Committee of the Whole Meeting

Date: May 16, 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

ITEM | Who | Agenda Section | Method & Outcome
--- | --- | --- | ---
1. Call to Order | Board Chair |  |  |
1.1 Opening Prayer & Memorials | Pastoral Team | -- |  |
1.2 Approval of Agenda | Board of Trustees | -- | Approval |
1.3 Declaration of Pecuniary Interest |
1.3.1 From the current meeting |
1.3.2 From a previous public or in-camera meeting | Individual Trustees | -- |  |
2. Consent Agenda: Director of Education |
(e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system) |
2.1 |  |  |  |
3. Consent Agenda: Board |
(Minutes of meetings) |
3.1 Minutes of Apr 11, 2016 Committee of the Whole Meeting |
3.2 Items for Action from Previous In-camera Meeting of May 16, 2016 related to Human Resources | Trustees | pp. 1-4 | Approval |
3.3 |  |  |  |
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<th>Agenda Section</th>
<th>Method &amp; Outcome</th>
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<td>David DeSantis/ Fran Baker</td>
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<td>5.2 St. Michael’s/Langs Agreement Update</td>
<td>Shesh Maharaj/ Lindsay Ford</td>
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<td>5.3 Ontario Immunization Program</td>
<td>Derek Haime</td>
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<td>5.5 2016-17 Extended Day Programs Update</td>
<td>Gerry Clifford</td>
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<td>6. Ownership Linkage</td>
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<td>(Communication with the External Environment related to Board’s Annual Agenda; ownership communication)</td>
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<td>6.1 Linkages Activity</td>
<td>Trustees</td>
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<td>6.2 Pastoral Care Activity</td>
<td>Trustees</td>
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<td>Discussion</td>
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<td>7. Reports from Board Committees/Task Forces</td>
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<td>Trustees</td>
<td>pp. 25</td>
<td>Discussion</td>
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<td>8. Board Education</td>
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<td>(at the request of the Board)</td>
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<td>9. Policy Discussion</td>
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<td>(Based on Annual Plan of Board Work)</td>
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<td>10. Assurance of Successful Board Performance</td>
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<td>(monitoring)</td>
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<td>11. Assurance of Successful Director of Education Performance (monitoring)</td>
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<td>11.1 Monitoring Reports &amp; Vote on Compliance</td>
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<td>12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries</td>
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<td>13. Announcements</td>
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<tr>
<td>13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):</td>
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<td>14. Items for the Next Meeting Agenda</td>
<td>Trustees</td>
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<td>15. Adjournment</td>
<td>Director of Education</td>
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<td>Confirm decisions made tonight</td>
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<td>16. Closing Prayer</td>
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<td>17. Motion to Adjourn</td>
<td>Board of Trustees</td>
<td>Motion</td>
<td>Approval</td>
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CLOSING PRAYER

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

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

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

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

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

Amen

Rev. Charlie Fedy, CR and the Board of Trustees, 2010
A public meeting of the Committee of the Whole was held Monday, April 11, 2016 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; Melanie Van Alphen
*attended electronically

**Student Trustees Present:**

**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:**
Brian Schmalz; 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.

1. **Call to Order:**
The Chair called the meeting to order at 6:01 p.m.

1.1 **Opening Prayer & Memorials**
The opening prayer was led by the Chair.

1.2 **Approval of Agenda**
Move Item 5.3 before Item 5.1, add Item 5.5 Resurrection CSS Update; move Item 8.1 and 8.2 before Item 6.1

2016-50 -- It was moved by A. Fee and seconded by W. Price:
THAT the agenda for April 11, 2016 as amended be now approved. --- Carried by consensus.

1.3 **Declaration of Pecuniary Interest**
1.3.1 From the current meeting – NIL
1.3.2 From a previous public or in-camera meeting – NIL

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

2.1 Education Development Charges – Confirmation of Meeting Dates

2016-51 -- It was moved by B. Conway and seconded by J. Anderson:
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 Minutes of Mar 7, 2016 Committee of the Whole Meeting

3.2 Items for Action from Previous In-camera Meeting of April 11/16 related to Awards and Human Resources

2016-52 -- It was moved by W. Price and seconded by M. Van Alphen:

THAT the Consent Agenda Board of Trustees and the recommendations contained therein be now approved. ---

Carried by consensus

4. Delegations

4.1 Saint John Paul II Boundary Review

Christine Goodeve is a parent in the Chicopee area potentially impacted by the boundary change. She said her son is autistic and depends on the staff to be successful. The change in school start time at St. Daniel would require them to have before school care which would be an added expense for her family. She suggested trustees consider moving students within walking distance to St. Daniel effective September 2017 and doing a boundary review two or three years later once the new public school opens.

4.2 Saint John Paul II Boundary Review

Rachel Stahlbaum, a parent, said her daughter has shown significant improvement since moving to Saint John Paul II and she feels the implications of separating the school community would be devastating. She would also need to find childcare in the morning which is an added financial expense. Supports in the community are important to families.

4.3 Saint John Paul II Boundary Review

Kristina Montero is one of the parent representatives on the boundary review committee. Speaking as a parent she feels neither option adequately addresses the enrolment pressures at Saint John Paul II. She is requesting that all children and their siblings currently at Saint John Paul II see through their primary school education at Saint John Paul II. Any students in the new build area of Grand River South would be bussed to St. Daniel.

5. Advice From the CEO

5.1 Saint John Paul II Boundary Review

L. Ford advised this report provides additional information related to questions from the March 21, 2016 meeting regarding enrolment.

5.2 Presentation on Service Dogs

Loretta Notten introduced Nadya Tymochenko and Gillian Tuck Kutarna from Miller Thompson with whom we have been consulting on the revisions to our AP Memo.

N. Tymochenko advised there are three types of legislation – Human Rights Code, Accommodation of Ontarians with Disabilities Act (AODA) and the Education Act.

Human Rights Code

- Section 1 - right to services without discrimination.
- There is a duty to accommodate until the point of undue hardship. It must be reasonable to meet the student’s needs but doesn’t need to be perfect and it may not be the preferred choice of the parent. Funding is taken into consideration. Health and safety rights of individuals predominate.

The AODA – Service Standards Reg. 429/07

- ss. 3(1) shall establish policies, practices and procedures governing the provision of services to persons with disabilities,
- ss 3(2) must be provided in a manner that:
  - Respects dignity
  - Promotes integration
  - Equal benefit - equity

AODA – Service Animals

- ss 4(9) An animal is a service animal for a person with a disability:
  (a) It is readily apparent that the animal is used by the person for reasons relating to his or her disability;
  or
  (b) If the person provides a letter from a physician or nurse confirming that the person requires the animal for reasons relating to the disability
Education Act
- ss 170(1)7 provides a duty to provide special education programs and services
- Regulation 181/98 identified the procedural requirements
- IEPs identify the substantive special education programs and services provided to students by way of accommodation, modification of curriculum and provision of alternative curriculum to address demonstrated learning needs

Certified Service Dogs are working dogs with no interaction with other students or staff. Certification is by recognized standards and municipal licensing. Individualized assessment is necessary for students who are not the dog’s handler. When the student is not the dog’s handler there needs to be another adult available. It is not reasonable to provide additional resource for a dog, if there are other ways to provide accommodation to meet student’s demonstrated disability related needs. There is a different right if the student handles the dog versus the parents handling the dog. There is a need to review all the Information and find the best accommodation for the student.

5.3 Service Dog Report/Draft AP Memo
L. Shoemaker advised the policy was updated to ensure ongoing efficient and effective adherence to the Accessibility for Ontarians with Disabilities Act, 2006. The updated policy recognizes three categories of trained certified service dogs used to accommodate the special needs of some students: Guide dogs usually for the visually impaired, hearing dogs for the hearing impaired and service dogs for persons with disabilities. Based on our mission and vision A. Fee stated she does not support this policy in its draft form. The director, superintendent and lawyers provided answers to the questions regarding the revisions.

The trustees moved in-camera at 7:48 p.m.
The public meeting resumed at 8:07 p.m.

M. da Silva advised AP memos are not policies of the board of trustees but the discretion of staff and thanked them for presenting a draft of the updated policy.

5.4 Mental Health Update
L. Shoemaker participated in the first mental health meeting in Toronto hosted by the Ministry of Education for Information on where the province is moving with respect to mental health. The portfolio has changed into understanding well-being and how boards measure well-being. A. Warne offered a series with respect to mental health and well-being. Administrators will receive Information at the next meeting on It’s Children’s Mental Health Week.

5.5 Resurrection CSS Update
L. Notten advised the intruder involved in the incident at Resurrection CSS last week was arrested by the Waterloo Region Police Services. Information has been communicated to staff and the community. Secondary administrators will be asked for feedback on the possibility of locking some or all the doors.

The incident regarding a threat to the school community over social media that happened earlier today has been investigated. In discussion with the police the school was evacuated, thoroughly checked and we have been assured the building is okay. This Information has been communicated as well.

Item 8.1 and 8.2 were discussed next.

6. Ownership Linkage (Communication with the External Environment)
Trustees as a whole group discussed items for Linkages and Pastoral Care.

6.1 Linkages Activity
A. Fee provided an update on those who have responded to Community Leaders breakfast and Beacons of Hope breakfasts.

A letter of appreciation will be sent to Shesh Maharaj, Laura Isaac and their team for receiving the Business Award for the fourth year.

6.2 Pastoral Care Team
F. Johnson will speak with B. Schmalz on the status of offering the Francis Effect session.
7. Reports From Board Committees/Task Forces

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

8.1 OCSTA Spring Regional Meeting Questions
Trustees and senior staff discussed issues that are current priorities for our board for discussion at the AGM in April. They identified:

- Ministry of Education’s new Autism plan and the effect on school boards.
- Status of adult education funding

These will be sent to OCSTA.

8.2 2016 OCSTA AGM Resolutions
M. da Silva reviewed each of the resolutions with the trustees.

Moved to Items 6.1 and 6.2

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

2016-53-- It was moved by A. Fee and seconded by W. Price:

THAT the meeting be now adjourned.

The meeting was adjourned by consensus at 9:00 p.m.

Chair of the Board

Secretary
Date: May 16, 2016
To: Board of Trustees
From: Director of Education
Subject: Supervised Alternative Learning

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
☒ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)
Ontario Regulation 374/10, “Supervised Alternative Learning and Other Excusals from Attendance at School”, came into effect on February 1, 2011, replacing Regulation 308, “Supervised Alternative Learning for Excused Pupils (SALEP)”.

Policy Statement and/or Education Act/other Legislation citation:
This regulation authorizes the Supervised Alternative Learning Committee of a board to excuse students of compulsory school age who are at least fourteen years old from attending school while they continue to participate in learning under the supervision of the board or a school of the board. An eligible student may continue in SAL for multiple years, but renewal of the student’s program must be authorized by the committee annually.

Background/Comments:
This purpose of this presentation is to inform trustees about our Supervised Alternative Learning process where student’s educational program takes place either at their home school or at one of our two St. Don Bosco School sites. To wit, we will discuss how students are selected for SAL, their SAL plan and the current data regarding these students.

Supervised Alternative Learning (SAL) may be used for students who are not otherwise excused under section 21 of the Education Act. It is intended to be used for a very small segment of the student population, and only when other measures to help a young person remain in school are not effective. A period of time away from regular school attendance can help a young person resolve an issue so that he or she can return to school later. In all cases, the primary goal is to offer a program that is in the student’s best interests, reflects his or her input, and supports the student in meeting his or her goals. The purpose of SAL is to assist students either to return to school or to proceed to one of the five postsecondary options if they reach the age of eighteen – that is, apprenticeship training, college, independent living, university, or the workplace.

Ontario Regulation 374/10, “Supervised Alternative Learning and Other Excusals from Attendance at School”, enables the Supervised Alternative Learning Committee of a board to excuse students from fourteen to seventeen years of age from attending school while they continue to participate in learning under the supervision of the board or a school of the board. The goal is to maintain a connection to learning for these students and to support their continued progress towards graduation or achievement of other educational and personal goals. The student – and the parent(s), unless the student is at least sixteen years of age and has withdrawn from parental control – must agree to participation in SAL.
**Recommendation:**

For Information

**Prepared/Reviewed By:**
Loretta Notten
Director of Education

David DeSantis
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.”*
Supervised Alternative Learning
SAL Process

1. School has tried all possible interventions and considers SAL

2. Application for SAL (Pre-SAL meeting to develop SAL Plan)

3. Meeting (SAL Committee Hearing)

4. Application for SO Approval (if SDB SAL)

5. Implementation and Monitoring (according to SAL Plan)

6. Review and Transition Planning
SAL Plan

• Flexible
• Educational Component
• Other Components:

  **Work (possible Co Op credits)
  Counselling, Volunteer,
  Community Programs,
  Residential Drug Rehabilitation
Supervised Alternative Learning Historical Summary

Number of Students

<table>
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<tr>
<th>Academic Year</th>
<th>Number of Students</th>
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<tr>
<td>2012-2013</td>
<td>40</td>
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<td>2013-2014</td>
<td>47</td>
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<td>2014-2015</td>
<td>35</td>
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<td>2015-2016</td>
<td>77</td>
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Nurturing our Catholic Community

What does success look like at St. Don Bosco?

Meet Sophie
Date: May 16, 2016
To: Board of Trustees
From: Director of Education
Subject: Proposed Parking Lot for Lang’s Farm at St. Michael School – Feedback from School Community

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)
On April 25, 2016, staff indicated to Trustees that further consultation would be carried out with the St. Michael School Community with regard to the proposed parking lot for Lang’s Farm. This report contains the feedback received.

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

Alignment to the MYSP:
Nurturing Our Catholic Community
Faith is lived and witnessed in community
• 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.

Building Capacity to Lead, Learn & Live Authentically
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.
• To commit to evidence based, responsive, timely and professionally executed planning and gap analysis in all budgetary decisions.

Background/Comments:
A YouTube video was created for the St. Michael School Community explaining the Lang’s Farm parking lot proposal and the other site work to be completed over the summer. A copy of the video can be found here: www.tinyurl.com/langsparking

A letter which briefly explained the proposal and contained the video link was sent to families in hard copy, via the school’s electronic newswire, and posted to the school’s website. Families were given the option to e-mail or call with their feedback, and a few posted comments on the YouTube site as well. Feedback was received between April 27, 2016 and May 11, 2016. The feedback is attached as Appendix A.
The YouTube video was watched 193 times as of May 12, 2016. Given the size of the school community and the prevalence of communication/number of views, it is encouraging that concerns represent a smaller percentage of the community.

The primary concern raised is related to traffic flow on the site and lack of parking for pick up and drop off of students. While it is important to note that parking and traffic flow are common issues at many schools, WCDSB Planning staff believe an active travel plan can help. The City of Cambridge employs a staff resource that can assist the school with the development of an active travel plan which will have goals of managing traffic flow on the site and reducing the number of families driving their children to school. Planning staff will initiate a discussion with the Principal to assess if this resource would be helpful.

On the whole, staff believe that the Lang’s Farm partnership speaks to our desire to foster collaboration with our community partners.

**Recommendation:**

This report is being provided 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.’*
## Appendix A

### St. Michael / Langs Farm Parking Lot Proposal - FEEDBACK

<table>
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<tr>
<th>Date</th>
<th>Method of Correspondence</th>
<th>Additional Comments and Concerns</th>
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<tbody>
<tr>
<td>4/28/2016</td>
<td>E-mail</td>
<td>Have buses drop students off at the front of the school. Parents should drop off students at Winterhalter Ave at the back of the school.</td>
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<tr>
<td>4/29/2016</td>
<td>E-mail</td>
<td>Crosswalk should be moved to the right side of the school (near new sidewalk and existing driveway).</td>
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<td>5/1/2016</td>
<td>E-mail</td>
<td>The crosswalk as you said will be leading the children to a high traffic area. We mostly walk from the Montrose side of the school and have always thought there should be a crossing guard at that very busy intersection. I would propose to the city to have a crossing guard at the Langs/Concession intersections. I don't like travelling with young children up Langs due to the traffic. Many children dart across the street at Montrose and Concession. You are not allowed to stop on Concession to drop your children and I usually only drive them in inclement weather! Parents are not supposed to use the driveway in the front of the school and there is never any available parking at the back of the school due to neighbours parking all day in the bus route area. This is a very big problem without adding in the Langs lot and the traffic that they will bring. You need to find a solution for the current pick up and drop off situation first. A kiss and ride program perhaps. I didn't hear that you will be fencing in the walkway that you are putting on the teacher parking side. I would assume you will do the same as Langs has proposed to do on their lot side. I am very excited to hear you will be fixing the track. I hope you will also regrade the land as it is currently a mud pit, especially in the track and soccer area. I oppose this proposal of the Langs lot until you have a solution for the current pick up and drop off problem.</td>
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<tr>
<td>5/3/2016</td>
<td>Phone</td>
<td>Currently very little parking for parents. Would be in favour of the new parking lot if parents were able to use it for pick up and drop off. Parent needs should come first. Would like to know why Langs cannot use the empty lot beside the Langs property.</td>
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<tr>
<td>5/3/2016</td>
<td>Phone</td>
<td>Agrees Langs needs more parking. DECE expertise should be used when deciding what type of JK/SK play space to have. Does not want to see a paved, fenced enclosure. Wants to make sure the school has enough space for any future maintenance or renovations needed.</td>
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<td>5/4/2016</td>
<td>E-mail</td>
<td>There isn't enough space as is, parents have to drop kids off on the street, or park in the back of the school. I am not fond of this, too much traffic happening at the school, too many strangers will be around our kids. This will take away green space for kids to do their sports.</td>
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<tr>
<td>5/4/2016</td>
<td>Youtube comment</td>
<td>I like the idea but not for langs staff. we the parents need the parking for picking up our children, there is not enough spaces for us to park. we won't have to park at langs if we had MORE spaces for us, plus there is a lot beside langs with nothing in it (to the left of side of langs) build it there. if we can use this new parking to pick our kids up, than go ahead. if not, don't even bother. I have asked about making new spots there for us to park. they said no. not enough money to build it.</td>
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<td>5/5/2016</td>
<td>Phone</td>
<td>Lives across the street from school and 3 houses from Lang's. With the increased walking and driving traffic would like to see increase safety for walkers. Idea: Flashing lights at cross walk. This would help with daytime and evening crossing. Witnesses cars not watching for the crossing guard and nearly hit them. Currently Lang's staff use up the on road parking rather than park in their lot, leaving nothing for parent pick up and drop off. Would like to see the school address parent parking.</td>
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5/5/2016  E-mail  The needs of parents have not been meet. A Kiss and ride at this school is needed. I can see parents trying to use this parking lot like they currently do now at Langs lot across from the school. The current issue parent have is that JK/SK students are to be passed off to teacher by parents. Thus parents need to park to be able to do this. I would also say most parent continue to stay with children till bell time until grade 2. The board extending boundaries for students busing (SK-grade 3) has helped a little in this issue. You can see the congestion in the front parking lot at school and on Consession road.

5/10/2016  Youtube comment  I like the idea of the JK/SK area (I believe it is well overdue), however, I think parents should have a say in the development in it. Where it is located and what is included inside the area (shed, fake grass as opposed to real grass, asphalt as opposed to the rubber turf, etc) is very important and I'm sure parents would want some say in it.

5/11/2016  St. Michael's Staff Comment  A number of years ago when we did the School Greening (trees and sitting rocks), removing the track was discussed. Javier was at the board then and I believe that the plan was to widen and pave the path to Winterhalt one year (this was done), then to remove the track the next. The rationale was that we do not use the track -- it is very hard and dangerous to run on gravel and it is the schools’ responsibility to maintain it. This includes yearly grading and graveling which can be quite costly. If the track was removed we could possible put 2 mini soccer fields in that space.

5/11/2016  St. Michael's Staff Comment  FDK Team has talked about this exciting proposal and would like to add the following
• The enclosed area to be located closer to the track, where it currently is, not in the little alcove where the 2 basket-ball nets are
• most of it to be paved but also a soft turf area such as grass, wood chips
• a large sandbox for the students
• replenish outside equipment (e.g., balls, toys, ride on toys) for JK/SK students
• painted playground games

5/11/2016  St. Michael's Staff Comment  • I hope our parents can use the parking lot. It will be a huge contention if they cannot.
• I like the sidewalks idea. I hope that fences will separate the sidewalks from the parking areas. Also the sidewalks need to be a decent width for 2 or 3 people across to make it easy for parents with strollers and toddlers.
• also we need fencing to separate the ends of the driveways from the yard.
• we definitely need a kindergarten enclosure. The alcove area--3 walled sides-- will be the cheapest way to do this but it is extremely hot in that area in May and June and sometimes September. If that is the chosen area I think a roofed shelter would be a good idea. I’ve seen some rather nice kindergarten enclosures in some of our schools....
• It would be nice to have a huge sandbox for the kindergartens and primary grades. So much good learning happens in a sandbox. --fine motor, sharing, social skills.-- a lot of kids really like the digging and road building, castle building etc. It’s a good alternative for kids who don’t want to run around with balls. --a few less balls would be a little safer for the supervisors.

5/11/2016  E-Mail  As a parent of a St. Michael's student I am well aware of the current lack of parking for the school community already. I understand the need to be good community partners, but I think if the school board is going to build an additional parking lot on school property, it should be for the use of the parents of the school, this will help alleviate the current situation in the front school parking lot every morning- which is extremely dangerous for staff and students. Secondly, I believe that the school is in DESPERATE need of a new, larger gymnasium. The land being used for this parking lot could be put to much better use. Thirdly, $25,000 for a JK/Sk compound is ridiculous, the kindergartens should have a designated area of the playground and be taught to stay within that area. The question that I do have is this, if the proposed parking lot does not get built, will the work on the track and baseball diamond also not get completed, or will this be done regardless?
Date: Monday May 16, 2016
To: Board of Trustees
From: Director of Education
Subject: Expanding Ontario’s Immunization Program to Help Protect Against Cancer

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)
• Health Care Consent Act

Policy Statement and/or Education Act/other Legislation citation:
Immunization is a “regulated health act” and is governed by the Health Care Consent Act. Health care services are not restricted to hospitals, doctor’s offices or clinics. When immunization services are delivered in the school setting, they fall under the authority of the Ministry of Health. They do not fall under the Ministry of Education, educational or school policy.

Alignment to the MYSP:
Priority Area: Nurturing Our Catholic Community.
Strategic Direction: Students and staff are healthy in mind, body and spirit
Goal: To strengthen system commitment to physical health and its importance to mental and spiritual health

Background/Comments:
The Ontario Ministry of Health and Long-Term Care announced on April 21, 2016 that the Human Papillomavirus (HPV) immunization program will be expanded to include boys and will be moved from grade 8 to grade 7. There will be no catch up for boys that are not in grade 7 and they will be only eligible in their grade 7 year, whereas girls are eligible until they are finished grade 12. Next year public health will need to immunize both the girls in grade 7 and the girls in grade 8.

Ontario is expanding its publicly funded immunization program to help protect more youth from Human Papillomavirus (HPV) infection and related cancers. Beginning September 2016, Ontario will offer the cancer-fighting HPV vaccine to boys as well as girls.

Currently, the HPV vaccine is offered free of charge in Ontario schools to girls in Grade 8. Under the expanded program, the province will start offering the vaccine to all students in Grade 7. Female students beginning Grade 8 in the transitional 2016-2017 school year will still be able to receive the two-dose HPV vaccine in school-based clinics to ensure they don’t miss the opportunity to be immunized.
Expanding the school-based HPV immunization program to include boys and offering the vaccine to students in Grade 7 falls in line with current scientific and expert recommendations including Canada's National Advisory Committee on Immunization. Approximately 154,000 school-aged youth will be eligible to receive the HPV vaccine every year as a result of these changes.

HPV is a very common virus worldwide, and can lead to different kinds of cancer in females and males. The HPV vaccine can best prevent HPV-related diseases and cancers if received at a young age.

Helping to protect young people from infections and cancers caused by HPV is part of the government's plan to build a better Ontario through its Patients First: Action Plan for Health Care, which is providing patients with faster access to the right care, better home and community care, the information they need to stay healthy and a health care system that's sustainable for generations to come.

Quick Facts

- Eligible youth who are unable to begin or complete the HPV vaccine series in Grade 7 will remain eligible to catch-up on missed doses, free of charge, until the end of Grade 12.
- HPV can cause both benign and malignant disease. HPV in Ontario has been estimated to cause an average of 254 deaths and 1,090 cases of cancer every year.
- The HPV vaccine is safe. It has been approved by Health Canada and recommended for use by Canada's National Advisory Committee on Immunization.
- The HPV vaccine is approved for use in over 100 countries. Over 175 million doses have been distributed worldwide.
- While the HPV vaccine will be offered, it remains a parental decision as to whether or not they wish to have their son or daughter vaccinated.

This expansion to Ontario’s HPV immunization program was informed by scientific and expert advice, including from the National Advisory Committee and the Provincial Infectious Diseases Advisory Committee on Immunization. The publicly funded HPV immunization program will continue to be delivered primarily by public health units through voluntary school-based immunization clinics.

Recommendation:

This report is offered for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

Derek Haime
Superintendent of Learning

*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”*
The provincial government has published the school board level graduation rates from across the province. Ensuring parents, students, teachers and boards have access to consistent data will help inform efforts to improve students’ success.

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 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.

The improvement in WCDSB’s four and five year graduation rates are due to a number of factors.

The board’s focus on mental health and well-being -- particularly in the area of resiliency -- has given students the foundation to persevere in their studies, and succeed;
The board’s provincially-acclaimed Specialist High Skills Major Program that has the largest senior student participation per capita in Ontario;

The board’s 21stCentury Teaching and Learning Strategy has provided students a learning environment that builds their critical thinking, creativity, collaboration, communication and digital citizenship skills through platforms such as Google Apps for Education and Desire to Learn;

The board’s vastly improved technology infrastructure – including Brightlinks interactive whiteboard projectors in every classroom, and a robust wireless network which has allowed the integration of Chromebooks on a 5 to 1 student ratio across the school system;

The board’s Career Cruising IPP Strategy from grades 7-12, which ensures students have a better understanding of their God-given talents and potential personal life pathway as they make the important transition from elementary school to high school;

The board’s Student Success Learning to 18 Strategy, which ensures students that are in-risk have at least one caring adult by their side, an individualized timetable, and a career education plan in place. This individualized approach has had a significant impact on credit accumulation rates. The more credits a student attains in Grade 9, the more likely they will be to graduate.

The board’s emphasis on Elementary/Secondary "Cross Panel" Activities -- where elementary students are introduced into the surroundings and culture of their future secondary school. This gradual introduction to high school has a tremendous impact on easing the anxiety of entering Grade 9.

Moving forward in the interests of improving our graduation rates, we will be able to support all learners with timely and appropriate interventions which will allow our Board to continue to improve our graduation rates for student's in-risk. For example, with our new data platform, student success teachers will be able to construct dynamic student groups based on predicting criteria for students in-risk of not graduating based on attendance, behavior, course work, report cards, and EQAO. Alerts for these tracking groups will identify which students are in-risk and what types of supports would be appropriate. At the classroom level, teachers will be able to seamlessly refer students to the student success team for classroom support and share anecdotal comments about the struggles that students may be having at school, at home or in their community. Furthermore, our student success team will continue to re-engage students that have left our system short of achieving their Ontario Secondary School Diploma with opportunities to accumulate credits in order to graduate in a timely fashion.

Below is our 2014 and 2015 Graduation rates relative to the provincial averages as posted by the Ministry of Education.

<table>
<thead>
<tr>
<th>Year</th>
<th>WCDSB cohort</th>
<th>4 Year Graduation Rate</th>
<th>Province 4 Year Graduation Rate</th>
<th>5 Year Graduation Rate</th>
<th>Province 5 Year Graduation Rate</th>
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</thead>
<tbody>
<tr>
<td>2014</td>
<td>20092010</td>
<td>77.0%</td>
<td>76.0%</td>
<td>84.0%</td>
<td>84.0%</td>
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<tr>
<td>2015</td>
<td>20102011</td>
<td>78.8%</td>
<td>78.3%</td>
<td>84.1%</td>
<td>85.5%</td>
</tr>
</tbody>
</table>

N.B. (This is the first time the graduation data will not include deceased students and those that have moved out of province. The graduation rate for a board includes all Grade 9 students that started with the cohort in 20102011 irrespective of where they ended up graduating. For example, Student A starts Grade 9 in our board and graduates in another board. Student A counts in our board’s graduation data.)

In the interests of continuous improvement and a commitment to excellence, graduation rates will weave into our data analysis to inform our future Student Success, 21st Century Teaching and Learning, Special Education and Professional Learning strategies. These strategies will facilitate more engaging Catholic learning environments for all of our students with the hope of improving overall academic success.
**Recommendation:**

For Information

**Prepared/Reviewed By:**

Loretta Notten  
Director of Education

David DeSantis  
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.”*
Date: May 16, 2016
To: Board of Trustees
From: Gerry Clifford, Superintendent of Learning
Subject: Extended Day Programs

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
- O. Reg. 225/10 – Extended Day Programs
- MOE Memo EL12 – Regulatory Amendments for Full-Day Junior Kindergarten and Kindergarten and Extended Day Programs

Alignment to the MYSP:

Priority area
Building capacity to lead, learn and 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
1. The Extended Day program is an integral part of the Full-Day Early Learning-Kindergarten program and is led by registered Early Childhood Educators (ECE). The Extended Day program is funded by parent fees and set on a cost-recovery basis. The Extended Day program is optional for parents and offered by boards only where there is sufficient demand to make the program viable.
2. The Ministry of Education sets mandatory viability at an enrollment of 20 children from JK to grade 6.

Comments
1. Parental Interest
As required by the Ministry of Education, parent surveys and information brochures were distributed to parents of children currently enrolled in grades JK-5 and to parents registering their children for junior kindergarten.
2. **Program Options**
   Parents were asked to indicate the days per week they wish to enroll their child, and which of the program options they required, i.e.:
   - a. Before school only
   - b. After school only
   - c. Both before and after school

3. **Non-Instructional Days**
   Non-Instructional days such as PA days, Christmas and March Break are a part of the regular registration process for parents. The cost of this program would be $24.00 per day if both before and after school programs are used on non-instructional days, otherwise parents will only be charged the fee for the program they have regularly registered for (i.e. just before school).

4. **Fee Calculation**
   Fees were calculated using the Ministry template. The daily fee was established at $24.00 per day, this includes PA days, Christmas and March Break. Before and after school daily fees are prorated based on bell times at each individual school.

5. **Registration Response**
   a. The need for the Extended Day program was not viable at 14 schools, they are as follows:
      
      | School Name                     | Location      |
      |--------------------------------|--------------|
      | Chris the King, Cambridge      | Cambridge    |
      | Holy Rosary, Waterloo         | Cambridge    |
      | John Sweeney, Kitchener       | Cambridge    |
      | Our Lady Fatima, Cambridge    | Cambridge    |
      | St. Agatha, St. Agatha        | Cambridge    |
      | St. Augustine, Cambridge      | Cambridge    |
      | St. Clement, St. Clements     | Cambridge    |
      | St. Francis, Cambridge        | Cambridge    |
      | St. Gregory, Cambridge        | Cambridge    |
      | St. Kateri Tekakwitha, Kitchener | Cambridge  |
      | St. Luke, Waterloo            | Cambridge    |
      | St. Margaret, Cambridge       | Cambridge    |
      | St. Peter, Cambridge          | Cambridge    |
      | St. Vincent de Paul, Cambridge| Cambridge    |

   b. 27 schools that were deemed viable last year continue to be viable this coming school year. Four additional schools were deemed viable based on sufficient interest in the Extended Day program.  
   A total of 31 schools are as follows:

   **Before and After school programs**

<table>
<thead>
<tr>
<th>School Name</th>
<th>Location</th>
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<tbody>
<tr>
<td>Blessed Mother Theresa, Cambridge</td>
<td>Cambridge</td>
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<tr>
<td><strong>Blessed Sacrament, Kitchener (NEW)</strong></td>
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<td>Canadian Martyrs, Kitchener</td>
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<td>Holy Family, New Hamburg</td>
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<td>Holy Spirit, Cambridge</td>
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<td>Monsignor Haller, Kitchener</td>
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<td>Our Lady of Grace, Kitchener</td>
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<td>Our Lady of Lourdes, Waterloo</td>
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<td>Saint John Paul II, Kitchener</td>
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<td>Sir Edgar Bauer, Waterloo</td>
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<td>St Anne, Cambridge</td>
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<td>St Anne, Kitchener</td>
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<td>St. Agnes, Waterloo</td>
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<td>St. Aloysius, Kitchener</td>
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<td>St. Bernadette, Kitchener</td>
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<td>St. Brigid, Ayr</td>
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<td>St. Boniface, Maryhill</td>
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<td>St. Daniel, Kitchener</td>
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<td>St. Dominic Savio, Kitchener</td>
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<td>St. Elizabeth, Cambridge</td>
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<td>St. Gabriel, Cambridge</td>
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<td>St. John, Kitchener</td>
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<td><strong>St. Joseph, Cambridge (NEW)</strong></td>
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<td>St. Mark, Kitchener</td>
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<td><strong>St. Matthew, Waterloo (NEW)</strong></td>
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<tr>
<td><strong>St. Michael, Cambridge (NEW)</strong></td>
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<td>St. Nicholas, Waterloo</td>
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<td>St. Paul, Kitchener</td>
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<tr>
<td>St Teresa of Avila, Elmira</td>
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<td>St Teresa, Kitchener</td>
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<td>St. Timothy, Kitchener</td>
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</table>
Budget Implications:
The daily base fee has been developed to ensure the board is able to operate the Extended Day program on a cost recovery basis.

Effective September 2016, the board will be responsible for the collection of fees from parents.

Conclusion
1. Elementary Administrators and parents at the 14 non-viable schools will be notified that there will be no Extended Day program for the 2016-2017 school year.
2. Staffing models will be developed to accommodate program supervision and the possible need for part-time Early Childhood Educators or Assistant DECE’s in the after-school only programs.

Recommendation:
That the Board of Trustees receives the name of the schools offering Extended Day Programs for 2016-2017.

Prepared/Reviewed By:  
Gerry Clifford  
Superintendent of Learning  

Loretta Notten  
Director of Education  

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**BOARD EVALUATION**

Policy II 002 – Governing Style – states “Monitor and discuss the Board’s process and performance at each meeting. Self-monitoring will include comparison of Board activity and discipline to policies in the Governance process and Board-Staff Relationship categories.”

The Board Evaluation form is designed to gather your view of how well the Board of Trustees has accomplished the work of the Board over the past year. The items for evaluation are based on goals set by the original Board work plan and best practices of highly functioning Boards.

To complete the form, place an “X” in the space the most corresponds to your assessment of Board performance against the item.

<table>
<thead>
<tr>
<th>Category / Item</th>
<th>Never</th>
<th>Infrequently</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>All of the time</th>
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<td>11.</td>
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1. The Board of Trustees adequately reviews finances and financial results against operating plans, budget and capital plans.

2. The Board of Trustees ensures compliance with Board policies, Ministry of Education and other externally imposed operating requirements.

3. Trustees understand their legal obligations and ensure they are being met.

4. The Director of Education’s performance is formally assessed on an annual basis with feedback from trustees.

5. The Board of Trustees ensures that the system’s affairs are managed with an appropriate degree of care and control within the context of Catholic values.

6. The Board of Trustees sufficiently considers recommendations made in the auditor’s report and management letter.

7. Trustees’ knowledge and understanding of the Board’s values, mission, strategic plan, and operating plan is reflected in how they deal with key issues.

8. Trustees focus on strategic issues and delegate operational matters to staff.

9. The Board of Trustees is effective in making decisions that help the School Board achieve its mission.

10. The Board of Trustees ensures that specific strategies, goals and actions plans are in place to move us to the desired future state.

11. The Board of Trustees ensures that mechanisms are in place to gather community and other stakeholder input to support strategic planning and decision making.
<table>
<thead>
<tr>
<th>Category / Item</th>
<th>1</th>
<th>2</th>
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<th>4</th>
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<tr>
<td>12. The Board of Trustees understands the nature and scope of work it needs to</td>
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<td>accomplish.</td>
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<td>13. Board meetings promote the level of strategic discussion necessary to benefit</td>
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<td>the Director of Education.</td>
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<td>14. The Board of Trustees understands and fulfils its role in terms of community</td>
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<td>relations and building stakeholder and community support.</td>
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<td>15. Board planning and fiscal strategies anticipate future trends and priorities.</td>
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<td>16. Trustees serve as ambassadors for the system and understand who can serve</td>
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<td>as the official spokesperson for the Board.</td>
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<td>17. There is sufficient opportunity for trustees to be heard and views to be</td>
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<td>discussed before decisions are made.</td>
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<td>18. Where proposals require Board of Trustee approval before implementation,</td>
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<td>there is sufficient time for staff to present the risks and benefits,</td>
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<td>assumptions and alternatives for the Board to provide constructive input.</td>
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<td><strong>General</strong></td>
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<td>19. Ongoing Trustee education is both adequate and relevant.</td>
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<td>20. The Board of Trustees undertakes the appropriate planning relative to the</td>
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<td>nature and scope of the work it needs to accomplish.</td>
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<td>21. Board meetings are productive, effectively addressing agenda topics.</td>
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<td>22. There is sufficient time allotted for in-camera meetings.</td>
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<td>23. The Board of Trustees deals with in-camera business appropriately.</td>
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<td>24. Materials are appropriate and prepare Trustees to make decisions.</td>
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<td>25. The Board of Trustees uses committees and/or work groups in an effective</td>
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<td>manner to accomplish the work of the Board.</td>
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<td>26. The Board has effective and appropriate communication vehicles and uses</td>
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<td>them to communicate clearly and regularly with appropriate staff, and</td>
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<td>stakeholders.</td>
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Comments: