



Committee of the Whole Meeting

Date: September 11, 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:
Kate Jamieson, Meghan Nemeth

Senior Administration:
Loretta Notten, Gerry Clifford, Jason Connolly, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson, Laura Shoemaker

Special Resource:

Recording Secretary:
Barb Pilsner

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Board Vice-Chair		
1.1 Opening Prayer & Memorials	Pastoral Team	--	--
1.2 Approval of Agenda	Board of Trustees		Approval
1.3 Declaration of Pecuniary Interest	Individual Trustees		
1.3.1 From the current meeting			
1.3.2 From a previous public or in-camera meeting			
1.4 Communication From the Chair	Joyce Anderson	p. 1	Approval
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)			

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board (Minutes of meetings)			
3.1 Minutes of May 8, 2017 Committee of the Whole Meeting	Trustees	pp. 2-5	Approval
4. Delegations			
5. Advice from the CEO			
5.1 Gr. 4 Religion Digital Resource	Richard Olson	pp. 6-7	Information
5.2 BIPSA	John Klein	pp. 8-28	Information
5.3 Capital Priorities Update	Shesh Maharaj	pp. 29-30	Information
5.4 Director's Immersive Professional Learning Program in Kenya	Loretta Notten	pp. 31-33	Information
6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Linkages Activity	Trustees	--	Discussion
6.2 Pastoral Care Activity	Trustees	--	Discussion
7. Reports from Board Committees/Task Forces			
8. Board Education (at the request of the Board)			
8.1 2017-18 Trustee Planning Calendar	Wendy Price	pp.34-39	Information
8.2 OCSTA Communication	Wendy Price	pp. 40-91	Information
9. Policy Discussion (Based on Annual Plan of Board Work)			
10. Assurance of Successful Board Performance (monitoring)			
10.1			
11. Assurance of Successful Director of Education Performance (monitoring)			
11.1 Monitoring Reports & Vote on Compliance			
12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries			
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):			
14. Items for the Next Meeting Agenda	Trustees		
14.1 Draft Reports to Board Schedule	Loretta Notten	pp. 92-95	Information
14.2 Motion to Move to Private, Private, Private	Trustees	--	Approval
14.3 Motion to Move to Private, Private	Trustees	--	Approval
15. Adjournment Confirm decisions made tonight	Director of Education		

ITEM	Who	Agenda Section	Method & Outcome
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

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

September 11, 2017

Board of Trustees
Waterloo Catholic District School Board

Dear Fellow Trustees:

It is with regret that I am submitting my resignation as Chair of the Waterloo Catholic District School Board effective September 11th, 2017. Health issues prevent me from fulfilling the demanding obligations of the position.

Thank you for the privilege of serving as your Chair these past months. It is a joy and an honour to work with such a dedicated team.

Sincerely,



Joyce Anderson
Board Chair

Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, May 8, 2017 at Waterloo Region Catholic Education Centre, Kitchener

Trustees Present:

Bill Conway, Manuel da Silva, Jeanne Gravelle, Wendy Price, Brian Schmalz, Melanie Van Alphen

Student Trustees Present:

Joseph De Sousa, Samantha Lim

Administrative Officials Present:

Loretta Notten, Gerry Clifford, Jason Connolly, David DeSantis, John Klein, Shesh Maharaj, Richard Olson, Laura Shoemaker

Special Resources For The Meeting:

Regrets:

Joyce Anderson (Chair), Amy Fee, Greg Reitzel

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 Vice-Chair called the meeting to order at 6:00 p.m.

1.1 Opening Prayer & Memorials

The opening prayer was led by Jeanne Gravelle, Pastoral Team. Intentions were offered for the family of a student at John Sweeney whose father passed away. Please keep the family in prayer.

1.2 Approval of Agenda

Add Item 8.2 Motion to Move In-camera

2017-68 -- It was *moved* by **J. Gravelle** and *seconded* by **M. da Silva**:

THAT the agenda for May 8, 2017 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)

3. Consent Agenda: Board of Trustees (Minutes of meetings)

3.1 Approval of Minutes of Regular and Special Meetings

3.1 Minutes of April 10, 2017 Committee of the Whole Meeting

2017-69 -- It was *moved* by **B. Conway** and *seconded* by **B. Schmalz**:

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 Summer Boost

Pat Runstedler and Heather Papp spoke about the Summer Boost program as one of the strongest interventions in our school system. The Council of Ontario Directors of Education (CODE) in partnership with the Ministry of Education provide funding for the program. This is the third year Summer Boost has been offered and it is designed for students approaching the provincial standard who require a little additional support in the areas of numeracy and literacy. We have requested and received additional funding after the first year to offer more classes at more schools.

The 15-day program runs from July 3rd to 21st and H. Papp outlined the timetable for the day with classes beginning at 8:30 and ending at 1:00 pm.

We offer a blended literacy and numeracy program from Grade 1 to Grade 6. This year classes will be held at St. John, St. Bernadette, Monsignor Haller, Christ the King, Holy Spirit, Our Lady of Lourdes and Sir Edgar Bauer.

To ensure accountability and monitoring of student achievement the metrics used to assess the efficacy of the program include STAR testing - Ministry diagnostic administered at the beginning and end of the program. Students have shown good gains in both literacy and numeracy. It is a fully inclusive model, also have some students not from our board.

5.2 Student Re-engagement

L. Notten advised the graduation rate is a true celebration of what we do K to 12. Our 5-year graduation rate has shown some good gains.

D. DeSantis introduce Shaun Reagan is our Re-engagement officer. His role is facilitating credit accumulation for those students who have left the system.

S. Reagan advised we have a Re-engagement Steering Committee comprised of a Superintendent, Guidance Program Head from each high school and a Guidance counselor from Continuing Education who meet monthly. They have created a strategy that included targeting our "Early Leavers" and being proactive with our current on-roll student's who are at risk.

We support Re-engaged students through:

Compulsory credits

1. St. Louis enrolment
2. Independent Learning Course support through Student Success in home schools
3. Recovering credits with packages sent home

Elective Credits

1. Enrolment in Continuing Education at St. Louis
2. Independent Learning Course support through Student Success in home school
3. Recovering credits with packages sent home
4. Credit at work Coop Program through St. Don Bosco

Community Involvement Hours

1. Directing student to volunteer programs
2. Encouraging students to complete hours

5.3 Social Media

J. De Sousa and S. Lim provided an overview of how to navigate Twitter, Snapchat, Instagram, YouTube and Facebook some of the social media used today.

6. Ownership Linkage (Communication with the External Environment)

Trustees, in small groups, discussed items for Linkages and Pastoral Care

6.1 Linkages Activity

B. Conway reported the Community Leaders breakfast was well attended. Linkages would like to continue holding the breakfast during Education Week but the date should not conflict with events planned at the City or Region. Appreciation letters will be prepared for school council chairs, administrators, folk dance organizers and Dan Hutter in recognition of his award. L. Notten suggested letters also be sent to those schools involved in the Mud puppy race in support of KidsAbility. The committee would like to hold the school chair commissioning again in the fall using the same format.

6.2 Pastoral Care Activity

B. Schmalz advised mass during Education week was well attended. Pastoral Care team would like to offer a retreat for trustees and senior admin in the fall. They also spoke about offering their services for some of the initiatives at the schools. Bishop Crosby will host a barbecue for trustees at his residence on Saturday, September 9th. L. Notten advised Julie McNab and her students are making a prayer table in honour of Frank Johnson.

7. Reports From Board Committees/Task Forces

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

8.1 OCSTA Communications

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

8.2 Motion to Move In-camera

2017-70 -- It was *moved* by **M. da Silva** and *seconded* by **J. Gravelle**:

THAT the Board of Trustees move to an in-camera Private, Private session. --- Carried by consensus

The public meeting moved in-camera at 8:37 p.m.

The public meeting resumed at 9:20 p.m.

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):

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

2017-71-- It was *moved* by **B. Schmalz** and *seconded* by **M. da Silva**:

THAT the meeting be now adjourned.

The meeting was adjourned by consensus at 9:22 p.m.

Vice-Chair of the Board

Secretary

Date: September 7, 2017
To: Board of Trustees
From: Director of Education
Subject: Growing in Faith, Growing in Christ Grade 4 Digital Resource

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)

Board Governance Policy I:001 Ends
 Ontario Catholic School Graduate Expectations (OCSGE, 2011): [Institute for Catholic Education]
 Ontario Catholic Elementary Religious Education Policy Document (2012) [Institute for Catholic Education]

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

Administrative Policy (APO003):
 The Compulsory Nature of Elementary and Secondary Religion Course and Programs.

Alignment to the MYSP:

- 1) Nurturing our Catholic Community:
 - i) Faith is lived and witnessed in community
 - (a) To strengthen and cultivate school, parish and home relationships
 (i.e. sacramental preparation; work in partnership with Diocese to strengthen collaborative initiatives)

Background/Comments:

From APO003:

"Catholic parents send their children to Catholic schools with certain expectations. The overriding expectation is that their daughter/son will experience education permeated with religious values, religious instruction and be invited to participate in the sacramental life of the church. They also expect that Catholic values will be held, modeled, expressed and taught within the Catholic educational community.

The three basic means by which separate school boards provide Catholic education are:
 i) by developing each school as a Christian community in all of its academic and non-academic activities;
 ii) by providing qualified teachers, supervisory officers and other personnel who are committed to building a Christian

community in the school system; and
 iii) by providing academic curricula, including formal religious instruction, in which Catholic faith and life are integrated.”

Growing in Faith, Growing in Christ is a Religious Education program sponsored by the Catholic Bishops of Ontario, Alberta, Saskatchewan, and the Northwest Territories and developed in collaboration with Catholic educators from across Canada.

The program is based on the Catholic Elementary Curriculum Policy Document for Religious Education, Grades 1-8, which has been approved by the aforementioned Catholic Bishops and Regional Assemblies of Bishops. It reflects the content of faith expressed in the Catechism of the Catholic Church and follows the rationale and methodology of the General Directory for Catechesis.

As reported this past Spring, the Waterloo Catholic District School Board is moving to a digital resource beginning with the Grade 4 program. This digital resource provides more resources for classroom teachers in the delivery of the religious education curriculum. Additionally, there are portals available for families and for parishes to support the catechesis taking place in the school. The digital resource is a tool to help strengthen school, home and parish relationships, as well as to provide support for collaboration with regards to sacramental preparation.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Richard Olson
 Superintendent of Learning
 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.”

Date: September 11, 2017
To: Board of Trustees
From: Director of Education
Subject: Board Improvement Plan for Student Achievement (BIPSA) 2017-2018

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

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

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

Education Act Section 169.(1)

Every Board shall: (a) promote student achievement and well-being; (b) ensure effective stewardship of the board's resources; (c) deliver effective and appropriate education programs to its pupils; f) develop a multi-year plan aimed at achieving the goals of student achievement and well-being, positive school climate, inclusive and accepting schools, stewardship of resources, and effective and appropriate education programs to its pupils.

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

Achieving Excellence: A Renewed Vision for Education in Ontario (2014)

PPM 159 Collaborative Professionalism (2016)

School Effectiveness Framework (2013)

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

To strengthen system commitment to school, student, and staff spiritual health

Priority Area: Student Engagement, Achievement, & Innovation

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

Goal: To engage students in authentic learning experiences that reflect real-life application and engagement within a global context

Priority Area: Student Engagement, Achievement, & Innovation

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

Goals: To focus on the 21st century competencies of critical thinking and problem solving, creativity and collaboration

To focus on personalized authentic and (culturally) relevant inquiry

To support our students in meeting the Ontario Catholic Graduate Expectations

Priority Area: Student Engagement, Achievement, & Innovation

Strategic Direction: Staff are engaged in cultivating collaborative learning communities

Goal: To improve student learning and achievement in mathematics

To improve student learning and achievement in Applied Level classrooms

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

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

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

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

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

Strategic Direction: Leadership & succession planning is intentional and nurtured

Goal: To improve and to build collaborative ownership of system goals and priorities so they are owned by all

To support Principals and educators in maintaining high levels of professional judgement and assessment

Background/Comments:

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

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

BIPSAs reflect a three-year timeline with each individual year having a more specific plan that responds to the shifting needs of students. It is drawn from a variety of data and ongoing professional discernment. The current BIPSA marks Year II of a three-year (2016-2019).

The WCDSB's Multi Year Strategic Plan (*Living in Faith*) provides a clear articulation of the WCDSB's strategic priorities and the 2017-2018 BIPSA's alignment to the MYSP is both deep and broad.

The BIPSA has revised through an ongoing and collaborative process involving WCDSB staff.

The WCDSB BIPSA is a broad document that strives for overall increased student achievement and well-being in four key areas (Catholic Community, Culture, and Caring; Numeracy; Literacy; and Pathways to Success). Of primary importance for 2017-2018, is Numeracy (mathematics).

The 2017-2018 BIPSA takes the form of a two-sided "placemat". This attention to brevity and clarity is intended to lead to greater engagement by all stakeholders and achievement by our students. The BIPSA can be read or approached in distinct manners and reflects a core focus, namely that we are committed to a) know our learners, b) respond to their needs, and c) monitor progress.

Key Revisions to the 2017-2018 BIPSA are:

- Consistent alignment and clarification of terms (*i.e.* in realm of assessment of learning)
- Focus on numeracy and literacy across the curricula and the consolidation phase of instruction
- Emphasis on the continuum of key concepts and "big ideas" in numeracy and literacy

- Numeracy emphasis on quantity, magnitude, and fractional sense
- Greater emphasis on learning environment

Some key components of the 2017-2018 WCDSB BIPSA are:

System Inquiry Question

- At its core, a school is a place of learning – for students *and* staff; this holds true for school *boards* as well. Learning itself, regardless of the learner, starts with a question or problem and the WCDSB's 2017-2018 BIPSA itself begins with an authentic and engaging inquiry that guides and directs what follows: *What impact will collaborative teaching and learning, that focuses on the assessment for learning process, have on increasing the number of students approaching, achieving at or beyond the provincial standard K-12?*

WCDSB Multi Year Strategic Plan & School Effectiveness Framework (2013)

- The 2017-2018 BIPSA moves from its system inquiry question to a clear reference to these two essential documents. While the MYSP (*Living in Faith*) has been described by our Director as “our compass that lays out our strategic direction”, one might view the *School Effectiveness Framework* (2013) as the impressive array of sails that allows us to catch and employ the wind so that we might reach the distant shores. The 2017-2018 BIPSA identifies nine distinct “indicators” from the *School Effectiveness Framework* (2013) and aligns them with all three of the MYSP's priorities. These same SEF indicators are then re-articulated and aligned with the BIPSA's key curriculum areas of Catholic Community, Culture and Caring, Numeracy, Literacy,

Assessment/Instruction

- The interplay of assessment and instruction mark an essential feature of the WCDSB's 2017-2018 BIPSA. This dynamic invites educators to commit themselves, in a full and ongoing manner, to identify each learner's strengths and needs through assessment *for* and *as* learning. Then, based on this knowledge, they can respond through effective instruction as well as attention to creating a supportive and responsive learning environment.
- This is set within the Gospel imperative calling committing our learners to transform the world and, in this regard, references the Ontario Catholic Schools' Graduate Expectations
- It is this “urgent student learning need” that guides the professional development of staff.
- Terms have been clarified and better aligned (i.e. “triangulation of data”)
- Extends the importance of broader concepts and continua (“Big ideas”)

Outcomes

- Student achievement outcomes are intended to improve through the consistent and varied use of authentic (via observations, conversations, and products) assessment in *all* curricula. This is intended to emphasize the importance of assessment as a driver of both instruction and educator development. It is hoped all educators will see themselves in this BIPSA. The emphasis is less on assessment *of* learning but, rather, assessment *for* and *as* learning.
- Each “pillar” has identified outcomes expressed as specific and measurable increases in achievement (i.e. Gr. 9 Math achievement in EQAO)
- Targets have been broadened
- School Improvement Plans for Student Achievement (SIPSAs) will each have specific targets articulated and monitored

Student Learning Needs

- The needs of our students within each pillar are identified along with some overall needs derived from 21st Century (or Global) competencies, recognized as pivotal for future success. Added to these are such character goals as resiliency and perseverance.

- These needs call upon educators to not only ensure their own dispositions and skills are as refined as possible, but, as well, to utilize as wisely as possible a varied set of instructional strategies in order to respond to student needs
- Catholic Community, Culture and Caring
 - Addresses Religion and Family Life as well as Mental Health and Wellness
 - Resiliency survey helps guide the outcome selection and monitoring
- Numeracy
 - Derived from EQAO, CAT4, and report card trends
 - Focus on curriculum content particularly focusing on the “big ideas” that weave through the curriculum
 - Junior division
 - Applied level
 - Students with a learning disability
 - K-3 focus on quantity and magnitude
 - K-12 focus on fractional sense
 - Focus on math connections across subjects
- Literacy
 - Derived from EQAO, CAT4, and report card trends
 - Focus on a balanced literacy approach
 - Focus on subject-specific vocabulary, sentence structure, and text selection and competence
 - Metacognitive skills
- Pathways to Success
 - Clearly aligns various BIPSA components such as 21st Century (or Global) competencies, technology, assessment/instruction dynamic

Strategies and Actions for Building Capacity through Collaborative Learning

- Goal is to, “Increase student achievement and well-being by focusing professional learning on evidence-based instructional strategies, mindfully using a variety of tools and technologies”
- Clear articulation of what staff will do to meet this goal. This is specific to the director, superintendents, principals and vice-principals, teachers and early childhood educators, and support staff
- Collaboration is a significant theme
- Added emphasis on classroom environment, routines, structures, and culture
- Added highlight of consolidation phase of lesson and learning

Monitoring Learning

- Professional Learning Cycles are at the heart of this component and are monitored through a series of clarifying questions
- These questions centre on student learning and staff learning
- The monitoring questions conclude with reflections on next steps and, as such, set the stage for the BIPSA composition the following year
- At the heart of the monitoring component is the “Instructional Core” a dynamic interweaving of student, teacher, and curriculum reflected in each task that is monitored
- The monitoring is conducted by all stakeholders and is ongoing. Superintendents formally monitor these through school visits, the System Improvement Learning Cycle (SILC), and *School Effectiveness Framework* processes
- The Professional Learning Cycle and Continuous Assessment Process (Plan, Act, Observe, & Reflect) anchor this component
- The BIPSA provides of clear articulation of each professional stakeholders actions and responsibility, as we strive to fully implement and monitor our plan.

Miscellaneous

- The BIPSA contains hyperlinks for staff that connect to various key documents, policies and resources to guide its implementation and monitoring
- Key stakeholders have their own roles and actions regarding the monitoring of the BIPSA clearly delineated
- The BIPSA's outcomes and monitoring are strongly supported by the WCDSB's investment in and use of its new electronic student achievement and well-being platform

Recommendation:

This report is presented for the information of the Board.

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

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BIPSA/SIPSA

Moving Forward – *Together!*
September 11, 2017



**Waterloo Catholic
District School Board**

Background

- We are presently in Year II of our Board's three-year Board Improvement Plan for Student Achievement
- As noted in June, the 2017-2018 BIPSA is enhanced, not significantly modified
- BIPSA informed by:
 - ❑ Ministry of Education priorities: *Achieving Excellence, Collaborative Professionalism* (PPM 159), and *Ontario's Renewed Math Strategy*,
 - ❑ Institute for Catholic Education's (ICE) Ontario Catholic School Graduate Expectations
 - ❑ WCDSB's new Multi-Year Strategic Plan (MYSP)

Background

- The WCDSB BIPSA is a broad document that strives for overall increased student achievement and well-being in key areas (Catholic Community, Culture, and Caring; Numeracy; Literacy; and Pathways to Success).

BIPSA 2017-2018: *What's New?*



WATERLOO CATHOLIC DISTRICT SCHOOL BOARD 2017-2018 BOARD IMPROVEMENT PLAN

SYSTEM INQUIRY QUESTION: What impact will collaborative teaching and learning, that focuses on the assessment for learning process, have on increasing the number of students achieving at or above the standard K-12?

Clarification of terms i.e. "triangulation of data"

Extends and broadens importance of broader concepts & continua ("Big ideas")

COLLABORATIVE CONDITIONS for LEARNING for ALL

Building Capacity to Lead, Learn & Live Authentically

...and inquiry-based professional learning builds capacity, informs instructional practices to a culture of learning.
...learning in the 21st Century is collaborative, innovative and creative within a...
...and assessment are differentiated in response to student strengths, needs and...

Student Engagement

SEF Indicators:
3.1 The teaching and learning...
4.2 A clear emphasis on...
5.4 Students build on...
...interests, strengths, skills...

ITS: Through educator collaboration & assessment, OUR STUDENTS WILL

CRITICAL THINKING

...ect on their thinking by making...
...and skills. (SEF: 2.4, 4.1, 4.2, 4.5)

LITERACY

...use language and images to apply critical thinking skills, analyze and...
...texts, express opinion and ideas, and reflect on and connect to other learning...
(SEF: 3.1, 4.2, 4.5)

...that are responsive to their voices and individual identities and engage...
...them in education and career life planning. (SEF: 4.3, 5.3, 5.4)



Responding through EFFECTIVE INSTRUCTION & LEARNING ENVIRONMENT

- How can we understand what a student knows, thinks, and is able to do?
- How can we teach students to become effective assessors of their own learning so they can make informed decisions about next steps?
- How will we give students voice and choice in their learning and build on a desire to make sense of their world?
- How will we, together with our students, share and use pedagogical documentation to develop metacognition for the purpose of assessment 'as' and 'for' learning?

- In partnership with students, how can we design learning experiences based on the current strengths and needs of these students at this time?
- How will observations, conversations and products (i.e. triangulation of data) drive the next level of learning in the curriculum?

- How can we best plan, sequence and connect key concepts across the year through the gradual release of responsibility model?
- How can we integrate the big ideas across other curriculum areas for/as an interdisciplinary approach?

KNOW our Learners ↔ RESPOND to their Needs ↔ MONITOR our Progress

OUR CATHOLIC GRADUATES: Nurtured in hope, empowered in a faith-filled learning stance to realize their God-given potential to transform the world

OUTCOMES

Increase in student achievement & well-being through triangulated assessment (observations, conversation & products) for/as learning in all curricula

CATHOLIC, COMMUNITY, CULTURE & CARING

- Increase level of student-faith-filled experiences in reference to our Three Year Pastoral Plan (as measured by system surveys)
- Increase in resiliency assets as reflected in The Resiliency Initiatives data K-12 (e.g. 'balanced' and 'optimal' categories)

NUMERACY

- Primary & Junior EQAO: Increase achievement within the NSN strand as well as the Application category across all strands
- Gr. 9 Applied EQAO: Increase achievement for students approaching, achieving, at, or beyond provincial standard
- Primary, Junior, & Gr. 9 EQAO: Increase in cohort achievement
- Increase achievement for students with learning disabilities and/or diverse learning needs

LITERACY

- EQAO: Increase alignment between reading & writing at provincial standard
- CAT4: Increased understanding & accurate use of general vocabulary
- Students read, comprehend & produce increasingly complex texts through the use of semantic, morphological, syntactic, & pragmatic knowledge
- Increase achievement for students with learning disabilities and/or diverse learning needs

PATHWAYS TO SUCCESS

- Improve Red Seal Graduation rates for SHSM
- Increase in both four and five year graduation rate
- Increase the Career Cruising, IPP activity completion rates
- Increase the number of student artifacts uploaded to each student's All About Me portfolio

Our Catholic, Global-Minded Graduates will: Collaborate & Communicate; Think Critically & Problem Solve; Create & Innovate; & Develop Character; Demonstrate Resiliency & Persevere

Student Learning Needs:

- Christian values & principles, Catholic Graduate Expectations, Apostles' Creed, the Beatitudes, & Catholic Social Teachings
- Structure of meaningful worship in liturgies, masses, prayer & other celebrations
- Responsibilities as a member of the Catholic Church: Who is my family? What do I believe? What is my Lenten promise? How might I learn & grow as "People of Faith"?
- School/Class-wide social-emotional learning
- Whole school & board promotion of positive mental health and well-being (e.g. leveraging a growth mindset)

Student Learning Needs:

- Deep understanding of quantity & magnitude, K-3
- Junior inquiry-based learning & critical thinking skills
- Effective visualization & flexible number relationships through daily number sense routines to build number sense, with intentional focus on fractional sense within proportional, spatial, & algebraic reasoning K-12
- Responsive differentiation for adolescent learners (gr. 6-10) to improve how they access curriculum, with intentional focus on the student who may choose or have chosen the Applied course
- Special education accommodations & modifications, including the consistent & mindful use of technology & strategies for students with learning disabilities and/or diverse learning needs
- Think and reason with intentional focus on fractional sense within

Student Learning Needs:

- A clear understanding of the complexities of general vocabulary & sentence structures, & how these impact meaning, through responsive guided reading instruction & intentional word study, with a focus on precise text selection, topic development, & use of supporting details, organization & conventions
- Engage in student-to-student discourse to enhance their understanding of complex texts by building on the critical thinking of others
- Develop metacognitive strategies to make thinking visible
- Special education accommodations (and/or STEP for ELLs) accommodations and/or modifications, including consistent & mindful use of technology & strategies for students with learning disabilities and/or diverse learning needs
- Responsive differentiation through precise text selection in order to access

Student Learning Needs:

- Act upon feedback from teachers & peers to move learning forward; setting goals for future achievement
- Engage in goal-setting and select appropriate activities/program & pathway choices that reflect their interest, skills & abilities
- Students with IEPs & ELLs will be aware of & participate in experiential learning opportunities
- Knowledge & understanding of FNMI culture & perspectives
- Develop 21st century global competencies by engaging in inquiry-based learning to collaboratively decide the focus & structure of the inquiry
- Use a variety of digital tools to collaborate & to creatively communicate ideas to authentic audiences

BIPSA 2017-2018: *What's New?*



WATERLOO CATHOLIC DISTRICT SCHOOL BOARD 2017-2018 BOARD IMPROVEMENT PLAN for STUDENT ACHIEVEMENT

SYSTEM INQUIRY QUESTION: What impact will collaborative teaching and learning, that focuses on the assessment for learning process, have on increasing the number of students approaching, achieving at or beyond the provincial standard K-12?



MYSP Priorities: COLLABORATIVE CONDITIONS for LEARNING for ALL

Nurturing Our Catholic Community

SEF Indicators

- 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.
- 5.3 Students, parents, families, and educators understand the full range of pathways, programs, options and supports that are available.
- 6.3 The school and community build partnerships to enhance learning opportunities and well-being for students.

Building Capacity to Lead, Learn & Live Authentically

SEF Indicators

- 2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.
- 4.3 Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.
- 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.

Student Engagement, Achievement & Innovation

SEF Indicators

- 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.
- 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.
- 5.4 Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations.

SYSTEM FOCUS STATEMENTS: Through educator collaboration & assessment, OUR STUDENTS WILL...

NUMERACY

...problem-solve, communicate, and reflect on their thinking by making connections between concepts, procedures, and skills. (SEF: 2.4, 4.1, 4.2, 4.5)

LITERACY

...use language and images to apply critical thinking skills, analyze and challenge texts, express opinion and ideas, and reflect on and connect to other learning. (SEF: 3.1, 4.2, 4.5)

PATHWAYS TO SUCCESS

...engage as partners in challenging, meaningful learning experiences that are responsive to their voices and individual identities and engage them in education and career life planning. (SEF: 4.3, 5.3, 5.4)

ASSESSMENT

...we give students voice and choice in their learning and build on a desire to make sense of their world.

...we, together with our students, share and use documentation to develop metacognition for the purpose of assessment 'as' and 'for' learning?



Responding through EFFECTIVE INSTRUCTION & LEARNING ENVIRONMENT

- In partnership with students, how can we design learning experiences based on the current strengths and needs of these students at this time?
- How will observations, conversations and products (i.e. triangulation of data) drive the next level of learning in the curriculum?
- How can we best plan, sequence and connect key concepts across the year through the gradual release of responsibility model?
- How can we integrate the big ideas across other curriculum areas for/as an interdisciplinary approach?

KNOW our Learners ↔ RESPOND to their Needs ↔ MONITOR our Progress

OUR CATHOLIC GRADUATES: Nurtured in hope, empowered in a faith-filled learning stance to realize their God-given potential to transform the world

OUTCOMES

Increase in student achievement & well-being through triangulated assessment (observations, conversation & products) for/as learning in all curricula

CATHOLIC, COMMUNITY, CULTURE & CARING

- Increase level of student-faith-filled experiences in reference to our Three Year Pastoral Plan (as measured by system surveys)
- Increase in resiliency assets as reflected in The Resiliency Initiatives data K-12 (e.g. 'balanced' and 'optimal' categories)

NUMERACY

- Primary & Junior EQAO: Increase achievement within the NSN strand as well as the Application category across all strands
- Gr. 9 Applied EQAO: Increase achievement for students approaching, achieving, at, or beyond provincial standard
- Primary, Junior, & Gr. 9 EQAO: Increase in cohort achievement
- Increase achievement for students with learning disabilities and/or diverse learning needs

LITERACY

- EQAO: Increase alignment between reading & writing at provincial standard
- CAT4: Increased understanding & accurate use of general vocabulary
- Students read, comprehend & produce increasingly complex texts through the use of semantic, morphological, syntactic, & pragmatic knowledge
- Increase achievement for students with learning disabilities and/or diverse learning needs

PATHWAYS TO SUCCESS

- Improve Red Seal Graduation rates for SHSM
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- Increase the number of student artifacts uploaded to each student's All About Me portfolio

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- Special education accommodations & modifications, including the consistent & mindful use of technology & strategies for students with learning disabilities and/or diverse learning needs
- Think and reason with intentional focus on fractional sense within

Student Learning Needs:

- A clear understanding of the complex structures, & how these impact meaning, instruction & intentional word study, topic development, & use of supports
- Engage in student-to-student discourse, complex texts by building on the critical
- Develop metacognitive strategies to monitor and reflect on learning
- Special education accommodations (a and/or modifications, including consistent strategies for students with learning disabilities and/or diverse learning needs)
- Responsive differentiation through

Reiteration of **assessment and evaluation** terms i.e. triangulation, assessment for/as learning...

Broadens targets (LD, level 3+, etc.)

BIPSA 2017-2018: *What's New?*



WATERLOO CATHOLIC DISTRICT SCHOOL BOARD 2017-2018 BOARD IMPROVEMENT PLAN for STUDENT ACHIEVEMENT

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SEF Indicators

- 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.
- 5.3 Students, parents, families, and educators understand the full range of pathways, programs, options and supports that are available.
- 6.3 The school and community build partnerships to enhance learning opportunities and well-being for students.

Building Capacity to Lead, Learn & Live Authentically

SEF Indicators

- 2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.
- 4.3 Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.
- 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.

Student Engagement, Achievement & Innovation

SEF Indicators

- 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.
- 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.
- 5.4 Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations.

SYSTEM FOCUS STATEMENTS: Through educator collaboration & assessment, OUR STUDENTS WILL...

CATHOLIC, COMMUNITY, CULTURE & CARING

...contribute as partners to a safe, healthy, and faith-filled, inclusive classroom, school and community that maximizes engagement, achievement and well-being. (SEF: 3.1, 6.3)

NUMERACY

...problem-solve, communicate, and reflect on their thinking by making connections between concepts, procedures, and skills. (SEF: 2.4, 4.1, 4.2, 4.5)

LITERACY

...use language and images to apply critical thinking skills, analyze and challenge texts, express opinion and ideas, and reflect on and connect to other learning. (SEF: 3.1, 4.2, 4.5)

PATHWAYS TO SUCCESS

...engage as partners in challenging, meaningful learning experiences that are responsive to their voices and individual identities and engage them in education and career life planning. (SEF: 4.3, 5.3, 5.4)

Knowing the LEARNER through ASSESSMENT

- How can we understand what a student knows, thinks, and is able to do?
- How can we teach students to become effective assessors of their own learning so they can make informed decisions about next steps?
- How will we give students voice and choice in their learning and build on a desire to make sense of their world?
- How will we, together with our students, share and use pedagogical documentation to develop metacognition for the purpose of assessment 'as' and 'for' learning?



Responding through EFFECTIVE INSTRUCTION & LEARNING ENVIRONMENT

Reiteration of **assessment and evaluation** terms *i.e.* **triangulation, assessment for/as learning...**

New: **quantity & magnitude** (K-3); **fractional sense** (K-12); **DI emphasis**; **math connection across subjects**

KNOW our Learners ↔ RESPOND to their Needs

CATHOLIC GRADUATES: Nurtured in hope, empowered in a faith-filled learning start

OUTCOMES

achievement & well-being through triangulated assessment (observa

NUMERACY

- Primary & Junior EQAO: Increase achievement within the NSN strand as well as the Application category across all strands
- Gr. 9 Applied EQAO: Increase achievement for students approaching, achieving, at, or beyond provincial standard
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- Increase achievement for students with learning disabilities and/or diverse learning needs

- EQAO: Increase
- CAT4: Increase
- Students re
- Increase ach
- learning needs

Graduates will: Collaborate & Communicate; Think Critically & Problem Solve; Create & Innovate; & Develop Character; Demonstrate Resiliency & Persevere

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Student Learning Needs:

- Deep understanding of quantity & magnitude, K-3
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- A clear understanding of the complexities of general vocabulary & sentence structures, & how these impact meaning, through responsive guided reading instruction & intentional word study, with a focus on precise text selection, topic development, & use of supporting details, organization & conventions
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Student Learning Needs:

- Act upon feedback from teachers & peers to move learning forward; setting goals for future achievement
- Engage in goal-setting and select appropriate activities/program & pathway choices that reflect their interest, skills & abilities
- Students with IEPs & ELLs will be aware of & participate in experiential learning opportunities
- Knowledge & understanding of FNMI culture & perspectives
- Develop 21st century global competencies by engaging in inquiry-based learning to collaboratively decide the focus & structure of the inquiry
- Use a variety of digital tools to collaborate & to creatively communicate ideas to authentic audiences

BIPSA 2017-2018: *What's New?*



WATERLOO CATHOLIC DISTRICT SCHOOL BOARD 2017-2018 BOARD IMPROVEMENT PLAN for STUDENT ACHIEVEMENT

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SEF Indicators

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Building Capacity to Lead, Learn & Live Authentically

SEF Indicators

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SYSTEM FOCUS STATEMENTS: Through educator collaboration & assessment, OUR STUDENTS WILL...

CATHOLIC, COMMUNITY, CULTURE & CARING

- ...contribute as partners to a safe, healthy, and faith-filled, inclusive classroom, school and community that maximizes engagement, achievement and well-being. (SEF: 3.1, 6.3)

NUMERACY

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LITERACY

- ...use language and images to apply critical thinking skills, analyze and challenge texts, express opinion and ideas, and reflect on and connect to other learning. (SEF: 3.1, 4.2, 4.5)

PATHWAYS TO SUCCESS

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KNOW our Learners ↔ RESPOND to their Needs ↔ MONITOR our Progress

GRADUATES: Nurtured in hope, empowered in a faith-filled learning stance to realize their God-given potential to transform the world

OUTCOMES

Student achievement and well-being through triangulated assessment (observations, conversation & products) for/as learning in all curricula

NUMERACY

- Junior EQAO: Increase achievement within the NSN strand as the Application category across all strands
- Applied EQAO: Increase achievement for students approaching, meeting, at, or beyond provincial standard
- Junior, & Gr. 9 EQAO: Increase in cohort achievement and achievement for students with learning disabilities and/or diverse learning needs

LITERACY

- EQAO: Increase alignment between reading & writing at provincial standard
- CAT4: Increased understanding & accurate use of general vocabulary
- Students read, comprehend & produce increasingly complex texts through the use of semantic, morphological, syntactic, & pragmatic knowledge
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PATHWAYS TO SUCCESS

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Learning Needs:

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- Knowledge & understanding of FNMI culture & perspectives
- Develop 21st century global competencies by engaging in inquiry-based learning to collaboratively decide the focus & structure of the inquiry
- Use a variety of digital tools to collaborate & to creatively communicate ideas to authentic audiences

New: **vocabulary** and **sentence structure**; text **selection**

BIPSA 2017-2018: *What's New?*



WATERLOO CATHOLIC DISTRICT SCHOOL BOARD—BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT

SYSTEM INQUIRY QUESTION: What impact will collaborative teaching and learning, that focuses on the assessment for learning process, have on increasing the number of students approaching, achieving at or beyond the provincial standard K-12?



STRATEGIES AND ACTIONS FOR BUILDING CAPACITY THROUGH COLLABORATIVE LEARNING

Increase student achievement and well-being by focusing professional learning on evidence-based instructional strategies, mindfully using a variety of tools and technologies.

Director will:

- Foster professional collaboration (as per PPM 159) to motivate and enable teams to learn with and from each other; to implement board and provincial initiatives
- Build superintendent capacity to use data to inform decisions, engage staff, and develop leadership
- Promote the Board Improvement Plan for Student Achievement (BIPSA) into daily practice

Superintendents will:

- Maximize time spent in classrooms and schools for the purpose of collecting, analyzing and responding to evidence of student learning and

Administrators will:

- Collect, analyze and respond to evidence of student learning and well-being, and educator practices
- Support the development of instructional leadership by modeling, coaching, and taking an active role in school-based professional learning (i.e. Collaborative Inquiry Learning (CILs) and Professional Learning Communities (PLCs), etc., as well as Principal Learning Teams (PLTs) and Network Learning Communities (NLCs) using evidence-based instructional strategies
- Develop and implement learning cycles based on school and student data/evidence
- Bring current evidence to each network learning session to demonstrate progress made within the inquiry process
- Participate in and provide opportunities for co-planning, co-teaching and co-debriefing/reflecting amongst staff
- Promote formal and informal leadership within the school to support professional learning
- Ensure that learning communities (e.g., PLCs, CILs, NLCs, and Family of Schools) are in place and evidence of progress is maintained
- Purposefully embed the strategies identified in the Pastoral Plan

Educators will:

- Create an engaging & safe learning environment based on high expectations through the intentional use of the following classroom components: worthwhile tasks, classroom discourse, non-threatening classroom environments, & tools and representations
- Incorporate Ontario Catholic school Graduate Expectations into all planning & learning opportunities
- Provide multiple opportunities via the use of evidence-based instructional practices (e.g., mindful use of strategies for LD, critical thinking, inquiry-based learning, quality questioning, accountable math discourse, learning goals and success criteria, descriptive feedback, assessment & pedagogical-play learning, etc.) & tiered interventions
- Participate in PLCs using student data & collaborative inquiry to monitor progress, deepen professional knowledge; understand & use digital technologies, to gather and analyze timely assessment information about student learning to guide instructional approach
- Triangulate leading student achievement data to establish responsive instructional goals, & plan & monitor professional learning needs
- Engage in the professional learning cycle through co-planning, co-teaching and co-debriefing/reflecting within school improvement collaborative learning
- Focus on the consolidation of key concepts to support students in becoming independent & flexible thinkers.

Support Staff will:

- Collaborate to assist in the implementation of effective strategies that will support learning for all students
- Collaborate to support job-embedded professional learning of evidence-based instructional strategies
- Respond to system learning needs in a strategic and timely fashion

New: emphasis on classroom **environment**, routines, structure, culture

MONITORING LEARNING

Professional learning cycles will include reflection and assessment of educator learning and student learning through the BIPSA monitoring questions.

MONITORING OUR STUDENT LEARNING

Ongoing reflections that will support efforts:

- Where did our students begin? How did we
- How have our changed instructional and/or
- How do we know that all students have shown

Catholic, Global
Collaborative
Think Critically
Create & Innovate
Demonstrate

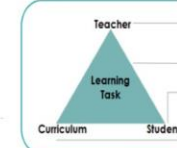
New: highlight of **consolidation** phase of lesson and learning

MONITORING OUR PROFESSIONAL LEARNING

Ongoing evidence of the impact of collaborative professional learning:

- How did we document and measure educator learning?
- How has our participation in collaborative teaching and learning changed our teaching practice?

Reflecting on the Instructional Core



- How has our selection and implementation of the instruction/assessment practice been aligned with the student learning need?
- How do our learning tasks predict performance?
- How has the role of the student evolved in the instruction/assessment process?
- How has our enhancement of teacher content knowledge affected the development of the learning task?

SIPSA

- Like the BIPSA, the SIPSA has a basic starting point: knowing the needs of the learner. From this, all else flows: choice of strategies, wise use of data, resource selection and use, capacity building, and monitoring)
- The SIPSA should connect to the school's Pastoral Plan
- SIPSAs are at the heart of the superintendent/principal/vice-principal/SIT dialogues
- They inform and are informed by the BIPSA and MYSP

SIPSA

- When collaboratively and thoughtfully created, they guide other protocols and documents as well (*i.e.* performance appraisals, budgets, monitoring by superintendents, SEF district processes, annual growth/learning plans, *etc.*)
- SIPSAs should frame all school budget decisions including those budgets monitored and guided by parents (*i.e.* school council funds)
- The SIPSA focuses on school's *most urgent critical learning needs*

SIPSA Template p. 1



<SCHOOL NAME>—SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT

SYSTEM INQUIRY QUESTION: What impact will collaborative teaching and learning, that focuses on the assessment for learning process, have on increasing the number of students approaching, achieving at or beyond the provincial standard K-12?

<SCHOOL INQUIRY QUESTION>: _____

URGENT STUDENT LEARNING NEED _____



Which **SEF Indicators** will support the evidence based strategies aligned with the outcomes? Indicators describe the intended outcome of actions –facts, behaviours, structures or processes which indicate if we are on the right track or not.

MYSIP Priorities: COLLABORATIVE CONDITIONS for LEARNING for ALL

See SIPSA support doc.

Nurturing Our Catholic Community
BIPSA SEF Indicators 4.1, 5.3, 6.3

Where are our areas of growth? What we must learn more about? SEF strategies/indicators that we believe will have the greatest impact on the area of urgent student needs?

Building Capacity to Lead, Learn & Live Authentically
BIPSA SEF Indicators 2.4, 4.3, 4.5

Which essential practice will support the instructional strategies/practices?
How is professional learning responsive to the outcome (s)?

Student Engagement, Achievement & Innovation
BIPSA SEF Indicators 3.1, 4.2, 5.4

How will the strategies and actions change practice to achieve the outcomes (s)?

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NUMERACY

...problem-solve, communicate, and reflect on their thinking by making connections between concepts, procedures, and skills. (SEF: 2.4, 4.1, 4.2, 4.5)

LITERACY

...use language and images to apply critical thinking skills, analyze and challenge texts, express opinion and ideas, and reflect on and connect to other learning. (SEF: 3.1, 4.2, 4.5)

PATHWAYS TO SUCCESS

...engage as partners in challenging, meaningful learning experiences that are responsive to their voices and individual identities and engage them in education and career life planning. (SEF: 4.3, 5.3, 5.4)

Knowing the LEARNER through ASSESSMENT

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See SIPSA support doc.



Responding through EFFECTIVE INSTRUCTION & LEARNING ENVIRONMENT

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KNOW our Learners ↔ RESPOND to their Needs ↔ MONITOR our Progress

OUR CATHOLIC GRADUATES: Nurtured in hope, empowered in a faith-filled learning stance to realize their God-given potential to transform the world

OUTCOMES

Increase in student achievement & well-being through triangulated assessment (observations, conversation & products) for/as learning in all curricula

CATHOLIC, COMMUNITY, CULTURE & CARING

Outcome:

NUMERACY

Outcome:

- Primary & Junior EQAO:
- Gr. 9 Applied EQAO: approaching/achieving provincial standard:
- Primary, Junior, & Gr. 9 EQAO: Cohort goal:
- Students with LD:

LITERACY

Outcome:

- EQAO:
- CAT4:

PATHWAYS TO SUCCESS

Outcome:

Our Catholic, Global-Minded Graduates will: Collaborate & Communicate; Think Critically & Problem Solve; Create & Innovate; & Develop Character; Demonstrate Resiliency & Persevere

Student Learning Needs:

•

Student Learning Needs:

•

Student Learning Needs:

•

Student Learning Needs:

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SIPSA Template p. 2



<SCHOOL NAME>—SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT

SYSTEM INQUIRY QUESTION: What impact will collaborative teaching and learning, that focuses on the assessment for learning process, have on increasing the number of students approaching, achieving at or beyond the provincial standard K-12?

<SCHOOL INQUIRY QUESTION>: _____

URGENT STUDENT LEARNING NEED _____



STRATEGIES AND ACTIONS FOR BUILDING CAPACITY THROUGH COLLABORATIVE LEARNING

Increase student achievement and well-being by focusing professional learning on evidence-based instructional strategies, mindfully using a variety of tools and technologies.

Superintendent will:

- Maximize time spent in classrooms and schools for the purpose of collecting, analyzing and responding to evidence of student learning and well-being, and educator practices
- Support the development of instructional leadership by modeling, coaching, and participating in professional learning at all levels (i.e. Collaborative Inquiry Learning (CILs), Professional Learning Communities (PLCs), etc., as well as Principal Learning Teams (PLTs) and Network Learning Communities (NLCs)) using evidence-based instructional strategies
- Collaborate with and support schools in the development of their School Improvement Plan (SIP) and incorporation of relevant data
- Provide differentiated support to schools (e.g., instructional teacher support, release time and resources, etc.)
- Assist in connecting the BIPSA, School Effectiveness Framework (SEF), to SIPSA
- Promote formal and informal leadership to support professional learning

Administrators will:

- Collect, analyze and respond to evidence of student learning and well-being, and educator practices
- Support the development of instructional leadership by modeling, coaching, and taking an active role in school-based professional learning (i.e. Collaborative Inquiry Learning (CILs) and Professional Learning Communities (PLCs), etc., as well as Principal Learning Teams (PLTs) and Network Learning Communities (NLCs)) using evidence-based instructional strategies
- Develop and implement learning cycles based on school and student data/evidence
- Bring current evidence to each network learning session to demonstrate progress made within the inquiry process
- Participate in and provide opportunities for co-planning, co-teaching and co-debriefing/reflecting amongst staff
- Promote formal and informal leadership within the school to support professional learning
- Ensure that learning communities (e.g., PLCs, CILs, NLCs, and Family of Schools (FOS)) are in place and evidence of progress is maintained
- Purposefully embed the strategies identified in the Pastoral Plan

Educators will:

- Create an engaging & safe learning environment based on high expectations through the intentional use of the following classroom components: worthwhile tasks, classroom discourse, non-threatening classroom environments, & tools and representations
- Incorporate Ontario Catholic school Graduate Expectations into all planning & learning opportunities
- Provide multiple opportunities via the use of evidence-based instructional practices (e.g., mindful use of strategies for LD, critical thinking, inquiry-based learning, quality questioning, accountable math discourse, learning goals and success criteria, descriptive feedback, assessment & pedagogical-play learning, etc.) & tiered interventions
- Participate in PLCs using student data & collaborative inquiry to monitor progress, deepen professional knowledge; understand & use digital technologies, to gather and analyze timely assessment information about student learning to guide instructional approach

- Triangulate leading student achievement data to establish responsive instructional goals, & plan & monitor professional learning needs
- Engage in the professional learning cycle through co-planning, co-teaching and co-debriefing/reflecting within school improvement collaborative learning
- Focus on the consolidation of key concepts to support students in becoming independent & flexible thinkers.

Students will:

-

See SIPSA support doc.

Support Staff will:

- Collaborate to assist in the implementation of effective strategies that will support learning for all students
- Collaborate to support job-embedded professional learning of evidence-based instructional strategies
- Respond to system learning needs in a strategic and timely fashion

MONITORING LEARNING

Professional learning cycles will include reflection and assessment of educator learning and student learning through the BIPSA monitoring questions.

MONITORING OUR STUDENTS' LEARNING

Ongoing reflections that will support efforts to know our learners and monitor student growth:

- Where did our students begin? How did we document and measure student learning?
- How have our changed instructional and/or assessment practices show impact through the number of students achieving at or beyond the provincial standard?
- How do we know that all students have shown growth?

Catholic, Global-Minded Graduates
Collaborate & Communicate
Think Critically & Problem Solve
Create & Innovate; Develop Character
Demonstrate Resiliency & Persevere

See SIPSA support doc.



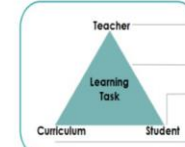
NEXT STEPS:

- What will we do next as a result of our learning and reflections?
- How does our new learning inform our MYP priorities?
- How will we mobilize our successful evidence-based strategies?
- What additional student and educator learning needs remain?

MONITORING OUR PROFESSIONAL LEARNING

Ongoing reflections of the impact of collaborative professional learning

Reflecting on the Instructional Core



- How has our selection and implementation of the instruction/assessment practice been aligned with the student learning need?
- How do our learning tasks predict performance?
- How has the role of the student evolved in the instruction/assessment process?
- How has our enhancement of teacher content knowledge affected the development of the learning task?

September 22nd PA Day

Actions:

Review 2017-2018 **BIPSA** with staff

Review your **2016-2017 SIPSA** with staff

Begin to *create* your community's **2017-2018 SIPSA**

Conduct *School Effectiveness Framework* Self-Assessment (pp.5-8 of *School Effectiveness Framework K-12, 2013*)

Review feedback from visits from your superintendent and other stakeholders, “critical friends” *et al.*

Review other qualitative and quantitative data

Use the tools and templates provided to you to effectively support this process *i.e.* School Improvement Planning 2017-2018 template (provided), the table from p. 7 of *School Effectiveness Framework K-12, 2013, etc.*

Other (*i.e.* hold a staff meeting, update staff regarding APMs, finalize schedules, *etc.*)

September 22nd PA Day

- ½ Ministry Priority (Occupational Health and Safety)
- ½ Developing and Implementing Board and School Improvement Plans
- SIPSA due to your Superintendent by **October 6th**, 2017
- Please upload your SIPSA to your website by **October 20th**



WATERLOO CATHOLIC DISTRICT SCHOOL BOARD 2017-2018 BOARD IMPROVEMENT PLAN for STUDENT ACHIEVEMENT

SYSTEM INQUIRY QUESTION: What impact will [collaborative teaching](#) and learning, that focuses on the [assessment for learning](#) process, have on increasing the number of students approaching, achieving at or beyond the provincial standard K-12?



Nurturing Our Catholic Community

SEF Indicators

- 4.1** A culture of high expectations supports the belief that all students can learn, progress and achieve.
- 5.3** Students, parents, families, and educators understand the full range of pathways, programs, options and supports that are available.
- 6.3** The school and community build partnerships to enhance learning opportunities and well-being for students.

Building Capacity to Lead , Learn & Live Authentically

SEF Indicators

- 2.4** Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.
- 4.3** Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.
- 4.5** Instruction and assessment are differentiated in response to student strengths, needs and prior learning.

Student Engagement, Achievement & Innovation

SEF Indicators

- 3.1** The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.
- 4.2** A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.
- 5.4** Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations.

SYSTEM FOCUS STATEMENTS: Through educator collaboration & assessment, OUR STUDENTS WILL...

CATHOLIC, COMMUNITY, CULTURE & CARING

...contribute as partners to a safe, healthy, and faith-filled, inclusive classroom, school and community that maximizes engagement, achievement and well-being. (SEF: 3.1, 6.3)

NUMERACY

...problem-solve, communicate, and reflect on their thinking by making connections between concepts, procedures, and skills. (SEF: 2.4, 4.1, 4.2, 4.5)

LITERACY

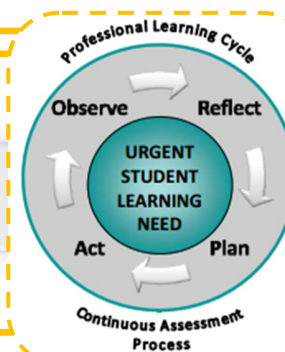
...use language and images to apply critical thinking skills, analyze and challenge texts, express opinion and ideas, and reflect on and connect to other learning. (SEF: 3.1, 4.2, 4.5)

PATHWAYS TO SUCCESS

... engage as partners in challenging, meaningful learning experiences that are responsive to their voices and individual identities and engage them in education and career life planning. (SEF: 4.3, 5.3, 5.4)

Knowing the LEARNER through ASSESSMENT

- How can we understand what a student knows, thinks, and is able to do?
- How can we teach students to become effective assessors of their own learning so they can make informed decisions about next steps?
- How will we give [students voice](#) and choice in their learning and build on a desire to make sense of their world?
- How will we, together with our students, share and use [pedagogical documentation](#) to develop metacognition for the purpose of assessment 'as' and 'for' learning?



Responding through EFFECTIVE INSTRUCTION & [LEARNING ENVIRONMENT](#)

- In partnership with students, how can we design learning experiences based on the current strengths and needs of these students at this time?
- How will [observations, conversations and products](#) (i.e. triangulation of data) drive the next level of learning in the curriculum?
- How can we best plan, sequence and connect key concepts across the year through the gradual release of responsibility model?
- How can we [integrate the big ideas across other curriculum areas for/as an interdisciplinary approach](#)?

KNOW our Learners ↔ RESPOND to their Needs ↔ MONITOR our Progress

OUR CATHOLIC GRADUATES: Nurtured in hope, empowered in a faith-filled learning stance to realize their God-given potential to transform the world

OUTCOMES : Increase in student achievement & well-being through triangulated assessment (observations, conversation & products) for/as learning in all curricula

CATHOLIC, COMMUNITY, CULTURE & CARING

- Increase level of student-faith-filled experiences in reference to our Three Year Pastoral Plan (as measured by system surveys)
- Increase in resiliency assets as reflected in The Resiliency Initiatives data K-12 (e.g. 'balanced' and 'optimal' categories)

NUMERACY

- [Primary & Junior EQAO](#): Increase achievement within the NSN strand as well as the Application category across all strands
- [Gr. 9 Applied EQAO](#): Increase achievement for students approaching, achieving, at, or beyond Provincial Standard
- [Primary, Junior, & Gr. 9 EQAO](#): Increase in cohort achievement
- Increase achievement for students with learning disabilities and/or diverse learning needs

LITERACY

- [EQAO](#): Increase alignment between reading & writing at provincial standard
- [CAT4](#): Increased understanding & accurate use of general vocabulary
- Students read, comprehend & produce increasingly complex texts through the use of semantic, morphological, syntactic, & pragmatic knowledge
- Increase achievement for students with learning disabilities and/or diverse learning needs

PATHWAYS TO SUCCESS

- Improve Red Seal Graduation rates for SHSM
- Increase in both four and five year graduation rate
- Increase the *Career Cruising*, IPP activity completion rates
- Increase the number of student artifacts uploaded to each student's *All About Me* portfolio

Our Catholic, Global-Minded Graduates will: Collaborate & Communicate; Think Critically & Problem Solve; Create & Innovate; & Develop Character; Demonstrate Resiliency & Persevere

Student Learning Needs:

- Christian values & principles, Catholic Graduate Expectations, Apostles' Creed, the Beatitudes, & Catholic Social Teachings
- Structure of meaningful worship in liturgies, masses, prayer & other celebrations
- Responsibilities as a member of the Catholic Church: *Who is my family? What do I believe? What is my Lenten promise? How might I learn & grow as "People of Faith"?*
- School/Class-wide social-emotional learning
- Whole school & board promotion of positive mental health and well-being (e.g. leveraging a growth mindset)

Student Learning Needs:

- Deep understanding of quantity & magnitude, K-3
- Junior inquiry-based learning & critical thinking skills
- Effective visualization & flexible number relationships via daily number sense routines to build number sense, with intentional focus on fractional sense within proportional, spatial, & algebraic reasoning K-12
- Responsive DI gr. 6-10 to improve students' access to curricula, with focus on those who may choose or have chosen the Applied course
- Special education accommodations & modifications, including the consistent & mindful use of technology & strategies for students with learning disabilities and/or diverse learning needs
- Reason with intentional focus on fractional sense within proportional, spatial, & algebraic reasoning
- Connecting mathematics across disciplines

Student Learning Needs:

- A clear understanding of the complexities of general vocabulary & sentence structures, & how these impact meaning, through responsive guided reading instruction & intentional word study, with a focus on precise text selection, topic development, & use of supporting details, organization & conventions
- Engage in student-to-student discourse to enhance their understanding of complex texts by building on the critical thinking of others
- Develop metacognitive strategies to make thinking visible
- Special education/ELL accommodations and/or modifications, including consistent & mindful use of technology & strategies for students with learning disabilities and/or diverse learning needs
- Responsive differentiation through precise text selection in order to access and build texts independently
- Increased accurate knowledge of general vocabulary & sentence structures to develop effective communication in speaking, reading, & writing (CAT4)

Student Learning Needs:

- Act upon feedback from teachers & peers to move learning forward; setting goals for future achievement
- Engage in goal-setting and select appropriate activities/program & pathway choices that reflect their interest, skills & abilities
- Students with IEPs & ELLs will be aware of & participate in experiential learning opportunities
- Knowledge & understanding of FNMI culture & perspectives
- Develop **21st century global competencies** by engaging in inquiry-based learning to collaboratively decide the focus & structure of the inquiry
- Use a variety of digital tools to collaborate & to creatively communicate ideas to authentic audiences



WATERLOO CATHOLIC DISTRICT SCHOOL BOARD—BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT

SYSTEM INQUIRY QUESTION: What impact will collaborative teaching and learning, that focuses on the assessment for learning process, have on increasing the number of students approaching, achieving at or beyond the provincial standard K-12?



STRATEGIES AND ACTIONS FOR BUILDING CAPACITY THROUGH COLLABORATIVE LEARNING

Increase student achievement and well-being by focusing professional learning on evidence-based instructional strategies, mindfully using a variety of tools and technologies.

Director will:

- Foster professional collaboration (as per PPM 159) to motivate and enable teams to learn with and from each other; to implement board and provincial initiatives
- Build superintendent capacity to use data to inform decisions, engage staff, and develop leadership
- Promote the Board Improvement Plan for Student Achievement (BIPSA) into daily practice

Superintendents will:

- Maximize time spent in classrooms and schools for the purpose of collecting, analyzing and responding to evidence of student learning and well-being, and educator practices
- Support the development of instructional leadership by modeling, coaching, and participating in professional learning at all levels (i.e. Collaborative Inquiry Learning (CILs), Professional Learning Communities (PLCs), etc., as well as Principal Learning Teams (PLTs) and Network Learning Communities (NLCs) using evidence-based instructional strategies
- Collaborate with and support schools in the development of their School Improvement Plan for School Achievement (SIPSA) and incorporation of relevant data
- Provide differentiated support to schools (e.g., instructional teacher support, release time and resources, etc.)
- Assist in connecting the BIPSA, School Effectiveness Framework (SEF), to SIPSA
- Promote formal and informal leadership to support professional learning

Administrators will:

- Collect, analyze and respond to evidence of student learning and well-being, and educator practices
- Support the development of instructional leadership by modeling, coaching, and taking an active role in school-based professional learning (i.e. Collaborative Inquiry Learning (CILs) and Professional Learning Communities (PLCs), etc., as well as Principal Learning Teams (PLTs) and Network Learning Communities (NLCs) using evidence-based instructional strategies
- Develop and implement learning cycles based on school and student data/evidence
- Bring current evidence to each network learning session to demonstrate progress made within the inquiry process
- Participate in and provide opportunities for co-planning, co-teaching and co-debriefing/reflecting amongst staff
- Promote formal and informal leadership within the school to support professional learning
- Ensure that learning communities (e.g., PLCs, CILs, NLCs, and Family of Schools) are in place and evidence of progress is maintained
- Purposefully embed the strategies identified in the Pastoral Plan

Educators will:

- **Create an engaging & safe learning environment based on high expectations through the intentional use of the following classroom components: worthwhile tasks, classroom discourse, non-threatening classroom environments, & tools and representations**
- Incorporate Ontario Catholic school Graduate Expectations into all planning & learning opportunities
- Provide multiple opportunities via the use of evidence-based instructional practices (e.g., mindful use of strategies for LD, critical thinking, inquiry-based learning, quality questioning, accountable math discourse, learning goals and success criteria, descriptive feedback, assessment & pedagogical-play learning, etc.) & tiered interventions
- Participate in PLCs using student data & collaborative inquiry to monitor progress, deepen professional knowledge; understand & use digital technologies, to gather and analyze timely assessment information about student learning to guide instructional approach
- Triangulate leading student achievement data to establish responsive instructional goals, & plan & monitor professional learning needs
- Engage in the professional learning cycle through co-planning, co-teaching and co-debriefing/reflecting within school improvement collaborative learning
- **Focus on the consolidation of key concepts to support students in becoming independent & flexible thinkers.**

Support Staff will:

- Collaborate to assist in the implementation of effective strategies that will support learning for all students
- Collaborate to support job-embedded professional learning of evidence-based instructional strategies
- Respond to system learning needs in a strategic and timely fashion

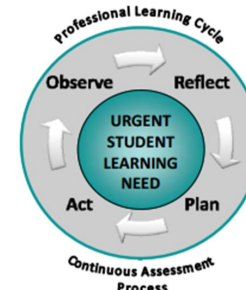
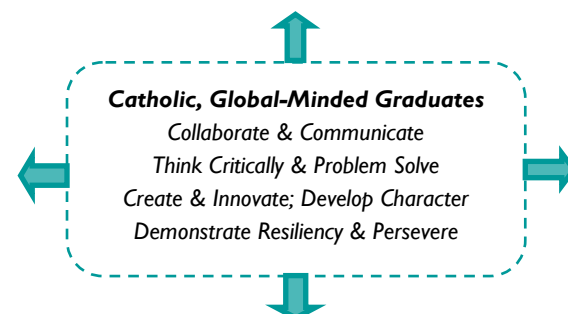
MONITORING LEARNING

Professional learning cycles will include reflection and assessment of **educator learning** and **student learning** through the BIPSA monitoring questions.

MONITORING OUR STUDENTS' LEARNING

Ongoing reflections that will support efforts to know our learners and monitor student growth:

- Where did our students begin? How did we document and measure student learning?
- How have our changed instructional and/or assessment practices show impact through the number of students achieving at or beyond the provincial standard?
- How do we know that all students have shown growth?



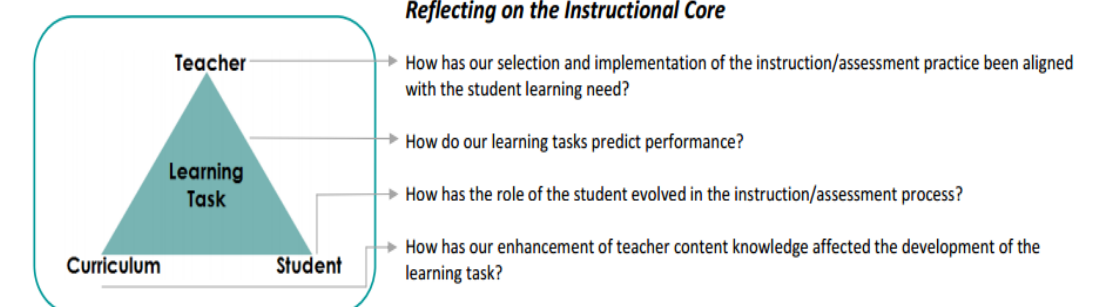
NEXT STEPS:

- What will we do next as a result of our learning and reflections?
- How does our new learning inform our MYSP priorities?
- How will we mobilize our successful evidence-based strategies?
- What additional student and educator learning needs remain?

MONITORING OUR PROFESSIONAL LEARNING

Ongoing evidence of the impact of collaborative professional learning:

- How did we document and measure educator learning?
- How has our participation in collaborative teaching and learning changed our teaching practice?



Date: September 11, 2017
To: Committee of the Whole Board
From: Director of Education
Subject: Capital Priorities Update

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:

A listing of projects to be submitted under the Ministry's Capital Priority Funding program was approved by the Board in June 2017. This report contains information on a change to that list.

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

Executive Limitation IV 010, "Facilities/Accommodations"
 "... the CEO shall not:..."

1. Allow material changes to facilities, boundary changes, or the closure of existing facilities to occur without established procedures..."

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.

Background/Comments:

In June 2017, the Board of Trustees approved the submission of the following project for funding:

South East Galt Elementary School – Joint Campus – funding for a 450 pupil place school located on a joint campus in Cambridge. This site would be shared with the City of Cambridge and Waterloo Region District School Board. Timelines are unknown due to a boundary road study, but construction could begin within two years.

As this is a joint project, both school boards need to submit for funding at the same time. After some discussion with Waterloo Region District School Board staff, it was determined that the submission of this project will occur in a future period (likely next year). There is some concern about how quickly the boundary road study can be completed and a joint campus planned and built. The Capital Priorities funding program allows boards to apply for funding for projects that will be open with three years. Opening a new South East Galt Elementary School within three years will difficult. Accordingly, it will not be submitted at this time.

Recommendation:

This report is being provided as information only.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Virina Elgawly
Senior Planner

*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: Sept 11th, 2017
To: Board of Trustees
From: Director of Education
Subject: Director's Immersive Professional Learning Program in Kenya

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

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

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

Policy 1 001 Ends
 Policy IV 013 Leadership
 Multi-Year Strategic Plan: Three Year

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

Policy 1 001 Ends
 Policy IV 013 Leadership

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic direction: Faith is lived and witnessed in community

Goal: To fulfill a three-year pastoral plan that places a lived witness of faith and gospel values at its core.

Strategic Priority: Student Engagement, Achievement and Innovation

Strategic direction: Students are achieving at their highest potential in a 21st century world

Goal: To engage students in authentic learning experiences that reflect real-life application and engagement

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

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

Goal: To 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:

The Waterloo Catholic District School Board has a proud association with WE. WE defines itself as a movement that brings people together and gives them the tools to change the world. There are three branches which have evolved within WE – specifically WE Charity, ME to WE Social Enterprise and WE Day. WE has a history that dates back to 1995 when 12 year old Craig Kielburger began a movement with 11 of his grade 7 friends – and thus was born the “12 – 12 Year Olds” – the very first name for “WE”. Craig and his brother Marc took what began with that group of 12 year olds and launched what is now a global movement.

This past year the Waterloo Catholic board had 46 schools which identified themselves as “WE Schools”, carrying out a number of student leadership, social justice and global awareness building activities over the course of the year. It is estimated that through their collective work 193 organizations have been supported and 13, 213 youth have been impacted. “WE Schools” is not a program but rather, the opportunity to receive curricular resources, service campaigns, professional learning for educators and mentorship programs to help students become change-makers. Participation in WE Day is a highlight for many schools and students as they launch their academic year. The vision with WE schools programs is to ensure that schools become classrooms that are vibrant, “bubbling incubators” that inspire the leaders of tomorrow.

This past summer, the Director, Loretta Notten, was invited to participate in the first ever Director’s Immersive Professional Learning Program in Kenya. It was an exciting opportunity to travel with an intimate group of educational leaders from across North America to witness the “WE Villages” phenomena and to learn first-hand about the impact of the 5 pillars model which informs the WE approach. Predicated on the foundational principle that education changes lives, the WE Village model looks at the interconnection between education, water, health, food and opportunity. This model is also predicated on the notion that WE does not ever presume to dictate what any one country, community or people might need, but has been developed in consultation and conversation. Over the course of 8 intensely programmed days, the participants were allowed to experience interaction with the people of Kenya and witness each of the 5 pillars in action.

Seminal and perhaps most importantly, the WE approach is predicated on the vision that all work in the communities in which they work globally must be sustainable over time, so that the people engaged are ultimately able to journey forward independently. To coin their motto – *“It is a hand up not a hand out”*. WE now has a presence in a number of countries globally, including but not limited to Kenya, Tanzania, India, China, Ecuador, Haiti and Dominican Republic. In each case there are individuals who have committed to support the WE Villages model. Most often in the case of school boards, it comes in the form of staff and students who participate in “builds” and/or become involved in reciprocal professional development and learning. The opportunity for staff and students to have this global experiential learning is invaluable in so many ways, both to the countries they visit and to the participants themselves.

In our multi-year strategic plan, we have committed to a three-year pastoral plan with an intentional successive focus on love, hope and faith. Additionally, we are committed to provide opportunities for students to actively live their faith and successfully meet the Ontario Catholic Graduate Expectations. When placed side by side, the deep congruency is obvious between our Catholic graduate expectations and the six global competencies. This year as we transition to the Year of Faith, we will be inviting our community to embrace the notion of “Faith in Action”. This will become a wonderful opportunity to explore new possibilities for our staff and students in the context of both our local community and globally

Next Steps

Waterloo Catholic DSB, like many other Catholic school districts, has a long tradition of offering international mission trips to high school students. The purpose of these trips is to give students an opportunity to live out their faith convictions in a cultural and socio-economic context different than the one to which most of them were born. International excursions help develop global competencies. More importantly, the work for justice and peace that is a moral imperative flowing from the gospel of Jesus Christ is at the heart of the service learning experience.

With the approaching end of the ministry of service of our main contact in the Dominican Republic, it is prudent to begin the process of identifying our next partner – or additional partners - in providing faith-based, service learning experiences for our students that include the active participation of our most important partners in Catholic Education. With a new opportunity also comes the possibility of re-imagining the structure of the experience. With our partners, we can discern the most important goals and aspirations that we have for our students; we can include their voice in making these decisions; and finally, we can design an excursion that honours an authentic “culture of encounter” between our brothers and sisters in the global south and our Waterloo Catholic students.

The experience of the Director's Immersive Professional Learning Program in Kenya was a unique one. The presentation accompanying this report will be intended to provide a more fulsome picture of the experience. With that said, the Director will host an evening for any and all interested members of the Waterloo Catholic community who might like to hear and learn more about the experience. The evening will be complemented by entertainment by the Kenyan Boys' Choir. The event will be hosted at St Mary's CSS. Following that evening will be an invitation for staff to consider our next steps and assess interest in pursuing a more fulsome association with WE's global community.

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."

The following is an overview for the next twelve months to assist trustees to become aware of activities about the system.

2017-2018 School Year

Updated August 2017

Date	Time	Board Meeting Activity	Other Activities
Aug 24			Board Golf Tournament, Conestoga Golf & Country Club
Sept 6	6:30 p.m.	SEAC	
Sept 9	11:30 a.m. - 2:00 p.m.		Luncheon with Bishop Crosby
Sept 11	6 p.m.	Committee of the Whole (Linkages/Pastoral Care Committee)	
Sept 19	6 p.m.	Audit Committee	
Sept 21	3 p.m.	Diocesan Mass – Sacred Heart Parish, 221 Victoria St., Walkerton (3:00 Keynote, 4:30 Mass (Bishop Crosby), reception	Annual Diocesan Mass in celebration of Catholic education.
Sept 22	9 a.m.		Board Office Mass
Sept 25	6 p.m.	Regular Board Meeting • Board Policy II 002 Governing Style • Board Policy III CEO Compensation and Benefits	
Sept 27	10-3:00	OCSTA Fall Regional Meeting	WCDSB Hosting, St. Anthony Daniel Parish, 29 Midland Dr., Kitchener
Sept 29		The Feast	Liturgy and Feast
Oct 2	5:00 p.m.	Governance	
Oct 4	6:30 p.m.	SEAC	
Oct 11	5:00 p.m.	CPIC	
Oct 16	6 p.m.	Committee of the Whole (Linkages/Pastoral Care Committee)	
Oct 23		Spiritual Development Day (System – Centre in the Square)	
Oct 27	9:00 a.m.		Board Office Mass
Oct 30	6 p.m.	Regular Board Meeting • Board Policy II 003 Board Job Description	

Date	Time	Board Meeting Activity	Other Activities
Nov 1	6:30 p.m.	SEAC	
Nov 7	6:30 p.m.	Commissioning New School Council Chairs/New Administrators	St. Mary's Parish Hall
Nov 8	5:00 p.m.	CPIC	
Nov 9	6 p.m.	Audit Committee	
Nov 13	6 p.m.	Committee of the Whole	
Nov 17	7 p.m.		St. Louis SSC Graduation, St. Mary's Church
Nov 24	9 a.m.		Board Office mass
Nov 24	7 p.m.		St. Louis PSW Graduation, St. Mary's Church
Nov 27	6 p.m.	Regular Board Meeting <ul style="list-style-type: none"> • Board Policy II 004 Advocacy and Advertising • Board Policy IV 008 Financial Condition and Activities – Quarterly Report 	
Dec 4	6 p.m.	Annual Meeting to elect the Chair/Vice Chair of the Board	Liturgy of the Word
Dec 6	6:30 p.m.	SEAC	
Dec 7	5:00 p.m.		Trustee/Superintendent Christmas Social (Sole, 83 Erb St., W., Waterloo)
Dec 11		Regular Board Meeting <ul style="list-style-type: none"> • CEO Annual Report (Edn Act) • Board Policy I 001 Ends - Broad Policy Provision • Board Policy II 005 Consultation 	
Dec 21	9:30 a.m.		Board Office Mass/Christmas Luncheon
Dec 25-Jan 7			Christmas Break
Jan 10	5:00 p.m.	CPIC	
Jan 10	6:30 p.m.	SEAC	
Jan 15	6 p.m.	Committee of the Whole (Linkages/Pastoral Care Team)	
Jan 18	6 pm.	Audit Committee	

Date	Time	Board Meeting Activity	Other Activities
Jan 19-20			OCSTA PD Seminar, Hilton Mississauga, Meadowvale
Jan 22	5 pm	Governance Committee	
Jan 26	9 a.m.		Board Office Mass
Jan 29	6 p.m.	Regular Board Meeting <ul style="list-style-type: none"> • Board Policy II 006 Celebration of Excellence • Board Policy III 002 Unity of Control • Board Policy IV 013 Leadership 	
Feb 7	6:30 p.m.	SEAC	
Feb 12	6 p.m.	Committee of the Whole (Linkages/Pastoral Care Team)	
Feb 14	5:00 p.m.	CPIC	
Feb 22	9 a.m.		Board Office Mass
Feb 26	6 p.m.	Regular Board Meeting <ul style="list-style-type: none"> • Board Policy II 007 Board Members' Code of Conduct • Board Policy III 003 Accountability of the CEO • Board Policy III 004 Delegation to the CEO • Board Policy IV 002 Treatment of the Public • Board Policy IV 003 Treatment of Students • Board Policy IV 011 Emergency CEO Replacement 	
Mar 5	6 p.m.	Committee of the Whole (Linkages/Pastoral Care Team)	
Mar 7	6:30 p.m.	SEAC	
Mar 12-16			March Break
Mar 21	5:00 p.m.	CPIC	
Mar 23	9 a.m.		Board Office Mass
Mar 26	6 p.m.	Regular Board Meeting <ul style="list-style-type: none"> • Board Policy II 008 Chairperson's Role • Board Policy II 013 Cost of Governance 	

Date	Time	Board Meeting Activity	Other Activities
		<ul style="list-style-type: none"> • Board Policy II 014 Trustee Expenses • Board Policy III 005 Monitoring CEO Performance • Board Policy IV 005 Hiring/Promotions • Board Policy IV 010 Facilities Accommodations • Board Policy IV 012 Communication and Support to the Board (March/April) 	
Mar 28	7:30 a.m.	Beacons of Hope Breakfast – St. Benedict Family of Schools	St. Mary of the Visitation, 16 Cooper, Cam
Mar 29	5:30 p.m.	Bishop's Banquet	
Mar 30-Apr 2			Good Friday, Easter Sunday/Monday
Tuesday, Apr 3	5 p.m.	Governance Committee	
Apr 4	7:30 a.m.	Beacons of Hope Breakfast – Monsignor Doyle Family of Schools	St. Gregory, 10 St. Gregory, Cam
Apr 4	6:30 p.m.	SEAC	
Apr 9	6 p.m.	Committee of the Whole (Linkages/Pastoral Care Team)	
Apr 11	8 a.m.	St. Louis Beacons of Hope Breakfast	St. Louis, 80 Young St., Kit
Apr 12	6 p.m.	Audit Committee	
April 20	7:30 a.m.	Beacons of Hope Breakfast – St. David Family of Schools	St. Michael, 240 Hemlock St., Wat
Apr 26	7:30 a.m.	Beacons of Hope Breakfast – Resurrection Family of Schools	St. John Parish, 85 Strange St., Kit
Apr 23	6 p.m.	Regular Board Meeting <ul style="list-style-type: none"> • Board Policy II 015 Ownership Linkage • Board Policy IV 004 Treatment of Staff • Board Policy IV 006 Legal Responsibilities • Board Policy IV 008 Financial Condition and Activities – Quarterly Report • Board Policy IV 012 Communication and Support to the Board (March/April) 	
Apr 25	9 a.m.		Board Office Mass – Dutton Drive
Apr 26-28			OCSTA AGM, Crowne Plaza (Host Board)

Date	Time	Board Meeting Activity	Other Activities
May 2	7:30 a.m.	Beacons of Hope Breakfast – St. Mary's Family of Schools	St. Anthony Daniel, 29 Midland Ave, Kit
May 2	6:30 p.m.	SEAC	
May 5	7:30 a.m.	Community Leaders Breakfast	
May 6-May 11			Catholic Education Week
May 7	5:00 p.m.	Governance	
May 9	5:00 p.m.	CPIC	
May 10	6:00 p.m.	Staff Recognition Evening	Waterloo Region Museum, 10 Huron Rd
May 14	6 p.m.	Committee of the Whole (Linkages/Pastoral Care Team)	
May 18	9 a.m.		Board Office Mass
May 23	6 p.m.		Cambridge City Council Meeting with WRDSB
May 28	6 p.m.	Regular Board Meeting <ul style="list-style-type: none"> • Board Policy II 011 Student Representation on the Board • Board Policy II 012 Student Trustee Role Description • Board Policy III 001 Global Governance-Management Connection (approval only for changes) • Board Policy IV 001 General Executive Limitation (May/June) • Board Policy IV 007 Financial Planning/Budgeting (May/June) • Board Policy IV 009 Asset Protection 	
May 30	6:30 p.m.	SEAC (budget)	
June 4	6 p.m.	Special Board Meeting – 2018-19 School Year Budget	
June 6	6:30 p.m.	SEAC	
June 7-9			CCSTA AGM, Kelowna
June 12	6 p.m.	Audit Committee	
June 13	5:00 p.m.	CPIC	
June 18	6 p.m.	Regular Board Meeting <ul style="list-style-type: none"> • Board Policy II 001 General Governance Commitment (approval only) 	

Date	Time	Board Meeting Activity	Other Activities
		for changes) • Board Policy II 009 Board Committee Principles • Board Policy II 010 Board Committee Structure • Board Policy IV 001 General Executive Limitation (May/June) • Board Policy IV 007 Financial Planning/Budgeting (May/June) • Board Policy IV 008 Financial Condition and Activities – Quarterly Report	
June 22	9 a.m.		Board Office Mass
June 25 - 29		Secondary School Graduations	

Submission to

The Minister of Education

**Supporting Students and Communities:
Ontario's Rural Education Strategy**

June, 2017



Ontario Catholic School
Trustees' Association



Ontario Catholic School Trustees' Association

Mission Statement

Inspired by the Gospel, the Ontario Catholic School Trustees' Association provides the provincial voice, leadership and service for elected Catholic school trustees to promote and protect publicly funded Catholic education in Ontario.

Vision Statement

Ontario is enriched by a publicly funded Catholic education system, governed by locally elected Catholic school trustees who serve with faith, commitment and compassion.

Introduction

On behalf of the Ontario Catholic School Trustees' Association ("OCSTA") we are pleased to provide you with our submission on "Supporting Students and Communities: Ontario's Rural Education Strategy". The recommendations contained within this report reflect extensive consultations with our rural Catholic school boards.

The Ontario Catholic School Trustees' Association (OCSTA) was founded in 1930. It represents 237 elected Catholic trustees who collectively represent 29 English-language Catholic district school boards. Collectively, these school boards educate approximately 550,000 students from junior kindergarten to grade 12 and adults in continuing education programs province-wide.

Inspired by the Gospel, the Mission of the Ontario Catholic School Trustees' Association is to provide leadership, service and a provincial voice for elected Catholic school trustees who seek to promote and protect publicly funded Catholic education in Ontario.

Context for the Rural and Remote School Consultation

At the present time, Ontario's Catholic school system is comprised of roughly 1,300 schools—1,130 elementary schools and 219 secondary schools with a total student population of approximately 550,000 students. Of that, roughly 300 are "rural" Catholic schools,¹ that is, elementary schools where the next closest elementary school of a board is at least 20 km away and secondary schools (or combined elementary and secondary schools) where the next closest school of the board is at least 45 km away.² In Ontario, according to the Ministry of Education, about 15% of all students are enrolled in rural publicly-funded schools.³

The challenges faced by rural and remote school boards have been noted in several key government task force reports over the past 17 years. The "*Education Equality Task Force*" ("Rozanski Report, 2002") and the *Strengthening Education in Rural and Northern Ontario Report* ("Downey Report, 2003") each noted the specific funding challenges facing rural, northern and remote schools across Ontario in the context of declining enrollments and shifting demographic patterns.

¹ In 2003, it was estimated that 770 publically funded schools were in rural Ontario (Downey, 2003 p.7). However, in 2004, the Ministry of Education (September 22, 2004: B17) broadened the definition using Statistics Canada—that is population living in towns and municipalities outside the commuting zone of larger urban centres having a population of 10,000 or more) or schools for which the second character of their postal code is "0". The revised estimate was 1,149 rural schools.

² These criteria define the tiers of funding for differentiated support for school administration as part of the School Foundation Grant contained with the 2017-18 GSN Technical Paper p.31.

³ See <https://www.ontario.ca/page/consultation-ontarios-rural-education-strategy>.

These reports also noted the issues associated with closing rural and remote schools:

- Transporting students to the next school over unacceptably long distances and travel times;
- Impacts on the culture and social role of small schools in the communities they serve;
- The loss of a key public institution that serves as a focal point for community activity
- The economic impacts on the local community.

The Declining Enrollment Working Group in 2009 noted that the decline in school age children was 68,000 in 2007-2008 or 3.4% and with further declines on the horizon. In addition, in terms of regional breakdowns, the Working Group showed that rural and northern boards would face more significant enrollment declines between 7-13%.⁴ At the present time, however, enrollment has stabilized for the short term due to the introduction of full day Kindergarten.⁵

The policy responses to these challenges have ranged from top up funding for rural and northern schools through the Geographic Circumstances Grant, school consolidation among coterminous boards, partnership agreements around shared services and facilities; school board cost efficiencies and community hub arrangements. The Declining Enrollment Work Group report, for example, contains 21 recommendations designed to address student enrollment declines while ensuring high quality educational programming. The recommendations include:

- Developing more comprehensive multi-year enrollment planning models
- Shared use of school facilities
- Community partnerships for underutilized schools
- Funding formula reviews and transition funding
- The broader use of information technology to support student learning.⁶

OCSTA has made several recommendations to the Ministry of Education over the past several years consistent with the policy responses outlined in the Rozanski Report, Downey Report, the Declining Enrollment Work Group Report, among other policy and funding consultations. For example, OCSTA outlined its support for community partnerships in its November 2008 submission to the Declining Enrollment Working Group and the need for adequate funding to assist rural Catholic school boards in managing capital and operating costs.

The Ministry of Education's current discussion paper, *Supporting Students and Communities: A Discussion Paper to Strengthen Education in Ontario's Rural and Remote Communities* (May 2017 "discussion paper") outlines many similar challenges and some of the same policy options facing Ontario's rural school boards. As it states in the introduction:

The education system has experienced declines in school-aged children for more than a decade—a challenge that school boards and communities have continued to address over the years through difficult conversations about school consolidations. In some small

⁴ Planning and Possibilities: The Report of the Declining Enrollment Working Group, 2009 p. 8-9

⁵ Supporting Students and Communities: A Discussion Paper to Strengthen Education in Ontario's Rural and Remote Communities (May 2017, p.3).

⁶ See Appendix A: Summary of Recommendations, p. 51-52.

towns and villages, the school is the last remaining public building. But under-enrolled schools can limit student opportunities, including course options and student supports.⁷

The discussion paper outlines several policy themes that will guide the Ministry of Education's deliberations on ensuring students have access to an excellent education. These issues include:

- The sustainable use of school space in rural communities.
- Supporting decision making around school closures.
- Supporting quality education in rural communities.

A number of questions are asked under each of the themes listed above and OCSTA will structure its comments and recommendations in response to these questions.

Supporting the Sustainable use of School Space in Rural Communities

1. *What steps can the provincial government, municipal governments and community partners take to better support early and collaborative community planning to make the most of all public resources, including schools?*

One of the key challenges facing school boards in multi-year capital and accommodation planning contexts is fostering a collaborative relationship with local community groups and municipal governments. The Ministry of Education's *Community Planning and Partnership Guideline* requires school boards to hold public meetings with municipal and local partners to discuss potential planning and partnership opportunities is a good starting point, but a more focused and dedicated approach may be necessary. The Ministry should also support school boards in an open and transparent manner when local boards engage in pupil accommodation reviews.

Below are some suggestions to improve the relationships between the Ministry, school boards and local government which in turn will better support early and sustained collaboration between key local stakeholders.

- Establish (secure Ministry funding) for a senior executive lead staff position at each school board that can develop and coordinate an integrated multi-year planning framework in collaboration with provincial and municipal governments;
 - Identify key leading community partner groups that have sufficient human and financial resources to participate in school board, municipal and provincial planning processes;
 - Require (and not just "invite") the sharing of all relevant planning information from municipal governments with school boards. This could include land use plans, growth/official city plans and other data school boards require for long term capital and accommodation planning
2. *Where the will exists for community partnerships, what are the hurdles to effectively implement, and how can governments, school boards and partners work to overcome them?*

⁷ See page 3.

OCSTA supports the concept of partnerships and is open to new opportunities to structure new partnership agreements with local community groups and governments. There are many examples of successful community partnerships at the provincial and local levels. The Ontario Education Services Corporation and the Ontario School Boards Financing Corporation are two key provincial partnerships. There are numerous examples of local consortia, purchasing co-operatives, and joint ventures and child care facilities that have been beneficial to school boards. In the context of Catholic school boards, some hurdles for effective implementation are:

- Identifying compatible local partner organizations and initiatives.
- Sustainable funding for non-profit and local community groups.
- Ensuring the integrity of the Catholic education programs and the denominational rights of Catholic schools.
- Designating operational responsibilities between the community partner(s) and the school board.
- Managing collective agreements for unionized staff to ensure the delivery of services can be accommodated.
- Funding for any necessary capital retrofitting of school facilities to meet the needs of the community partner.
- Uncertainty related to government funding supporting local planning and implementation of service agreements.

Potential approaches to better manage these kinds of challenges could include:

- Provincial and municipal governments to develop a roster of non-profit and community groups that have sustainable funding sources;
- Ensure formal legal agreements between the parties are well defined with a dispute resolution mechanism or process in place;
- Create an inter-ministerial funding mechanism to provide community groups sustained operating and capital resources for the management of in-school community hubs.
- Developing more detailed case studies of success partnerships with shared facilities.

3. *What are the opportunities for school boards to share space in your area? What do you see as the obstacles?*

This question can be broken down into two parts: sharing of school facilities between coterminous school boards and sharing of space with community groups.

Sharing of School Facilities between School Boards

OCSTA recognizes that in some circumstances the sharing of facilities between coterminous School Boards presents opportunities to meet the needs of their students and local communities. Potential benefits include:

- Access to sufficient capital funding for new school construction.
- Access to facilities that each board could not finance independently.
- Access to sufficient number of students for each board to provide distinct programming and facilities within shared building.

OCSTA is supportive of shared facilities among school boards that maintain and promote the distinct mission of Catholic Education and reflect decisions determined at the local school board level. Autonomy and flexibility at the local level are crucial and a prerequisite for successfully shared used of school facilities

Sharing of space with Community Groups

One of the most significant challenges for shared space within underutilized schools in northern and rural Catholic school boards is the lack of sustainable funding for community-based partners. School boards seek out community-based and compatible partners (for example, youth centres, senior's centres) that can lease or rent the excess space in schools. However, many such groups lack long-term sustainable funding that cannot be absorbed into existing school board budgets. In addition, some small remote communities cannot support partnerships or community hubs in schools since there is no public transportation or parking and cannot be easily retrofitted for alternative purposes. In summary, the opportunities are very limited to share space in many rural and northern schools with compatible partners.

4. *What should the provincial government and school boards be doing to ensure that opportunities to co-operate are supported?*

Local school boards require the autonomy and flexibility to identify local partners and develop accommodation plans in respect of their excess school space. The Ministry of Education's *Community Planning and Partnership Guideline* is a useful resource to facilitate co-operation and collaboration among local service groups and local governments.

In addition, the Community Hubs Secretariat is currently establishing a "Capacity Resource Network" and electronic information hub that will support best practices in the development of community hubs and local partnerships. OCSTA is supporting and participating in this initiative.

Supporting Decision-making Around School Closures

1. *How can the Province best support a meaningful conversation about the impacts of schools on local communities and student well-being through the pupil accommodation review process?*

Catholic school trustees clearly recognize that decisions related to underutilized schools and possible school closures have a significant impact on their local communities, parish, students, families and local businesses. The loss of a Catholic school in a rural community may mean the loss of Catholic education in an entire region of the province. That is why Catholic school trustees direct their boards to develop comprehensive, sensitive policies and processes for conducting pupil accommodation reviews in full compliance with Ministry guideline (*Pupil Accommodation Review Guideline*, March 2015 "PAR Guideline"). It should be noted as well that accommodation reviews take place after other options are explored by school boards for managing underutilized space such as:

- Moving attendance boundaries and programs to balance enrollment
- Offering to lease space to a coterminous board
- Finding community partners that can pay the full cost of operating the underutilized space.⁸

The consolidation of Catholic educational programs with other public school programs with coterminous boards present additional challenges. The potential threat to Catholic identity and the overcrowding of schools are two examples in this context.

The current pupil accommodation review (PAR) process has recently been updated to reflect the concerns of many education, municipal and community stakeholders. The current PAR and modified pupil accommodation review process (MPAR) are adequate tools to guide discussions about the impacts of potential school closures. The provincial government can best assist school boards in this process by encouraging all parties to work together in the best long term interests of students. This will require, at a minimum, that the government ensure school boards have adequate resources and funding to conduct meaningful PARs and MPARs and the autonomy to respond to the needs of their local communities.

⁸ PAR Guideline, 2015 p.3.

2. *How can the Province ensure that the feedback from the community is given full consideration, and that this input is reflected in the review process?*

The current PAR and MPAR guidelines and processes requires significant community engagement. In fact, both the PAR Guideline and the *Community Planning and Partnership Guideline* require school boards to undertake long-term capital and accommodation planning, informed by any relevant information obtained from local municipal governments and other community partners. That information must be documented by school boards and shared among local stakeholders and be included in the initial staff report to trustees.⁹

Catholic school boards work co-operatively with municipal governments and local community groups and coterminous school boards to ensure that their concerns and recommendations are given due consideration in decisions related to school accommodation reviews. Catholic school boards actively seek out the views of key local stakeholders to ensure they are reflected in any final decision related to a school closure. The province can assist school boards through pro-active communication to municipalities and other local community groups about the requirements and opportunities that exist for input into the PAR and MPAR processes.

Supporting Quality Education in Rural Communities

1. *What is working well now to help students in small and rural communities have a positive learning experience and quality education? What could be improved?*

In terms of Catholic students' learning experience, what is working well is the close connection students have with their teachers, school, parish and local community. These factors, related to small rural schools, tend to lead to greater parent and student participation in school activities, improve attendance rates and increase graduation rates.¹⁰ In addition to these advantages, small schools tend to benefit students from disadvantaged socio-economic backgrounds and those with special needs.¹¹

Many rural communities have only one Catholic school which is often the centre of life-long learning, child-centred activities, and community and parish events for the Catholic community. These schools tend to foster a close identification with the school and broader community. This assists students in staying connected to their school which tends to have a positive impact on student achievement and well-being.

⁹ PAR Guideline, 2015 p.5. In addition, other requirements in the PAR Guideline outlines the role of the Accommodation Review Committee, local community/parent/stakeholder representation, public meetings, and how the final staff report must reflect feedback and concerns of the local community prior to any final school closure decision by the school board.

¹⁰ See People for Education "Declining Enrollment/School closing", 2012. Also see Sean Robertson "Declining Enrollment in Ontario: What can history tell us and where do we go from here?" (Canadian Journal of Education Administration and Policy, 164, 2014 p.22).

¹¹ See K. Leithwood and D. Jantzi, 2007 "Review of the Empirical Evidence about school size effects" p. ii. Report prepared for the Board of Education Regina School Division no. 4, Saskatchewan. Also see "School Size and the Influence of Socioeconomic Status on Student Achievement", C. Howley and A. Howley, (Education Policy Analysis Archives, vol. 12, 52, 2004.)

Catholic school boards take very seriously their responsibility to locate Catholic schools in a manner that meets the needs of the Catholic community. Catholic parents living in rural and remote communities have a constitutional right to choose to send their children to Catholic schools. For this right to be exercised, Catholic schools must be truly accessible either through close proximity or reasonable student transportation distances.

What needs improvement in small rural and remote schools to promote student achievement and well-being include:

- Increased access to professional support staff,
- Specialist teachers to support different program needs,
- Less emphasis by the Ministry on funding for K to 12 school facilities to the exclusion of funding for rural, Catholic elementary schools,
- Respect for local board autonomy to select an organization model (with community input) that meets the needs of students without penalty,
- Enhanced funding for broadband access to support e-learning and research¹², and
- Renewed focus on key funding issues to support rural, remote school boards.

2. *How could the Province best recognize and address the unique funding needs of your region and community through the funding formula?*

Rural, remote and northern Catholic schools face unique challenges that the current GSN funding formula do not adequately recognize. For example, higher student transportation and construction costs and the lack of funding for specialist teachers and other professionals are serious challenges.

OCSTA recommends that the government immediately establish a task force to review the funding model, consult with key stakeholders including trustee associations and policy experts. The objective would be to make a set of comprehensive recommendations to address the unique funding challenges facing northern, rural and remote school boards. To begin to address some of the funding challenges, the Ministry of Education should consider:

- Restoring top up funding to the Geographic Circumstances Grant,
- Provide core funding for small schools in single school communities,
- Ensure school boards are not penalized for keeping small schools open in single-Catholic school communities.

¹² The Ministry of Education's Broadband Modernization Strategy represents a significant development in this area. Additional funds to support the Strategy's school board pilot projects should be explored.

Conclusion

OCSTA sincerely appreciates the opportunity to comment on the Ministry of Education's Rural Education Strategy and the Discussion Paper *Supporting Students and Communities: A Discussion Paper to Strengthen Education in Ontario's Rural and Remote Communities*. The issues facing rural education in Ontario and how best to support student achievement and well-being are complex and we value the government's initiative to consult with its education partners to find long-term solutions to these challenges.

As the voice of Catholic education in Ontario, OCSTA believes that local Catholic school boards and their elected trustees are in the best position to make decisions about school consolidation, community partnerships and educational programming that best serves the interests of students and the local community. This will be conducted collaboratively with local governments, coterminous school boards, the Province and various community groups.

Ontario Catholic School Trustees' Association
BOARD OF DIRECTORS

2016-2017

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Beverley Eckensweiler, Vice President	Bruce-Grey Catholic District School Board
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Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

Achieving Excellence in
Catholic Education through
Learning, Leadership and Service

PETER L. ROACH
CATHOLIC
EDUCATION
CENTRE

June 27, 2017

Indira Naidoo-Harris, MPP
11th floor
80 Grosvenor St.
Toronto, ON M7A 1E9

JUL 05 2017

Dear Minister Naidoo-Harris:

We are writing as the Board of Trustees for the Peterborough, Victoria, Northumberland, and Clarington Catholic District School Board to commend you on your visionary and diligent work in bringing forward for consideration and passing the Anti-Human Trafficking Act 2017. This is a significant piece of legislation which raises awareness about and puts in place a process to more effectively protect young girls who have become and are at risk of becoming victims of this offense to human dignity. It seeks to address an issue that is a scourge in Ontario, especially in smaller cities and towns where young girls are becoming most vulnerable.

The issue of human trafficking calls on all of us to put in place the education, the law enforcement, the counselling services and the preventative strategies that will affirm, strengthen and engage all of our young citizens in a process of learning, developing and growing in self-esteem, courage, and clarity in communicating to trusted adults any experience that makes them feel vulnerable or unsafe. Through the awareness-raising and the courageous persuasion of your government, Minister Naidoo-Harris, Ontarians are now much more conscious of a pervasive and destructive practice in our communities, one which would and should cause millions of women and men to rise up in defense of our daughters, granddaughters, step-daughters, adopted daughters, goddaughters, nieces, neighbours, and students. Together we need to fight against this horrific attack on the dignity and life of our young female citizens. Please be assured of our gratitude and our commitment to cooperating with you in all of the educational aspects of this new legislation.

We will proudly take part in the annual recognition of February 22 as Human Trafficking Awareness Day.

On behalf of the entire PVNC community, we thank you for your courageous leadership.

Most sincerely,

Michelle Griepsma
Chair of the Board

Michael Nasello
Director of Education

c.c. Kathleen Wynne – Premier of Ontario
Patrick Daly, President - Ontario Catholic School Trustees' Association ✓

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Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

Achieving Excellence in
Catholic Education through
Learning, Leadership and Service

PETER L. ROACH
CATHOLIC
EDUCATION
CENTRE

June 27, 2017

Laurie Scott, M.P.P.
Room 434
Queen's Park
Toronto, ON M7A 1A8

Dear Member of Provincial Parliament Scott:

We are writing as the Board of Trustees for the Peterborough, Victoria, Northumberland, and Clarington Catholic District School Board to commend you on your visionary and diligent work in bringing forward for consideration the "Saving the Girl Next Door Bill" and for inspiring the passing of the Anti-Human Trafficking Act 2017. This is a significant piece of legislation which raises awareness about and puts in place a process to more effectively protect young girls who have become and are at risk of becoming victims of this offense to human dignity. It seeks to address an issue that is a scourge in Ontario, especially in smaller cities and towns where young girls are becoming most vulnerable.

The issue of human trafficking calls on all of us to put in place the education, the law enforcement, the counselling services and the preventative strategies that will affirm, strengthen and engage all of our young citizens in a process of learning, developing and growing in self-esteem, courage, and clarity in communicating to trusted adults any experience that makes them feel vulnerable or unsafe. Through the awareness-raising and vocal outcry of you, M.P.P. Scott, Ontarians are now much more conscious of a pervasive and destructive practice in our communities, one which would and should cause millions of women and men to rise up in defense of our daughters, granddaughters, step-daughters, adopted daughters, goddaughters, nieces, neighbours, and students. Together we need to fight against this horrific attack on the dignity and life of our young female citizens. Please be assured of our gratitude and our commitment to cooperating with you in all of the educational aspects of this new legislation. We will proudly take part in the annual recognition of February 22 as Human Trafficking Awareness Day.

On behalf of the entire PVNC community, we thank you for your courageous leadership.

Most sincerely,

Michelle Griepsma
Chair of the Board

Michael Nasello
Director of Education

c.c. Patrick Brown, MPP, Leader, Progressive Conservative Party of Ontario
Patrick Daly, President – Ontario Catholic School Trustees' Association ✓



Ontario Catholic School
Trustees' Association

July 6, 2017

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

FROM: Patrick Daly, President

**SUBJECT: Meeting with President and Vice-President of the Catholic Board Council of
OSTA-AECO**

Together with other representatives of the OCSTA, I recently had the pleasure of meeting with Ben Smith and Christina Atrach the 2017/2018 President and Vice-President of the OSTA-AECO Catholic Board Council.

Ben, a Student Trustee on the York Catholic District School Board and Christina, a Student Trustee on the Halton Catholic District School Board shared with us some of their important initiatives and exciting plans for the 2017/2018 School Year. They and their fellow Student Trustees are outstanding ambassadors of Publicly Funded Catholic Education. You will find attached a copy of their presentation entitled "A Year of Opportunity" which they provided to us during our meeting.

We are planning a number of additional meetings with them so as to support them in continuing to strengthen the important voice and presence of Catholic Student Trustees.

Attachment

OSTA-AECO's Catholic Board Council

A Year of Opportunity

June 29, 2017

Who We Are

- OSTA-AECO is the largest student stakeholder in education and the voice for the student vision. As the representatives of over 2 million students, we are a dynamic, diverse voice. We act as consultants on policy for the Ministry of Education, collaborate with stakeholders in the education community and work to unite all student trustees across the province.
- Whether it is at school boards across the province or at the province level, the Ontario Student Trustees' Association and all of its members continue to play an integral role in crafting the future of publicly funded education in Ontario.

OSTA-AECO's Executive Council

- President- Dasha Metropolitansky, HDSB
- CBC President- Ben Smith, YCDSB
- CBC Vice President- Christina Atrach, HCDSB
- PBC President- Shams Mehdi, TDSB
- PBC Vice President- Rita Ramotar, OCDSB
- Public Affairs Officer- Nico Tripodi, NCDSB
- Media Design Officer- Seoyoon Kim, TVDSB
- Professional Development Officer- Amal Qayum, DSBN
- French Relations Officer - Kieran Desjardins, HSCDSB
- Chief Financial Officer- Alexander MacDonald, OCDSB
- Operations Officer - Rhea Carlisle, TCDSB
- Administrations Officer- Branden Wheeler, BWDSB
- Policy Officer (Outgoing position)- Katie Yao, former RDSB
- Chief Executive Officer (Outgoing position)- Nicolas Bottger, Former YCDSB

The Catholic Board Council Cabinet

- **President: Ben Smith, YCDSB**
- **Vice President: Christina Atrach, HCDSB**
- Communications Officer: Joel Ndongmi, TCDSB
- Faith Ambassador: Scott Cameron, DPCDSB
- Faith Ambassador: Hannah Tumillo, NCDSB
- Secretary: Meghan Nemeth, Waterloo CDSB
- Golden Horseshoe Region Representative: Sophia Trozzo, YCDSB
- South-western Region Representative: Dorian Charette, BGCDSE
- Northern Region Representative: Mia Burzese, HSCDSB
- Eastern Region Representative: Jacqueline van Herpt, ALCDSB

Our Core Values

- Integrity
- Passion
- Pragmatism
- Diligence
- Effectiveness
- Character
- Courage

Our Four Strategic Pillars of Success

1. Integration of Our Catholic Faith
2. Continued Partnerships with Catholic District School Boards and Stakeholders
3. The Constant Desire to Improve
4. Engaging Ontario's Catholic Students

Integration of Our Catholic Faith

- We will keep updated and educated on all Catholic teaching and ensure that we have the interest of the Catholic Church and Catholic education at the top of our minds.
- We will be living witnesses to our faith and not only be an educational organization, but also a community of believers who support each other through good times and bad, living through the gospel.

Continued Partnerships with Catholic District School Boards and Stakeholders

- As a Catholic Council our upmost goal is to work collectively with our various Catholic partners to further improve our faith based education. Our goals will be solely focused on admiring the values that make Catholic education special and the principles that are built on the home, school, and parish relationship.
- Working closely with Catholic school authorities will allow for the work of Student Trustees to be celebrated and showcased province wide. We will represent Ontario's Student Trustees and their interests, so they can represent the interests of the students they serve.
- We will look to improve and build upon our relationships with all partners, fostering an approachable, open, transparent and constructive relationships.

The Constant Desire to Improve

- We will be proud of our accomplishments, but mindful of the areas we can improve in. It will be one of our top priorities to constantly strive for excellence, in order to better the schools and the students we advocate for.
- In good times and bad, no matter how big the challenge or hard it might be to achieve, both internally and externally we will work with a sense of honesty, transparency, hard work and passion for what we do. We will welcome courageous conversations and will always look to improve to become a better overall organization.

Engaging Ontario's Catholic Students

- We pledge to listen to each student that seeks our guidance or assistance, and we will be more than willing to help. It is our desire to always advocate what is best for our students in our Catholic education system and stand up unapologetically for their needs.
- We will be open and welcoming to every student that ever seeks our help, and through our Student Trustees across the province, we will gather student input and represent those interests on both a local and provincial level.

Our Goals For This Year

- The Value of TEAM: Together Everyone Achieves More.
- Continuing to deliver the best Professional Development available for Student Trustees.
- Celebrating Catholic Education through Policy.
- Work closer with our Catholic partners, most especially OCSTA in the development of policy.
- An OCSYD full of excitement and celebration that looks ahead to the next 170 years of Catholic Education.
- Holding an Ontario-wide consultation with students, focusing on the issues that are important to them and advocating accordingly.



Ontario Catholic School
Trustees' Association

July 24, 2017

TO: Senior Human Resources Officials & Senior Business Officials
CC: Directors of Education

FROM: Wally Easton, Policy Advisor Finance and Labour

SUBJECT: Transfer of Retiree Benefits to Employee Life and Health Trusts (ELHT)

This memo asks that you communicate upcoming employee benefit changes with your retirees **who are currently in receipt of post-retirement employment benefits**, where applicable. As we anticipate that the actual transfer date is between November 1, 2017 and February 1, 2018 we would appreciate if the attached communication could be distributed by **August 31, 2017** to OECTA, OSSTF and ETFO retirees who continue to receive employee benefits from the school boards post-retirement.

As you are aware, the Central Memoranda of Settlements reached with each of the federations and unions provides for the transfer of employee benefits to ELHTs and we have been transitioning active OECTA teachers, ETFO education workers & OSSTF education workers through 2016-17. In addition to active employees, the benefits for these retirees who continue to receive employee benefits from the school boards post-retirement will also be transferred to the ELHTs between November 1, 2017 and February 1, 2018. Note that employees of these unions retiring after the board's participation date in the trust are not eligible for post-retirement benefits in the trust.

OTIP recently collected updated census data directly from school boards on retirees who continue to receive employee benefits from the school boards post-retirement. The information that was collected will allow OTIP on behalf of the trusts to communicate directly with the retirees to ensure their smooth transition to the trusts. However, we are requesting that you send a communication to each retiree who is currently participating in your benefits plan, regardless of whether it is fully paid by the retiree or paid by the school board, advising them of the changes that will occur over the next few months.

Attached are letters (separate letters for OECTA, ETFO & OSSTF) that you should complete and send to the appropriate retirees **who are currently in receipt of benefits through a school board plan**. Should you have any questions on this memo, please don't hesitate to contact Wally Easton at OCSTA, weaston@ocsta.on.ca.

OCSTA & OTIP will keep boards updated as we work through the next few months to transition OECTA, ETFO & OSSTF retirees who continue to receive employee benefits from the school boards post-retirement.

Thank you for your continued support of this endeavour.

Attachments

To: Retired ETFO Education Workers

Of the _____ District School Board

Date: _____

Subject: Benefits for Eligible Retired ETFO Education Workers

As you may be aware, many clauses of collective agreements for teachers and most non-teaching staff are now centrally negotiated at a provincial level. Each teacher affiliate or union negotiates with the appropriate school board trustee associations with participation of the Ministry of Education. One of the items that is negotiated at the provincial level are life, health and dental benefits. The collective agreements for 2014-17 provides for these benefits to be delivered by a union specific provincial trust, referred to as an Employee Life and Health Trust (ELHT). During the period November 1, 2016 to June 1, 2017 these benefits for all eligible permanent active teachers and eligible education workers were transferred to the appropriate ELHT.

The ETFO Employee Life and Health Trust (ELHT) has been working with the Ontario Teachers Insurance Plan (OTIP) to design the new ETFO ELHT Retiree benefits plan for retirees who are currently eligible and receiving benefits through their former school board. Once the plan design is finalized, eligible retirees will receive communication from OTIP and the ELHT about the plan and the enrollment process. Please be assured that board retiree plans will continue for existing eligible retirees until the new ELHT retiree plan(s) is in place.

If you have any questions about your current board benefits plan, you should continue to contact the board benefits department at _____. Until you transition into the new ELHT plan, there is no change to the claims process for health and dental claims eligible under your current board plan. Questions about claims and coverage under the board retiree plan should be directed to your insurance carrier _____ (e.g. Manulife, etc.) at _____.

General questions regarding the ETFO ELHT can be directed to ETFO-ELHT@etfo.org or by phone at 416-962-3836 or toll-free at 1-888-838-3836).

To: Retired Teachers

Of the _____ District School Board

Date: _____

Subject: Benefits for Eligible Retired Teachers

As you may be aware, many clauses of collective agreements for teachers and most non-teaching staff are now centrally negotiated at a provincial level. Each teacher affiliate or union negotiates with the appropriate school board trustee associations with participation of the Ministry of Education. One of the items that is negotiated at the provincial level are life, health and dental benefits. The collective agreements for 2014-17 provides for these benefits to be delivered by a union specific provincial trust, referred to as an Employee Life and Health Trust (ELHT). During the period November 1, 2016 to June 1, 2017 these benefits for all eligible permanent active teachers and eligible education workers were transferred to the appropriate ELHT.

The OECTA Employee Life and Health Trust (ELHT) has been working with the Ontario Teachers Insurance Plan (OTIP) to design the new OECTA ELHT Retiree benefits plan for retirees who are currently eligible and receiving benefits through their former school board. Once the plan design is finalized, eligible retirees will receive communication from OTIP and the ELHT about the plan and the enrollment process. Please be assured that board retiree plans will continue for existing eligible retirees until the new ELHT retiree plan(s) is in place.

If you have any questions about your current board benefits plan, you should continue to contact the board benefits department at _____. Until you transition into the new ELHT plan, there is no change to the claims process for health and dental claims eligible under your current board plan. Questions about claims and coverage under the board retiree plan should be directed to your insurance carrier _____ (e.g. Manulife, etc.) at _____.

General questions regarding the OECTA ELHT can be directed to Tom Doyle, OECTA Benefits Transition Officer at t.doyle@oecta.on.ca or by phone at 416-925-2493.

To: Retired OSSTF Education Workers

Of the _____ District School Board

Date: _____

Subject: Benefits for Eligible Retired OSSTF Education Workers

As you may be aware, many clauses of collective agreements for teachers and most non-teaching staff are now centrally negotiated at a provincial level. Each teacher affiliate or union negotiates with the appropriate school board trustee associations with participation of the Ministry of Education. One of the items that is negotiated at the provincial level are life, health and dental benefits. The collective agreements for 2014-17 provides for these benefits to be delivered by a union specific provincial trust, referred to as an Employee Life and Health Trust (ELHT). During the period November 1, 2016 to June 1, 2017 these benefits for all eligible permanent active teachers and eligible education workers were transferred to the appropriate ELHT.

The OSSTF Employee Life and Health Trust (ELHT) has been working with the Ontario Teachers Insurance Plan (OTIP) to design the new OSSTF ELHT Retiree benefits plan for retirees who are currently eligible and receiving benefits through their former school board. Once the plan design is finalized, eligible retirees will receive communication from OTIP and the ELHT about the plan and the enrollment process. Please be assured that board retiree plans will continue for existing eligible retirees until the new ELHT retiree plan(s) is in place.

If you have any questions about your current board benefits plan, you should continue to contact the board benefits department at _____. Until you transition into the new ELHT plan, there is no change to the claims process for health and dental claims eligible under your current board plan. Questions about claims and coverage under the board retiree plan should be directed to your insurance carrier _____ (e.g. Manulife, etc.) at _____.

General questions regarding the OSSTF ELHT can be directed to Donna Morrison, OSSTF ELHT Executive Director at donna.morrison@osstfbenefits.ca or by phone at 519-501-6418.



Ontario Catholic School
Trustees' Association

July 19, 2017

Honourable Peter Milczyn, MPP
Chair of the Standing Committee on Finance and Economic Affairs
Eric Rennie, Committee Clerk
99 Wellesley Street West, Room 1405 Whitney Block
Queen's Park, M7A 1A2
Toronto ON M7A 1L2
(erennie@ola.org)

RE: Bill 148 An Act to amend the Employment Standards Act, 2000 and the Labour Relations Act, 1995 and to make related amendments to other Acts

Dear Mr. Milczyn and Mr. Rennie:

On behalf of the Ontario Catholic School Trustees' Association ("OCSTA") we are pleased to provide you with our submission on Bill 148, *An Act to amend the Employment Standards Act, 2000 and the Labour Relations Act, 1995 and to make related amendments to other Acts* ("Bill 148"). The concerns and recommendations contained within this submission reflect consultations with our Catholic school boards.

The Ontario Catholic School Trustees' Association (OCSTA) was founded in 1930. It represents 237 elected Catholic trustees who collectively represent 29 English-language Catholic district school boards. Collectively, these school boards educate approximately 545,000 students from junior kindergarten to grade 12 and adults in continuing education programs province-wide.

Inspired by the Gospel, the Mission of the Ontario Catholic School Trustees' Association is to provide leadership, service and a provincial voice for elected Catholic school trustees who seek to promote and protect publicly funded Catholic education in Ontario.

General Summary:

OCSTA supports a just wage to ensure fairness for Ontario's workers. The concerns we elaborate below reflect potential impacts that should be taken into account by the Ministry of Education on school board operations and budgets. We also offer some suggestions for clarifying parts of Bill 148 with respect to possible changes to the Labour Relations Act.

Financial Impacts to School Boards of Changes to the Minimum Wage:

OCSTA's key concern with the proposed legislation relates to changes to the minimum wage and its impact on various employee groups within school boards. Section 14 (1) of Bill 148 proposes to amend Section 23 (1) of the *Employment Standards Act* ("ESA") to increase the minimum wage beginning on January 1, 2018 to \$14/hour and between January 1, 2019 and October 1, 2019 to \$15/hour. For example, the proposed changes will increase wages for school bus drivers and the costs of school bus transportation firms over time. These increased costs will then be passed onto already over extended school board transportation budgets.

The second employee group impacted includes cafeteria workers and other casual staff of school boards. Although these employee groups are not large, the increase in minimum wage could negatively impact the school boards staffing budgets. Current school board budgets are under strain to meet a variety of services and programs to students and any new increase in costs should be factored into the Ministry of Education's overall grant calculations.

The new costs associated with other proposed changes in the Bill will also have a negative impact on school board budgets. These include the proposed amendments to vacation pay, equal pay for equal work for part time employees and increases in personal emergency leaves. Beyond the actual costs of these proposed amendments, these changes will impose additional operational and administrative burdens on school boards.

OCSTA recommends that the Ministry of Education ensure that any new costs as a result of all of these proposed amendments to the ESA are reflected in annual adjustments to the Grants for Student Needs ("GSN").

Proposed Changes to the Labour Relations Act:

In Schedule 2, the government proposes to amend part of the Labour Relations Act ("the Act") to add new sections 15.1 and 15.2 that allow the Labour Relations Board to review the structure of bargaining units and to make orders in respect of those bargaining units. This may provide for the reconfiguration of non-teacher bargaining units that could have a significant impact on the negotiation and application of both local and central terms of negotiation in future rounds of bargaining for school boards. Again this could have significant cost impacts on school board budgets.

Further, the proposed amendments raise the issue of potential impacts to changes to existing regulations under the Employment Standards Act ("ESA"). At the present time, teachers are exempt from substantial portions of the provisions of the ESA through O. Reg. 285/01. A review of this exemption and O. Reg. 285/01 and any changes to this exemption that may fall out of the amendments outlined in Bill 148 are of significant concern to OCSTA.

OCSTA Recommends That:

1. The Ministry ensure any new costs as a result of all of these proposed amendments to EPA are reflected in annual adjustments to the Grants for Student Needs (“GSN”).
2. The government clarify any potential impacts of the new sections 15.1 and 15.2 of the Labour Relations Act on the structure of bargaining units for school boards
3. The government clarify any impacts of Bill 148 on existing ESA teacher exemption regulations.



Ontario Catholic School
Trustees' Association

August 21, 2017

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

FROM: Sharon McMillan, Director of Communications

SUBJECT: OCSTA President's Response to "One School System" Editorial

In response to an editorial written by former OSSTF leader, Malcolm Buchanan touting one school system as a provincial cost saver, OCSTA's President, Patrick Daly has written the following letter. This response has been sent to the two publications featuring Mr. Buchanan's article – the *Hamilton Spectator* and the *Waterloo Record*.

.....

Dear Editor:

I am responding to the comment article in the *Hamilton Spectator [Waterloo Record]* claiming that "One publicly funded system will cost less, save schools." Particularly at a time when "fake news" is garnering much attention, I am compelled to correct the numerous intentional or otherwise inaccurate statements in the article.

Although he may be unaware or unwilling to accept it, the writer knows that Catholic Schools in Ontario serve populations that reflect the ethnic and cultural diversity of the communities in which they are located. Like our Public School counterparts, Catholic School Boards fully comply with all Provincial Legislative/Regulations including Section 42[13] of the Education Act and requirements of Bill 13 with regard to welcoming and inclusive school communities.

As a former Public School educator, the writer knows that Catholic School Boards are directly and/or indirectly funded by Catholic (separate) school supporters. As a result of reforms made to Education funding in 1997 the revenue school boards receive through local property taxation in no way reflects the share of taxes supporters of each system pay. He further knows that the most significant factor in the revenue school boards receive is student enrolment. Other than causing massive disruption and chaos moving students from one system to another would not save money.

He further knows that in addition to enrolment, the education funding formula is built on a number of specific grants which are intended to recognize local circumstances including student and community demographics. As a result, rather than receiving \$1,500.00 to \$3,000.00 more per pupil, Catholic School Boards receive their fair share as determined by the funding formula. For example, and as calculated using 2017-2018 Ministry of Education GSN Operating Allocation, the Hamilton-Wentworth Catholic District School Board will receive \$345.15 per pupil less than the Hamilton-Wentworth District School Board; the Toronto Catholic District School Board will receive \$226.34 less than the Toronto District School District Board and; the Halton Catholic District School Board will receive \$191.17 less than the Halton District School Board.

Having seen a number of poll results over the years, the numbers the writer cites in no way reflect reality. The citizens of Ontario know and appreciate that our province's education system is recognized as one of the best in the world. Publicly funded Catholic Schools have formed an integral part of this system and the fabric of Ontario for well over 175 years. Their graduates, like those in the other school systems, have helped shape the wonderful province and country we live in today. As a former leader in an organization whose goal it is to have one union for all educational workers in Ontario, the writer refuses or fails to recognize the serious harm the creation of a monopoly would cause to the quality of education in our province. Parents and the people of Ontario know that rather than save money, municipal and school board amalgamation in the past has increased costs dramatically.

The four publicly funded school systems work together so as to improve the quality of education for all children. That spirit of co-operation and the structure of education in Ontario are to be celebrated and strengthened.

Yours very truly,

A handwritten signature in black ink, appearing to read 'Patrick J. Daly', with a stylized flourish at the end.

Patrick J. Daly
President



Ontario Catholic School
Trustees' Association

July 27, 2017

MEMORANDUM

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

FROM: Patrick J. Daly, President

SUBJECT: Meeting with the Independent School Bus Operators Association:
Minimum Wage issue

On Thursday July 27, Stephen Andrews and I met with representatives of the Independent School Bus Operators Association ("ISBOA") to discuss their concerns related to Bill 148 and the impacts of the proposed increases to the minimum wage on school bus operators. Please find attached letters ISBOA has sent to the government outlining their concerns and recommendations.

We had a productive discussion related to the various impacts of the government's proposed changes to the minimum wage and the other costs associated with Bill 148. We emphasized OCSTA's key recommendation from our submission on Bill 148 that any new costs associated with the proposed legislation are reflected in the annual adjustment to the Grants for Student Needs. The ISBOA informed us that they are currently conducting a study on immediate cost impacts for their school bus operators on the increases to the minimum wage and their current discussions with the government on these matters. We agreed to continue our discussions once they complete the research on the immediate cost impacts of the changes to the minimum wage.

If you have any questions, please do not hesitate to contact me or Stephen Andrews at sandrews@ocsta.on.ca.

Attachments



June 15, 2017

The Honourable Jeff Leal
Minister of Small Business
11th Floor, 77 Grenville St.
Toronto, ON
M5F 1B3

Dear Minister Leal,

We are writing on behalf of the Independent School Bus Operators Association, (ISBOA) and the Ontario School Bus Association, (OSBA). Our common concern is regarding the impending raise in minimum wages. Currently many school bus drivers are being paid an hourly rate near or below the new proposed minimum wage.

As you are aware, our contracts with our transportation consortia partners do not allow us to increase rates to cover any additional legislated costs such as driver wage increases, benefits and other legislated mandates. Therefore, it is left to individual bus operators to automatically absorb these increases. Since our labour costs make up approximately 40% of our total revenues, we have estimated that our labour costs will rise by a massive 32%. This would be unsustainable and would decimate the student transportation industry. We cannot do this without all industry partners working together.

The negative impacts will affect small and large bus operators in all areas of the province. We are very concerned that the entire industry may face a system wide driver shortage this September, as was experienced in the Toronto area last fall.

ISBOA and OSBA are preparing a submission on the financial impact which is anticipated to be completed in the next 4-6 weeks and will be submitted to the Minister of Education.

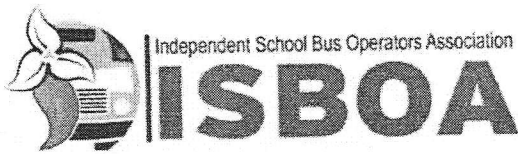
We would like to formally request, at the earliest possible convenience, to meet directly with you to discuss our overall concerns with this matter and to explore a solution that will allow government and industry to continue providing a safe, efficient and essential service to our students and their families across Ontario.

We look forward to the opportunity to discuss this issue with you personally as soon as possible..

Sincerely

Frank Healey
President,
ISBOA
P.O. Box 514
Arthur, ON
frank@healeytransportation.ca
1-613-223-6783

Mark Begg
President,
OSBA
3075 Lenworth Drive
Mississauga, ON
mark@delaney.ca
1-613-346-2511



June 15, 2017

The Honourable Kathleen Wynne
Premier of Ontario
Legislative Building
Queens Park
Toronto, ON
M7A 1A1

Dear Premier Wynne,

We are writing on behalf of the Independent School Bus Operators Association, (ISBOA) and the Ontario School Bus Association, (OSBA). Our common concern is regarding the impending raise in minimum wages. Currently many school bus drivers are being paid an hourly rate near or below the new proposed minimum wage.

As you are aware, our contracts with our transportation consortia partners do not allow us to increase rates to cover any additional legislated costs such as driver wage increases, benefits and other legislated mandates. Therefore, it is left to individual bus operators to automatically absorb these increases. Since our labour costs make up approximately 40% of our total revenues, we have estimated that our labour costs will rise by a massive 32%. This would be unsustainable and would decimate the student transportation industry. We cannot do this without all industry partners working together.

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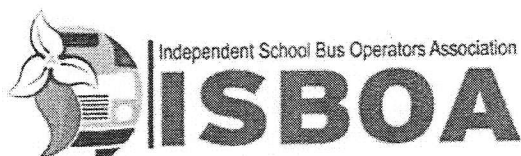
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Sincerely

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Mark Begg
President,
OSBA
3075 Lenworth Drive
Mississauga, ON
mark@delaney.ca
1-613-346-2511



June 15, 2017

The Honourable Mitzi Hunter
Minister of Education
22nd Floor, Mowat Block
900 Bay St.,
Toronto, ON
M7A 1L2

Dear Minister Hunter,

We are writing on behalf of the Independent School Bus Operators Association, (ISBOA) and the Ontario School Bus Association, (OSBA). Our common concern is regarding the impending raise in minimum wages. Currently many school bus drivers are being paid an hourly rate near or below the new proposed minimum wage.

As you are aware, our contracts with our transportation consortia partners do not allow us to increase rates to cover any additional legislated costs such as driver wage increases, benefits and other legislated mandates. Therefore, it is left to individual bus operators to automatically absorb these increases. Since our labour costs make up approximately 40% of our total revenues, we have estimated that our labour costs will rise by a massive 32%. This would be unsustainable and would decimate the student transportation industry. We cannot do this without all industry partners working together.

The negative impacts will affect small and large bus operators in all areas of the province. We are very concerned that the entire industry may face a system wide driver shortage this September, as was experienced in the Toronto area last fall.

ISBOA and OSBA are preparing a submission on the financial impact which is anticipated to be completed in the next 4-6 weeks and will be submitted to the Minister of Education.

We would like to formally request, at the earliest possible convenience, to meet directly with you to discuss our overall concerns with this matter and to explore a solution that will allow government and industry to continue providing a safe, efficient and essential service to our students and their families across Ontario.

We look forward to the opportunity to discuss this issue with you personally as soon as possible..

Sincerely

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Mark Begg
President,
OSBA
3075 Lenworth Drive
Mississauga, ON
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1-613-346-2511



Ontario Catholic School Trustees' Association

September 6, 2017

MEMORANDUM

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

FROM: Patrick J. Daly, President

SUBJECT: Ministry of Education - Key Initiatives for 2017-2022

Today the Minister of Education and the Premier announced the government's next steps in its intention to meet the objectives in the "Achieving Excellence" strategy. Below is a summary of the key initiatives outlined in today's announcement.

Well-Being Strategy

The Minister of Education outlined the next steps in the Well-Being strategy that was originally announced on September 5, 2017. This includes funding for various well-being programs such as active transportation, breakfast programs and bullying prevention. It also includes \$49 million over three years to support student well-being, including:

- Increasing support for school boards' local well-being priorities from \$6 to \$12 million starting in the 2018-19 school year,
- Increasing funding for School Mental Health ASSIST by \$6 million over the next three years,
- \$6 million in new and expanding programming to support staff well-being and classroom violence prevention,
- Roughly \$4 million to expand active transportation options for students to and from school, and funding for other programs and supports to promote student well-being.

Curriculum Review

The key initiative is a review and public consultation related to the Kindergarten to grade 12 school curriculum. The goal of the government's consultation and "refresh" of the curriculum is to better integrate the objectives of excellence, student well-being and equity into a revised curriculum that provides students the skills and knowledge needed for success in the global economy. These skills will include:

- Creativity
- Critical thinking
- Problem solving
- Global citizenship skills.

This curriculum review will include changes in the design of student assessments and report cards which will be introduced in schools for the 2018-2019 academic year.

The Premier indicated that the timeline for the curriculum review will be three to five years. As part of the student assessment review component of the overall curriculum review, Professor Carol Campbell will lead an advisory group in this area. The Minister also made clear that all education partners will be consulted on all aspects of the curriculum and student assessment review.

Next Steps

Later this week the Minister will announce the “Education Equity Action Plan” as part of the review of the Achieving Excellence strategy. This plan will identify and attempt to eliminate discriminatory practices, systemic barriers and bias from schools to ensure student success. Further details will be shared once the Education Equity Action Plan is publically available.

OCSTA will carefully monitor this important matter and take every opportunity to participate throughout the consultation process. If you have any questions, please do not hesitate to me or contact Stephen Andrews at sandrews@ocsta.on.ca.

Attachment



News Release

Updated Curriculum, New Report Cards Coming to Ontario Schools

September 6, 2017

Province Modernizing School System to Unleash Full Potential of Every Student

Our schools are at the foundation of a fair and competitive Ontario. Today, our province's publicly funded education system ranks among the best in the world, preparing our students for academic and future success. To build on this progress and make our schools even better at unleashing every student's full potential, Ontario is taking immediate steps to give students and parents better information about a child's progress and launching an ambitious multi-year initiative to modernize curriculums and assessment tools from Kindergarten to Grade 12.

Premier Kathleen Wynne and Mitzie Hunter, Minister of Education, were at Lawrence Park Collegiate Institute to announce the opening of public consultations for this new initiative and detail the new report cards, which will be introduced in schools for the 2018-19 academic year.

Ontario's updated school curriculum will be developed through the public consultations with the goal of improving student achievement in core skills such as math and increasing emphasis on transferable life skills that can help students of all ages meet the changing demands of today and tomorrow. Communication, problem-solving, critical thinking, creativity and global citizenship are skills that will help Ontario students thrive as they grow up in a changing, interconnected world. Beginning next school year, new report cards will better track a young person's development of these essential and transferable life skills.

By consulting with students, parents, teachers and other partners, the province also aims to:

- Help students take full advantage of their education experience with a new curriculum that better engages every aspect of a young person's interests and potential
- Place an increased emphasis on equity and [well-being](#), including the effects that physical activity, bullying and mental health can have on student success in and out of the classroom
- Update provincial assessment and reporting practices, including EQAO, to make sure they are culturally relevant, measure a wider range of learning, and better reflect student well-being and equity
- Enhance parents' access to information about how their children are doing in school.

A comprehensive overhaul of school curriculum and student assessment tools, aimed at making our schools better at unleashing the full potential of every child, is essential to building a fairer, better Ontario.

QUICK FACTS

- Ontario will invest \$49 million over three years to integrate student well-being into all provincial education practices and policies.
- The province's [renewed vision for education](#) will help ensure that all students develop the knowledge, skills and characteristics to become personally successful, economically productive and actively engaged citizens.
- Over 86 per cent of Ontario students are graduating from high school — more than ever before.
- In 2016, 68 per cent of adults (ages 25-64) in Ontario had a postsecondary credential, up from 56 per cent in 2002 — higher than the rate for any country in the Organisation for Economic Co-operation and Development.
- Since 2013, the government has invested \$9.3 billion in capital funding for school boards to support more than 120 new schools and more than 140 additions and renovations.
- This public consultation on student assessment will be conducted by the Premier and Minister of Education's [six education advisors](#) led by Dr. Carol Campbell.

ADDITIONAL RESOURCES

- [Promoting Well-Being in Ontario's Education System](#)

QUOTES

"I have always believed that our work to build a fairer, more innovative Ontario starts in our publicly funded education system. We have great schools, but we always need to look for ways to make our children's schools even better. We need to give kids the variety of skills they'll need in a fast-changing world. This curriculum refresh will build on all the progress we've made and ensure we're giving students the skills, supports and opportunities to make their mark in their careers, their communities and the world."

— Kathleen Wynne, Premier of Ontario

"In order for Ontario to continue to support student well-being and promote equity in our publicly funded education system, we must be positioned to meet the growing and ever-changing needs of all students today and in the future. We will work with all of our partners to ensure students have access to the most current and up-to-date curriculum possible, from Kindergarten to Grade 12."

— Mitzie Hunter, Minister of Education

"Students need a curriculum that focuses on building skills like problem solving and creative, critical thinking. We are pleased that the government is taking a proactive step by providing resources that will help students develop these essential skills and the characteristics needed to thrive in an increasingly interconnected world."

— Bonnie Schmidt, President, *Let's Talk Science*, and Chair, Canadian Leadership Taskforce on Education & Skills, Information and Communications Technology Council (ICTC)

"People for Education is pleased that the Ministry of Education is moving toward a focus on the student competencies that are essential for success in school and life. Our work with Ontario educators, scholars and policy-makers over the past four years has shown how critical these areas are for student learning and success — from Kindergarten right through to Grade 12, post-secondary education and employment. Embedding these "transferable skills" in the curriculum and updating the way we report to parents represent an exciting opportunity for Ontario to take a leading role in the global movement toward broader goals for education and broader measures of success in our schools."

— Annie Kidder, Executive Director, People for Education

"It's important to ensure students are learning from curriculum that focuses on skills like critical thinking and problem solving. I am pleased that the government is taking a proactive step to provide students with the skills and resources they need to thrive in an increasingly fast-paced, interconnected world."

— Sean Conway, Chair, Premier's Highly Skilled Workforce Expert Panel

"Our diverse, connected world requires students to be critical thinkers and collaborative problem solvers, while understanding global issues and communicating across cultures. We are thrilled to be working with the Ontario government to cultivate these vital skills by putting theory into practice within real world contexts."

— Jan Courtin, National Director of Student Programs, The Learning Partnership

"IBM Canada supports Ontario's work toward adding these transferable skill sets to the Kindergarten to Grade 12 curriculum. As a leader in cloud and cognitive technologies, we aim to employ young people with these skills, paired with modern Science, Technology, Engineering, Arts and Math (STEAM) capabilities, to help us reshape this industry and create a better, brighter future for generations to come."

— Dino Trevisani, President, IBM Canada



Ontario Catholic School Trustees' Association

September 6, 2017

MEMORANDUM

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

FROM: Patrick J. Daly, President

SUBJECT: The New Ontario Municipal Election Cycle—May 1, 2018 - October 22, 2018

On June 7, 2016, the government of Ontario passed important amendments to the *Municipal Elections Act, 1996*. The *Municipal Modernization Act, 2016* or Bill 181 introduced the following key changes for the administration of municipal and school board elections beginning in 2018.

Election Calendar for Municipal Councilors and School Board Trustees:

The first day that nominations can be filed for a regular election is May 1. The deadline for all nominations is the fourth Friday of July (July 27, 2018). The date of all municipal elections is now the fourth Monday in October or for 2018 October 22. The four year term of office begins on December 1, 2018 but will change to November 15 beginning in 2022.

Ranked Ballots:

Bill 181 also allows municipalities the option to use ranked ballot voting, beginning in the 2018 municipal elections. Ranked ballots will allow a voter to rank candidates in order of preference.

Campaign Finance:

Bill 181 also has new rules for municipal and school board elections. For example, corporate and union contributions to candidates is banned in every municipality across the province as well as providing for regulations to set out spending limits on post-campaign spending on gifts and parties.

Third-Party Advertising:

The bill introduced a framework to regulate third-party advertising, which includes contribution and spending limits. Only contributors who are eligible under the bill will be able to register as a third party. Third parties also have to identify themselves on signs and advertisements. Spending limits for third-party advertising will be set out in a regulation. The act defines third-party advertising as advertisements supporting or opposing a candidate.

Election Administration:

School boards are now required to establish policies regarding the use of board resources during a campaign. Boards must also have policies prior to the election setting out additional conditions for an automatic recount of ballots. Municipal clerks will determine the dates and times for advance voting, reduced voting hours in certain institutions and early opening on voting day.

If you have any questions, please do not hesitate to contact me or Stephen Andrews at sandrews@ocsta.on.ca.

Attachments

MINISTRY OF MUNICIPAL AFFAIRS

MINISTRY OF HOUSING

Municipal Elections Act Review

The Municipal Elections Act, 1996 regulates the conduct of municipal and school board elections in Ontario, and sets out roles for municipal clerks and councils.

The Municipal Elections Act covers administration of the election process, including:

- Elections of persons
- Questions on the ballot (aka - referendums)
- Roles and responsibilities of the municipal clerk, municipal council, school board, school board secretary, candidates, electors
- Rules related to voting, voter and candidate eligibility
- Method of voting
- Campaign and campaign finance rules
- Compliance, enforcement and penalties

The Ministry of Municipal Affairs reviews the Municipal Elections Act, 1996 after each Ontario municipal election to determine if it meets the needs of Ontario communities. Here are some of the changes following the latest review of the Municipal Elections Act, 1996.

The Municipal Elections Modernization Act, 2016 made changes to the Municipal Elections Act. Some of these changes came into effect immediately after Royal Assent and certain changes do not come into effect until April 1, 2018, in time for the next municipal election.

What has changed?

Ranked Ballots



Municipal councils have the option of passing by-laws to use ranked ballots starting in the 2018 municipal election.

Much of the detail for ranked ballot elections, such as public consultation requirements and how votes will be counted, has been set out in [regulation](#).

Election Calendar



Changes to the election calendar reflect recommendations from the public, municipal councils and municipal staff to shorten the election campaign period. The first day that nominations can be filed for a regular election will be **May 1st**. Nomination day (the deadline to file a nomination) for a regular election will move to the fourth Friday in July (July 27, for the 2018 election).

A number of other deadlines related to regular elections have also changed:

- The deadline for a municipality to pass a by-law to place a question on the ballot has moved to **March 1st** in an election year. The deadline for other questions (e.g. a school board, a minister's question) will be **May 1st**.
- The deadline to pass by-laws authorizing the use of alternative voting, such as by mail or by internet, and vote counting equipment will be **May 1st** in the year before the election (e.g., May 1, 2017 for the 2018 election).
- The clerk will need to have procedures and forms related to alternative voting and vote counting equipment in place by **December 31st** in the year before the election.

Campaign Finance



Changes to campaign finance rules will help ensure that they are consistent with transparent, accountable, fair and modern election finance practices.

Corporations and trade unions are no longer eligible to contribute to municipal election campaigns. This includes all council and school board elections. Corporations and trade unions can be third party advertisers and make contributions to third party advertisers.

There will be a new spending limit for parties and expressions of appreciation after voting day.

A candidate who does not accept any contributions of money, or incur any expenses, is not required to open a bank account.

If a candidate sells items for \$25 or less in order to raise campaign funds, the money is considered campaign income rather than a contribution. In this case, the candidate does not have to issue a receipt, or make sure that the person buying the item is eligible to make a campaign contribution.

Third Party Advertising



The Municipal Elections Act now includes a framework for third party advertising. The framework will come into effect on April 1, 2018, so that the rules will be in place for the 2018 municipal election.

What is a third party advertisement?

A third party advertisement is a message in any medium (billboard, newspaper, radio, etc.) that supports or opposes a candidate or a "yes" or "no" vote on a question on the ballot. Third party advertising does not include issues-based advertising so groups that do public outreach can continue their issues-based advocacy work throughout the municipal election period.

Advertising that does not cost money to post or broadcast, such as comments made on social media, will not be considered to be third party advertising.

Who can register as a third party advertiser?

Individuals, corporations and unions can register as third party advertisers and can also make contributions to third party advertisers. Third party advertisers will need to register with the municipality where they want to advertise. If they want to advertise in more than one municipality, they have to register in each municipality.

Registration allows a third party advertiser to promote or oppose any candidate that the electors in the municipality can vote for (local council, school board trustee positions and regional or county council offices).

Third party advertising must be done independently of candidates, who are not able to direct a third party advertiser. Candidates are not able to register as third party advertisers.

How do campaign finance rules apply to third party advertisers?

Most campaign finance rules that apply to candidates will also apply to third party advertisers. Third party advertisers will have spending limits and there will be contribution limits for those wishing to contribute to a third party advertiser. Corporations and unions will be permitted to make contributions to third party advertisers, but will not be permitted to make contributions to candidates.

Rules for determining whether two corporations should be considered as a single corporation are simplified, so that it should be easier for corporations and candidates to determine whether the contributions from two corporations should count towards the same contribution limit to third party advertisers.

Campaigning

Campaign provisions have been clarified to allow candidates to access apartment buildings, condominiums, non-profit housing co-ops or gated communities from 9 a.m. until 9 p.m. in order to campaign. Landlords and condominium corporations will not be allowed to prohibit tenants or owners from displaying campaign signs in their windows.

Candidates and third party advertisers are required to identify themselves on campaign advertisements and signs, so that it is clear who is responsible for each sign and advertisement that appears or is broadcast.

Enforcement



Changes to the Municipal Elections Act aim to encourage greater compliance with the campaign finance rules.

Every candidate will be entitled to a refund of the nomination fee if they file their campaign financial statement and, if needed, the auditor's report by the deadline.

There is a 30-day grace period for candidates and third party advertisers who miss the deadline to file a financial statement and auditor's report, provided that the candidate or third party advertiser pays a \$500 late filing fee to the municipality.

If a candidate or third party advertiser has filed their financial statement before the deadline and then discovers an error, they can file a corrected financial statement and auditor's report up until the filing deadline.

If an eligible voter believes that a candidate or third party advertiser has contravened an election campaign finance rule, the voter may apply for a compliance audit. Compliance audit committees will be required to provide brief written reasons for their decisions.

There will be a new process regarding contribution limits. The clerk who conducted the election is responsible for reviewing the contributions that are reported on the financial statements to council and trustee candidates as well as third party advertisers. If a

contributor appears to have given more than the contribution limits allow, the clerk will report this to the compliance audit committee. The compliance audit committee will then decide whether to commence a legal proceeding against the contributor.

Currently, it is an offence to give, lend, offer or promise someone an office or employment in order to convince a person to run for office, but not to run for office or withdraw from running for office. This has been expanded so that it is also an offence to give, lend, offer or promise someone money or other compensation in order to induce a person to run for office, not run for office or withdraw from running for office.

Voters' List

The government will continue to work with stakeholders and a stakeholder working group to look at systemic issues in the development of the voters' list, and to try to identify solutions for longer-term improvements. While this work is ongoing, some changes aim to help address certain issues immediately.

All certified candidates have access to the parts of the voters' list that apply to the office they are running for beginning September 1st in the election year.

Previously, applications to add, delete or change a person's own information on the voters' list had to be done in person or in writing. Municipal clerks are now able to determine other formats that people could use to make these applications.

The process to remove from the voter's list the name of a person who has died has been simplified. An application can be made from September 1st up until the close of voting on voting day. Even if the clerk has not received a request, the clerk can remove a name from the list if the clerk knows that the person has died.

Nomination and Eligibility

There is a new requirement that anyone wishing to run for office on a council must submit the signatures of 25 voters supporting the nomination. The individuals providing the signatures will each have to sign a declaration stating that they were eligible to vote in the municipality on the day that they signed the endorsement.

If a candidate files a nomination, and then changes their mind and decides to run for a different office on the same council, they are not required to submit new signatures.

The requirement to submit 25 nomination signatures does not apply to candidates running for school board trustee positions.

Election Administration

Municipalities and school boards are required to set out policies on the use of municipal and board resources during an election. Municipalities and school boards are able to set out a policy before the election addressing when an automatic recount will be conducted. (For example, a council may decide before the election that if two candidates are within 10 votes of each other, a recount will be held without either of the candidates having to request it.)

Clerks, rather than councils, will determine the dates and times for advance voting. They can also establish reduced voting hours in certain institutions and determine whether voting places will open early on voting day.

Another change prohibits voters from taking photographs or videos of their marked ballots. In addition, members of the public are able to inspect documents and materials related to the election for 120 days after the results of the election have been declared.

Clerks are now required to not only declare who wins the election but also provide the public with information regarding the number of votes received by each candidate, the number of votes for "yes" and "no" for a question on the ballot, and the number of declined and rejected ballots.

Clerks have greater flexibility in determining how certain election documents may be submitted and how notices are sent out.

Original signatures are required only for nomination forms, third party advertiser registration forms and proxy appointment forms.

Accessibility



Clerks are required to prepare a plan for the identification, removal and prevention of barriers that affect voters and candidates with disabilities, and make the plan available to the public before voting day in a regular election. The clerk also needs to provide a follow-up report to the public within 90 days after the election.

[Cover note to principals – to be used as email cover and/or forwarded as a file to be printed off. In latter case, this letter can be placed on letterhead.]

Dear School Principal,

Ministries/departments of education across Canada are striving to ensure that all schools have the latest information about copyright law. This letter comes with the request that you make a short presentation on copyright to your teaching staff early in the coming school year.

The Copyright Consortium of the Council of Ministers of Education, Canada (CMEC), has developed an on-line resource to help teachers decide whether an intended use of a copyright-protected work in the classroom is fair dealing. This new resource can be viewed at:
www.CopyrightDecisionTool.ca.

The new copyright Web site features a copyright decision tool that allows teachers to quickly determine whether a specific use of a copyright-protected work in their lessons is permitted under the fair-dealing provision of the *Copyright Act* and that, consequently, copyright permission is not required. This Web site also provides an overview of the *Fair Dealing Guidelines* as well as other important copyright information.

Teachers need to know that copyright rules for educators have changed significantly in recent years. While teachers have new opportunities to use copyright-protected materials in their lessons, they also have responsibilities. There are limits to what can be copied and communicated in the classroom. Failure to comply with copyright law can result in a teacher, school, or school board being sued for copyright infringement.

Principals are asked to:

- feature the copyright Web site at a staff meeting and to encourage all teachers and staff to bookmark and start using this resource as questions about copyright come up.
- place two copyright posters at copiers throughout the school. One poster sets out the *Fair Dealing Guidelines*, and the other prohibits the copying of materials intended for one-time use (consumables), such as workbooks; and
- post the attached notice regarding available copyright reference resources in the staff room and/or main office.

This digital information package includes:

1. suggested speaking points for the copyright presentation to staff (for personal use);
2. two copyright-related posters (mentioned above);
3. a bulletin-board notice (mentioned above); and
4. a postcard featuring www.CopyrightDecisionTool.ca to be forwarded to teachers.

Printed copies of items 2 to 4 were distributed to schools during the 2016–17 school year.

[Salutation and signature]

Enc.

*SUGGESTED SPEAKING POINTS
FOR USE BY PRINCIPAL*

COPYRIGHT AND THE USE OF FAIR DEALING IN THE CLASSROOM

Introducing the subject

- This is a brief 10-minute presentation on fair dealing—a provision in the *Copyright Act* that is very important for teachers to understand. Seemingly innocent actions such as preparing lessons for classroom use could result in a costly lawsuit against individual teachers, this school, and the school board.

Changes to copyright

- In 2012, Canada's copyright law as it concerns fair dealing was changed to give teachers new rights to use copyrighted-protected works in their class lessons.
- While fair dealing provides teachers with new opportunities to use copyright-protected materials in their lessons without obtaining permission from the copyright owner, teachers also have important responsibilities.
- Teachers need to know the limits to what can be copied and communicated in the classroom under fair dealing.
- Teachers' limits and responsibilities are described in the *Fair Dealing Guidelines*.
- Failure to know and respect the *Fair Dealing Guidelines* could result in a teacher, school, or school board being sued for copyright infringement.

Copyright video

- Here is a short video that sums up the key elements of copyright that teachers need to know.
- PLAY VIDEO (Approx. 5 min.): <https://vimeo.com/72374059>.

Fair-dealing posters

- Following the *Fair Dealing Guidelines* is most important. Teachers can copy and use materials that fall within these guidelines.
- SHOW TWO (2) POSTERS – the *Fair Dealing Guidelines* and the Consumables posters (electronic files attached/print copies were circulated over the 2016–17 school year).
- These posters are placed at copy machines around the school to reference the *Fair Dealing Guidelines* and as a reminder that copying consumables is not allowed. These should be familiar....

-2-

Fair-dealing Web site

- The Copyright Consortium of the Council of Ministers of Education, Canada (CMEC), has developed an on-line resource to help teachers decide whether an intended use of a copyright-protected work in the classroom is fair dealing.
- The new copyright Web site features a copyright decision tool that allows teachers to quickly determine whether a specific use of a copyright-protected work is permitted under fair dealing and that consequently copyright permission is not required. This site also provides essential information on the *Fair Dealing Guidelines* as well as other important copyright information.
- SHOW WEB SITE: www.CopyrightDecisionTool.ca
(Suggestion: Click through one example, such as a teacher wanting to copy a single chapter from a book.)
- ASK TEACHERS TO BOOKMARK THIS WEB SITE AND TO START USING IT.

Conclusion

- *Why are we taking the time to talk about copyright today?* It's really important for teachers to know what they can and cannot do under the fair-dealing provisions of the *Copyright Act*. Teachers need to know and respect the limits laid out in the *Fair Dealing Guidelines*.
- If you have questions about whether an intended use of a copyright-protected work falls within the *Fair Dealing Guidelines*, contact me. Likewise, if permission to use copyright-protected materials is required, contact me to complete the necessary permission request before the materials are used.

Fair Dealing



The fair dealing provision in the *Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, two tests must be passed.

First, the “dealing” must be for a purpose stated in the *Copyright Act*: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.

The second test is that the dealing must be “fair.” In landmark decisions in 2004 and 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and postsecondary educational institutions.

These guidelines apply to fair dealing in non-profit K–12 schools and postsecondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the *Copyright Act* and the Supreme Court decisions.

Guidelines

1. Teachers, instructors, professors, and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire, and parody.
2. Copying or communicating short excerpts from a copyright-protected work under these *Fair Dealing Guidelines* for the purpose of news reporting, criticism, or review should mention the source and, if given in the source, the name of the author or creator of the work.
3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course
 - a) as a class handout;
 - b) as a posting to a learning or course-management system that is password protected or otherwise restricted to students of a school or postsecondary educational institution;
 - c) as part of a course pack.
4. A short excerpt means:
 - a) up to 10 per cent of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);
 - b) one chapter from a book;
 - c) a single article from a periodical;
 - d) an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;
 - e) an entire newspaper article or page;
 - f) an entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
 - g) an entire entry from an encyclopedia, annotated bibliography, dictionary, or similar reference work.
5. Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.
6. Copying or communicating that exceeds the limits in these *Fair Dealing Guidelines* may be referred to a supervisor or other person designated by the educational institution for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
7. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.



REPORTS TO BOARD SCHEDULE

2017-2018

DATE	EC	REPORT	Senior Staff	STAFF	TIME (min)	NOTES
09/11	09/04	Grade 4 Religion Digital Resource BIPSA Update	Olson Klein (Olson/Shoemaker)	Murphy Program Staff	15 20	Removal of SE Galt Joint School
	09/04	Directors' Program - Kenya Change to Capital Priorities Submission	Notten Maharaj		25 5	
09/25		Holocaust Remembrance Day EQAO (Primary & Junior) EQAO (Gr. 9) OSSLT Enrollment/Staffing Report	Olson Klein Olson Olson Clifford/Maharaj/ Connolly	Roberts Roberts Roberts	5 20 20 20 10	
	09/18	Special Needs Strategy Summer Construction Update	Shoemaker Maharaj/Pickett	Scott MacM / Kids Ability	45 10	
10/16		FSL (FI Review Update) Well Being Plan – Mental Health	Klein Shoemaker	Kruithof Porty	30	
	10/09	IT Summer Updates	Demers		10	
10/30		LSA Catholic Schools Foundation	Klein Notten/Degutis/ Klein	Wettlaufer	20 20	
		2017-18 Priorities	Notten		30	
11/13		FSL TLLP Pastoral Plan Update	Klein Klein Olson	Various teachers	20 30 20	
11/27	11/20	ESL Financial Conditions – IV – 008 Well Being Plan – Equity	Klein Maharaj/Isaac Olson	Mage	30 10 20-30	

	11/20	Audit Committee Annual Report Financial Statements/Year End Report	Maharaj Maharaj/Isaac		0 10	Consent
12/04		INAUGURAL				
12/11		Assessment & Evaluation WR	Klein		30	
		Director's Annual Report	Notten		30	
	12/04	Revised Estimates Report	Maharaj/Isaac		10	
	12/04	Annual Report on Surpluses	Maharaj/Isaac		10	
01/15		Renewed Math Strategy Well Being – Healthy Active Living	Klein Clifford	Rellinger/Snyder	30 15-20	
01/29		Leadership Strategy Update Monitoring Report IV-13)	Merkel		20	
		FSL (FI Review Update)	Klein	Kruithof	30	
		Audit Report on Trustee Expenses	Maharaj	Durham	0	To A/C, then Consent
	01/22	Audit Report on Director's Expenses	Maharaj	Durham	5	To A/C, then In Camera
		Annual Report on Board Properties (Vacant and Purchases)	Maharaj	Admans/Ford	10	
	01/22	Approval of Budget Plan	Maharaj/Isaac	King	10	
	01/22	Interim Financial Report #1	Maharaj/Isaac		0	To A/C, then Consent
02/12		Well Being Update – Safe Schools	Merkel		20-30	
	02/05	Annual Report on STSWR	Maharaj	Bourgault	20	TO STSWR Board first
02/26		RMS – Spec Ed Focus Emergency CEO Replacement – Monitoring Report IV – 011	Shoemaker Notten	Foran	30	
	02/19	Update on Budget Preparation	Maharaj/Isaac		0	Consent
03/05		21 st C/Global Learning Update	Merkel/Demers	Kraus	30	
03/26		Student Success Update/Plan	Olson	SS Team	30	
		FSL (FI Review Update)	Klein	Kruithof	30	
		School Year Calendar	Klein		10	
		Hiring and Promotions - Monitoring Report IV – 005	Connolly			
	03/19	Update on Budget Preparation	Maharaj/Isaac		0	Consent
04/09		Adult Education Update	Clifford	Cox/Sauve	20	
		Parental Engagement Update	Merkel		20	
	04/02	Long Term Accommodation Plan	Maharaj	Ford	20	Present, approval on 04/23

	04/02	Multi-Year ITS Plan	Demers		20	
04/23		Extended Day Update	Clifford	DaSilva/Horst	10	Approval
		Long Term Accommodation Plan	Maharaj	Ford	5	
	04/16	Multi-Year Capital Renewal Plan	Maharaj/Pickett		10	
	04/16	Legal Responsibilities – Monitoring Report IV – 006	Maharaj		10	
	04/16	Financial Conditions IV-008	Maharaj/Isaac		10	
		Communication & Support to Board – Monitoring Report IV-012	Notten			Consent Consent
	04/16	Interim Financial Report #2	Maharaj/Isaac		0	
	04/16	Update on Budget Preparation	Maharaj/Isaac		0	
	04/16	Energy Conservation Plan	Maharaj/Pickett	Weber-Kraljevska	15	
05/14		Renewed Math Strategy	Klein	Rellinger/Snyder	30	
	05/07	School Travel Planner Update	Maharaj	Maxwell	15	
05/28		Special Education Update/Plan	Shoemaker	Foran		
		Treatment of Public – Monitoring Report IV – 002	Notten			
		Treatment of Students - Monitoring Report IV – 003	Notten			
		Treatment of Staff – Monitoring Report IV – 004	Notten/Connolly			
	05/22	Asset Protection – Monitoring Report IV – 009	Maharaj		10	
	05/22	Update on Budget Preparation	Maharaj/Isaac		0	Consent
06/04		Budget Presentation	Maharaj/Isaac	King		
06/18	06/11	Budget Approval	Maharaj/Isaac		5	
		MYSP Report	Notten			
		General Exec Limitations – Monitoring Report IV – 1	Notten			
	06/11	Financial Planning/Budgeting – Monitoring Report IV – 007	Maharaj		10	
	06/11	Financial Conditions – IV – 008	Maharaj		10	
		Audit Committee Report to Board	Maharaj	Durham	5	To A/C, then Board Consent
	06/11	Interim Financial Report #3	Maharaj/Isaac		0	

Other Pending Items to consider:

- Exec Comp
- Capital Submissions
- Update on new school construction
- Sale/purchase of properties
- Marketing
- CEC Renovation Plan
- Emotional Literacy: Julie Tonin (Early Years Consultant), Cara Cressman (Speech and Language Pathologist), and Sharon Porty (Mental Health Lead)
- Skills Builder/Tutors in the Classroom
- Student Voice
- Trustee Honorariums (Spring 2018, TBD)
- Trustee Representation (Number and Areas Represented) (Fall 2018, TBD)