

Board of Trustees' Board Meeting

Date: **Monday, February 26, 2018**

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 (Chair), Greg Reitzel, Brian Schmalz, Melanie Van Alphen

Student Representatives:
Kate Jamieson, Meghan Nemeth

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

Special Resource:

Recording Secretary:
Alice Figueiredo, Executive Administrative Assistant

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Board Chair		
1.1 Opening Prayer & Memorials	Board Pastoral Team		
1.2 Territorial Acknowledgement 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.	Board Chair		
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest 1.4.1 From the current meeting 1.4.2 From a previous public or in-camera meeting	Individual Trustees		
1.5 Items for Action from Previous Meeting	Board Chair		Decision
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)			

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 January 29, 2018 Board meeting 3.2 CPIC Approved Minutes of January 10, 2018	Trustees Trustees	pp. 4-7 pp. 8-11	Approval Information
4. Delegations/Presentation			
5. Advice from the CEO			
5.1 Special Education Renewed Math Strategy Update 5.2 Budget Update #1 5.3 2018 Elections – Trustee Determination and Distribution, Compliance Audit Committee 5.4 Director's Monthly Report	L. Shoemaker S. Maharaj S. Maharaj L. Notten	pp. 12-16 pp. 17-19 pp. 20-24 pp. 25-26	Information Information Information Information
6. Ownership Linkage (Communication with the External Environment)			
6.1 Draft Correspondence regarding Canada Summer Jobs Program	L. Notten	pp. 27	Information
7. Reports from Board Committees/Task Forces			
7.1 Student Trustee Report (January & February)	K. Jamieson, M. Nemeth	pp. 28-32	Information
8. Board Education (at the request of the Board)			
8.1 OCSTA/CCSTA Communications 8.2 Vice-Chair's Report	W. Price B. Conway	See Appendix A pp. 33	Information Information
9. Policy Discussion			
9.1 Governance Committee Recommendations	B. Conway	pp. 34-40	Approval
10. Assurance of Successful Board Performance			
10.1 Board Policy II 007 Board Members' Code of Conduct Excellence (G. Reitzel) 10.1.1 Is There a Need to Review This Policy?	Trustees Trustees	pp. 41-44 pp. 45	Approval Discussion Approval Discussion
10.2 Board Policy III 003 Accountability of the CEO (A. Fee) 10.2.1 Is There a Need to Review This Policy?	Trustees Trustees	 pp. 46	 Approval Discussion
10.3 Board Policy III 004 Delegation to the CEO (M. Van Alphen) 10.3.1 Is There a Need to Review This Policy?	Trustees Trustees	 	 Approval Discussion
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): <ul style="list-style-type: none"> Feb. 27 Soup Sisters Mar 1: Clergy Dinner Mar 5: Committee of the Whole Mar 26: Board of Trustee Mar. 28 Beacons of Hope Resurrection FOS Apr 4: Beacons of Hope Monsignor Doyle FOS 			
13.2 Pending Items: 13.3 Pending Items for OCSTA Consideration <ul style="list-style-type: none"> Additional funding for Re-engagement officer/program 	<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, January 29, 2018 at the Waterloo Region Catholic Education Centre.

Trustees Present:

Bill Conway, Manuel da Silva,* Amy Fee, **Jeanne Gravelle, **Wendy Price (Chair), Greg Reitzel, Brian Schmalz
(*via teleconference)
(**via Skype)

Student Trustees Present:

Administrative Officials Present:

Loretta Notten, Jason Connolly, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson, Laura Shoemaker

Special Resources For The Meeting:

Regrets:

Gerry Clifford, Meghan Nemeth, Kate Jamieson

Recorder:

Alice Figueiredo, 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 6:24 p.m.

1.1 Opening Prayer & Memorials

The meeting opened with prayer by Trustee Schmalz.

1.2 Approval of Agenda

Add to Section 3 (Consent) – 3.1.2: Approve items for action from previous In-camera specifically from the January 15th, 2018 meeting relating to Human Resources Services and January 29th, 2018 relating to property.

Reverse 5.3 with 5.2.

2018-20 -- It was moved by Trustee Van Alphen and seconded by Trustee da Silva:

THAT the agenda for December 11, 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 Director's Report - Update on Trustee motion on PPM 81

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

- **Approval of Minutes of Regular and Special Meetings**

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Minutes of December 11, 2017 Board meeting

Added: 3.1.2 Approve items for action from previous In-camera specifically from the January 15th, 2018 meeting relating to Human Resources Services and January 29th, 2018 relating to property.

3.2 SEAC Approved Minutes of December 6, 2017

3.3 CPIC Approved Minutes of November 8, 2017

3.4 2016-2017 Trustee Expense Audit Report

3.5 Interim Financial Report - #1

3.6 Human Resource Services Staffing Update

2018-21 -- It was moved by Trustee da Silva and seconded by Trustee Schmalz:

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

4 Delegations

5 Advice from the CEO

5.1 Leadership Strategy Update (Monitoring Report IV-013)

Judy Merkel (Superintendent of Learning) brought forth a Monitoring Report with respect to the WCDSB Leadership Strategy (Report IV-013) and requested that the Board of Trustees accept her report as evidence of compliance with same. Ms. Merkel highlighted how the leadership strategy has expanded from 19 to 418 participants over the past four years. The provincial goals along with WCDSB's goals were outlined.

Ms. Merkel discussed the leadership strategy for our teaching staff which includes Leadership Part I, Leadership Part II and Leadership Part III. Other Strategies include Leadership series for administrators which include Induction for Newly appointed Administrators and Innovations in Leadership. Professional development is available to all staff at WCDSB through the Lifelong Learning Series.

Fernand Krauss (21st Century Learning & IT Consultant), Chris Woodcroft (Secondary Principal) and Lynn Woodbeck (Elementary Principal) presented on their roles within the Innovation in Leadership Series. This series will examine the global competencies outlined in the New Pedagogies for Deeper Learning framework. The learning sessions will provide administrators a greater understanding of "deeper learning" in each division (elementary and secondary) and how they might support the development of the global competencies that each school has identified in their SIPSA document.

2018-22 -- It was moved by Trustee Reitzel and seconded by Trustee Price:

That the Board accept this report as evidence of our compliance with Policy IV -013.. --- Carried by consensus

5.2 French Immersion Review Update

John Klein (Superintendent of Learning) updated the Board of Trustees on WCDSB's French Immersion (FI) program and the progress of this committee's consultation process thus far. Mr. Klein confirmed the purpose of the committee which is to examine the successes of the program pilot and determine next steps. As part of the consultation, a public survey was created and made available to the public to help identify priorities.

Future committee meetings will include more in-depth examination of such issues as the entry point for the FI program. Based on the revised list of options and priorities regarding the French Immersion program at the WCDSB, the committee will begin to refine its priorities and advice. It will do so through the use of a SWOT (Strengths, Weaknesses, Opportunities, & Threats) analysis the results of which will be reported to trustees in the spring.

5.3 Dominican Encounter with Faith and Hospitality

Richard Olson (Superintendent of Learning) presented on the Dominican Encounter with Faith and Hospitality and the history of the program in our Board. The Dominican Encounter was described as an attempt to give students an experience of the social gospel of the Catholic Church that finds dignity in all human life, recognizes a preferential option for the poor and dispossessed, and walks in solidarity with brothers and sisters in different socio-economic and cultural contexts. Mr. Olson described the application process and the excursions outcomes.

A presentation was given by this year's participants including Paul Gladding (Elementary Principal), Claire Godkin (Secondary Teacher), Zach (Student) and Graciela (Student). The group shared their experience, what they learned and how the program individually impacted them.

5.4 2018-2019 Budget Plan

Renee King (Manager of Budget and Financial Reporting) presented to the Board of Trustees the WCDSB budget development process followed by the major timelines and requested approval of same.

**2018-23 -- It was moved by Trustee da Silva and seconded by Trustee Val Alphen:
That the Board of Trustees receives the above noted methods of consultation and the proposed budget timelines set forth in the within report. --- Carried by consensus**

5.5 Director's Monthly Report

Director Notten presented the Board of Trustees with highlights from the months of December and January. Most notable was Director Notten's visit to Dutton Drive and two separate committee meetings tasked with bringing system efficiencies to our schools and board, her meeting with Dr. John Milloy and his colleague regarding possible collaboration with Wilfred Laurier University geared toward more successful post-secondary transitions and various schools visits.

6 Ownership Linkage (Communication with the External Environment)

7 Actions From Board Committees/Task Forces

7.1 Student Trustee Monthly Update

The Student Trustee Monthly Report was deferred to the next Board meeting as the students were not present.

8 Board Education (at the request of the Board)

8.1 Chair's Report

Trustee Price presented to the Board of Trustees her highlights from the months of December and January including the pilgrimage of the Faith Cross at Holy Spirit School and the Monsignor Doyle.

8.2 OCSTA/CCSTA Communications

9 Policy Discussion

10 Assurance of Successful Board Performance

10.1 Board Policy I 001 Ends - Broad Policy Provision (All) – in compliance?

10.1 Board Policy II 006 Celebration of Excellence (J. Gravelle)

**2018-24 -- It was moved by Trustee Gravelle and seconded by Trustee Reitzel:
THAT the Board of Trustees reviewed Board Policy II 006 Celebration of Excellence and find the Board in compliance. --- Carried by consensus**

10.1.1 Is There a Need to Review This Policy?

It was agreed that there is no need to review the above policy.

10.2 Board Policy III 002 Unity of Control (W. Price)

2018-25 -- It was moved by Trustee Price and seconded by Trustee Schmalz:

**THAT the Board of Trustees reviewed Board Policy III 002 Unity of Control and find we the Board in compliance. -
-- Carried by consensus**

10.2.1 Is There a Need to Review This Policy?

It was agreed that there is no need to review the above policy.

11 Assurance of Successful Director of Education Performance

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):

- Feb 7: SEAC
- Feb 14: CPIC
- Mar 1: Clergy Dinner

13.2 Pending Items:

13.3 Pending Items for OCSTA Consideration

- Additional funding for Re-engagement officer/program

Discussion on whether OCSTA Consideration should remain in pending items. As a means to not lose track of this item, it will remain on the agenda as the resolution is due January 31, 2018.

14 Items for the Next Meeting Agenda

15 Adjournment – Confirm decisions made tonight.

The Recording Secretary confirmed the meeting decisions.

16 Closing Prayer

17 Motion to Adjourn

2018-26-- It was moved by Trustee da Silva and seconded by Trustee Schmalz:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 7:38 p.m.

Vice-chair of the Board

Secretary

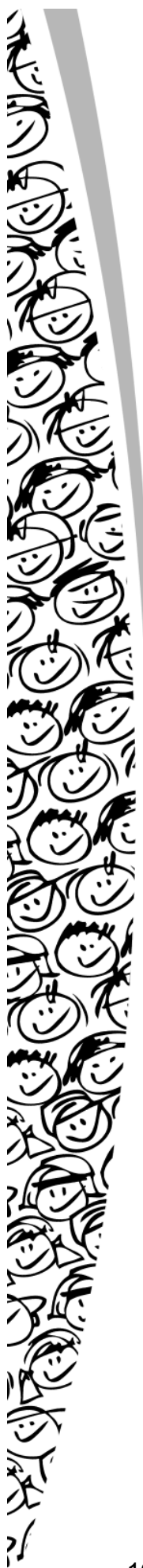
Catholic Parent Involvement Committee Minutes

Date:	Wednesday, January 10, 2018
Time:	5:30 pm (Dinner @ 5:00 pm)
Location:	Catholic Education Centre – Board Room
Next Meeting:	Wednesday, February 14, 2018 – 5:30 pm (CEC - Board Room)

Attendees:	<u>Committee Members:</u> <ul style="list-style-type: none"> • Chris Spere (Chair and St. Mary Elementary) • Judy Merkel (Administrative Official) • Amy Fee (Trustee) • Manuel da Silva (Trustee) • Brian Schmalz (Trustee-alternate) • Simone Beaucage (Secondary Principal Rep.) • Denise Porter (Waterloo Secondary) • Julie Hofstetter (Kitchener Secondary) • Linda Gregorio (Member at large) • Eric Vas (St Benedict Secondary) • Loretta Notten (Administrative Official / guest)
Regrets:	Deacon Ed MacIntosh, Kimberly Snage, Andrea Visneskie, Gorette Varao – Woodman, David Perlaky, Miranda Jensen
Action items	Noted in green.

	Presenter/ Approver(s)
1. Opening Prayer & Welcome: Superintendent Merkel opened the meeting with a prayer provided by Deacon Ed.	Judy
2. Approval of Agenda: Prior to approval of the agenda, a motion was taken to remove Joe Melo from CPIC. Joe has not attended a meeting in two years. Julie moved. Denise seconded. Motion approved unanimously. Agenda approved with addition of 8.4 Other Business.	Denise Porter and Julie Hofstetter
3. Declared Pecuniary Interest:	none
4. Approval of the Minutes: Minutes of Nov. 8 th , 2017 approved.	

<p>4. Meeting Protocol:</p> <p>Superintended Merkel facilitated a discussion of applicable meeting protocols for CPIC that could add clarity to the meetings.</p> <p>Chris noted the group typically follows a relaxed version of Robert's Rules of Order.</p> <p>In terms of timeframe, dinner is at 5 and the meeting starts at 5:30. An expected end time of the meeting can be added to the agenda. Upon discussion it was determined dinner would start at 5:30 and the meeting at 6 p.m. going forward. The goal is to end at 7:30 p.m. If the opportunity to end the meeting sooner arises we will. If there is a need to extend the meeting a motion will be made / follow Roberts' Rules. The agenda should come out five days in advance.</p> <p>Electronic access to meetings is available and members will make an effort to recognize the person on the computer/ phone in the meeting (and engage their participation.) In-person attendance is preferred.</p> <p>A discussion of what the group would consider standing items continued. Examples included OAPCE, Standing Committee Updates, and perhaps a Budget/ Finance standing item. <i>Chairs will review what is on the by-law.</i></p> <p>The agenda could better link to CPIC mandates. <i>Linda mentioned the CPIC section of the Board website needs to be updated. Diana to look into.</i></p> <p>Chris mentioned the engagement piece of CPIC has fallen off. In the past a lot of groups came to the committee for input. Trustee Fee mentioned the Linkages Committee of the Board will be looking at this and asking CPIC to come to a meeting. Last year CPIC had a member attend SEAC.</p> <ul style="list-style-type: none"> <i>Judy offered to fine tune these protocols and bring them to the next meeting.</i> <i>Chris & Linda will discuss establishing standing items and bring to next meeting</i> <p>Eric suggested allocating time frames to each agenda item. This will occur moving forward.</p>	Judy
<p>5. OAPCE</p> <p>OAPCE will be convening two small conferences this year. Linda will know the dates after the next upcoming meeting. She mentioned there will be new nominations for President. Although there are a few regions (London, Windsor, Ottawa) that are not part of OAPCE, she thinks there is a significant value for the committee in our involvement.</p>	Linda
<p>6. Other Correspondence:</p> <p>None. It was noted this section moving forward should read Other Correspondence/ Other Business.</p>	



<p>7. Trustee Update:</p> <p>Trustee Fee mentioned the Board has focused on the home, school, parish relationship. A dinner with clergy and trustees is upcoming in February. She noted the Director's Annual Report is now online at https://annual.wcdsb.ca/. Director Notten briefly summed up the report noting it maps back to the Strategic Plan. It covers the year prior and will be distributed on Newswire. It speaks to our academic successes and the great work occurring across the Board with students, parents, etc.</p> <p>Trustee Fee and Da Silva also noted the good news story in the Record on the increasing enrolment of WCDSB. We are hosting an AGM in April which will showcase the Region as a whole.</p> <p>The Linkages Committee will send CPIC a letter of invitation in the future. Date not yet known. Trustee Da Silva commented that last year a CPIC rep was invited to a Board meeting. This could occur at the request of trustees or committee.</p>	Amy, Manuel
8. Discussion Items:	
<p>8.1 Sub-committee update: Chairs onboarding mtg. Jan.25th:</p> <p>This event is due to occur at St. Mary's Parish Hall on the 25th. The current plan is to have chili and buns.</p> <p>Denise spoke to the itinerary, starting with ice breaking activities. Trustees are invited to be part of the initial ice breakers.</p> <p>Some discussion of the council Handbook ensued, concluding that in the future the committee ask for feedback.</p> <p>Dr. Jen Forestal will be speaking at a really good price. She will provide information on the Umbrella program. This is a current pilot at St. Agnes school. It helps build child resiliency and parents share in their work.</p> <p>Shane, WCDSB will speak on the financial aspect of council work. He is usually available for Questions and Answers.</p> <p>A Google presentation will follow on how to navigate through the programs and use them on Council. Judy will find someone to do this. The topic will narrow to include tips for making Parent councils more effective and how parents can navigate google. Maybe 15 minutes on each topic.</p> <p>The program will end with break-out groups. Potential topics include information overload, annual reports, ideas for PRO Grants, have you kept track of your School successes, how can we support a successful transition of gr. 8 to gr. 9, etc. Perhaps 15 minutes on high level discussion (overview of mandates (manual) and 45 minutes on subject matter.) There was some discussion of not including</p>	Denise

<p>fundraising as a topic. Breakout groups could be separated by Family of School and high school/ elementary. Trustee Da Silva mentioned it might help elementary councils to overlap a little with secondary. This might show there is more to council work than fundraising.</p> <p>A brief overview of the budget ensued. Superintendent Merkel noted the honorarium for Dr. Forestal would come out of the CPIC budget. \$500 was distributed fro schools already. Schools don't answer to us as a committee on how they use these funds. CPIC is required to provide this money to each council. Director Notten mentioned that under Regulation 6.12 a report is submitted to the Principal and then made accessible to parents in a visible place (e.g., website). There is not a formal submission to the Ministry.</p> <p>The PIC Grant does have accountability. Denise will speak with Shane about a form to report back. Denise and Judy will touch base again on the agenda for the 25th. Chris and Eric can't attend. Linda offered to help lead the event. It was mentioned it would be a good idea if the event was peer-led by CPIC members.</p>	
<p>8.2 Sub-committee update: Pro Grant</p> <p>Judy, Denise and Julie volunteered to be part of the Pro Grant subcommittee. Volunteers from members not able to attend this meeting will be approached as well.</p> <p>Regarding the regional event, Director Notten suggested early April or late May. A school night might be better attended. CPIC will also check with SEAC to try to avoid date conflicts. Linda said she has information to bring to the subcommittee.</p>	Linda
<p>8.4 Other Business:</p> <p>Chris mentioned he is on the School Year Calendar committee that meets tomorrow. He is sitting on the Budget Advisory committee as well.</p> <p>Chris and Linda will determine whether FACE (Friends & Advocates of Catholic Education) will be a standing update item. Director Notten said FACE updates can be brought to CPIC.</p>	Judy, Chris
<p>9. Gratitude and Closing Prayer:</p> <p>Closing prayer provided by Deacon Ed.</p>	Judy
<p>10. Adjournment: 6:50 pm Next Meeting Date February 14, 2018</p>	

Date: February 26th, 2018
 To: Board of Trustees
 From: Director of Education
 Subject: Special Education Renewed Math Strategy Update

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

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

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

- Learning for All, A Guide to Effective Assessment and Instruction for All Student, K-12, Ministry of Education
- Renewed Math Strategy, Ministry of Education
- Growing Success: Assessment, Evaluation and Reporting, K-12, Ministry of Education

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

- The Individual Education Plan(IEP), A Resource Guide, 2004, Ministry of Education

Alignment to the MYSP:

Nurturing Our Catholic Community

- Everyone is included, respected and welcomed

Student Engagement, Innovation and Achievement

- Staff are engaged in cultivating and collaborative learning communities

Building Capacity to Lead, Learn and Live Authentically

- Professional learning for ALL staff is timely and responsive

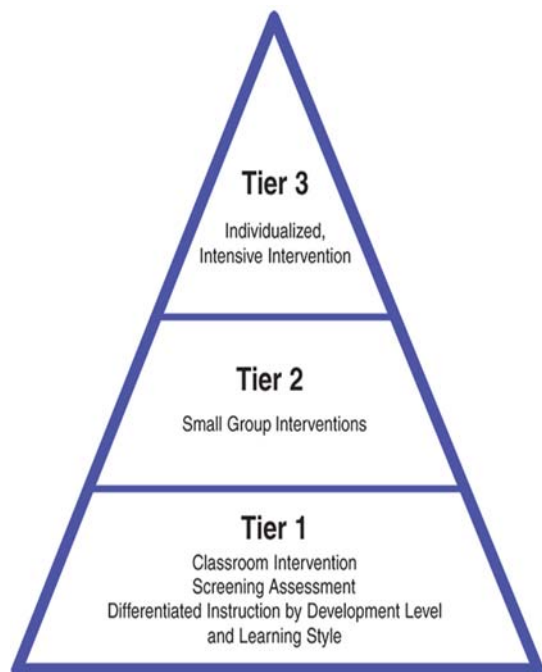
Background/Comments:

Supporting Students Through a Tiered Approach

WCDSB builds capacity, skills and knowledge in educators to ensure that high quality programs and services are provided for all our students. The Special Education Liaisons are responsible for building capacity with educators in our WCDSB community.

We are continuing to foster a system of inclusion that nurtures the whole student, ensuring wellness across their development; spiritually, emotionally, socially, physically and academically. During the 2016-17 and 2017-18 school year,

Learning Disabilities and Mathematics has been a focus for professional learning for our WCDSB staff. WCDSB support model is based on the “Learning for All” Ministry Document, which uses a tiered approach for supporting student learning in Mathematics.



Tier Three Support: For students who require intense support to achieve learning goals, even more precise and personalized assessment and instruction are planned, often with the help of the In-school Team (classroom teacher, Special Education Teacher, Principal). Other available resources such as the WCDSB Collaborative Team (Special Education Liaison, FOS CYCW, Hearing Itinerant Teacher, Vision Itinerant Teacher, Social Worker, Psychoeducational Consultants, Speech & Language Pathologists) may be consulted and strategies/recommendations may be implemented with continued monitoring of student progress.

Tier Two Support: On the basis of assessment results, differentiated instruction and interventions are planned for students who are facing learning challenges in Mathematics. Student progress in response to these interventions is closely monitored and instruction is adjusted as needed.

Tier One Support: Assessment and instruction for Mathematics are planned in relation to the curriculum for all students, applying the principles of Universal Design for Learning and Differentiated Instruction. The classroom teacher observes, monitors student progress, and notes which students may be experiencing difficulty.

Identified Need

We recognize that it is essential to build capacity in supporting students with Special Education Needs by understanding the tiered approach at WCDSB; using the learner profile to inform personalized assessment and instruction, and deepen understanding of the IEP and Transition Plan.

Of the four RMS Math Strategy goals our professional learning is designed to address:

- increased student achievement, well-being and engagement in mathematics, and
- increased educator math knowledge and pedagogical expertise

Special Education Renewed Math Strategy (RMS)

In order to address the identified need, our strategy involves ongoing professional learning, including half day learning sessions every six weeks to deliver professional workshops on topics related to meeting the diverse needs of the learner and the IEP. This professional development is targeted at Special Education Teachers (SETs), School Administrators and Board Staff. The following Special Education RMS Support has been provided to date or is forthcoming:

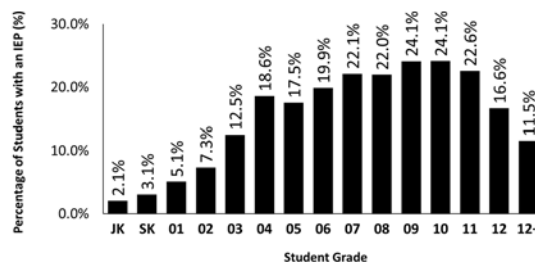
- September 6, 2016 - Opening In-service for all SETs
- October 10 & 11, 2016 – SELs attend SERCC conference with focus on Math with Connie Quadrini
- October 26, 2016 - Math – Number Strings and Number Talks from Student Functioning at a Grade 4-6 Level
- November 9, 2016 - Math – Number Strings and Number Talks – joint presentation by SELs & Math Consultant
- December 12, 2016 - LMS Math and the LD Learner
- February 22, 2017 - D.J. Cunningham with a focus on the L.D. Learner
- May 17, 2017 – Presentation to Principals and SETs – “Using the Student Profile Template to program for a student with a Math LD”. Viewed RMS virtual math sessions on the IEP and Learning Disabilities
- August 2017 – LD @ School Conference – SELs attended RMS presentation

- September 8, 2017 – Opening In-service for all SETs
- September 13, 2017 - Mandatory KTEA III Brief Full Day: Important roll out of our new assessment tool. Focus on low math scores and next steps presented by Psychoeducational Consultants.
- September 22, 2017 – Planning session with Math Consultants, SELs, Principal of Special Education and Superintendents regarding next steps for RMS
- October 25, 2017 - Mandatory In-service – SETs Focus on Executive Functioning & Fostering Independence and how it relates to math
- November 17, 2017 - RMS - With a Focus on the Tiered Approach at WCDSB – Voiceover PPT on Math LD and tiered approach presented to schools. Info placemat and IEP Basics/math document provided to all teachers
- Fall/Winter 2017/2018 – SELs attending Math Consultant workshops for schools targeted as “Increased and Intense Support” through the RMS.
- January 31, 2018 - Mandatory In-service - Principals and SETs - Developing, Implementing and Monitoring Individual Education Plans with a Focus on Improving Student Achievement in Mathematics
- February 7 & April 11, 2018 - Number Talk Session with Sherri Rellinger for SETs
- February 28, 2018 - Mandatory In-service for SETs and Principals by Connie Quadrini
- May 16, 2018 - Mandatory In-service- SETs - A Focus on Transitions including: Daily transitions, Grade level Transitions and transition to the post-secondary with Tracy Fuschino (Community Support Worker)

Current Demographics:

As of January 15th, 2018, approximately 13% of students in Elementary (n = 2383) and 19% of students in Secondary (n = 1743) are supported with an IEP (Figure 1). Relative to last year, we have proportionally fewer students with an IEP in both Elementary and Secondary (14% of students in Elementary (n = 2215) and 24% of students in Secondary (n = 1681)).

Figure 1: Proportion of student with an IEP by grade (as of January 15th, 2018)



Next Steps: Pilot Project 2018-19

The Special Education RMS focus for 2017-2018 has been on building capacity within the Classroom Teacher, the SET, the Principals and other board staff in regard to Tier One Supports. Only once staff have a firm understanding of the Universal Design for Learning and Differentiated Instruction can we move to a focus on more intensive supports such as Tier Two and Tier Three. In 2018-2019 the Special Education RMS focus will include an intervention model that includes the following components:

- 1) Technology - Knowledge Hook as a tool to support all students in the classroom. Each elementary school will have Knowledge Hook and therefore, Special Education Teachers will use this new tool to support inclusion.
- 2) Social-Emotional – Teach a student to cope through situations by:
 - Recognizing body sensations/emotions
 - Learning about calming strategies to cope
 - Developing self-advocacy skills
- 3) Collaborative Model of Resource Teacher Support
 - Collaborative working sessions for the SET and Classroom Teacher
 - SET and Classroom Teacher working as partners to create inclusive learning communities

Goal for next year: Creating socially and academically inclusive classrooms through a collaborative model of Resource Teacher Support. If we develop the role of the resource teacher through a collaborative model of support in mathematics, then we will ensure that mathematics is accessible for diverse learners.

How do we Measure the Impact of Special Education PD for the RMS Math Strategy?

Short-Term Results are related to LEARNING

- Awareness of the Process and Procedures for Early Intervention (Tiered Approach at WCDSB)
- Knowledge of The Learning for All Document and how it relates to Knowing the Learner
- Knowledge of the Tier One Supports (Differentiated Instruction and Universal Design for Learning)
- Knowledge of teaching strategies, as well as, technology, assessment and environmental supports.
- Further understanding of the Individual Education Plan; especially the transition goals outlined on the Transition Page as per PPM 156.
- Fewer students brought to In-School Team meetings for mathematics and fewer A1s and IEPs created for math

Medium-Term Results are related to ACTION

- Practice: classroom teachers and special education teachers will be able to use the placemat provided on the Nov. 17 PD session to collaboratively focus on next steps for students who are struggling in mathematics.
- Practice: Teachers will have a greater understanding of the tiered approach to support student learning.
- Interventions will begin at the Tier One level and more focus on trialing these strategies prior to requesting an In-School Team Meeting to discuss student needs.
- Skills; Special Education Teachers will increase their skill level in following the process and in understanding the LD Profile.
- Skills: Special Education Teachers can help support transitions by using visual task cards/timers etc. in order to support Executive Functioning
- Practice: Special Education Teachers will be able to collaborate with classroom teachers to develop IEPs that are appropriate to the LD profile
- Fewer students with a Learning Disability will have modifications in mathematics

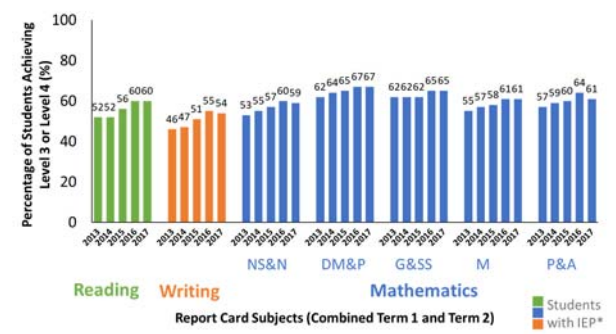
Long-Term Results are related to IMPACT

- A greater number of students will be able to self-advocate for accommodations that they need.
- Individual Education Plan audit will show us that completion of IEPs for students with an LD have detailed transition plans and accommodations that support the learning.
- Achievement – improved EQAO scores for students with an IEP and a diagnosis of a Learning Disability.

Provincial Standard

Report card data in both the Literacy and Numeracy area show that there is an upwards trend of students with an IEP that are achieving at provincial standard over the last 5 years (Figure 6). The most dramatic increase in achievement was observed between 2013 and 2017 areas of Writing (8% increase), Reading (8% increase), and Mathematics in the strands of Number Sense & Numeration and Measurement (6% increase). The Special Education RMS goal is to continue to build capacity within staff through professional development and by doing so, the teacher will acquire a deeper understanding of the learner and can implement precise programming for students at the day to day level.

Figure 6: Proportion of students meeting provincial standard in Reading, Writing and Mathematics on the report card for the last 4 years



In Summary

Professional learning for staff is provided to ensure that high quality programs and services are provided for our students, with a focus on understanding the profile of students with a learning disability and accommodations. We will continue our commitment to early intervention and remediation for students struggling with reading with Mathematics. As well, we will continue to work alongside the Ministry of Education as a partner in learning and best practice through various research projects and the Renewed Math Strategy.

Recommendation:

This report is for information for the Board.

Prepared/Reviewed By: Loretta Notten
 Director of Education

Laura Shoemaker
Superintendent of Special Education

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

Date: February 26, 2018
To: Board of Trustees
From: Director of Education
Subject: Budget Update #1

Type of Report: ☐ Decision-Making
☒ Monitoring
☐ Incidental Information

Type of Information: ☐ Information for Decision Making
☒ Monitoring Information
☐ Information Only

Origin:

Board Executive Limitation IV007 identifies criteria to which staff must adhere in the preparation, planning and presentation of the budget. Budget planning typically commences in January and concludes with the presentation of the budget to the Trustees in early June. Administration requires an approved budget by the end of June in order to file the budget with the Ministry on time.

Management will provide 2018-2019 budget development progress updates to Trustees monthly commencing in February as per the Board approved budget consultation plan. The updates are to provide Trustees with information on the progress on timing of the budget development and to inform Trustees of any pressures that may arise as the budget develops.

Policy Statement:

Board Policy IV 007 "Financial Planning/Budgeting"

"The CEO shall not...

1. Develop a budget without conducting a formal process for soliciting input on the needs and priorities of the system
6. Present a budget that does not allow sufficient time for decision-making

Alignment to the MYSP:

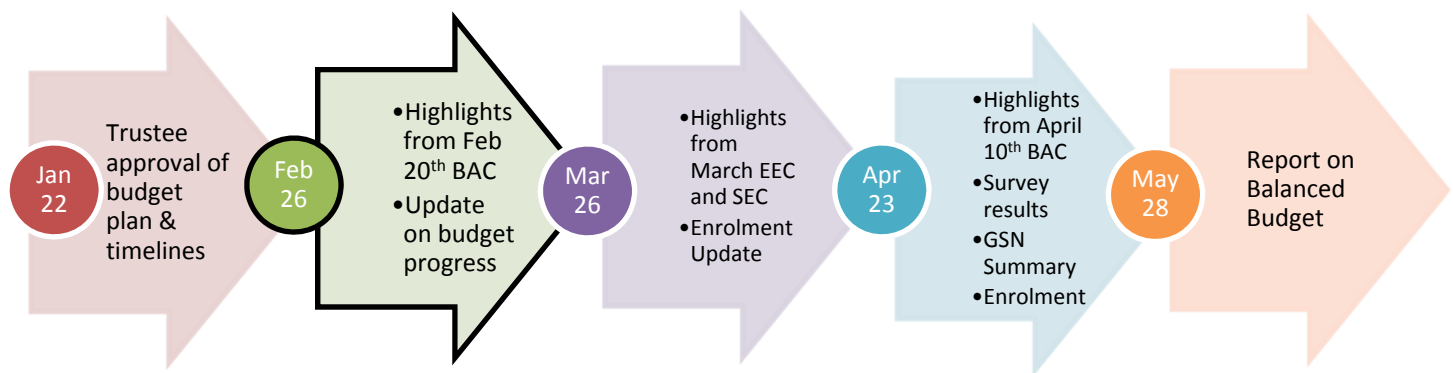
Building Capacity to Learn, Learn and Live Authentically

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

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

Background/Comments:

The 2018-2019 budget timeline to date:



Secondary Enrolment Committee Meeting #1: January 24, 2018

Objective of Committee:

- The purpose of this committee is to generate secondary enrolment projections using documented methods that will establish a secondary student average daily enrolment (ADE) for the purposes of calculating revenues and staffing

Meeting highlights:

- Discussed timelines for 2018-19 budget preparation
- Reviewed the 2017-2018 enrolment projections and in-year trending of variables such as grade 8 course selections, grade 8 to 9 conversion rates, grade to grade attrition rates and grade 12 return rates
- Identified reporting needs in order to explain variances between projections and actual

Elementary Enrolment Committee Meeting #1: January 23, 2018

Objective of Committee:

- The purpose of this committee is to openly discuss the methods by which elementary enrolment is calculated and come to an agreement establishing a site-based elementary student ADE for the purpose of calculating revenues and staffing

Meeting highlights:

- Discussed timelines for 2018-19 budget preparation
- Reviewed the 2017-2018 enrolment projections and in-year trending of variables such as registration and growth within the region
- Reviewed methodologies used to determine if any changes should be implemented
- Developed a list of time-sensitive data points (March 31, JK registrations) that will illustrate enrolment trends

Budget Advisory Committee Meeting #1: February 20, 2018

- Reviewed and provided feedback on public consultation survey questions
- Discussed budget preparation timelines and overview of the process
- Reviewed funding model, expenditure determination, as well as some budget challenges and risks
- Reviewed enrolment methodologies and importance of projections related to the budget process
- Provided update on development of enrolment-based staffing model and impact of Employee Life Health Trust
- Distributed prior year budget presentation and materials to the committee for feedback

Key Priorities:

- In the absence of a finalized Multi Year Strategic Plan, the senior team identified five key priorities for the 2018-2019 school year:
 - Implementing the pastoral plan, including faith development
 - Improving graduation rates
 - Investing in technology
 - Encouraging well-being
 - Promoting equity

Budget Survey

- The survey will open on February 28th and close on March 26th. Results will be made available once they have been compiled and shared with budget holders and the Budget Advisory Committee

New Positions

- Position requests will be provided to Executive Council for review

Operational Budget Submissions

- Budget holders submitted operational budgets to Finance on February 22, 2018

Upcoming

- GSN announcement: End of March
- Enrolment projections: due to Finance April 4th
- Budget Advisory Committee meeting: April 10th

Recommendation:

This report is provided as information on the development of the 2018-2019 budget.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Chief Financial Officer

Laura Isaac
Senior Manager of Financial Services

Renee King
Manager of Budget and Financial Reporting

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

Date: February 26, 2018
 To: Board of Trustees
 From: Director of Education
 Subject: 2018 Elections – Trustee Determination and Distribution, Compliance Audit Committee

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:

As part of the upcoming elections, Trustees are required to pass certain motions to determine the number of Catholic Trustees that will be elected in 2018 as well as the areas they will represent. In addition, the Board is required to appoint an audit committee for purposes of reviewing election expenses if a related dispute arises. This report provides information on these processes.

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

Education Act Section 58.1 (Regulations on District School Boards)
 Ontario Regulation 412/00 "Elections to and Representation on District School Boards"
 Ministry Memorandum "2018 School Board Elections" dated January 31, 2018
 February 15, 2018 MPAC "Population of Elector Groups Report"
 Trustee Determination and Distribution Guide for Ontario District School Boards 2018 (Province of Ontario)
 Municipal Elections Act "Compliance Audits and Reviews of Contributions" Sections 88.33, 88.34, and 88.38

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 Direction: Faith is lived and witnessed in community

Goal: To strengthen and cultivate school, parish, and home relationships

Goal: To work in collaboration with our charitable community partners to ensure our students are receiving the assistance they need in school

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

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

Background/Comments:

As part of the upcoming election process, Trustees are required to carry out the following:

1. Pass a motion identifying the number of Catholic Trustees that will be elected in 2018 (Trustee Determination).
2. Pass a motion identifying the geographical areas that Trustees will represent (Trustee Distribution).
3. Appoint members to an Election Expense Compliance Audit Committee.

The first two motions need to be passed by March 31, 2018.

Trustee Determination

Trustees have the option of choosing for the 2018 election:

1. The number of Trustees determined for the general election in 2006. This number is set at 9.
2. A different number calculated using the formulae contained in Ontario Regulation 412/00. Using the recommended web-based calculator located on the Ontario Educational Services Corporation (OESC) website, that number is 8. The calculations are shown on Appendix A of this report.
3. A reduced number which can be as low as 5.

Given the growth in enrolment experienced in recent years (2014 – 19,685, 2018 - 22,080), future enrolment trends, and increasing interest in our faith-based education system, a reduction in the number of Trustees representing Catholic ratepayers is not desirable. If agreeable, a motion maintaining the number of Trustees at 9 for the 2018 election will be brought forward in March for consideration.

Trustee Distribution

Historically, the geographic areas of representation have been as follows:

Kitchener Wilmot – 4 Trustees
Cambridge North Dumfries – 3 Trustees
Waterloo Woolwich Wellesley – 2 Trustees

These areas can be changed for the upcoming election if desired. In addition, the proportional amount of trustee representation for low population areas can be increased at the will of Trustees.

Management will review the data and various scenarios during the February 26, 2018 Board meeting, and based on what is decided, an appropriate motion will be brought forward in March for consideration.

Election Expense Audit Committee

By October 1, 2018, the Board is required to appoint members to its Election Expense Audit Committee for the next 4 year term. The Committee only sits if there is a challenge to a future Trustee's election campaign expenses.

The Municipal Elections Act requires that members cannot be:

- An employee of the Board
- A Trustee of the Board
- A candidate in the upcoming election

An Election Expense Audit Committee can be shared between municipalities and or school boards. Management has had discussions with staff at Waterloo Region District School Board and there may be a possibility that a shared Committee approach is taken. Membership would consist of 4 external community members who currently sit on each board's Audit Committee. Once further investigation is complete, a report will be brought back requiring the Board of Trustees to appoint each member of the committee.

Recommendations:

This report is being provided as information for discussion.

Prepared/Reviewed By: Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

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Trustee Determination & Distribution Calculator

Trustee Determination

Submitted Data

District School Board	Waterloo Catholic District School Board
Population of Board's Electoral Group	95,204
Final day school average daily enrollment from your board's 2016-2017 Financial Statement	20,038.38

Result

Data	Source	Figure
1. Population of electoral group	MPAC (PEG Report)	BOX 1 95,204
2. Board area	TABLE 1, O. Reg. 412/00	BOX 2 1,383
3. Board density	Population divided by area	BOX 3 68.8388
4. Dispersal factor	TABLE 5, O. Reg. 412/00	BOX 4 0.0
5. Number of population-based trustees	TABLE 2, O. Reg. 412/00	BOX 5 8
6. Additional density-based trustees	Refer to TABLE 3, O. Reg. 412/00 using board density figure	BOX 6 0
7. Additional density-based (area adjusted) trustees	Refer to TABLE 4, O. Reg. 412/00 using board density figure	BOX 7 0

8.	Lesser of BOX 6 and BOX 7	Refer to rules set out in O. Reg. 412/00, s.3	BOX 8	0
9.	Additional trustees based on dispersal factor	Refer to rules set out in O. Reg. 412/00, s.3 , using Dispersal factor	BOX 9	0
10.	Total number of additional trustees (greater of BOX 8 and BOX 9)	Refer to rules set out in O. Reg. 412/00, s.3	BOX 10	0
11.	Minimum number of population-based trustees plus additional trustees	Refer to rules set out in O. Reg. 412/00, s.3	BOX 11	8
12.	Minimum number of enrolment-based trustees	Refer to rules set out in O. Reg. 412/00, s.3	BOX 12	7
Number of elected trustees = The greater of BOX 11 and BOX 12				8

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Date: Jan 29th, 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 February has passed quickly but not without a few significant events in the life of Waterloo Catholic. We have entered into the season of Lent which is a time of reflection, preparation and penance. This is the spirit which as now filled all of our school communities. Below you will find highlights from the past month, that capture some of the more notable events or accomplishments from my work as Director:

- Participated in a meeting with our Administrator Association Chairs regarding the P/VP Extension agreement.
- Began preliminary conversations regarding the foundational steps to launching our new MYSP.

- Participated in a meeting Dr John Milloy and his colleague, Patricia Goff, from Wilfred Laurier University, along with our secondary administrators and their teams of designated participants, as we explored in collaboration how we position students for more successful post-secondary transitions.
- Participated in Vice Principal interviews to help select our future school leaders.
- Attended Audit and Budget Advisory Committee meetings.
- Delivered a WCDSB Leadership Series Session on “*Leadership at all Levels*” open to participants in a variety of roles.
- Attended OCSOA Retreat centred on the theme of “*Renewing Our Call*”, facilitated by Brother Mickey O’Neill McGrath.
- Participated in meetings with City of Kitchener officials regarding future of CEC.
- Invited to attend a Regional Leaders Advisory Committee meeting for SMARTWaterloo Region – to explore possibilities for our area in relation to a federal grant application that is responding to the Smart Cities Challenge.
- Invited participant for Waterloo Region’s System Leadership Café – with a particular focus on education.
- Attended the Monsignor Haller Fiction Festival and visited St Joseph CES.
- Attended monthly K-12 Administrators’ Meeting and delivered opening remarks. Attended Secondary Principals’ February meeting as well.
- Participated in 2 sessions of our IT Strategic Governance Steering Committee.
- Chaired a committee meeting of our FACE members, as we explored next steps for WCDSB.
- Participated in a meeting of the Waterloo Schools Foundation.
- Participated in our Transportation Consortium bi-monthly meeting.
- Participated in the school assemblies at Monsignor Doyle and St Benedict’s which provided an overview of “Living We” and opened an invitation to students to creating a positive change. Subsequently participated and presented at an evening hosted at St Benedict’s for students and parents exploring a new 3 credit opportunity in collaboration with a Service Learning trip to Kenya.
- Attended SWCODE Regional Meeting in London and presented a PD proposal for the region’s senior leaders connected to the rising equity agenda.
- Participated in teleconference with representatives from the University of Ottawa in regards to an opportunity to pilot a new Ministry of Education School Climate survey.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

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February 26th, 2018

The Right Honourable Justin Trudeau, Prime Minister of Canada
The Honourable Patty Hajdu, Minister of Employment
House of Commons
Ottawa, ON K1A 0A6

Dear Prime Minister Trudeau & Minister Hajdu:

We are writing you to express the deep concern of the Waterloo Catholic District School Board with regard to the additional requirements of the application process of the Canada Summer Jobs Program. Our school board has a long 181 year history of educating students in the Waterloo Region and we currently represent over 22,200 students from Junior Kindergarten to Grade 12, and another 15,000 students in Continuing Education. Our Board of locally elected trustees serves approximately 95,000 Catholic School ratepayers in the Waterloo Region.

We have been very pleased throughout the years to work in partnership with our federally elected Members of Parliament. As a board we have applied for and received grants through the Canada Summer Jobs Program. We have always been proud of the social justice focus in our Catholic schools and consistent with our Board's Mission and Vision, we have always sought to connect some of our neediest students to their opportunities.

Consistent with a request made by many Catholic institutions and individuals, we are asking the Federal Government to amend the Summer Jobs guidelines and application process so as to permit faith based organizations like WCDSB to remain true "to their communication identity and beliefs". The current requirements clearly and most unfairly violate religious freedom and will serve to deny many vulnerable and disadvantaged young people summer employment. Truly that seems in stark contradiction to our Canadian values and to the stated goals of the Canada Summer Jobs Program. We most strongly urge you to review this decision.

Yours very truly,

Wendy Price
Chair of the Board

Loretta Notten
Director of Education

35 Weber Street West • P.O. Box 91116 • Kitchener Ontario Canada • N2G 4G2
Telephone: 519.578.3660



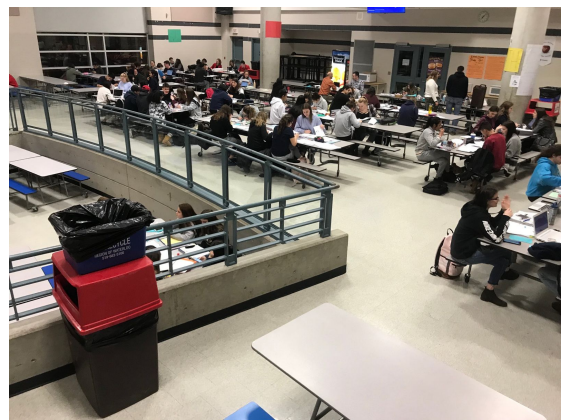
Date: January 24, 2017

To: The Board of Trustees

From: Kate Jamieson, and Meghan Nemeth

Subject: Student Trustee Report

Our secondary schools had many fun events taking place in the last week of December to celebrate the holiday season. St. David's, St. Mary's and St. Benedict's had candy gram sales where people paid for a special treat to be delivered to the friends at school. Most schools additionally held a Christmas assembly that boosted school spirit by engaging the student body with wonderful performances, and engaging activities. Fun contests throughout the week also played a part in boosting school spirit, with some schools hosting an ugly Christmas sweater contest, a gingerbread house building contest, Christmas kahoots, and prize giveaways. Additional fun activities that took place within the Christmas week include: playing Christmas movies in the cafe, photo opportunities with Santa/Santa dressed mascot, days where students could wear red, white or green shirts with uniform bottoms, a fun advent calendar and classroom door decorating. The Student Councils of each school did an excellent job preparing and planning outstanding events that engaged the student body.



Of course, many other fun events that are not related to Christmas have also taken place in our amazing secondary schools. As many secondary school prepare for semester one exams events such as 'Cookies 'n Cram' 'Coffee 'n Cram' and 'Study Night' are held for students to spend time at the school and study for their upcoming tests. With exams approaching some Student Councils have also been focussing on mental health. St. David's held an event dedicated to awareness for mental health called 'St. David's Let's Talk' where students could sign a Bell Let's Talk banner and facts about mental health were announced in the last ten minutes of each period. Monsignor Doyle opened the creative opportunity for students to participate in zumba to decrease their stress and aid mental health before exams.

OSTA-AECO was excited to release the Student Platform this past month. The Student Platform includes 16 recommendations for the government of Ontario based in part on responses to the Student Survey completed November 2017. As students, we are proud that recommendations within this report, such as access to a free breakfast programs, are already being met within our board. Student wellbeing was one of the three pillars identified as being a foundation for a strong education system (the other two being 21st century learning and equitable access to opportunities). Our Student Senate is very dedicated to the first of these pillars. In the new semester we are excited to be working on Mental Health initiatives within our high schools.

Student Platform Recommendations



Student Wellbeing

1. The government should mandate that all Ontario guidance counselors complete ASIST training.
2. In addition to funding suicide intervention and mental health training programs for staff, the government should fund training programs for students (e.g., safeTALK).
3. **The government should legally enshrine the right of students to create a wellbeing club or committee in their school.** Bill 13 (the Accepting Schools Act) requires “boards [to] support pupils who want to establish and lead activities and organizations that promote a safe and inclusive learning environment ... and the creation of a positive school climate.” Organizations promoting student wellbeing, mental, and spiritual health should be included in the list of initiatives schools must support.
4. The government should mandate that every school has a breakfast program accessible to all students and ensure that school boards have sufficient funds to implement and sustain these programs.



21st Century Learning

1. The government should mandate that every student be tested in transition grades (1, 4, and 8) for exceptional learning.
2. The government should ensure that every student has a unique student profile, stored in a database open to educators, that is frequently updated to facilitate individualized and differentiated learning at the classroom level.
3. **The government should legally enshrine that every student identified as exceptional has a right to access special education accommodations, and all school boards should have a policy to ensure this right.** The government should also mandate that all teachers receive training on identifying, integrating, and helping exceptional learners succeed.
4. The government should change the co-op credit from an open level (O) course to a mixed (M) level course.

5. The government should increase per-pupil funding of guidance counsellors. The student to guidance counselor ratio for elementary schools should match the ratio for secondary schools. In both elementary and secondary schools, the gap between the number of students and the number of counselors in a school must be narrowed.

6. The government should ensure students graduate high school with basic training in CPR, First Aid, self-defense, and conflict prevention. These life skills can be integrated into courses (e.g., CPR and First Aid into physical education) as requirements for graduation.

7. The government should invest in research about emerging markets (e.g., sector growth, the number of new jobs, wage trends). The findings should be synthesized in a form accessible to students and parents, published, and distributed to guidance counsellors across the province.

8. The government should review existing curriculum to integrate technological literacy (e.g., word processing, spreadsheet, database, and programming skills) in all courses.



Equitable Access to Opportunities

1. The government should work with school boards to create provincial standards on student eligibility for school transportation services.

2. The government should update the current funding formula to reflect school boards' local transportation needs. It must take into consideration factors such as geography, availability of public transit, and the number of students who need transportation services.

3. The government should provide enveloped grants (funds requiring a specific use) to rural and northern school boards for alternatives to online classes. Examples include traditional in-person classes, in-person and online hybrid classes, night school, dual credit programs with local colleges, etc.

4. The government should expand the Urban and Priority High Schools program (UPHS), which currently provides additional funding to high schools in urban low socioeconomic status communities. The funding should be available to schools across the province (including rural and northern boards) with low graduation rates and a significant proportion of families living below the poverty line.



Date: February 26, 2018

To: The Board of Trustees

From: Kate Jamieson, and Meghan Nemeth

Subject: Student Trustee Report

February has been a busy month that has been well organized and planned by the secondary schools within our board. To begin, many schools had fun Valentine's day activities that took place to entertain the student body without taking away from the Ash Wednesday ceremonies. Some secondary schools within our school board provided students with the option to buy a carnation or treat bag for their friends that were delivered to them later throughout the week. A few other schools had a "Matchomatiques" test, where students filled out an online survey and received results that listed who had the most similar results to them and who had the most different. Students paid a small fee to receive their results and all proceeds went to the Heart and Stroke Foundation. This was a unique event to tie in an act of charity within the community with Valentine's day, to remember the season of Lent that comes with Ash Wednesday.



With Ash Wednesday in mind, many schools within our board had fun celebrating Shrove Tuesday in which they distributed pancakes (or waffles) to their student body.

Additionally, some schools tried new and spectacular cultural events within their school. St Mary's held an amazing event in the evening for Black History Month that held a wide variety of opportunities and activities that engaged and educated students. Panels were set up for various organizations, and businesses, along with art displays, dance performances, and speaker presentations. At St. Benedict's a celebration was held for the Chinese New Year, this celebration shared Chinese culture and traditions with the student body. The day included red lantern decorations within the atrium, an informational powerpoint that ran throughout lunch, and a fun chopstick challenge that was run in the atrium for students to participate in.



Recently a Student Senate meeting was held at St. Benedict's for the Student Senate to discuss future events being held within our school board. To aid in this preparation, a speaker came in to discuss mental health and addressing that in a school environment.

Additionally, the senate worked hard to communicate the upcoming plans for the Elementary Student Leadership Conference by dividing up tasks and completing the schedule for the event.

From February 15th to 18th, we were able to attend the OSTA-AECO's Board Council Conference in Ottawa with our supervisor Ms. Hureau. The event had keynote presentations by Maxine Le regarding mental health awareness and Jody Alexander regarding stigma towards Indigenous Peoples. There were also multiple presentations dedicated to public affairs, followed by a simulation for Student Trustees to apply the newly taught knowledge. Most of the conference time was dedicated too break out sessions between the Catholic Board Council (CBC) and the Public Board Council (PBC). During these breakouts the CBC focused on planning the three main initiatives, previously introduced during the Fall General Meeting. During these breakout sessions we also received a wonderful presentation about leadership by Greg Rogers. Finally, additional time was given to committee breakouts where committees could collaborate and continue their work within their group. This conference also helped us build connections because the RECFO Student Trustees also participated in our conference, so we were able to meet new people and share experiences, to aid in developing our leadership in our roles.



Date: February 26, 2018
To: Board of Trustees
From: Chair of the Board
Subject: Vice-Chair's Report

Type of Report: ☒ Incidental Information

Type of Information: ☒ Information only of the activities of the Chair

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

Policy I 001 Ends
Policy II 003 Board Job Description
Policy II 004 Advocacy and Advertising

Background/Comments:

The month of February has once again provided an opportunity to support the work of the board/staff and engage with our school communities and greater community, with the following events:

- Attended meeting with City of Kitchener along with Trustee da Silva, Director Notten and CFO Maharaj about CEC
- Attended Family Day Skating sponsored by MP Bryan May, MP Marwan Tabbara, MPP Kathryn McGarry
- Participated in first Budget Advisory Committee meeting with Trustee Reitzel
- Attended Family Math Night at St. Augustine CES
- Participated in Liturgical Planning Committee meeting for OCSTA AGM with Trustee Price and Schmalz

Prepared/Reviewed By: Bill Conway, Vice-Chair
Wendy Price, Chair

WATERLOO CATHOLIC DISTRICT SCHOOL BOARD
GOVERNANCE COMMITTEE RECOMMENDATIONS
FROM January 22, 2018 MEETING

The Governance Committee makes the following recommendations to the Board.

*THAT the Board approve the change to **Board Policy IV 008 Financial Conditions and Activities** as outlined in the following attachment.*

Number: IV 008
Subject: Financial Conditions and Activities

Approval Date: April 28, 2008
Effective Date: April 28, 2008
Revised: April 26, 2010; December 12, 2016, February 26, 2018

Policy Statement:

With respect to the actual, ongoing financial condition of the organization, the CEO shall not cause or allow the development of fiscal jeopardy or a significant deviation of actual expenditures from board priorities established in the approved budget.

Further, without limiting the scope of the foregoing and without approval of the board, the CEO shall not:

1. Operate with a line of credit of more than \$30 million
2. Use any reserves
3. Acquire, encumber or dispose of real property
4. Enter into any financial or professional services agreements over 5 years

Further, without limiting the scope of the foregoing, the CEO shall not:

5. Allow tax payments or other government ordered payments or filings to be overdue or inaccurately filed
6. Allow debts to be unpaid beyond a reasonable period of time or in such a way as to jeopardize the organization's ability to receive trade credit, damage its credit-worthiness, or diminish its reputation in the trades or in the community
7. Receive, process or disburse funds under controls which are insufficient to meet the Board-appointed auditor's standards
8. Allow unregulated access to funds in any part of the school system
9. Enter into any grant or contract arrangements unless it is consistent ~~with the board's Ends policy~~ **with Catholic faith and values**
10. Permit fundraising/sponsorship activities without appropriate accounting procedures and ethical standards in place

WATERLOO CATHOLIC DISTRICT SCHOOL BOARD
GOVERNANCE COMMITTEE RECOMMENDATIONS
FROM January 22, 2018 MEETING

The Governance Committee makes the following recommendations to the Board.

*THAT the Board approve the change to **Board Policy II 003 Board Job Description** as outlined in the following attachment.*

Number: II 003
Subject: Board Job Description

Approval Date: September 29, 2008
Effective Date: September 29, 2008
Revised: April 26, 2010; January 30, 2012; February 26, 2018

Policy Statement:

The **responsibility of the Board** work of the board is to serve as trustees for the Catholic ratepayers of Waterloo Region in determining and ensuring appropriate organizational performance within the legal requirements of the Province of Ontario. **The Board will plan and establish its priorities and the work to be completed at the first Committee of the Whole Board meeting of the new school year in September, concentrating its efforts on:**

~~To distinguish the board's own unique work from the work of its staff, the board will plan and detail its work annually concentrating its efforts on the following outputs:~~

1. The link between the organization and the Catholic ratepayers of Waterloo Region.
2. Clarity of values and vision in written governing policies which, at the broadest levels of all organizational decisions and situations, address:
 - a. *Aims/Ends*: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which people and needs, at what cost)
 - b. *Governance Process*: Description of how the board conceives, carries out and monitors its own work
 - c. *Board-Director of Education Relationship*: Delegation of power and its proper use monitored; the Director of Education role, authority and accountability
 - d. *Executive Limitations*: Constraints on executive authority which establish the prudence and ethics boundaries within which all executive activity and decisions must take place.
3. The assurance of Director of Education performance as described in all board policies and detailed in legal responsibilities.
4. Advocacy for positive change to legislation and government policy that impact the organization.
5. Orientation of all new board members.

WATERLOO CATHOLIC DISTRICT SCHOOL BOARD
GOVERNANCE COMMITTEE RECOMMENDATIONS
FROM January 22, 2018 MEETING

The Governance Committee makes the following recommendations to the Board.

*THAT the Board approve the change to **Board Policy I 001 Ends** as outlined in the following attachment.*

Number: I 001

Subject: Ends

Approval Date: September 2, 2008

Effective Date: September 2, 2008

Revised: May 31, 2010; November 29, 2010; January 27, 2014, February 23, 2015, February 26, 2018

Policy Statement:

In a policy governance model, “ends statements” act as guiding principles that will lead us to our preferred future as a system. On behalf of the Catholic ratepayers of Waterloo Region and, in part under its duties as a Board under Section 169.1 of the Education Act and Regulations, as well as at a justifiable use of government and community resources, the WCDSB will create, implement and monitor a multi-year strategic plan that ensures – via the Director of Education – the Board acts responsibly to ensure learners achieve their fullest potential in learning communities that are a living experience of Catholic faith.

Heart of the Community:

Our schools are heart of the community:

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

Success for Each:

We create the conditions for success for our students by knowing our students, knowing our staff and doing what matters.

Our students achieve academic success:

- I. When given the necessary supports to work to their highest level of ability,
- II. When they have the knowledge, skills and confidence to pursue their desired career and life paths and,
- III. When they are prepared for the challenges and opportunities of an ever-changing world that demands a diverse skill set as well as a broad social conscience aligned with our Catholic values and,
- IV. When they meet the Ontario Catholic Schools Graduate Expectations.

We Create A Place for All:

When our schools, system departments, processes and policies reflect our belief that students deserve the best programs, delivered by well-prepared staff who are supported in their professional learning. Our schools will be supported in this by a strategic plan that includes processes whereby:

- I. WCDSB school and system initiatives are monitored through ongoing internal and external assessment measures to ensure students are learning at their highest possible level of achievement through programming that meets their individual learning needs, spiritual needs and learning styles and

- II. When all WCDSB departments are held to the highest standards through periodic external reviews to ensure the Board meets its financial and legal obligations to its employees, the Ministry of Education and its ratepayers.

Monitoring would take place on an ongoing basis but more formally in the June of each year, as the Multi-year Strategic Plan is monitored along with CEO Performance.

Number: II 007
Subject: Board Members' Code of Conduct

Approval Date: September 29, 2008
Effective Date: September 29, 2008
Revised: April 26, 2011, November 24, 2014

Policy Statement:

Waterloo Catholic District School Board Trustees represent all the citizens of Waterloo Region and are responsible to separate school supporters through the democratic process. The separate school supporters of Waterloo Region have entrusted Trustees, through the democratic process, with the education of all students in its schools and serve as their advocates. The public is entitled to expect the highest standards from the school Trustees it elects.

Board members must represent un-conflicted loyalty to the interests of the ownership. This accountability supersedes the personal interest of any Board member acting as an individual consumer of the organization's services.

In addition to the duties of a Trustee under Section 218 of the Education Act and Regulations of Ontario, Catholic Trustees honour a set of additional expectations that have been set for them by the Catholic community. These include, but are not limited to:

- An appreciation that Catholic schools are an expression of the teaching Ministry of the Church;
- The facilitation of the best possible Catholic education according to the programs approved by the provincial Minister of Education and supported by the Canadian Conference of Catholic Bishops;
- A recognition and defense of the constitutional right of Catholic education and the democratic and corporate authority of the Board;
- An affirmation of a strong sense of Catholic community; and
- Prayer, support and encouragement for the efforts of all persons engaged in the ministry of Catholic education in Canada.
- The promotion of a positive image of the Board.
- Finally, Trustees will not cause or allow any conditions, procedures, actions or decisions that are undignified unprofessional, or contrary to the preservation of Catholic values and teaching.

Individual Trustees are expected to:

- Familiarize themselves with their duties and any requirements of them as prescribed by the Education Act and Regulations;
- Familiarize themselves with their duties and any requirements of them as prescribed by the Municipal Freedom of Information and Protection of Privacy Act and their related regulations;
- Familiarize themselves with positions, policies and directions of the Ontario Catholic School Trustees Association;

- Comply with the Municipal Conflict of Interest Act in declaring any and all direct and indirect pecuniary interests in a matter before the Board. Trustees are responsible and accountable for exercising good judgment and avoiding situations that might present a conflict of interest or an appearance of a conflict of interest;
- Respect and treat others fairly regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- Agree that all information deemed private or confidential that is provided is for Board business only, and will not be communicated beyond those to whom it has been provided;
- Commit to being fully prepared to participate and deliberate on all matters before the Board;
- Share in the distribution of Board workload including preparing, attending and participating in meetings, committees, public events such as graduations or other assignments as appointed.
- Trustees who sit on committees of the Board will bring on-going reports back to the Board of Trustees describing the work and any new learning and information gained as a result of the work of the committee.
- Trustees will treat each other with the respect and dignity requisite with their office including proper use of authority and appropriate decorum when acting as Board members.

Statutory Duties of a Trustee:

Trustees are expected to comply with the duties of a Board member as set out in Section 218.1 of the Education Act and Regulations.

A board member shall:

- Carry out his or her responsibilities in a manner that assists the Board in fulfilling its duties under this Act., including but not limited to the Board's duties under Section 169.1;
- Attend and participate in meetings of the board, including meetings of Board committees of which he or she is a member;
- Consult with parents, students and separate school supporters on the Board's multi-year plan under clause 169.1(1) (f);
- Uphold the implementation of any Board resolution after the Board has made a decision;
- Maintain focus on student achievement and well-being through the development of policies.

Relationship with the CEO and staff:

Board members may not attempt to exercise individual authority over the organization.

- Board members interaction with the CEO, or with staff, must recognize the lack of authority vested in individuals except when explicitly authorized by the Board;
- Board members interaction with the public, press or other entities must recognize the same limitation of any board member to speak for the Board;
- Except for participation in Board deliberation about whether reasonable interpretation of Board policy has been achieved by the CEO, Board members will not express individual judgments of performance of employees of the CEO.
- Board members will respect the confidentiality appropriate to issues of a sensitive nature and all issues in-camera;

Enforcement of Code of Conduct and Municipal Conflict of Interest Act:

Step One: Informal Process

Notwithstanding policies and procedures contained in other Board bylaws, in accordance with the provisions of section 218.3 of the Education Act, a breach of this Code of Conduct may be dealt with by the following procedures:

- A Trustee who has reasonable grounds to believe that another Trustee has breached this Code of Conduct may bring the alleged breach to the attention of the Board. This is done through the Chair. Alternatively, a Roman Catholic elector may petition the Board of Trustees directly. Any allegation of a breach of the Code must be brought to the attention of the Chair no later than 6 weeks after the breach comes to the knowledge of the Trustee (or Roman Catholic elector) reporting the breach. Unless the allegation is of a criminal nature, allegations of a breach of the code should not come to the Chair if they are alleged to have occurred earlier than six months prior to coming to the awareness of the Trustee or ratepayer.
- If an alleged breach is brought to the attention of the Chair, s/he, along with the Vice-Chair shall make inquiries into the matter and shall, based on the result of the inquiries, determine whether there has been a breach. Investigations of alleged breaches of the Code are to be undertaken by the Chair and Vice-Chair of the Board or by two other Trustees selected by the Board for this purpose. The Chair or Vice Chair and/or selected Trustees shall exercise their powers in a fair and impartial manner having due regard for every Trustee's opinion or view.
- If in the opinion of the Chair and Vice-Chair of the Board an outside consultant should conduct the inquiry, the Director will appoint the consultant. At any time in the process, the Trustee who is alleged to have breached the Code can ask for an outside consultant to be brought in if, in her/his opinion, he/she is not being dealt with fairly.

Step Two: Informal Process Resolution

If, after hearing the evidence provided through the informal process, the Board determines that a Trustee has breached this Code of Conduct, the Board may select from a number of options moving forward in a progressive discipline approach:

1. A conversation between the Chair/Vice Chair and the Trustee in question where clarification, re-direction and/or a request for an apology may be sought.
2. The Chair/Vice Chair may recommend the Board use a Restorative Circle approach to bring understanding of the alleged offence and reconciliation of the issue so that, as a group, the Trustees can move on and healing occur. If this method is selected an outside facilitator, trained in Restorative Circles, will work with the group on this process.
3. The Board may also opt for a formal process to resolve the issue.

Formal Process Resolution:

4. Similar to the informal resolution process, the Chair/Vice-Chair (or in certain circumstances an outside consultant) investigates alleged breaches and brings a formal report to the Board. The Board will hear the evidence gathered through the investigation and determine if a breach of the Code occurred. It may impose one or more of the following sanctions:
 - request for an apology,
 - reprimand, censure or other sanctions as per board motion. These could include:
 - a) Censure of the Trustee
 - b) Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board
 - c) Barring the Trustee from sitting on one or more committees of the Board for a period of time determined by the Board or
 - d) Removal of the Chair or Vice-Chair of the Board or Committee. A Trustee who is removed from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that related to that meeting or that part of the meeting that are not available to any member of the public.
 - In appropriate circumstances, the Board may also resolve to disassociate the Board from any action or statement of a Trustee.
5. If a Board determines that a Trustee has breached this Code of Conduct, the Board shall give the Trustee written notice of the determination and of any sanction imposed by the Board.

6. The notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination or any sanction imposed by the Board.
7. The notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least 14 days after the notice is received by the Trustee.
8. The Board shall consider any submissions made by the Trustee and shall confirm or revoke the determination within 14 days after the Trustee's submissions are received.
9. If the Board revokes a determination that a Trustee has breached this Code of Conduct, any sanctions imposed by the Board are also revoked.
10. If the Board confirms a determination that a Trustee has breached this Code of Conduct, the Board shall, within 14 days after the Trustee's submissions were received, confirm, vary or revoke the sanction(s) imposed by the Board.
11. If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination about the alleged breach was made by the Board.
12. Despite subsection 207 (1) of the Education Act which requires meetings of the Board to be open to the public, but subject to the requirements below for specific resolutions of the Board to be made in public, the Board may close to the public the part of the meeting during which a breach or alleged breach of this Code of Conduct is considered when the breach or alleged breach involves any of the following matters:
 1. The security of the property of the Board;
 2. The disclosure of intimate, personal or financial information in respect of a Trustee or committee, an employee or prospective employee of the Board or a student or his or her parent or guardian;
 3. The acquisition or disposal of a school site;
 4. Decisions in respect of negotiations with employees of the Board or
 5. Litigation affecting the Board.

Process to be followed after decision to impose sanctions:

The Board shall do the following things by resolution at a meeting of the Board, and the vote on the resolution shall be open to the public:

- Make a determination that a Trustee has breached this Code of Conduct;
- Impose a sanction on a Trustee for a breach of this Code of Conduct;
- Confirm or revoke a determination regarding a Trustee's breach of this Code of Conduct;
- Confirm, vary or revoke a sanction after confirming or revoking a determination regarding a Trustee's breach of this Code of Conduct.

A Trustee who is alleged to have breached this Code of Conduct shall not vote on any of the resolutions listed above. When a resolution listed above is passed, the resolution shall be recorded in the Minutes of the meeting.

The Statutory Powers Procedures Act does not apply to any of the enforcement provisions under section 218.3 of the Education Act. Nothing in this Code of Conduct prevents a Trustee's breach of the Municipal Conflict of Interest from being dealt with in accordance with that Act.

A Trustee who is subject to a board inquiry to determine whether the Trustee has breached the Code of Conduct has a right to retain and be represented by legal counsel throughout the process. Legal expenses will not be paid unless extraordinary circumstances are determined by Board motion.

The required vote on any resolutions of determination will be made by a simple majority of all Trustees on the Board not including the accused Trustee.



Number: III 003
Subject: Accountability of the CEO

Approval Date: April 28, 2008
Effective Date: April 28, 2008
Revised: December 12, 2016

Policy Statement:

The CEO is the board's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the board is concerned, is considered the authority and accountability of the CEO.

Accordingly:

1. The board will not give instructions to persons who report directly or indirectly to the CEO.
2. The board will not evaluate, either formally or informally, any staff other than the CEO.
3. The board will view CEO performance as identical to organizational performance, so that organizational accomplishment of board stated Ends as connected to the annual priorities identified and mapped to MYSP and avoidance of board proscribed means will be viewed as successful CEO performance.

Number: III 004
Subject: Delegation to the CEO

Approval Date: April 28, 2008
Effective Date: April 28, 2008
Revised: January 30, 2012

Policy Statement:

The board will instruct the CEO through written policies which prescribe the organizational Ends to be achieved, and describe organizational situations and actions to be avoided, allowing the CEO to use any reasonable interpretation of these policies with the legal requirements of the Province of Ontario.

Accordingly:

1. The Board will develop policies instructing the CEO to achieve certain results, for certain recipients at a specified cost. These policies will be developed systematically from the broadest, most general level to more defined levels, and will be called Ends policies.
2. The Board will develop policies which limit the latitude the CEO may exercise in choosing the organizational means. These policies will be developed systematically from the broadest, most general level to more defined levels, and they will be called Executive Limitations policies.
3. As long as the CEO uses any reasonable interpretation of the board's Ends and Executive Limitations policies, the CEO is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities.
4. The Board may change its Ends and Executive Limitations policies, thereby shifting the boundary between board and CEO domains. By doing so, the board changes the latitude of choice given to the CEO. But as long as any particular delegation is in place, the board will respect and support the CEO's choices.

Monitoring:

Methods:

Frequency: