



Board of Trustees' Board Meeting

Date: September 25, 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, Bill Conway, Manuel da Silva, Amy Fee, Jeanne Gravelle, Wendy Price, Greg Reitzel, Brian Schmalz, Melanie Van Alphen

Student Representatives:

Samantha Lim, Joseph De Sousa

Senior Administration:

Loretta Notten, Gerry Clifford, Jason Connolly, David DeSantis, Derek Haime, John Klein, Shesh Maharaj, 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	Board 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 Election of the Chair and Vice-chair	Trustees		
1.5 Student Trustee Oath and Declaration	Chair		
2. Consent Agenda: Director of Education (e.g.: day –to –day operational matters from the Ministry of Education that the Board is required to do)			
2.1			

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board (Minutes of meetings, staff report)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Minutes of June 19, 2017 Board meeting 3.1.2 Minutes of June 29, 2017 Special Board meeting 3.1.3 Minutes of June 7, 2017 SEAC meeting	Trustees Trustees Trustees	pp. 1-5 pp. 6-8 pp. 9-11	Approval Approval Receipt
4. Delegations/Presentation			
4.1 IBI Therapy Home School Relationship 4.2 IBI Therapy Home School Relationship 4.3 Autism Spectrum Disorder 4.4 Administration of Glucagon 4.5 Administration of Glucagon	Shawna Fleming Mieszko Filipowicz Nina Pereira Michelle Kings Ivan Luke	pp. 12-15 pp. 16-17 pp. 18-19 pp. 20-31 pp. 32-43	Delegation Delegation Delegation Delegation Delegation
5. Advice from the CEO			
5.1 Director's Report 5.2 International Holocaust Remembrance Day 5.3 Summer Construction Update	Loretta Notten Richard Olson Shesh Maharaj, Terri Pickett	pp. 44-46 pp. 47-48 pp. 49-57	Information Information Information
5.4 EQAO 2016-17 (Primary, Junior, Gr. 9 and OSSLT)	Richard Olson, Kelly Roberts	pp. 58-64	Information
5.5 Enrolment 5.6 Indigenous Education: Territorial Acknowledgement	Jason Connolly Richard Olson	pp. 65-67 pp. 68-69	Information Approval
6. Ownership Linkage (Communication with the External Environment)			
7. Reports from Board Committees/Task Forces			
7.1 Student Trustee report	Kate Jamieson, Meghan Nemeth	pp. 70-71	Information
7.2 2016-17 Trustee Quarterly Budget Update	Wendy Price	pp. 72-75	Information
8. Board Education (at the request of the Board)			
8.1 OCSTA Communication	Wendy Price	Separate Addendum	Information
9. Policy Discussion			
10. Assurance of Successful Board Performance			
10.1 Board Policy II 002 Governing Style 10.2 Is There a Need to Review This Policy? 10.3 Board Policy III 006 CEO Compensation and Benefits 10.4 Is There a Need to Review This Policy? 10.5 Motion to Move In-camera	Trustees Trustees Trustees Trustees Trustees	p. 76 -- p. 77 -- --	Approval Discussion Approval Discussion Approval
11. Assurance of Successful Director of Education Performance			
11.1 Monitoring Reports & Vote on Compliance			
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			
12.1 Trustee Inquiry Report from the CEO 12.2 Shared concerns			

ITEM	Who	Agenda Section	Method & Outcome
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): Sept 29 The Feast – St. Jerome’s University Oct 2 5:00 Governance Oct 4 6:30 SEAC Oct 11 5:00 CPIC Oct 16 Committee of the Whole Oct 23 Spiritual Development Day Oct 27 Board Office Mass Oct 30 Board Meeting			
13.2 Pending Items: <ul style="list-style-type: none"> Look at building our rural population Consider a committee to review the boundaries for future consideration 13.3 Pending Items for OCSTA Consideration <ul style="list-style-type: none"> 	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
14. Items for the Next Meeting Agenda	Trustees		
15. Adjournment Confirm decisions made tonight	Director of Education		
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

Board of Trustees' Meeting

A public meeting of the Board of Trustees was held on Monday, June 19, 2017 at the Waterloo Region Catholic Education Centre.

Trustees Present:

Bill Conway, Manuel da Silva, Amy Fee, Jeanne Gravelle, Wendy Price, Greg Reitzel, 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)

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 of the Board called the meeting to order at 6:04 p.m.

1.1 Opening Prayer & Memorials

The meeting opened with prayer by J. De Sousa and S. Lim, Pastoral Care Team. Intentions were offered for Susan Frantzke from Resurrection CSS, who passed away. Please keep her family and the Resurrection CSS community in prayer. For our staff and students' safety over the summer.

1.2 Approval of Agenda

Item 5.3 D. DeSantis is presenting Suspension and Expulsion Report and add Item 11.1.6 Motion to Move into Private, Private, Private

2017-87 -- It was *moved* by **M. Van Alphen** and *seconded* by **B. Schmalz**:

THAT the agenda for June 19, 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)

2.1 Interim Financial Report #3 of 3

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

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Minutes of May 29, 2017 Board Meeting

3.1.2 Minutes of June 5, 2017 Special Board Meeting

3.1.3 Minutes of May 24, 2017 SEAC Meeting

3.1.4 Special Education Plan 2017-18

3.1.5 Items for Action from Previous In-camera meeting of June 19, 2017 related to Property.

2017-88 -- It was *moved* by **G. Reitzel** and *seconded* by **J. Gravelle**:

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 Director's Report

L. Notten reviewed highlights from the monthly report.

5.2 Board Policy IV 007 Budgeting: 2017-2018 Budget School Year Budget

S. Maharaj advised the budget was presented on June 5th. There were no further questions received from Trustees.

2017-89 -- It was *moved* by **M. da Silva** and *seconded* by **J. Gravelle**:

THAT the Board of Trustees approve an operating budget of \$252,662,742 for the 2017-2018 school year as presented to the Board on June 5, 2017. --- Carried by consensus

2017-90 -- It was *moved* by **A. Fee** and *seconded* by **B. Conway**:

THAT the Board of Trustees approve a capital budget of \$19,178,768 for the 2017-2018 school year as presented to the Board on June 5, 2017. --- Carried by consensus

2017-91 -- It was *moved* by **G. Reitzel** and *seconded* by **J. Gravelle**:

THAT the Board of Trustees directs Administration to file this balanced budget with the Ministry of Education before the deadline of June 30, 2017. --- Carried by consensus

5.3 Suspension and Expulsions

D. DeSantis said when the Safe Schools Act came into effect each school was required to have a safe school action team. The measurable goal for Safe Schools at WCDSB is the reduction in the number of suspensions and expulsions issued to students through effective utilization of restorative justice, progressive discipline and careful consideration of mitigating and other factors. He reviewed the data at elementary and secondary and by gender.

Next steps: Well-being is that positive sense of self, spirit and belonging that we feel when our cognitive, emotional social and physical needs are being met. It is our job to work collectively to make sure that our children have a healthy development of the mind, body and spirit. Whether they are at home, in the community or at school, we are meeting the conditions needed to help them learn, grow and develop a positive sense of self. In doing so, we hope that the strategies that the Safe and Accepting Schools Steering Committee implements builds on the foundation we have in place in an effort to reduce conflict and suspensions in our schools.

5.4 Capital Priorities/Early Years Capital Funding

S. Maharaj advised we are required to submit our priorities over the summer. He reviewed the projects that will be submitted.

2017-92 -- It was *moved* by **M. da Silva** and *seconded* by **M. Van Alphen**:

THAT the Board of Trustees approve that the projects listed in this Board Report be submitted under the Capital Priorities and Early Years Capital Funding Programs during the summer of 2017. --- Carried by consensus

5.5 MYSP 2015-2018

L. Notten advised through the fall of 2015 senior team developed goals and strategic directions. The goals and actions identified within the plan speak to the specifics of how we aspired to bring the system forward, consistent with leading practices in education. Three metrics were used to inform the report card: stakeholder feedback, identification and reporting on all the actions identified and evidence which indicates progress against the articulated goal. A system stakeholder survey was developed for parents, staff, students, clergy and community members to provide feedback.

Responses to the survey were rated and the results were reviewed for each of the goals. These results will be the focus going forward.

2017-93 -- It was *moved* by **B. Schmalz** and *seconded* by **A. Fee**:

THAT the Board approve the Multi-Year Strategic Plan Interim Report Card for 2015-2018, as presented in this report and found in Appendix A through D. --- Carried by consensus

6 Ownership Linkage (Communication with the External Environment)

7 Actions From Board Committees/Task Forces

7.1 Student Trustee Report

J. De Sousa and S. Lim provided their report on activities at the secondary schools in the past month.

7.1.1 Student Trustee Recognition

B. Schmalz and B Conway said Joseph and Samantha excelled in their leadership role this past year connecting with all students and providing a student voice to the board. They both represented the board very well and grew in their leadership over the year. They thanked them both and wished them well in their post-secondary studies.

7.2 2017-18 Trustee Quarterly Budget Update

W. Price advised the trustee quarterly update is for information.

7.3 Annual Committee Reports:

7.3.1 Governance Committee

W. Price advised committee members worked on the section IV policies and acknowledged Marion Thomson Howell for her facilitation. Three outstanding items will be brought forward to October for discussion.

7.3.2 Linkages Committee

A. Fee stated trustees were involved in school events and community partners and leaders were invited to attend special events celebrating our students.

7.3.3 Pastoral Care Team

B. Schmalz said our committee worked on team building to strengthen the cohesiveness within the board. Work on social justice will continue next year.

7.3.4 Audit Committee

G. Reitzel reported all the mandates from the Government were met as well as the board. Philip Silveira (Community member) was elected as the chair. The committee will continue work on a robust risk assessment going forward.

8 Board Education (at the request of the Board)

8.1 OCSTA Communications

W. Price advised the OCSTA communications are for information.

9 Policy Discussion

10 Assurance of Successful Board Performance

10.1 Board Policy II 009 Board Committee Principles

2017-94 -- It was *moved* by **B. Conway** and *seconded* by **M. da Silva**:

THAT the Board of Trustees reviewed Policy II 009 Board Committee Principles and find we are in compliance. --- Carried by consensus

10.2 Is There a Need to Review This Policy?

Trustees agreed there is no need to review this policy.

10.3 Board Policy II 010 Board Committee Structure

2017-95 -- It was *moved* by **B. Conway** and *seconded* by **G. Reitzel**:

THAT the Board of Trustees reviewed Policy II 010 Board Committee Structure and find we are in compliance. --- Carried by consensus

10.4 Is There a Need to Review This Policy?

Trustees agreed there is no need to review this policy.

11 Assurance of Successful Director of Education Performance

11.1 Monitoring Reports & Vote on Compliance

11.1.1 Board Policy IV 007 Financial Planning/Budgeting

S. Maharaj reviewed the sections of the policy and the procedures followed. This is the formal monitoring report.

2017-96 -- It was *moved* by **A. Fee** and *seconded* by **B. Schmals**:

THAT the Board of Trustees accept this report as providing evidence that the CEO is compliant with Board Policy IV 007 Financial Planning/Budgeting. --- **Carried by consensus**

11.1.2 Board Policy IV 001 General Executive Limitations

L. Notten reviewed the sections of the policy and the procedures followed for compliance.

2017-97 -- It was *moved* by **M. Van Alphen** and *seconded* by **B. Schmalz**:

THAT the Board of Trustees accept this report indicating compliance with General Executive Limitations Board Policy IV 001. --- **Carried by consensus**

11.1.3 Board Policy IV 002 Treatment of the Public

L. Notten reviewed the consultation and the survey to all stakeholders which provided feedback showing the strongest area was found in Nurturing our Catholic Community.

2017-98 -- It was *moved* by **G. Reitzel** and *seconded* by **J. Gravelle**:

THAT the Board of Trustees accept this report indicating compliance with Treatment of the Public Board Policy IV 002. --- **Carried by consensus**

11.1.4 Board Policy IV 003 Treatment of Students

L. Notten reviewed some of the practices which included a student transition survey which allowed students to share their experience of transition from grade 8 to 9 and the student town halls where opinions were sought on the treatment of students and their aspirations.

2017-99 -- It was *moved* by **B. Conway** and *seconded* by **M. da Silva**:

THAT the Board of Trustees accept this report indicating compliance with Treatment of Students Board Policy IV 003. --- **Carried by consensus**

11.1.5 Communications

L. Notten reported the CCSTA acknowledged with thanks our contribution of \$4,929.30 in support of Toonies for Tuition for those provinces without full funding for Catholic education.

The Ministry of Education thanked our board on behalf of the Renewed Mathematics Strategy Planning Team for the role our staff played as presenters at the provincial symposium.

L. Notten shared a certificate presented by MPP Daiene Vernile on the occasion of the 30th Anniversary of Cooperative Program at Waterloo Catholic.

B. Schmalz advised a student from St. Aloysius school won the regional basketball competition offered by the Knights of Columbus.

B. Schmalz displayed the shopping bag designed by Louis Nguyen winner of the LCBO Holiday 2016 Anti Drinking Bag School Contest.

11.1.6 Motion to Move to Private, Private Meeting

2017-100 -- It was *moved* by **M. Van Alphen** and *seconded* by **M. da Silva**:

THAT the Board of Trustees move to a private, private, private meeting. --- **Carried by consensus**

The public meeting moved to private, private, private at 8:25 p.m.

The public meeting resumed at 9:00 p.m.

2017-101 -- It was *moved* by **G. Reitzel** and *seconded* by **J. Gravelle**:

THAT the Board of Trustees approve the items for action from the private, private, private meeting related to the Director's Performance Appraisal. --- Carried by consensus

12 Potential Agenda Items

12.1 Trustee Inquiry Report from the CEO

12.2 Shared Concerns

13 Announcements

13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):

Jun 22 9:00 a.m. Board Office Mass (CEC)

Aug 24 Links for Learning

13.2 Pending Items:

14 Look at building our rural population

15 Consider a committee to review the boundaries for future consideration

13.3 Pending Items for OCSTA Consideration

16 Additional funding for Re-engagement officer/program

17 Items for the Next Meeting Agenda

18 Adjournment – Confirm decisions made tonight.

The Recording Secretary confirmed the meeting decisions.

19 Closing Prayer

20 Motion to Adjourn

2017-102 -- It was *moved* by **M. da Silva** and *seconded* by **M. Van Alphen**:

THAT the meeting be now adjourned.

The meeting was adjourned by consensus at 9:06 p.m.

Vice-Chair of the Board

Secretary

Special Board of Trustees' Meeting

A special public meeting of the Board of Trustees was held on Thursday, June 29, 2017 at the Waterloo Region Catholic Education Centre.

Trustees Present:

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

*attended by teleconference

Student Trustees Present:

Administrative Officials Present:

Loretta Notten

Special Resources For The Meeting:

Regrets:

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 of the Board called the meeting to order at 9:00 a.m.

1.1 Opening Prayer & Memorials

The meeting opened with prayer by B. Schmalz, Pastoral team. Intentions were offered for a student at Monsignor Doyle who passed away, and for a young student at St. Anne in Cambridge who is ill. Please keep them, their families and their school communities in prayer.

1.2 Approval of Agenda

2017-103 -- It was *moved* by **B. Schmalz** and *seconded* by **J. Gravelle**:
THAT the agenda for June 29, 2017 be now approved. --- **Carried by consensus.**

1.3 Declaration of Pecuniary Interest

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

1.4 Motion to Move to Private, Private

2017-104 -- It was *moved* by **J. Gravelle** and *seconded* by **B. Schmalz**:
THAT the Board of Trustees move to a private, private session. --- **Carried by consensus.**

The special board meeting moved to private, private at 9:03 a.m.

The special board meeting resumed at 10:44 a.m.

2017-105 -- It was *moved* by **J. Gravelle** and *seconded* by **B. Schmalz**:

THAT the Board of Trustees approve the actions from the previous private, private session related to Human Resources. --- **Carried by consensus.**

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 Delegations

4 Advice from the CEO

5 Ownership Linkage (Communication with the External Environment)

6 Actions From Board Committees/Task Forces

3 Board Education (at the request of the Board)

4 Policy Discussion

5 Assurance of Successful Board Performance

6 Assurance of Successful Director of Education Performance

7 Potential Agenda Items

12.1 Trustee Inquiry Report from the CEO

12.2 Shared Concerns

8 Announcements

13.1 Upcoming Meetings/Events (all scheduled for the Catholic education Centre unless otherwise indicated):

13.2 Pending Items:

- Look at building our rural population
- Consider a committee to review the boundaries for future consideration

13.4 Pending Items for OCSTA Consideration

9 Items for the Next Meeting Agenda

10 Adjournment – Confirm decisions made tonight.

The Recording Secretary confirmed the meeting decisions.

11 Closing Prayer

12 Motion to Adjourn

2017-106 -- It was *moved* by **B. Schmalz** and *seconded* by **J. Gravelle**:

THAT the meeting be now adjourned.

The meeting was adjourned by consensus at 10:46 a.m.

Vice-Chair of the Board

Secretary



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SEAC Committee Meeting Minutes

Date & Time:	Wednesday, June 7, 2017 6:30 pm
Location:	Boardroom, C.E.C.
Next Meeting:	Wednesday, September 6, 2017
Committee Members: Jeanne Gravelle, Bill Conway, Rhonda Ruetz, Kim Murphy, Zina Bartolotta, Christine Zaza, Christine Goodeve, John Gilbert Administrative Officials: Laura Shoemaker, Gerald Foran Regrets: Irene Holdbrook, Richard Gough, Stuart Cross	

<ul style="list-style-type: none"> Opening Prayer Welcome 	J. Gravelle
<ul style="list-style-type: none"> Approval of Agenda Motion by: Jeanne Gravelle Seconded: Kim Murphy 	
3. Declared Pecuniary Interest Nil	
4. Approval of the Minutes May 24, 2017 Minutes Motion by: Bill Conway Seconded: Jeanne Gravelle	
5. School System Operational Business 5.1 Special Needs Strategy for Integrated Rehabilitation Update L. Shoemaker was unable to attend the Special Needs Strategy meeting last week and there is another planned for next week. To date the plan is good with one point of contention that has to be worked on. Update to ready for the fall.	L. Shoemaker

<p>5.2 Planning SEAC 2017/2018 SEAC reviewed the page handed out by the Chair regarding topics and items for the school year 2017-2018 for SEAC meetings. The items that were selected for a priority discussion are:</p> <ul style="list-style-type: none"> • SEAC Recruitment <ul style="list-style-type: none"> ○ Sub-committee consisting of Kim Murphy, Zina Bartolotta and Jeanne Gravelle ○ L. Shoemaker to contact Thames Valley Board and discuss with them their IPRC package • Increase Parent Engagement • Attendance at Grade 8 Open House for Secondary Schools • Pro-Grant will be discussed at every other meeting for 15 minutes starting in January 2018 • Special Needs Strategy will be on each month • Special Education Plan will be on each month • Association representatives to sign up one per month to present for five minutes of information on the association they are representing • Invite Principal Associations to attend SEAC meetings for 2017-2018 <p>5.3 Election of New Chair</p> <p>SEAC members voted Zina Bartolotta as the new chair carried by consensus:</p> <p>Motion by: Christine Zaza Seconded: Kim Murphy</p> <p>SEAC members were asked to reflect on being the co-chair and prepare over the summer for the September meeting to bring forward a name.</p>	SEAC
<p>6. Ministry Updates 6.1 Nil</p>	
<p>7. SEAC Committee Functions</p> <p>7.1 PAaC on SEAC Effective Practices Handbook Associations and development of WCDSB SEAC protocols</p>	SEAC
<p>8. Policy Advice to the Board Nil</p>	
<p>9. Association Concerns/Association Updates (20 minutes) 9.1 Trustee Update Jeanne Gravelle and Bill Conway gave brief updates to SEAC members on the highlights of the May board meeting regarding:</p> <ul style="list-style-type: none"> • Energy Conservation Plan • School Travel Planning Initiative • Multi-year Technology Plan 2017-2022 • Vimy Ridge Presentation from students who went to France for the Vimy Ridge anniversary • Extended Budget Presentation for 2017-2018 <p>Board Bulletin attached.</p>	J. Gravelle B. Conway

<p>Association Update</p> <p>WRFN is having a family day on September 16th at St Mary's HS with Ann Douglas as the key note speaker.</p> <p>WRDSS is have a mini workshop on IEP's and Transition on September 30th, 2017.</p> <p>Zina Bartolotta thanked Jeanne for her hard work and service and Rhonda for her dedication and service over the past years. Rhonda's term has ended as chair and will now be the alternate representative for Easter Seals.</p>	
<p>10. Pending Items</p>	
<p>11. Adjournment</p> <p>Motion by: Jeanne Gravelle Seconded: Bill Conway</p>	
<p>12. Action Items Place Holder</p>	

Hello,

My name is Shawna Fleming and I would like to thank everyone for allowing me to present to you today on why I feel it is important that Service Providers are allowed in the classroom setting.

I'd like to offer you something to think about: Why do children go to school? To learn. What if kids were sent to school and did not have chairs, a gym, the proper curriculum or a teacher? I would say that they were not provided the proper tools to learn. Unfortunately, this is the reality of our school system regarding those with autism and other learning disabilities

I own and manage a behaviour consulting agency in the Tri-Cities Area, with clients as far away as London. My mandate is to support the families of children with autism, ADHD, anxiety, depression and any other behaviour concerns. Our services include 1:1 therapy sessions, social skills development groups, small group instruction as well as coaching for parents, siblings and other professionals involved in the child's care.

I am here tonight to discuss the private provider's relationship with the school system. At the present time this system is inconsistent. Depending upon the school, some will permit private professionals into the classroom to observe the child, while others are only open to collaborating, through meetings with service providers, but there are many others that are not open to collaborating at all.

Without a set process in place, it is very challenging for both myself and families to navigate and to support the children effectively. I am here as a representative for my clients who attend the Waterloo Catholic School Board to discuss how we can best support families and their children who are already struggling. My main interest is to support for these children and to provide them with the best services available.

I am a Board Certified Behaviour Analyst, also known as a BCBA. When I first started working with individuals with autism, I had some understanding of what autism was but no experience with Applied Behaviour Analysis also known as ABA. I have been working with individuals on the spectrum for over 10-years and have made it my life's work to understand autism, learn effective teaching strategies for children and understand the science of human behaviour. It was through my 1:1 work with children with autism and other developmental delays that I discovered my passion for researching the various learning strategies and how to manage a child's behaviour through understanding the science of behaviour. I am sure this sounds very technical, but in short, ABA, Applied Behaviour Analysis is simply the science of why we do what we do and thus can be applied to anyone, anywhere which is one of the many things I love about this field.

It has been through many years of education, University, College and a Masters degree in Psychology, specializing in ABA, as well as over 1500 supervised work hours that I have been able to complete the standardized testing to become a BCBA. Like any professional designation, the BCBA comes with its own set of requirements, which includes completing the continuing education requirements and following the BACB ethical code of conduct.

Training these special children is not something to be taken lightly, it is important that the professionals creating the intervention plans have this training and an adequate understanding of both the science of behaviour as well as the research supporting intervention. BCBA's and those under their supervision have these skills already and are willing to work with parents and teachers to facilitate the programs necessary

for the children to get the best available help. When we go to the doctor for a physical ailment, we want to know that they have completed the required schooling and qualification to provide feedback on our ailment; the same can be said for behaviour problems. You do not want a Doctor who completed a weekend course to amputate your leg; in much the same way, we want qualified professionals giving their input on behaviour intervention plans and skill acquisition plans for our children.

Behaviour is communication; it is simply the way in which we communicate with others. When a child is exhibiting bad or inappropriate behaviours it tells us that the child does not understand what is being asked or does not like it and does not know another way of communicating it. When kids are behaving in a way that is inappropriate, it is important to understand *why* the child is engaging in the behaviour in order to adequately treat it. If we do not take the time to understand the *why* component, we may put in place an ineffective intervention, which at best will be ineffective, a waste of time and resources and at worst will lead to further problems for both the child and the adults.

Currently in the classrooms, we have teachers trying to present learning to a group of children. It is great if all the students are on the same page, but add a child with autism or other exceptionalities into the mix and you now have a disruption. Often times the children that we work with engage in problem behaviour simply because they do not know another way to achieve the same outcome. Adding a BCBA to support the child can minimize the chaos and bring order to the classroom by quickly applying the intervention skills required for the situation. This is why it is so important to be able to access these children in the classroom situation.

We often spend years working with our clients and thus have a thorough understand of our clients' challenges. It is because of this that we can provide knowledgeable advice and expertise as well as support to teaching staff. It is through our intervention with the child that we can help maintain order in the classroom, lessening the disruption on others, and have an further impact on the child by teaching them to learn to learn within the classroom setting.

Children with autism can have complex needs and are quick to assess their surrounding, learning quickly how they can get their way, what they can get away with and with who, which is why consistency is so important. Inconsistencies in managing challenging behaviour can lead to more problems through the development of new challenging behaviours.

The majority of my clients have autism and participate in Intensive Behavioural Intervention (IBI) which simply means that they receive at least 20 hours per week of individualized ABA-instruction from a therapist. Our therapy sessions are designed to teach new skills such as requesting desired items, imitation skills and academic skills as well as to support the child in decreasing challenging behaviour, increasing functional life skills as well as teaching social skills. This means that many of our clients attend half days of school and half days of IBI.

Some clients do not attend school simply because the school is unable to provide the staffing their child requires or the staff do not possess the training needed for the children to succeed. Children with Autism are legally entitled to have ABA teaching strategies incorporated into their learning within the classroom and it is important these are applied effectively. I own a hammer, nails and screwdriver but that does not make me a carpenter; the same can be applied to the science of behaviour and our children. A visual schedule or a sensory room is not applying the principles of the science of behaviour to learning. We need to work together to do what is best for all children. Allowing a private provider to observe the child in

the classroom and aid in the transition of therapy systems into the classroom would benefit the child, their family, the teacher, the para-professionals and the other students in the classroom. This has been almost impossible to-date which is why I am here today.

What can we do to help? Our goal is to bring consistency in methods from the therapy sessions into the school in order to provide the children with the skills they need to learn and grow into successful adults. IBI sessions can be conducted in a controlled environment so that we are able to determine *why* the behaviour is occurring and determine an intervention directed at reducing the incorrect behaviour. Without this approach, the behaviour may get worse instead of better because without realizing it, you may be reinforcing the bad behaviour. Consistency in approaches is the ideal situation. Children are more receptive, will react more favourably and will learn quicker when the interventions are consistently applied.

It is important that those implementing the plans are trained on how to do so and the interventions monitored so that changes can be made to best support both the child and the environment he or she is in. Equally important is that everyone involved in the child's life has the same expectations and that we are all working towards the same goals.

As children phase out of our services, we attempt to teach them to learn in small group settings that mimic the classroom however the classroom itself is where they need to learn how to learn. Many of the children I work with are intelligent and capable of learning their academic requirements providing it is taught in a way that is meaningful to them. I cannot tell you the number of times I've met a three-year-old with autism who has taught themselves to read but speaks in single words; children with autism are not intellectually incapable, they just require proper interventions to be in place and they can thrive. Although IBI begins in a 1:1 environment we strive to teach them to learn-to-learn within a group setting so that they can succeed with their peers.

Ideally, there needs to be an appropriate transition plan in place where the professionals who have been working with the child are permitted to oversee the transition and provide input and guidance as needed. It is my passion to not only teach children with autism to learn academic skill targets such as how to read or addition and subtraction but to teach them how to learn to learn so that they can be contributing members of society and live a meaningful and fulfilling life. The children I work with are capable of being part of the classroom, establishing friendships and meeting academic goals with the right supports in place. It is a shame that right now that is not what is being provided to students on the spectrum. Instead, they are being put in the classroom with inadequate support and people who do not understand how to best teach them.

We have talked about the problems with not having qualified therapists in the school system, now let me tell you about one of our success stories. I have worked with private schools in the Waterloo Region for the past 5-years consulting on extreme behaviour challenges, providing in-class support so that the child is able to learn to learn and access support so the child is able to learn how to make friends. Setting up the program and working with the school has been relatively easy. It has been a benefit to the child because they have the support they need, a benefit to the other children in the class because the challenging student is being managed appropriately and of value to the teaching staff who were unsure what to do. Not only that, but the teacher, who has 30 other students to attend to, is not having to disrupt the class, but has more time to centre on the important issues.

In summary, not having the proper support in the school system does not help anyone:

- classrooms are disrupted
- children don't learn
- teachers are concentrating their attention not on learning but on behavioural issues
- children with autism are not receiving the benefits they would from consistent intervention
- Parents and Therapists are frustrated

By establishing of a uniform policy that supports a collaborative approach to teaching:

- All students would benefit, not just those with autism.
- Less disruption in the class
- Teachers have the time to concentrate on what they do best
- Support workers are able to have greater success with students with autism whose learning curves will be more positive
- Students with autism have a chance to become more accepted, make friends, and have a more positive self image. They learn strategies that help them grow into successful adults.

What is it that we are asking for:

- A standard process for all schools in the Waterloo Catholic School Board
- Processes for Communication with schools for BCBA's & Families
- To allow support for children with autism into the school system
- Collaboration with teachers and principles for students who are receiving intervention

Thank you for allowing me to present to you this evening and I hope I've been able to show you what we see daily from the perspective of private service providers. Aside from being a BCBA, I am here as someone who genuinely hopes for change and success for the children and look forward to collaborating with you in the future. If you have any questions, please feel free to ask. Thank you again.

Shawna Fleming

Hello everyone and thank you for allowing me to speak with you today. My name is Mieszko Filipowicz and I am the parent of a 6-year-old boy diagnosed with severe autism. I am here to discuss the therapy-home-school relationship and ask that we can work together to support children like my son. At the age of 3 my son was diagnosed with Autism Spectrum Disorder. This was very challenging for my wife and I and was just the beginning. My son attended Junior Kindergarten at KidsAbility and so was transitioned into the Catholic School Board in 2016 for Senior Kindergarten. Currently my son is enrolled in grade 1 with the Waterloo Catholic School Board two mornings a week and also receives Intensive Behavior Intervention known as IBI 30 hours per week.

When my son first transitioned into SK, he encountered many difficulties. He struggles to regulate his emotions and thus engaged in many tantrums, engaged in self-injurious behavior such as biting his hands and hitting his head on the floor or wall, screaming and transitioning between activities. My sons therapy team have worked with him to decrease some of these challenging behaviors and teach him alternative behavior to that are more appropriate and most importantly much safer. His therapists work with him to teach him new skills and decrease his challenging behaviors. It would be beneficial to my son, his teachers, the support staff and the other students if his ABA providers were able to observe and provide support to the classroom on how to best address these behaviors and meet my son's special needs.

When my son was transitioning into SK, we requested that ABA therapists be permitted to access the school and observe him within the classroom but this request was denied. Eventually my wife and I needed to communicate with the school staff via email to solve day-to-day problems and issues which was incredibly frustrating and time consuming for both sides. My wife and I have a lot of additional responsibilities because of my son's exceptionalities such as additional appointments, multiple schedules to keep organized and a child that requires constant attention. It is challenging to find time to add on these additional responsibilities that someone who is trained in autism and behavior science would be more suited to answer.

Allowing a therapist from my son's team would be beneficial to everyone within the classroom. The therapists are able to communicate to the school what current goals are, how to best support him and the best ways to handle challenges. It would also allow them to see what issues are occurring within the school environment so that they can be addressed during his IBI therapy at home or at a center. It would provide opportunities for everyone to work together and create a cohesive plan that benefits not only my son but everyone. My son will only be able to access funded therapy for a limited amount of time and thus it is so important to us and crucial to his development that he receive the best services during this time.

In December of 2016 we removed our son from school altogether so that he could attend IBI full-time; he will not be able to attend full-time IBI forever and so it is important that his school is able to learn from his current therapy team on how to best work with him. My son can be a challenging child and while he may be diagnosed with severe autism, he is very quick to figure out what he can get away with and what will work for him to get out of doing work. It is imperative that proper behavior plans are put in place or else my son will not learn from the classroom environment. In the current school year, he is attending school 2 mornings per week and continues to receive full-time IBI therapy.

My son's school has agreed to have regular meetings with the staff and his IBI therapy staff in order to maximize my son's success and they have committed to observing some of his IBI sessions as well. The first observation by school staff of his IBI therapy was completed a week ago and was reportedly a huge

benefit to the school staff. The next step would be for his ABA team to be permitted to enter the classroom and observe him within that setting to determine current barriers impeding him from benefiting from the classroom which is currently not permitted.

Please consider the story of my son as a great example of how the school board and ABA therapist could work together to make a successful learning experience for children with autism and other disabilities as well as the staff and students who interact with them.

Thank you,
Mieszko Filipowicz

Dear Trustees,

Currently I have a child with Autism in grade 4 that attends catholic school within the region. I am here today to express some concerns and frustration with supports he is currently receiving at school.

Let me start by saying that my experience with the staff at his school has been for the most part a positive one. They have always seemed more than willing to listen to any suggestions or concerns that I may have. His EA's have always seemed accepting of any suggestions or concerns I have had as well. It has been the response from the board up until this point however that has been the most exasperating.

My son began attending his current school in Senior Kindergarten. At this time he was already receiving IBI therapy 6 days a week for 3 to 4 hours each day. At this time I asked if I could have his Senior Therapist observe him in the classroom so that she could collect data and adjust his therapy to meet the needs he was lacking in the classroom and also to help with behaviours he was presenting. This request was granted and I believe that it was crucial in helping him complete his SK year successfully. When grade 1 came along my son presented with new behaviours and new challenges. At this point I made the same request to have his Senior Therapist come in for observation. I made this request in December of that year. I did not get an official response of "No, due to reasons of confidentiality and privacy for the other students" until 3 months later in March and at this point his behaviours had persisted and increased. I inquired as to why the same Senior Therapist had been allowed to observe another student at the same school, in the same time frame. The response from the school was that the board would not allow it. I asked why there were so many inconsistencies as to what parents were being told and what observations were considered to be acceptable. I was given no valid reason for this. At this point I was given the alternative to have myself come into the classroom to observe. This was not a viable option as I am not qualified as a professional to observe any behaviour and give any advice on how to handle them. In the end with a lot of persistence on my part, it was decided that one of his Instructor therapists could observe him in the classroom. This occurred in May of that school year, so imagine my frustration with the fact that my son spent almost an entire school year presenting behaviours and not learning anything because his behaviours prevented that from happening.

Grade 2 seemed to be a fairly smooth year. He had some behaviour, but nothing that regular communication between myself, his Instructor Therapists and the school could not handle. At this point I did not request any observation because I really thought it would be a waste of time and to be honest constantly pushing and getting nowhere was getting very tiresome.

Grade 3 started off fairly well, but within a month or 2, new and even more distracting behaviours began to present themselves. I asked the school to have a meeting with the Head of Special Education, his teacher and his EA's. At this time we discussed possible strategies to try and curb his behaviours. I also inquired about having my sons IBI therapists come into the classroom for an hour or two per day to run programs. We felt that this was crucial in order for my son to make gains within the classroom. This request was denied. I then asked if his Senior Therapist could come into the classroom for observation. This request was denied. It was decided after this meeting that my son could be videotaped working independently alongside his EA. This alternative was helpful in terms of collecting data and providing written strategies to help the EA's and teacher in the classroom, but turned out to be quite ineffective as

the teachers and EA's were unable to control my son's behaviours and have him participate effectively in the classroom.

Now he has just finished week 3 of grade 4. Behaviours have increased dramatically to the point that he is not getting anything accomplished at school whatsoever. I have been asked by the school staff for different strategies that may help curb those behaviour but it seems these strategies do very little to help because they are not being implemented consistently and properly. Daily I have conversations with my son asking him to try and listen, be calm, do his work, and every day I hear back that it was not a great day, a lot behaviours and disruptiveness. As a mother this is not only frustrating, but heartbreaking. Every day I watch my son go to school and I see another day lost of opportunities. I see another day pass by that he is not learning the skills he needs to succeed in our world. What good is it for him to go to school and learn absolutely nothing? What good is it for him to go to school and distract the class and impede his classmates from learning? I absolutely think that the only way to help his situation is to allow him to have IBI therapy a few hours a day in the school setting.

Today that is precisely why I am here: to make a request that the board consider allowing IBI Therapists in the classrooms to work with children on the spectrum. I believe that by allowing this my sons behaviours would decrease, if not disappear and that he would actually be able to participate and learn within the classroom effectively. Allowing IBI Therapists to perform IBI within the classroom would not only benefit the child in question, but it would also benefit the teacher and EA's as well by providing free training and strategies that they could use with future students. It would also most importantly benefit the other children in the classroom whom undoubtedly are distracted daily by my son's behaviours. It would create a more calm and structured learning environment for my son. It is imperative that the expectations for his behaviour and academic goals be consistent. He is quick to learn when he can engage in disruptive behaviour and when he can get away with rushing through his work and when he cannot. He should be held to the same standard across learning environments and instructors; consistency is very important in order for him to learn new skills at school. Currently this is not what is happening and I truly believe that allowing IBI Therapists in the classroom would solve this problem.

My son's academic success depends on the board making a change to their policies and being more open to allowing IBI therapists into the classrooms. The therapist coming into the classroom comes at no cost to the board. They are paid by me and the government funding we are currently receiving for my sons IBI. My son needs to be challenged, and engaged in an environment that offers consistent strategies and goals to achieve his academic success. I ask that you please consider making these changes and introducing these policies. I am honestly fearful that without these changes my son will become another statistic, another adult with ASD whom cannot function in society independently because he did not receive all the tools he required and deserved as a child to become successful. Please give him and all other children in his circumstance the support that they need now, please create a policy that will benefit all children with developmental delays and allow for a more enjoyable, cohesive and effective learning environment.

I thank you very much for taking the time to hear my concerns.

Sincerely,

Nina Pereira

My name is Michelle Kings; I am the parent of a daughter in grade 2 at SJPII with type 1 diabetes. I am here to represent parents of children in our board with type 1 diabetes. My child, along with others need the board to recognize that their policy regarding glucagon is out of date. The board needs to change their policy and allow staff to volunteer to administer glucagon to students with type 1 diabetes in life threatening emergency situations.

I'll start by going over some basic information about type 1 diabetes. Type 1 diabetes is an autoimmune disease that causes the pancreas to stop producing insulin. Insulin, is a hormone that helps control the level of sugar in your blood. In children and adults with type 1 diabetes, they need to manage their blood sugar (or glucose) via insulin injection (5-7x per day or with an insulin pump that needs to be told how much insulin to give at each meal).

As parents, we calculate how much insulin is required at each meal and snack based on how many carbohydrates are being consumed. This is not a one size fits all approach, the ratio of carbohydrates to insulin varies greatly from person to person and also changes over time.

There are many other factors that affect blood sugar. Not enough insulin, illness, and stress can cause high blood sugar. Things like exercise, not finishing a meal, missing a snack and too much insulin can cause low blood sugar. Low blood sugar is called hypoglycemia. Mild low blood sugar can happen quickly and needs to be treated immediately. In most cases, fast acting sugar in the form of juice, pop, candy, icing or packets of sugar will help bring the blood sugar back to a safe range. Children don't often recognize the symptoms of low blood sugar or are unable to communicate the way they are feeling when their blood sugar is low.

If mild low blood sugar is not treated, it can become severe. Very low blood sugar is an emergency. The child could become unconscious, unresponsive or have a seizure. This is where our request comes in and the current policy is lacking.

The treatment for an unresponsive type 1 diabetic with low blood sugar is an injection of a hormone called GLUCAGON. Glucagon is an injectable hormone, which rapidly reverses hypoglycemia by releasing glucose stores from the liver and muscle. It is a naturally occurring hormone made in the pancreas.

When given by injection for hypoglycemia, glucagon can usually reverse the hypoglycemia within one to two minutes, an unconscious person would wake in less than fifteen minutes. Glucagon is also very safe. It has minimal side effects which include nausea and vomiting. The risk of overdose is minimal, again, with nausea and vomiting being the side effects of a higher dose. If glucagon is given inadvertently when the child is not hypoglycemic no significant harm will be caused.

The current WCDSB policy states that administrators will not administer glucagon to diabetic students. Instead they will call 9-1-1 and wait for paramedics. The problem is

that the longer the child is unconscious or having a hypoglycemic seizure, the more likely they are to suffer from permanent brain damage or brain death. I've included an article from The Record dated March 7, 2017 that quotes the average ambulance response time as 9 minutes and 37 seconds in Kitchener Waterloo. This doesn't include the additional time that it would take school staff to recognize an emergency and call 9-1-1.

Approximately 1 year ago, this matter was brought to the attention of the board. We were told the board was waiting for a provincial "Prevalent Medical Conditions" policy. At this time, there has been no policy released and regardless of what's to come, we would like the board to act now and change their stance on glucagon. Ontario's school boards are independent entities and are responsible for developing their own policies and procedures, including those pertaining to administration of medical services related to diabetes. These policies and procedures are based on the local needs of the school board student population.

At Saint John Paul II, there are currently 4 students with type 1 diabetes. It is impossible for us to understand that staff would administer life sustaining medication to one group of students (via epipen) and not another (via glucagon) in a life threatening situation. We do understand that by law, teachers are required to be trained in anaphylaxis and have to administer an epipen. But how did that law come into effect? Sabrina's law came into effect because a young girl died during her first year of high school. It was unnecessary and preventable and there were probably parents just like myself pleading with their school boards to do the right thing and allow school staff to administer an epipen. We refuse to sit back and wait for a law to be named after one of our children. How could a group of adults stand idly by while one of these kids is unconscious or having a seizure knowing full well that a single injection could save them? Why do we need laws to enforce common sense?

Other school boards in Ontario have changed their policies and allow staff to volunteer to be trained in glucagon administration. Boards we are aware of include: Simcoe County, Upper Grand, Peterborough Victoria Northumberland and Clarington Catholic District School Board.

The Upper Grand District School board was the most recent addition to this list, their current policy is attached for your review.

As parents, we see no good reason why the WCDSB can't be next on this list. Our request is simple; we're not asking for you to do something that hasn't been done before. We're asking you to do what's right for the safety and wellbeing of our children.

As St. Augustine once said, "Wrong is wrong, even if everyone is doing it. Right is right, even if no one is doing it."

The record

Waterloo Region ambulance calls up, response times down slightly

News Mar 07, 2017 by

Waterloo Region Record

WATERLOO REGION — Ambulance calls reached record levels in Waterloo Region last year, yet response times were slightly faster.

Paramedic Services tallied 48,577 vehicle responses for 2016, an increase of more than 3,200 call responses or nearly nine more per day compared to 2015.

"2016 was the fourth year in a row we had record call volume," Stephen Van Valkenburg, chief of paramedic services, told a regional committee Tuesday.

December was a record monthly total of 4,542 call responses — 10.5 per cent higher than the previous monthly high in May.

Story continues below▼

"We had a very good year up until the end and everything was trending in the right direction," Van Valkenburg said.

Despite the "exceptional call volume" last year, the average response time improved by 12 seconds to nine minutes and 37 seconds in 2016. That was helped by the addition of two 12-hour ambulances in July and a scheduling adjustment of another in September, Van Valkenburg said.

Coun. Sean Strickland also wanted to point out the good news in the report.

"There's lots of positive things that happened in 2016," Strickland said. "I think it's important to emphasize that."

Ambulance days lost to off-load delays, when paramedics are waiting to transfer care to an emergency department, declined nearly 39 per cent in 2016 from the previous year, a savings of nearly 60 days.

Times when the service had limited availability of ambulances to respond to the next emergency call were also down, until spiking in December.

Story continues below▼

Code yellow is when there's a minimum coverage of three vehicles or less, while code red is when there are no local ambulances available to respond.

Time spent in code yellow was 9.8 per cent or 26.2 per cent below 2015's proportion. Code red was 0.95 per cent or 41.8 per cent below 2015.

Half of December's code reds occurred on one day, Dec. 27.

"The surge for people calling 911 that particular day got exceedingly high," Van Valkenburg said.

Normally, he said the rise in call volume is a slow, steady curve. Now it is more of a "stair-step effect."

"It seems to go up to that level and stay there."

Van Valkenburg told councillors he's not sure why that gradual curve disappeared, but he said other municipalities are also experiencing higher than normal call volumes.

Early data from this year suggest that January's call response volume was similar to December at about 147 calls a day. February's was slightly lower at 142, but still well above average.

For more on this story, visit www.thercord.com/news-story/7177892-waterloo-region-ambulance-calls-up-response-times-down-slightly, Twitter: @WeidnerRecord

by www.thercord.com/news-story/7177892-waterloo-region-ambulance-calls-up-response-times-down-slightly

Diabetes Management Protocol

P.04 (Part of the Health Services Handbook)



PHILOSOPHY OF DIABETES MANAGEMENT

The ultimate responsibility for diabetes management belongs to the child and the family. However, school personnel provide an important role in supporting students with diabetes as they move toward independence in the management of their diabetes. The goal for all students is to become as independent as possible in the management of diet, activity, medication (insulin) and blood sugar testing, as required. School personnel should continue to support self-management and emergency situations.

Key areas that should be addressed in the management of diabetes in the school setting include a basic understanding of diabetes, training of staff (as required), emergency procedures, description of role responsibilities, and available resources.

"A broader understanding of diabetes enables schools to better safeguard the health of the children as well as minimize the anxiety of parents/guardians and school personnel." (Canadian Diabetes Association).

GENERAL INFORMATION

Insulin is needed in the body to allow sugar from the blood stream to enter the cells for energy or storage. Diabetes is a condition where the body does not make enough insulin to meet its need. Sugar then builds up in the blood and cells do not get the energy they need. A person with diabetes takes medication by mouth or insulin by injection and carefully controls what they eat (the source of energy).

Almost all children with diabetes have Type 1 diabetes which means they depend on frequent insulin injections to meet their needs. Life-Threatening Management and Prevention Plans must be completed for all students with diabetes.

MANAGEMENT OF DIABETES IN A SCHOOL SETTING

The role of the school is to provide support for students as they move from dependence to independence of diabetes management and to encourage the development of a supportive environment for making such transitions.

Hypoglycemia (low blood sugar) and hyperglycemia (high blood sugar) result from difficulties in managing blood sugar. Both conditions are known to affect students' learning, behaviour and participation in activities.



Hyperglycemia is not necessarily an emergency condition. Students with diabetes sometimes experience high blood glucose. The earliest and most obvious symptoms of high blood glucose are increased thirst and urination. These symptoms, if noticed, should be communicated to the parents to assist them in the long-term treatment. High blood glucose is usually managed by the parents while at home through adjusting the insulin dose and/or diet.

Hypoglycemia is an emergency condition that may develop rapidly.

EMERGENCY IN DIABETES: HYPOGLYCEMIA (LOW BLOOD GLUCOSE)

Causes	Symptoms	Treatment
<p>Low blood glucose usually develops as a result of one or more of the following:</p> <ul style="list-style-type: none"> • insufficient food due to delayed or missed meal • more exercise or activity than usual without a corresponding increase in food; and/or • too much insulin 	<p>A person who is experiencing hypoglycemia will exhibit some of the following signs:</p> <ul style="list-style-type: none"> • cold, clammy or sweaty skin • pallor • shakiness, lack of co-ordination (e.g. deterioration in writing or printing skills) • irritability, hostility, and poor behaviour • a staggering gait • eventually fainting and unconsciousness <p>In addition the student may complain of:</p> <ul style="list-style-type: none"> • nervousness • excessive hunger • headache • blurred vision and dizziness • abdominal pain and nausea 	<p>It is imperative at the first sign of hypoglycemia that you give sugar immediately.</p> <p>If the parents have not provided you with more specific instructions which can be readily complied with, give:</p> <ul style="list-style-type: none"> • 4 oz/125 ml of regular pop (not diet pop); or • 4 oz/125 ml of fruit juice; or • 3-4 teaspoons/10 ml or 3-4 packets of sugar; or • 4-5 glucose tablets; or • 3-4 teaspoons/10 ml honey
Source: Canadian Diabetes Association		

If there are any symptoms apparent, sugar should be given immediately.



In terms of academic performance, physical activity, and attendance at school, the teachers' expectations of students should be the same as if they did not have diabetes, unless otherwise directed by the parents and stated on the Life-Threatening Management and Prevention Plan.

STUDENT DIABETES MANAGEMENT: ROLES AND RESPONSIBILITIES

Area	Who	Role and Responsibilities	Special Considerations
School Registration (new students) and New Diagnosis	Principal Parent Student (if appropriate)	<ul style="list-style-type: none"> - Together determine whether or not the student is able to safely manage his/her diabetes - Parents complete <i>Life Threatening Management and Prevention Plan</i> and obtain qualified medical practitioner's direction 	<i>See: Life Threatening Management and Prevention Plan</i>
Communication	Principal School Staff Parents	<ul style="list-style-type: none"> - Establish clear communication methods between school and home - Follow established procedures for alerting staff of student medical needs 	
Referral	Principal CCAC	- Principal contacts CCAC for referral regarding necessary medical intervention (e.g. injections)	Nursing support is required for students requiring injections to be given at school
Training	Principal	Decide upon the need for: <ol style="list-style-type: none"> 1. General in-service for all staff in contact with the student. 2. Specific training for team 	Training Contacts: Guelph Diabetes Education Centre, Guelph General Hospital



Area	Who	Role and Responsibilities	Special Considerations
		<p>support (i.e., according to developmental level and medical needs)</p> <p>Contact Diabetes Education Centre to arrange training in collaboration with parents. If CCAC nursing is involved, the case manager may help with this coordination.</p>	<p>Dufferin Diabetes Education Centre, Headwaters Health Centre</p> <p>Establish a team of staff members to be trained to provide specific support, as required</p> <p>Contact Special Education Coordinator to discuss need for release time for in-service (e.g. complex needs).</p>
Support	Principal Staff	<p>Offer support to student by:</p> <ul style="list-style-type: none"> - Learning about diabetes - Promoting open communication with parents - Offering positive attitude toward student's full participation in school activities - Providing safe, private and hygienic location for student to conduct diabetes management - Monitoring the self-care practices and routines by the student. 	



Area	Who	Role and Responsibilities	Special Considerations
Supplies	Principal Parents Student Staff	<p>Develop and communicate clear procedures to staff and student about the safe disposal of materials that come in contact with blood.</p> <p>If applicable, parents are responsible for supplying a glucagon kit, and to ensure over time that it has not expired.</p>	<p>Refer to: Blood Borne Pathogens/Safety Precautions HS-0002 Health and Safety Procedure</p> <p>Provide Sharps Kit</p>
Invasive Procedures	Trained Staff	<p>In general, staff should not make medical judgments or perform invasive procedures (e.g. injections).</p> <p>In emergency situations, where:</p> <ol style="list-style-type: none"> 1. a student is unconscious or unable to swallow safely, and 2. a glucagon kit (not expired) is available, and 3. training has been provided to the school staff (and recorded in Glucagon Training Log as per P.04-1 in Appendix A) , <p>the school response shall</p>	<p>It is voluntary for any staff member to perform a glucagon injection, even if trained.</p> <p>Expired glucagon is <u>not</u> to be injected.</p> <p>If glucagon has expired, school personnel will wait for medical responders to administer glucagon.</p>



Area	Who	Role and Responsibilities	Special Considerations
		<p>be to provide a glucagon injection by a trained person.</p> <ol style="list-style-type: none"> 1. Call 911 2. Perform glucagon injection 3. Contact parents and/or other emergency contacts 	

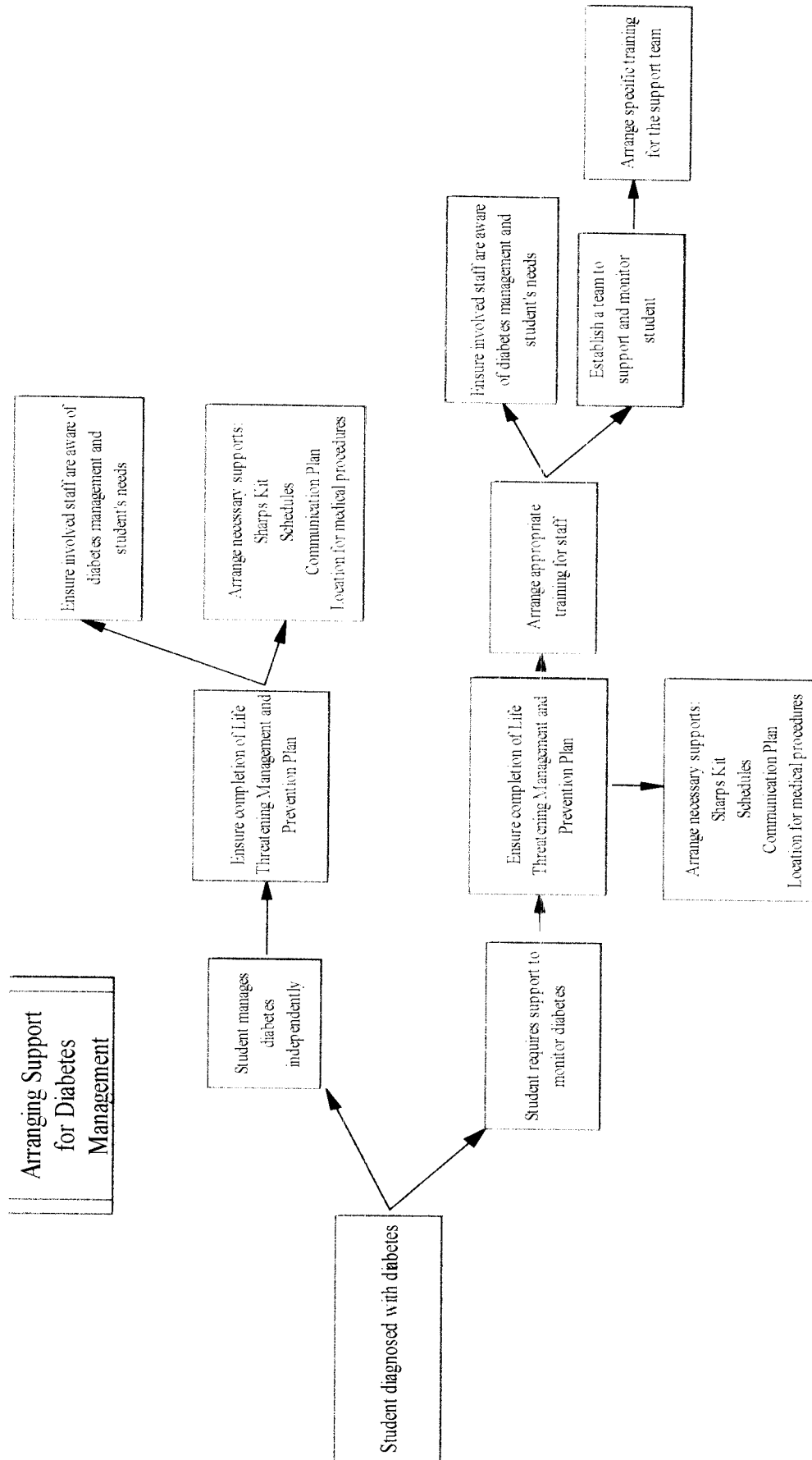
For more information, visit the Canadian Diabetes Association at www.diabetes.ca



Diabetes Management Checklist

For Principals and Teachers

- ☐ Ensure that school personnel (i.e. teachers, office staff, bus drivers, lunchroom supervisors) in contact with students with diabetes during the school day are adequately prepared to respond effectively to low blood glucose incidents and other emergency situations.
- ☐ Facilitate in-service training.
- ☐ Provide a safe, hygienic and private space in the school for students to perform blood glucose self-monitoring and insulin injections throughout the school day.
- ☐ Follow procedures for safe disposal of sharps, lancets and testing strips.
- ☐ Designate a secure, accessible and appropriate place to store insulin, blood glucose testing supplies, glucagon kits (if applicable) and emergency food supplies (snacks).
- ☐ Document Glucagon Injection Training as per P.04-1 in Appendix A and maintain on file in school office.



Diabetes Management Protocol
P.04 Appendix A – P.04-1
(Part of the Health Support Services Handbook)



GLUCAGON INJECTION TRAINING LOG

P.04-1

Date: _____ Trainer: _____

- Staff can volunteer to be trained.
- Training needs to be done annually.
- This training form is to be filed in the school office.
- Life Threatening Plans must also be updated each year.

Staff Trained:

Name	Signature

File code: S19 (retain for one year)

The Need for Administration of Glucagon for Type 1 Diabetic Students

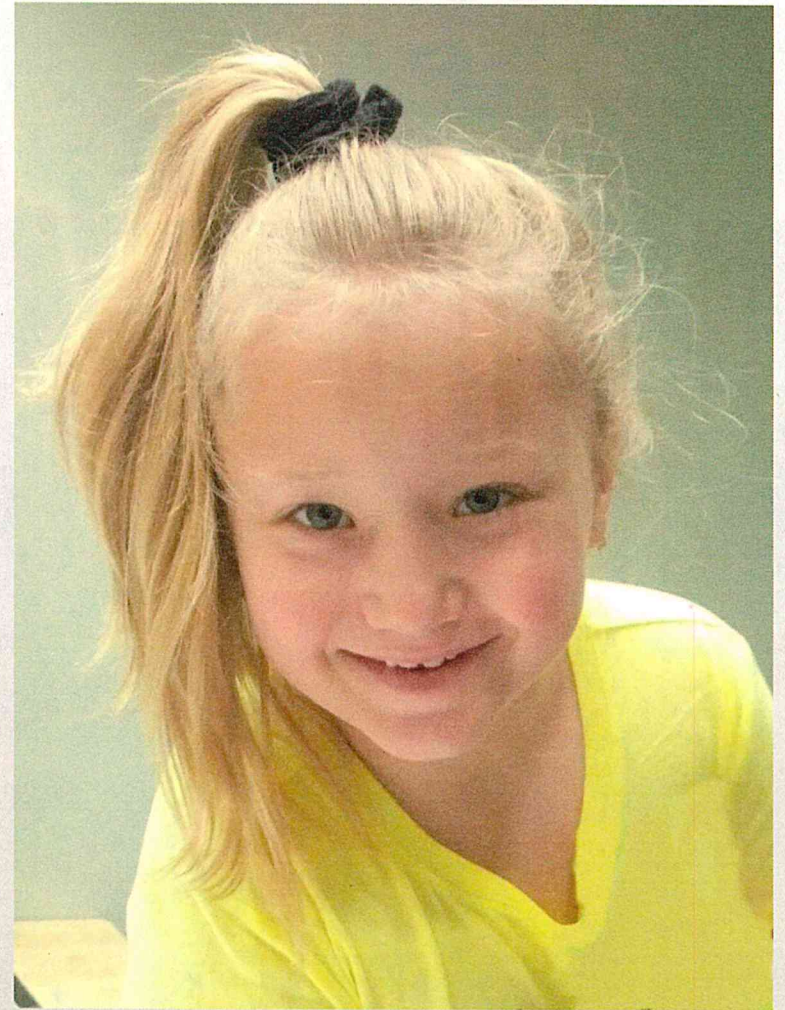
IVAN LUKE

PARENT OF **NIKOLINA
LUKE** AT SAINT JOHN
PAUL II SCHOOL



Nikolina Luke – our T1 Diabetic

- Diagnosed in November 2014 at 4 years old
- Student at Saint John Paul II
- Daughter of Katarina and Ivan
- Sister of Georgia



Type 1 Diabetes

- Autoimmune disease that causes the pancreas to stop producing insulin
- Requiring round the clock care to monitor blood sugar and control using insulin injections and/or insulin pump therapy
- The amount of insulin provided is determined based on the:
 - Current blood sugar level
 - Amount of carbohydrates that are consumed
 - Level of activity, stress level and sickness also impact the amount of insulin
- Each type 1 diabetic has their own formula to calculate the insulin requirements

Type 1 Complications

- **Hyperglycemia**

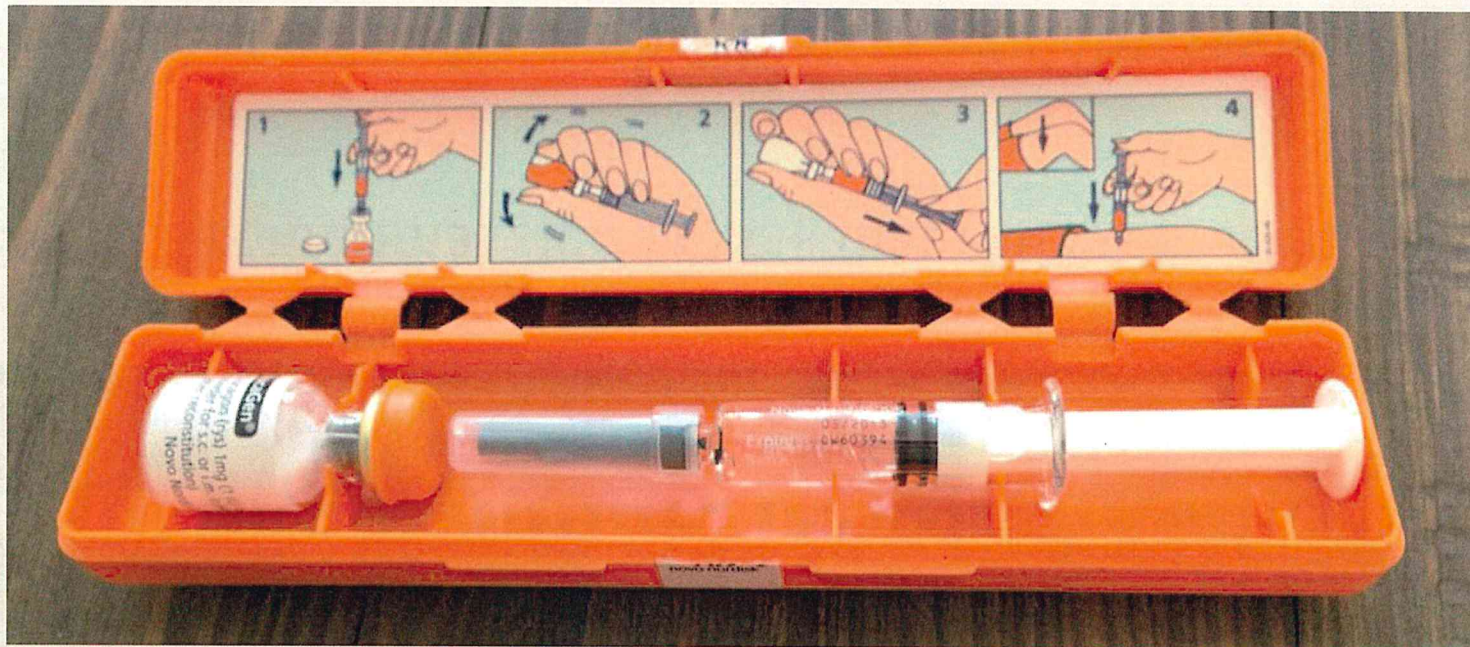
- Blood sugar is above target range
- Can cause fatigue, vomiting and general irritability!

- **Hypoglycemia**

- Blood sugar is below target range
- If caught can be treated using fast acting sugars such as juices, pop, etc.
- If not treated it can be life threatening with symptoms being unresponsiveness, unconsciousness and/or seizures
- Treatment for the above is administration of **Glucagon**
- The reason it is such a concern for children is that they often do not recognize the signs of hypoglycemia (which is the case for Nikolina)
- Even if recognized but the child has already become fatigued or worse, unconscious they are unable to provide the glucagon treatment

What is Glucagon

- Glucagon is a naturally occurring hormone that raises blood sugar by causing the release of glycogen (a form of stored carbohydrate) from the liver
- Glucagon comes in a hard shelled case that includes visual instructions and does not need refrigeration



Accidental Administration of Glucagon

- Glucagon has minimal side effects that can include nausea and vomiting
- No significant side effect other than potentially saving a life

Current WDCSB Policy

- Administrative Procedures Memorandum – APH015, Diabetes Management Guidelines Issued September 2004 and revised January 2014 and September 2015
- Current procedure does not allow for Glucagon administration
- Other WCDSB Policies that allow for injection: Administrative Procedures Memorandum - APH 005, Anaphylaxis Policy

Problem with Policy AP015

- The underlying reason for the current policy not allowing administration of glucagon is the underlying premise that the child be “**independent with their care**”
- My primary objections to this is:
 - Nikolina and other students in primary school are not able to make this adult decision
 - If a child is old enough to understand the administration but suffering from hypoglycemia, they are not in a mental state to request let alone administer the injection
 - If it has gotten to the point that severe hypoglycemia has been reached, it is likely that emergency services are too far away to prevent unconsciousness or seizure

Other School Boards

- Other school boards have recognized that a change is required
- Last year UGDSB updated their policy
- Ottawa Carlton and Victoria Northumberland allow for teachers to volunteer to be trained to administer glucagon
- British Columbia and New Brunswick provincial education policies also allow

Recommendation from the Diabetes Canada

- Severe hypoglycemia in the school setting is rare, but it is important that staff understand how to respond quickly. Severe hypoglycemia is an emergency situation and often requires the administration of glucagon. **School personnel should be trained to administer glucagon if there is mutual agreement with parents/guardians as indicated in the student's ICP and training is provided to school personnel.**

<http://www.diabetes.ca/getmedia/173678f6-1a4a-4237-bd55-aa7ba469a602/guidelines-for-students-in-school.pdf.aspx>

Request for Change – the POINT!

- We are requesting the board update policy AP015 to allow for teachers to be trained to administer glucagon
- Our diabetes education nurse has offered to come to SJPII to train the staff
- There are 4 children alone at SJPII school with T1 Diabetes, I do not think the board, school staff or administration want to feel like they could have done something to help one of these children but couldn't because of a "policy"

Thank you for your time!

Ivan Luke

Date: Sept 25th, 2017
To: Board of Trustees
From: Director of Education
Subject: Director's Report

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

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 Priority: Student Engagement, Achievement and Innovation

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

Background/Comments:

The Month of September is filled with new promise and a great deal of anticipation. This school year at Waterloo Catholic has been no different, and as we draw to a close the final months of our Year of Hope, it is not hard to see that is such an appropriate pastoral theme. There were also some exciting opportunities in the summer months, albeit they are slower and more relaxed than those that characterize the regular school year. Below are a few short highlights since our last Board meeting update that capture some of the more notable events or accomplishments from my work as Director:

- Waterloo Catholic was profiled in the Canadian Association for School and System Leaders with an article authored by Dan Witt and Sally Reis on St Benedict's "Nurturing Community" Project

- Participated in the inaugural WE Directors' Immersive Professional Learning Experience in the Masa Mara, Kenya. A wonderful opportunity to witness first-hand the tremendous impact of WE initiatives in the developing world and to explore with other North-American educational leaders the possibilities for our systems. Have been invited to part of WE's Advisory Council and participated in our first teleconference.
- I was asked by the CODE lead for the Technology Learning Fund to author an article that spoke to the impact of the TLF in our board and we were acknowledged by the Ministry for the impact of our work and our efforts to tie it back to student achievement gains.
- Attended a meeting with the Vice Chair of the Board and Cambridge Trustees with MPP Kathryn McGarry to listen to our priorities and concerns in Waterloo Catholic.
- Visited our Summer Boost program and witnessed first-hand the excellent programming and tremendous engagement of the many students we serve during the summer months.
- Attended summer CODE meeting where the topic of bias-free decision making and equity were foci.
- Attended fall meeting of South-West CODE where equity and Strong Districts and their Leadership were again foci. Also as part of this meeting, had the opportunity to visit Mohawk College and to tour some of their more innovative programs with other Directors of Education.
- Participated in several CODE teleconferences and meetings in relation to Executive Compensation.
- Attended a luncheon hosted by Bishop Crosby at Ardree with the Trustees and Directors of the Diocese where he reiterated his commitment and partnership with Catholic Education.
- Attended the Diocesan Mass and Celebration for Catholic Education hosted by Bruce-Grey Catholic in Walkerton.
- Attended planning meeting for the *Renewing the Promise Symposium* – both Steering Committee and Gala Committee and chaired our own local Pre-Symposium meeting, in which we discussed feedback from the provincial survey which will inform our discussion at the symposium.
- Delivered keynote address at Administrator's Opening meeting to outline our priorities for this academic year and participated in September Administrators' meeting, where I provided highlights and updates.
- Facilitated meetings with various members of the senior team to discuss goals and priorities for the upcoming school year.
- Participated in a strategic planning session for the Waterloo Region Catholic Schools Foundation and met with the chair of the Catholic Schools Foundation to explore possibilities. Participated in the Foundation Golf Tournament at Conestoga Golf Course.
- Visited St Daniels' CES and attended the grand opening of Holy Spirit's Eco-Playground, a facility that has been built on innovation and partnership, and which allows creative play and exploration to be facilitated in the outdoors.
- Met with board member of *Focus on Nature* to explore our continued involvement with this project which prioritizes helping students reconnect with nature, while learning the art of photography.
- Met with representatives of THE Museum and Junior Achievement to explore possibilities for our Board.
- Participated in the second meeting of WR Sexual Assault Task Force, chaired by Chief Bryan Larkin
- Attended the WRPS School Safety Village 25th Anniversary Gala Celebration along with our Trustees and Supt of Safe Schools, Judy Merkel.

- Attended September CODE meeting in Toronto.

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.”

Date: Sept. 25, 2017
To: Board of Trustees
From: Director of Education
Subject: International Holocaust Remembrance Day

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's Equity and Inclusive Education Strategy (2009)
 Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development & Implementation (2014)
 Ontario's Education Equity Action Plan (Ministry of Education, 2017)

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

Administrative Policy (APC037):
 Equity and Inclusive Education Policy

Alignment to the MYSP:

- 1) Student Engagement, Achievement & Innovation:
 - a) Parents, parishes, community partners and student engagement are nurtured and valued
 - i) To engage students in authentic learning experiences that reflect real-life application and engagement within a global context
 (i.e. cultivate rich, real world, dynamic learning tasks mapped to learning goals; real world challenges & collaborations)

Background/Comments:

Our Waterloo Catholic DSB Administrative Policy (APC037), on Equity and Inclusive Education states the following:
 "In order to fulfill this vision, the mission of the WCDSB is: 'As disciples of Christ, we educate and nurture hope in all learners to realize their potential to transform God's world.' The WCDSB recognizes that in embodying such a vision, any form of social or cultural discrimination is incompatible with Catholic moral principles."

Relatedly, the recently released Education Equity Action Plan sets as a goal for all Ontario school districts to “support professional development opportunities and resources for education workers, teachers, and school and system leaders, including principals, superintendents and directors of education.”

The Friends of Simon Wiesenthal Centre for Holocaust Studies (FSWC) has launched an annual initiative to acknowledge International Holocaust Remembrance Day on January 27th. So far, this initiative has been supported by twenty-four school districts throughout Ontario including our local co-terminus board and our neighbouring Catholic school districts: Hamilton-Wentworth Catholic DSB, Huron-Perth Catholic DSB, and Wellington Catholic DSB.

January 27th was selected by the United Nations to recognize the Holocaust as it marks the liberation of Auschwitz-Birkenau Concentration Camp, a place where more than one million people, predominantly Jewish men, women and children were murdered.

The Holocaust was a human catastrophe born of hatred and intolerance. In light of recent current events like the protest in Charlottesville, we must continue to draw on the lessons learned from the Holocaust and make sure young people understand the consequences of hatred and apathy. As Canadians, we also have a responsibility to honour the sacrifices made by our ancestors by learning about the extreme forms of persecution they sought refuge from by immigrating to Canada. As Catholics, we are called to demonstrate our commitment to the gospel and to the principles of social justice that animate our communal faith expression. As an outward expression of the theme of ‘People of Faith’ for the third year of our board pastoral plan, this initiative is an excellent example of faith in action.

In conclusion, the Waterloo Catholic DSB will join this initiative to stand against hate and intolerance by promoting Holocaust awareness. Curriculum resources are provided by the Friends of Simon Wiesenthal Centre, and will be shared with educator staff in preparation for January 27, 2018.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education
Richard Olson
Superintendent of Learning

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Date: September 25, 2017
To: Board of Trustees
From: Director of Education
Subject: Construction Projects – 2016/2017 School Year

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

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

Origin:

This report provides an update on major capital construction projects undertaken during the 2016/2017 school year.

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

Board Policy IV 009 “Asset Protection”

“...the CEO shall not...”

3. Subject plant and equipment to improper wear and tear or insufficient maintenance.”

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic Direction: Everyone is included, respected and welcomed

Goal: To attain improved access to Board facilities and services

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

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

Goal: To commit to evidence based, responsive, timely and professionally executed planning and gap analysis in all budgetary decisions

Goal: To ensure all decisions connected to stewardship of environmental and capital resources are ecologically and socially responsible, in alignment with our Catholic social teachings and gospel values

Background/Comments:

During the 2016/2017 school year, several construction projects were carried out at schools across the Region, with the majority of the work being completed during the months of July and August. These projects were associated with building renewal, school priorities, and capital projects funded by the Ministry of Education.

In the attached summary is a listing, by school, of the work that was carried out and the status of completion for each of these projects.

Construction continues on two new elementary schools (St. Brigid and St. Vincent de Paul), both of which are still scheduled to be completed on time.

In June 2016 the Ontario Government released its Climate Change Action Plan (CCAP). The plan outlines actions the government will take to combat climate change. In support of this plan, the Ministry of Education is contributing \$200 million to a Greenhouse Gas Reduction Fund (GGRF) to help reduce GHG emissions from facilities in the education sector. The majority of the funding received by WCDSB will be used to renew aged building components at administrative sites. A full accounting on the use of the grant will be provided in April 2018.

As part of ongoing improvements to the construction process, Facilities staff will be implementing a new communication process which will involve providing a written scope of work to school staff, any potential challenges faced on projects, considerations for safety, as well as timelines for completion. It is hoped this will help ensure students, staff, and families are aware of upcoming projects and how sites will be affected.

Using the Multi-Year Capital Renewal Plan as a basis, planning of projects to be carried out during the 2017-2018 school year is already underway. In addition to a number of important renewal projects, Facilities staff will begin planning for two more elementary schools with an estimated opening of September 2019 (Breslau and Huron Brigadoon).

It has been a busy and exciting year, and lots of positive feedback has been received on work carried out to date.

Recommendations:

This report is being provided as information only.

Prepared/Reviewed By: Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Terri Pickett
Senior Manager of Facility Services

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

SCHOOL	PROJECT	DESCRIPTION	STATUS OF WORK
Canadian Martyrs	Various capital improvement projects	Kitchen millwork, white/tack boards, line painting	COMPLETE
Canadian Martyrs	Classroom renovations	Form APF 003-01 Removing millwork from room off the library and removing two partition walls within a classroom	COMPLETE
CEC	Chimney Repairs	Repairs to Chimney	COMPLETE
CEC	Generator	Back up generator to run portion of CEC in case of power failures	Interior work complete; Generator scheduled to arrive mid October.
Christ the King	Washrooms	Health and Safety Repairs - countertop replacement	COMPLETE
Holy Family	Various renewal & SCI projects	Site grading, washroom upgrades, exterior doors, windows, painting, flooring upgrades, exhaust fans, BAS, added parking and asphalt play area.	95% complete. Artificial turf will be installed by end of September.
Holy Rosary	Main entrance upgrade	Install barrier free operators - AODA	COMPLETE
Holy Rosary	HVAC upgrades	Unit Ventilator Replacement	90% complete; Units installed. Controls to be completed by end of September.
Holy Spirit	Various capital improvement projects	Millwork, landscaping, trees, triple hoop	COMPLETE
John Sweeney	Various capital improvement projects	Office window film, window coverings, millwork, line painting, FDK shade structure, basket ball nets	Underway

SCHOOL	PROJECT	DESCRIPTION	STATUS OF WORK
John Sweeney	Exterior repairs	Repair exterior cladding	COMPLETE
Monsignor Doyle	Various renewal & SCI projects	Partial roof replacement, flooring upgrades, washroom millwork, lift replacement, heat pumps, dom. Water lines, plumbing fixtures, fridge/freezer, BAS Upgrade	85% complete. Partial roof section will be by end of September.
Monsignor Doyle	Flooring upgrades	Repair damaged tile	COMPLETE
Our Lady of Fatima	Various projects	Repair sign, access to roof, screen on back door, removal of dead trees, washroom repairs	COMPLETE
Our Lady of Fatima	Various capital improvements projects	Window coverings, library doors, flooring, landscaping	Underway
Our Lady of Fatima	Change room renovation	Partition installation in boys and girls change rooms	COMPLETE
Our Lady of Fatima	Exterior renovations	Repair grass and washout damage	COMPLETE
Our Lady of Grace	Various capital improvement projects	Water bottle fill stations, exterior signage, reception millwork	COMPLETE
Our Lady of Grace	Various renewal projects	New gas line on roof, dom. Water line, flooring upgrades (gym), PA upgrades, ceilings, BAS, asphalt, millwork, washrooms, lighting, exterior signage	COMPLETE
Our Lady of Lourdes	Various renewal projects	Water bottle fill station, exterior basket ball net and triple hoop, line painting	Underway
Our Lady of Lourdes	HVAC upgrades	BAS upgrades	COMPLETE

SCHOOL	PROJECT	DESCRIPTION	STATUS OF WORK
Our Lady of Lourdes	Classroom renovations	Upgrades to new JK/SK areas - Form APF003-01	COMPLETE
Resurrection CSS	Door and hardware upgrades	Music room, doors between school and gym hallway, fire shutters	COMPLETE
Resurrection CSS	Various renewal projects	Ext. door replacement, exterior lighting, brick repair, sealants, hot water heaters, heat pumps, boiler #3, HRU1, 2, condensing units BAS upgrades	85% interior vestibule is complete. Doors and exterior lighting will be complete by end of September.
Resurrection CSS	Classroom upgrades	Music room leak repairs	COMPLETE
Sir Edgar Bauer	Classroom upgrades	Partitions in classroom	COMPLETE
St. Agnes	Various renewal and SCI projects	Main switchboard, breakers, radiators, rooftop fans, ventilation, ceilings, interior doors, hardware, flooring, painting, bathrooms, lighting	COMPLETE
St. Aloysius	Addition/Renovation	New gym, 2 classroom addition, office Reno, old gym into classroom space, Provide hoarding drawings	Library 99% complete, outstanding deficiencies
St. Aloysius	Church Parking Lot	Replacement of shared parking lot with Church	COMPLETE
St. Anne K	Classroom Renovations	Nutrition for Learning sink in basement, renovate existing NFL space to a standard classroom	COMPLETE
St. Anne K	Various capital improvement projects	Scoreboard, exterior signage, window coverings	COMPLETE

SCHOOL	PROJECT	DESCRIPTION	STATUS OF WORK
St. Augustine	Various renewal projects	Gym Floor Replacement	COMPLETE
St. Benedict CSS	Security upgrades	Security system upgrade, new data and cabling	COMPLETE
St. Benedict CSS	Flooring upgrades	Gym floor refinishing	COMPLETE
St. Brigid	New school construction	3 phase project, phase 1 - new school construction, Phase 2 - demolition of existing school, phase 3 - site development * add change room partitions	Phase I to be complete by January 2018
St. Clement	Washroom renovation	Upgrades to washroom for Spec. Ed. - Form APF003-01	COMPLETE
St David CSS	Roof repairs	Repairs to 6 leak locations. Adding metal siding.	90% complete.
St. David CSS	Flooring upgrades	Gym floor refinishing	COMPLETE
St. Dominic Savio	Various capital improvement projects	Data drops, millwork in Library Commons, FDK fencing, line painting	To be completed by end of September
St. Gabriel	Electrical Upgrades	Work to rectify electrical overload	Complete
St. John	Various capital improvement projects	Power for projector screen, bottle filler, landscaping, fencing	To be completed by end of September

SCHOOL	PROJECT	DESCRIPTION	STATUS OF WORK
St. John	Fencing	Replace perimeter fencing and install new peace garden fencing	COMPLETE
St. John	Classroom renovations	Convert and upgrade two spaces into classroom spaces - Form APF003-01	Electrical work complete
St. John Paul II	Various capital improvement projects	Flag poles, bike racks, millwork	COMPLETE
St. John Paul II	Methane	Replacement of existing methane gas detection system	COMPLETE
St. Joseph	Various renewal projects	Switchboard and transformer, roofing, exterior lighting, ceilings, interior hardware, painting, gym acoustics, exterior fencing, stalls in change rooms	COMPLETE
St. Kateri Reroofing	Roof replacement	Reroofing	COMPLETE
St. Kateri Tekakwitha	Various capital improvement projects	Concrete pad, armour stone, bottle fillers, window coverings	COMPLETE
St. Luke	Various capital improvements projects	Painting corridors and door frames, interior signage	COMPLETE
St. Margaret	Flooring upgrades	Gym Floor Replacement	COMPLETE
St. Margaret	Classroom renovations	Classroom renovations to convert to JK/SK space - Form APF003-01	90% complete. Cubbies to be installed by end of September.
St. Matthew	FDK upgrades	Paving, sod and line painting	COMPLETE

SCHOOL	PROJECT	DESCRIPTION	STATUS OF WORK
St. Matthew	Library lighting upgrades	Library lighting	To be completed by end of September
St. Matthew	Roof replacement	Reroofing	90% complete. Flashings and metal roof coating outstanding To be completed by the end of September.
St. Matthew	Classroom upgrades	Flooring Replacement: Classrooms, Library and Staff Room	COMPLETE
St. Michael (Camb)	Lang's Farm Parking Lot	Construction support new parking area	95% complete
St. Michael (Camb)	Classroom renovation	Remove millwork, cap plumbing, repair flooring, paint wall	COMPLETE
St. Michael (Camb)	Kindergarten Area	New kindergarten enclosure	COMPLETE
St. Nicholas	Gym Flooring	Repairs to gym floor	COMPLETE
St. Paul	Various renewal & SCI projects	New Entry, main office relocation, switchboard, radiators, ventilators, water fountains, flooring, door hardware, exterior doors, ceilings and painting, gym	95% complete
St. Peter	Various renewal & SCI projects	Partial roof, exterior and interior lighting, switchboard, exterior brick, caulking, millwork, ceilings, washrooms	95% complete. Artificial turf will be installed by end of September.
St. Teresa (Kitchener)	Various capital improvement projects	Staffroom millwork, line painting, bottle fill station	COMPLETE
St. Teresa Kitchener	Flooring upgrades	Classroom flooring replacement	COMPLETE
St. Teresa of Calcutta	Various capital improvement projects	Window coverings, score board, FDK upgrades	COMPLETE

SCHOOL	PROJECT	DESCRIPTION	STATUS OF WORK
St. Timothy	Various capital improvement projects	Millwork, exterior signage	To be completed by end of September
St. Vincent de Paul	New school construction	Ongoing new school construction	2nd floor masonry being installed
Various schools - TBD	FDK Funding Upgrades	Exterior Landscape Upgrades in FDK areas.	Monsignor Haller, Our Lady of Lourdes, St. Aloysius, St. Daniel, St. Gabriel, St. John, St. Timothy, St. Teresa of Calcutta, St. Paul, Blessed Sacrament & St. Dominic.
Various schools - TBD	Potable Relocation	Relocating portables as per Planning direction	Working our way through as each portable arrives.
Various schools - TBD	Bottle Fill Station GRANT	Installation of 27+ water hydration units. Received from grant from the Region of Waterloo	COMPLETE
Various schools	Window Films	Window film installed at various sites.	COMPLETE - St. Peter, St. Aloysius, St. Agnes, St. Gregory, St. Bernadette, St. Joseph
		Estimated total spent (final figures will not be available until the end of September.	

Report

Date: September 25, 2017
To: Board of Trustees
From: Director of Education
Subject: EQAO 2016-2017 (Primary, Junior, Grade 9, and OSSLT)

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 Quality and Accountability Office Act, 1996

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

Achieving Excellence: A Renewed Vision for Education in Ontario (2014)
School Effectiveness Framework (2013)

Alignment to the MYSP:

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 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

Quality • Inclusive • Faith-based • Education
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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:**

Ontario's Educational Quality & Accountability Office (EQAO) is an independent agency that creates and administers large scale assessments measuring student achievement in reading, writing, and mathematics at key transition points in their school career: the conclusion of the primary division grades (grade 3); the conclusion of the junior division grades (grade 6); the beginning of secondary school (grade 9; mathematics only); and grade 10 (literacy) – the Ontario Secondary Schools Literacy Test (OSSLT). These assessments align directly with Ontario Curricula and provide an objective measurement of student, school, board, and provincial achievement.

EQAO provides data on a large scale and, as such, exists as a valuable source of information over a significant span of time. It allows access to a diverse array of data from which school, board, and provincial leaders and decision-makers can determine patterns, identify gaps, and set goals. At the WCDSB, EQAO data is used to revise the Board Improvement Plan for Student Achievement (BIPSA), each school's School Improvement Plan for Student Achievement (SIPSA), Student Success Plan, the WCDSB Numeracy Strategy, etc.

Assessment results are made available to schools and Boards by late August thereby affording educational leaders timely data with which to set goals for student achievement, staff professional development, and budget allocation.

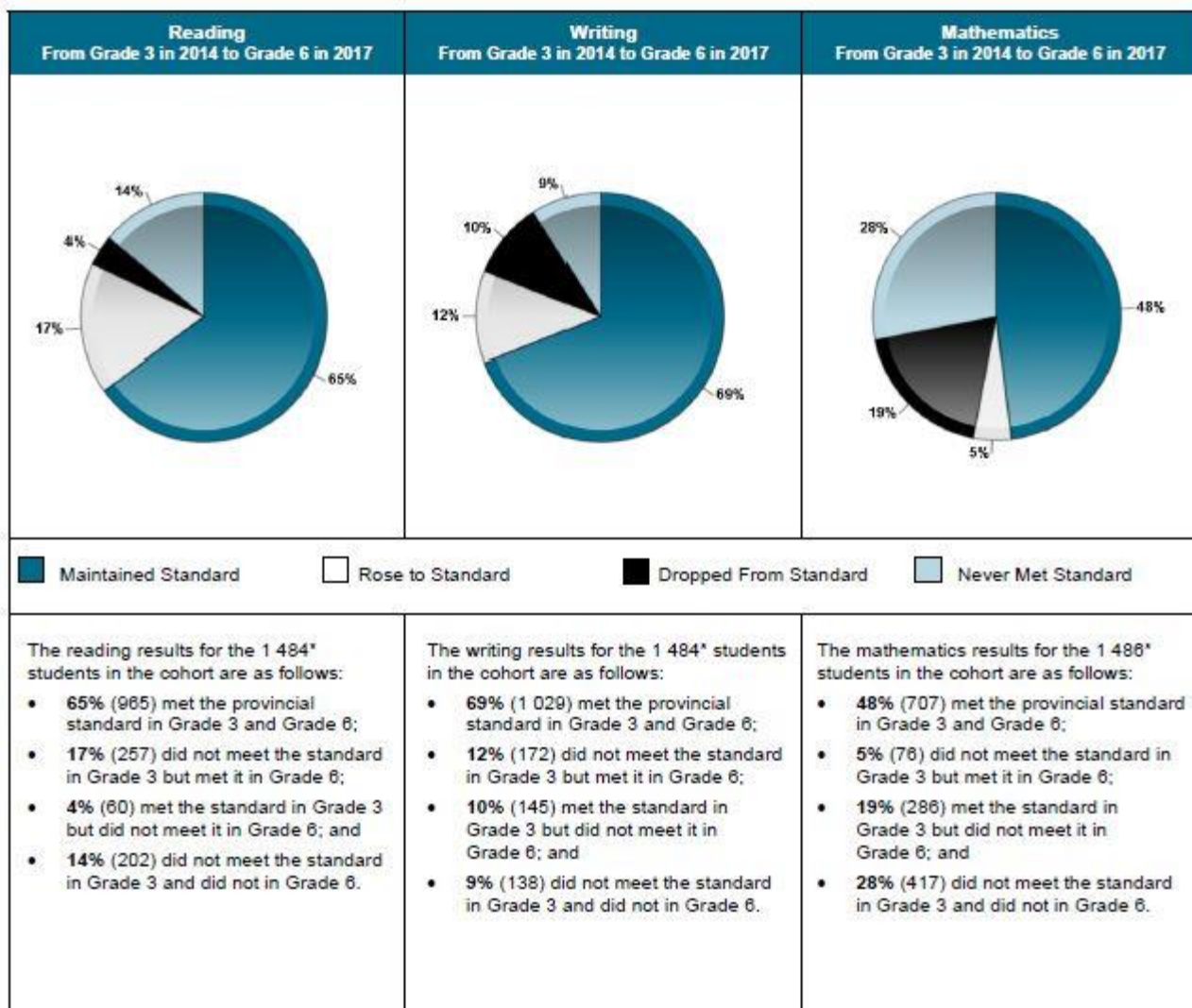
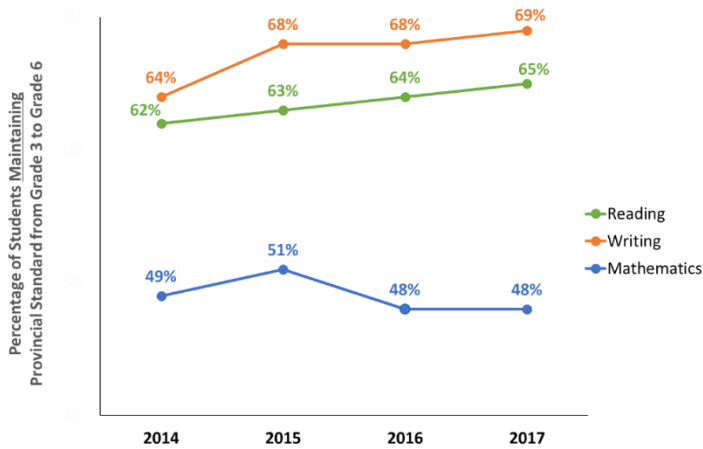
Beyond the EQAO indicators, schools are encouraged to dig deeper into other sources of student achievement data *i.e.* teacher-created assessments, CCAT, CAT4, past EQAO assessments, report cards, etc. Schools will be guided and encouraged in utilizing this information to revise their achievement goals and plans *i.e.* BIPSA, SIPSA, classroom/division/department/individual plans.

2016-2017 EQAO Primary & Junior Assessments Highlights

	R3	W3	M3		R6	W6	M6
WCDSB	76	75	67		81	80	52
+/- WCDSB from 15/16	-	-2	-1		-	-	-
Province	74	73	62		81	79	50
WCDSB +/- relative to Province	+2	+2	+5		-	+1	+2

**Tracking Student Achievement in Relation to the Provincial Standard
Primary Division (Grade 3) to Junior Division (Grade 6)**

An achievement comparison of those students leaving the Junior Division (May/June, 2017) with their achievement three years earlier as they left the Primary Division (May/June, 2014).



* Includes only students with validated data. Percentages may not add up to 100, due to rounding.

WCDSB Results 2013-2017

	Primary				Junior		
	Reading	Writing	Mathematics		Reading	Writing	Mathematics
WCDSB 2017	76%	75%	67%		81%	80%	52%
WCDSB 2016	76%	77%	68%		81%	80%	52%
WCDSB 2015	72%	76%	67%		81%	79%	55%
WCDSB 2014	69%	80%	67%		78%	76%	53%
WCDSB 2013	69%	77%	67%		76%	75%	54%
Difference Over Time	+7%	-2%	-		+5%	+5%	-2%

Celebrations

- Schools that received the greatest (“Intensive”) support within the WCDSB’s Renewed Math Strategy (RMS) showed impressive achievement (11% to 34% growth)
- Schools that received more (“Increased”) support within the WCDSB’s Renewed Math Strategy (RMS) showed impressive achievement (i.e. 4% to 24% growth)
- The Primary WCDSB to Ontario comparison shows the WCDSB ahead of the province by +2% in reading (76%), +2% in writing (75%) and +5% in math (67%).
- Compared to 2014, attainment of the highest standard (Level 4) in Mathematics has increased by 5% (14% in 2017 compared to 9% in 2014)
- Attainment of the provincial standard in Reading continues to reveal a positive trend over the last five years
- The Junior WCDSB to Ontario comparison shows WCDSB reading and writing scores level with the province (at 81% and 80% respectively) -- while math (52%) stands +2% above the provincial average.
- Attainment of the highest standard (Level 4) in Mathematics has increased by 4% compared to last year

Areas of Concern

- Attainment of provincial standard in Primary and Junior Mathematics has neither dropped nor risen over five years
- Attainment of provincial standard in Primary Writing has declined 2% over 5 years.
- Results continue to indicate an achievement gap in favour of female students. This gap is of most concern in Writing.
- 48% of students are not meeting the provincial standard in Junior Mathematics

2016-2017 EQAO Grade 9 Mathematics Assessment Highlights

From the previous year, WCDSB students increased or maintained their achievement levels.

	Grade 9 Applied	Grade 9 Academic
WCDSB	55	83
+/- WCDSB from 15/16	+6	-
Province	44	83
WCDSB +/- relative to province	+11	-

Grade 9 EQAO (Academic)								
Percentage of Students Meeting or Exceeding the Provincial Standard of Level 3:								
WCDSB Student Achievement: Seven Years of Level 3 and 4 Results								
Groupings		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Academic FTE	Province	83 %	84 %	84 %	85 %	n/a	83 %	83 %
	WCDSB	81 %	78 %	79 %	83 %	83 %	83 %	83 %

Grade 9 EQAO (Applied)								
Percentage of Students Meeting or Exceeding the Provincial Standard of Level 3:								
WCDSB Student Achievement: Seven Years of Level 3 and 4 Results								
Groupings		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Applied FTE	Province	42 %	44 %	44 %	47 %	n/a	45 %	44 %
	WCDSB	39 %	43 %	45 %	59 %	59 %	49 %	55 %

Celebrations

- Four of our five secondary schools improved their applied scores; all four of these schools received increased support through the Renewed Math Strategy (RMS)
- In academic math, 83% of our students meet the provincial standard
- Over time we have closed gap between provincial and district attainment of the provincial standard in academic
- In applied math, 55% of our students meet the provincial standard, 11% above the provincial average.

Areas of Concern

- Applied learners continue to perform (55%) well below academic learners (83%)
- Boys (60%) in applied mathematics score higher than girls (51%); in academic mathematics girls (86%) score higher than boys (79%)
- 48% of students on IEPs in applied mathematics scored at the provincial standard in contrast to 78% of students on IEPs in academic mathematics

2016-2017 Ontario Secondary School Literacy Test (OSSLT) Assessment Highlights

	Applied	Academic
WCDSB	38	91
+/- WCDSB from 15/16	-14	-1
Province	44	92
WCDSB +/- relative to province	-6	-1

OSSLT - Fully Participating							
Percentage of Students Meeting or Exceeding the Provincial Standard of Level 3:							
		2012	2013	2014	2015	2016	2017
OSSLT	Province	82 %	82 %	83 %	82 %	81 %	81 %
	WCDSB	85 %	82 %	83 %	85 %	82 %	79%

OSSLT (Applied) - Fully Participating							
Percentage of Students Meeting or Exceeding the Provincial Standard of Level 3:							
WCDSB Student Achievement: Five Years of Level 3 and 4 Results							
Groupings		2012	2013	2014	2015	2016	2017
Applied Fully Participating	Province	53 %	51 %	50 %	50 %	47 %	44 %
	WCDSB	57 %	46 %	48 %	54 %	52 %	38 %

OSSLT (Academic) - Fully Participating							
Percentage of Students Meeting or Exceeding the Provincial Standard of Level 3:							
WCDSB Student Achievement: Five Years of Level 3 and 4 Results							
Groupings		2012	2013	2014	2015	2016	2017
Academic Fully Participating	Province	93 %	94 %	94 %	93 %	92 %	92 %
	WCDSB	94 %	93 %	94 %	94 %	92 %	91 %

Celebrations

- Students at the academic level have remained consistent in their achievement
- Our female students have also achieved at a high level and have remained consistent (higher than the overall province by 1%)
- 11% (149 students) of the students who did not meet the standard on the Grade 6 EQAO test were successful meeting the standard on the OSSLT
- Positive trends in applied learners with IEPs meeting the provincial standard at one site
- The cohort data indicates a 3.5% increase in students achieving the standard when comparing Junior EQAO (Reading and Writing) to the OSSLT

Areas of Concern

- 38% of applied learners across the district attained the provincial standard
- Applied level male students (34%) and female students (29%) with IEPs achieved below the provincial and district averages

Strategies in Place to Address Assessment Indicators

Provincial priorities continue to emphasize mathematics instructional capacity building – a welcome focus, given the WCDSB's results in EQAO. Ontario's Renewed Mathematics Strategy (RMS) is an Early Years to Grade 12 strategy that focuses on professional learning opportunities connected to student learning. It, "... takes the latest research along with what we have learned from our successful journey to improve literacy achievement among elementary students and pass rates among secondary students, and applies that knowledge to support better outcomes in mathematics."

The WCDSB continues to provide capacity building supports and programming expectations for its administrators and teachers in the areas of literacy and numeracy.

- Continued emphasis on broad literacy and numeracy skills and concepts
- Renewed prioritization of the curriculum content in mathematics and the sequence of learning (*i.e.* consolidation phase of lessons and re-visiting concepts through such strategies as spiraling)
- A focus on professional learning communities or teams that follow the collaborative inquiry model of plan, instruct, assess, reflect, and revise their professional practice.
- A concentration on the importance of building students' flexibility, fluency, & efficiency with mental math through such strategies as number sense routines, number strings, and number talks (with a focus this year on fractions).
- A focus on Grades 2-6 within our elementary "Intense" and "Increased" schools
- In terms of exceptional learners, a continued focus on supporting students with Learning Disabilities
- When planning for secondary school mathematics giving priority to more clearly and effectively meeting the needs of students taking applied level mathematics
- Building the capacity of lead mathematics teachers in every school (2-3 per elementary school; 2 per secondary school)
- The assignment of five numeracy support teachers and three consultants to support math instructional capacity in all elementary schools
- The prioritization of all elementary schools into tiers of support for math instructional capacity based on student achievement trends
- Identifying four secondary schools as requiring increased support
- Providing a Mathematics Additional Qualifications course (AQ) within the WCDSB to approximately sixty teachers
- Providing at most schools support for student in grade as three and six beyond instructional hours to prepare for the EQAO assessment (Homework Clubs and Skills Builders)
- Providing professional learning opportunities and ongoing support for teachers in grades 3, 6, and 9
- Encouraging and modelling the use of effective questioning techniques (*i.e.* questions that target all categories of the Achievement Chart within our curriculum document)
- Providing support for teachers and administrators through the EnCompass platform to analyze student achievement data (EQAO and beyond) and effectively identify and monitor students and strategies.

By looking at intersections of EQAO data and considering this information alongside other school and classroom information, school communities can have richer discussions about their programs and practices and how they might be improved to better meet their students' needs. The WCDSB's Learning Services staff will support school improvement teams to effectively analyze EQAO data in order to identify successes, gaps, and next steps.

Recommendation:

This report is presented to Trustees as information.

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

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

Date: September 25, 2017
To: Board of Trustees
From: Director of Education
Subject: Enrolment

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

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

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

In keeping with our Multi-Year Strategic Plan and Budget Setting Process, it is essential to monitor actual student enrolment in relation to planning and budget setting projection numbers, in order to ensure proper stewardship of resources and appropriate levels of employee hiring. The following report provides an update on student enrolment numbers as of September 20 2017, (the beginning of the 2017-18 school year).

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

Policy I 001 – Ends
 Policy IV 005 – Hiring and Promotions
 Policy IV 007 - Financial Planning/Budgeting

Alignment to the MYSP:

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:

Elementary

September 12 2016	15,138
Budget 2017/18	15,382
September 11 2017	15,711

The year over year change is +573 elementary students.

The change over the projected enrolment in budget is +329 elementary students.

Key Statistics for 2017-2018:

- 90.4% of Primary Classes, excluding Kindergarten, are at 20 students or under.
- Average class size for Junior/Intermediate is 24.61.
- There are no Grade 3/4 split classes over 23 students.
- Average class size for all Kindergarten classes is 23.9.

The Largest Increases in Enrolment:

Blessed Sacrament	+63
Holy Rosary	+57
John Sweeney	+55
St. Aloysius	+52
St. John	+51
Holy Family	+47
Sir Edgar Bauer	+41
St. Daniel	+37
Canadian Martyrs	+37
Our Lady of Lourdes	+35

The Largest Decreases in Enrolment:

St. Luke	-32
St. Teresa of Calcutta	-26
St. Vincent de Paul	-23
St. Nicholas	-16

Impact of Enrolment by Non-Catholic Students:

As of September 14, 2017 there are 970 non-Catholic elementary students.

Secondary

Average Daily Enrolment Budget 2017-2018	6,291*
Average Daily Enrolment 2016-2017	6,267*
Full-Time Equivalent September 20, 2017	6,555*
Full-Time Equivalent September 20, 2016 (*less visa students)	6424*

The expected year over year change in secondary average daily enrolment is +24.

Staffing

Sixty-nine teachers have been or will be hired into permanent contracts in elementary for September 2017 and 16 teachers have been hired into secondary. The total number of permanent contracts as of September 15 2017 is 85.

The high number of permanent hires is due to enrolment increase, retirements, newly funded positions negotiated through central bargaining, and a decrease in the pupil-teacher ratio for grades 4 to 8.

Sixty-three teachers have been hired into long-term occasional assignments in elementary for September 2017 and 46 teachers have been hiring into secondary. The total number of long-term occasional assignments as of September 15 2017 is 109.

Recommendation:

This report is offered for the information of the Board.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Jason Connolly
Superintendent of Human Resources

Gerry Clifford
Superintendent of Learning

Shesh Maharaj
Superintendent of Corporate Services / Chief Financial Officer

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Date: Sept. 25, 2017
To: Board of Trustees
From: Director of Education
Subject: Indigenous Education: Territorial Acknowledgement

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's Equity and Inclusive Education Strategy (2009)
 Building Bridges to Success for First Nation, Métis and Inuit Students (Ministry of Education, 2007)
 Ontario First Nation, Métis and Inuit Education Policy Framework (Ministry of Education, 2007)
 Ontario's Education Equity Action Plan (Ministry of Education, 2017)

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

Administrative Policy (APC039):
 Voluntary, Confidential, First Nation, Métis and Inuit Self-Identification Policy

Alignment to the MYSP:

- 1) Nurturing Our Catholic Community:
 - a) Everyone is included, respected and welcomed
 - i) To increase awareness and respect of differences within our school communities
 (i.e. support capacity building that cultivates awareness with staff and students about differences in our communities)

Background/Comments:

Background:

In the tri-city area of Cambridge, Kitchener and Waterloo, the Waterloo Catholic District School Board and the Waterloo Region District School Board work together with one Waterloo Region Aboriginal Academic Advisory Council (WRAAAC). It is comprised of local First Nations, Métis and Inuit representatives and staff persons from both school districts. Meetings are held monthly to collaborate, vet ideas, share data, resources and to specifically support First Nations, Métis and Inuit students and their families, and more generally, to support and promote Indigenous Education initiatives.

In the context of the Calls to Action that emerged from the Truth and Reconciliation Commission (2015), there has been a desire and commitment for ongoing healing and reconciliation between Indigenous and non-Indigenous or settler Canadians. One practice that has emerged during governmental and educational gatherings is a territorial acknowledgement of the First Nations, Métis and Inuit people who were the original residents of the land.

Territorial Acknowledgement for Waterloo Catholic DSB and Waterloo Region DSB

In response to the emerging practice of using territorial acknowledgements at the beginning of ministry, governmental and educational gatherings, our local Waterloo Region Aboriginal Academic Advisory Council has crafted and approved the following language to be used in our localized setting:

I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee*, Anishinaabe** and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.

*Haudenosaunee (Ho-den-o-show-nee)

**Anishnawbe (Ah-nish-nah-bey)

Summary

One goal outlined in the Ontario First Nation, Métis and Inuit Education Policy Framework is outlined as follows: "Promote respectful working relationships and partnerships with First Nation, Metis, and Inuit parents and the general Aboriginal community." More recently, the Ontario's Education Equity Action Plan serves to accomplish the following in all Ontario school districts: "In response to the Truth and Reconciliation Commission of Canada's calls to action, enhance educator capacity and knowledge related to Indigenous histories and ways of knowing."

Adopting the practice of a territorial acknowledgement that has been crafted by our local Indigenous community is one way to begin to meet these goals.

Recommendation:

That the Waterloo Catholic DSB adopt the practice of using the territorial acknowledgement provided by our local Waterloo Region Aboriginal Academic Advisory Council at Committee of the Whole meetings and regular Board of Trustees meetings.

Prepared/Reviewed By: Loretta Notten
Director of Education
Richard Olson
Superintendent of Learning

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Date: September 25, 2017

To: The Board of Trustees

From: Kate Jamieson and Meghan Nemeth

Subject: Student Trustee Report

As the school year begins, students are warmly welcomed into a community of hope and faith. Both students and teachers alike seem to be ready for a new school year of learning in faith.

Our Grade 8 students are looking forward to their last year of elementary school. In Cambridge, Holy Spirit C.S. students have already been on a retreat to Mount Mary in Ancaster where they were able to bond with their fellow students and teachers. This community building complemented with spiritual development will help these Grade 8 students make memories and grow in their final year of elementary school.

Community building was also a common theme among high schools in the past month as well. St. David's C.S.S. started the school year with a barbeque for the entire school. Students were able to get their faces painted in school colors and have their photos taken by their photography class. St. Benedict's C.S.S. ran a similar event where students were given cookies and could partake in festivities in the atrium. At Monsignor Doyle C.S.S., grade nines and their families were welcomed to a free barbeque dinner followed by a dance for the students. These events welcomed the new students as members of their high school community, and introduced students from different feeder schools to one another.

The high school Student Councils have also been working on community building and team building within themselves. Several schools have already been on retreat to Camp Kintail; St. Benedict's and St. David's. By learning leadership skills and getting to know each other, these students are prepared to work together, and plan fun events for their schools that will help make high school more memorable.

This previous Wednesday, the Student Senate held their first official meeting at St. David's C.S.S. During the meeting we reviewed introductory responsibilities and expectations of the council, including the goals for the Elementary Student Senate. Additionally, the Senate had the honour of being visited by WCDSB Energy Conservation Officer, Elena Weber-Kraljevska to discuss potential ideas and initiatives that schools can run in support of the environment. The Senate and SAC Directors discussed the location, time, and length of the SAC Unity conference this December. Finally, the Waterloo Regional Police Service had some questions regarding youth perspective on the police service. Some of which include: What are the biggest safety concerns for youth? How can police better work with youth? The Senate focussed on the importance of traffic, and internet safety. As the winter season approaches roads becomes more dangerous, and students usually face the constant balance of privacy on social media platforms.

During this past week OSTA-AECO has announced the dates of their Fall General Meeting, and they have released the registration forms for Student Trustees wishing to attend. The Fall General Meeting will take place from November 2nd to the 5th, and it will introduce the

roles and expectations of all new Student Trustees. Last Saturday, OSTA-AECO's Catholic Board Council, including their secretary Meghan Nemeth, had the amazing opportunity of meeting with His Eminence Cardinal Thomas Collins at the St. Michael's Cathedral in Toronto for a Mass. Afterwards, the CBC had a brunch and held an in person meeting at the Cathedral to begin their planning as FGM approaches. Overall, it is clear that the year is just beginning as we see many preparation actions taking place

The month of September so far has been busy for each school as they've been working to build themselves up as a community for the new school year, with events that involved team building in the secondary and elementary schools. Many new opportunities have also been opened for the student body to connect with one another and grow in preparation for the new school year.

Trustees Budget Spreadsheet 2016-2017

Date	Professional Development 3170 31 6 600 001	Board/ Committee Catering 3510 31 6 600 001	Other Travel Expenses (non mileage) 3520 31 6 600 001	Mileage within Region 3630 31 6 600 001	Mileage outside Region 3631 31 6 600 001	Phone 4050 31 6 600 001	Office 4100 31 6 600 001	Legal Fees 6520 31 6 600 001	Other Contracts 6540 31 6 600 001	Board Membership 7010 31 6 600 001	Trustee Awards 7040 31 6 600 001	Miscellaneous 7250 31 6 600 001
	(13,000.00)	(9,000.00)	(12,000.00)	(8,000.00)	(1,500.00)	(850.00)	(500.00)	(7,000.00)	(17,500.00)	(119,017.00)	(750.00)	(750.00)
9/6/2016						21.02						
9/14/2016	561.88											
9/21/2016		173.67										
9/21/2016												12.26
9/28/2016								536.34				
9/28/2016										73221.00		
9/29/2016				59.81								
10/6/2016										43017.00		
10/6/2016										2062.50		
10/19/2016		294.17										
10/19/2016				146.10								
10/19/2016				103.79								
10/19/2016												75.00
10/19/2016												65.00
10/20/2016			3.62	97.06								25.00
10/26/2016	720.00											
10/26/2016				97.64								
10/26/2016			153.18	34.29	208.29							
10/26/2016				279.90								
10/27/2016		91.01										
10/27/2016		119.36										
10/27/2016		28.60										
10/27/2016												12.26
10/27/2016			168.56									
11/1/2016												60.00
11/9/2016				66.91	292.55							
11/21/2016												150.00
11/24/2016			93.99									
11/24/2016		182.08										
11/24/2016			153.17									
11/24/2016			(153.17)									
11/24/2016		334.86										
11/29/2016				127.84								
11/29/2016				43.04								
11/30/2016				51.42								
11/30/2016				41.66								
11/30/2016				115.28								
11/30/2016				118.62	39.05							
11/30/2016				155.14								
12/7/2016		144.83										
12/7/2016		101.76										
12/7/2016				118.25								
12/12/2016				122.45	207.58							
12/12/2016			153.17									
12/13/2016		234.25										
12/14/2016					244.28							
12/23/2016		85.20										
12/23/2016			613.53									
12/23/2016			613.53									
12/23/2016		212.49										
12/23/2016												99.61
12/23/2016												74.59
1/16/2017				131.27								
12/1/2016	2666.38											
1/16/2017				84.98								
1/16/2017	300.00		450.00									

Trustees Budget Spreadsheet 2016-2017

Date	Professional Development 3170 31 6 600 001	Board/ Committee Catering 3510 31 6 600 001	Other Travel Expenses (non mileage) 3520 31 6 600 001	Mileage within Region 3630 31 6 600 001	Mileage outside Region 3631 31 6 600 001	Phone 4050 31 6 600 001	Office 4100 31 6 600 001	Legal Fees 6520 31 6 600 001	Other Contracts 6540 31 6 600 001	Board Membership 7010 31 6 600 001	Trustee Awards 7040 31 6 600 001	Miscellaneous 7250 31 6 600 001
1/18/2017				270.77								
1/18/2017			281.06	149.71	70.16							
1/23/2017		189.84										
1/25/2017		6.63										
1/25/2017		132.99										
1/31/2017		286.30										
2/1/2017				16.09								
2/1/2017				75.58								
2/1/2017			281.05	50.63								
2/1/2017				21.70								
2/2/2017		25.34	281.06	120.24	81.37							
2/2/2017	4813.78											
2/8/2017	660.00											
1/25/2017		(82.50)										
2/1/2017		25.34										
2/13/2017			281.06	151.88								
2/14/2017	4200.00											
2/14/2017			281.06	85.70	56.96							
2/16/2017				109.22								
2/22/2017				67.12								
2/23/2017			281.06	95.20								
2/27/2017		109.80										
2/27/2017		56.38										
2/27/2017		8.42										
2/27/2017		8.42										
2/27/2017	800.00											
2/27/2017			\$359.60									
2/27/2017			281.06									
2/27/2017							112.38					
2/27/2017							21.59					
2/27/2017							136.02					
3/2/2017		152.79		29.92								
3/2/2017		146.19			12.74		115.98					
3/2/2017			281.06	68.34	58.95							
3/2/2017				74.13								
3/2/2017				25.53								
3/2/2017				72.51	73.23							
3/2/2017				69.86								
3/2/2017				85.71								
3/13/2017				165.17					10949.70			
3/23/2017		37.56										
3/23/2017		362.47										
3/23/2017			628.20									
3/23/2017			628.20									
3/23/2017	162.74											
3/23/2017	226.02											
3/23/2017		261.48										
4/12/2017		307.51										
4/12/2017				184.51								
4/12/2017	(\$100.00)											
4/13/2017		180.80										
4/19/2017	715.12											
4/25/2017	675.00											
4/25/2017				210.29								
4/26/2017				90.86								
4/28/2017	300.00											

Trustees Budget Spreadsheet 2016-2017

Date	Professional Development 3170 31 6 600 001	Board/ Committee Catering 3510 31 6 600 001	Other Travel Expenses (non mileage) 3520 31 6 600 001	Mileage within Region 3630 31 6 600 001	Mileage outside Region 3631 31 6 600 001	Phone 4050 31 6 600 001	Office 4100 31 6 600 001	Legal Fees 6520 31 6 600 001	Other Contracts 6540 31 6 600 001	Board Membership 7010 31 6 600 001	Trustee Awards 7040 31 6 600 001	Miscellaneous 7250 31 6 600 001
4/28/2017	102.28											
4/28/2017		203.28										
4/28/2017	100.00											
5/3/2017			297.84									
5/4/2017												220.00
5/11/2017				254.05	89.50							
5/12/2017	(235.06)											
5/12/2017	(715.12)											
5/18/2017				108.40								
5/25/2017	39.84		297.84	171.78	73.23							
5/25/2017			297.84		122.96							
5/25/2017			323.15	131.99	181.72							
5/25/2017				47.28								
5/25/2017			3,879.47									
5/31/2017												357.54
5/31/2017			274.48									
5/31/2017			274.48									
5/31/2017			274.48									
5/31/2017			274.48									
5/31/2017			274.48									
5/31/2017			274.48									
5/31/2017			209.44									
5/31/2017			209.44									
5/31/2017		226.79										
5/31/2017			297.84									
5/31/2017		566.99										
5/31/2017			453.99									
5/25/2017	(100.00)		297.83	128.57								
5/25/2017	235.06											
6/7/2017		46.24	9.71	6.23								
6/7/2017		58.59		11.75								
6/7/2017			320.43	114.54	94.03							
6/7/2017		9.71										
6/7/2017			312.30	317.23	110.85							
6/7/2017			469.88	85.79	144.65							
6/7/2017			853.99	174.94	196.19							
6/7/2017			469.88	107.13								
6/8/2017		28.09										25.00
6/13/2017		295.24										
6/20/2017				269.68								
6/20/2017				122.32								
6/21/2017				23.51								
6/21/2017				208.84								
6/21/2017			469.87		143.29							
6/21/2017				187.14	118.43							
6/21/2017					135.61							
6/30/2017		243.29										
6/30/2017			42.11									
6/30/2017			150.17									
6/30/2017		226.79										
6/30/2017		142.44										
6/30/2017			(3.88)									
6/30/2017	40.00											
6/30/2017												22.99
6/30/2017												130.77
7/13/2017				198.08								
7/18/2017							42.85					

9/18/2017

Number: II 002
Subject: Governing Style

Approval Date: May 26, 2008

Effective Date: May 26, 2008

Revised: May 25, 2009; January 28, 2013; May 27, 2013; December 12, 2016

Policy Statement:

The board will govern with an emphasis on a) outward vision rather than an internal preoccupation, b) encouragement of diversity of viewpoints from within the system and the community, c) strategic leadership more than administrative detail, d) clear distinction of board and chief executive roles, e) collective rather than individual decisions, f) considering past, present and future, and g) proactivity rather than reactivity.

On any issue, the Board must ensure that all divergent views are considered in making decisions, yet must resolve into a single organizational position.

More specifically, the Board will:

1. Operate with a clearly stated governance model that demonstrates its legal and moral obligation to represent the interests of the Catholic ratepayers of Waterloo Region and details the responsibilities that fulfill this obligation.
2. Allow no officer, individual or committee of the board to hinder or be an excuse for not fulfilling this commitment.
3. Direct, control and inspire the organization with thoughtful establishment of the broadest organizational policies reflecting the Board's values.
4. Cultivate a sense of group responsibility. The board will be responsible for excellence in governing. The board will be an initiator of policy and the board will use the expertise of individual members to enhance the knowledge and ability the board as a body, rather than to substitute their individual judgments for the board's values.
 - a. In accordance with this discipline, the board will only allow itself to address a topic after it has answered these questions:
 - i. What is the nature of the issue?
 - ii. What is the value that drives the concern?
 - iii. Is this a shared issue?
 - iv. Whose issue is this? Is it the board's or is it the CEO's?
 - v. Has the board dealt with this subject in policy? If so, what has been said? Does the board wish to change what it has already said?
 - vi. If the matter is several levels below board level, what is the broadest way to address the issue so that it is still under existing board policy? Is that policy sufficient to deal with the concern?
 - b. It is out of order for board members to talk about content until these questions of appropriateness are settled.
5. Enforce upon itself whatever discipline is needed to govern with excellence, in compliance with Policy II 007.
6. Ensure that continual board development will include orientation of new members in the board's governance process and on-going discussion of process improvement
7. Monitor and discuss the board's process and performance within a scheduled review process.

Number: III 006
Subject: CEO Compensation & Benefits

Approval Date: April 28, 2008
Effective Date: April 28, 2008
Revised: November 24, 2014

Policy Statement:

The Board shall negotiate a contract with the CEO that will stipulate compensation and benefits based on fair market value for services within the context of fiscal responsibility and relevant legislation.

The Board will review benefits and adjustments to the range annually in April. In the event of a multi-year agreement, in April of the year the contract ends.