Committee of the Whole Meeting

Date: February 13, 2017

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 (Chair), Bill Conway, Manuel da Silva, Amy Fee, Jeanne Gravelle, Wendy Price, Greg Reitzel, Brian Schmalz, Melanie Van Alphen

**Student Representatives:**
Joseph De Sousa, Samantha Lim

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

**Special Resource:**
Recording Secretary: Barb Pilsner

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<thead>
<tr>
<th>ITEM</th>
<th>Who</th>
<th>Agenda Section</th>
<th>Method &amp; Outcome</th>
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<tr>
<td>1. Call to Order</td>
<td>Board Chair</td>
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<tr>
<td>1.1 Opening Prayer &amp; Memorials</td>
<td>Pastoral Team</td>
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<td>1.2 Approval of Agenda</td>
<td>Board of Trustees</td>
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<td>1.3 Declaration of Pecuniary Interest</td>
<td>Individual Trustees</td>
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<td>1.3.1 From the current meeting</td>
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<td>2. Consent Agenda: Director of Education</td>
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<td>(e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)</td>
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<td>3. Consent Agenda: Board</td>
<td>Trustees</td>
<td>pp. 1-4</td>
<td>Approval</td>
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<tr>
<td>(Minutes of meetings)</td>
<td>Trustees</td>
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<td>Approval</td>
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<td>3.1 Minutes of Jan. 16, 2017 Committee of the Whole Meeting</td>
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<td>3.2 Items for Action from Previous In-camera Meeting of February 13/17 regarding Human Resources</td>
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<td>ITEM</td>
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<td>4. Delegations</td>
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<td>5. Advice from the CEO</td>
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<td>5.1 OCOSOA Presentation to Director of Education</td>
<td>John Kostoff</td>
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<td>Information</td>
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<td>5.2 STSWR Annual Report</td>
<td>Benoit Bourgault</td>
<td>pp. 5-21</td>
<td>Information</td>
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<td>5.3 Dominican Experience</td>
<td>Larry Scanlon</td>
<td>pp. 22-23</td>
<td>Information</td>
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<td>5.4 MYSP Survey</td>
<td>Loretta Notten</td>
<td>pp. 24-26</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>Discussion</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>8. Board Education</td>
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<td>(at the request of the Board)</td>
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<td>8.1 Superintendent Appreciation</td>
<td>Joyce Anderson</td>
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<td>Information</td>
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<td>8.2 OCSTA Communications</td>
<td>Joyce Anderson</td>
<td>pp. 27-42</td>
<td>Information</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>11. Assurance of Successful Director of Education</td>
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<td>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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<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
Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, January 16, 2017 at Waterloo Region Catholic Education Centre, Kitchener

**Trustees Present:**
Joyce Anderson (Chair), Bill Conway, Manuel da Silva, Amy Fee, Jeanne Gravelle, Wendy Price, Greg Reitze, Brian Schmalz, Melanie Van Alphen

**Student Trustees Present:**
Joseph De Sousa, Samantha Lim

**Administrative Officials Present:**
Loretta Notten, Gerry Clifford, Jason Connolly, David DeSantis, Derek Haime, John Klein

**Special Resources For The Meeting:**

**Regrets:**
Shesh Maharaj, Laura Shoemaker

**Absent:**

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

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

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

1.1 **Opening Prayer & Memorials**
The opening prayer was led by Samantha Lim and Joseph De Sousa, Pastoral Team. Intentions were offered for B. Schmalz’s brother-in-law’s partner who is ill and for the Alvarez family and the fiancée of Chelsea Alvarez who died in a tragic accident.

1.2 **Approval of Agenda**
2017-13 -- It was moved by M. da Silva and seconded by J. Gravelle:
THAT the agenda for January 16, 2017 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 Minutes of October 17, 2016 Committee of the Whole Meeting
2017-14 -- It was moved by B. Conway and seconded by A. Fee: THAT the Consent Agenda Board of Trustees and the recommendations contained therein be now approved. --- Carried by consensus

4. Delegations

5. Advice From the CEO

5.1 L’Arche Retreat Experience

L. Notten welcomed John Murphy and Marylin Dawson to speak about their experience attending the L’Arche Retreat with Jean Vanier.

J. Murphy advised Jean Vanier has communities all over the world. The theme of the week was peacemaking. Their daily schedule involved morning prayer, a talk by Jean Vanier and small group discussions. During the afternoon they visited local workshops, Christian Mediation, and another talk by Jean Vanier. In the evening they celebrated mass and the opportunity to have dinner with the residents and workers of the L’Arche group home.

M. Dawson would like to use this experience to make a difference in our schools by working on building relationships. Jean Vanier said “It is in the meeting of another person that change happens” and “We are not called by God to do extraordinary things, but to do ordinary things with extraordinary love”.

M. Dawson and J. Murphy have used their experiences at Faith Formation workshops, on our spiritual development day and for professional development.

5.2 Leadership Strategy Update

D. DeSantis provided an update on the 2016-17 Leadership Strategy.

The overall goal is to develop leadership capacity to support the achievement of goals outlined in the Multi-year Strategic Plan and the Board Improvement Plan for Student Achievement.

Goal One: Create and promote leadership opportunities that engage all school and system leaders in order to strengthen staff capacity for instructional and spiritual leadership, to enhance organizational effectiveness, and to support succession planning as defined by research, Strong Districts and their Leadership and the Catholic Leadership Framework.

Goal Two: School and system leaders in the WCDSB will develop the capacity to appropriately respond to the needs of learners by fostering a holistic view of student learning that encourages shepherd, servant and steward leadership.

Goal Three: Create and provide opportunities for enhancing leadership capacity for the entire system by engaging in active professional lifelong learning, faith formation, mentorship and coaching.

The five strategies for being an effective leader: strong ethical foundation, ability to communicate, strategic agility, self-awareness and good practices and habits.

Our aspiring leadership strategy for our teaching staff includes Leadership Part I, II and III

Our Administrator leadership strategy includes Induction and Innovation in Leadership

For all staff our Lifelong Learning Series includes: Faith Leadership, Introduction to Leadership, 21st Century Learning, Building Interpersonal Skills and Mental Health Series.

As a result of a very successful Leadership Strategy, our board is now providing the principal’s Qualification Program through the Catholic Principals’ Council of Ontario.

5.3 FSL Update

John Klein introduced Jennifer Kruithof, FSL Consultant to provide an update on the French programs in our system.

J. Kruithof advised second-language teaching approaches have evolved to meet the changing needs of society and lessons are organized around communicative activities and more functional.
Core French: offered to all students in grades 4 to 12 and the language instruction is all in French. Students are given the opportunities to interact in a variety of situations.

Intensive Core French: an inclusive opt-in program at some elementary schools that offers a one semester language boost to Core French students in their grade 5 year. The language of instruction is 70% in French.

French Immersion: an inclusive opt-in program in which students study French Language Art, Social Studies, Science and Technology, The Arts, and Health and Physical Education in French. The language of instruction in the school day is 50% French. Currently offered at three satellite sites – St. Anne K, Sir Edgar Bauer and Our Lady of Fatima with an entry point in grade 1.

5.4 Auxiliary Teacher Supply List
J. Connolly reported on steps taken to alleviate the pressure from unfilled positions at schools which disrupts schedules and programming. Enrolment has increased over the past two years and 60 permanent teachers have been hired since January 2016 leaving less supply teachers. 32 teachers have been added to the supply list in December 2016 and a posting for supply teachers was sent in January targeting those graduating in the spring. A temporary Auxiliary Teachers Supply List has been created with secondary school credit teachers and international language instructors from St. Louis until May 2017 and may be extended into the 2017-18 school year as needed.

5.5 Supervisory Officer Interview Team
L. Notten acknowledged and wished Derek Haime well in his new position with the Ministry. Tentative dates to interview applicants for his position as superintendent have been set for February. Trustees have participated on the interview team in the past with various levels of involvement. Trustees were requested to email Loretta Notten and Joyce Anderson with their availability and interest in sitting on the panel.

6. Ownership Linkage (Communication with the External Environment)
Trustees, in small groups, discussed items for Linkages and Pastoral Care.

6.1 Linkages Activity
A. Fee reported on the Community Leaders breakfast and the suggestion of having a speaker talk about what makes our schools Catholic. Our student trustees are most welcome to attend and say prayer if they are available. They also discussed having a school choir.

The committee discussed plans for a breakfast for the clergy in our parishes. L. Notten will discuss details and timing with Fr. Toby Collins.

Letters of appreciation will be sent to John Murphy and Marylin Dawson. L. Notten to speak with Fr. Toby Collins regarding the possibility of getting #together in faith into the church bulletins.

6.2 Pastoral Care Activity
B. Schmalz reported on the Retreat evening coming up at the end of January. J. Gravelle and B. Schmalz will set the menu and requirements for that evening and send to all trustees.

J. De Sousa and S. Lim will take the lead in the Escape Room activity planned for the first week of April. Further details to come.

7. Reports From Board Committees/Task Forces
7.1 2016-17 Committee Assignments – Revised
J. Anderson reported B. Conway will sit on SEAC in place of W. Price as a result of her election as the vice-chair.

8. Board Education (at the request of the Board)
8.1 OCSTA Communications
J. Anderson asked trustees to share Information from their sessions at the 2017 OCSTA Trustees’ Seminar.

J. Anderson asked trustees if there were any comments on the attached OCSTA communications.

8.2 OESC Communications
Trustees recommended to refer the Centre for Governance Excellence: Training Modules to the Governance Committee for discussion.
8.3 CCSTA - Toonies
L. Notten advised of the need as a board to support the 2017 Toonies for Tuition Campaign and educating our students as to its relevance.  B. Conway stated at the CCSTA AGM in 2016 a challenge was issued to all boards to promote Toonies for Tuition to raise funds at the schools.  Funds raised would support provinces who don’t have full funding for Catholic education.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

13. Announcements
13.1 Upcoming Meetings/Events (ass scheduled for the Catholic Education Centre unless otherwise indicated):
   3.1.1 Region of Waterloo Thank You
   L. Notten shared the letter of thanks from Region of Waterloo Community Services to staff and volunteers for continued service, professionalism and commitment to community emergency preparedness.

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

   2017-15-- It was moved by G. Reitzel and seconded by J. Gravelle: 
   THAT the meeting be now adjourned. 
   The meeting was adjourned by consensus at 8:48 p.m.
Date: February 13, 2017
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:

Strategic Priority: Nurturing Our Catholic Community
Strategic Direction: Everyone is included, respected and welcomed
Goal: To attain improved access to Board facilities and services

Strategic Priority: Building Capacity to Lead, Learn & Live Authentically
Strategic Direction: Our decisions, actions and stewardship of resources are evidence-based and responsive
Goal: To commit to evidence based, responsive, timely and professionally executed planning and gap analysis in all budgetary decisions.
Goal: 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
Goal: To continue implementation of emerging technologies that enable forward thinking, global education
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:**

Student Transportation Services of Waterloo Region has been serving the Waterloo Catholic District School Board since 2007 through the provision of home to school transportation services for our students. This is accomplished by contracting with school bus and taxi operators to service routes built by STSWR transportation technicians. Since inception, STSWR has worked to become efficient and responsive to the Board’s needs and through the General Manager, seeks to make improvements annually through the adoption of best and leading practices in the sector.

STSWR is a legally incorporated institution with oversight provided by a Board of Directors and Consortium Management Committee.

The attached report, which will be presented by the General Manager highlights key activities and accomplishments of the 2015-2016 school year, and provides information on work being undertaken in the current year.

**Recommendation:**

This report and attached presentation are presented as information only.

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

Shesh Maharaj  
Executive Superintendent of Corporate Services  

Benoit Bourgault  
General Manager, STSWR

*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.”*
Student Transportation Services of Waterloo Region

2015-2016 Annual Report

February 2017
Table of Contents

2015-2016 Highlights

Measuring Performance

Summary of Appeals

2015-16 Overview and Outlook for 2016-17

Financial Overview
2015-2016 Highlights

Safety Initiatives:

- STSWR continues the weekly reporting on speeding events with school purpose vehicles. Continued to see reduction in speeding
- STSWR continues to focus on student safety and offers training to students, parents, school staff and school bus drivers through the following events:
  - Revamped 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.
2015-2016 Highlights

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.
2015-2016 Highlights

Productivity Initiatives:

– Our continued effort in optimizing the transportation network resulted in a small reduction in contracted vehicle despite the continued growth of 0.5% in the transported population.

– Fine tune the network to improve consistency of network
  • Elimination of 2 large buses
  • Reduction of 133 km/day

– Special Needs
  • Elimination of 1 Wheelchair bus
  • 11% reduction in taxi expenditure
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>Student Injuries</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>Collisions</td>
<td>0</td>
<td>48</td>
<td>54</td>
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<td>Collision Frequency</td>
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<td>8.02</td>
<td>5.45</td>
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<td><strong>Quality</strong></td>
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<td>Late bus over 50 minutes</td>
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<td>33</td>
<td>13</td>
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<td><strong>Cost</strong></td>
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<td>Variance to Plan</td>
<td>$ -</td>
<td>$ 545,530</td>
<td>$ 346,423</td>
<td>$ 1,006,664</td>
<td>$ 516,128</td>
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<td>$/student</td>
<td>$ 696</td>
<td>$ 666</td>
<td>$ 676</td>
<td>$ 702</td>
<td>$ 698</td>
<td>$ 673</td>
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Injuries: No injuries beyond first aid.

Collision: 13% reduction in total collision, however increase in preventable collision by 28%
Delays: Driver absence and mechanical failure main causes of long delays
Cost: Continue to build efficiency in the system while maintaining service level
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.
Measuring Performance

Ride Time Distribution for Special Needs Students

![Average Travel Time Spec-Ed (1 way)](image)

Focused on minimizing long ride time
Vehicle Capacity Utilization:

- We continued to balance the vehicle utilization to improve the consistency and reliability of the service
Measuring Performance

Vehicle Capacity Utilization:

- 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

![Graph showing Total Student Equivalent per Large Bus for different years]
Vehicle Time Utilization:

- We continue to maximize the utilization of the vehicles.

- We are making better use of the 180 minutes per day included before additional charges apply.
Appeals:

- Putting aside the appeals related to the transportation for French Immersion at the WRDSB, we continue to see a declining trend in number of appeals we received. Excluding those we would have been down to 52 appeals from 58 the previous year.
- At the WCDSB, the appeals coincide primarily with the loss of transportation at grade 4.
- The following tables illustrate the number of appeals at the WCDSB, the reason for the appeal, and the outcome.

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<tr>
<th>WCDSB</th>
<th>2015-2016 School Year</th>
<th>2015-2016 School Year</th>
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<tbody>
<tr>
<td></td>
<td>Elementary</td>
<td>Secondary</td>
</tr>
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<td>distance</td>
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<td>Total</td>
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2015-16 Summary:

Transportation continues to be very safe for students. No injuries reported. Overall a successful year.

– Safety
  • Implemented a revised kindergarten drop off process to improve the safety of the our most vulnerable students.
  • Reduction in overall collisions frequency.
  • Public awareness campaign continued with 2 radio campaigns
  • Trial of Stop Arm Cameras illustrated the severe risks students face daily

– 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 continued to fine tune the network to reduce distance travelled, improve reliability and constancy of the service to students.
  • We continued to improve the service to the special needs students in focusing on the ride time.
2016-2017 Objectives:

- Building upon our successes and challenges from 2015-16, there are a number of key areas that STSWR will focus on during the 2016-17 school year. These include:
  
  **Safety**
  - Work with the Region to pursue the stop arm camera
  - Continue to focus on defensive driving to reduce the risk of collision by focusing on Speeding and leveraging the Bus Driver PD day
  - Revamp the School Bus Evacuation Training
  - Participate in School Bus Safety week

  **Customer Service**
  - Review start up to continue to improve interaction with the customers.
  - Implement Text Messaging for delays notification

  **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
  - Integrated the active transportation with the School Travel Planner

  **Procurement**
  - Procure long term transportation contract with bus operators
The continued improvement of the transportation network even with the challenges caused by the major construction projects and an increase in enrollment resulted in very small increase transportation cost.

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<td>WCDSB transportation cost</td>
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<td>WRDSB transportation cost</td>
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<td>Total</td>
<td>$19,874,129</td>
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<td>Spec-Ed Bus</td>
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<td>Taxi</td>
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<td>GRT</td>
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Date: Monday February 13, 2017
To: Board of Trustees
From: Director of Education
Subject: Dominican Encounter with Faith and Hospitality

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

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

Origin: (cite Education Act and/or Board Policy or other legislation)
WCDSB Policy Number I:001

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

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

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

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

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

This presentation from representative staff and students will share first hand insights of their experience and its impact.

These students and staff who have represented us so well in this experience are commended for contributing to the attainment of our Board mission to realize their full potential to transform God's world.

**Recommendation:**

This is 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."
Date: February 13th, 2017
To: Board of Trustees
From: Director of Education
Subject: Monitoring the MYSP – Consultation Plan

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

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

Origin: (cite Education Act and/or Board Policy or other legislation)
Education Act Section 169.1
Achieving Excellence: A Renewed Vision for Education in Ontario
Multi-Year Strategic Planning A Guide for School Board Trustees DRAFT Jan 2017

Policy Statement and/or Education Act/other Legislation citation:
Policy 1 001 Ends
Policy IV 013 Leadership
Policy IV 002 Treatment of Public
Policy IV 003 Treatment of Students
Policy IV 004 Treatment of Staff

Alignment to the MYSP:
Strategic Priority: Nurturing Our Catholic Community
Strategic Priority: Student Engagement, Achievement and Innovation
Strategic Priority: Building Capacity to Lead, Learn and Live Authentically

Background/Comments:
In support of the articulated Ministry of Education and the WCDSB priority of inclusion and engagement that nurtures and values stakeholders, the WCDSB will be engaging in a Multi-Year Strategic Plan (MYSP) Survey. This process recognizes the importance of effective communication and consultation with all stakeholder groups. The purpose of our MYSP consultation would be to gain a wide spectrum of feedback to help meet the dual goal of assessing our work to date and of informing any future work and considerations for the second half of this MYSP implementation cycle. To some degree, it will also be informative as we begin to look ahead for a new planning and implementation cycle.
The MYSP consultation introduced in this report will also help to inform a “Report Card” on our work. It also acknowledges that the programs and initiatives of a local school should ideally reflect and support the mission, vision, beliefs and strategic directions identified in the MYSP— for this is the only manner in which we can achieve true success. Thus we need to glean the experiences and impressions of our broader WCDSB community. There is an inherent benefit to inspiring public confidence in the Board, as leaders in education and Catholic values.

The Board approved the MYSP in December 2015, after consultation with various stakeholders in the spring and fall of that year. A broad plan of communication of the MYSP was undertaken by staff and the MYSP has been a lens intended to inform key to guiding the decisions and actions of all employees of the Board.

In consultation with our WCDSB Research Coordinator and the Senior Team, a survey has been developed for distribution with the February 2017 student report cards – both elementary and secondary. This distribution was intentionally chosen to help maximize exposure to the invitation to complete the survey and allow for a more fulsome response from parents. Staff, students, clergy, trustees and community members will also be invited to complete the survey. The MYSP survey is intended to be fairly streamlined and accessible in parent friendly language. Not every question will be relevant to every respondent. It has been made available in electronic form and provisions have been made for parents who prefer a translated version. It is the same report card tool which is intended to be used with all stakeholder groups to ensure a consistent framework for analysis of results. (See Appendix 1)

One central communication to “All Users” (“everyone on exchange”) with a link embedded, plus a live link from our Corporate Homepage (embedded in MYSP icon), will provide additional ease of access to interested stakeholders. The MYSP survey will be one of the images in the “spotlight” on the homepage.

The data gathered from the system survey is but one piece of the MYSP Assessment that we are anticipating for our June Report. The survey will provide perceptual data, and may be further supported by focus groups or town halls as deemed appropriate or necessary. More importantly, staff will also be providing an evidence based assessment of how we have met our expectations to date, for each goal of the MYSP. This will include both actions taken and evidence of progress through the lens of Key Performance Indicators.

The success of the Consultation Process will be assessed by two key criteria:
   a. The number of respondents
   b. The variety and equity of responses (e.g., would like to see strong representation from each of the stakeholder groups, recognizing that the base number possible varies between groups.)

The Report Card will provide critical feedback to the Board and all staff regarding the perceived efficacy of the implementation of the WCDSB MYSP. This feedback can then be used to inform the new cycle of planning that will enhance the further implementation of the Board’s MYSP.

**Recommendation:**

This report is for the information of the Board.

**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.”*
Appendix 1

Invitation to be distributed with February 2017 Report Card to all Parents:

Tell us how we are doing!

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

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

Our Multi Year Strategic Plan (MYSP) 2015-2018 was approved by the Board of Trustees in September 2015. The MYSP was developed to articulate our strategic direction and to focus our collective energies in a way to better support our vision and mission of the WCDSB.

To help the WCDSB implement the MYSP, you are invited to take a few moments to complete our system MYSP Report Card this February to inform our progress through the goals outlined in the plan. Your input is valued and appreciated. All surveys will be kept confidential and anonymous.

Access MYSP Report Card here:
or

If you need this survey in your language, please contact your school’s ESL teacher.

Si vous désirez avoir ce sondage en français, veuillez communiquer avec l’enseignement ESL (Anglais Langue Seconde) de votre école.

Si necesita esta encuesta en su idioma, comuníquese con el maestro de ESL de su escuela.

Se você precisar desta pesquisa em seu idioma, entre em contato com o professor de ESL de sua escola.

"إذا كنت بحاجة إلى قائمة استطلاع الرأي هذا يرجى برجي
التواصل بمدرس اللغة الإنجليزية للغة ثانية بمدرستك."

الاتصال بمدرس اللغة الإنجليزية لغة ثانية بمدرستك."
OSTA-AECO

OCSTA Executive Presentation
Our history

• Earliest form in **1990s** under Premier Bob Rae
• Royal Commission on Learning released a report recommending a student member to be on school boards
• In **1997** the “Education Quality Improvement Act” mentioned pupil representatives in school boards
• By **1998** every school board had one student representative
• Inaugural meeting of OSTA-AECO was in **2000**
• **For further information, please visit: [http://www.osta-aeco.org/about-us/history/](http://www.osta-aeco.org/about-us/history/)**
Crucially…

• Today, student trustee is a legislated position mandated by Ontario’s Ministry of Education for all district school boards in Ontario

• There are 57 English school boards which elect student trustees, representing around 828 secondary schools

• We’re students elected by students, so we are accountable to our constituents

• We consult students - the majority of student trustees run Student Senates/Councils and have to deliver reports at their boards
Our structure

Catholic Board Council
- President
- Vice-President

Public Board Council
- President
- Vice-President

Senior Executive
- President
- Administration Officer
- Chief Executive Officer
- Policy Officer

Voting Executive
- President
- Professional Development Officer
- Communications Officer
- Chief Financial Officer

Non-Voting Executive
- Operations Officer
- French Relations Officer
- Webmaster
What we bring to OCSTA

• Organize focus groups and engage with student body
• Get information out to students - top down communication
• Educated opinions and experiences from those directly affected by Catholic education
• Collect student responses through surveys
• Work towards the promotion of Catholic Education in Ontario
February 6, 2017

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Patrick Daly, President

SUBJECT: Decision of the Federal Court of Appeal Access Copyright’s Judicial Review Application

Background Information:

As you will recall from previous memorandums, the Copyright Board of Canada ("Board") heard a tariff proposal from Access Copyright in May, 2014. The Board ruling of this proposal was delivered on February 19, 2016 setting tariff rates for the years 2013-15.

On April 28, 2016, the deputy ministers of the Council of Ministers of Education Canada Copyright Consortium ("Consortium") decided to continue not to pay the Access Copyright proposed tariff, to prohibit the copying of consumables, and to undertake an education and monitoring program to provide evidence of compliance with the Fair Dealings Guidelines in the Kindergarten to grade 12 education systems outside of Quebec.

Access Copyright then applied for a judicial review of the Board’s decision in the Federal Court of Appeal claiming that the Board made several errors of law in its February 19, 2016 decision.

Decision of the Federal Court of Appeal:

On January 27, 2017, the Federal Court of Appeal issued its decision on Access Copyright’s juridical review application. It found that the Copyright Board of Canada did not make any of the errors of law Access Copyright claimed, save one limited exception. The attached memorandum from the Consortium to the Deputy Ministers of education across Canada provides further details on the legal decision and the next steps in the legal process.

We will continue to monitor the legal proceedings and provide additional material when it becomes available.

If you have any questions, please contact Steve Andrews, Director of Legislative and Political Affairs at sandrews@ocsta.on.ca.

Attachment
To: Deputy ministers of the CMEC Copyright Consortium

Re: Decision of the Federal Court of Appeal in the matter of Access Copyright’s judicial review application, January 27, 2017

The purpose of this memo is to inform deputy ministers of the CMEC Copyright Consortium of the recent decision of the Federal Court of Appeal.

Access Copyright proposed a tariff of $15.00 per student for the years 2010–12 and $9.50 per student for the years 2013–15. The Copyright Board of Canada (the “Board”) heard this tariff proposal in May 2014.

The Board’s ruling of February 19, 2016, set the tariff rate at $2.46 for 2010–12 and $2.41 for the period 2013–15. The rate reflected the Board’s finding that, while over 98 per cent of copying in schools was fair pursuant to the fair dealing provisions of the Copyright Act, consumables were being copied, which required payment of copyright royalties. The rates are based on the copying of consumables, which the Board concluded was not covered by fair dealing.

On April 28, 2016, deputy ministers of the CMEC Copyright Consortium (the “Consortium”) held a teleconference and decided to continue not to pay the Access Copyright tariff, to prohibit the copying of consumables, and to undertake an education and monitoring program to provide evidence on compliance with the Fair Dealing Guidelines in the K–12 education systems outside of Quebec. This decision continues to save Consortium jurisdictions and Ontario school boards millions of dollars annually.

Access Copyright applied for judicial review of the Board’s decision in the Federal Court of Appeal. This application claimed that the Board had made several errors of law in its decision setting the Access Copyright Elementary and Secondary School Tariff, 2010–2015.

On January 27, 2017, the Federal Court of Appeal issued its decision on Access Copyright’s judicial review application (“the Decision”). It found that the Board did not make any of the errors of law that Access Copyright claimed it did. The CMEC Consortium was consequently victorious on all of its arguments, with one limited exception described below.
The most significant element of the Decision is that the Federal Court of Appeal has, by deciding that the Board did not make any other errors of law, largely confirmed the interpretation of fair dealing described in the Consortium’s *Fair Dealing Guidelines*. The Federal Court of Appeal is the second-highest court in Canada. Only the Supreme Court of Canada is higher. The precedent set by the Federal Court of Appeal’s decision is a binding precedent that must be followed by lower courts. This Decision is therefore an important victory that provides strong legal support for the Consortium’s decision to stop paying Access Copyright’s tariff and to rely on fair dealing instead.

The one area in which the Federal Court of Appeal did find an error on the part of the Board was a failure to consider some coding evidence that had been submitted by Access Copyright. The Board had received some evidence on this particular coding matter, but failed to acknowledge this evidence in its decision. This was an error on the Board’s part. As a result, the Federal Court of Appeal has sent this coding issue back to the Board for reconsideration. This means that the Board will need to consider this coding evidence and issue a separate decision on its impact, if any, on the tariff rate.

There is a good possibility that Access Copyright will seek leave to appeal the Decision to the Supreme Court of Canada; it has nothing to lose by seeking leave to appeal, as it has already lost on all of the legal issues it appealed to the Federal Court of Appeal. According to section 58(1)(a) of the *Supreme Court of Canada Act*, an application for leave to appeal must be served and filed within 60 days of the date that a judgment is pronounced. If Access Copyright decides to seek leave to appeal to the Supreme Court of Canada, it must do so no later than Tuesday, March 28, 2017.

A detailed analysis of the Federal Court of Appeal’s decision is being prepared by legal counsel and will be shared with the Copyright Consortium Committee in due course.

Thank you for your attention to this matter.

ORIGINAL SIGNED BY

Chantal C. Beaulieu
Executive Director

cc: Members of the Copyright Consortium Committee
    Advisors
FOR IMMEDIATE RELEASE

CMEC COPYRIGHT CONSORTIUM PLEASED WITH FEDERAL COURT OF APPEAL DECISION

TORONTO, February 6, 2017 – The Copyright Consortium of the Council of Ministers of Education, Canada (CMEC), is pleased with the Federal Court of Appeal’s January 27, 2017, decision in the judicial review of the Copyright Board of Canada’s decision setting the 2010–15 Access Copyright tariff for elementary and secondary schools outside of Quebec for the copying of print materials such as books, magazines, and newspapers. In its decision, the court upheld substantially all of the legal arguments the consortium made before the Copyright Board.

The consortium is composed of the ministers of education of all provinces and territories, with the exception of Quebec.

Access Copyright’s judicial review application claimed the Copyright Board had made several errors of law when it set the Access Copyright Elementary and Secondary School Tariff, 2010–2015. In its findings, the Federal Court of Appeal decided that the Copyright Board did not, with one limited exception, make any of the errors of law claimed by Access Copyright.

Most importantly, the Federal Court of Appeal upheld the Copyright Board’s significant finding that a vast majority of the copying in schools is fair, pursuant to the fair-dealing provisions of the Copyright Act.

The Honourable Karen Casey, Minister of Education and Early Childhood Development for Nova Scotia and Chair of the CMEC Copyright Consortium, said, “Ministries of education and school boards take the importance of copyright compliance in our schools very seriously. So, it is reassuring to receive the Federal Court of Appeal decision, which legitimizes the copyright practices of our teachers and school staff.”

Members of the consortium will be assessing the full implications of the Federal Court of Appeal’s decision in the coming weeks.
Details of the CMEC Copyright Consortium’s position on copyright can be found at http://cmec.ca/139/Programs-and-Initiatives/Copyright/Overview/index.html.

About CMEC

Founded in 1967, CMEC is the collective voice of Canada’s ministers of education. It provides leadership in education at the pan-Canadian and international levels and contributes to the exercise of the exclusive jurisdiction of provinces and territories over education. For more information, visit us at www.cmec.ca.

Information

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February 7, 2017

TO: Chairpersons and Directors of Education
   - All Catholic District School Boards

FROM: Brian O’Sullivan, MA, Ed.D, Director of Catholic Education

SUBJECT: Invitation for Submission of Local Board Examples that Support PPM 159, Collaborative Professionalism

In May 2017, Ontario issued PPM 159 on “Collaborative Professionalism” (see attached copy). This PPM was drafted after consultation with Ontario stakeholders including OCSTA.

In Ontario, collaborative professionalism is defined as professionals – at all levels of the education system – working together, sharing knowledge, skills and experience to improve student achievement and well-being of both students and staff.

In essence, it is a recognition that educational leadership involves all stakeholders in the educational system whose collective expertise can sustain our educational growth and success.

In our current round of consultations on PPM 159 the Ministry is seeking input from our educational associations about how best to support the implementation of PPM 159. As part of these consultations the Ministry is asking if our school boards can provide examples of “collaborative professionalism” in their boards.

These examples can be ones that pre-dated PPM 159, but still espouse the same principles and practices. Your examples can also be practices and organizational changes you have made as a result of PPM 159 on collaborative professionalism.

You are invited to send these examples to Ashlee Cabral at acabral@ocsta.on.ca by Tuesday, February 14, 2017.

Please do not hesitate to contact me if you have further questions.
Date of Issue: May 31, 2016

Effective: Until revoked or modified

Subject: COLLABORATIVE PROFESSIONALISM

Application: Chairs of District School Boards
Directors of Education
Supervisory Officers and Secretary-Treasurers of School Authorities
Principals of Elementary Schools
Principals of Secondary Schools
Principals of Provincial and Demonstration Schools

PURPOSE

In Ontario, collaborative professionalism is defined as professionals – at all levels of the education system\(^1\) – working together, sharing knowledge, skills and experience to improve student achievement and well-being of both students and staff.

This Policy/Program Memorandum (PPM) clarifies a shared commitment of stakeholders to building a culture of collaborative professionalism in Ontario’s education system. The core priorities of this commitment include:

- building a shared understanding of collaborative professionalism, and articulating a commitment to working together to further improve student achievement and well-being of both students and staff;
- transforming culture and optimizing conditions for learning, working and leading at all levels of the education sector in alignment with *Achieving Excellence: A Renewed Vision for Education in Ontario*.

BACKGROUND

Collaborative professionalism is foundational to *Achieving Excellence*, Ontario’s renewed vision for education. This renewed vision is the product of extensive consultation with all education stakeholders across the province.

Ontario has a world class education system and is committed to building on the successes of the past decade to further improve outcomes for all learners.

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\(^1\) In this memorandum, the term *education system* encompasses all learners and education professionals in Ontario, including those in early years and elementary-secondary, and continuing and adult education offered by school boards.
Recent studies have shown that collaborative professionalism has the potential to improve learning and working conditions. Research and evidence demonstrate that networks and communities of professionals are necessary to move systems from great to excellent.

Collaborative professionalism takes into account the legal obligations of the participants in Ontario’s education system to conform with or implement their roles, powers and responsibilities as may be set out in the Education Act and regulations and PPMs made under the act, and in other relevant legislation, including regulatory college Standards of Practice, as well as the need to honour commitments in the provisions of collective agreements and related memoranda of understanding among parties to such agreements.

THE VISION FOR COLLABORATIVE PROFESSIONALISM

The following sets out the vision for collaborative professionalism in Ontario’s education system.

As part of the transformation process, all education professionals will work together to build on Ontario’s solid foundation of achievements through the establishment of trusting relationships that value the voices of all, encourage reflection and support professional growth. As such, collaborative professionalism:
- values all voices and is consistent with our shared responsibility to transform culture and provide equitable access to learning for all;
- takes place in and fosters a trusting environment that promotes professional learning;
- involves sharing ideas to achieve a common vision of learning, development and success for all;
- supports and recognizes formal and informal leadership and learning;
- includes opportunities for collaboration at provincial, district and school levels;
- leverages exemplary practices through the communication and sharing of ideas to achieve a common vision.

SHARED UNDERSTANDINGS AND COMMITMENTS

A culture of collaborative professionalism is grounded in:
- professional learning that supports and enables the conditions for student achievement and student and staff well-being;
- recognition of and building on the strengths of all individuals to support professional growth;
- leadership practices that value the expertise and inclusion of all voices, perspectives and roles;
- a commitment to building professional capacity at all levels;
- professional practice informed by research, evidence and knowledge arising from the strengths, needs and interests of students and education professionals;
- a trusting environment where school, school board, and union leaders and the ministry create the necessary conditions, including consideration of time and resources, that enable teams to learn with, and from, each other;
• an environment that can enhance and influence professional judgement, as defined in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*, in supporting effective assessment, instruction, evaluation and reporting of student achievement;
• an understanding that collaborative professionalism is not intended to increase workload.

**ROLES AND COLLECTIVE RESPONSIBILITIES**

Formal leaders have a unique role in fostering the necessary conditions to motivate and enable teams to learn with, and from, each other. This section outlines how the roles and responsibilities of partners can support the implementation of the PPM.

The ministry will initiate and support the establishment of the Provincial Committee on Ministry Initiatives with representation from teacher federations, unions representing education workers, principal associations, and school board leadership. This provincial committee will meet quarterly each academic year to discuss possible, proposed and existing initiatives, including implications for training, resources and timing. It is anticipated that this committee will play an integral role in transforming focus from an initiatives-based perspective to support more coherent approaches. [See Appendix A for Purpose and Parameters of the Provincial Committee on Ministry Initiatives. As the work of this committee evolves, these parameters may be amended.]

District school boards and school authorities will establish a mechanism, or use existing mechanisms\(^2\), to foster consultation, collaboration and communication with federation and other union locals and associations for the implementation of new and existing initiatives.

All partners, individually and collectively, have agreed to uphold and model the principles of collaborative professionalism identified in this PPM to:
• share a vision of professional collaboration and a clear sense of purpose of the work of all education professionals;
• engage all education professionals at all levels in fostering and sustaining the conditions for collaborative professionalism;
• share ideas for the streamlining and enhancing of initiatives and strategies;
• shift from an initiatives-based approach to a coherent system-wide approach to change;
• mobilize research and evidence on effective practices; and
• engage in ongoing reflective practices.

The French-language sector will seek to foster collaborative professionalism in alignment with the specific mandate of French-language education, as defined in Ontario’s *Aménagement Linguistique* policy for French-language education.

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2. Examples of existing mechanisms may include, but are not limited to, Joint Staffing Committees and Joint Professional Development Committees.
APPENDIX A: THE PROVINCIAL COMMITTEE ON MINISTRY INITIATIVES

Purpose

The Provincial Committee on Ministry Initiatives (“the committee”) is to provide advice to the Ministry of Education, through a collaborative process, on new or existing ministry initiatives/strategies during development, implementation and review, including implications for training, resources and timing to support improvement to achievement and well-being of all learners.

The committee will be composed of English- and French-language representatives and will meet quarterly.

Parameters of Work

The development of the committee’s review process may include, but is not limited to:

- ongoing review of inventory and status of Ministry of Education initiatives/strategies to make recommendations about next steps;
- understanding that some expectations and practices are no longer relevant in today’s context and may need to be stopped, adjusted or changed while other expectations and practices may need to emerge, leading to recommendations about next steps;
- providing input into the review, development, implementation and evaluation of new and existing initiatives;
- presenting evidence-based rationale when the ministry is launching new initiatives/strategies;
- providing input about guiding appropriate timing and pacing of new initiatives;
- providing feedback during development, implementation and review of new initiatives;
- integrating possible/proposed new initiatives, materials and resources with existing practices and taking into consideration the impact of initiatives on existing demands on teachers, early childhood educators, education workers, professional student support personnel, school and board leaders; and taking into account innovative and/or interdisciplinary approaches to achieve this;
- sharing effective implementation practices of both school board and provincial levels, as well as sharing lessons learned throughout implementation processes;
- discussing training and professional learning requirements to support the implementation of new initiatives;
- taking into account initiatives of other ministries that may have an impact on school staff, and student achievement and well-being; and
- evaluating potential impacts on resources as well as on workload at all levels, throughout the process of consultation.