-round calendar, any break that is five calendar days or longer is not a business day.

**Consultation:** The sharing of relevant information as well as providing the opportunity for municipalities and other community partners, the public and affected school communities to be heard.

**Facility Condition Index (FCI):** A building condition as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.

**On-the-ground (OTG) capacity:** The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

**Public delegation:** A regular meeting of the Board of Trustees where presentations by groups or individuals can have their concerns heard directly by the school board trustees.

**Public meeting:** An open meeting held by the school board to solicit broader community feedback on a pupil accommodation review.

**School Information Profile (SIP):** An orientation document with point-in-time data for each of the schools under a pupil accommodation review to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review.
**Space template**: A Ministry of Education template used by a school board to determine the number and type of instructional areas to be included within a new school, and the size of the required operational and circulation areas within that school.
1.0 Mandate

The Board of Trustees has asked that an Accommodation Review Committee be formed as part of a pupil accommodation review of _______________ (review area). The ARC, as a consultation body and official conduit for information shared between the school board and the school communities, will review and comment on staff’s initial report, review school information profiles and other relevant data, and suggest alternative accommodation scenarios with supporting rationale.

2.0 Education and Accommodation Objectives

2.1 Board Parameters

- All elementary schools are JK-8.
- All secondary schools are Grade 9-12.
- Facilities should not limit students from fully experiencing the curriculum.
- Physical accessibility in new and existing facilities should be maximized.
- All capital projects (i.e. new schools, additions) require Ministry and Board approval.

2.2 Board-wide Accommodation Review Goals

- Provide the highest quality learning environment possible.
  - Consider program environments and how they support student achievement.
- Ensure an efficient use of system resources by balancing enrolment and facilities.
  - Maximize the use of Board-owned facilities over the long term.
  - Minimize the use of non-permanent accommodation (portables) as a long-term strategy while recognizing that it may be a good short-term solution.
- Provide a long-term (5 years +) accommodation solution.
- Create boundaries that maximize the number of students that can walk to school.
  - Consider the Board’s existing transportation policy and how it may be impacted by or limit accommodation scenarios.
- Provide logical attendance boundaries.
  - Follow logical divides such as major roads, physical barriers, etc.
  - Recognize existing neighbourhoods wherever possible.
- Reduce operating costs (e.g. maintenance, operations, transportation, etc.)
- Develop accommodation options with consideration for Ministry of Education capital funding formulas and the Board’s long term capital plan.

2.3 Review Goals

[This section will be customized to the individual review prior to distributing the terms of reference to the review committee. The review goals are those created to address issues or concerns specific to the individual review area.]

3.0 Roles and Responsibilities

An ARC has been appointed by the Board, in accordance with Board policy, to act as the official
Appendix B

Conduit for information shared between the school board and the school communities throughout this accommodation review process. ARC members can expect approximately _____ ARC meetings over a ________ month period. A minimum of ________ public meetings will also be held. Throughout the process the committee, as a consultation body, will be required to review and comment on various data, options, and reports provided by board staff. The outline below illustrates the relative division of responsibilities between the committee and staff. The role of the ARC terminates once the Final Report and recommendations have been submitted to the Board of Trustees.

<table>
<thead>
<tr>
<th>ROLE OF THE ARC</th>
<th>ROLE OF BOARD STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agendas &amp; Minutes</strong></td>
<td></td>
</tr>
<tr>
<td>- Approve minutes of each ARC meeting.</td>
<td>• Prepare meeting agendas.</td>
</tr>
<tr>
<td>- Ensure the accuracy of meeting minutes.</td>
<td>• Record minutes.</td>
</tr>
<tr>
<td></td>
<td>• Post minutes on the Board website.</td>
</tr>
<tr>
<td><strong>Materials, Support and Analysis</strong></td>
<td></td>
</tr>
<tr>
<td>- Review information prepared by staff</td>
<td>• Prepare a timeline outlining tasks, milestones and</td>
</tr>
<tr>
<td>- Seek clarification as necessary.</td>
<td>deadlines according to APF008.</td>
</tr>
<tr>
<td></td>
<td>• Organize school tours for the ARC.</td>
</tr>
<tr>
<td></td>
<td>• Prepare, distribute and present information to the</td>
</tr>
<tr>
<td></td>
<td>ARC and public.</td>
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<tr>
<td></td>
<td>• Provide any additional information requested by the</td>
</tr>
<tr>
<td></td>
<td>ARC, if appropriate.</td>
</tr>
<tr>
<td><strong>Staff's Initial Staff Report</strong></td>
<td></td>
</tr>
<tr>
<td>- Review initial staff report prepared by staff</td>
<td>• Prepare initial staff report for the Board of</td>
</tr>
<tr>
<td>- Seek clarification as necessary.</td>
<td>Trustees, which includes:</td>
</tr>
<tr>
<td></td>
<td>o Summary of issues;</td>
</tr>
<tr>
<td></td>
<td>o Proposed option(s); and,</td>
</tr>
<tr>
<td></td>
<td>o Recommended option, if various options are</td>
</tr>
<tr>
<td></td>
<td>presented.</td>
</tr>
<tr>
<td><strong>School Information Profile (SIP)</strong></td>
<td></td>
</tr>
<tr>
<td>- Review the School Information Profiles.</td>
<td>• Prepare a School Information Profile for each school</td>
</tr>
<tr>
<td>- Seek clarification as necessary.</td>
<td>in the review.</td>
</tr>
<tr>
<td><strong>Alternative Accommodation Scenarios/Options</strong></td>
<td></td>
</tr>
<tr>
<td>- Suggest additional accommodation options with</td>
<td>• Prepare accommodation options.</td>
</tr>
<tr>
<td>supporting rationale.</td>
<td>• Prepare data to support the evaluation of options.</td>
</tr>
<tr>
<td>- Analyze and evaluate accommodation options for</td>
<td>• Advise the ARC on legislative requirements, Board</td>
</tr>
<tr>
<td>consistency with the Education and Accommodation</td>
<td>policy and budget implications.</td>
</tr>
<tr>
<td>Objectives.</td>
<td></td>
</tr>
<tr>
<td>- Consider the needs of all students at all of the</td>
<td></td>
</tr>
<tr>
<td>schools objectively and fairly.</td>
<td></td>
</tr>
</tbody>
</table>
| **Community Consultation** | - Ensure that respective school communities are aware of public meetings.  
- Ensure that all relevant information is made available to the public.  
- Attend public meetings and review public comments. | - Hold a minimum of _____ public meetings.  
- Advertise meetings in accordance with Board policy.  
- Prepare presentation materials.  
- Post all relevant information on the Board’s website.  
- Ensure that the ARC and Board of Trustees receive all written public comments.  
- Respond to public inquiries regarding the review. |
| **Recommendations & Final Report** | - Provide input, where necessary. | - Determine a recommended option (may differ from initial report).  
- Prepare the Final Report to the Board of Trustees, outlining recommendations and public consultation summary.  
- Present the final report to the Board of Trustees.  
- Post the Final Report on the Board’s website. |
| **Meeting Conduct** | - The chair shall guide the meeting according to the agenda.  
- ARC members are expected to treat each other and board staff with respect.  
- The goal is to work toward consensus on key issues.  
- ARC members are expected to attend every ARC meeting where feasible. At least one parent representative from each school should be in attendance at every meeting.  
- ARC members are expected to attend public consultation sessions. |
## GENERIC SCHOOL INFORMATION PROFILE

### SCHOOL DESCRIPTION

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Name:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Address:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Building:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Original Construction Year:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Year of Additions/ Renovations:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Building Size – GFA (sq.ft/m²):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Number of Permanent Classrooms:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Number of Port-a-Pak/RCM Classrooms:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>On-The-Ground Capacity:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Number of Regular Classrooms:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Number of Purpose-Built Kindergarten Rooms:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Number of Empty Classrooms:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Number of Portables:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Describe the classroom layout:</strong></td>
<td></td>
</tr>
<tr>
<td>- open concept (pods)</td>
<td></td>
</tr>
<tr>
<td>- permanent walls</td>
<td></td>
</tr>
<tr>
<td>- combination</td>
<td></td>
</tr>
<tr>
<td><strong>Do all regular classrooms have windows?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Does the school have purpose-built classrooms for:</strong></td>
<td></td>
</tr>
<tr>
<td>- Science:</td>
<td></td>
</tr>
<tr>
<td>- Music:</td>
<td></td>
</tr>
<tr>
<td>- Art:</td>
<td></td>
</tr>
<tr>
<td>- Spec. Ed:</td>
<td></td>
</tr>
<tr>
<td>- over-sized single</td>
<td></td>
</tr>
<tr>
<td>- double</td>
<td></td>
</tr>
<tr>
<td>- partition wall?</td>
<td></td>
</tr>
<tr>
<td><strong>What size is the gymnasium?</strong></td>
<td></td>
</tr>
<tr>
<td>- single</td>
<td></td>
</tr>
<tr>
<td>- over-sized single</td>
<td></td>
</tr>
<tr>
<td>- double</td>
<td></td>
</tr>
<tr>
<td>- partition wall?</td>
<td></td>
</tr>
<tr>
<td><strong>Are the following spaces available?</strong></td>
<td></td>
</tr>
<tr>
<td>- change rooms</td>
<td></td>
</tr>
<tr>
<td>- gym storage</td>
<td></td>
</tr>
<tr>
<td>- stage</td>
<td></td>
</tr>
<tr>
<td>- servery</td>
<td></td>
</tr>
<tr>
<td><strong>Is the size of the gymnasium appropriate for the capacity of the school?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Are the size, shape, and configuration of the library adequate for the capacity of the school?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Is the size of the administration adequate for the size of the school?</td>
<td></td>
</tr>
<tr>
<td>Is there sacred space for small groups to reflect, pray and share?</td>
<td></td>
</tr>
<tr>
<td>Are there clear sight lines <em>inside the school</em> that allow corridors and stairwells to be easily monitored?</td>
<td></td>
</tr>
<tr>
<td>Describe any deficiencies.</td>
<td></td>
</tr>
<tr>
<td>Describe the accessibility of the school. (eg. Accessible entrance, sufficient door widths, barrier-free washrooms, percentage of school that is accessible, etc.)</td>
<td></td>
</tr>
<tr>
<td>Site:</td>
<td></td>
</tr>
<tr>
<td>Site Size (Ha/Acres):</td>
<td></td>
</tr>
<tr>
<td>Area of hard surfaced outdoor play area:</td>
<td></td>
</tr>
<tr>
<td>Area of green space:</td>
<td></td>
</tr>
<tr>
<td>List the site’s amenities and playground space (e.g. baseball diamond, soccer field, basketball court, outdoor classrooms, creative play structure, etc.)</td>
<td></td>
</tr>
<tr>
<td>Is there parkland adjacent to the school site?</td>
<td></td>
</tr>
<tr>
<td>If yes, does it have sports fields?</td>
<td></td>
</tr>
<tr>
<td>If not, is there a park within 200m of the school with sports fields?</td>
<td></td>
</tr>
<tr>
<td>Number of parking spaces on site:</td>
<td></td>
</tr>
<tr>
<td>Recommended minimum number of parking spaces (2 per classroom):</td>
<td></td>
</tr>
<tr>
<td>Are there designated barrier-free parking spaces? Number: _____</td>
<td></td>
</tr>
<tr>
<td>Is there a designated bus drop-off area?</td>
<td></td>
</tr>
<tr>
<td>on the site                on the street</td>
<td></td>
</tr>
<tr>
<td>Describe any site limitations (e.g. steep slope, forest, etc.).</td>
<td></td>
</tr>
<tr>
<td>Approximate number of portables that could be accommodated on the site:</td>
<td></td>
</tr>
<tr>
<td>Is there space on the site to accommodate an addition if needed?</td>
<td></td>
</tr>
<tr>
<td>Are there clear sight lines that allow the <em>site</em> to be easily monitored?</td>
<td></td>
</tr>
<tr>
<td>Does the site require extra staff to supervise?</td>
<td></td>
</tr>
<tr>
<td>Describe any deficiencies.</td>
<td></td>
</tr>
</tbody>
</table>
PROXIMITY TO STUDENTS

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students walking to school:</td>
<td></td>
</tr>
<tr>
<td>Total number of students bussed to the school:</td>
<td></td>
</tr>
<tr>
<td>Number of students bussed due to a hazard:</td>
<td></td>
</tr>
<tr>
<td>Number of students living in the bussed area:</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of students attending the school but living out of boundary:</td>
<td></td>
</tr>
<tr>
<td>Number of students living in the boundary but attending another school:</td>
<td></td>
</tr>
<tr>
<td>Lengths of bus ride:</td>
<td></td>
</tr>
<tr>
<td>Shortest Time: _____ Longest Time: _____ Average Time: _____</td>
<td></td>
</tr>
<tr>
<td>Average distance to the school for students:</td>
<td></td>
</tr>
</tbody>
</table>

PARISH

<table>
<thead>
<tr>
<th>Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Which parish is affiliated with this school?</td>
<td></td>
</tr>
<tr>
<td>Which other parishes do students at this school attend?</td>
<td>N/A</td>
</tr>
<tr>
<td>Distance from the school to the parish (km):</td>
<td></td>
</tr>
</tbody>
</table>

ENROLLMENT FACTORS

<table>
<thead>
<tr>
<th>Description</th>
<th>Year</th>
<th>Enrolment</th>
<th>Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Enrolment: past 5 years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current enrolment:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolment Projection: next 10 years</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix C

#### Student yield:

Board average student yield:

Describe the student yield trend at the school:
- declining ☐
- stable ☐
- increasing ☐

### STAFFING

<table>
<thead>
<tr>
<th></th>
<th>Current Staffing (# FTE)</th>
<th># FTE Students</th>
<th>Staffing Benchmark</th>
<th>No. of Staff Provided by Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vice-Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JK/SK Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior/Intermediate Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Support Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Assistant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French as a Second Language Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning Time Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English as a Second Language Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Support Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Technician</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch Hour Supervisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Custodial Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number of FTE Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SCHOOL PROGRAMS & ACTIVITIES

Current grade configuration:
- Junior Kindergarten to Grade 8 ☐
- Grades 9 to 12 ☐
- Other (please specify) ________________
## Current grade organization:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Classes</th>
<th>Combined Grades</th>
<th>Number of Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>JK</td>
<td></td>
<td>JK/SK</td>
<td></td>
</tr>
<tr>
<td>SK</td>
<td></td>
<td>SK/GR 1</td>
<td></td>
</tr>
<tr>
<td>GR 1</td>
<td></td>
<td>GR 1/GR 2</td>
<td></td>
</tr>
<tr>
<td>GR 2</td>
<td></td>
<td>GR 2/GR 3</td>
<td></td>
</tr>
<tr>
<td>GR 3</td>
<td></td>
<td>GR 3/GR 4</td>
<td></td>
</tr>
<tr>
<td>GR 4</td>
<td></td>
<td>GR 4/GR 5</td>
<td></td>
</tr>
<tr>
<td>GR 5</td>
<td></td>
<td>GR 5/GR 6</td>
<td></td>
</tr>
<tr>
<td>GR 6</td>
<td></td>
<td>GR 6/GR 7</td>
<td></td>
</tr>
<tr>
<td>GR 7</td>
<td></td>
<td>GR 7/GR 8</td>
<td></td>
</tr>
<tr>
<td>GR 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Number of Classes:

### Programs:

- Describe the course and program offerings at school (eg. French immersion, Intensive French, etc.)
  - N/A

- Describe specialized services offerings at school (eg. Cooperative placements, guidance counselling, etc.)
  - N/A

### Extracurricular Activities:

#### Athletics:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Softball / 3 pitch</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Other (List):

- Cross Country
- Track & Field
- PALS

#### Arts:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Other (List):

- Art/Crafts

#### Clubs:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chess/checkers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundraisers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Other (List):

- Computers

Does the school have a large enough population to enable participation in intramurals against other schools?

- Yes
- No
### FACILITY COSTS & PROJECTS

**3-year Average Utility Costs:**
- **Total:** $________
- **Per Square Foot:** $________
- **Per Student:** $________

**Current Facility Condition Index (FCI)** (5-year cost to repair vs. cost to replace, as calculated by the Ministry of Education):

**10-year history of major facility improvements:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Project</th>
<th>Cost</th>
</tr>
</thead>
</table>

**Projected 5-year facility renewal needs:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Project</th>
<th>Cost</th>
</tr>
</thead>
</table>

**Accessibility projects:**

<table>
<thead>
<tr>
<th>Completed</th>
<th>Identified</th>
</tr>
</thead>
</table>

### PARTNERSHIPS & COMMUNITY USE

List any facility partners or tenants that currently have an agreement for space in the school.

<table>
<thead>
<tr>
<th>Partner/Tenant</th>
<th>Revenue</th>
<th>Full Cost Recovery (Yes/No)</th>
</tr>
</thead>
</table>

Types of groups & number of annual hours of rented space in the school (Community Use of Schools):

- Youth: _______
- Adult: _______
- Other: _______

<table>
<thead>
<tr>
<th>Year</th>
<th>Revenue</th>
<th>Full Cost Recovery (Yes/No)</th>
</tr>
</thead>
</table>

List current non-school programs or services resident at or co-located with the school.

<table>
<thead>
<tr>
<th>Program</th>
<th>Revenue</th>
<th>Full Cost Recovery (Yes/No)</th>
</tr>
</thead>
</table>

Is there currently a before/after school program?

- Before school only: _______
- After school only: _______
- Both before and after school: _______

If not, has it been available in the past three years?

- Yes: _______
- No: _______

Revenue: $________

Full cost recovery?

- Yes: _______
- No: _______
List any agreements governing the joint use of green space. | N/A □

<table>
<thead>
<tr>
<th>Description of the school’s suitability for facility partners:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there sufficient parking to accommodate an additional use? Yes □ No □</td>
</tr>
<tr>
<td>Is it located within 400m of a transit stop? Yes □ No □</td>
</tr>
<tr>
<td>Is it located on a collector or arterial road? Yes □ No □</td>
</tr>
<tr>
<td>Can a portion of the building be segregated from the rest of the school? Yes □ No □</td>
</tr>
<tr>
<td>Do the surrounding land uses support an alternate use? Yes □ No □</td>
</tr>
</tbody>
</table>

Have any community organizations or government agencies expressed an interest in partnering on this site? Yes □ No □

**Attachments:**

- Official Plan □
- Secondary Plan □
- Zoning By-Law □
- Aerial/Context Map □
- School Boundary Map □
- Site Plan □
- Floor Plan/Space Template □
MINISTRY OF EDUCATION
ADMINISTRATIVE REVIEW OF ACCOMMODATION REVIEW PROCESS

A review of a school board’s accommodation review process may be sought if the following conditions are met.

An individual or individuals must:

- Submit a copy of the board’s accommodation review policy highlighting how the accommodation review process was not compliant with the school board’s accommodation review policy.

- Demonstrate the support of a portion of the school community through the completion of a petition signed by a number of supporters equal to at least 30% of the affected school's student headcount (e.g., if the headcount is 150, then 45 signatures would be required). Parents/guardians of students and/or other individuals that participated in the accommodation review process are eligible to sign the petition.

  - The petition should clearly provide a space for individuals to print and sign their name; address (street name and postal code); and to indicate whether they are a parent/guardian of a student attending the school subject to the accommodation review, or an individual who has participated in the review process.

- Submit the petition and justification to the school board and the Minister of Education within thirty (30) days of the board’s closure resolution.

The school board would be required to:

- Confirm to the Minister of Education that the names on the petition are parents/guardians of students enrolled at the affected school and/or individuals who participated in the review process.

- Prepare a response to the individual’s or individuals’ submission regarding the process and forward the board’s response to the Minister of Education within thirty (30) days of receiving the petition.

If the conditions set out above have been met, the Ministry would be required to:

- Undertake a review by appointing a facilitator to determine whether the school board accommodation review process was undertaken in a manner consistent with the board’s accommodation review policy within thirty (30) days of receiving the school board’s response.

---

1 Information contained in the petition is subject to the Freedom of Information and Protection of Privacy Act, 1990.
Date: September 14, 2015
To: Board of Trustees
From: Director of Education
Subject: Health and Physical Education Curriculum

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

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

Origin:

Policy Statement:
- Board Governance I.001: Ends

Background/Comments:
Consistent with the goals and priorities of WCDSB’s Multi-Year Strategic Plan, our Catholic values and social teachings, as well as student achievement, well-being and safety, the revised Health and Physical Education curriculum helps students develop an understanding of what they need in order to make a commitment to lifelong healthy, active living and develop the capacity to live satisfying, productive lives. Healthy, active living benefits both individuals and society in many ways – for example, by increasing productivity and readiness for learning, improving morale, decreasing absenteeism, reducing health-care costs, decreasing anti-social behaviour such as bullying and violence, promoting safe and healthy relationships, and heightening personal satisfaction. Research has shown a connection between increased levels of physical activity and better academic achievement, better concentration, better classroom behaviour, and more focused learning. Other benefits include improvements in psychological well-being, physical capacity, self-concept, and the ability to cope with stress. The expectations that make up this curriculum are consistent with our Catholic Graduate Expectations, and also provide the opportunity for students to develop social skills and emotional well-being. This practical, balanced approach will help students move successfully through elementary and secondary school and beyond.
In health and physical education, students will learn the skills needed to be successful in life as active, healthy, and socially responsible citizens, and they will do so within the safe environment of the classroom, informed by Catholic values.

The Assembly of Catholic Bishops of Ontario (ACBO), in collaboration with the Institute for Catholic Education (ICE), have created parent information pamphlets with respect to this new curriculum. These can be accessed at http://iceont.ca/resources/parent-resources/health-physical-education-resources/. The WCDSB has ordered paper copies of these documents and will also provide electronic links to all of these documents on our website. The team that the ACBO and ICE commissioned wrote lesson plans and resource links to ensure Fully Alive meets all of the new curriculum expectations. These will be thoroughly vetted by ICE and the ACBO and will be provided for teachers before the introduction of Theme 3 in the Fully Alive program. For the elementary resources, the lessons will be addendums to the current Fully Alive (FA) resource. Teachers will simply replace pages in the teacher manual or add to the existing manual in order to ensure FA remains a complete program for Family Life education. In this way, teachers will still rely on one quality resource to ensure all expectations are addressed accurately and faithfully. The curriculum expectations in the Human Development strand of the HPE will be addressed by classroom teachers, while the others may be addressed by the DPA teacher or the Physical Education teacher.

A comprehensive set of resources and in-services have been developed by the Ministry of Education and as indicated above, by the Institute of Catholic Education, to support the successful implementation of the new curriculum. The Waterloo Catholic District School Board (WCDSB) is proud to have our Religious Education and Family Life Consultant on the ICE writing team and a teacher from St. Mary’s High School on the Health and Physical Education (HPE) curriculum writing team. The WCDSB sent a team of 12, including our WCDSB Healthy Living Consultant to the 2 day ministry training. Representatives from this team gave a 2 hour in-service to WCDSB secondary HPE department members to give them some more information and direction about the document. The attached document (Physical and Health Education Companion) was created by one of the team members, to assist elementary principals and teachers in navigating the curriculum document. A WCDSB principal who also was on this team, presented this to all WCDSB Administrators on September 1. A secondary Physical and Health Education Companion is coming soon. Another team member is working on creating an online tool where we are compiling electronic resources in a ‘one stop shop’ place for teachers. As a board, Waterloo Catholic has contributed $5000 to OPHEA to support the writing of new curriculum lesson plans and as previously mentioned, our Religious Education and Family Life Consultant is on the ICE writing team. We will continue to support our teachers and staff in implementing the updated 2015 Health and Physical Education curriculum.

**Recommendation:**

For information.

Prepared/Reviewed By: Loretta Notten
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.”*
The WCDSB began offering a French Immersion pilot program in September 2015.

Policy Statement and/or Education Act/other Legislation citation:
AP001 Admissions Criteria

Background/Comments:
Prior to fall 2015, the WCDSB was one of very few boards in Ontario that did not offer the French Immersion program for students. Our co-terminus board, the WRDSB offers French Immersion at 42 elementary schools in Waterloo Region. For many years, Catholic families in Waterloo Region were forced to choose between a faith-based program and a second-language program.

The Vision of the French Immersion program is that “students will communicate and interact with growing confidence in French, one of Canada's official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.” (Ontario FSL Curriculum Document) The program assists students to be effective communicators that write and speak fluently in one or both of Canada's official languages.

In 2012 board staff began examining the feasibility of offering a French Immersion program in our elementary schools. Based on 738 survey responses from the community, it was determined that there was overwhelming support for the introduction of an Early Immersion Program (Grade 1 start).

A business case for French Immersion was developed, calling for the following requirements: that it be sustainable throughout the implementation and growth stages, that it be cost effective, that it be inclusive, that quality teachers be hired and retained, that the program be properly advertised, and that buildings and sites be used efficiently. A decision was taken not to proceed for fall 2013 due to associated costs, especially the cost of student transportation to French Immersion schools.

In November 2014 the French Immersion Program Review Committee re-examined the feasibility of introducing a French Immersion program in which transportation was not provided to students living outside the school’s regular boundary, noting that our co-terminus board does not offer transportation out of bounds either. The committee examined available space in the board, identified staffing criteria, admission criteria, timelines and a marketing plan.
Registration opened in January 2015 for 3 sites in Kitchener, Waterloo & Cambridge. Based on low enrolment at the Cambridge location, a decision was made in the spring of 2015 to offer the program only at the Kitchener and Waterloo locations in 2015-16 and to re-examine the location of the Cambridge site for fall 2016.

Currently, the French Immersion Program is open to all students entering grade 1 in fall 2015. It is running at St Anne (Kitchener) and Sir Edgar Bauer (Waterloo) schools. Everyone on the waiting list has currently been accommodated. Sir Edgar Bauer is at capacity. St Anne K will continue to accept walk-in registrations for the program until both classes reach 20 students, or until September 18th. After this date, any students requesting to transfer into the program would require an interview with the French Immersion Team (Teacher, Principal, and FSL Consultant) to determine if the child has sufficient French language receptive and productive skills to successfully enter the program in mid-stream.

Moving forward, online registration for grade 1 students for fall 2016 will open January 4, 2016 and close January 31, 2016. Parent Information evenings for SK students (enrolling for fall 2016) will be held in December 2015. Current information about all FSL programs offered by the WCDSB can be found at https://www.wcdsb.ca/programs/fsl/index.html.

This fall the FSL Program Review Committee will examine the feasibility of introducing another program location in Cambridge as part of the pilot process. Hiring will take place for 3 Grade 2 teachers for the fall of 2016. Resources will be purchased for the Grade 2 classrooms.

At the end of the pilot period, in 2018-19, the FSL Program Review Committee will examine the success of the pilot and determine next steps around the expansion or collapse of the current sites, the continuation of a dual-track program or the introduction of a single-track program. The children currently registered in the program would be offered the opportunity to continue following the French Immersion program through to grade 9, as indicated to parents. Courses offered in grades 10-12 would be based on enrollment numbers for each course.

**Recommendation:**

This report is presented to Trustees as information.

**Prepared/Reviewed By:** Loretta Notten, Director of Education  
John Klein (Superintendent of Learning)  
Jennifer Kruithof (French Program Consultant)

*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.”*
Ontario’s Educational Quality & Assessment Office (EQAO) is an independent agency that creates and administers large scale assessments measuring student achievement in reading, writing, and mathematics at key transition points in their school career: the conclusion of the primary division grades (grade 3), the conclusion of the junior division grades (grade 6), the beginning of secondary school (grade 9; mathematics only); and grade 10 (literacy) – the Ontario Secondary Schools. These assessments align directly with the Ontario Curriculum and provide an objective measurement of student, school, board, and provincial achievement.

EQAO provides data on a large scale and, as such, exists as a valuable source of information over a significant span of time. It allows access to a diverse array of data from which school, board, and provincial leaders and decision-makers can determine patterns, identify gaps, and set goals. At the WCDSB, EQAO data is used to revise the Board Improvement Plan for Student Achievement (BIPSA), each school's School Improvement Plan for Student Achievement (SIPSA), Student Success Plan, etc.

Typically, assessment results are made available to schools and Boards by late August thereby affording educational leaders timely data with which to set goals for student achievement, staff professional development, and budget allocation. Unfortunately, the release of EQAO assessment results for the 2014-2015 school year will be delayed and limited.

Primary/Junior:
- The release of results is delayed (reduced scorer participation; delays processing data from special responses; difficulties with online format)
• Preliminary results are expected to be available on the secure site in mid-November.
• EQAO will not publish a provincial-level result this year
• Schools and Board results will be released for those schools and Boards that fully participated in the assessments but these will not include the provincial results
• Schools can compare year-over-year results and 2014 provincial-level results

Gr. 9 Math
• The release of results is delayed. Preliminary results are expected to be available on the secure site on September 23, 2015. Final results are expected to be available on the secure site on October 27, 2015 (public release the following day)

OSSLT:
• Results will be reported the same way as always since the administration this year was unaffected by labour action

These delays and limitations are to be viewed as opportunities for educators to reframe their use of EQAO data. Schools are encouraged to dig deeper into other sources of student achievement data i.e. teacher-created assessments, CCAT, CAT4, past EQAO assessments, report cards, etc. and will, once the 2014-2015 EQAO results are released, be guided and encouraged in utilizing this information to revise their achievement goals and plans i.e. BIPSA, SIPSA, classroom/division/department/individual plans.

Recommendation:
This report is presented to Trustees as information.

Prepared/Reviewed By: Loretta Notten, Director of Education
John Klein, Superintendent of Learning

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Date: September 14, 2015
To: Board of Trustees
From: Director of Education
Subject: Board Improvement Plan for Student Achievement (BIPSA) 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)

Education Act Section 169.1
Every Board shall; (f) develop a multi-year plan aimed at achieving the goals of student achievement and well-being, positive school climate, inclusive and accepting schools, stewardship of resources, and effective and appropriate education programs to its pupils.

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

Achieving Excellence: A Renewed Vision for Education in Ontario (2014)
School Effectiveness Framework (2013)

Background/Comments:

The Waterloo Catholic District School Board’s Board Improvement Plan for Student Achievement (BIPSA) sets specific operational direction to ensure that the key components outlined in the WCDSB’s Strategic Priorities are addressed. Updated annually and responsive to shifting contexts and needs throughout the year, the BIPSA reflects our system’s continued commitment to improved student achievement and well-being. It assures that the board’s mission, “As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God’s world”, is embedded in all we do. It is rooted in the evangelical vision of Catholic education which is beautifully defined in our Ontario Catholic School Graduate Expectations.

The Board Improvement Plan for Student Achievement provides the framework for each school’s School Improvement Plan for Student Achievement (SIPSA). The SIPSA allows for a more nuanced and focused plan that meets the specific needs of our unique and diverse school communities each of which has its own metrics and targets that are monitored throughout the year and revised annually.

BIPSAs reflect a three-year timeline with each individual year having a more specific plan that responds to the shifting needs of students drawn from a variety of data and ongoing professional discernment. The current BIPSA was initiated in 2013 and, as such, this school year (2015-2016) marks its final year and provides the opportunity to create a new
three-year (2016-2019) BIPSA.

The BIPSA is created and revised through a collaborative process involving all levels of WCDSB staff. Furthermore, ongoing support and guidance are provided to the WCDSB by the Ministry of Education in the form of a team of student achievement officers who are able to provide clarity (based on province-wide experience) regarding effective practice, procedures, resources, and personnel. This team will meet with WCDSB leadership on two occasions during the school year in order to provide this feedback. The WCDSB BIPSA will be submitted to the Ministry of Education by September 30, 2015.

The WCDSB's BIPSA is supported by four pillars: Catholic Community, Culture, & Caring; Literacy; Numeracy; and Pathways each of which reflect provincial priorities. Of primary importance for 2015-2016, is mathematics (Numeracy).

Furthermore, the WCDSB BIPSA is comprised of several iterative components that proceed logically from a defined student need to an evaluation of impact. These are: i. Needs Assessment ii. SEF Indicators iii. SMART Goals (Specific, Measureable, Attainable, Relevant, & Time-Bound) iv. Targeted Evidence-Based Strategies/Actions v. Professional Learning vi. Monitoring vii. Evaluation. Resources, roles, and responsibilities are also identified in the BIPSA.

The 2015-2016 BIPSA has been revised in a few ways (see attached for full document):

Strategic Directions of the WCDSB added

- *Living in Faith* monograph provides a distilled articulation of the WCDSB’s strategic priorities
- These align the BIPSA with the overall Board priorities articulated by our trustees and will serve to guide future Board programs and policies

Catholic Community, Culture, & Caring

- Continue to more fully implement practices that support safe, accepting, inclusive, and respectful learning environments which model strategies reflecting a Catholic world view
- More detailed description of the WCDSB’s Mental Health and Wellness Strategy

Literacy

- System Focus: Refine teacher understanding of gradual release, intentional vocabulary building and the knowledge and skills for literacy learning to increase students’ ability to understand, make, and apply inferences.
- Theory of Action: If educators use data analysis to inform precise text selection (reader-ability, text structures, morphology, semantics, & pragmatics) and responsive instruction within a gradual release model, then student learning will show increased ability to infer as measured by targeted check-ins.
- Professional Learning: Additional emphasis on i. strengthening one’s understanding of the impact on vocabulary building on students’ ability to deepen their understanding of complex text and ii. enhancing one’s understanding of the relationship between teacher language and the gradual release instructional model
- Monitoring: More details regarding the use of student work as a source of achievement data; Greater detail regarding the use of “Learning Walks” as a tool

Numeracy

- System Focus: greater focus on instruction which promotes, exposes, and evokes student learning
- Theory of Action Statement (If…then…) strengthened with far more detail, specifically in the form of bulleted “teacher actions” and “student actions”. These reflect a focus on thinking and communicating within the realm of the problem-solving process skill

Pathways

- More and deeper monitoring items (*i.e.* dual credits, OYAP, and use of Hour Republic)
• Greater focus on clear and detailed transition planning (*i.e.* PPM 156) and use of the WCDSB’s Community Transition Support Worker

**Miscellaneous**

• addition of the Child/Youth Resiliency: Assessing Developmental Strengths Questionnaire as a data source

**Recommendation:**

This report is presented to Trustees as information.

**Prepared/Reviewed By:** Loretta Notten, Director of Education  
John Klein, Superintendent of Learning

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As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God's world.
The Board Improvement Plan for Student Achievement is a working document to guide the ongoing process of planning, acting, reflecting and evaluating. The BIPSA outlines the efforts of Learning Services in supporting school improvement with a focus on knowledge, skill, capacity building and student learning and engagement. The overall board strategies are reflected in the big ideas of:

**Nurturing Our Catholic Community**
- Student Success
- Mental Health Strategy
- Healthy Minds/Healthy Bodies/Healthy Spirits

**Student Achievement & Well Being**
- Student Engagement
- 21st Century Teaching and Learning
- Differentiated Instruction
- Assessment and Evaluation
- Curriculum

**Building Capacity to Lead and Learn**
- Leadership Strategy
- Professional Learning
- Instructional Rounds

Our system priorities are rooted in the Waterloo Catholic District School Board vision: *Heart of the Community, Success for Each and a Place for All*. This year’s plan will continue to build and sustain staff capacity and improve student outcomes through job-embedded professional learning, target setting and focused collaborative inquiry. The primary focus of our BIPSA is one of consolidation and 'going deeper' through:

- Tasks engaging learners
- Feedback guiding learners
- Criteria informing learners, and,
- Differentiation and Moderation inviting and supporting learning.

“As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God’s world”.
Needs Assessment

The initiatives and strategies identified in the Board Improvement Plan for Student Achievement are based on an historical and broad analysis of qualitative and quantitative data, including: Child/Youth Resiliency: Assessing Developmental Strengths Questionnaire, school process data, report card data, student success indicator data, and the WCDSB’s performance on the assessments administered by the Education Quality and Accountability Office. Since the previous plan was implemented three years ago, the board has maintained consistent levels of school and student performance on all provincial assessments and the Ontario Secondary School Literacy Test. The results indicate a specific need to support improvements in the area of mathematics from grades 1 to 12, primary reading and closing the achievement gap for students with special education needs and students in the applied program.

Problems of Practice

In examining our large scale data, our problem-of-practice is rooted in the five year pattern and trend that emerges when students don’t reach provincial benchmarks as measured in EQAO data in Grades 3, 6, 9, and OSSLT. Students struggle in applying their knowledge and skill of content expectations when solving multi-strand and subject contextual questions. Teachers’ instructional approaches require being responsive to day to day learning and building a repertoire of instructional approaches to respond to student learning needs.

“As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God’s world”.
Our Context

Our Board’s Ends statements mean that the Waterloo Catholic District School Board exists as a direct result of the political and moral support of ratepayers so that as disciples of Christ we educate and nurture hope in all learners to realize their full potential to transform God’s world in the 21st Century.

The overall components of a Christ-centred school community rooted in the Ontario Catholic School Graduate Expectations are:

1. Education in The Faith:
The role of the Catholic school is to “educate the whole person stressing the person’s vital relationship with Christ.” This relationship is not formed in a vacuum but rather is engaged in “the synthesis between culture and faith”. The way curriculum is delivered in a Catholic school is unique. Various curriculum disciplines present knowledge to be attained, but inherently present values to be acquired and truths to be discerned. In the Christian educational project all subjects collaborate, each with its own content, to the formation of mature personalities. Education in the faith, therefore, happens in an integral way throughout the day and in all curricular and non-curricular activities within the curriculum as mandated by the Province of Ontario. Religious Education and Family Life education are integral components of the formal curriculum.

2. Formation in Solidarity and Community:
The Catholic school deliberately participates in the evangelizing mission of the Church. The faith community present in the school is evidenced operationally through its policies and procedures and relationally within the community constituted by the staff, students, parents/guardians, parish and supporting partners. There exists a sacramental presence and an ethos that embrace the Gospel.

3. Education for the Common Good:
The Catholic school has an outward focus inspired by the Gospel; a Catholic anthropology and worldview as evidenced through the Ontario Catholic School Graduate Expectations particularly “a collaborative contributor”; that is, one who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good. There exists an intentional learning environment that focuses on the use and development of the gifts of the community and a decision making process that embraces the principle of subsidiarity.

“As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God’s world”.
4. There is a Preferential Option for the Poor:
The Catholic school welcomes all and makes no excuses for intentionally attending to the vulnerable. The Catholic school purposefully engages in peace and social justice activities to ensure that what we are fortunate to have is shared equitably. It is recognized that poverty of spirit and poverty of being through exclusion, presents as critical a need to be addressed as economic poverty.

5. Academic Education for Service:
The Catholic school fulfills a service of public usefulness. Service will be the hallmark of the Catholic school community. Learners will be prepared to be in the service of others and through their contribution will transform society.

“As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God’s world”.
WCDSB Strategic Priorities: *Living in Faith*

Created in partnership with Trustees and other stakeholders who formed the strategic plan committee, *Living in Faith* clearly articulates and defines the WCDSB’s strategic priorities. As such, it complements and supports the BIPSA. All pillars are rooted in our three strategic priorities:

“As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God’s world.”
**SYSTEM GOAL:**
The 2015-2016 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.
To increase collaboration with students, parents, staff and the broader community to benefit student learning achievement.
To 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.

**SEF:**
- 2.5 Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.
- 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.
- 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.
- 6.2 Students, parents and community members are engaged and welcomed as respected and valued partners in student 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.

**VISION:**
Heart of the Community / Success for Each / A Place for All

**PRIORITY:**
Nurturing Our Catholic Community / Building Capacity to Lead and Learn

**TARGETED EVIDENCE BASED STRATEGY:**
- Implement practices that support safe, accepting, inclusive, and respectful learning environments which model strategies reflecting a Catholic world view
- Improve compliance with IEP standards in targeted areas: strengths and needs, summary of assessment data, annual program goals, learning expectations, transition plans, and communication log
- All schools implement a school Pastoral Team plan
- Provide increased opportunities for students to participate in peer leadership and social justice initiatives that concretely demonstrate faith connections and foster faith development
- Implement Catholic Curriculum themes across all grades
- All schools implement Foundations for a Healthy School inventory
- Board website provides accurate and user friendly links to community resources available to support student learning, achievement, digital stewardship and faith development
- Catholic School Council goals are linked to school goals for effective cohesive parent engagement
- Implementation of 2015-2016 Mental Health goals:

  To strengthen system-wide commitment to WCDSB’s vision for mental health & wellness through initiatives which engage students, parents and staff in working towards mentally healthy school communities.

- To develop and promote a resiliency, strength-based approach with all students and staff

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

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**PILLARS: CATHOLIC COMMUNITY, CULTURE & CARING**
As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God’s world.

To build staff capacity by increasing mental health and wellness awareness through the implementation of a three year Mental Health & Wellness Strategy

Develop prevention programming, review suicide protocol, and enhance postvention plan for WCDSB in collaboration with our community partners

Expand and strengthen our partnerships internally and with community, creating a coordinated and integrated pathway of care

**Strengthening Key Organizational Conditions**
- Strengthening a system wide commitment in working towards a mentally healthy school community
- To develop and promote a resiliency and strength based approach with all students

**Building Educator Mental Health Literacy**
- To build staff capacity by increasing mental health and wellness knowledge

**Implementing Mental Health Promotion and Programming**
- To develop comprehensive suicide prevention, intervention and postvention plans
- To ensure partnerships with the community are seamlessly coordinated and strengthened

**PROFESSIONAL LEARNING:**
- Spiritual Development Day
- New Elementary Religion Curriculum in-servicing
- CELF Admin retreats – two half days
- Adult Faith formation sessions (e.g., Theology on Tap)
- E-workshops to promote mental health literacy
- Training for staff in SafeTALK
- Implementation of the Elephant in the Room campaign to promote mental health anti-stigma

**MONITORING:**
- Family of School Superintendent school visits in the fall, mid-year and spring will include:
  - Discussion on evidence of student learning, mental health and well-being, and faith development
- Mental Health Lead monitors the use of mental health resources and staff implementation of mental health resources
- All School Improvement Plans are submitted to the Superintendent by October 16, 2015; School Improvement Plans are reviewed and feedback is provided to schools
- School Improvement Plans are implemented, monitored, reviewed and revised in response to student learning needs
- Director and Academic Superintendents prepare and present monitoring reports to Student Achievement Division Ministry Team in the fall of 2015 and spring of 2016

**EVALUATION:**
- Evidence of a respectful safe learning environment with symbols of our faith evidenced throughout the system
- Safe Schools data
- School goals are congruent with Catholic School Council goals and parent voice is perceptible

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<table>
<thead>
<tr>
<th>PILLARS: LITERACY</th>
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<tbody>
<tr>
<td>SMART GOAL:</td>
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<tr>
<td><strong>The 2016 Primary EQAO Assessment</strong> results for students achieving Provincial benchmarks will increase by:</td>
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<tr>
<td>Reading: 69% to 71% (2%)</td>
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<td>Writing: 80% to 82% (2%)</td>
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<td><strong>The 2016 Junior EQAO Assessment</strong> results for students achieving Provincial benchmarks will increase by:</td>
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<tr>
<td>Reading: 78% to 80% (2%)</td>
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<td>Writing: 76% to 78% (2%)</td>
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<td><strong>In the 2016 OSSLT Assessment, first time eligible fully participating students achieving Provincial benchmarks will increase by:</strong></td>
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<td>85% to 87% (2%)</td>
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<td>Previously eligible fully participating students achieving Provincial benchmarks will increase by:</td>
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<td>54% to 56% (2%)</td>
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<td>SYSTEM FOCUS:</td>
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<td>Refine teacher understanding of gradual release, intentional vocabulary building and the knowledge &amp; skills for literacy learning to increase students’ ability to understand, make &amp; apply inferences.</td>
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<td>SEF:</td>
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<td>1.1 Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.</td>
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<td>4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.</td>
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<td>4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.</td>
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<td>If educators use data analysis to inform precise text selection (reader-ability, text structures, morphology, semantics, &amp; pragmatics) and responsive instruction within a gradual release model, then student learning will show increased ability to infer as measured by targeted check-ins.</td>
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<td>Student Achievement and Well-being / Building Capacity to Lead and Learn</td>
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<tr>
<td>TARGETED EVIDENCE BASED STRATEGY:</td>
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<td>Provide a differentiated learning environment for all learners:</td>
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<tr>
<td>o Focus on precision teaching and guided reading and writing</td>
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<td>o Develop a system growth mindset culture in literacy</td>
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<td>Based on student data needs (triangulation: observation, conversation, product), teachers plan and implement teaching learning cycles to respond to student learning needs</td>
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<td>K-12 teachers establish high expectations and robust thinking tasks which respond to specific student needs</td>
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<tr>
<td>K-12 teachers use co-constructed success criteria that describes the quality of work to provide timely descriptive feedback that scaffolds student learning</td>
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<tr>
<td>K-12 teachers use assessment as learning, and involve students in assessing, tracking and setting goals for their own learning (Assessment as = metacognition, self and peer assessment, etc.)</td>
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<tr>
<td>K-12 teachers focus on classroom discussion developing questioning techniques, accountable talk and active listening skills</td>
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<tr>
<td>Scaffolded learning through teacher questioning and prompts (modelled, shared, guided and collaborative practice prior to independent applications)</td>
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<tr>
<td>Gradual release of responsibility that allows for multiple opportunities to build skills and knowledge before independent application</td>
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PROFESSIONAL LEARNING:
• Support teachers in:
  o strengthening understanding of the impact on vocabulary building on students’ ability to deepen their understanding of complex text
  o enhanced understanding of the relationship between teacher language and the gradual release instructional model
  o the enhanced understanding of tasks engaging learners, feedback guiding learners, criteria informing learners, differentiation and moderation provoking and supporting the learning
  o deepening understanding of classroom process data (Board Approved Assessments, diagnostics) in order to be more responsive to the needs of the struggling reader within a gradual release instructional approach
  o providing timely, effective support for students not meeting benchmarks, so that they become strategic, self-regulated readers
  o strengthening understanding of the impact of vocabulary building on students’ ability to deepen their understanding of complex text

MONITORING:
• Classroom-embedded and inquiry-based professional learning in collaboration with schools
• Improvement Target Check-Ins:
  o Differentiated instruction based on triangulated data analysis (observation, conversation, product)
  o Use of descriptive feedback, connected to the success criteria, to scaffold student learning
  o An emphasis on assessment as learning, where students use classroom supports and the learning environment to assess, track and set goals
  o Student work used as a focus of discussion in division meetings, staff meetings, transition meetings (i.e. observation of networked study lessons)
• Diagnostics (Board Approved Literacy Assessments-Primary BLAM: Oral Language Tools A & B, Letter Name, Letter Sound, Rosner, Sight Word Recall, CAP/RBC, Reading Record, Spelling (as required and appropriate from K-3); Junior BLAM: CASI, Spelling; Intermediate BLAM: OCA, Spelling; OWA)
  o Collaborative inquiring, professional learning communities
  o Next steps on report cards
• Family of School Superintendent school visits in the fall, mid-year and spring will include:
  o Discussion on evidence of student learning, mental health and well-being
  o Review progress of students, particularly those who are achieving below standard
• Learning walks with administration to observe strategies in practice in classroom settings
  o Student learning (conversations, products and actions)
  o Observation (learning-walks, pedagogical documentation)
  o Collaborative inquiring, professional learning communities (PLC/SLT, SBIR, networks, division meetings, staff meetings, transition meetings)

EVALUATION:
On an annual basis, the following datasets will be used to study improved achievements and engagement as a measure of effective implementation:
• EQAO – Reading, Writing and Math Achievement data; EQAO survey data
• Report Card data
• Student Success Indicators including credit accumulation, students achieving provincial benchmark in Grade 9 and 10 Applied/Academic English
• Qualitative data indicates that professional learning has an impact on classroom practice

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**PILLARS: NUMERACY**

| SMART GOAL: | The 2016 Primary EQAO Assessment results will demonstrate an increase in the percentage of students achieving level 3 & 4 in Math (from 67% to 70%) a 3% increase | The 2016 Junior EQAO Assessment results will demonstrate an increase in the percentage of students achieving level 3 & 4 in Math (from 53% to 56%) a 3% increase | The 2016 Grade 9 EQAO Assessment, of Mathematics results for students achieving Provincial benchmarks will increase by:  
- Academic: 83% to 85% (2% increase)  
- Applied: 59% to 61% (2% increase) |
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<td>SYSTEM FOCUS:</td>
<td>Use curriculum content &amp; big ideas intentionally to plan for responsive instruction which promotes, exposes, and evokes student learning as measured by improvement target check-ins. (see monitoring)</td>
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| SEF: | 1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps.  
1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided, based on student actions and co-constructed success criteria.  
4.4 Learning is deepened through authentic, relevant and meaningful student inquiry. |  |  |
| THEORY OF ACTION STATEMENT: | If teachers use & refine purposeful questioning techniques (e.g. open & parallel questions, talk moves, number talks), **then** student conversations, products, and actions will show evidence of flexible mathematical thinking, application and knowledge. | If teachers use & refine purposeful questioning techniques (e.g. open & parallel questions, talk moves, number talks), **then** student conversations, products, and actions will show evidence of flexible mathematical thinking, application and knowledge. |  |
| Teacher actions: | √ Teachers have chosen an element of purposeful questioning to learn more about, implement, and refine  
√ Teachers have a toolkit of strategies for promoting accountable talk  
√ Robust Problems are more than just word problems  
√ Frequent Assessment for and as learning drives responsive instruction and informs differentiation  
√ The ratio of teacher-to-student talk is significantly lower than the ratio of student-to-student talk and student-to-teacher talk  
√ Summarizing discussions, emphasizing and highlighting key learning; providing opportunities for students to make connections in and among math concepts | √ Flexible mathematical thinking is shown via the mathematical processes: students reflecting, reasoning & proving, connecting, selecting tools & strategies, representing in the context of communicating and problem solving.  
√ Classroom Talk demonstrates it is accountable by exposing & evoking student thinking, and consolidating learning; as well as transferring critical thinking to independent work  
√ Engage in metacognitive communication; making negotiating meaning and deepening their understanding through actively participating in whole group, small group and independent learning |  |
| Student actions: |  |  |  |
| VISION: | Success for Each / A Place for All |  |  |
| PRIORITY: | Student Achievement and Well-being / Building Capacity to Lead and Learn |  |  |
| TARGETED EVIDENCE BASED STRATEGY: | Use High-yield strategies to evoke and expose mathematical thinking to promote learning within a growth mind-set culture:  
- Intentional focus on consolidation of learning  
- Building number sense routines for computational fluency and mental math (number strings, number talks)  
- Use of robust problems which focus on the “Big Idea” requiring students to think critically and use problem solving |  |  |

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**PROFESSIONAL LEARNING:**
- Strategies flexibly
- K-12 teachers involve students in the use of Learning Goals, Success Criteria, Descriptive/Timely Feedback, Peer and Self-Assessment (“Feedback Loop”).
- Assessment for and as learning drives instruction
- Application of differentiated instruction and assessment to meet student learning needs
- Implementing timely intervention to support closing gaps in conceptual knowledge, procedural knowledge, strategic competence and adaptive reasoning
- Cross-Panel and cross-divisional networks

System Professional Learning will focus on:
- Supporting teachers in the understanding of tasks engaging learners, feedback guiding learners, criteria informing learners, differentiation and moderation inviting and supporting learning
- Constructing math knowledge for teachers (content)
- Building a repertoire of responsive instruction (pedagogy – further define what does it look like?)
- Responding to day-to-day learning needs (assessment as/of/for learning – ticket-out-the-door, exit activities, EQAO examples) (Responsibility: Board and school level staff)

**MONITORING:**
- Improvement Target Routine Check-Ins:
  - Student learning (conversations, products and actions)
  - Diagnostics (ONAP, Key Math, Gap Closing, Leaps and Bounds, Numeracy Nets)
  - Observation (learning walks, videos, pedagogical documentation)
  - Collaborative inquiry, professional learning communities, (PLC/SLT, SBIR, networks, division/staff/department meetings
  - Surveys, feedback
  - Next steps on report cards

- Family of School Superintendent school visits in the fall, mid-year and spring will include:
  - Discussion on evidence of student learning, mental health and well-being
  - Review progress of students, particularly those who are achieving below standard
  - Learning walks with administration to observe strategies in practice in classroom settings
- School teams identify and monitor progress of targeted student groups according to established checkpoints and timelines identified in the school improvement plans

**EVALUATION:**
On an annual basis, the following datasets will be used to study improved achievements and engagement as a measure of effective implementation:
- EQAO – Math Achievement data; EQAO survey data reflects that increased use of manipulatives and technologies are evident in regular teaching practice
- Report Card data
- Student Success Indicators including credit accumulation, student’s achieving provincial benchmark in Grade 9 and 10 Applied/Academic Math
- Improved student achievement related to focus of instruction will be demonstrated in student work and class profile data
As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God’s world.

PILLARS: PATHWAYS

SMART GOAL: By 2016, there will be a 5% increase in Grade 12 SHSM students (from 46% to 53%) that graduate with a red seal on their diploma.

By December 2015, 100 percent of elementary principals will disaggregate their 2015 CCAT results with classroom teachers providing learning strengths and profiles for all students as measured by Superintendent term 2 school visits.

SEF: 5.1 Comprehensive education and career/life planning programs meet the learning needs, interests and aspirations of all students.
5.2 Students, parents, families, and educators understand the full range of pathways, programs, options and supports that are available.
5.4 Students build authentic, in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations.

THEORY OF ACTION STATEMENT:
If co-op 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 will align more precisely with their education and career/life goals.
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.

VISION: Heart of the Community / Success for Each / A Place for All

PRIORITY: Nurturing Our Catholic Community / Building Capacity to Lead and Learn

TARGETED EVIDENCE BASED STRATEGY:
- Increase the number of co-op opportunities for SHSM students:
  - Schools will provide a number of co-op sections in both the a.m. and p.m. that reflect student requests and placement opportunities
- Educate and nurture hope in all learners to realize their full potential to transform God’s world, through the following:
  - Self-reflection activities, knowing self that make explicit the connection to the learning skills and work habits
  - Focus on a personal interest and learning style inventories
  - Goal setting
  - Transition planning will continue to be addressed in accordance with student’s strengths, needs and learning styles
  - Student Transition support worker will work with staff to ensure successful transitions for students from high school into the community
  - Student Success Consultants will work with elementary students to nurture their resilience and self-esteem in an effort to facilitate a cohesive pathways transition to secondary school
- Contextual learning experiences and opportunities:
  - Zoom Career days, Career Fairs, Challenge Days, Grade 10 Career Carousel Days, Apps 4 Learning and ENG-inuity Design Challenge at UW, Trade and technology and of all trades Career Days at Conestoga College
  - Pathways Activities (Grades 6-8)
  - Grade 8 course selection information evenings at elementary schools
  - Grade 8 information events at secondary schools
  - Guidance visits to elementary school

“As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God’s world”.
PROFESSIONAL LEARNING:
- Support teachers in tasks engaging learners, feedback guiding learners, criteria informing learners, differentiation and moderation inviting and supporting learning
- SHSM Advisory Council and SHSM Lead meetings will provide opportunities to discuss informed practices to facilitate the improvement of red seal rates
- Increase the frequency of student success presentations to ensure a larger spread of capacity
- SHSM presentation at a staff meeting in each school explaining SHSM initiative and appealing for teacher support
- Careers classes - SHSM on line module is available for Career Studies teachers to use with their classes
- Career interest inventory tests highlighting employment sectors will be used in all Grade 10 Career Studies classes
- Activities and resources to address skills, abilities, strength, needs, aptitude, learning styles and interest of all students, through All About Me and IPP
- Access CCAT results to create a broader understanding of students learning styles

MONITORING:
- Support Trillium administrative assistants to ensure ONSIS reporting of OYAP students matches EOIS entries for OYAP participation
- SHSM data related to percentage of SHSM designations earned, certifications provided, total SHSM student numbers, 3 year trend data also provided for these areas
- Student Success Team
- Superintendent of School visits will include discussion on meeting set goals
- Superintendent and Principals will monitor achievement of learning skills and work habits, class and learner profiles
- Superintendents and Principals will monitor the delivery of contextualized instruction as outlined in SHSM guidelines
- Track IPP completion standards in Grades 7 – 11 through Career Cruising and Hour Republic
- Track Co-op completion and success rates by school and program
- Track dual credit course completion and success rates by program
- Track and ensure OYAP form submissions are entered into EOIS database to achieve OYAP board strategy of 100% participation rate
- Track concentrated OYAP by number of programs offered per secondary school

EVALUATION:
On an annual basis, the following datasets will be used to study improved achievements and engagement as a measure of effective implementation:
- Student Success Indicators including credit accumulation, SHSM red seal and Graduation Rates

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

<table>
<thead>
<tr>
<th>CATHOLIC COMMUNITY, CULTURE AND CARING:</th>
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<tbody>
<tr>
<td>Caring and Safe Schools Resources</td>
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<tr>
<td>Equity and Inclusive Education in Ontario Schools</td>
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<tr>
<td>Foundation for a Healthy School Inventory</td>
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<tr>
<td>Equity Support Group Framework for Understanding Poverty</td>
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<td>Restorative Practice: Circle for a Positive School Climate</td>
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<tr>
<td>Ontario’s Mental Health Strategy “Making a Difference: A Guide to Child and Youth Mental Health Problems”; Supporting Minds</td>
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<tr>
<td>Ontario Catholic Leadership Framework (in all Pillars)</td>
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<td>Ontario FNMI Education Policy Framework</td>
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<tr>
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<tbody>
<tr>
<td>Core Program Resources</td>
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<tr>
<td>The Ontario Curriculum Policy documents and supports (Ministry Guides to Effective Literacy Instruction; Learning for All. Many Roots, Many Voices, Growing Success, Education for all, LNS Monographs, SEF)</td>
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<tr>
<td>EduGains, AER, Literacy Gains, ELL Gains</td>
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<tr>
<td>Supports through Adult and Continuing Education</td>
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<tr>
<td>Literacy test preps for secondary students</td>
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<tr>
<td>After school EQAO Grade 9 preps</td>
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<tr>
<td><em>The Individual Education Plan: A Resource Guide 2004</em></td>
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<th>NUMERACY:</th>
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<tr>
<td>Core program resources</td>
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<tr>
<td>Supports through Adult and Continuing Education</td>
</tr>
<tr>
<td>Material, print or electronic resources: The Ontario Curriculum Policy documents and supports (Guides to Effective Instruction in Mathematics, Learning For All, Education for All, Growing Success, LNS Monographs, SEF)</td>
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<tr>
<td>Paying Attention to Mathematics Education, K-12 documents</td>
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<tr>
<td>Mock Grade 9 EQAO Assessment</td>
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<tr>
<td>EduGains / Math Gains / AER</td>
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<tr>
<td>Continuum of Learning Document (Big Ideas, Expectations, Mathematical Processes)</td>
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<td>The Individual Education Plan: A Resource Guide 2004</td>
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<tr>
<th>PATHWAYS:</th>
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<tbody>
<tr>
<td>Career Cruising Planner and Portfolio</td>
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<tr>
<td>Curriculum / Information nights at schools</td>
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<tr>
<td>Community Partners</td>
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<td>School Council</td>
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<td>Parish</td>
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<td>PPM 156/ PPM 140/ PPM 181/98</td>
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</table>
The following is an overview for the next twelve months to assist trustees to become aware of activities about the system.

**2015-2016 School Year**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Board Meeting Activity</th>
<th>Other Activities</th>
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</thead>
<tbody>
<tr>
<td>Aug 27</td>
<td>7 p.m.</td>
<td>Board Golf Tournament</td>
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<tr>
<td>Sept 9</td>
<td>7 p.m.</td>
<td>SEAC</td>
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<tr>
<td>Sept 14</td>
<td>6 p.m.</td>
<td>Committee of the Whole (Linkages/Pastoral Care Committee)</td>
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<tr>
<td>Sept 18</td>
<td></td>
<td></td>
<td>Site-based System Faith Day</td>
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<tr>
<td>Sept 21</td>
<td>5 p.m.</td>
<td>Governance Committee</td>
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<tr>
<td>Sept 22</td>
<td>6 p.m.</td>
<td>Audit Committee</td>
<td></td>
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<tr>
<td>Sept 23</td>
<td>10 to 3:00</td>
<td>OCSTA Fall Regional Meeting</td>
<td>tbd</td>
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<tr>
<td>Sept 24</td>
<td>9:00 a.m.</td>
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<td>Board Office Mass</td>
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<tr>
<td>Sept 28</td>
<td>6 p.m.</td>
<td>Regular Board Meeting</td>
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<tr>
<td></td>
<td></td>
<td>• Board Policy II Governing Style</td>
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<td>• Board Policy III CEO Compensation and Benefits</td>
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<tr>
<td>Oct 1</td>
<td>5:00 p.m.</td>
<td>Diocesan Mass – St. Mary’s Church, Kitchener</td>
<td>Annual Diocesan Mass in celebration of Catholic education.</td>
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<tr>
<td>Oct 3</td>
<td></td>
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<td>St. George’s Hall, Waterloo</td>
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<tr>
<td>Oct 7</td>
<td>5:30 p.m.</td>
<td>CPIC (Catholic Parent Involvement Committee)</td>
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<td>7 p.m.</td>
<td>SEAC</td>
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<tr>
<td>Oct 13</td>
<td>6 p.m.</td>
<td>Committee of the Whole (Linkages/Pastoral Care Committee)</td>
<td>Tuesday following Thanksgiving</td>
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<tr>
<td>Oct 23</td>
<td>9:00 a.m.</td>
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<td>Board Office Mass</td>
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<tr>
<td>Oct 26</td>
<td>6 p.m.</td>
<td>Regular Board Meeting</td>
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<td>• Board Policy II Board Job Description</td>
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<td>• Board Policy IV 009 Asset Protection</td>
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<tr>
<td>Nov 2</td>
<td>5 p.m.</td>
<td>Governance</td>
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<tr>
<td>Nov 3</td>
<td>6:00 p.m.</td>
<td>Audit Committee</td>
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<tr>
<td>Date</td>
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<td>Board Meeting Activity</td>
<td>Other Activities</td>
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<td>Nov 4</td>
<td>7 p.m.</td>
<td>SEAC</td>
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<td>Nov 9</td>
<td>6 p.m.</td>
<td>Committee of the Whole</td>
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<td>Nov 13</td>
<td>7 p.m.</td>
<td>St. Louis Graduation, St. Mary’s Church</td>
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<tr>
<td>Nov 19</td>
<td>9 a.m.</td>
<td>Board Office mass</td>
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<td>Nov 20</td>
<td>7 p.m.</td>
<td>St. Louis Graduation, St. Mary’s Church</td>
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<td>Nov 23</td>
<td>6 p.m.</td>
<td>Regular Board Meeting</td>
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<td>• Board Policy II 004 Advocacy and Advertising</td>
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<td>• Board Policy IV 006 Employee Compensation</td>
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<td>• Board Policy IV 008 Financial Condition and Activities</td>
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<td>• Quarterly Financial Update</td>
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<td>Dec 2</td>
<td>5:30 p.m.</td>
<td>CPIC</td>
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<td>7 p.m.</td>
<td>SEAC</td>
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<tr>
<td>Dec 7</td>
<td>6 p.m.</td>
<td>Annual Meeting to elect the Chair/Vice Chair of the Board/Board Meeting</td>
<td>Liturgy of the Word –</td>
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<td>• CEO Annual Report (Edn Act)</td>
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<td>• Board Policy I 001 Ends - Broad Policy Provision</td>
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<td>• Board Policy II 002 Consultation</td>
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<td>• Board Policy IV 008, “Financial Condition” Revised Estimates</td>
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<td>Dec 12</td>
<td>5:00 p.m.</td>
<td>Trustee/Superintendent Christmas Social</td>
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<tr>
<td>Dec 17</td>
<td>9:30 a.m.</td>
<td>Board Office Mass/Christmas Luncheon</td>
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<tr>
<td>Dec 21-Jan 1</td>
<td>Christmas Break</td>
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<td>Jan 6</td>
<td>7 p.m.</td>
<td>SEAC</td>
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<td>Jan 11</td>
<td>6 p.m.</td>
<td>Committee of the Whole (Linkages/Pastoral Care Team)</td>
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<td>Jan 15-16</td>
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<td>OCSTA PD Seminar, tbd</td>
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<td>Jan 18</td>
<td>5 p.m.</td>
<td>Governance Committee</td>
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<td>Jan 19</td>
<td>6:00 p.m.</td>
<td>Audit</td>
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<tr>
<td>Jan 21</td>
<td>9 a.m.</td>
<td>Board Office Mass</td>
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<td>Date</td>
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<td>Board Meeting Activity</td>
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<td>Jan 25</td>
<td>6 p.m.</td>
<td>Regular Board Meeting</td>
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<td>• Board Policy II 006 Celebration of Excellence</td>
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<td>• Board Policy III 002 Unity of Control</td>
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<td>• Board Policy IV 005 Hiring/Promotions</td>
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<td>• Board Policy IV 010 Facilities/Accommodations</td>
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<td>Feb 3</td>
<td>5:30 p.m.</td>
<td>CPIC</td>
<td>SEAC</td>
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<td>Feb 8</td>
<td>6 p.m.</td>
<td>Committee of the Whole (Linkages/Pastoral Care Team)</td>
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<td>Feb 16</td>
<td>5 p.m.</td>
<td>Governance - Tuesday</td>
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<td>Feb 22</td>
<td>6 p.m.</td>
<td>Regular Board Meeting</td>
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<td>• Board Policy II 007 Board Members’ Code of Conduct</td>
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<td>• Board Policy III 003 Accountability of the CEO</td>
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<td>• Board Policy III 004 Delegation to the CEO</td>
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<td>• Board Policy IV 002 Treatment of the Public</td>
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<td>• Board Policy IV 003 Treatment of Students</td>
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<tr>
<td>Feb 26</td>
<td>9 a.m.</td>
<td>Board Office Mass</td>
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<td>Mar 2</td>
<td>7 p.m.</td>
<td>SEAC</td>
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<td>Mar 7</td>
<td>6 p.m.</td>
<td>Committee of the Whole (Linkages/Pastoral Care Team)</td>
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<tr>
<td>Mar 14-18</td>
<td>6 p.m.</td>
<td></td>
<td>March Break</td>
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<td>Mar 21</td>
<td>6 p.m.</td>
<td>Regular Board Meeting</td>
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<td>• Board Policy II 008 Chairperson’s Role</td>
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<td>• Board Policy II 013 Cost of Governance</td>
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<td>• Board Policy II 014 Trustee Expenses</td>
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<td>• Board Policy III 005 Monitoring CEO Performance</td>
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<td>• Board Policy IV 008 Quarterly Report</td>
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<td>• Board Policy IV 012 Communication and Support to the Board</td>
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<tr>
<td>Mar 25-28</td>
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<td>Good Friday, Easter Sunday/Monday</td>
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<tr>
<td>Date</td>
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<td>Board Meeting Activity</td>
<td>Other Activities</td>
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<td>Mar 26</td>
<td>8:00 a.m.</td>
<td>St. Louis Beacons of Hope Breakfast</td>
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<tr>
<td>Mar 29</td>
<td>6:00 p.m.</td>
<td>Audit Committee</td>
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<tr>
<td>Mar 31</td>
<td>9 a.m.</td>
<td></td>
<td>Board Office Mass</td>
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<tr>
<td>Apr 4</td>
<td>5:00 p.m.</td>
<td>Governance Committee</td>
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<td>Apr 6</td>
<td>5:30 p.m.</td>
<td>CPIC</td>
<td>SEAC</td>
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<tr>
<td>Apr 8</td>
<td>7:30 a.m.</td>
<td>Beacons of Hope Breakfast – St. Mary’s Family of Schools</td>
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<td>Apr 9</td>
<td>7:30 a.m.</td>
<td>Beacons of Hope Breakfast – Monsignor Doyle Family of Schools</td>
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<td>Apr 11</td>
<td>6 p.m.</td>
<td>Committee of the Whole (Linkages/Pastoral Care Team)</td>
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<tr>
<td>Apr 14</td>
<td>7:30 a.m.</td>
<td>Beacons of Hope Breakfast – St. Benedict Family of Schools</td>
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<td>Apr 23</td>
<td>7:30 a.m.</td>
<td>Beacons of Hope Breakfast – Resurrection Family of Schools</td>
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<tr>
<td>Apr 25</td>
<td>6 p.m.</td>
<td>Regular Board Meeting</td>
<td>• Board Policy II 015 Ownership Linkage</td>
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<td>• Board Policy IV 011 Emergency CEO Replacement</td>
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<td>Apr 28 – 30</td>
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<td>OCSTA AGM, Blue Mountain Resorts</td>
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<td>Apr 29</td>
<td>9:00 a.m.</td>
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<td>Board Office Mass – Dutton Drive</td>
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<td>Apr 30</td>
<td>7:30 a.m.</td>
<td>Beacons of Hope Breakfast – St. David Family of Schools</td>
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<td>May 1 – 6</td>
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<td>Catholic Education Week</td>
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<tr>
<td>May 2</td>
<td>5:00 p.m.</td>
<td>Governance Committee</td>
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<td>May 4</td>
<td>7 p.m.</td>
<td>SEAC</td>
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<tr>
<td>May 6</td>
<td>7:30 a.m.</td>
<td>Community Leaders Breakfast</td>
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<tr>
<td>May 9</td>
<td>6 p.m.</td>
<td>Committee of the Whole (Linkages/Pastoral Care Team)</td>
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<tr>
<td>May 12</td>
<td>4:30 p.m.</td>
<td>Staff Recognition Evening</td>
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<tr>
<td>May 18</td>
<td></td>
<td></td>
<td>Bishop’s Banquet</td>
</tr>
<tr>
<td>May 27</td>
<td>9 a.m.</td>
<td></td>
<td>Board Office Mass</td>
</tr>
<tr>
<td>May 30</td>
<td>6 p.m.</td>
<td>Regular Board Meeting</td>
<td>• Board Policy II 011 Student Representation on the Board</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Board Meeting Activity</td>
<td>Other Activities</td>
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<td></td>
<td></td>
<td>• Board Policy II 012 Student Trustee Role Description</td>
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<td></td>
<td></td>
<td>• Board Policy III 001 Global Governance-Management Connection (approval only for changes)</td>
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<td></td>
<td></td>
<td>• Board Policy IV 001 General Executive Limitation</td>
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<td></td>
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<td>• Board Policy IV 004 Treatment of Staff</td>
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<tr>
<td>June 1</td>
<td>5:30 p.m.</td>
<td>CPIC</td>
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<td></td>
<td>7 p.m.</td>
<td>SEAC</td>
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<tr>
<td>June 6</td>
<td>6 p.m.</td>
<td>Special Board Meeting – 2016-17 School Year Budget</td>
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<tr>
<td>June 9-11</td>
<td></td>
<td></td>
<td>CCSTA AGM, Yellowknife, NWT</td>
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<tr>
<td>June 15</td>
<td>6:00 p.m.</td>
<td>Audit</td>
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<tr>
<td>June 20</td>
<td>6 p.m.</td>
<td>Regular Board Meeting</td>
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<td>• Board Policy II 001 General Governance Commitment (approval only for changes)</td>
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<td>• Board Policy II 009 Board Committee Principles</td>
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<td>• Board Policy II 010 Board Committee Structure</td>
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<td></td>
<td>• Board Policy IV 007 Financial Planning/Budgeting</td>
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<td>• Board Policy IV 008 Quarterly Report</td>
<td></td>
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<tr>
<td>June 23</td>
<td>9 a.m.</td>
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<td>Board Office Mass</td>
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