Committee of the Whole Meeting

Date: February 8, 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>Director of Education</td>
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<td>17. Motion to Adjourn</td>
<td>Board of Trustees</td>
<td>Motion</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
Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, January 11, 2016 at Waterloo Region Catholic Education Centre, Kitchener

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

Student Trustees Present:
Karen Hakim; Sebastian Monsalve

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

Special Resources For The Meeting:
Lindsay Ford

Regrets:
Bill Conway; 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.

1. Call to Order:
The Chair called the meeting to order at 6:02 p.m.

1.1 Opening Prayer & Memorials
The opening prayer was led by F. Johnson, Pastoral Team. Intentions were offered for Bill Conway and his family as his mother passed away.

1.2 Approval of Agenda
2016-06 — It was moved by A. Fee and seconded by W. Price:
THAT the agenda for January 11, 2016 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)
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 November 9, 2015
   2016-07 -- It was moved by B. Schmalz and seconded by J. Anderson:
   THAT the Consent Agenda Board of Trustees and the recommendations contained therein be now approved. ---
   Carried by consensus

4. Delegations
   4.1 Community Service Trip to Dominican Republic
   D. Haime provided background on the community service trip which gives students the opportunity to see the world
   from the perspective of the poor.

   He welcomed Chris Woodcroft and Lorrie Temple, both administrators, and two students to share their experiences.
   The students were educated about the global structures that create and sustain poverty and injustice. They are
   encouraged to become practitioners of peace and justice in their communities. The trip also provides students with an
   opportunity to experience Catholic faith in action. As a follow up the students will meet to discuss what they are doing
   individually, as a school group and with the system moving forward. Both students expressed gratitude for the
   opportunity saying the experience was amazing.

5. Advice From the CEO
   5.1 Community Service Trip to Dominican Republic
   Addressed in 4.1 prior to presentation by administrators and students.

   5.2 Enrollment Variation Report
   S. Maharaj spoke about the enrollment at elementary and secondary as of October 31st. Both panels showed an
   increase from the projections used in the June budget.

   5.3 St. Francis C Proposed Future Boundary Changes
   L. Ford advised from the completed accommodation review in January 2013 once St. Vincent de Paul is re-built St.
   Francis will close and the students re-distributed between St. Anne and St. Vincent de Paul. With enrolment slightly
   down there is the possibility of keeping the entire St. Francis community together at St. Vincent de Paul. Those
   families affected will be surveyed and the results brought back to the board.

   5.4 Refugee Settlement Update
   L. Notten advised we are in the process of receiving a number of refugees as Waterloo Region is one of six areas
   designated within the province to receive refugees. A Region of Waterloo Refugee Resettlement Steering Committee
   was established working with municipal governments and community partners to identify, mobilize and coordinate
   resources to support the settlement of refugees. We have processes in place to welcome new students. A toolkit has
   been created for our administrators for information and the resources available.

   5.5 School Year Calendar – Additional PA Day
   J. Klein stated in the fall of 2015 it was agreed that the 2015-16 school year would see an additional Professional
   Activity day. The Ministry of Education outlined the parameters of the day (stated in the report) requiring the day to be
   scheduled prior to April 16th. Both our Board and the WRDSB successfully coordinated and chose February 26th as
   the date.

   5.6 Strategic Plan 2015-2018
   L. Notten presented the formal version of the Strategic Plan for 2015-2018 which has been posted to our website. She
   thanked all involved for their contributions. Vic Degutis arranged for printing the final plan and creating banners
   for the schools.

   Trustees moved to Item 10.1 before breaking into Linkages and Pastoral Team.

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

   6.1 Linkages Activity
   A. Fee advised J. Shewchuk suggested commissioning a framed certificate to be given in recognition of our
   Community Partners that could be updated annually with a letter from the Chair. J. Shewchuk to send invitations for
the Community leaders’ breakfast to be held during Education week. B. Pilsner will arrange catering and set up.

6.2 Pastoral Care Team
B. Schmaiz discussed arranging a spring workshop for trustees using The Francis Effect dvd. The committee also suggested a social for trustees and senior administration.

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 OCSTA Regional Meeting January 2016
Trustee discussed the topics outlined in OCSTA’s December 9th memo in preparation for the 2016 January Regional meeting.

G. Reitzel left the meeting at 7:30 p.m.

Trustees moved to Item 6.1 for Linkages and Pastoral Care Team.

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

2016-08-- It was moved by W. Price and seconded by M. Van Alphen: THAT the meeting be now adjourned.

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

Chair of the Board

Secretary
Date: February 8, 2016
To: Board of Trustees
From: Director of Education
Subject: WCDSB Numeracy Plan, K-12

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, c. 25, s. 1

“A strong public education system is the foundation of a prosperous, caring and civil society”

“The purpose of education is to provide students with the opportunity to realize their potential and develop into highly skilled, knowledgeable, caring citizens who contribute to their society”

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

Achieving Excellence: A Renewed Vision for Education in Ontario (2014)
School Effectiveness Framework (2013)
Paying Attention to Mathematics Education K-12 (2011)

Alignment to the MYSP:

Priority Area:
Student Engagement, Achievement, & Innovation

Strategic Direction:
Parents, Parishes, community partners and student engagement are nurtured and valued

Goals:
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
Priority Area:
Student Engagement, Achievement, & Innovation

Strategic Direction:
Students are Achieving at their highest potential in a 21st Century world

Goals:
To focus on the 21st century competencies of critical thinking and 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

Priority Area:
Student Engagement, Achievement, & Innovation

Strategic Direction:
Staff are engaged in cultivating collaborative learning communities

Goal:
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

Priority Area:
Building Capacity to Lead, Learn, & 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

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

Strategic Direction:
Leadership & succession planning is intentional and nurtured

Goal:
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 judgement and assessment

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

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

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.

Background/Comments:

In the autumn of 2015, Trustees were provided with a report describing the Waterloo Catholic District School Board’s Board Improvement Plan for Student Achievement (BIPSA). The BIPSA sets specific operational direction to ensure that the key components outlined in the WCDSB’s Strategic Priorities are addressed. It is rooted in the evangelical vision of Catholic education which is beautifully defined in our Ontario Catholic School Graduate Expectations and ensures that our mission, “As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God’s world”, is reflected in all we do.

The WCDSB’s BIPSA is comprised of 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). This report provides further information regarding specific numeracy initiatives at the WCDSB as well as the beliefs that support them.

The WCDSB Numeracy Plan, K-12 reflects the seven foundational principles of effective mathematics programming in Ontario’s schools:

1. Focus on mathematics
2. Coordinate and strengthen mathematics leadership
3. Build understanding of mathematics instruction
4. Support collaborative professional learning in mathematics
5. Design a responsive mathematics learning environment
6. Provide assessment and evaluation in mathematics that supports student learning
7. Facilitate access to mathematics learning resources

Furthermore, the WCDSB Numeracy Plan, K-12 seeks to create an engaging learning environment by:

- Constructing math knowledge for teaching via a thoughtful use of resources
  - *i.e.* Deconstructing the curriculum and focusing on Big Ideas
- Building a repertoire of responsive instruction by the use of punctuated instruction
  - *i.e.* problem-solving/inquiry; 3-part learning; comprehensive numeracy; instructional core
- Responding to day-to-day learning needs by using data thoughtfully (triangulation)
  - *i.e.* balanced assessments rooted in curriculum; ongoing; EQAO connection

In order for the WCDSB Numeracy Plan, K-12 to succeed, ongoing, job-embedded, personalized, collaborative, and inquiry-based professional development is provided. On November 13, 2015, an entire Professional Activity Day was dedicated to numeracy instructional refinement and, throughout the year, teacher capacity building is addressed in several ways. Of note are:

**CIL-M (Collaborative Inquiry and Learning in Mathematics)**

- Goal of CIL-M is to build understanding of teaching and learning mathematics; build understanding of the continuum of the curriculum through classroom-embedded collaborative inquiry incorporating different school contexts for learning
- Teachers co-plan, co-teach, and co-reflect
- Focus on primary and junior learners

**Quality • Inclusive • Faith-based • Education**
M4YC (Math for Young Children)

- Lesson-study format with teacher-directed, collaborative model for professional learning where teams pick their research topic based on issues of classroom concern.
- Teacher and Early Childhood Educator teams investigate specific content areas ~ spatial reasoning, spatializing measurement, proportional reasoning etc.
- Teachers and researchers plan exploratory lessons to inform the planning and enactment of public research lessons, and use video to help capture student responses and inform next steps.
- School teams where Full Day Early Learning Kindergarten classes have been implemented; in those rooms the teaching team includes the Early Childhood Educator as well as the classroom teacher,
- Partnership with Dr. Cathy Bruce, Tara Flynn & team from Trent University

Numeracy Learning Leaders

- Elementary principal and lead teachers review and explore Board and Ministry initiatives; analyze mathematics achievement data, math learning materials and technology
- Explore strategies for supporting parents
- Explore leadership skills needed to reach mathematics goals and move colleagues forward

Number Strings and Number Talk

- For FDK to grade six teachers to establish the routine of 15 minutes (daily) mini-lessons to increase arithmetic, mental math, and computational fluency

Grades 3 to 6 Numeracy Networks

- Goal is to construct understanding of the expectations/ big ideas from grade 3 to grade 6 and to build capacity of effective teaching and learning in upper primary and junior mathematics curriculum through classroom-embedded collaborative inquiry that incorporates different school contexts for learning.

Grades 7 to 12 Numeracy Networks

- Differentiated goals based on the needs of secondary schools (i.e. accountable talk, questioning, use of student achievement data, etc.)

Supporting Spiraling Instructional Approach

- For mathematics teachers in grades 7 to 12
- Teachers co-plan lessons and reflect on the impact of this approach
- Re-iterative approach to math instruction that supports retention

JUMP Math

- Pilot program in its second year at four elementary schools
- Whole school approach

Collaborative Action Mathematics Study

- WCDSB is one of a few boards in Ontario invited to participate in this project
- Focus is on grades 3 to 6
- Spatial reasoning, measurement strands and pedagogical documentation
- Analysis of educator growth (self-reflection)
The WCDSB Numeracy Plan, K-12 is a multi-faceted and research-informed approach to increasing student achievement by strengthening educator efficacy. It aligns with provincial priorities and initiatives and reflects an ongoing focus on the "instructional core", that is the dynamic and responsive interplay of student-teacher-curriculum reflected in rich instructional tasks.

**Recommendation:**

This report is presented to Trustees as information

**Prepared/Reviewed By:**

Loretta Notten  
Director of Education

John Klein  
Superintendent of Education

*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”*
Date: February 8, 2016
To: Board of Trustees
From: Director of Education
Subject: Annual Report – Student Transportation Services of Waterloo Region (STSWR)

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 and the attached presentation form part of an annual report to Trustees on the operations of STSWR.

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

Alignment to the MYSP:

Building the Capacity to Lead, Learn, and Live Authentically
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

Background/Comments:
In February 2015, Trustees received an report on the operations of STSWR. The report was well-received and a request was made to have a report presented to the Board annually.

The information in the attached presentation was delivered to the Board of Directors of STSWR, and will also be presented to the Trustees of the Waterloo Region District School Board later in February 2016.
Recommendation:
This report and attached presentation are presented as information only.

Prepared/Reviewed By:  Loretta Notten
                          Director of Education

                          Shesh Maharaj
                          Superintendent of Corporate Services

*Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."
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2014-2015 Highlights

Measuring Performance

Summary of Appeals

2014-15 Overview and Outlook for 2015-16

Financial Overview
2014-2015 Highlights

Safety Initiatives:

– STSWR initiated a weekly reporting on speeding events with school purpose vehicles. The tracking and follow-up resulted in a reduction of over 40% in speeding events.

– STSWR continues to focus on student safety and offers training to students, parents, school staff and school bus drivers through the following events:
  • First Rider program for Kindergarten students
  • Bus patrols, standing patrols (student crossing guards) and trailblazers (walking school bus leaders)
  • Bus Evacuation training for all elementary students
  • Bus Driver professional development day

– STSWR is also a member of the Active and Safe Routes to School Committee.

Contract Compliance and Performance Management:

– All bus operators and taxi operators have been audited to ensure contract compliance.
  • All operators were in compliance with the terms of the contract
  • Minor discrepancies in record keeping were identified and corrected

– A monthly scorecard system has been implemented to ensure ongoing compliance for some KPI's.
  • Valid driver license
  • First Aid Valid
  • Epipen annual
  • Vehicle Age
  • Vehicle GPS

– All Bus Routes are formally audited at least twice a year using GPS tracking data.
2014-2015 Highlights

Productivity Initiatives:

- A complete bell time analysis was conducted in the fall of 2013 to be implemented in the 2014-2015 School year.
- 3000 additional students were transported by school bus. These students had been on GRT in the past.
- Reduction of 19 full size buses
Measuring Performance

Key Performance Indicators:
- STSWR has developed a number of key performance indicators to benchmark performance against industry standards and track improvements year over year.

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<td>$676</td>
<td>$702</td>
<td>$698</td>
<td>$673</td>
<td>$649</td>
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Injuries: 2 students banged head, stitches

Collision: We experienced a significant number of collisions on snow days
40% of the collisions are preventable, which is a net improvement over the previous year

Delays: We had 36 delays reported over 50 minutes when we include major traffic jams

Cost: Some savings in better integration of runs into routes and in Spec-Ed
Measuring Performance

Average Distance to Bus Stop:
- Elementary Students 144m, range from 0m to 950m
- Secondary Students 291m, range from 0m to 1,400m

Ride Time Distribution:
- The vast majority of students travel for less than 20 minutes.
- With the bell time change, long runs were reviewed and shortened for full size buses and Special Needs vehicles.

Student Ride Time (minutes)

Average Travel Time Spec-Ed (1 way)
Measuring Performance

Vehicle Capacity Utilization:
- The bell time review allowed for better vehicle utilization. Fewer vehicles are servicing only 1 school, far more are servicing 3 or more schools.
- We are now transporting up to 280 students equivalent in a single vehicle.
- The load factor is calculated as such: JK to 6 students count as 1.0, 7-12 students count as 1.5.
Vehicle Time Utilization:

- The bell time review allowed for longer vehicle utilization. This resulted in an increase in pay for most drivers.

- We are making better use of the 180 minutes per day included before additional charges apply.
Appeals:
- We continue to see a declining trend in number of appeals we receive, down to 58 appeals from 73 last year.
- At the WRDSB the primary reason for appeal continues to be the distance particularly at grade 1 which coincide with the loss of transportation for several students.
- At the WCDSB, a review of the walking area at St David caused several students to lose transportation which reflected in the primary reason for the appeals.
- The following tables illustrate the number of appeals by Board, the reason for the appeal, and the outcome.

### 2014-2015 School Year

<table>
<thead>
<tr>
<th>WRDSB</th>
<th>Elementary</th>
<th>Secondary</th>
<th>Total</th>
<th>Granted by GM</th>
<th>Elevated to CMC</th>
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<th>Granted by GM</th>
<th>Elevated to CMC</th>
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</thead>
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<td>29</td>
<td>2</td>
<td>11</td>
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2014-15 Summary:

Another challenging winter contributed to the disappointing safety results. On other fronts STSWR delivered great results.

- Safety
  - Initiated a radio campaign to raise school bus safety awareness.
  - We experienced a rise in the collision frequency partially however we saw a decline in the number of preventable collision.
  - Seeing the rising trend on collision, we started focusing on speeding which is one of the only behaviour we can measure accurately. With that focus we experienced an improvement in collision at the end of the year.
  - Working with school administrators and bus operators we reviewed the Kindergarten safety and implemented a new parent matching process for the start-up.

- Customer Service
  - We continue to review our customer’s interactions and provided training to staff to further improve the delivery of the service.
  - We continue to leverage communication by using social media.

- Network Optimization
  - We revamped the transportation network following the bell time change.
  - We changed the delivery model for the Special needs students by reducing the number of vehicle at any school and reducing the runs with multiple schools resulting in shorter travel time for those students.
2015-16 Objectives:

- Building upon our successes and challenges from 2014-15, there are a number of key areas that STSWR will focus on during the 2015-16 school year. These include:
  
  • Safety
    - Continue to focus on Speeding and Bus Driver PD day focusing on collision preventability
    - Revamp the First Rider program and Kindergarten best practices
    - Participate in School Bus Safety week
  
  • Customer Service
    - Review start up to continue to improve interaction with the customers.
    - Mobile friendly website
  
  • Special Needs transportation
    - Continue to review network for efficiency focusing on reducing ride time and reducing the use of Taxis
  
  • Staff Development
    - Continue to train staff on all facets of transportation in our industry including better understanding the challenges that bus drivers face on a daily basis
The bell time change generated substantial saving and provided the opportunity to improve the special needs transportation.

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Date: Monday February 8, 2016
To: Board of Trustees
From: Director of Education
Subject: WCDSB First Nations, Metis and Inuit Education

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)
- Ontario First Nation, Métis and Inuit Education Policy Framework
- Ontario Catholic School Graduate Expectations
- Board Governance I.001: Ends

Policy Statement and/or Education Act/other Legislation citation:
The Ontario First Nation, Métis, and Inuit Education Policy Framework provides the strategic policy context within which the Ministry of Education, school boards, and schools work together to improve the academic achievement of the estimated 50,312 Aboriginal students who attend provincially funded elementary and secondary schools in Ontario (18,300 First Nations, 26,200 Métis, and 600 Inuit students who live in the jurisdictions of school boards, and 5,212 living in First Nations communities but served under a tuition agreement). The framework also clarifies the roles and relationships of the ministry, school boards, and schools in their efforts to help First Nation, Métis, and Inuit students achieve their educational goals and close the gap in academic achievement with their non-Aboriginal counterparts.

Alignment to the MYSP:
Priority Area: Nurturing Our Catholic Community.

Strategic Direction: Everyone is included, respected and welcomed.

Goal: To increase awareness and respect of differences within our school communities.

Background/Comments:
The strategies outlined in this framework are based on a holistic and integrated approach to improving Aboriginal student outcomes. The overriding issues affecting Aboriginal student achievement are a lack of awareness among teachers of the particular learning styles of Aboriginal students, and a lack of understanding within schools and school boards of First Nation, Métis, and Inuit cultures, histories, and perspectives. We have made many gains in the WCDSB, but there is still much work to do. Factors that contribute to student success include teaching strategies that are appropriate to Aboriginal learner needs, curriculum that reflects First Nation, Métis, and Inuit cultures and perspectives, effective counselling and outreach, and a school environment that encourages Aboriginal student and parent engagement.
Therefore, WCDSB is committed to First Nation, Métis, and Inuit student success. Through cooperation and partnerships with First Nation, Métis, and Inuit families, communities, and organizations, the WCDSB is committed to developing strategies that will:

• increase the capacity of the education system to respond to the learning and cultural needs of First Nation, Métis, and Inuit students;

• provide quality programs, services, and resources to help create learning opportunities for First Nation, Métis, and Inuit students that support improved academic achievement and identity building;

• provide a curriculum that facilitates learning about contemporary and traditional First Nation, Métis, and Inuit cultures, histories, and perspectives among all students, and that also contributes to the education of school board staff, teachers, and elected trustees; and

• develop and implement strategies that facilitate increased participation by First Nation, Métis, and Inuit parents, students, communities, and organizations in working to support academic success.

It is also important for educators to understand the First Nations perspective on the school system, which has been strongly affected by residential school experiences and has resulted in intergenerational mistrust of the education system. It is essential that First Nation, Métis, and Inuit students are engaged and feel welcome in school, and that they see themselves and their cultures in the curriculum and the school community. Although improvements have been made in some areas, including curriculum, in recent years, greater efforts are needed to ensure that Aboriginal students succeed at a rate comparable to that of other students in the education system.

The Ministry of Education also recognizes that K–12 education is only one part of the larger picture for creating a better future for Aboriginal children and youth, and is therefore committed to working with other ministries across government on ways to improve outcomes for First Nation, Métis, and Inuit learners. This is certainly the case in the WCDSB, especially given the fine work the Waterloo Region Aboriginal Academic Advisory Committee has done and continues to do. The Ontario First Nation, Métis, and Inuit Education Policy Framework provides the impetus and structure for continued implementation of ever more effective measures for positive change.

As a sign of our respect, this report offers a recommendation to consider ending this Committee of the Whole Meeting with the following acknowledgement:

“We would like to take a moment to acknowledge the territorial lands of the Haudenosaunee, the Neutrals and the Anishnabe people and thank them for allowing us to do this good work on their traditional land.”

It is a custom we could consider including each year for meetings during the month of February.

Recommendation:

This report is offered for the information of the Board.

That the Board end this Committee of the Whole Meeting with the following acknowledgement:

“We would like to take a moment to acknowledge the territorial lands of the Haudenosaunee, the Neutrals and the Anishnabe people and thank them for allowing us to do this good work on their traditional land.”

Prepared/Reviewed By: Loretta Notten
Director of Education

Derek Haime
Superintendent of Learning

Tammy Webster
Aboriginal Support Teacher

*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: February 8, 2016
To: Board of Trustees
From: Director of Education
Subject: Staff Recognition Evening

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

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

Origin:
The Waterloo Catholic District School Board has a tradition of acknowledging its staff who are celebrating significant anniversaries with the Board as well as those who are retiring. The following report outlines a newly revised approach to this celebration, that seeks to maximize participation and the special nature of this significant milestone event.

Policy Statement:
• Board Governance I.001: Ends (A Place for All)

Alignment to the MYSP:
Priority: Nurturing Our Catholic Community
  Strategic Direction: Students and staff are healthy in mind body and spirit
  Goal: To strengthen system commitment to school, student and staff spiritual health

Priority: Building Capacity to Lead, Learn and Live Authentically:
  Strategic Direction: Our decisions, actions and stewardship of resources are evidence-based and responsive
  Goal: To improve employee health and relations across the system

Background/Comments:
The Waterloo Catholic District School Board enjoys the blessing of talented and dedicated staff. The school board has a proud tradition of acknowledging all employees who are marking significant years of service – in 5 year increments. Similarly, all retirees are included in the festivities. Historically the event was marked by three components: a meal a liturgy, and presentation of certificates and retirement gifts. The location for the event was spread between St Mary’s Hall (located in the Catholic Education Centre) and St Mary Our Lady of the Seven Sorrows Church.

The event has been reviewed over the years with an eye toward trying to encourage fulsome participation and retention of all honourees over the different aspects of the evening. Employees of less than 25 years were transitioned to being honoured in their local settings, i.e., specifically those people celebrating 5, 10, 15 and 20 years of service. Despite various revisions to the evening’s agenda and program order, it has been observed that participation has not always been optimal.
All of our employees at Waterloo Catholic are valued. Indeed our Multi-Year Strategic Plan speaks to our desire to nurture a strong Catholic Community where all staff are included, respected, welcomed, and healthy in mind, body and spirit. Affirmation and a sense of belonging are integral to these goals. To this end, the Director and senior staff wish to move the celebratory event to a venue which represents something just a little more special and unique, and reinforces the celebratory nature of the event. Thus, the newly revised location has changed to the Waterloo Region Museum, 10 Huron Road, Kitchener, in the Grand Foyer. The component parts of the evening will be retained but all will take place in the Grand Foyer, beginning at 6:00 p.m. with a paraliturgy celebrated by Fr Joseph de Viveros, followed by a reception and presentations. The date selected for the evening for the current school year is Thursday, May 12th, 2016.

Each of these revised aspects of the evening are intended to further foster a strong sense of staff who feel valued, included and spiritually nourished as members of the Waterloo Catholic District School Board family.

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."