### Committee of the Whole Meeting

**Date:** January 11, 2016  
**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, Jason Connolly, Derek Haime, David DeSantis, John Klein, Shesh Maharaj, Laura Shoemaker  
**Special Resource:** John Shewchuk.  
**Recording Secretary:** Barb Pilsner

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<td>1. Call to Order</td>
<td>Board Chair</td>
<td>Pastoral Team</td>
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<tr>
<td>1.1 Opening Prayer &amp; Memorials</td>
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<td>1.2 Approval of Agenda</td>
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<td>1.3 Declaration of Pecuniary Interest</td>
<td>Individual Trustees</td>
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<td>1.3.1 From the current meeting</td>
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<td>2. Consent Agenda: Director of Education</td>
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<td>(e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)</td>
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<td>3. Consent Agenda: Board</td>
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<td>3.1 Minutes of Nov 9/15 Committee of the Whole Meeting</td>
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<td>4. Delegations</td>
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<td>Chris Woodcroft/Lorrie Temple</td>
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<td>5. Advice from the CEO</td>
<td>Derek Haime, Shesh Maharaj, Lindsay Ford, John Shewchuk, John Klein, Loretta Notten</td>
<td>pp. 5-6, pp. 7-12, pp. 16-17, pp. 18-19, pp. 20-45</td>
<td>Information, Information, Discussion, Information, Information</td>
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<td>5.1 Community Service Trip to Dominican Republic Report</td>
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<td>5.6 Strategic Plan 2015-2018</td>
<td>Loretta Notten</td>
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<td>(Communication with the External Environment related to Board's Annual Agenda; ownership communication)</td>
<td>Trustees</td>
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Confirm decisions made tonight

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<td>17. Motion to Adjourn</td>
<td>Board of Trustees</td>
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CLOSING PRAYER

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

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

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

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

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

Amen

Rev. Charlie Fedy, CR and the Board of Trustees, 2010
A public meeting of the Committee of the Whole was held Monday, November 9, 2015 at Waterloo Region Catholic Education Centre, Kitchener

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

Student Trustees Present:

Administrative Officials Present:
Loretta Notten; Gerry Clifford; David DeSantis; Derek Haime; John Klein; Shesh Maharaj; Laura Shoemaker

Special Resources For The Meeting:
Terri Pickett

Regrets:
Jason Connolly; Karen Hakim; Sebastian Monsalve; John Shewchuk

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 6:06 p.m.

1.1 **Opening Prayer & Memorials**
The opening prayer was led by F. Johnson, Pastoral Team. Intentions were offered for family of Roger and Randy Dietrich whose mother passed away; for the students at St. Gregory whose father passed away; and for all those travelling the roads.

1.2 **Approval of Agenda**

2015-109 -- It was moved by W. Price and seconded by A. Fee:

THAT the agenda for November 9, 2015 be now approved. --- Carried by consensus.

1.3 **Declaration of Pecuniary Interest**

1.3.1 From the current meeting – NIL

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

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

2.1 **SEAC Membership**

2015-110 -- It was moved by J. Anderson and seconded by M. Van Alphen:

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 October 13, 2015

2015-111 -- It was moved by W. Price and seconded by B. Conway:
THAT the Consent Agenda Board of Trustees and the recommendations contained therein be now approved. --- Carried by consensus

4 Delegations

5. Advice From the CEO

5.1 St. Louis Enrolment Numbers
G. Clifford advised St. Louis Adult and Continuing Education began in 1986 and has grown into one of the largest programs in Ontario. He reviewed the enrolment data by program (2012-13 to 2014-15) by site. 500 – 700 Ontario Secondary School Diplomas are granted each year. A significant number of graduates continue on to Conestoga College. St. Louis continues to show increases in overall student numbers, as we approach our 30th anniversary.

5.2 Funding Announcement St. Brigid/St. Vincent de Paul
Terri Pickett reported the Ministry of Education announced funding for replacement schools at St. Brigid and St. Vincent de Paul. Construction is estimated to begin October 2016.

The Ministry of Education has all provided additional funding to construct a new school in Breslau and South West Kitchener.

5.3 Leadership Strategy
D. DeSantis presented the 2015-16 Leadership Strategy. The overall goal is to develop leadership capacity to support the achievement of goals outlined in the Multi-year Strategic Plan and the Board Improvement Plan for Student Achievement through these three goals:

- Create and promote leadership opportunities that engage all school and system leaders in order to strengthen staff capacity for instructional and spiritual leadership, to enhance organizational effectiveness, and to support succession planning as defined by research, Strong Districts and their Leadership and the Catholic Leadership Framework.
- School and system leaders in the WCDSB will develop the capacity to appropriately respond to the needs of learners by fostering a holistic view of student learning that encourages shepherd, servant and steward leadership.
- Create and provide opportunities for enhancing leadership capacity for the entire system by engaging in active professional lifelong learning, faith formation, mentorship and coaching.

L. Temple gave a summary of Leadership Part 1, II and III:
- Candidates will explore the book Shepherd Leadership in Part I
- Candidates will explore the book The Catholic vision for Leading Like Jesus in Part II
- In Part III aspiring leaders have the opportunity to job shadow a mentor who holds a position of added responsibility which they are interested in pursuing.

A new leadership strategy, Lifelong Learning Series, offered to all employees includes:
- The Faith Leadership Series,
- The Introduction to Leadership Series,
- The 21st Century Learning Series,
- The Building Interpersonal Skills Series and,
- The Mental Health Series

5.4 Multi-year Strategic Plan (draft)
L. Notten presented a draft of the Multi-year Strategic Plan mandated under the Education Act to achieve the Ministry of Education goals but just as important, the vision of the board. The Multi-year Plan is aimed at achieving Ministry goals of increased student achievement and well-being, equity of achievement and opportunity for all students, as well as increased public confidence.
In June of 2015 trustees approved the draft Strategic Priorities and Directions and senior staff worked to identify goals for each of the pre-identified strategic directions. For each goal specific actions, evidence and timelines have been identified in an operational plan which she reviewed with the trustees. Trustees were invited to provide their feedback.

Trustees discussed the monitoring of Section IV Board policies in connection with the strategic plan. M. da Silva to contact Jeff Admans to provide a brief Information session on the process for engaging a facilitator at the November 23rd board meeting.

5.5 Letter to Minister of Education – K-12 Indigenous Curriculum
L. Notten received a request from the Chair/Vice-chair of Superior-Greenstone District School Board to ask trustees to consider supporting the Bluewater District School Boards’ request to the Ministry of Education for the development of K-12 curriculum and learning resources for the history of Indigenous Peoples. Trustees agreed to add the recommendation to the consent agenda of the November 23rd agenda for approval.

5.6 Boundary Review Committee Representatives
L. Notten advised trustee representatives were required for the Pope John Paul II/St. Daniel boundary review committee as well as the building design committees for St. Vincent de Paul and St. Brigid. The following trustees agreed to volunteer for the committees:
Saint John Paul II/St. Daniel – J. Anderson, A. Fee
St. Vincent de Paul – W. Price, B. Schmalz
St. Brigid – F. Johnson, B. Conway

G. Reitzel left the meeting at 8:05 p.m.

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

6.1 Linkages Activity
A. Fee discussed a potential breakfast in appreciation of our community partners. It was decided letters of appreciation will be sent to the community partners. The Community Leaders breakfast will be on May 6th.

Christmas cards will be send to past trustees and former senior administration. A congratulatory letter to be sent to St. Benedict CSS.

6.2 Pastoral Care Team
B. Schmalz advised the retreat facilitated by Fr. Joseph de Viveiros is scheduled for November 18th in the evening. Committee members discussed having an event in the spring for Lent. Trustees were advised there will be a collection for Christmas to support the mothers at the Grand Valley Institute for Women.

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

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

   2015-112– It was moved by W. Price and seconded by A. Fee:
   THAT the meeting be now adjourned.
   The meeting was adjourned by consensus at 8:46 p.m.

   Chair of the Board
   Secretary
Date: Monday January 11, 2016
To: Board of Trustees
From: Director of Education
Subject: Dominican Encounter with Faith and Hospitality

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)
WCDSB Policy Number I:001

Policy Statement and/or Education Act/other Legislation citation:
Heart of the Community: Our schools are heart of the community: I. When faith practice is integrated into the daily lives of our students as members of their school community, II. When they have the knowledge of the history, and regular experiences with, the values, doctrines and social justice imperatives of the Catholic faith, III. When they are contributors to society, dedicated to the common good and, IV. When all are included, welcomed, cared for, respected, and treated with dignity in invitational learning environments that help every student fully utilize their unique gifts while meeting their individual spiritual, physical, learning and/or emotional needs.

Alignment to the MYSP:
Priority Areas: Nurturing Our Catholic Community; Student Engagement, Innovation and Achievement
Strategic Direction: Faith is lived and witnessed in community; Parents, parishes, community partners and student engagement are nurtured and valued.
Goals: Provide faith formation supports which engage students, parents and staff in working towards spiritually healthy school communities; to engage students in authentic learning experiences that reflect real-life application and engagement; foster use of culturally responsive pedagogy.

Background/Comments:
Consistent with the teachings of the Roman Catholic Church and in alignment with the WCDSB Multi-Year Strategic Plan, the Dominican Encounter with Faith & Hospitality (Encuentro Dominicano) offers learning opportunities from the context of faith and justice to "first world" youth and adults. We focus on the poor and the marginalized of the Dominican Republic- especially the Haitians who live in slave like conditions on bateyes in the sugar cane plantations. We are situated in the Municipality of Consuelo - a sugar mill town - in the province of San Pedro de Macoris, 13 kilometres inland from the south eastern shore of the Dominican Republic. The program offered by Encuentro Dominicano is recognized and promoted by the local Roman Catholic Diocese of San Pedro de Macoris, and is coordinated by Dean Riley who has lived and worked in the Dominican Republic since 1991. Assisting Dean in his role as General Coordinator of Encuentro Dominicano is a group of Dominican residents of Consuelo (called the Coordination Team).
The Team is responsible for leading, guiding and translating for each group during their visit in the Dominican Republic. Encuentro Dominicano is not affiliated with any Canadian charity, missionary organization, social service agency or development program, however, members of the Coordination Team (under the direction of the General Coordinator) do at times become agents of charitable projects funded by groups and individuals who have visited Consuelo and who have expressed a desire to become involved in a development project. Encuentro Dominicano does not ask visiting groups to become active in work brigades.

The Program operates from the conviction that once those who live in poor countries like the Dominican Republic have gained access to the resources and human rights they lack, they become fully capable of "doing for themselves" that which is necessary to better their own lives. Instead of the visiting groups attempting to "fix things", we provide an experience that encourages visitors to transform themselves in order to live lives more in tune with Gospel values. We believe that the opportunity to see the world from the perspective of the poor transforms our visitors - who then desire to participate more fully in the unfolding of the Kingdom of God. Furthermore, we provide opportunities for visitors to gain an initial understanding about the global structures that create and sustain poverty and injustice in our world. Together we identify our roles in these structures and look for ways to change our own lives rather than upholding the common misbelief that it is the poor who need to change. We encourage visitors to insert themselves into justice networks once back at home ... to seek out accurate information, continuing to educate themselves on the issues related to poverty and injustice in our world - and to begin working for systemic change (becoming practitioners of peace and justice) rather than merely acting as purveyors of charity alone.

**Recommendation:**

That the Board receive a presentation from representative staff and students who will share first hand insights of their experience and its impact.

That those students and staff who have represented us well in this experience be commended for contributing to the attainment of our Board mission to realize their full potential to transform God’s world.

**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.”*
Report

Date: January 11, 2016
To: Committee of the Whole Board
From: Director of Education
Subject: Analysis of Actual vs. Projected Enrolment

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 purpose of this report is to compare projected vs. actual enrolment to determine why 2015/16 enrolment was higher than expected and whether projection methodologies should be revised.

Policy Statement and/or Education Act/other Legislation citation:
Executive Limitation IV 007 Financial Planning/Budgeting
“…the CEO shall not…
2. Develop a budget without employing credible projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosing planning assumptions…
6. Present a budget that: …
c. Does not include trend analysis and historical comparators”

Alignment to the MYSP:
Our decisions, actions and stewardship of resources are evidence-based and responsive:
• To commit to evidence based, responsive, timely and professionally executed planning and gap analysis in all budgetary decisions

Faith is lived and witnessed in community:
• To strengthen and cultivate school, parish and home relationships

Background/Comments:
Enrolment projections are prepared for budget purposes in April of each year and are subsequently reviewed and confirmed or updated in May. The Board’s Budget Advisory Committee is responsible for the review and approval of enrolment projections.

The enrolment projections are used in the budget process to support funding calculations and to drive certain staffing expenses. Projection scenarios are based on historical experience, registrations received for the upcoming year, stakeholder input, and the best known information at the time of preparation.
**Elementary Enrolment**

Several projection scenarios were developed using various methodologies. Projection scenarios ranged from 14,277 to 14,428. An elementary enrolment projection of 14,326 was selected for budget purposes. Actual enrolment is 14,718 (October 31st) which is a difference of 392.

The above graph illustrates historic elementary enrolment, including 2015-2016. The red line represents the range of the projection scenarios that were contemplated for budget. All scenarios projected enrolment to decrease while enrolment instead increased. The increase is sizable and approaches 2012 enrolment levels.

There are two main factors that contributed to the variance in projections.

1. Change in Elementary Enrolment Procedure
2. Timing of Registrations

**1. Change in Elementary Enrolment Procedure**

This year was the first year that non-Catholic students could register at any Catholic elementary school in our system utilizing a simplified enrolment process. To date, 315 students have registered using this simplified procedure.

Of the 315 registered, 61 are in JK, 2 are in French Immersion, and the remainder are spread throughout the other grades with higher numbers in SK, Gr.2, and Gr.3.

The following schools experienced the largest number of non-Catholic student registrations:

- St. John (35)
- Sir Edgar Bauer (22)
- John Sweeney (18)
- St. Agnes (18)
- Saint John Paul II (15)
- St. Matthew (14)
2. Timing of Registrations

Registration rates varied from their normal rates. There was a significant number of late registrations this year. Specifically, 249 students registered between the June reporting date and the start of school.

The table below illustrates historical enrolment changes between spring registrations and fall enrolment. April registrations are the last known data set before budget projections are prepared. As the table demonstrates, 2015 enrolment varied significantly from historic trends.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>15,217</td>
<td>15,271</td>
<td>15,383</td>
<td>15,339</td>
<td>112</td>
<td>122</td>
<td>68</td>
<td>-44</td>
</tr>
<tr>
<td>2011</td>
<td>14,942</td>
<td>15,024</td>
<td>15,070</td>
<td>15,016</td>
<td>46</td>
<td>74</td>
<td>-8</td>
<td>-54</td>
</tr>
<tr>
<td>2012</td>
<td>14,673</td>
<td>14,760</td>
<td>14,806</td>
<td>14,774</td>
<td>46</td>
<td>100</td>
<td>13</td>
<td>-32</td>
</tr>
<tr>
<td>2013</td>
<td>14,615</td>
<td>14,647</td>
<td>14,694</td>
<td>14,641</td>
<td>47</td>
<td>26</td>
<td>-6</td>
<td>-53</td>
</tr>
<tr>
<td>2014</td>
<td>14,390</td>
<td>14,467</td>
<td>14,504</td>
<td>14,475</td>
<td>37</td>
<td>85</td>
<td>8</td>
<td>-29</td>
</tr>
<tr>
<td>2015</td>
<td>14,317</td>
<td>14,474</td>
<td>14,723</td>
<td>14,718</td>
<td>249</td>
<td>401</td>
<td>244</td>
<td>-5</td>
</tr>
</tbody>
</table>

Schools with the greatest number of registrations over the summer were contacted at the beginning of September and the table below summarizes reasons for the increases. St. Anne (C) was also contacted due to the large decrease in students during the same timeframe.

<table>
<thead>
<tr>
<th>School</th>
<th>June 2015</th>
<th>September 2015</th>
<th>Difference</th>
<th>Reasons (as per school administration)</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. John</td>
<td>372</td>
<td>396</td>
<td>24</td>
<td>Non-Catholic families.</td>
</tr>
<tr>
<td>Our Lady of Grace</td>
<td>275</td>
<td>295</td>
<td>20</td>
<td>New families – Residential growth within boundary.</td>
</tr>
<tr>
<td>St. Dominic</td>
<td>415</td>
<td>432</td>
<td>17</td>
<td>Non-Catholic families, JK students that did not register in February, and new families in the neighbourhood.</td>
</tr>
<tr>
<td>St. Michael</td>
<td>311</td>
<td>326</td>
<td>15</td>
<td>New families in the neighbourhood. (moving from St. Anne (C))</td>
</tr>
<tr>
<td>St. Matthew</td>
<td>378</td>
<td>392</td>
<td>14</td>
<td>New families in the neighbourhood.</td>
</tr>
<tr>
<td>St. Nicholas</td>
<td>402</td>
<td>416</td>
<td>14</td>
<td>New families – Residential growth within boundary and new families within existing neighbourhoods.</td>
</tr>
<tr>
<td>St. Paul</td>
<td>258</td>
<td>272</td>
<td>14</td>
<td>New families in the neighbourhood.</td>
</tr>
<tr>
<td>St. Anne (C)</td>
<td>451</td>
<td>433</td>
<td>-18</td>
<td>Majority of students were St. Ambrose students who moved to other neighbourhoods (a majority moved to St. Michael).</td>
</tr>
</tbody>
</table>

In summary, these three reasons seemed to be the primary factors (anecdotally) influencing change at these schools:

1. Registration of non-Catholic students
2. Residential growth
3. Neighbourhood turnover (new families with children moving into existing houses)

Over the past five years, the majority of the increase over the summer has been in kindergarten. This year, increases were experienced in almost all the grades, which is consistent with registration seen resulting from the modified registration process for non-Catholic students. The below tables illustrate the historic enrolment changes by grade between June and September.
Secondary Enrolment

Several secondary projection scenarios were developed by board staff and principals ranging from 5965 to 6407 ADE (Average Daily Enrolment). The Budget Advisory Committee selected an ADE of 6064. The actual ADE is not yet known because it is calculated using the October 31st and March 31st numbers. The projected ADE for this school year (based on October 31st enrolment) is 6244. This is a difference of 180 students. The below graph illustrates historical secondary enrolment, the range of projections that were considered during the budget process, and the estimated 2015-16 ADE.

Originally, secondary enrolment was projected to start increasing around 2017 (consistent with the public board’s projections) based on demographic trends. However, that increase was deferred to 2020 in recent projections based on the delay our board has experienced on the elementary panel. Despite this, secondary enrolment increased at some WCDSB secondary schools (Resurrection, St. Mary’s, and St. Benedict) which contributed to an overall increase on the secondary panel. Year over year, the increase was approximately 78 students (compared to a decrease of 270 the year before).
Data-Based Approaches

The data contained in this report was reviewed to determine if, when non-Catholic students were removed from enrolment summaries, the change was significant. The below graph illustrates elementary enrolment with and without non-Catholics for 2015. It was determined that the change in both panels was not significant. This conclusion supports continuation of the existing enrolment projection methodology, and a need to develop trending data for non-Catholic students to inform future projections. It was noted that this trending data should contain at least 3 years of data before it can be used with some reliability.
Registration Process Modification

An on-line registration process is being implemented for new students beginning in 2016. This process will allow administration to collect and analyze additional data that will assist in forecasting enrolment, identifying and delivering programs families want, and will simplify work for front line staff.

Moving Forward

Students registering at the elementary level under the modified enrolment process for non-Catholics accounted for the majority of the enrolment variance over estimates. Because this was the first year using the new registration process for non-Catholic students, and because the change was not widely advertised, projecting elementary enrolment for the next two budget years will be difficult. Existing methods of projecting enrolment will be used, and these will be modified by the addition of an enrolment amount attributed to non-Catholics. The secondary enrolment projection model is under review by a committee consisting of Finance staff, HR staff, and Secondary Administrators. The goal of the committee is to further analyze and refine the projection methodology currently used for secondary projections.

Recommendation:

For 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.”
Date: January 11, 2016
To: Board of Trustees
From: Director of Education
Subject: St. Francis – Proposed Changes to Future Boundary

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

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

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

The Waterloo Catholic District School Board completed an accommodation review in the Southeast area of Galt in January 2013. St. Francis is approved to close once St. Vincent de Paul is re-built and students are to be redistributed to St. Anne and St. Vincent de Paul.

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

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.”

APF008 Pupil Accommodation Review Process

Alignment to the MYSP:

Parents, parishes, community partners and student engagement are nurtured and valued:
• To authentically engage parents, parishes and community in pastoral and school learning plans

Everyone is included, respected and welcomed:
• To support an environment of inclusion with improved implementation of the principles of Learning for All

Our decisions, actions and stewardship of resources are evidence-based and responsive:
• To ensure all decisions connected to stewardship of environmental and capital resources are ecologically and socially responsible, in alignment with our Catholic social teachings and gospel values
**Background/Comments:**

In January 2013, the Board of Trustees approved the following motion.

**2013-31 -- It was moved by A. Piscitelli and seconded by P. Reitmeier:**

THAT upon completion of the renovation/addition to St. Vincent de Paul Catholic Elementary School, St. Francis Catholic Elementary School closes and the boundaries for St. Francis, St. Vincent de Paul and St. Anne School be modified in accordance with Phase 2 of the Recommended Option. --- **Carried by consensus**

The current St. Francis boundary is depicted on the below map by areas I & J.

Area I contains 31 students and will move to St. Anne for the 2018-2019 school year. This means that the current grade 6, 7, & 8 students will have graduated. There are 19 students JK-Gr.5 (13 families) living in this area that are to be moved to St. Anne.

Board staff is currently investigating the potential of moving the entire St. Francis school community to St. Vincent de Paul rather than dividing the students between two schools.

A letter/survey would be sent directly to the affected families asking whether they prefer to move to St. Anne (as previously decided) or move to St. Vincent de Paul with the remainder of the St. Francis community. Upon receipt of the responses, a determination would be made by Executive Council regarding the preferred boundary and be brought to the Board of Trustees for final approval. Families would be notified of the decision.

Should the boundary be modified to send the entire St. Francis community to St. Vincent de Paul, any new family moving into this area would be expected to attend St. Vincent de Paul. If they wish to attend St. Anne then they could apply through the existing out of boundary process. The same is true if the decision is to keep Area I at St. Anne. Families could apply to attend St. Vincent de Paul.

Surveys similar to this are conducted when minor adjustments to school boundaries are required that affect students. Families are consulted directly and a decision is made by senior administration as per APF008 (Part A, section 4.0). Board approval is required if an accommodation review had been completed in that area within the last 5 years.
Recommendation:
For 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.”
Date: January 11, 2016
To: Board of Trustees
From: Director of Education
Subject: Refugee Resettlement

Type of Report: □ Decision-Making
□ Monitoring
X Incidental Information concerning day-to-day operations

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

Origin: (cite Education Act and/or Board Policy or other legislation)
Board Policy I 001 – Ends
Policy/Program Memorandum No. 136
APA 001 -- Admissions to Elementary Catholic Schools
APA 002 -- Secondary School Admissions

Policy Statement and/or Education Act/other Legislation citation:
WCDSB Mission: “As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God’s world.”

WCDSB Vision: “Our Catholic Schools: heart of the community -- success for each, a place for all.”

Alignment to the MYSP:
Strategic Priority: Nurturing our Catholic Community
Strategic Direction: Everyone is included, respected and welcomed
Strategic Goals:
1) To support an environment of inclusion with improved implementation of the principles of Learning for All
2) To increase awareness and respect of differences within our school communities

Background/Comments:
Approximately 25,000 refugees from Syria will arrive in Canada in coming months. They are made up of a combination of privately sponsored and government assisted refugees. They will have permanent resident status in Canada upon arrival. Waterloo Region is one of six Ontario reception centres for resettlement of government assisted refugees. Many privately sponsored Syrian refugees are also anticipated. The Region expects to receive more than 1,000 government assisted and privately sponsored refugees as part of the national resettlement process.

A Region of Waterloo Refugee Resettlement Steering Committee was established in early December and has been working with municipal governments and community partners and agencies to identify, mobilize and coordinate resources to support the settlement of refugees.
A variety of working groups have been formed under the Steering Committee to address issues such as housing, healthcare, education, employment, transportation, child services, employment and volunteers. The education sector task team is co-chaired by WCDSB Chief Managing Officer John Shewchuk, who is also a member of the Regional Steering Committee. A special website -- **www.WRwelcomesrefugees.ca** – has been developed as a central point of communications and resource sharing.

WCDSB efficiently and effectively welcomes newcomers into our schools – including refugees – on an ongoing basis throughout the school year. All of the processes currently in place – including processes to support children with special needs, mental health issues or ESL / ELL requirements -- will continue. Staff from the Newcomer Reception Centre and St. Louis are members of the education sector task team and will be prepared to address any increase in numbers of both JK-12 and adult students. All of the board’s current admissions policies and procedures (as articulated in APA 001 -- Admissions to Elementary Catholic Schools) remain in place. Because most of the newcomers will be of the Muslim faith we expect the majority of new students will be attending WRDSB schools, although WCDSB’s secondary schools could receive a number of new students depending upon where refugee families eventually find homes.

To assist schools in preparing for any potential refugee newcomers a special “ToolKit” of information and resources has been provided online for school administrators. The ToolKit is updated frequently as new information / resources become available. Regular updates are being provided to both senior staff and to principals at their respective regular meetings. Additionally, a special information evening was held on January 6, 2016 to provide information about Catholic education and WCDSB’s schools to prospective private sponsors of refugees. A number of sponsors attended the session and staff were on hand to answer all questions and provide school registration directions.

At the time of the writing of this report, approximately 300 government assisted Syrian refugees have already been “matched” to Waterloo Region and are expected to arrive by the end of February, 2016. This is in addition to the more than 100 refugees who have arrived in recent weeks. A number of privately sponsored refugees have also arrived in the Region, with many more expected throughout 2016. The families that have arrived to date are very large – many with seven to nine members each. Board staff is not aware of any Syrian refugee students being registered to date, but this will inevitably change in the near future. Meanwhile, the St. Louis Adult Learning & Continuing Education Centres report 28 Syrian refugees having enrolled in ESL classes and a further 17 Syrian refugees having enrolled in the Board’s Language Instruction for New Canadians (LINC) program. These numbers are expected to increase substantially throughout 2016.

**Recommendation:**

This report is provided to the Board of Trustees as information.

**Prepared/Reviewed By:**

Loretta Notten  
Director of Education  

John Shewchuk  
Chief Managing Officer

*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”*
Date: January 11, 2016
To: Board of Trustees
From: Director of Education
Subject: Revision to 2015-2016 School Year Calendar

Type of Report: □ Decision-Making
□ Monitoring
☑ Incidental Information concerning day-to-day operations

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

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

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

Alignment to the MYSP:
Priority Area:
Student Engagement, Achievement, & Innovation

  Strategic Direction:
  Staff are engaged in cultivating collaborative learning communities

  Goal:
  To improve student learning and achievement for those students who have an IEP

Priority Area:
Building Capacity to Lead, Learn, and Live Authentically

  Strategic Direction:
  Professional learning for ALL staff is timely and responsive

  Goal:
  To foster professional learning that is job-embedded and evidence informed
Background/Comments:

In the autumn of 2015, it was agreed that the 2015-2016 school year would see the addition of 1.0 Professional Activity (PA) day for teachers represented by the Ontario English Catholic Teachers’ Association (OECTA). According to Achieving Excellence, A Renewed Vision for Education in Ontario (2014), the province of Ontario, “…will cultivate and continuously develop a high-quality teaching profession…” as it strives to meet its renewed goals for education. This means that the minimum number of instructional days per school year will is reduced by one.

Just before Christmas, the Ministry of Education gave further clarification regarding this additional PA day. Specifically:

- The day must be scheduled prior to April 16th, 2015
- Half of the day must involve occupational health & safety training
- For FDK teachers/ECE teams, half the day must involve inquiry-based learning and pedagogical assessment documentation strategies
- For all other teachers, the focus should be collaboratively determined and address Ministry priorities such as mathematics, inquiry-based/experiential learning and/or assessment documentation and/or equity

The WCDSB School Year Calendar Committee was called together to recommend a date for this additional PA day. This committee is comprised of members representing various stakeholders in the WCDSB. The committee worked as well, to ensure that coordination and communication with our partners in the Waterloo Region District School Board took place. Both Boards have successfully coordinated the date, ensuring fiscal responsibility.

Recommendation:

It is recommended that the additional PA Day for the 2015-2016 school year, as required by the Ministry of Education, be scheduled for Friday, February 26th, 2016

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.”*
Introduction
2015 - 2018

Every ship that is going to chart a successful course and arrive safely in its desired harbour needs a steady compass and a clear map to follow. The Multi-Year Strategic Plan for Waterloo Catholic is our compass that lays out our strategic direction and the detailed course of action we will follow, while identifying all the desired destinations where we hope to arrive. While we might expect to encounter a few detours along the way, a fidelity to our stated beliefs, mission and vision will ensure we experience a successful journey. The Waterloo Catholic District School Board Multi-Year Strategic Plan sets out to prioritize our work in the areas of:

* Nurturing Our Catholic Community
* Student Engagement, Innovation and Achievement and
* Building Capacity to Lead, Learn and Live Authentically.

The three areas are not silos, but rather are intimately interconnected. The goals and actions identified within the plan speak to the specifics of how we aspire to bring the system forward, consistent with our Catholic social teachings and with our gospel values as our foundation. Drawing on leading practices in education, we are committed to building the required global competencies our students will require to live and thrive in a quickly evolving world. The plan is predicated on a culture of high expectations and a belief that reflects our core vision statement that at Waterloo Catholic we represent: **Heart of the Community, Success for Each and A Place for All.** We aspire to transform our school communities into learning spaces where faith and gospel values are witnessed, students are empowered, and leadership is distributed. There is no strategic direction or goal that is the sole responsibility of any one person or department. There is a collective responsibility embedded within each.
Together we can harness Waterloo Catholic's collective imagination and find the courage, creativity, and boldness required to create a new kind of educational system, one that meets the needs of students and the demands of life where ideas are born and shared within a global village.

At the core of our plan is the articulation that our students, and indeed all members of our community, are Living in Faith. Each student is nurtured toward the fulfillment of the Catholic Graduate Expectations, to fulfill their God-given potential so that they might transform the world in which they live. We believe that in order for that transformation of our classroom spaces and our learning experiences to take place, we must support a culture of innovation. Through collaboration in both our classrooms and our professional learning, we will move our students to an empowered, faith-filled learning stance in which they are the primary authors of their own education and indeed their life's path.

The plan outlines our basic belief that students who experience a culture of hope and high expectations are more likely to achieve to their greatest potential. As Catholics we are a people of hope and we believe in connecting each child to a future with promise. We want our students to encounter learning experiences that are rich in real-world applications, that make them active participants and that take them into an inquiry stance. As educators we must lead with humility, holding ourselves accountable to safeguard that the learning experiences we create for each other professionally also share those same qualities. We must also ensure that our time is spent on those activities which most closely align to our stated goals and which hold us accountable to them.

The journey ahead is an exciting one! Together we will discover new adventures and better ways of navigating the ever-changing waters of education. We will have to ensure the crew is rowing together and that the sense of direction is clear, as is the steady compass we have in Christ. We must ensure the ship is not over-burdened with baggage that weighs us down but rather buffeted by strong winds which support the sails and propel us forward. Looking forward with great anticipation – new discoveries await!

Loretta Notten
Director of Education
Our Vision, Our Mission, Our Beliefs...
Our Catholic Schools: heart of the community—success for each, a place for all.

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

All students nurtured in a community grounded in our Gospel values, and experiencing authentic learning environments of collaboration, inquiry and engagement, will become global citizens who transform God’s world.

We maximize the God-given potential of each child when we welcome all students, believe in all students and instill hope in all students, basing our decisions on stated priorities.

In fostering students who meet the Ontario Catholic School Graduate Expectations we also produce successful and independent global 21st century learners who give witness to their faith.
Building Capacity to Lead, Learn & Live Authentically

Professional learning for ALL staff is timely and responsive;
Leadership and succession planning is intentional and nurtured;
Our decisions, actions and stewardship of resources are evidence based and responsive.

Nurturing Our Catholic Community

Faith is lived and witnessed in community;
Students and staff are healthy in mind, body and spirit;
Everyone is included, respected and welcome.

Student Engagement, Achievement & Innovation

Parents, parishes, community, partners and student engagement are nurtured and valued;
Students are achieving at their highest potential in a 21st century world;
Staff are engaged in cultivating collaborative learning communities.

Living In Faith
Nurturing Our Catholic Community

Faith is lived and witnessed in community:
- To fulfill a three year pastoral plan that places a lived witness of faith at its core
- To strengthen and cultivate school, parish and home relationships
- To work in collaboration with our charitable and community partners to ensure our students in need are receiving the assistance they need to succeed in school.

Students and staff are healthy in mind body and spirit:
- 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 strengthen system commitment to physical health and its importance to mental and spiritual health
- To strengthen system commitment to school, student and staff spiritual health.

Everyone is included, respected and welcomed:
- To support an environment of inclusion with improved implementation of the principles of Learning for All
- To increase awareness and respect of differences within our school communities
- To attain improved access to Board facilities and services.
<table>
<thead>
<tr>
<th>Strategic Direction</th>
<th>Goals (to achieve Priority)</th>
<th>Actions (to achieve Goals)</th>
<th>Evidence</th>
<th>Monitoring Responsibility of…</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faith is lived and witnessed in community</td>
<td>To fulfill a three year pastoral plan that places a lived witness of faith and gospel values at its core</td>
<td>Adopt a 3 year thematically linked Pastoral plan, People of Love… People of Hope…. People of Faith… Create broad-based communications and implementation plan so all stakeholders are aware and involved</td>
<td>Universal knowledge and articulation of our three year theme, (as measured by our MYSP survey), with aligned activities in all schools of the board in each of the three years. Themes articulated in each school's SIPSA</td>
<td>Supt. of Faith Development All Superintendents All Administrators Chaplains Pastoral Teams – Board and School Level</td>
<td>f f f</td>
</tr>
<tr>
<td>To strengthen and cultivate school, parish and home relationships</td>
<td>Implement process where we welcome newly baptized and non-Catholic students into relationship with our Catholic school communities Community celebrations Sacramental preparation Work in partnership with the Diocese to strengthen collaborative initiatives</td>
<td>Increased enrollment and retention rates from elementary to secondary in WCDSB schools (measure via new transition survey) Increased involvement in sacraments Evidence of collaborative projects</td>
<td>Family of School Supt. School Administrators</td>
<td></td>
<td>f f f</td>
</tr>
<tr>
<td>To work in collaboration with our charitable and community partners to ensure our students in need are receiving the assistance they need to succeed in school.</td>
<td>Extend invite to parents to attend all school/church functions Ensure equity by identifying and utilizing data regarding communities, schools and students Promote the work of the Foundation and our charitable partners</td>
<td>Reports reflect equitable distribution of resources mapped to need Community foundations, public report(s), as shared by charitable partners</td>
<td>Executive Council</td>
<td></td>
<td>f f f</td>
</tr>
<tr>
<td>Strategic Direction</td>
<td>Goals (to achieve Priority)</td>
<td>Actions (to achieve Goals)</td>
<td>Evidence</td>
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<tr>
<td>Students and staff are healthy in mind, body and spirit</td>
<td>To strengthen system-wide commitment to WCDSB’s vision for mental, physical and spiritual health through initiatives which engage students, parents and staff in working towards mentally healthy school communities</td>
<td>Develop and promote a resiliency, strength-based approach with all students and staff</td>
<td>Full implementation of resiliency framework in all schools, measured by Resiliency Survey</td>
<td>Mental Health Lead Board Researcher All Schools</td>
<td>15/16 16/17 17/18</td>
</tr>
<tr>
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<td></td>
<td>Build staff capacity by increasing mental health and wellness awareness through the implementation of a wellness framework in collaboration with our community partners</td>
<td>Measured by Ministry mandated Board scan All schools will have an active school team and well developed plan Use of D2L site</td>
<td>Supt. of Special Education Mental Health Lead Mental Health and Wellness Visioning Committee</td>
<td>f f</td>
</tr>
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<td></td>
<td>Develop prevention programming, review suicide protocol, and enhance post-intervention plan for WCDSB in collaboration with our community partners</td>
<td>All social workers will have completed necessary training; community based model of suicide prevention; special risk assessment training. Measured by board resiliency scan</td>
<td>Mental Health Lead Chief Social Worker Guidance Heads Sec School Chaplains Social Workers</td>
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<td>Expand and strengthen our partnerships internally and with community, creating a coordinated and integrated pathway of care</td>
<td>Improve transitions between WCDSB and community based services and support, as measured by Board scan</td>
<td>Supt. of Spec Education Mental Health Lead Social Worker(s) Guidance Counsellors Sec School Chaplains</td>
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<tr>
<td>To strengthen system commitment to Physical Health and its importance to mental and spiritual health</td>
<td>Implementation of Foundations of a Healthy School, looking at intersection of student, classroom and school. Re-invigorate implementation of DPA in all schools Focus on certification of all schools as ECO schools in alignment with the Papal Encyclical Laudato Si, which speaks to our role as Environmental Stewards</td>
<td>Foundations of a Healthy School strategic actions found in School Plans, reviewed by Family of Schools Supt.</td>
<td>Reflected in increased ECO certifications</td>
<td>Supt of Learning -Healthy Active Living Healthy Active Living Consultant Chief Managing Officer Energy Conservation Officer</td>
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<td>Students and staff are healthy in mind, body and spirit</td>
<td>To strengthen system commitment to school, student and staff spiritual health</td>
<td>Provide faith formation supports which engage students, parents and staff in working towards spiritually healthy school communities. Sacred Spaces posted to Desire2Learn (D2L) Continued implementation and promotion of Christian Meditation</td>
<td>Partnership of school and parish Prayer tables in all classrooms Interdisciplinary faith connections All schools regularly practice Christian Meditation as one of the forms of prayer expressed Number of candidates who receive certificates of completion and exit survey completed by these candidates for the purposes of planning and growth</td>
<td>Director of Education Supt. of Faith Formation Religious Ed. Consultant Supt. of Leadership Strategy Pastoral Teams School Administrators</td>
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<tr>
<td>Strategic Direction</td>
<td>Goals (to achieve Priority)</td>
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<td>Everyone is included, respected and welcomed</td>
<td>To support an environment of inclusion with improved implementation of the principles of Learning for All</td>
<td>Intervene in timely and effective ways to assist in accurate identification, programming and support for students with special education needs</td>
<td>Improved academic achievement by students with IEPs</td>
<td>Supt of Spec Education Principal of Special Ed’n Classroom Teachers Special Ed Teachers</td>
<td>15/16 16/17 17/18</td>
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<td>Improved use of wrap-around support and enhanced partnerships for students with identified needs in all our learning communities</td>
<td>Improved levels of tracked usage of assistive technology</td>
<td>Supt. of Special Education</td>
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<td>Improved implementation of authentic learning experiences, connected to personalized, precise learning environments</td>
<td>Evidence of greater diversity in technology available to students with IEP</td>
<td>Supt. of Schools Administrators Classroom Teachers</td>
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<td>Promote differentiated teaching practices enabled by technology</td>
<td>Classrooms rich in Universal Design for Learning (UDL) and Differentiated Instructions (DI)</td>
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<td>To increase awareness and respect of differences within our school communities</td>
<td>Support capacity building that cultivates awareness with staff and students about differences in our communities. Foster use of culturally responsive pedagogy e.g., Provide PD on First Nations, Metis and Inuit curriculum integration</td>
<td>Support capacity building related to Foundations of a Healthy School</td>
<td>Inclusive celebrations of community; Increased PALS Programs and Circle of Friends; Increased FNMI Self ID and improved EQAO results; Increased Good News Stories related to inclusion; Celebration of respecting differences clubs and activities; Increased awareness of and support for LGBQT students</td>
<td>Supts. of Learning Program Department School Administrators</td>
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<td>Provide capacity building related to Foundations of a Healthy School</td>
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<td>Support pastoral care teams in all our communities in relation to LGBQT youth</td>
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<td>Provide high quality programs and services for K-12 international students studying in Ontario</td>
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<td>To attain improved access to Board facilities and services</td>
<td>Within our multi year renewal plan all new builds and capital renewal projects will be AODA compliant. Website – improved navigation, ease of access and profiling of good news stories.</td>
<td>School buildings (new and renovated) that are AODA compliant All employment recruitment will be AODA compliant Website will have daily relevant updates and usage of website will be tracked for traffic and use.</td>
<td></td>
<td>Supt of Corporate Senior Manager of Facilities</td>
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Parents, parishes, community partners and student engagement are nurtured and valued:
• To authentically engage parents, parishes and community in pastoral and school learning plans
• To engage students in authentic learning experiences that reflect real-life application and engagement
• To strengthen our partnerships among colleges, universities, employers and community partners.

Students are achieving at their highest potential in a 21st Century world:
• To ensure that all PD in relation to digital technology is mapped to one of the 4 pillars of the BIPSA and a specific area of student learning need
• To focus on the 21st century competencies of critical thinking & problem solving, creativity and collaboration
• To focus on personalized authentic and (culturally) relevant inquiry
• To support our students in meeting the Ontario Catholic Graduate Expectations
• To optimize and support our Continuing Education and Adult Education Programs that reflect the interests and needs of the community.

Staff are engaged in cultivating collaborative learning communities:
• To improve student learning and achievement in mathematics
• To improve student learning and achievement in Applied Level classrooms
• To improve student learning and achievement for those students who have an IEP
• To use collaborative team structures, mapped to the School Effectiveness Framework for all professional learning.
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<tr>
<th>Strategic Direction</th>
<th>Goals (to achieve Priority)</th>
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<th>Evidence</th>
<th>Monitoring Responsibility of...</th>
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<tr>
<td>Parents, parishes, community partners and student engagement are nurtured and valued</td>
<td>To authentically engage parents, parishes and community in pastoral and school learning plans</td>
<td>Use system and school communication tools (e.g., newsletters, websites, bulletin boards, social media, etc.) more effectively; Revision of corporate website; Provide training on social media as required; Sponsor parent workshops on authentic engagement in SIPSA; family focused learning nights (e.g., topics such as family literacy, family numeracy, physical fitness, mental health)</td>
<td>Tracking of system and school websites for increased traffic; Positive engagement and feedback from parents and community stakeholders via MYSP survey</td>
<td>Chief Managing Officer Chief Info Officer School Administrators Supt of Parental Engagement/CPIC Family of School Supts.</td>
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<td>To engage students in authentic learning experiences that reflect real-life application and engagement within a global context</td>
<td>Implement more inquiry based learning; Build awareness of, and investment in, Interdisciplinary learning (e.g., STEAM – Sci., Tech Engineering, Arts, Math); Cultivate rich, real world, dynamic learning tasks mapped to learning goals; Focus on the integrated and interconnected nature of the 21st century, global competencies</td>
<td>Students are partners in planning learning tasks, with students' stated priorities embedded in School Learning Plan; Specialist High Skills Major (SHSM) reporting templates; Tasks related to real-life challenges and collaborations, leading to improvement in transferable skills; Open Ended Tasks allowing for intellectual engagement of all students, leading to increased Accountable Talk in classrooms</td>
<td></td>
<td>Supt of Program S.O. of Student Success Family of Schools Supts. School Administrators Classroom teachers</td>
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<tr>
<td>To strengthen and evolve our partnerships among K-12 schools, colleges, universities, employers and community partners, locally and abroad</td>
<td>Consolidate current SHSM offerings and increase Red Seal completion rates; Improved Dual Credit and Reach Ahead opportunities; Improved synergies with international partners</td>
<td>Increased growth with Red Seal completion rates and SWAC and UCERCC participation rates; Visibility at community/partnership events; Increased partnerships / exchanges with international partners</td>
<td></td>
<td>Supt of Student Success Pathways Team SS School Administrators SHSM school-based leads RDO office</td>
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<tr>
<td>Students are achieving at their highest potential in a 21st Century world</td>
<td>To ensure that all PD in relation to digital technology is mapped to BIPS and a specific area of student learning need</td>
<td>Investment in: Mobile technology to support student achievement goals Improved pedagogical documentation, supported by usage of technology to improve ... in relation to student achievement mapped to urgent critical needs/ problem of practice Improved usage of projection technology Cloud based software</td>
<td>Explicit articulation in BIPS regarding the use of digital technology mapped to strategic pedagogical problems of practice; Improved student achievement mapped to problems of practice in 21st Century initiatives Use of projection technology in all classrooms across the board</td>
<td>Supt. of Program Supt. of Student Success Family of Schools Supts. School Administrators Classroom Teachers</td>
<td>15/16 16/17 17/18</td>
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<tr>
<td>To focus on the 21st Century competencies of critical thinking, creativity and collaboration</td>
<td>Promote and implement on-line collaborative environments for staff and students Promote and introduce project based learning and self-directed learning Increase strategic partnerships with community innovation leaders Continue focus on Growth Mindset; Build student resiliency and foster high expectations</td>
<td>Project planning templates which include student learning artefacts and teacher reflections based on targeted teaching strategies to address goals in areas of most urgent student learning need (e.g., numeracy, students with Individual Education Plans, students to watch, etc.) School based staff are able to articulate features of a Growth Mindset in the classroom, with evidence found in student behaviors, work and talk. Increased student achievement results; Results mapped to student surveys (e.g., EQAO) for correlation to growth mindset data Resiliency in terms of student language; focus on teacher feedback...</td>
<td>Academic Superintendents School Administrators School Staff</td>
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<tr>
<td>Students are achieving at their highest potential in a 21st Century world</td>
<td>To focus on personalized authentic and (culturally) relevant inquiry</td>
<td>Engage school communities in transforming libraries into Learning Commons through PD and deliberate funding decisions Transform classrooms to a more student focused, self-directed mode of delivery; e.g., Greater application of the principles of the Flipped Classroom and &quot;The Third Teacher&quot;</td>
<td>Deliberately increasing investment in Learning Commons transformation (through Technology Learning Fund and Student Success, Furniture and Equipment budget) Classrooms and libraries are more interactive environments where the principles of &quot;The Third Teacher&quot; are applied. Increased D2L usage rates</td>
<td>Superintendents monitoring visits Library Lead(s) – local and system</td>
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| Students are achieving at their highest potential in a 21st Century world         | To support our students in meeting the Ontario Catholic Graduate Expectations                 | Map 21st Century competencies to the Catholic Graduate Expectations and learning skills; build awareness and competence in assessing those skills/expectations | Teachers are able to confidently assess learning skills and can articulate “look-fors” in relation to 21st Century competencies, in particular: critical thinking and collaboration  
Celebrations take place on an annual basis  
All students have an ”All About Me” portfolio or IPP as monitored by classroom teachers, guidance counsellors and school administrator | Superintendents  
School Administrators  
Classroom Teachers  
Director of Education | 15/16 | 16/17 | 17/18 |
| To optimize and support our Continuing Education and Adult Education Programs that reflect the interests and needs of the community | Continue to support programs which align to relevant educational goals and future employment  
Ensure regular monitoring of St Louis course catalogue to ensure relevant program offerings mapped to enhanced employment or continuing education opportunities | Strong uptake of Adult Ed and Con Ed offerings;  
Positive feedback from students | Supt. of Con Ed and Adult Ed  
Principal of Con Ed and Adult Ed | | 15/16 | 16/17 | 17/18 |
| Staff are engaged in cultivating collaborative learning communities                | To improve student learning and achievement in mathematics                                   | Invest in data platform, which will inform decision making  
Build a repertoire of responsive instruction through comprehensive numeracy  
Focus on curriculum content and big ideas, intentionally planning for responsive instruction which promotes, exposes and evokes student learning  
Integrate numeracy skills throughout the curriculum  
Support teachers taking additional qualification courses in mathematics | Growth on the key markers of EQAO numeracy in grades 3, 6 and 9 and in Mathematics pass/fail rates in Secondary schools  
More accountable talk related to numeracy;  
More personalization of learning in math classrooms  
Evidence of interdisciplinary implementation of numeracy across curriculum  
Increase in qualifications in mathematics as monitored by Curriculum and Human Resources Dept. metrics | Supt. of Research  
Chief Information Officer  
Research Consultant  
Academic Supts.  
Numeracy Consultants  
School Principals/VPs  
Classroom Teachers | | | |
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<tr>
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<tbody>
<tr>
<td><strong>Staff are engaged in cultivating collaborative learning communities</strong></td>
<td>To improve student learning and achievement in Applied Level classrooms</td>
<td>Transform classrooms to a more student focused, self-directed mode of delivery; Explore Learning Tasks for relevance and engagement; Increase focus on effective, timely feedback to students</td>
<td>Improved credit accumulation rates across all Applied Level courses; Improved EQAO results in grades 9 and 10</td>
<td>Executive Council School Principals Vice-principals</td>
<td>15/16 16/17 17/18</td>
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<tr>
<td><strong>To improve student learning and achievement for those students who have an IEP</strong></td>
<td>Intervene in timely and effective way to assist in accurate identification, programming and support for students with special education needs; Increased collaboration between SET and classroom teachers; Increase focus on effective, timely feedback to students</td>
<td>School Learning Plan reports will focus on students’ school’s most urgent critical learning needs; Monitoring of School Learning Plans will be conducted with School Improvement Team</td>
<td>Director of Education Academic Superintendents Principals/V.Ps Classroom Teachers</td>
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<td><strong>To use collaborative team structures, mapped to the School Effectiveness Framework for all professional learning</strong></td>
<td>Experience Principal Learning Teams, District Reviews and School Learning Plan visits in an environment of collaborative inquiry and learning</td>
<td>Staffs articulating greater ownership and leveraging improved results in achievement of SLIP goals; Staff Surveys- improved growth on key markers / questions connected to professional learning</td>
<td>Family of Schools Superintendents Principals/V.Ps School Improvement Teams</td>
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Professional learning for ALL staff is timely and responsive:

- To foster professional learning that is job-embedded and evidence informed.

Leadership & succession planning is intentional and nurtured:

- To increase the number of individuals who partake in our Leadership Series who then go on to apply to leadership opportunities.
- To improve and to build collaborative ownership of system goals and priorities so they are owned by all.
- To support Principals and educators in maintaining high levels of professional judgment and assessment.

Our decisions, actions and stewardship of resources are evidence-based and responsive:

- To commit to evidence based, responsive, timely and professionally executed planning and gap analysis in all budgetary decisions.
- To ensure all decisions connected to stewardship of environmental and capital resources are ecologically and socially responsible, in alignment with our Catholic social teachings and gospel values.
- To continue implementation of emerging technologies that enable forward thinking, global education.
- To ensure all program offerings are tied to student need and stakeholder interests, and that they will equip students to become globally-engaged responsible citizens.
- To improve employee health and relations across the system.
- To increase staff efficiency and reduce workloads through process improvements.
- To attain more equitable sharing of material and human resources across the board in ways that reflect a shared responsibility of all students and families across the board.

Building Capacity to Lead, Learn & Live Authentically
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<td>Professional learning for ALL staff is timely and responsive</td>
<td>To foster professional learning that is job-embedded and evidence informed</td>
<td>Re-invest in and re-introduce a data platform, building capacity in its effective use at all levels</td>
<td>Identified in School Improvement Plan</td>
<td>Supt visits School Administrators and Supt.</td>
<td>15/16 f 16/17 f 17/18 f</td>
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<td>Increase levels of co-teaching</td>
<td>In-service for users and monitor usage of data platform</td>
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<td>Map back to needs identified in SIP and District Review</td>
<td>Artefacts from Co-Teaching Classroom Teachers’ experiences</td>
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<td>Ensure all staff are properly trained and have access to necessary professional development, professional knowledge and resources where gaps are identified</td>
<td>Identified in department plans and budgets</td>
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<td>Leadership &amp; succession planning is intentional and nurtured</td>
<td>To increase the number of individuals who partake in our Leadership Series who then go on to apply to leadership opportunities</td>
<td>Increased use of personal mentorship and nurturing of leadership candidates</td>
<td>Increased number of applicants and leadership hiring pools that meet needs of the system</td>
<td>Leadership Strategy Team</td>
<td>15/16 f 16/17 f</td>
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<td>Increased role for Human Resources in supervision of New Teacher Induction Program, TPA, PPA and Leadership Development Program</td>
<td>BLDS (leadership strategy) Data Map WCDSB Human Resource dept. databases which track leadership candidates’ progress and qualifications</td>
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<td>Provision of an online collaborative leadership resource environment</td>
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<td>To improve and to build collaborative ownership of system goals and priorities so they are owned by all</td>
<td>More effective use of Board communication tools, such as website and social media; Invest in corporate website redevelopment</td>
<td>Use of MYSP goals in all meeting and report templates; Communication plan developed for MYSP; Improved usage of corporate website as THE source of current news and good news stories Tracking website hits.</td>
<td>Chief Info Officer Chief Managing Officer</td>
<td>15/16 f 16/17 f</td>
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<tr>
<td>Leadership &amp; succession planning is intentional and nurtured</td>
<td>To support Principals and educators in maintaining high levels of professional judgement and assessment</td>
<td>Continued implementation and capacity building in the practice of Instructional and School-based Rounds Implement School Improvement Plan visits which are team based</td>
<td>Principals Annual Growth Plan Review and use of Superintendent reports based on SIPSA school visits</td>
<td>Family of Schools Supts. Principals Vice-principals</td>
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<tr>
<td>Our decisions, actions and stewardship of resources are evidence-based and responsive</td>
<td>To commit to evidence based, responsive, timely and professionally executed planning and gap analysis in all budgetary decisions.</td>
<td>Provide PD related to use of data for administrators and teachers Maintenance work will be timely and responsive, carried out by engaged knowledgeable staff. Shared services opportunities will be explored.</td>
<td>Use of data and monitoring processes are included in Board and school planning Priority schools identified for intensive program supports based on 3 year trend data</td>
<td>Supt. of Research Research Consultant Chief Information Officer</td>
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<td>To ensure all decisions connected to stewardship of environmental and capital resources are ecologically and socially responsible, in alignment with our Catholic Social Teachings and gospel values.</td>
<td>Implement formal energy conservation and sustainability programs in all of our WCDSB schools Partnership agreement with Sustainable Waterloo</td>
<td>Plans in place for all schools; published and available on school websites Improvement based on Sustainable Waterloo tools that measure improvement in energy consumption</td>
<td>Senior Manager of Facilities Energy Conservation Officer</td>
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<td>To continue implementation of emerging technologies that enable forward thinking; global education</td>
<td>Risk related to technology continuity will be mitigated All sites will offer pervasive wireless access to support the use of 21st Century technologies and BYOD strategy All investments in technology will be well-researched, mapped to learning and system goals and evidence based.</td>
<td>IT Steering Committee re-established with monitoring and report back responsibilities; including monitoring for WCDSB modelling of leading and best practices Monitoring of technology deployment across all schools to ensure equitable distribution and sustainability, including support capacity</td>
<td>I.T. Steering Committee Executive Council</td>
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<td>Our decisions, actions and stewardship of resources are evidence-based and responsive</td>
<td>To ensure all program offerings are tied to stakeholder interests, and that they will equip students to become globally-engaged responsible citizens</td>
<td>Student Voice and Choice will be used Address capital accommodation requirements for French Immersion, Continuing and Alternative Ed in the Board’s Capital Plan</td>
<td>Gap analysis survey for French Immersion, Con Ed and Alt Ed Appropriate accommodation for French Immersion, Con Ed and Alt Ed Programming; SEF District Reviews</td>
<td>All Superintendents School Administrators</td>
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<td>Sick leave usage is decreased MYSP survey</td>
<td>Supt. of Human Resources</td>
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<td>To improve employee health and relations across the system and ensure effective and responsible management of human resources.</td>
<td>Effective and respectful management of Employee Attendance Support Program</td>
<td>9 NTP</td>
<td>WSIB Claims Number of new proactive initiatives</td>
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<td>Enhance performance appraisal tools and strategies for all identified/selected employee groups</td>
<td>Timely, improved feedback on appraisal processes</td>
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<td>Support Health and Wellness Initiatives</td>
<td>New initiatives Review and update of supportive policies (e.g. harassment policy) and practices</td>
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<td>Provide sharing opportunities at all Principal meetings and work collaboratively to identify areas of synergy Collaboration of projects across schools</td>
<td>Principal meeting agendas and minutes will reflect collaboration and synergy Project proposals and reports monitored for sharing of leading practices, as well as collaboration</td>
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<td>Executive Council</td>
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The work of developing this Strategic Plan commenced in December 2014, under the direction of Interim Director of Education Michael Schmitt and the Board of Trustees, at which time an Appreciative Inquiry approach was adopted to seek input from all stakeholders. A Steering Committee reviewed the process and questions used in the stakeholder survey. A Communication Guide and survey questions invited stakeholder feedback from mid-March until the end of April 2015. The Board of Trustees then identified three Strategic Priorities and three Strategic Directions for each priority.

In the fall of 2015 the Senior Team worked with the above framework to develop the comprehensive plan which you have before you now. Further consultation took place with all stakeholders in the early fall to inform that work and all administrators were given the opportunity for final feedback before the plan was finalized by our Board of Trustees.

Our sincerest thanks to everyone who has had a contributing voice in the development of our new Waterloo Catholic District School Board Multi-Year Strategic Plan: Living in Faith. We believe it will provide us the direction and the framework to guide our Board forward as one of the true leaders and innovators in Catholic Education in the world.

Loretta Notten
Director of Education

Manuel Silva
Chair of the Board
Trustees:
Joyce Anderson
Bill Conway
Manuel da Silva
Amy Fee
Frank Johnson
Wendy Price
Greg Reitze
Brian Schmalz
Melanie Van Alphen
Karen Hakim
Sebastian Monsalve

Senior Administration Team:
Gerry Clifford
Jason Connolly
Chris Demers
David DeSantis
Derek Haime
John Klein
Laura Isaac
Shesh Maharaj
Loretta Notten
Terri Pickett
John Shewchuk
Laura Shoemaker
We Are...

Waterloo Catholic District Schools

2016
People of Love

2017
People of Hope

2018
People of Faith
We Are...

Waterloo Catholic District Schools

2016
People of Love

2017
People of Hope

2018
People of Faith
December 9, 2015

MEMO TO: All Trustees and Directors of Education
Catholic District School Boards

CC: OCSTA Directors

FROM: Kathy Burtnik, President

RE: 2016 January Regional Meeting Discussions

During the fall I had the pleasure of visiting Catholic trustees across the province during OCSTA’s five regional meetings. These discussions offered an opportunity for rich conversations and meaningful face to face dialogue. The next round of Association Regional Meetings will be held in one location as part of our 2016 Catholic Trustees’ Seminar at the Hilton Mississauga Meadowvale Hotel (6750 Mississauga Rd., Mississauga). Regional meetings will be held concurrently on Friday, January 15 from 11:00 a.m. to 12:30 p.m.

In preparation for these meetings, trustees are kindly asked to come prepared to discuss the following topics:

1. OCSTA has adopted 3 new strategic priorities for 2016 and invites trustees to share their ideas and recommendations for initiatives to support each of the following strategic directions:
   a. Enhance Political Advocacy for Catholic Education
   b. Engage Trustees in an Enriched Development Program
   c. Manage Human and Fiscal Resources at OCSTA to Effectively Meet Changing Membership Needs

2. The first centralized labour negotiations under the School Board Collective Bargaining Act has just been completed (local negotiations continue). Please share your feedback and insight on this round of central and local negotiations.

3. Please share the ways in which trustees at your board initiate outreach initiatives to re-connect and/or strengthen relationships with partners in the Catholic community in order to advance the board’s agenda (e.g. meeting with representatives of the Ontario Association for Parents in Catholic Education, attending school council meetings or parish ministry committees, etc.).

Continued...
For your reference, OCSTA’s five regional meetings include boards in the following groupings:

<table>
<thead>
<tr>
<th>Region</th>
<th>Boards and Region Numbers</th>
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<tbody>
<tr>
<td>West</td>
<td>Brant Haldimand Norfolk (4), Bruce-Grey (4), Huron-Perth (4), London (5), St. Clair (5),</td>
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<td>Waterloo (4), Wellington (4), Windsor/Essex (5)</td>
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<tr>
<td>Central</td>
<td>Dufferin-Peel (7), Durham (9), Halton (11), Hamilton-Wentworth (11), Niagara (11),</td>
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<td>Simcoe Muskoka (9), Toronto (6), York (8)</td>
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<tr>
<td>Northeast</td>
<td>Huron-Superior (1), Nipissing-Parry Sound (1), Northeastern (1), Sudbury (1)</td>
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<tr>
<td>Northwest</td>
<td>Kenora (2), Northwest (2), Superior North (2), Thunder Bay (2)</td>
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<tr>
<td>East</td>
<td>Algonquin and Lakeshore (10), Eastern Ontario (10), Ottawa (12), Peterborough Victoria</td>
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<td>Northumberland &amp; Clarington (9), Renfrew (10)</td>
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Your support and participation at these sessions is very much appreciated. Your contributions of ideas and recommendations help to ensure that the Association continues to address the current needs and priorities of Catholic school trustees.

As you prepare for the season, I’d like to take this opportunity to wish you, your families and your school communities a joyous celebration of Christmas!