

Board of Trustees' Board Meeting

Date: Monday, November 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, Wayne Buchholtz, Bill Conway, Manuel da Silva, Jeanne Gravelle, Wendy Price (Chair), Greg Reitzel, Brian Schmalz, Melanie Van Alphen

Student Representatives:

Meghan Nemeth, Izabella Tyc

Senior Administration:

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

Special Resource:

Recording Secretary:

Alice Figueiredo

| 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 In-camera meeting of October 29, 2018 regarding infrastructure/Human Resource Matters and October 15, 2018 regarding Human Resources Matters. | Board Chair | | Approval |
| 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 October 29, 2018 Board Meeting | Trustees | pp. 4-7 | Approval |
| 3.2 SEAC Minutes of October 3, 2018 | Trustees | pp. 8-10 | Information |
| 3.3 Audit Committee-Annual Report | Trustees | pp. 11-13 | Approval |
| 3.4 Financial Statements/Year End Report (Financial Conditions – IV – 008) | Trustees | pp. 14-49 | Approval |
| 4. Delegations/Presentation | | | |
| 5. Advice from the CEO | | | |
| 5.1 Director's Report | L. Notten | pp. 50-52 | Information |
| 5.2 Autism Support | L. Shoemaker | pp. 53-55 | Information |
| 5.3 ESL | J. Klein | pp. 56-59 | Information |
| 5.4 Response to HRTTO recommendations | R. Olson | pp. 60-63 | Information |
| 6. Ownership Linkage (Communication with the External Environment) | | | |
| 7. Reports from Board Committees/Task Forces | | | |
| 7.1 Student Trustee Report | M. Nemeth, I. Tyc | pp. 64-65 | Information |
| 8. Board Education (at the request of the Board) | | | |
| 8.1 Chair's Update | W. Price | pp. 66 | Information |
| 8.2 OCSTA/CCSTA Communications | W. Price | pp. 67-108 | Information |
| 9. Policy Discussion | | | |
| 10. Assurance of Successful Board Performance | | | |
| 10.1 Board Policy II 004 Advocacy and Advertising | B. Schmalz | pp. 109 | Approval |
| 10.1.1 Is There a Need to Review This Policy? | Trustees | | 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 | | | |
| 13. Announcements | | | |
| 13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): • Dec 3: Inaugural • Dec 6: Director's Office/Trustee Christmas Dinner • Dec 7: Spiritual Development Day • Dec 10: Board of Trustees Meeting • Dec 13: Stuff in Stockings • Dec 20: CEC Christmas Mass & Lunch | | | |
| 13.2 Pending Items: | <u>Committee/Task Force</u> | <u>Due Date</u> | <u>Action Taken</u> |
| 13.3 Pending Items for OCSTA Consideration | | | |
| 14. Items for the Next Meeting Agenda | Trustees | | |
| | | | |

| ITEM | Who | Agenda Section | Method & Outcome |
|---|-----------------------|----------------|------------------|
| 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' Board Meeting

A public meeting of the Board of Trustees was held on Monday, October 29, 2018 at the Waterloo Region Catholic Education Centre.

Trustees Present:

Joyce Anderson, Wayne Buchholtz, Bill Conway, Manuel da Silva, Jeanne Gravelle, Wendy Price (Chair), Greg Reitzel, Brian Schmalz, Melanie Van Alphen

Student Trustees Present:

Izabella Tyc, Meghan Nemeth

Administrative Officials Present:

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

Special Resources For The Meeting:

Regrets:

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 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 Trustee Schmalz.

A special blessing and dedication of the prayer table was celebrated by Father Joseph de Viveiros in honour of the late Trustee, Frank Johnson. Special thanks were given to Julie McNabe for crafting the beautiful table in his memory.

1.2 Approval of Agenda

Add "4.1 Food Bank Presentation"

2018-93 -- It was moved by Trustee Conway and seconded by Trustee Reitzel:

THAT the agenda for Monday, October 29, 2018, 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

1.4 Items for Action from Previous Meeting

2018-94 -- It was moved by Trustee Anderson and seconded by Trustee Buchholtz:
THAT the actions arising from the In-camera meeting of October 29, 2018 regarding real estate infrastructure/Human Resource Matters and October 15, 2018 regarding Human Resources Matters be now approved. --- 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)

- Approval of Minutes of Regular and Special Meetings

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Minutes of September 24, 2018 Board Meeting

3.2 Approved SEAC Minutes of September 5, 2018

3.3 Approved CPIC Minutes of September 12, 2018

2018-95 -- It was moved by Trustee Van Alphen and seconded by Trustee Gravelle:
THAT the Consent Agenda Board of Trustees and the recommendations contained therein be now approved. --- Carried by consensus

4 Delegations

4.1 Food Bank Presentation

Trish Marinoni of the Food Bank of Waterloo Region presented the Board of Trustees with recognition for volunteering at the Great Food Sort Challenge on October 16th, 2018.

5 Advice from the CEO

5.1 Director's Update

Director Notten proved highlights and notable events from since the last Board meeting.

5.2 Learning Commons Update

Superintendent Maharaj introduced Shelley Wood, Library Support Services Supervisor. Mrs. Wood provided the Board of Trustees with an overview of the Learning Commons transformation as well provided a hands-on opportunity to use Learning Commons tools. Trustees asked clarifying questions and provided feedback.

5.3 Student Success (Intermediate) Update

Superintendent Olson along with Student Success Consultants, Mark Cameron, Jennifer Ertel, Michael Leonard, Jennifer Nagy and Darryn Stere presented the Board of Trustees with the Intermediate Student Success Consultant Strategy for 2018-2019. The strategy included Pathway & transition planning, Individual/small group social/emotional, academic support, Restorative Justice, mediation & conflict resolution, Capacity building and instructional coaching and Intensive support for individual students in-risk. Consultants provided Trustees with a hands-on activity similar to one they used to introduce pathways planning to students.

5.4 Year-Round Schooling Considerations

Director Notten and Superintendents provided a report on the pros and cons with respect to year-round schooling including Literature Review, Program Efficacy, Program, Professional Development, Extra Curriculars, Information Technology, Resource Centre, Facilities, Continuing Education, Planning, Transportation, Finance, Extended Care Program, Human Resources, Community and Broader Workforce Implications and Costing.

Trustees asked clarifying questions.

5.5 CEC Renovations

Superintendent Maharaj and Jeff Admans, Manager of Supply and Administrative Services provided the Board of Trustees with a report which include the blueprints for the proposed renovations for the Catholic Education Centre and timeline along with pressures that the Catholic Education Centre is currently facing. The quoted cost for the extensive renovations is 4.5 million for the entire building.

Trustees asked clarifying questions and provided feedback.

6 Ownership Linkage (Communication with the External Environment)

7 Actions From Board Committees/Task Forces

7.1 Student Trustee Report

Students Trustee provided an update on activities that took place during the month of October in the secondary schools.

Student Trustees invited Trustees, Director and Superintendents to SAC Unity Lunch on December 12th from 12:20 to 1:00 p.m. at St. Jerome's University.

8 Board Education (at the request of the Board)

8.1 Chair's Report

Trustee Price provided highlights from notable events from the month of October 2018.

8.2 OCSTA/CCSTA Communications

9 Policy Discussion

Items brought forth from Governance Committee:

9.1 Section 3 of Board Policy Hiring and Promotions Policy IV 005

Trustee Conway provided details on the amendments proposed in Governance.

2018-96 -- It was moved by Trustee da Silva and seconded by Trustee Van Alphen:

THAT the Board of Trustees approve the amendment to Section 3 of Board Policy Hiring and Promotions Policy IV 005. --- Carried by consensus.

9.2 Section 8.2 of By-Law

Trustee Conway provided details on the proposed amendments to Section 8.2 of the By-laws. Trustees discussed and analyzed the proposed amendments and provided feedback. It was suggested that the matter be brought back to Governance for further clarification.

2018-97 -- It was moved by Trustee Reitzel and seconded by Trustee da Silva:

THAT the Board of Trustees refer Section 8.2 of the By-law back to Governance for further discussion. --- Carried by consensus.

9.3 Section 4 (a) of Policy II 002 Governing Style

Trustee Conway provided details on the proposed amendments to Section 4 (a) of Policy II 002 Governing Style. It was noted that the amendment should read "a new topic".

2018-98 -- It was moved by Trustee Reitzel and seconded by Trustee Van Alphen:

THAT the Board of Trustees approve the amendment to Section 4 (a) of Policy II 002 – Governing Style --- Carried by consensus.

10 Assurance of Successful Board Performance

10.1 Board Policy II 003 Board Job Description

Trustee Anderson noted that the Board of Trustee is in compliance, notes that goals were set in October, not September.

2018-99 -- It was moved by Trustee Anderson and seconded by Trustee da Silva:

THAT the Board of Trustees find Board Policy II 003 Board Job Description Style in compliance. --- Carried by consensus.

10.1.1 Is There a Need to Review This Policy? No

11 Assurance of Successful Director of Education Performance

11.1 Monitoring Reports & Vote on Compliance

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):

- Nov 6: Commissioning of School Council Chairs
- Nov 12: Committee of the Whole
- Nov 14: Ken Seiling End-of-term Reception
- Nov 16: St. Louis Grad re: SSC/STW
- Nov 22: Justice Dinner
- Nov 23: St. Louis Grad re: PSW
- Nov 26: Board of Trustees
- Dec 3: Inaugural

13.2 Pending Items:

13.3 Pending Items for OCSTA Consideration

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

2018-100-- It was moved by Trustee Schmalz and seconded by Trustee Conway:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:04 p.m.

Chair of the Board


Secretary

SEAC Committee Meeting Agenda

| | |
|--|---|
| Date& Time: | Wednesday, November 7, 2018, 6:30 p.m. |
| Location: | Boardroom, Catholic Education Centre |
| Next Meeting: | Wednesday, December 5, 2018 |
| Committee Members: Kim Murphy, John Gilbert, Frank Thoms, Bill Conway, Jeanne Gravelle, Irene Holdbrook, Stuart Cross | |
| Administrative Officials: Laura Shoemaker, Erin Lemak | |
| Regrets: Sue Simpson | |

| | |
|--|--------------|
| 1. Opening Prayer Welcome Life, Animated Official Trailer 1 (2016) | L. Shoemaker |
| 2. Approval of Agenda Motion by: Stuart Cross Seconded: Jeanne Gravelle | |
| 3. Declared Pecuniary Interest Nil | |
| 4. Approval of the Minutes <ul style="list-style-type: none"> October 3, 2018 Minutes Motion by: Kim Murphy Seconded: Bill Conway | |
| 5.School System Operational Business 5.1. Board Report PPM 161 Laura addressed the importance to develop and maintain a policy or policies to support students/staff in schools who have medical conditions to ensure consistent expectations with respect to management, care and emergency procedures. Erin presented Plans of Care for all students that completed Critical Medical form at the beginning of the school year. Plans of Care will be developed for all medical conditions including anaphylaxis, asthma, type1/type 2 diabetes, epilepsy-seizure disorder, concussion, heart conditions, etc. | L. Shoemaker |

| | |
|--|--------------------|
| <p>Plans of Care will be available electronically to school personnel and procedural plans of action will be posted in student classroom(s) where it has been identified that medical interventions may be required.</p> <p>5.2. Community living presentation</p> <ul style="list-style-type: none"> • Transition planning is about preparing to leave school and doing things in the community that all adults do. It's about participation in community life as a valued member of society. • Familiarize parents, special education teachers and the students with the transition planning process by providing detailed information about the range of services and program's within the community to support the student's transition and how to access those services. • Community Transition Support Officer, Family/Agency information evenings, yearly transition meetings with families', assist families when connecting with local agencies, assist with DSO referrals, ODSP referrals. • Student attendance at programs, agency feedback, student evaluations of the program and parent feedback <p>Laura played CTV News "This Week's Local Hero"</p> | <p>T. Fuschino</p> |
| <p>6. Ministry Updates (10 min) 6.1 SEAC budget – on hold until funding announcement from Ministry is made</p> | |
| <p>7. SEAC Committee Functions 7.1 N/A (until funding gets approved)</p> | |
| <p>8. Policy Advice to the Board N/A</p> | |
| <p>9. Association Updates (20 minutes) 9.1</p> <ul style="list-style-type: none"> • Waterloo Regional Down Syndrome Society organized 17th Annual Buddy Walk that was very successful, record amount of funds was raised. • Autism Ontario updates on the adult (19+) group meeting on the 2nd Thursday of every month and Parent Support Group meetings. (links below) <p>Autism Ontario Adult group https://www.eventbrite.ca/e/autism-ontario-parent-support-group-kitchener-autisme-ontario-groupe-de-soutien-aux-parents-tsa-a-registrati-48496462224</p> <p>Autism Ontario Adult and Parent of Adults Group https://www.facebook.com/events/1703191426405188/</p> <p>Trustee Update:</p> <ul style="list-style-type: none"> • Renewed Math Strategy Update • Information Technology Services (ITS) Summer Projects • Learning Commons Transformation Project • Student Success – Intermediate Update | |

| | |
|---|--|
| <p>For more details, please see link below:</p> <div data-bbox="467 199 521 262"></div> <p>WCDSB Board Bulletin -- October 2</p> | |
| 10. Pending Items | |
| <p>11. Adjournment</p> <p>Motion to end meeting:</p> <p>Motion by: Kim Murphy Seconded: Jeanne Gravelle</p> | |
| 12. Action Items Place Holder | |
| | |

Date: November 26th, 2018
 To: Board of Trustees
 From: Philip Silveira, Chair, Audit Committee
 Subject: Annual Report to the Ministry of Education

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

Origin:

Ontario Regulation 361/10 *Audit Committees*
 Board Policy II 010 *Board Committee Structure*

Policy Statement:

Ontario Regulation 361/10 *Audit Committees*

15(1) - An audit committee of a board shall submit to the Board on or before a date specified by the Board an annual report that includes,

- (a) any annual or multi-year audit plan of the board's Internal Auditor;
- (b) a description of any changes made to a plan referred to in clause (a) since the last report of the committee;
- (c) a summary of the work performed by the Internal Auditor since the last annual report of the committee, together with a summary of the work the Auditor expected to perform during the period, as indicated in the plan referred to in clause (a);
- (d) a summary of risks identified and findings made by the Internal Auditor; and
- (e) a summary of any enrolment audits planned by the Internal Auditor.

15(2) – A Board who receives a report under subsection (1) shall submit the information described in clauses (1) (c) and (e) to the Minister in each fiscal year on or before a date specified by the Minister.

Alignment to the MYSP:

Building Capacity to Lead, Learn & Live Authentically

Leadership & succession planning is intentional and nurtured:

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

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

- To increase staff efficiency and reduce workloads through process improvements

Background/Comments:

Please refer to the attached report to the Ministry of Education prepared in accordance with Ontario Regulation 361/10.

Recommendation:

1. This report is provided as monitoring information for the Board of Trustees, and
2. That the Board of Trustees authorizes the Chair of the Audit Committee to submit this report to the Ministry of Education on behalf of the Board of Trustees.

Prepared By:



Shane Durham
Internal Audit Officer

Reviewed By:

Philip Silveira
Chair, Audit Committee

*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."

**Annual Report to the Board of Trustees and Forwarded
To the Ministry of Education
For the year ended August 31, 2018**

District School Board Name: Waterloo Catholic District School Board

Fiscal Year: 2017/18

Re: Annual audit committee report to the Ministry of Education as per Ontario Regulation 361/10

During the 2017/18 fiscal year, the following internal audit or other engagements was completed by the regional internal audit team but not presented to the Audit Committee by August 31st:

Special Education

In addition to those listed above, the following audits or audit follow ups were approved in the 2017/18 audit plan and were completed in the 2017/18 fiscal year:


Audits:

Attendance Support and Data Visualization

Audit Follow-ups

1. Continuing Education
2. Back-up, Disaster and Recovery

Based on the internal audit plan, we are not expecting any enrolment audits to be performed.

| | | |
|--------------------|---|------------------------------|
| <u>Nov 7, 2018</u> |  | <u>Audit Committee Chair</u> |
| Date | Signature | Title |

Date: November 26, 2018
To: Board of Trustees
From: Director of Education
Subject: Approval of the Audited Consolidated Financial Statements

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)

The Audit Committee, pursuant to O. Reg 361/10, reviewed the audited Consolidated Financial Statements and approved the following motion:

"That the audited Consolidated Financial Statements and 4th Quarter dashboard report for the year ended August 31, 2018 be sent to the Board of Trustees for approval."

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

Education Act Section 252 "Financial Statements"

"252. (1) Every year, the treasurer of every board shall prepare the financial statements for the board by the date prescribed under subsection (3) and, on receiving the auditor's report on the financial statements, shall promptly give the Ministry two copies of the financial statements and the auditor's report. 1997, c. 31, s. 113 (1)."

"252 (2) Within one month after receiving the auditor's report on the board's financial statements, the treasurer shall do one of the following:

- 1. Publish the financial statements and the auditor's report on the board's website or, if the board does not have a website, make the financial statements and the auditor's report available to those affected by them in another manner that the treasurer considers appropriate.*
- 2. Mail or deliver a copy of the financial statements and auditor's report to each of the board's supporters. 2016, c. 5, Sched. 8, s. 3"*

O. Reg 361/10 s.9 (4) "Duties of an audit committee"

"To recommend, if the audit committee considers it appropriate to do so, that the board approve the annual audited financial statements."

Alignment to the MYSP:

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

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

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

Background/Comments:

The audited Consolidated Financial statements and year ending position of the Board for August 31, 2018 were presented to the Audit Committee on November 7, 2018. Chirag Shah, Partner and Katelyn Murray, Manager from the Board's external audit firm PricewaterhouseCoopers LLP were in attendance to present their findings during the audit.

Management was pleased to report to the Audit Committee that there was a small surplus for the fiscal year ending August 31, 2018. The surplus was attributed to increased enrolment, particularly ESL learners, cost savings, and a gain realized on donated land. These favourable variances were partially offset by the addition staff required for student needs, pupil-teacher ratios, and rising utility costs during the school year.

After reviewing the audited Consolidated Financial Statements, asking questions of management and the external auditor, the Audit Committee passed a motion to recommend that the Board of Trustees approve the audited Consolidated Financial Statements.

If the Board of Trustees approve the Consolidated Financial Statements, management will publish the Consolidated Financial Statements as required by s. 252(2) of the Education Act to the Board website.

Recommendation:

That the Board of Trustees approve the audited Consolidated Financial Statements for the year ended August 31, 2018, as recommended by the Audit Committee.

Prepared/Reviewed By: Loretta Notten
 Director of Education

 Shesh Maharaj
 Executive Superintendent of Corporate Services

 Laura Isaac
 Senior Manager, Financial 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."

Waterloo Catholic District School Board

2017-2018 Fourth Quarter Financial Report

For the Period Ended August 31, 2018

Summary of Financial Results

| | Budget | Actual | In-Year Change | |
|---------------------------------|-------------|-------------|----------------|--------|
| | | | \$ | % |
| Revenue | | | | |
| Provincial Grants (GSN) | 237,343,127 | 243,241,544 | 5,898,417 | 2.5% |
| Grants for Capital Purposes | 4,751,819 | 4,744,659 | (7,160) | (0.2%) |
| Other Grants | 3,264,362 | 7,121,339 | 3,856,977 | 118.2% |
| Other Revenues | 11,374,846 | 12,619,445 | 1,244,599 | 10.9% |
| Amortization of DCC | 15,107,356 | 15,619,118 | 511,762 | 3.4% |
| Total Revenue | 271,841,510 | 283,346,105 | 11,504,595 | 4.2% |
| Expenses | | | | |
| Classroom | 188,099,726 | 196,784,068 | 8,684,342 | 4.6% |
| Non-Classroom | 35,657,408 | 36,630,594 | 973,186 | 2.7% |
| Transportation | 5,645,180 | 6,070,310 | 425,130 | 7.5% |
| Pupil Accommodation | 23,260,428 | 23,251,034 | (9,394) | (0.0%) |
| Capital | 4,071,411 | 3,868,811 | (202,600) | (5.0%) |
| Amortization/Writedowns | 15,107,357 | 15,728,503 | 621,146 | 4.1% |
| Total Expenses | 271,841,510 | 282,333,320 | 10,491,810 | 3.9% |
| Balance before Accum Surplus | - | 1,012,785 | 1,012,785 | - |
| Accumulated surplus use | - | - | - | - |
| Surplus/(Deficit) - end of year | - | 1,012,785 | 1,012,785 | - |

Note: GSN - Grants for Student Needs

Note: DCC - Deferred Capital Contribution

Changes in Revenue

- GSN:** Increase due to enrolment, additional ESL learners and labour enhancements
- Other Grants:** Increase due to EPO announcements since budget including labour remedy payments as well as Continuing Education program enrolment
- Other Revenues:** Increase due to growth of Extended Day Program, Continuing Education programming as well as St. Agatha land donation
- Amortization:** Increase due to the timing of the completion of construction projects

Changes in Expenses

- Classroom:** Increase due to enrolment, student needs, growth in Extended Day Program, additional EPO announcements including labour remedy payments
- Non-Classroom:** Increase due to administrative staff additions, contracts and fees
- Amortization:** Increase due to the timing of the completion of construction projects

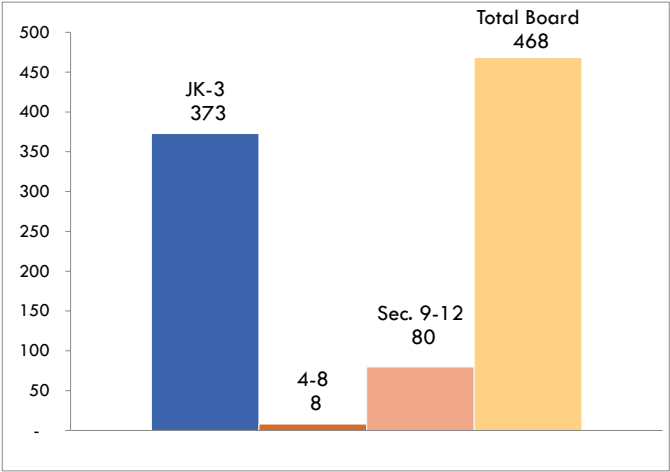
Summary of Enrolment

| ADE | Budget | Actual | In-Year Change | |
|---------------------|--------|--------|----------------|-------|
| | | | # | % |
| Elementary | | | | |
| JK-3 | 7,344 | 7,717 | 373 | 5.1% |
| 4-8 | 8,038 | 8,046 | 8 | 0.1% |
| VISA Students | 12 | 17 | 5 | 41.7% |
| Total Elementary | 15,394 | 15,780 | 386 | 2.5% |
| Secondary <21 | | | | |
| Pupils of the Board | 6,291 | 6,371 | 80 | 1.3% |
| VISA Students | 175 | 177 | 2 | 1.3% |
| Total Secondary | 6,466 | 6,548 | 82 | 1.3% |
| Total | 21,860 | 22,328 | 468 | 2.1% |

Note: ADE is comprised of actual enrolment reported at October 31, 2017 and March 31, 2018

Note: VISA students pay tuition & their enrolment does not affect our GSNs

Changes in Enrolment: Budget vs. Actual



Highlights of Changes in Enrolment:

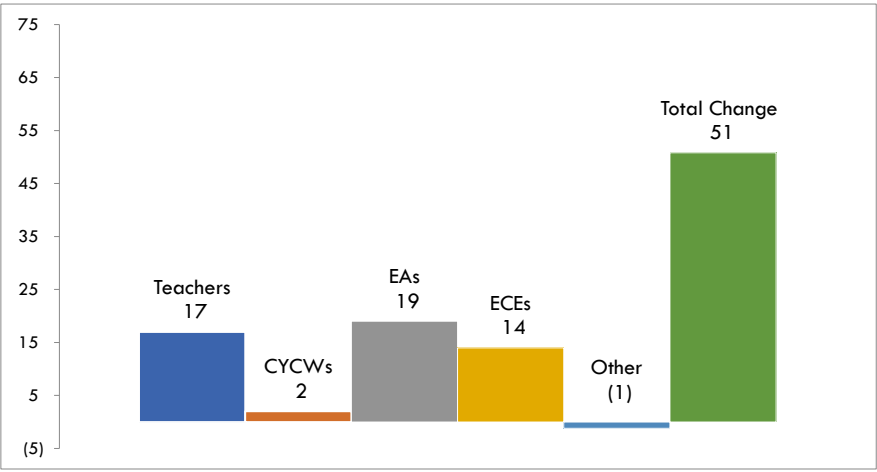
- Elementary:** Increase due to students of other traditions as well as an influx of ESL learners
- Secondary:** Increase due to growth in the area

Summary of Staffing

| FTE | Budget | Actual | In-Year Change | |
|------------------------------------|--------|--------|----------------|-------|
| | | | # | % |
| Classroom | | | | |
| Teachers | 1,339 | 1,356 | 17 | 1.3% |
| Child & Youth Care Workers (CYCWs) | 44 | 46 | 2 | 4.5% |
| Educational Assistants (EAs) | 334 | 353 | 19 | 5.7% |
| Early Childhood Educators (ECEs) | 144 | 158 | 14 | 9.7% |
| Total Classroom | 1,861 | 1,913 | 52 | 2.8% |
| Other Support Staff | | | | |
| School Administration | 157 | 159 | 2 | 1.3% |
| Board Administration | 66 | 68 | 2 | 2.7% |
| Facility Services | 195 | 186 | (9) | -4.6% |
| Consultants/Co-ordinators | 25 | 24 | (1) | -2.6% |
| Paraprofessionals | 89 | 93 | 4 | 4.5% |
| Library & Guidance | 59 | 60 | 1 | 1.1% |
| Total Other Support Staff | 591 | 590 | (1) | -0.2% |
| Total Staffing | 2,452 | 2,503 | 51 | 2.1% |

Note: FTE is calculated as the average of October 31, 2017 and March 31, 2018

Changes in Staffing: Budget vs. Actual



Highlights of Changes in Staffing:

- Classroom Teachers:** Increase due to enrolment and planning time teachers
- Classroom Support Staff:** Increase due to EAs and PSWs required to support student needs, ECEs required to support enrolment as well as growth in the Extended Day Program
- Other Support Staff - Facility Services:** Decrease due to unfilled vacancies
- Other Support Staff - Paraprofessionals:** Increased Lunch Hour Supervisors due to enrolment and staff to support student needs

Waterloo Catholic District School Board
2017-2018 Fourth Quarter Financial Report
Revenues
For the Period Ended August 31, 2018

| Budget Assessment | | | | | |
|---------------------------------------|-------------|------------------------------|-----------------------------|---------|---------------------------|
| 2017-2018 | | | | | Material Variance Note |
| Budget | Actual | Change | | | |
| | | \$ Increase (Decrease) | % Increase (Decrease) | | |
| Grant Revenues | | | | | |
| Pupil Foundation | 116,677,665 | 119,466,639 | 2,788,973 | 2.4% | |
| School Foundation | 15,205,944 | 15,467,158 | 261,214 | 1.7% | |
| Special Education | 29,383,103 | 30,108,588 | 725,485 | 2.5% | |
| Language Allocation | 4,430,127 | 5,770,066 | 1,339,939 | 30.2% | |
| Learning Opportunities | 5,887,610 | 5,999,488 | 111,878 | 1.9% | |
| Adult Education, Continuing Education | 3,402,487 | 3,225,281 | (177,206) | (5.2%) | |
| Teacher & DECE Q&E | 26,287,640 | 26,252,140 | (35,500) | (0.1%) | |
| Transportation | 6,519,910 | 6,808,306 | 288,396 | 4.4% | |
| Administration and Governance | 6,743,415 | 6,970,207 | 226,792 | 3.4% | |
| School Operations | 21,182,849 | 21,464,380 | 281,531 | 1.3% | |
| Community Use of Schools Grant | 294,244 | 294,244 | - | 0.0% | |
| Indigenous Education | 393,062 | 431,127 | 38,065 | 9.7% | |
| Safe Schools Supplement | 382,612 | 390,777 | 8,165 | 2.1% | |
| New Teacher Induction program | 154,484 | 152,844 | (1,640) | (1.1%) | |
| Rural and Northern | - | 42,324 | 42,324 | 0.0% | |
| Permanent Financing - NPF | 397,975 | 397,975 | - | 0.0% | |
| Regular Operating On-going Grants | 237,343,127 | 243,241,544 | 5,898,416 | 2.5% | a. |
| Grants for Capital Purposes | | | | | |
| School Renewal | 377,360 | 251,074 | (126,286) | (33.5%) | b. |
| Temporary Accommodation | 551,000 | 688,322 | 137,322 | 24.9% | c. |
| Short-term Interest | 150,000 | 174,379 | 24,379 | 16.3% | d. |
| Debt Funding for Capital | 3,673,459 | 3,630,884 | (42,575) | (1.2%) | |
| Total Capital Grants | 4,751,819 | 4,744,659 | (7,160) | (0.2%) | |
| Other Grants | | | | | |
| Continuing Education | 1,981,123 | 2,237,511 | 256,388 | 12.9% | e. |
| Extra Programming Grants - Other | 1,283,239 | 2,890,861 | 1,607,622 | 125.3% | f. |
| One-time provincial remedy payments | - | 1,992,967 | 1,992,967 | 0.0% | g. |
| Total Other Grants | 3,264,362 | 7,121,339 | 3,856,977 | 118.2% | |
| Other Revenues | | | | | |
| Continuing Education Fees | 2,511,209 | 2,654,384 | 143,175 | 5.7% | e. |
| Rentals | 984,434 | 995,868 | 11,434 | 1.2% | |
| Interest | 200,000 | 322,581 | 122,581 | 61.3% | h. |
| Tuition Fees | 3,333,500 | 3,549,337 | 215,837 | 6.5% | |
| Other | 4,345,703 | 5,097,275 | 751,572 | 17.3% | i. |
| Total Other Revenue | 11,374,846 | 12,619,445 | 1,244,599 | 10.9% | |
| Deferred Revenues | | | | | |
| Amortization of DCC | 15,107,356 | 15,619,118 | 511,762 | 3.4% | |
| Net Deferred Revenue | 15,107,356 | 15,619,118 | 511,762 | 3.4% | |
| Total Revenue and Grants | 271,841,510 | 283,346,105 | 11,504,594 | 4.2% | |

Explanations of Material Grant Variances

- a. Increase due to enrolment which includes a high number of ESL learners and labour enhancements
- b. Decrease due to timing and nature of projects
- c. Increase due to table amount adjustment by the Ministry
- d. Increase due to timing of projects and anticipated Ministry payments
- e. Increase due to elevated participation in programs
- f. Increase due to additional EPOs since budget announced
- g. Increase due to one-time remedy payments to employee groups as a result of central bargaining
- h. Increase due to timing of cash on hand
- i. Increase due to growth of the Extended Day program and St. Agatha land donation

Waterloo Catholic District School Board
2017-2018 Fourth Quarter Financial Report
Expenses
For the Period Ended August 31, 2018

| | Budget Assessment | | | | |
|--------------------------------------|-------------------|-------------|------------------------------|-----------------------------|------------------------------|
| | 2017-2018 | | | | Material Variance Note |
| | Budget | Actual | Change | | |
| | | | \$ Increase (Decrease) | % Increase (Decrease) | |
| OPERATING | | | | | |
| Classroom Instruction | | | | | |
| Teachers | 137,438,124 | 140,439,731 | 3,001,607 | 2.2% | a. |
| Supply Teachers | 5,158,004 | 4,371,091 | (786,913) | (15.3%) | a. |
| Educational Assistants | 15,096,738 | 16,391,348 | 1,294,610 | 8.6% | a. |
| Designated Early Childhood Educators | 7,106,399 | 8,029,306 | 922,907 | 13.0% | a. |
| Classroom Computers | 2,085,655 | 2,634,129 | 548,474 | 26.3% | b. |
| Textbooks and Supplies | 4,890,833 | 5,579,609 | 688,776 | 14.1% | c. |
| Professionals and Paraprofessionals | 10,211,404 | 10,386,336 | 174,932 | 1.7% | |
| Library and Guidance | 4,710,320 | 4,804,827 | 94,507 | 2.0% | |
| Staff Development | 920,091 | 1,746,036 | 825,945 | 89.8% | b. |
| Department Heads | 482,158 | 422,301 | (59,857) | (12.4%) | |
| One-time provincial remedy payments | - | 1,979,353 | 1,979,353 | 0.0% | d. |
| Total Classroom | 188,099,726 | 196,784,068 | 8,684,342 | 4.6% | |
| Non-Classroom | | | | | |
| Principal and Vice-Principals | 9,190,045 | 9,263,174 | 73,129 | 0.8% | |
| School Office | 5,772,305 | 5,688,495 | (83,810) | (1.5%) | |
| Co-ordinators and Consultants | 4,669,546 | 4,682,387 | 12,841 | 0.3% | |
| Continuing Education | 8,725,086 | 8,804,947 | 79,861 | 0.9% | |
| One-time provincial remedy payment | - | 85,999 | 85,999 | 0.0% | d. |
| Total Non-Classroom | 28,356,982 | 28,525,001 | 168,019 | 0.6% | |
| Administration | | | | | |
| Trustees | 232,311 | 223,484 | (8,827) | (3.8%) | |
| Director and Supervisory Officers | 1,525,053 | 1,566,909 | 41,856 | 2.7% | |
| Board Administration | 5,543,062 | 6,315,200 | 772,138 | 13.9% | e. |
| Total Administration | 7,300,426 | 8,105,593 | 805,167 | 11.0% | |
| Transportation | 5,645,180 | 6,070,310 | 425,130 | 7.5% | |
| Pupil Accommodation | | | | | |
| School Operations and Maintenance | 22,883,068 | 22,999,960 | 116,892 | 0.5% | |
| School Renewal | 377,360 | 251,074 | (126,286) | (33.5%) | f. |
| Other Pupil Accommodation | 4,071,411 | 3,868,811 | (202,600) | (5.0%) | |
| Amortization and Write-downs | 15,107,357 | 15,728,503 | 621,146 | 4.1% | |
| Total Pupil Accommodation | 42,439,196 | 42,848,348 | 409,152 | 1.0% | |
| TOTAL OPERATING | 271,841,510 | 282,333,320 | 10,491,810 | 3.9% | |

Explanations of Material Budget Variances

- a. Increase overall due to enrolment, labour enhancements and student needs
- b. Increase due to additional EPOs since budget announced as well as computer upgrades
- c. Increase due to Extended Day Program growth, contracts and EPOs
- d. Increase due to one-time remedy payments to employee groups as a result of central bargaining
- e. Increase due to additional staff and labour enhancement costs, software transition and legal fees
- f. Decrease due to timing and nature of projects

Notes:

1. Budget is the 2017-2018 Estimates Budget as approved by the Board of Trustees in June 2017

Compliance Report

Administration and Governance

| | |
|---|-------------------------|
| Gross Expenses excluding internal audit | 8,362,531 |
| Other incomes | 1,378,949 |
| Net Expenses excluding internal audit | 6,983,582 |
| Funding allocation excluding internal audit | 7,076,989 |
| Overspending on Administration and Governance | 0 |
| Compliant /Non-compliant | COMPLIANT / CONFORME |

Is the board in a Multi-Year recovery Plan?

(If board is in multi-year recovery plan then compliance report below does not apply.)

Balanced Budget Determination

| | | |
|-------|--|-------------------------|
| 1.1 | In-year revenues (Sch 9, line 10.0 - Sch 9, line 4.4) | 283,664,698 |
| 1.1.1 | In Year Revenues for Land (Schedule 5.6, item 1.2 + item 1.3 + item 1.3.1 - item 1.4 - item 1.4.1 + Sch 5.5 Land Projects col. 5.1 + col. 6.1) | 318,579 |
| 1.2 | In-year expenses for compliance purposes (From Sch 10ADJ Page 2, line 90, Col 20) | 282,585,608 |
| 1.3 | In-year surplus/(deficit) for compliance purposesItem 1.1 - item 1.1.1 - Item 1.2 | 760,511 |
| 1.4 | If item 1.3 is positive, board is in compliance. Otherwise, see calculation below. | COMPLIANT / CONFROME |

Compliance Calculation Prior to Ministry Approval Amount (Education Act, 231. (1))

| | | |
|-----|---|-------------------------|
| 1.5 | Operating Allocation to be used in Compliance Calculation (From section 1A, item 1.92) | 244,515,366 |
| 1.6 | 1% of item 1.5 | 2,445,154 |
| 1.7 | Prior Year Accumulated Surplus Available for Compliance (From schedule 5, item 3, Col 1) | 6,003,273 |
| 1.8 | Lesser of item 1.6 and item 1.7 | 2,445,154 |
| 1.9 | If the amount of deficit on at item 1.3 is less than item 1.8, then the board is in compliance. If the board is not in compliance, see the calculation below. | COMPLIANT / CONFROME |

Compliance Calculation After Ministry Approval Amount (Education Act, 231. (3))

| | | |
|------|--|-------------------------|
| 1.10 | Amount of Ministerial approval received allowing in-year deficit to exceed item 1.8 | - |
| 1.11 | Amount of allowable in-year deficit: Sum of item 1.8 and item 1.10 | 2,445,154 |
| 1.12 | If the amount of deficit at item 1.3 is less than item 1.11, then the board is in compliance | COMPLIANT / CONFORME |

Schedule 5 - Detail of Accumulated Surplus/(Deficit)

| | | Accumulated Surplus (Deficit) - Balance at September 1 | Transfer to Committed Capital or Committed Sinking Fund Interest Earned | Accumulated Surplus (Deficit) - In- Year Increase (Decrease) | Accumulated Surplus (Deficit) - Balance at August 31 |
|-------------|--|---|---|---|---|
| | | Col. 1 | Col. 2 | Col. 3 | Col. 4 |
| 1 | Available for Compliance - Unappropriated | | | | |
| 1.1 | Operating Accumulated Surplus | 0 | - | 0 | 0 |
| 1.2 | Available for Compliance - Unappropriated | 0 | - | 0 | 0 |
| 2 | Available for Compliance - Internally Appropriated | | | | |
| 2.1 | Retirement Gratuities | 0 | - | - | 0 |
| 2.2 | WSIB | 30,921 | - | -1,029 | 29,892 |
| 2.3 | School Renewal (previously included in pupil accommodation debt reserve) | 0 | - | - | 0 |
| 2.3.1 | Amounts previously included in pupil accommodation debt reserves that are not related to NPP or School Renewal | 0 | - | - | 0 |
| | Other Purposes - Operating: | | | | |
| 2.4 | Operating | 2,844,412 | - | 251,166 | 3,095,578 |
| 2.5 | Technology Renewal and HRIS Software | 700,000 | - | 500,000 | 1,200,000 |
| 2.6 | Insurance | 150,000 | - | - | 150,000 |
| 2.7 | Early Learning Resources and LPF | 200,000 | - | 79,241 | 279,241 |
| 2.8 | Administrative Capital | 531,978 | - | 183,407 | 715,385 |
| 2.8.1 | Committed Sinking Fund interest earned | 685,823 | - | -44,534 | 641,289 |
| 2.8.2 | Committed Capital Projects | 856,039 | - | -207,740 | 648,299 |
| |from Schedule 5.5 | | | | |
| | Other Purposes - Capital: | | | | |
| 2.9 | STSWR | 4,100 | - | - | 4,100 |
| 2.10 | | 0 | - | - | 0 |
| 2.11 | | 0 | - | - | 0 |
| 2.12 | | 0 | - | - | 0 |
| 2.13 | | 0 | - | - | 0 |
| 2.14 | Available for Compliance - Internally Appropriated | 6,003,273 | - | 760,511 | 6,763,784 |
| 3 | Total Accumulated Surplus (Deficit) Available for Compliance (Sum of lines 1.2 and 2.14) | 6,003,273 | - | 760,511 | 6,763,784 |
| 4 | Unavailable for Compliance | | | | |
| 4.1 | Employee Future Benefits - retirement gratuity liability | -1,349,375 | | 313,808 | -1,035,567 |
| 4.1.1 | Employee Future Benefits - Early Retirement Incentive Plan | 0 | | 0 | 0 |
| 4.1.2 | Employee Future Benefits - Retirement Health Dental Life Insurance Plans etc | -1,165,492 | | 233,098 | -932,394 |
| 4.1.3 | Employee Future Benefits - other than retirement gratuity | -1,426,028 | | - | -1,426,028 |
| 4.2 | Interest to be Accrued | -1,189,385 | | 104,653 | -1,084,732 |
| 4.4 | School Generated Funds | 1,454,452 | - | 270,419 | 1,724,871 |
| 4.7 | Revenues recognized for land | 26,819,987 | - | 318,579 | 27,138,566 |
| 4.8 | Liability for Contaminated Sites | - | | - | - |
| 4.9 | Total Accumulated Surplus (Deficit) Unavailable for Compliance | 23,144,159 | - | 1,240,557 | 24,384,716 |
| 5 | Total Accumulated Surplus (Deficit) | 29,147,432 | - | 2,001,068 | 31,148,500 |

**Waterloo Catholic District School Board
2017-2018 Risk Assessment**

| Risk Assessment Including internally earmarked accumulated surpluses | |
|---|---------------------|
| Line 3 - Total Accumulated Surpluses | \$ 6,763,784 |
| Committed - Sinking Funds | (641,289) |
| Committed Capital - Internally Funded Projects | (648,299) |
| Available Surpluses | \$ 5,474,196 |
| Operating Revenue | \$ 244,515,366 |
| Surpluses as a % of Operating Revenue | 2.24% |

| Amount Required to Move to LOW Risk | |
|--|---------------------|
| 2% of Operating Revenue | \$ 4,890,307 |
| Available Surpluses | 5,474,196 |
| Required Contribution | \$ (583,889) |

| Risk Assessment Excluding internally earmarked accumulated surpluses | |
|---|---------------------|
| Line 3 - Total Accumulated Surpluses | \$ 6,763,784 |
| Committed - Sinking Funds | (641,289) |
| Committed Capital - Internally Funded Projects | (648,299) |
| Earmarked reserves - Internally allocated (IT, Admin & Early Learn) | (2,011,219) |
| Available Surpluses | \$ 3,462,977 |
| Operating Revenue | \$ 244,515,366 |
| Surpluses as a % of Operating Revenue | 1.42% |

| Amount Required to Move to LOW Risk | |
|--|---------------------|
| 2% of Operating Revenue | \$ 4,890,307 |
| Available Surpluses | 3,462,977 |
| Required Contribution | \$ 1,427,330 |

Consolidated Financial Statements of

**Waterloo Catholic
District School Board**

Year ended August 31, 2018

MANAGEMENT REPORT

Management's Responsibility for the Consolidated Financial Statements

The accompanying consolidated financial statements of the Waterloo Catholic District School Board (the "Board") are the responsibility of the Board's Management and have been prepared in compliance with legislation, and in accordance with the financial reporting provisions described in note 1(a) to the consolidated financial statements.

A summary of the significant accounting policies are described in Note 1 to the consolidated financial statements. The preparation of consolidated financial statements necessarily involves the use of estimates based on Management's judgement, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

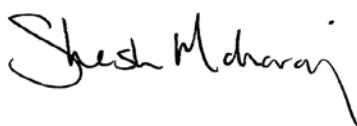
Board Management maintains a system of internal controls designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the consolidated financial statements. These systems are monitored and evaluated by Management and the Board's internal auditor.

The Audit Committee of the Board meets with Management and the external auditors to review the consolidated financial statements and discuss any significant financial reporting or internal control matters prior to their approval of the consolidated financial statements.

The consolidated financial statements have been audited by PricewaterhouseCoopers LLP, independent external auditors appointed by the Board. The accompanying Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the Board's consolidated financial statements.



Loretta Notten
Director of Education



Shesh Maharaj
Chief Financial Officer



November 26, 2018

Independent Auditor's Report

To the Board of Trustees of Waterloo Catholic District School Board

We have audited the accompanying consolidated financial statements of the Waterloo Catholic District School Board, which comprise the consolidated statement of financial position as at August 31, 2018 and the consolidated statements of operations, changes in net debt and cash flows for the year then ended, and the related notes, which comprise a summary of significant accounting policies and other explanatory information.

Management's responsibility for the consolidated financial statements

Management is responsible for the preparation of these consolidated financial statements in accordance with the basis of accounting described in note 1 to the consolidated financial statements, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

PricewaterhouseCoopers LLP
95 King Street South, Suite 201, Waterloo, Ontario, Canada N2J 5A2
T: +1 519 570 5700, F: +1 519 570 5730

"PwC" refers to PricewaterhouseCoopers LLP, an Ontario limited liability partnership.

**Opinion**

In our opinion, the consolidated financial statements of Waterloo Catholic District School Board as at August 31, 2018 and for the year then ended are prepared, in all material respects, in accordance with the basis of accounting described in note 1 to the consolidated financial statements.

Emphasis of matter or other matter

Without modifying our opinion, we draw attention to note 1 to the consolidated financial statements which describes the basis of accounting used in preparation of these consolidated financial statements and the significant differences between such basis of accounting and Canadian public sector accounting standards. As a result, the consolidated financial statements may not be suitable for another purpose.

Chartered Professional Accountants, Licensed Public Accountants

Waterloo Catholic District School Board

Consolidated Statement of Financial Position

August 31, 2018 with comparative figures for 2017

| | 2018 | 2017 |
|---|----------------------|----------------------|
| Financial assets | | |
| Cash and cash equivalents | \$ 22,068,659 | \$ 16,027,186 |
| Accounts receivable (note 2) | 17,994,147 | 14,759,704 |
| Assets held for sale (note 3) | 2,300,372 | 1,627,911 |
| Accounts receivable - Government of Ontario approved capital (note 4) | 80,712,074 | 85,632,747 |
| Total financial assets | 123,075,252 | 118,047,548 |
| Liabilities | | |
| Accounts payable and accrued liabilities | 21,404,965 | 17,163,525 |
| Deferred revenue (note 5) | 28,466,407 | 24,529,047 |
| Deferred capital contributions (note 6) | 252,489,708 | 234,774,358 |
| Retirement and other employee future benefits payable (note 7) | 5,103,119 | 5,002,055 |
| Net debenture debt and capital leases (note 8) | 65,039,234 | 71,200,703 |
| Total liabilities | 372,503,433 | 352,669,688 |
| Net debt | (249,428,181) | (234,622,140) |
| Non-financial assets | | |
| Prepaid expenses | 835,596 | 643,126 |
| Tangible capital assets (note 10) | 279,741,083 | 263,126,444 |
| Total non-financial assets | 280,576,679 | 263,769,570 |
| Contractual obligations and contingencies (notes 13 and 15) | | |
| Accumulated surplus (note 16) | \$ 31,148,498 | \$ 29,147,430 |

See accompanying notes to consolidated financial statements.

On behalf of the Board:

Loretta Notten, Director of Education

Wendy Price, Chair of the Board

Waterloo Catholic District School Board

Consolidated Statement of Operations

August 31, 2018 with comparative figures for 2017

| | 2018 Budget (Note 18) Unaudited | 2018 Actual | 2017 Actual |
|--|--|----------------------|----------------------|
| Revenues | | | |
| Provincial grants - grants for student needs | \$ 258,900,872 | \$ 263,187,730 | \$ 246,484,146 |
| Provincial grants - other | 3,264,362 | 7,538,945 | 3,103,351 |
| Federal grants and fees | 1,458,053 | 1,584,188 | 1,507,786 |
| Other fees and revenues | 12,856,013 | 11,031,254 | 10,661,722 |
| Investment income | 200,000 | 322,581 | 260,192 |
| School fundraising | 5,232,139 | 5,668,716 | 5,410,768 |
| Total revenues | 281,911,439 | 289,333,414 | 267,427,965 |
| Expenses | | | |
| Instruction | 217,422,282 | 224,029,319 | 209,640,996 |
| Administration | 7,421,542 | 8,490,879 | 6,850,249 |
| Transportation | 5,645,180 | 6,070,917 | 5,651,735 |
| Pupil accommodation | 40,755,925 | 40,879,607 | 38,260,025 |
| School funded activities | 5,241,574 | 5,398,297 | 5,332,151 |
| Other | 397,975 | 2,463,327 | 397,975 |
| Total expenses (note 12) | 276,884,478 | 287,332,346 | 266,133,131 |
| Annual surplus | 5,026,961 | 2,001,068 | 1,294,834 |
| Accumulated surplus, beginning of year | 29,353,041 | 29,147,430 | 27,852,596 |
| Accumulated surplus, end of year | \$ 34,380,002 | \$ 31,148,498 | \$ 29,147,430 |

See accompanying notes to consolidated financial statements.

Waterloo Catholic District School Board

Consolidated Statement of Cash Flows

August 31, 2018 with comparative figures for 2017

| | 2018 | 2017 |
|--|---------------|---------------|
| Operating activities | | |
| Annual surplus | \$ 2,001,068 | \$ 1,294,834 |
| Sources and (uses): | | |
| Items not involving cash: | | |
| Amortization of tangible capital assets | 15,347,154 | 13,680,985 |
| Grants recognized for deferred capital contributions | (15,347,154) | (13,680,985) |
| Gain on sale of tangible capital assets | (368,485) | (3,115,957) |
| Increase (decrease) in retirement and other employee future benefits payable | 101,064 | (362,801) |
| Transfer from deferred revenue to deferred capital contributions | 169,205 | 642,142 |
| | (98,216) | (2,836,616) |
| Changes in non-cash assets and liabilities: | | |
| Decrease (Increase) in accounts receivable | 1,686,230 | (8,984,069) |
| Increase in accounts payable and accrued liabilities | 4,241,440 | 2,497,129 |
| Increase in deferred revenue | 264,247 | 786,415 |
| Increase in assets held for sale | (672,461) | (34,467) |
| Increase in prepaid expenses | (192,470) | (20,446) |
| | 5,326,986 | (5,755,438) |
| Cash provided by operating activities | 7,229,838 | (7,297,220) |
| Capital activities | | |
| Proceeds on sale of tangible capital assets | 3,298,632 | 3,760,861 |
| Cash used to acquire tangible capital assets | (34,891,940) | (24,281,689) |
| Cash applied to capital activities | (31,593,308) | (20,520,828) |
| Financing activities | | |
| Capital grants received | 32,893,299 | 23,117,318 |
| Decrease in deferred revenue - capital | 3,673,113 | 5,300,271 |
| Debt repaid and sinking fund contributions | (6,161,469) | (7,606,536) |
| Cash provided by financing activities | 30,404,943 | 20,811,053 |
| Change in cash and cash equivalents | 6,041,473 | (7,006,995) |
| Cash and cash equivalents, beginning of year | 16,027,186 | 23,034,181 |
| Cash and cash equivalents, end of year | \$ 22,068,659 | \$ 16,027,186 |
| | 2018 | 2017 |
| The components of cash and cash equivalents are as follows: | | |
| Cash | \$ 22,038,767 | \$ 15,996,263 |
| Cash equivalents | 29,892 | 30,923 |
| | \$ 22,068,659 | \$ 16,027,186 |
| | 2018 | 2017 |
| Cash paid for interest | \$ 3,681,737 | \$ 4,080,908 |
| Cash received for interest | 322,581 | 260,192 |

See accompanying notes to consolidated financial statements.

Waterloo Catholic District School Board

Consolidated Statement of Changes in Net Debt

August 31, 2018 with comparative figures for 2017

| | 2018 Budget Unaudited | 2018 Actual | 2017 Actual |
|---|-----------------------------|-------------------------|-------------------------|
| Annual surplus | \$ 5,026,961 | \$ 2,001,068 | \$ 1,294,834 |
| Tangible capital asset activity | | | |
| Acquisition of tangible capital assets | (44,153,860) | (34,891,940) | (24,281,689) |
| Amortization of tangible capital assets | 15,107,356 | 15,347,154 | 13,680,985 |
| Gain on sale of tangible capital assets | - | (368,485) | (3,115,957) |
| Proceeds on sale of tangible capital assets | - | 3,298,632 | 3,760,861 |
| Total tangible capital asset activity | (29,046,504) | (16,614,639) | (9,955,800) |
| Other non-financial asset activity | | | |
| Acquisition of prepaid expenses | (835,596) | (835,596) | (643,126) |
| Use of prepaid expenses | 835,596 | 643,126 | 622,680 |
| Total other non-financial asset activity | - | (192,470) | (20,446) |
| Increase in net debt | (24,019,543) | (14,806,041) | (8,681,412) |
| Net debt, beginning of year | (234,622,140) | (234,622,140) | (225,940,728) |
| Net debt, end of year | \$ (258,641,683) | \$ (249,428,181) | \$ (234,622,140) |

See accompanying notes to consolidated financial statements.

As disciples of Christ, the mission of the Waterloo Catholic District School Board (Board) is to educate and to nurture hope in all learners to achieve their full potential to transform God's world.

1. Significant accounting policies:

The consolidated financial statements have been prepared by management in accordance with the basis of accounting described below.

(a) Basis of accounting:

The consolidated financial statements have been prepared in accordance with Ontario Regulation 395/11 of the Financial Administration Act supplemented by Ontario Ministry of Education memorandum 2004:B2.

The Financial Administration Act requires that the consolidated financial statements be prepared in accordance with the accounting principles determined by the relevant Ministry of the Province of Ontario. A directive was provided by the Ontario Ministry of Education within memorandum 2004:B2 requiring school boards to adopt Canadian public sector accounting standards commencing with their year ended August 31, 2004 and that changes may be required to the application of these standards as a result of regulation.

In 2011, the government passed Ontario Regulation 395/11 of the Financial Administration Act. The Regulation requires that contributions received or receivable for the acquisition or development of depreciable tangible capital assets and contributions of depreciable tangible capital assets for use in providing services, be recorded as deferred capital contributions and be recognized as revenue in the statement of operations over the periods during which the asset is used to provide service at the same rate that amortization is recognized in respect of the related asset. The regulation further requires that if the net book value of the depreciable tangible capital asset is reduced for any reason other than depreciation, a proportionate reduction of the deferred capital contribution along with a proportionate increase in the revenue be recognized. For Ontario school boards, these contributions include government transfers, externally restricted contributions and, historically, property tax revenue.

The accounting policy requirements under Regulation 395/11 are different from the requirements of Canadian Public Sector Accounting Standards (PSAB). Canadian public sector accounting standards require that:

- government transfers, which contain a stipulation that creates a liability, are deferred and recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with Canadian Public Sector Accounting Standard PS3410;
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with Canadian Public Sector Accounting Standard PS3100; and
- property taxation revenue be reported as revenue when received or receivable in accordance with Canadian Public Sector Accounting Standard PS3510.

1. Significant accounting policies (continued):

(a) Basis of accounting (continued):

Accordingly, revenue recognized in the statement of operations and certain related deferred revenues and deferred capital contributions would be recorded differently under Canadian Public Sector Accounting Standards.

(b) Reporting entity:

The consolidated financial statements reflect the assets, liabilities, revenues and expenses of the reporting entity. The reporting entity is comprised of all organizations accountable for the administration of their financial affairs and resources to the Board and which are controlled by the Board.

School generated funds, which include assets, liabilities, revenues and expenses of various organizations, that exist at the school level and which are controlled by the Board, are reflected in the consolidated financial statements.

Student Transportation Services of Waterloo Region (STSWR) is a transportation consortium operated through a partnership agreement between the Board and the Waterloo Region District School Board whereby certain costs are shared. As a result, a proportionate amount of STSWR's assets and liabilities have been consolidated with the Board's financial statements.

(c) Cash and cash equivalents:

Cash and cash equivalents consist of cash on hand and bank balances.

(d) Deferred revenue:

Certain amounts are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts are recognized as revenue in the fiscal year the related expenditures are incurred or services performed.

(e) Deferred capital contributions:

Contributions received or receivable for the purpose of acquiring or developing a depreciable tangible capital asset for use in providing services, or any contributions in the form of depreciable tangible assets received or receivable for use in providing services, shall be recognized as deferred capital contributions (DCC) as defined in Ontario Regulation 395/11 of the Financial Administration Act. These amounts are recognized as revenue at the same rate as the related tangible capital asset is amortized. The following items fall under this category:

- Government transfers received or receivable for capital purposes
- Other restricted contributions received or receivable for capital purposes
- Property taxation revenues which were historically used to fund capital assets

1. Significant accounting policies (continued):

(f) Retirement and other employee future benefits payable:

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include pension, life insurance and health care benefits, retirement gratuities, workers' compensation, and long-term disability benefits.

As part of negotiated collective agreements for unionized employees that bargain centrally the OECTA Employee Life and Health Trust (ELHTs) was established in 2016-2017. The following ELHTs were established in 2017-2018: CUPE and ONE-T for non-unionized employees including principals and vice-principals. The ELHTs provide health, life and dental benefits to teachers (excluding daily occasional teachers), education workers (excluding casual and temporary staff), other school board staff and retired individuals up to the school board's participation date into the ELHT. These benefits are being provided through a joint governance structure between the bargaining/employee groups, school board trustee associations and the Government of Ontario. Upon transition of the employee groups' health, dental and life benefits plans to the ELHT, school boards are required to remit a negotiated amount per full-time equivalency (FTE) on a monthly basis. Funding for the ELHTs is based on the existing benefits funding embedded within the Grants for Student Needs (GSN),

The Board continues to provide health, dental and life insurance benefits for retired OECTA and CUPE individuals as well as Unifor since they have not yet transferred into an ELHT and continue to have a liability for payment of benefits under these plans.

The Board has adopted the following policies with respect to accounting for these employee benefits:

- (i) The costs of self-insured retirement and other employee future benefit plans are actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, insurance and health care cost trends, disability recovery rates, long-term inflation rates, and discount rates. In prior years, the cost of retirement gratuities that vested or accumulated over the periods of service provided by the employee were actuarially determined using management's best estimate of salary escalation, accumulated sick days (if applicable) at retirement and discount rates. As a result of the plan change, the cost of retirement gratuities are actuarially determined using the employee's salary, banked sick days and years of service as at August 31, 2012 and management's best estimate of discount rates. The changes resulted in a plan curtailment and any unamortized actuarial gains and losses are recognized as at August 31, 2012. Any actuarial gains and losses arising from changes to the discount rate are amortized over the expected average remaining service life of the employee group.

1. Significant accounting policies (continued):

For self-insured retirement and other employee future benefits that vest or accumulate over the periods of service provided by employees, such as retirement gratuities and life insurance and health care benefits for retirees, the cost is actuarially determined using the projected benefits method prorated on service. Under this method, the benefit costs are recognized over the expected average service life of the employee group. Any actuarial gains and losses related to past service of employees are amortized over the expected average remaining service life of the employee group.

For those self-insured benefit obligations that arise from specific events that occur from time to time, such as obligations for workers' compensation, long-term disability, and life insurance and health care benefits for those on disability leave, the cost is recognized immediately in the period the events occur. Any actuarial gains and losses that are related to these benefits are recognized immediately in the period they arise;

(ii) The costs of the Ontario Municipal Employees Retirement System (OMERS), a multi-employer defined pension plan benefit, are the employer's contributions due to the plan in the period; and

(iii) The costs of insured benefits are the employer's portion of insurance premiums owed for coverage of employees during the period.

(g) Tangible capital assets:

Tangible capital assets are recorded at historical cost less accumulated amortization. Historical cost includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset, as well as interest related to financing during construction. When historical cost records were not available, other methods were used to estimate the costs and accumulated amortization.

Leases which transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

Tangible capital assets, except land, are amortized on a straight-line basis over their estimated useful lives as follows:

| Asset | Estimated Useful Life in Years |
|--|--------------------------------|
| Land improvements with finite lives | 15 |
| Buildings and building improvements | 40 |
| Portable structures | 20 |
| First-time equipping | 10 |
| Furniture | 10 |
| Equipment | 5-15 |
| Computer hardware and software | 5 |
| Vehicles | 5-10 |
| Leasehold improvements, leased buildings | Over the lease term |

1. Significant accounting policies (continued):

Assets under construction and assets that related to pre-acquisition and pre-construction costs are not amortized until the asset is available for productive use.

Land permanently removed from service and held for resale is recorded at the lower of cost and estimated net realizable value. Cost includes amounts for improvements to prepare the land for sale or servicing. Buildings permanently removed from service cease to be amortized and the carrying value is written down to the lower of carrying value and net realizable value. Tangible capital assets which meet the criteria for financial assets are reclassified as "assets held for sale" on the Consolidated Statement of Financial Position.

(h) Government transfers:

Government transfers, which include legislative grants, are recognized in the consolidated financial statements in the period in which events giving rise to the transfer occur, providing the transfers are authorized, any eligibility criteria have been met and reasonable estimates of the amount can be made.

Government transfers for capital that meet the definition of a liability are referred to as DCC. Amounts are recognized into revenue as the liability is depreciated over the useful life of the tangible capital asset. DCC and tangible capital assets will differ by land, which is not depreciated, and items which are not directly supported by the Ministry, such as computer purchases. These unsupported tangible capital assets are funded through operating dollars.

(i) Investment income:

Investment income is reported as revenue in the period earned. When required by the funding government, investment income earned on externally restricted funds such as pupil accommodation, education development charges (EDC) and special education forms part of the respective deferred revenue balances.

(j) Net debenture debt and capital leases:

Net debenture debt and capital leases are recorded net of related sinking fund balances.

(k) Budget figures:

Budget figures have been provided for comparison purposes and have been derived from the budget approved by the Trustees. The budget approved by the Trustees is developed in accordance with the Provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model.

(l) Use of estimates:

The preparation of consolidated financial statements (note 1(a)) in conformity with the basis of accounting requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenues and expenses during the year. Significant items subject to such estimates and assumptions include the

1. Significant accounting policies (continued):

carrying amount of tangible capital assets, valuation allowances for receivables, estimating provisions for accrued liabilities and obligations related to employee future benefits.

Actual results could differ from these estimates. These estimates are reviewed periodically and, as adjustments become necessary, they are reported in the period in which they become known.

(m) Property tax revenue:

Under Canadian PSAB guidelines, the entity that determines and sets the tax levy records the revenue in the financial statements. In the case of the Board, this is the Province of Ontario. As a result, property tax revenue received from the municipalities is recorded as Provincial Grants.

(n) Adoption of new accounting standards:

The entity has adopted the following new Canadian Public-Sector Accounting Standards, which became effective for fiscal years beginning on or after April 1, 2017. Adoption of these standards has resulted in no retrospective adjustments.

(i) PS 2200, Related Party Disclosures

This section defines a related party and identifies disclosures for related parties and related party transactions, including key management personnel, Board members, and close family members. This new section defines a related party and establishes disclosure required for related party transactions. Disclosure of information about related party transactions and the relationship underlying them is required when they have occurred at a value different from that which would have been arrived at if the parties were unrelated, and they have, or could have, a material financial effect on the financial statements.

(ii) PS 3420, Inter-entity Transactions

This section establishes standards on how to account for and report transactions between public sector entities that comprise a government's reporting entity from both a provider and recipient perspective.

(iii) PS 3210, Assets

This section provides guidance for applying the definition for assets set out in PS 1000, financial statement concepts, and establishes general disclosure standards for assets.

(iv) PS 3320, Contingent Assets

This section defines and establishes disclosure standards for contingent assets when the occurrence of a confirming future event is likely. Contingent assets are not recorded in the consolidated financial statements.

(v) PS 3380, Contractual Rights

This section defines and establishes disclosure standards for contractual rights when rights to economic resources will result in both an asset and revenue in the future.

2. Accounts receivable:

Accounts receivable consists of the following:

| | 2018 | 2017 |
|---------------------|----------------------|----------------------|
| Province of Ontario | \$ 2,811,479 | \$ 1,822,047 |
| Other | 15,182,668 | 12,937,657 |
| | <u>\$ 17,994,147</u> | <u>\$ 14,759,704</u> |

3. Assets held for sale:

As of August 31, 2018, \$2,300,372 (2017 - \$1,627,911) related to land, land improvements and buildings were recorded as assets held for sale.

| | Balance at August 31, 2017 | Additions | Proceeds | Gain on sale transferred to deferred revenue | Balance at August 31, 2018 |
|-------------------|----------------------------------|---------------------|---------------------|---|----------------------------------|
| Land | \$ 21,827 | \$ 1,849,900 | \$ 1,413,459 | \$ 89,906 | \$ 548,174 |
| Land Improvements | \$ - | 106,551 | - | - | 106,551 |
| Building | 1,606,084 | 1,646,157 | 1,885,173 | 278,579 | 1,645,647 |
| | <u>\$ 1,627,911</u> | <u>\$ 3,602,608</u> | <u>\$ 3,298,632</u> | <u>\$ 368,485</u> | <u>\$ 2,300,372</u> |

4. Accounts receivable - Government of Ontario approved capital:

The Province of Ontario replaced variable capital funding with a one-time debt support grant on August 31, 2010. The Board received a one-time grant that recognized capital debt as of August 31, 2010 that is supported by the existing capital programs. The Board receives this grant in cash over the remaining term of the existing capital debt. The Board may also receive yearly capital grants to support capital programs which would be reflected in this accounts receivable balance.

The Board has a receivable balance from the Province of Ontario of \$80,712,074 as at August 31, 2018 (2017 - \$85,632,747) with respect to capital grants.

5. Deferred revenue:

Revenues received which have been set-aside for specific purposes by legislation, regulation or agreement, are included in deferred revenue and reported on the Consolidated Statement of Financial Position.

Deferred revenue set-aside for specific purposes by legislation, regulation or agreement as at August 31, 2018, is comprised of:

| | Balance at August 31, 2017 | Externally restricted revenue and interest | Revenue recognized | Transferred to DCC | Balance at August 31, 2018 |
|------------------------------------|----------------------------------|--|-----------------------|-----------------------|----------------------------------|
| Proceeds of disposition | \$ 12,181,219 | \$ 2,004,901 | \$ - | \$ 169,205 | \$ 14,016,915 |
| School renewal | 850,226 | 3,533,143 | 251,074 | 3,131,401 | 1,000,894 |
| Child care retrofit | 71,077 | - | - | - | 71,077 |
| Special education accommodation | 59,133 | - | 59,133 | - | - |
| Special education equipment | 116,313 | 809,070 | 925,383 | - | - |
| Asset held for sale | 1,606,084 | 146,117 | - | - | 1,752,201 |
| Labour framework | 1,167,702 | - | 38,954 | - | 1,128,748 |
| Third Party | 7,895,137 | 7,458,722 | 5,091,047 | 563,257 | 9,699,555 |
| Other grants | 582,156 | 4,776,760 | 4,561,899 | - | 797,017 |
| | <u>\$ 24,529,047</u> | <u>\$ 18,728,713</u> | <u>\$ 10,927,490</u> | <u>\$ 3,863,863</u> | <u>\$ 28,466,407</u> |

6. Deferred capital contributions:

Deferred capital contributions include grants and contributions received that are used for the acquisition of tangible capital assets in accordance with regulation 395/11 that have been expended by year end. The contributions are amortized into revenue over the life of the asset acquired.

| | 2018 | 2017 |
|--|----------------|----------------|
| Deferred capital contributions, beginning of year | \$ 234,774,358 | \$ 224,695,883 |
| Add: | | |
| Capital contributions received | 31,332,209 | 19,106,787 |
| Transfers from deferred revenue | 3,863,863 | 5,266,810 |
| Less: | | |
| Revenue recognized in the year | (15,728,523) | (13,680,985) |
| Disposal and reclassification of tangible capital assets | (1,752,199) | (614,137) |
| Deferred capital contributions, end of year | \$ 252,489,708 | \$ 234,774,358 |

7. Retirement and other employee future benefits:

Retirement and other employee future benefits as of August 31, 2018 were as follows:

(a) Employee future benefits liabilities:

| | 2018 | | | 2017 |
|--|---------------------|--------------------------------|--------------------------------|--------------------------------|
| Retirement and other employee future benefit liabilities | Retirement benefits | Other employee future benefits | Total employee future benefits | Total employee future benefits |
| Accrued employee future benefit obligations at August 31 | \$ 1,643,244 | \$ 3,530,490 | \$ 5,173,734 | \$ 5,125,775 |
| Unamortized actuarial loss/(gain) | (89,466) | 18,851 | (70,615) | (123,720) |
| Employee future benefits liabilities | \$ 1,553,778 | \$ 3,549,341 | \$ 5,103,119 | \$ 5,002,055 |

7. Retirement and other employee future benefits (continued):

(b) Employee future benefits expenses:

| | | | 2018 | 2017 |
|--|---------------------|--------------------------------|--------------------------------|--------------------------------|
| Retirement and other employee future benefit liabilities | Retirement benefits | Other employee future benefits | Total employee future benefits | Total employee future benefits |
| Current year benefit cost | \$ - | \$ 1,269,808 | \$ 1,269,808 | \$ 1,105,323 |
| Recognized actuarial loss | 19,776 | 41,077 | 60,853 | 22,386 |
| Interest on accrued benefit obligation | 44,310 | 82,781 | 127,091 | 105,480 |
| Employee future benefit expenses | \$ 64,086 | \$ 1,393,666 | \$ 1,457,752 | \$ 1,233,189 |

Actuarial losses are due to the change in the discount rate used for the retirement gratuity benefits are being amortized over Expected Average Remaining Service Life (EARSL) of 6.72 years. During the year, benefit payments of \$1,331,369 (2017 - \$1,474,093) were made.

Retirement life insurance and health care benefits have been grand-parented for existing retirees and employees who retired on or before August 31, 2013. Effective September 1, 2013, any new retiree accessing retirement life Insurance and health care benefits pays the full premiums for such benefits and will be included in a separate experience pool that is self-funded.

Pension plans:

(i) Ontario Teacher's Pension Plan:

Teachers and certain other employees are eligible to be members of the Ontario Teacher's Pension Plan (OTPP). Employer contributions for these employees are provided directly to OTPP by the Province. The pension costs and obligations related to this plan are a direct responsibility of the Province. Accordingly, no costs or liabilities related to this plan are included in the Board's consolidated financial statements.

7. Retirement and other employee future benefits (continued):

(ii) Ontario Municipal Employees Retirement System:

Most support staff of the Board are eligible to be members of the Ontario Municipal Employees Retirement System (OMERS), a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. The Board contributions equal employee contributions to the plan. During the year ended August 31, 2018, the Board contributed \$3,895,686 (2017 - \$3,805,224) to the plan. As this is a multi-employer pension plan, these contributions are the Board's pension benefit expenses. No pension liability for this plan is included in the Board's consolidated financial statements.

Retirement benefits:

(i) Retirement gratuities:

The retirement gratuity plan entitles employees to a cash payment upon retiring into an OMERS or OTTP pension with 10 or more years of service. The gratuity is the lesser of (i) \$4,000 and (ii) \$40/day up to a maximum of 50% of unused sick leave days as at August 31, 2012.

The Board provides retirement gratuities to certain groups of employees hired prior to specified dates. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. The amount of the gratuities payable to eligible employees at retirement is based on their salary, accumulated sick days, and years of service at August 31, 2012.

Other employee future benefits:

(i) Workplace Safety and Insurance Board obligation:

The Board is a Schedule 2 employer under the Workplace Safety and Insurance Act and, as such, assumes responsibility for the payment of all claims to its injured workers under the Act. The Board does not fund these obligations in advance of payments made under the Act. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements.

(ii) Long-term disability benefits:

The Board provides long-term disability benefits including partial salary compensation and payment of life insurance premiums and health care benefits during the period an employee is unable to work or until their normal retirement date to employees who are not members of an ELHT. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements.

7. Retirement and other employee future benefits (continued):

(iii) Sick leave top-up benefits:

As a result of new changes made in 2013 to the short-term sick leave and disability plan, a maximum of 11 unused sick leave days from the current year may be carried forward into the following year only, to be used to top-up salary for illnesses paid through the short-term leave and disability plan in that year. The benefit costs expensed in the financial statements are \$113,161 (2017 - \$98,115).

The accrued benefit obligation for the sick leave top-up is based on an actuarial valuation for accounting purposes as of August 31, 2018. This actuarial valuation is based on assumptions about future events.

(iv) Life insurance benefits

The Board provides a separate life insurance benefits plan for certain retirees. The premiums are based on the Board experience and retirees' premiums may be subsidized by the Board. The benefit costs and liabilities related to the subsidization of these retirees under this group plan are included in the Board's consolidated financial statements.

(v) Health care and dental benefits

The Board sponsors a separate plan for certain retirees to provide group health care and dental benefits. The premiums are based on the Board experience and retirees' premiums may be subsidized by the Board. The benefit costs and liabilities related to the plan are included in the Board's consolidated financial statements.

Actuarial assumptions:

The accrued benefit obligations for retirement and other employee future benefit plans as at August 31, 2018 are based on actuarial valuations for accounting purposes as at August 31, 2018. The next actuarial valuation will be available for the year ended August 31, 2019. These actuarial valuations were based on assumptions about future events. The economic assumptions used in these valuations are management's best estimates of expected rates of:

| | 2018 | 2017 |
|--|-------|-------|
| Inflation | 1.50% | 1.50% |
| Wage escalation | 0.00% | 0.00% |
| Dental insurance premium escalation (thereafter down linearly by 0.25% per annum until 3.0% is reached) | 3.75% | 4.00% |
| Health insurance premium escalation (thereafter down linearly by 0.25% per annum until 4.0% is reached) | 7.75% | 8.00% |
| Discount on accrued benefit obligations | 2.90% | 2.55% |

8. Net debenture debt and capital leases:

Net debenture and capital lease debt are reported on the Consolidated Statement of Financial Position is comprised of the following:

| | 2018 | 2017 |
|---|---------------|---------------|
| CIBC Mellon, interest rate of 7.2%, matures June 9, 2025 | \$ 1,802,403 | \$ 1,994,508 |
| CIBC Mellon, interest rate of 6.55%, matures October 19, 2026 | 20,167,154 | 21,892,711 |
| Region of Waterloo, interest rate of 5.487%, matures November 5, 2023 | 9,539,684 | 10,989,184 |
| Ontario Financing Authority, interest rate of 4.560%, matures November 15, 2031 | 3,700,351 | 3,895,020 |
| Ontario Financing Authority, interest rate of 4.850%, matures March 3, 2033 | 1,228,061 | 1,283,502 |
| Ontario Financing Authority, interest rate of 5.062%, matures March 13, 2034 | 1,439,329 | 1,497,543 |
| Ontario Financing Authority, interest rate of 4.762%, matures November 15, 2029 | 5,364,706 | 5,708,152 |
| Ontario Financing Authority, interest rate of 5.232%, matures April 13, 2035 | 1,307,458 | 1,354,645 |
| Ontario Financing Authority, interest rate of 3.942%, matures September 19, 2025 | 1,760,040 | 1,962,871 |
| Ontario Financing Authority, interest rate of 4.833%, matures March 11, 2036 | 3,189,433 | 3,300,258 |
| Ontario Financing Authority, interest rate of 2.425%, matures November 15, 2021 | 3,750,290 | 4,764,960 |
| Ontario Financing Authority, interest rate of 3.564%, matures March 9, 2037 | 2,802,698 | 2,905,787 |
| Ontario Financing Authority, interest rate of 3.799%, matures March 19, 2038 | 8,045,477 | 8,313,207 |
| Capital lease obligation (a) | 942,150 | 1,338,355 |
| Balance as at August 31 | \$ 65,039,234 | \$ 71,200,703 |

- (a) The Board leases a school under a 25-year lease bearing interest of 10.761%. The lease reverts to the owner at the end of the lease. The term ends on July 31, 2020.

8. Net debenture debt and capital leases (continued):

Principal and interest payments relating to net debenture debt and capital leases of \$65,039,234 are due as follows:

| | Principal | Capital lease payments | Interest | Total |
|------------|---------------|------------------------|---------------|---------------|
| 2018/19 | \$ 6,060,832 | \$ 458,596 | \$ 3,360,010 | \$ 9,879,438 |
| 2019/20 | 6,372,915 | 483,554 | 2,975,076 | 9,831,545 |
| 2020/21 | 6,702,487 | - | 2,602,247 | 9,304,734 |
| 2021/22 | 6,488,528 | - | 2,254,153 | 8,742,681 |
| 2022/23 | 6,273,660 | - | 1,906,967 | 8,180,627 |
| Thereafter | 32,198,662 | - | 7,120,287 | 39,318,949 |
| | \$ 64,097,084 | \$ 942,150 | \$ 20,218,740 | \$ 85,257,974 |

Interest on long-term debt amounted to \$3,717,970 (2017 - \$4,128,488).

9. Debt charges, capital loans and lease interest:

The principal and interest payments for net debentures, capital leases, operating leases, and sinking fund contributions are as follows:

| | 2018 | 2017 |
|---|---------------|---------------|
| Principal payments on net debenture debt including contributions to sinking funds | \$ 5,765,264 | \$ 5,485,293 |
| Principal payments on capital leases | 396,205 | 2,121,243 |
| Payments on operating leases | 310,208 | 80,062 |
| Interest payments on net debenture debt | 3,539,470 | 3,819,439 |
| Interest payments on capital leases | 178,500 | 309,049 |
| | \$ 10,189,647 | \$ 11,815,086 |

10. Tangible capital assets:

| Cost | Balance at August 31, 2017 | Additions and transfers | Disposals and transfers | Balance at August 31, 2018 |
|--------------------------|----------------------------------|----------------------------|----------------------------|----------------------------------|
| Land | \$ 26,667,362 | \$ 858,579 | \$ 1,849,901 | \$ 25,676,040 |
| Land improvements | 2,925,755 | 607,226 | 223,445 | 3,309,536 |
| Buildings | 308,059,793 | 26,119,279 | 3,694,984 | 330,484,088 |
| Portable structures | 9,365,188 | 265,248 | 2,293,060 | 7,337,376 |
| First-time equipping | 1,732,646 | 421,526 | - | 2,154,172 |
| Equipment – 5 years | 690,078 | 7,390 | - | 697,468 |
| Equipment – 10 years | 6,213,968 | 156,789 | - | 6,370,757 |
| Equipment – 15 years | 32,606 | 147,990 | - | 180,596 |
| Furniture | 415,940 | 107,696 | - | 523,636 |
| Computer hardware | 4,834,759 | 1,424,172 | - | 6,258,931 |
| Computer software | 177,486 | 205,030 | - | 382,516 |
| Vehicles | 349,660 | - | - | 349,660 |
| Leasehold improvements | 10,986,388 | 1,350,133 | - | 12,336,521 |
| Construction in progress | 7,046,654 | 7,803,760 | 3,529,561 | 11,320,853 |
| Leased buildings | 28,436,520 | - | - | 28,436,520 |
| Leased computers | 473,680 | - | - | 473,680 |
| Leased vehicles | 24,869 | - | - | 24,869 |
| | \$ 408,433,352 | \$ 39,474,818 | \$ 11,590,951 | \$ 436,317,219 |

| Accumulated Amortization | Balance at August 31, 2017 | Additions and transfers | Disposals and transfers | Balance at August 31, 2018 |
|-------------------------------------|----------------------------------|----------------------------|----------------------------|----------------------------------|
| Land improvements | \$ 1,187,284 | \$ 251,203 | \$ 116,893 | \$ 1,321,594 |
| Buildings | 108,599,719 | 10,731,422 | 1,927,351 | 117,403,790 |
| Portable structures | 8,043,352 | 436,757 | 2,033,682 | 6,446,427 |
| First-time equipping | 805,485 | 188,053 | - | 993,538 |
| Equipment – 5 years | 218,313 | 144,149 | - | 362,462 |
| Equipment – 10 years | 4,047,214 | 618,242 | - | 4,665,456 |
| Equipment – 15 years | 8,906 | 7,310 | - | 16,216 |
| Furniture | 67,223 | 46,979 | - | 114,202 |
| Computer hardware | 2,196,481 | 1,054,602 | - | 3,251,083 |
| Computer software | 133,551 | 43,608 | - | 177,159 |
| Vehicles | 182,406 | 61,327 | - | 243,733 |
| Leasehold improvements | 4,461,723 | 927,703 | - | 5,389,426 |
| Leased buildings | 14,904,071 | 788,430 | - | 15,692,501 |
| Leased computers | 426,311 | 47,369 | - | 473,680 |
| Leased vehicles | 24,869 | - | - | 24,869 |
| | \$ 145,306,908 | \$ 15,347,154 | \$ 4,077,926 | \$ 156,576,136 |

10. Tangible capital assets (continued):

| Net Book Value | Balance at August 31, 2017 | Balance at August 31, 2018 | Change |
|--------------------------|-----------------------------------|-----------------------------------|----------------------|
| Land | \$ 26,667,362 | \$ 25,676,040 | \$ (991,322) |
| Land improvements | 1,738,471 | 1,987,942 | 249,471 |
| Buildings | 199,460,074 | 213,080,198 | 13,620,224 |
| Portable structures | 1,321,836 | 890,949 | (430,887) |
| First-time equipping | 927,161 | 1,160,634 | 233,473 |
| Equipment – 5 years | 471,765 | 335,006 | (136,759) |
| Equipment – 10 years | 2,166,754 | 1,705,301 | (461,453) |
| Equipment – 15 years | 23,700 | 164,380 | 140,680 |
| Furniture | 348,717 | 409,434 | 60,717 |
| Computer hardware | 2,638,278 | 3,007,848 | 369,570 |
| Computer software | 43,935 | 205,357 | 161,422 |
| Vehicles | 167,254 | 105,927 | (61,327) |
| Leasehold improvements | 6,524,665 | 6,947,095 | 422,430 |
| Construction in progress | 7,046,654 | 11,320,853 | 4,274,199 |
| Leased buildings | 13,532,449 | 12,744,019 | (788,430) |
| Leased computers | 47,369 | - | (47,369) |
| | \$ 263,126,444 | \$ 279,741,083 | \$ 16,614,639 |

Assets under construction having a value of \$11,320,853 (2017 - \$7,046,654) have not been amortized. Amortization of these assets will commence when the asset is put into service.

The grants recognized for deferred capital contributions for the year ended August 31, 2018 were \$15,347,154 (2017 - \$13,680,985) and the amortization of tangible capital assets was \$15,347,154 (2017 - \$13,680,985).

11. Temporary borrowing:

The Board has lines of credits available to a maximum of \$20 million to address operating requirements and/or to bridge capital expenditures.

Interest on the operating facilities are based on the CIBC's prime lending rate. All loans are unsecured, due on demand and are in the form of bank overdrafts.

12. Expenses by object:

The following is a summary of certain current and capital expenditures reported on the Consolidated Statement of Operations by object:

| | 2018 Budget | 2018 Actual | 2017 Actual |
|------------------------------------|-----------------------|-----------------------|-----------------------|
| Current expenditures: | | | |
| Salaries and wages | \$ 191,473,407 | \$ 196,767,342 | \$ 187,257,823 |
| Employee benefits | 30,172,154 | 30,749,072 | 26,635,873 |
| Staff development | 736,753 | 1,247,277 | 1,200,240 |
| Supplies and services | 15,958,987 | 17,304,925 | 16,177,223 |
| Debt charges and interest | 3,619,167 | 3,618,457 | 3,985,966 |
| Rental expenditures | 520,570 | 495,957 | 80,062 |
| Fees and contract services | 13,518,634 | 14,441,030 | 11,227,169 |
| Other | 535,875 | 1,962,835 | 555,639 |
| School funded activities | 5,241,574 | 5,398,297 | 5,332,151 |
| Amortization and loss on disposals | 15,107,357 | 15,347,154 | 13,680,985 |
| | \$ 276,884,478 | \$ 287,332,346 | \$ 266,133,131 |

13. Contractual obligations:

At August 31, 2018, the Board is committed to the following contracts for construction:

| | |
|--|---------------------|
| St. Vincent de Paul Catholic Elementary School | \$ 1,790,912 |
| St. David Catholic Secondary School | 1,273,606 |
| St. Brigid Catholic Elementary School | 499,934 |
| St. Bernadette Catholic Elementary School | 440,655 |
| Canadian Martyrs Catholic Elementary School | 388,786 |
| St. Mary's High School | 371,990 |
| St. Teresa of Avila Catholic Elementary School | 259,803 |
| St. Timothy Catholic Elementary School | 218,503 |
| Sir Edgar Bauer Catholic Elementary School | 194,678 |
| St. Margaret Catholic Elementary School | 148,884 |
| St. Benedict Catholic Secondary School | 138,861 |
| St. Mark Catholic Elementary School | 126,714 |
| Our Lady of Fatima Catholic Elementary School | 122,149 |
| Holy Rosary Catholic Elementary School | 109,073 |
| Other contractual obligations | 562,356 |
| | \$ 6,646,904 |

14. Ontario School Board Insurance Exchange (OSBIE):

The Board is a member of the Ontario School Board Insurance Exchange (OSBIE), a reciprocal insurance company licensed under the Insurance Act. OSBIE insures general public liability, property damage and certain other risks. Liability insurance is available to a maximum of \$20 million per occurrence.

The premiums over a five-year period are based on the Board's actual claims experience. Periodically, the Board may receive a refund or be asked to pay an additional premium based on its pro rata share of claims experience. The rolling five year term is based on July 2013 to June 2018 claims history.

15. Contingencies:

The Board has an excess of loss (catastrophe) Workplace Safety and Insurance Board (WSIB) insurance policy of \$10,000,000 per accident, per employee, aggregate for disease, with a \$1,000,000 deductible per employee, per accident. The Board brings this deductible down to \$300,000 by participating in the School Boards' Cooperative Inc.'s Assistance Program. The Board has not provisioned for any possible WSIB claims that are highly likely to occur based on an actuarially determined assessment and that are in excess of the Board's deductible on its excess of loss insurance policy.

Management is in discussion with 2 employee groups with respect to pay adjustments related to pay equity. The range of dates to be used in the calculation of the adjustment and the new rates of pay have not been determined. Accordingly, there is no accrual in the financial statements related to this issue. It is expected that all adjustments will be agreed upon and paid out during the 2018-2019 school year.

16. Accumulated surplus:

At August 31, accumulated surplus consists of the following:

| | 2018 | 2017 |
|--------------------------------------|----------------------|----------------------|
| Surplus: | | |
| Invested in land | \$ 27,138,562 | \$ 26,819,986 |
| Employee future benefits payable | (3,393,987) | (3,940,895) |
| Interest payable | (1,084,732) | (1,189,385) |
| Amounts restricted for future use: | | |
| School generated funds | 1,724,871 | 1,454,452 |
| Committed capital | 648,299 | 856,039 |
| Other internally restricted reserves | 6,115,485 | 5,147,233 |
| | \$ 31,148,498 | \$ 29,147,430 |

17. Student Transportation Services of Waterloo Region Inc.:

Student Transportation Services of Waterloo Region (STSWR) commenced operating activities in June 2008. As at August 31, 2018, the Board has proportionally consolidated 34.1% (2017 – 33.0%) of STSWR's assets and liabilities. The proportionate percentage incorporated into the consolidated financial statements is based on the ridership of each board. Inter-organizational transactions and balances have been eliminated. The consolidated financial statements include the Board's share of the following:

| | 2018 | 2017 |
|-----------------------|---------------|---------------|
| Financial position: | | |
| Financial assets | \$ 444,575 | \$ 160,084 |
| Financial liabilities | (473,207) | (164,469) |
| Non-financial assets | 28,632 | 4,385 |
| Accumulated surplus | \$ - | \$ - |
| Operations: | | |
| Revenues | \$ 22,252,106 | \$ 20,669,151 |
| Expenses | 22,252,106 | 20,669,151 |
| Annual surplus | \$ - | \$ - |

The Board has guaranteed the line of credit of Student Transportation Services of Waterloo Region Inc. up to a maximum of \$2,700,000.

18. Budget reconciliation

The budget approved by the Board on June 19, 2017 was not prepared on a Canadian Public Sector Accounting Standards basis consistent with that used to report actual results. The budget was prepared on a modified accrual basis while Canadian Public Sector Accounting Standards require a full accrual basis. As a result, the budget figures presented in the statements of operations and change in net debt represent the budget approved by the Board with adjustments as follows:

| | 2018 Unaudited |
|--|-------------------|
| Budgeted annual surplus | \$ - |
| Add: | |
| Revenue recognized for land | 4,435,221 |
| Other amounts not available for compliance | 591,740 |
| Budgeted surplus per statement of operations | \$ 5,026,961 |

19. Prior year figures

During the year, the Board reclassified some prior period figures to agree with current period presentation. The change has no impact to the overall financial position of the Board.

Date: Nov 26th, 2018
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 November has been marked by some truly memorable moments. It is gratifying to note that Waterloo Catholic has been at the centre of some truly important conversations and events in the region. We can take pride in the collaboration and dedication of our staff who so fully embrace their vocation in Catholic education and who do so much to ensure that at this place and at this time, we are making a difference. 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:

- Chaired meeting with our Administrator Association Chairs.

- Visited schools over the month, including St Michael's to witness Hallowe'en fun and fundraising, Holy Family, Resurrection CSS to visit with the art class and select our Board Christmas Card,
- Met with our clergy colleagues from St Mary's of the Seven Sorrows – Fr Toby, Fr Dan and Fr Joseph
- Continued to chair meetings discussing the development of our new evolving Strategic Plan for WCDSB.
- Participated in Principal interviews
- Helped to Chair a meeting with Resurrection CSS and St Mary's administrators and WE, along with Admin from St Benedict's and Monsignor Doyle to discuss expansion of our Service Learning for Credit model.
- Participated in STSWR Annual General Mtg.
- Participated in ongoing planning regarding the CEC Renovation project.
- Attended and participated in the Commissioning Ceremony for our new School Council Chairs and our new school Administrators. A formal calling to our school leaders into our Year of Faith and their pivotal role in building our Catholic Education Community.
- Chaired the Inaugural meeting of the Initiatives and Opportunities Council – a committee born of the Collaborative Professionalism PPM and Symposium hosted last spring. Topics included the new MYSP, Renewing the Promise and the Failure to Fill challenge in WCDSB (and provincially).
- Participated in a meeting with our local OECTA Executive to discuss some ongoing concerns.
- Attended a legal issues learning session facilitated by Keel Cottrell at Dufferin Peel CDSB
- Met with MPPs Catherine Fife and Laura Moe Lindo to welcome them into their role and to discuss issues of mutual interest in relation to education in the region.
- Participated in several meetings of the Well-Being Steering Committee where we attempted to author the new Well Being Action Plan for WCDSB
- Met with Fr Joseph and staff to discuss the ongoing work to develop the new Pastoral Plan
- Participated in the monthly Waterloo Region Catholic Schools Foundation meeting
- Attended SWCODE in Stratford
- Met with the incoming Principal of Safe Schools and International Education, and the Senior Manager of International Education to discuss future directions and succession planning.
- Attended Audit Committee Meeting
- Participated in a special meeting of select members of the SMART Cities Waterloo Region Federal proposal, where we hosted the Federal Parliamentary Secretary of Infrastructure to discuss aspects of our application. WCDSB will host the next Steering Team meeting.
- Attended St Louis Adult Learning Centre Graduation – a wonderful tribute to the students connected to success and a re-engaged brighter future through our staff and our programming.
- Attended monthly Administrators' Meeting and delivered opening remarks.
- Participated in the puck dropping ceremony for the Wilfred Laurier/U of W School Day #BattleOfWaterloo Hockey Game

- Attended ECCODE AGM in Toronto. Also co-authored ECCODE response to Government Consultation, after a facilitated conversation with all English Catholic Directors at ECCODE.

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: Monday, November 26, 2018
To: Board of Trustees
From: Superintendent of Special Education
Subject: Autism Support Plan

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

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

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

To communicate Waterloo Catholic District School Board's protocol for accessing support services for students with a diagnosis of ASD.

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

PPM 140 – Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs For Students With Autism Spectrum Disorders.

Alignment to the MYSP:

Strategic Direction: Everyone is included, respected and welcomed.

Goals: 1) Intervene in timely and effective ways to assist in accurate identification, programming and support for students with special education needs.

2) Improved use of wrap-around support and enhanced partnerships for students with identified needs in all our learning communities.

Background/Comments:

Within the Waterloo Catholic District School Board, there are many support services available for students with a diagnosis of Autism Spectrum Disorder. Through a collaborative approach within a school team, the Classroom Teacher works alongside the Special Education Teacher to develop and provide appropriate programming for students diagnosed with ASD. Other school-level support staff involved may include an Educational Assistant and/or Child and Youth Care Worker. Additional supports are also available for students:

- arriving from another school or school board
- transitioning from Preschool
- newly diagnosed
- an updated assessment result that call for a review of strategies
- Individual Education Plan (IEP) revisions
- development of an IEP for students who may be experiencing challenges with transitions and the classroom environment.

When necessary, the school team will contact the Special Education Liaison (SEL) to discuss the need for other Student Services support. With parent permission, a student profile will be reviewed at a case conference or at a collaborative team meeting which includes some or all of the following members: Special Education Liaison, Speech & Language Pathologist, Psychoeducational Consultant, Social Worker, BCBA/ABA Facilitator and Child & Youth Worker. Through this multi-disciplinary team, further supports may be required from members of Student Services, for example, our Speech and Language Pathologists may complete an assessment and make a recommendation for an iPad with specialized software to augment a student's limited verbal output. The Collaborative Team may also determine that involvement from a BCBA/ABA Facilitator is necessary. This may include providing support for the school team in the use of ABA strategies, identifying skill deficits and acquisition and the recommendation of ABA strategies to help students maintain and generalize new skills.

Board Certified Behaviour Analysts (BCBA) and Applied Behaviour Analysis (ABA) Facilitators are a group of dedicated professionals who focus on the application of Applied Behaviour Analysis (ABA) and Universal Supports in the classroom for all students, especially those with a diagnosis of Autism Spectrum Disorder (ASD). Applied Behaviour Analysis uses methods based on scientific principles of learning and behaviour to build useful repertoires of behaviour and reduce problematic ones. Universal Supports are strategies designed for students with Autism Spectrum Disorder. These strategies aid educators in promoting independence, preventing problem behaviours, increasing learning opportunities and assisting students in accessing the curriculum.

Our BCBA/ABA Facilitators serve as members of our Family of Schools Collaborative Teams. Including BCBA/ABA Facilitators as part of interdisciplinary Collaborative Teams promotes a holistic, creative and effective approach to supporting all our students, not just those diagnosed with Autism Spectrum Disorder.

With the guidance of Universal Supports and the implementation of a variety of evidence-based ABA strategies, BCBA/ABA Facilitators focus on building capacity with school staff to assist with student skill acquisition that will allow the student to increase independence across all school environments, as well as participate with their peers in a socially significant and inclusive manner. Through data collection, review and analysis, BCBA/ABA Facilitators strive to determine the "why" (e.g., the function) behind behaviour(s). BCBA/ABA Facilitators will make recommendations based on function to assist with decreasing the unwanted behaviour(s) while teaching socially significant replacement skills and increasing, maintaining and generalizing existing skills and/or teach new skills. This could include the use of visual supports, reinforcements, prompts and prompt fading, data collection, environmental manipulations, transition supports and coaching/modelling of recommended strategies. Our BCBA/ABA Facilitators can also provide a variety of ABA based training and educational opportunities for school staff and assist in goal setting and measurement goals relevant to the student's Individual Education Plan. They also develop and deliver training, workshops and resources to school staff.

How to Access BCBA/ABA Facilitator Services:

The school team will contact the Special Education Liaison to discuss the need for Student Services support. With parent permission, a student profile will be reviewed at a case conference or at a collaborative team meeting that includes some or all of the following members: Special Education Liaison, Speech & Language Pathologist, Psychoeducational Consultant, Social Worker, BCBA/ABA Facilitator and Child & Youth Worker. Through this Collaborative Team or Case Conference and if deemed appropriate, the Special Education Liaison will direct the school to make an online referral using eLite. Once the BCBA /ABA Facilitator has received the referral, a decision will be made about the level of support required. Levels of support are *individual* and

student specific. Such services may include: a review of ABA strategies (e.g., the use of prompts/prompt fading and reinforcement to support independence building), implementing effective strategies for students with ASD to ensure student success in an educational setting, building capacity by offering professional development and training to WCDSB staff for students with ASD and Universal Supports, collaborating with a multi-disciplinary team about students with ASD, assisting in the transition of students with ASD and other behavioural challenges. Recommendations and/or strategies will be provided, which can be woven into the student's current Individual Education Plan.

One of the key principles of ABA programming is the collection and analysis of data. Reliable data must be collected and analysed on an ongoing basis to measure student progress in the acquisition of new behaviour and skills and identify skills or behaviours that need to be taught.

Recommendation:

This is information for the Board of Trustees.

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: November 26, 2018
To: Board of Trustees
From: Director of Education
Subject: English as a Second Language Trends

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)

ESL and ELD Programs and Services

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

English Language Learners, ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007)
School Effectiveness Framework (2013)
Achieving Excellence: A Renewed Vision for Education in Ontario (2014)

Alignment to the MYSP:

Priority Area: Nurturing our Catholic Community

Strategic Direction: Everyone is included, respected, and welcomed

Goal: To support an environment of inclusion with improved implementation of the principles of *Learning for All*

To increase awareness and respect of differences within our school communities

Priority Area: Student Engagement, Achievement & Innovation

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

Goal: To strengthen our partnerships among colleges, universities, employers and community partners

Priority Area: Student Engagement, Achievement & Innovation

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

Goal: To focus on personalized authentic and (culturally) relevant inquiry

To support our students in meeting the Ontario Catholic Graduate Expectations

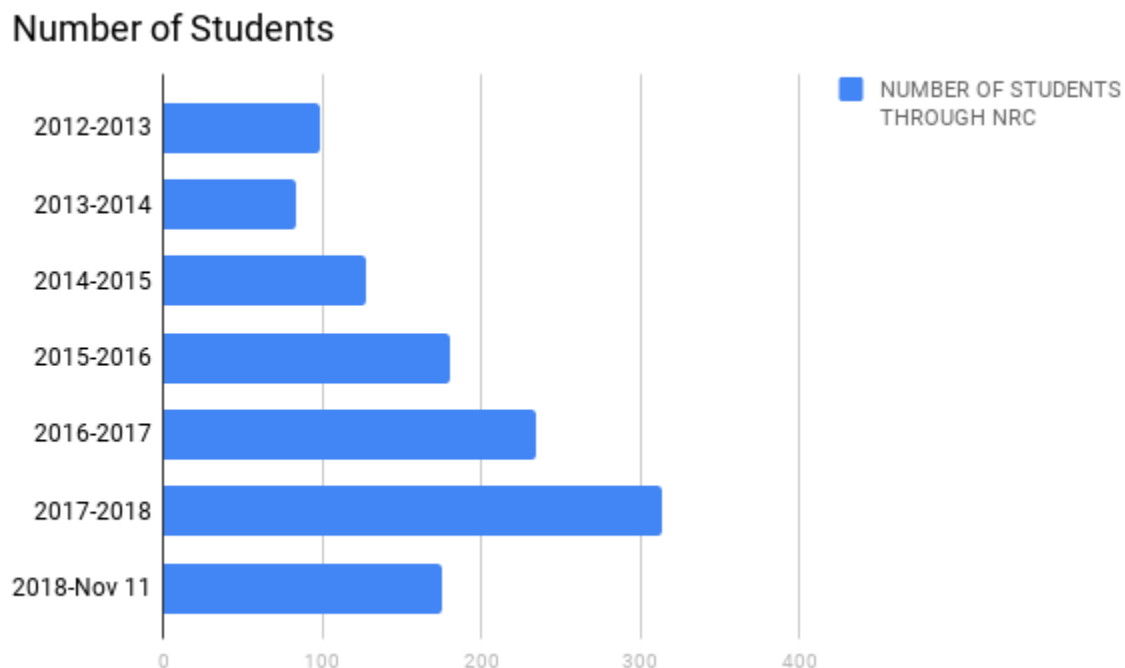
Priority Area: Building Capacity to Lead, Learn & Live Authentically

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

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

Background/Comments:

Trends in the number of newcomer students processed through the Newcomer Reception Centre a steady increase in the number of students registering at the WCDSB (JK-Grade 12) from various countries all over the world. The vast majority of these have English as an Additional Language Learning needs.



- Increase in the number of newcomer students is notable during the 2014-2015 academic year, and another significant increase occurred in the 2017-2018 academic year, where the NRC welcomed over 300 elementary and secondary Newcomer students
- The academic year 2018-2019 is indicating a continued increase (with about 170 students welcomed or awaiting welcome to the WCDSB at the Newcomer Reception Centre)
- Due to the number of students arriving to the WCDSB, the NRC currently has about 50 students waiting to have their initial assessment (the above graph represents the students already assessed or waiting to be assessed for the 2018-2019 school year)

ONSIS Funding Report (October Report):

| | SEC | ELEM | TOTAL |
|---------------------------------------|-----|------|-------|
| September 1, 2017 to October 31, 2018 | 119 | 317 | 436 |
| September 1, 2016 to August 31, 2017 | 111 | 309 | 420 |
| September 1, 2015 to August 31, 2016 | 66 | 238 | 304 |
| September 1, 2014 to August 31, 2015 | 70 | 129 | 199 |
| TOTAL | 366 | 993 | 1359 |

*September 17-October 31, 2018 are preliminary numbers

- The NRC has seen an increase in the number of students requiring ELD program needs as a result of interrupted, formal education in the home country (*i.e.* students from Eritrea and/or Sudan, or via Sudan), also requiring significant settlement support to better understand and integrate into Ontario's school system and society
- In response to growing needs, there has been an increase (of 3.0 FTE) in ESL staff to 16.5 FTE teachers. 6.5 FTE are full-time in two schools (St. John 4.0 FTE, St. Aloysius 2.5 FTE), and 1.0 FTE is assigned to the Newcomer Reception Centre
- ESL teachers are itinerant with instructional time bound by teachers' contractual agreements (*i.e.* 40-minute uninterrupted lunch, 40 minutes of planning, and travel between schools-- being outside of those obligations)
- Newcomer students increasingly register at widely dispersed WCDSB sites, a departure from earlier years when settlement was restricted to a few traditional schools and neighbourhoods. Now, the majority of schools have ELLs requiring support from ESL staff. Increased itinerant travel time means less teaching time.
- The WCDSB continues to see more students transferring from other boards within the province, as well as students from out of province in their first years in Canada
- There are more than six hundred students at the WCDSB who are in their first two years in Canada and almost 1000 students in their first four years in Canada in elementary

The WCDSB continues to strive to meet the varied and increased needs of its English Language Learners (ELLs). Staff engage in an ongoing manner with partners and stakeholders throughout the region to ensure that newcomers to Canada experience a transition to school that is as safe and smooth as possible. Support for ELLs is articulated in the WCDSB's Board Improvement Plan for Student Achievement (BIPSA) as educators are called upon to clearly know the needs of these students and respond to them in a collaborative and effective manner. As well, the Board's Multi-Year Strategic Plan (MYSP) identifies and promotes the use of culturally relevant and responsive pedagogy as a strategy to meet the goals of achievement and well-being. This response, furthermore, is one that is informed and supported by a wide and impressive range of team members (*i.e.* family members, cultural community leaders, translators, health practitioners, employers, faith community leaders, *et al*) who work in a dynamic and collaborative manner.

Recommendation:

This report is presented to the trustees as information

Prepared/Reviewed By: Loretta Notten
Director of Education

John Klein
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: November 26, 2018
To: Board of Trustees
From: Director of Education
Subject: Response to HRTO Recommendations

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]

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

Ontario Human Rights Code (2004)
Ontario's Equity and Inclusive Education Strategy (2009)
APC037: Equity and Inclusive Education Policy
Accessible Education Policy for Students with Disabilities, OHRC (2018)

Alignment to the MYSP:

Nurturing Our Catholic Community

- Everyone is included, respected and welcomed
 - ✓ To support an environment of inclusion with improved implementation of the principles of Learning for All

Student Engagement, Innovation and Achievement

- Students are achieving at their highest potential in a 21st century world
 - ✓ To focus on personalized authentic and culturally relevant inquiry

Building Capacity to Lead, Learn and Live Authentically

- Our decisions, actions and stewardship of resources are evidence-based and responsive
 - ✓ To ensure all program offerings are tied to student need and stakeholder interests, and that they will equip students to become globally-engaged responsible citizens

Background/Comments:

The Ontario Human Rights Commission (OHRC) released its new policy on accessible education for students with disabilities, along with recommendations on how to best meet legal obligations under Ontario's *Human Rights Code*.

The policy:

- recognizes that education is vitally important to a person's social, academic and economic development
- reflects a broad definition of disability
- provides students and families with up-to-date information about their human rights and responsibilities
- offers practical guidance to education providers to meet their legal duty to accommodate
- reminds schools of their obligation to maintain accessible, inclusive, discrimination and harassment-free spaces

The recommendations set out actions that government, schools and post-secondary institutions should take steps to make the education system inclusive, function effectively and allow students with disabilities to thrive. In response to this recommendation, it is important to note that the Waterloo Catholic District School Board has had a philosophy of full inclusion for all of our students with exceptionalities since 1989.

Education is vitally important to a person's personal, social and academic development. Achieving one's education potential affects a person's ability to take part in the labour market, live independently, participate meaningfully in society, and realize their full potential.

The Ontario Human Rights Code (Code) recognizes the importance of creating a climate of understanding and mutual respect for the dignity and worth of each person, so that each person can contribute fully to the development and wellbeing of the community and the province. The Code guarantees the right to equal treatment in education, without discrimination on the ground of disability, as part of the protection for equal treatment in services. This protection applies to elementary and secondary schools, and colleges and universities, both public and private.

The Ontario Human Rights Commission (OHRC) has recognized for some time that, despite a highly regulated and complex education framework designed to address the "special needs" of students, students with disabilities continue to face obstacles in their attempts to access educational services in Ontario. "Disability" continues to be the most often cited ground of discrimination under the Code in human rights claims made to the Human Rights Tribunal of Ontario (HRTO), with significant systemic issues being raised in disability and education claims. Statistics Canada reports that Ontarians with disabilities continue to have lower educational achievement levels, a higher unemployment rate, and are more likely to have low income than people without disabilities.

A student's experience may be further complicated when discrimination based on disability intersects with discrimination based on other grounds under the Code, such as race, sex, sexual orientation, age or another type of disability. People with disabilities are more likely to have lower incomes than people without disabilities, and many people live in chronic poverty. A student's experience with low income may be highly relevant to understanding the impact of discrimination on a student with a disability, and this may result in specific experiences of discrimination.

Educational institutions operating in Ontario have a legal duty to take steps to prevent and respond to breaches of the Code. This responsibility includes maintaining accessible, inclusive, discrimination and harassment-free education environments that respect human rights. It is not acceptable to choose to stay unaware of discrimination or harassment of a student with a disability, whether or not a human rights claim has been made.

The OHRC's Policy on accessible education for students with disabilities will help education providers recognize and fulfil their obligations under the Code, design their facilities, policies and procedures more inclusively, respond appropriately and in a timely way to accommodation requests, and effectively address complaints related to disability before they escalate to human rights claims made to the HRTO.

Recommendations to improve education outcomes for students with disabilities:

Primary and secondary education

1. Ensure that communications to students and parents make it clear that education providers have a legal obligation to accommodate all students with disabilities, not just those students whose disabilities are listed in the Ministry's "special education" or "exceptionality" categories.

2. Identify and end the practice of exclusion wherein principals ask parents to keep primary and secondary students with disabilities home from school for part or all of the school day (and the role that an improper use of section 265(1)(m) of the Education Act may be playing in this practice).
3. Work with Indigenous partners to implement the recommendations in the May 2017 Ontario First Nations Special Education Review Report.
4. Evaluate existing funding structures and levels to ensure adequate resources are provided to school boards to meet the identified needs of all primary and secondary students with disabilities; provide timely and appropriate accommodation; and provide effective and current training for teachers and staff.
5. Develop an effective public accountability mechanism to track and audit how school boards spend special education funding.
6. Work with the Ontario College of Teachers to review all aspects of the curriculum for teachers' colleges to ensure that prospective teachers and administrators have sufficient and practical instruction on disability issues (including specific training on common disabilities such as autism, ADHD, learning disabilities including dyslexia, mental health disabilities, etc.), the requirements of the Code, and UDL.
7. Work with the Ontario College of Teachers to provide regular and ongoing mandatory professional development opportunities for all teachers and administrators on how to fulfil their human rights obligations.

Summary:

In response to the OHRC's new policy on accessible education for students with disabilities, and considering the recommendations on how to best meet legal obligations under Ontario's Human Rights Code, the Waterloo Catholic District School Board continues to take all necessary steps to:

- **remove barriers in the disability accommodation process.** WCDSB provides a comprehensive process to ensure students receive appropriate accommodations and modifications through a process which begins with the classroom teacher and may include supports from the collaborative team (psychological consultants, social workers, speech and language pathologists, board certified behavior analysts).
- **ensure transparent oversight and accountability for the timely and effective accommodation of students with disabilities.** Principals monitor Individual Education Plans and work with families to provide accommodations and modifications for students to allow equitable access to the curriculum. Assessments for students are completed in a timely manner with no more than three weeks between the start and finish of an assessment for purpose of programming for students.
- **implement Universal Design for Learning (UDL) across all education systems, while continuing to provide accommodation based on individual needs.** During the 2018-2019 school year all staff will be reviewing to ensure all classrooms have universal supports to engage all learners
- **provide effective training and education for education providers on human rights, disability rights and accommodation.** Mandatory Special Education teacher meetings occur throughout the school year reviewing updates that require highlighting from HRTD decisions and recommendations.
- **put students with disabilities at the center of all decision-making processes.** WCDSB is an inclusive school board where students' unique gifts and talents are celebrated, welcomed and nurtured within inclusive classrooms.
- WCDSB has few HRTD cases that are not resolved at the school and board level.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

Richard Olson
Superintendent of Learning

Laura Shoemaker
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.”



**Waterloo Catholic
District School Board**

Date: November 26, 2018

Subject: Student Trustee Report

To: The Board of Trustees

From: Izabella Tyc, Meghan Nemeth

The month of November was filled with unity between the WCDSB schools. Students from each of the five high schools attended the Ontario Student Leadership Conference where they attended workshops, listened to motivational speakers and were able to network with other students within the board. Students from our board experienced a wide variety of educational presentations from inspirational role models and educators, like Lisa Bentley, and Phil Boyte. These presentations reflected on developing positive school cultures, and achieving goals through hard work and determination.

Remembrance day services were held at each school for the 100th anniversary of the ending of World War One. Monsignor Doyle had a liturgy, St. Benedict's had a service and Resurrection had a visual presentation; all were accompanied by performances by the respective school's drama department and dance teams. St. Mary's had a special service over the announcements to address the entire school about the recognition of those who fought.

The Fall sports season is coming to an end and many titles have been claimed this month. St. Benedict's Senior Boys Volleyball Team won the D8 Championship in an exciting 5 set match. Resurrection's football team beat the St. David's Celtics in a battle for the D8 title; they progressed to the CWOSSA Finals which were held last Tuesday. In addition to this, St. Mary's held a spirited football game where they sold cookies and hot chocolate.

Resurrection and St. Benedict's held their autumn Homecoming Dances this past month. St. Benedict's organized a whole week of events leading up to their "Tropical Destination" dance while Resurrection had "A Night With The Stars". St. Mary's and Monsignor Doyle have also sold tickets for their Semi-Formal dances which will be coming up in the near future.

The school's also held several night events to continue to engage students. Resurrection held a Pathways event with guest speakers such as Darren Stevenson from 519 Sports to help students determine potential career paths. St. Benedict's held a 3 day Play Night where the arts department put on two original productions entitled "10 ways to survive the end of the world" & "The Brothers Grimm Spectaculathon" both written by Don Zolidis. St. David's planned a Games Night which included board games, Mario Kart and Just Dance, however it has been postponed due to the weather conditions on that day.

Our high schools have also been focussing on the development of our their communities by pushing a wave of positivity towards their student body. At Monsignor Doyle, students ran an anti-bullying week that held a theme of inclusion, through this a video was made and shown to the student body titled “Why Mustangs Matter?” St. David’s also encouraged positivity through their Random Act of Kindness Day, where motivational sticky notes were placed around the school, along with chalk art outside, and free tea was handed out. Resurrection worked on an event called Pathways to prepare their students for different career paths, and the event inspired a lot of students with its multitude of guest speakers.

St. Mary’s and St. Benedict’s are also beginning their preparations for the Christmas season already. St. Mary’s opened up RSVPs for their Christmas dinner taking place on December 6th, and has promoted their event through posters for student sign- up. While St. Benedict’s participated in the Cambridge Santa Clause Parade with the E-Car Club, Robotics Club, Student Activities Council, and Marching Band.

Student Senate is working diligently for the upcoming SAC Unity conference which will be taking place on December 12th at the St. Jerome’s University facility. The event will run from 9:30am- 4:30pm and all Trustees and Superintendents are invited to attend the lunch starting at 12:20pm to interact and connect with student leaders in our board. The Senate is also working in preparation for their first elementary student senate meetings as a unified presentation was made that introduces this year’s theme of inclusive leadership.

Date: November 26, 2018
To: Board of Trustees
From: Chair of the Board
Subject: 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

Comments:

- Attended and participated in School Council and newly appointed Administrators Commissioning Ceremony with Trustees Buchholtz, Conway, da Silva, Gravelle, Reitzel, Schmalz, and VanAlphen.
- Participated in the Audit Committee meeting.
- Had a meeting with MPP's Fife and Lindo with Director Notten to express some of our educational issues and concerns.
- Attended St David's Remembrance Day Assembly with Trustees Gravelle, VanAlphen and Superintendent Merkel.
- Laid wreath at Remembrance Day ceremony at the Preston Cenotaph on behalf of WCDSB.
- Attended Regional Council gathering in honour of Ken Seiling with Trustees Buchholtz, Conway and Schmalz.
- Attended and brought greetings on behalf of Board of Trustees at St Louis graduation recognizing OSSD, Hairstyling and Culinary Arts Graduates with Trustees Conway, da Silva, Schmalz, Director Notten and Superintendent Maharaj.
- Attended and participated in SAL at Monsignor Doyle.
- Attended the 40th Anniversary Justice Dinner in honour of Ken Seiling with Trustees Buchholtz, Conway, da Silva, Schmalz, Van Alphen, John Shewchuk and Superintendent Markel.
- Attended St Louis Graduation in honour of the PSW graduates with Trustees Buchholtz, Conway, da Silva and Schmalz.

Prepared/Reviewed By: Wendy Price
Chair of the Board



Ontario Catholic School
Trustees' Association

November 13, 2018

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

FROM: Brian O'Sullivan, Director of Catholic Education

SUBJECT: **Catholic Education Week – May 5 – May 10, 2019**
“Catholic Education: *Living as Joyful Disciples*”

“Although you have not seen him, you love him; and even though you do not see him now, you believe in him and rejoice with an indescribable and glorious joy.” 1 Peter 1:8

As we approach the Advent season, we are reminded that publicly funded Catholic education is a call to service. Regardless of our position or our responsibilities within Catholic education, our role is a call, birthed in our Baptism to bring the saving message of Jesus Christ into the lives of those students whom it is our privilege to serve. This reality elevates our duties and responsibilities to another plane. Left to our own strengths and abilities, the task seems and is very challenging, but we are not alone in this task. Jesus promised us the abiding strength of the Holy Spirit to be with us always – not just for a century or two at the church's beginning, but always. But the promise is predicated on our faithful and faith-filled response to that call to service following the example of Jesus who said, “I am in the midst of you as one who serves.” (Luke 22:27)

Catholic Education Week begins on Sunday, May 5, 2019. This year's Catholic Education Week theme is “*Living as Joyful Disciples*.” The theme for CEW 2019 was inspired by three sources:

- *Renewing the Promise*, The Pastoral Letter on Catholic Education from the Bishops of Ontario
- *Gaudete et exsultate*, The Apostolic Exhortation of Pope Francis on the Call to Holiness¹
- *Young People, the Faith and Vocational Discernment*, The Synod of Bishops in October 2018²

Attached, please find the Advance Kit for Catholic Education Week. I would like to thank our team of educators from our English and French Catholic boards for their work involved in preparing this resource.

***We ask that you please forward this resource to your school and board staff,
responsible for overseeing materials related to CEW 2019.***

Attachment

¹ http://w2.vatican.va/content/francesco/en/apost_exhortations/documents/papa-francesco_esortazione-ap_20180319_gaudete-et-exsultate.html

² <http://www.synod2018.va/content/synod2018/en.html>; <http://www.ocytoronto.org/synod/>

Catholic Education Week 2019
Prayer Services and Reflection Activities for 2018-2019

ADVANCE KIT



“Although you have not seen him, you love him; and even though you do not see him now, you believe in him and rejoice with an indescribable and glorious joy.” 1 Peter 1:8

<<Lui, vous l’aimez sans l’avoir vu; en lui, sans le voir encore, vous mettez votre foi, vous exultez d’une joie inexprimable et remplie de gloire.>> 1 Pierre 1, 8



Catholic Education Week
May 5 – May 10, 2019
www.goodnewsforall.ca



Catholic Education Week 2019

Catholic Education: *Living as Joyful Disciples*

L'éducation catholique: *Vivre en disciples joyeux*

May 5 – May 10, 2019

Guidelines for Using the Advance Kit

What is Catholic Education Week?

Each year the Catholic community of Ontario engages in a week-long celebration of the unique identity and distinctive contributions of Catholic education during Catholic Education Week.

What is the theme of Catholic Education Week?

This year's celebration entitled, "**Catholic Education: *Living as Joyful Disciples***" is scheduled for the week of May 5 – May 10, 2019. The scriptural passage that guides our theme is, "*Although you have not seen him, you love him; and even though you do not see him now, you believe in him and rejoice with an indescribable and glorious joy.*" 1 Peter 1:8

What is the Catholic Education Week Resource Kit?

For a number of years OCSTA has developed and distributed a school-based Resource Kit of activities, prayer services and suggested resources based on the theme of the particular year. The Resource Kit is sent to Catholic school communities early in the new year to assist them in their Catholic Education Week activities.

What is the Catholic Education Week Advance Kit?

In order to help all Catholic educational partners engage in prayer and dialogue in preparation for Catholic Education Week 2019, OCSTA has prepared an Advance Kit of prayer services and reflection activities. Unlike the Resource Kit that is designed for students, the Advance Kit, sent early in the school year, is designed to help adult groups (trustees, school board staff, school staff groups, parent groups, parish groups, associations, etc.) reflect on the theme of Catholic Education Week with prayer services and reflection activities beginning in Advent and concluding in the month before Catholic Education Week.

What are the sub-themes of Catholic Education Week?

The Advance Kit has five prayer and reflection activities for the five months preceding Catholic Education Week, each activity reflecting one of the five sub-themes of Catholic Education Week:

| | |
|------------------|--|
| Advent: | <i>Rooted in Prayer ... Enracinés dans la prière</i> |
| January: | <i>Living in Community ... Vivre au coeur de la communauté</i> |
| February: | <i>Doing Justice & Creating Hope ... Semer la justice et inspirer l'espérance</i> |
| March: | <i>Journeying Together in Faith ... Cheminer ensemble dans la foi</i> |
| April: | <i>Sharing the Good News ... Partager la bonne nouvelle</i> |

How can the Advance Kit be used in a local Catholic educational community?

Each service may be used to begin a meeting or gathering, or to provide an opportunity for the adult partners in a local Catholic education community to discuss the themes. Each prayer service includes:

- Prayers that reflect the theme
- A scripture reading that connects with the theme*
- A personal reflection related to the scripture reading
- A theme-related reading taken from the contemporary Catholic spiritual writings
- Questions for discussion or reflection based on that reading

Does the format of these prayer services always have to be followed?

The Advance Kit is a gift to be adapted and utilized in whatever way suits the needs of your local community. Feel free to use all, or any part of the kit, in the five months prior to Catholic Education Week 2019, beginning in Advent 2018.

What approach should be taken to the discussion?

The Advance Kit is designed in Catholic education to help adult groups to sit down together to pray and reflect. In discussing the reflection questions found in this Advance Kit, it is important to allow for the divergent views and experiences that may emerge. Reflection sharing or discussions should be conducted in a gospel atmosphere of respect. Conflicting points of view should be heard and accepted without feeling the need for them to be resolved.

How can we help prepare for future Catholic Education Week activities?

OCSTA encourages all its partners to let us know about your group's use of this Advance Kit by sending an email to OCSTA at the following email address: ocsta@ocsta.on.ca.

The Catholic Education Week Committee would also be pleased to receive your feedback on this Advance Kit as well as suggestions to improve its value to our partners in Catholic education. These and all other Catholic Education Week materials are available on the OCSTA website at: www.goodnewsforall.ca.

*Note that the scriptural reading has been provided for your convenience, however, scripture should normally be read from a Bible or Lectionary.



Advent 2018

“Rooted in Prayer”

SUGGESTED OPENING SONGS

- *People Look East* ~ © 2000, Kevin Mayhew Limited. Reproduced by Permission of Kevin Mayhew Limited (www.kevinmayhew.com). License no. KM600006/1.
- *On Jordan's Bank the Baptist Cry* ~ Jordanis oras praevia Charles Coffin (1676-1749). Translated by John Chandler (1806-1876). Adapted by Michael Perry (Word & Music) (1942-1996). © Word & Music/Jubilate Hymns Ltd. 8 8 8 8
- *Jesus Come to Us* ~ David Haas, Journeysongs Third Edition: Volume 21, © 2012 OCP. All rights reserved. All selections BMI. Released on 2012-05-01. Music Publisher: OCP.

OPENING PRAYER

Loving God,

We come before you in this season of Advent, and always,

to pray for the gift of patience as we wait for you to come to us anew.

Fill our hearts with steadfast knowledge that you will be available to us in our need,

that all we have to do is call upon you, and you are there.

May we witness your faithful love to everyone we encounter this day.

We ask for the grace to “bear with one another” (Colossians 3:13)

as we wait for Jesus to be made visible in our hearts and in our lives.

Amen. +

READING: A Reading from the Holy Gospel according to Luke (Luke 3:1-6)

In the fifteenth year of the reign of Emperor Tiberius, when Pontius Pilate was governor of Judea, and Herod was ruler of Galilee, and his brother Philip ruler of the region of Ituraea and Trachonitis, and Lysanias ruler of Abilene, during the high priesthood of Annas and Caiaphas, the word of God came to John, son of Zechariah in the wilderness. He went into all the region around the Jordan, proclaiming a baptism of repentance for the forgiveness of sins, as it is written in the book of the words of the prophet Isaiah, “The voice of one crying out in the wilderness, “Prepare the word of the Lord, make his path straight. Every valley shall be filled, and every mountain and hill shall be made low, and the crooked shall be made straight, and the rough ways made smooth, and all flesh shall see the salvation of God.”

The Gospel of the Lord. **R. Praise to you, Lord Jesus Christ.**

PERSONAL REFLECTION

Jesus is on his way. Soon he will be born, a child, unto us. We are called to make his way straight and his journey simple.

During Advent, God calls us to search our lives, our habits, for obstacles to the coming of Christ in our midst. This is an opportune moment to reflect on our habits and priorities, to consider how much we work, how we spend our time and what we are striving for.

In short, Advent is the time to examine our conscience and consider making some small personal promises to the Lord, for example, setting aside time for prayer, volunteering or making time for family.

Now is the time to consider how we can better allow Christ to work in our lives.

“Jesus, help me to welcome you into my life.”

(Johnson, Gabriel. *Word Made Flesh: Daily Reflections for Advent*. Editions Novalis, 2018)

GUIDED REFLECTION QUESTIONS

What causes us to lack joy in our lives?

How do we become disconnected from prayer?

How can we become more grateful and appreciative disciples of Christ?

CLOSING PRAYER

Remind us, Lord, that what you have in store for us
will be more than what we have dreamed of ourselves.

Help us to surrender ourselves to your time table
for we know that your ways are not our ways.

Grow in us, the ability to also be patient with ourselves, Lord,
knowing that we have to be ready for you to do your work through us.

We ask for the ability to trust in our plan for us,
to bring us closer to you.

We pray these things in the name of Jesus,
who is with us now and for ever.

Amen. +

(Macke, Sally. *Let's Begin With a Prayer: 101 Prayers for Meetings*. Liguori 2014)

SUGGESTED CLOSING SONGS

- *O Come, O Come, Emmanuel* ~ Latin antiphons, 12 century, Latin Hymn, 1710, Tr. by John Mason Neale, 1851; alt. 1961. VENIE EMMANUEL. L. M. ref .Plainsong. 13th century, Arr. by Thomas Helmore, 1856.
- *O Come, Devine Messiah* ~ Venez, divin Messie. M. l'abbe Pellegrin, Sister Mary of St. Philip (1877), 7.8.7.6 with refrain, English.



January 2019

“Living in Community”

SUGGESTED OPENING SONGS

- *Come as You Are* ~ David Crowder (<https://www.youtube.com/watch?v=yjgioXrnEME>)
- *Companions on the Journey* ~ Carey Landry (<https://www.youtube.com/watch?v=zfYZCQXFm0Q>)

OPENING PRAYER

Lord our God,
You have created us to live in community and to share the love and compassion
that comes from you with each other.
Help us to overcome the many distractions
that take us away from community.
Keep us ever mindful of the joy that we receive from you
through our interaction with others in community.
We ask this through your Son, Jesus Christ.
Amen. +

READING: A Reading from Paul’s Letter to the Romans (Romans 12:2-8)

The New Life in Christ.

I appeal to you therefore, brothers and sisters, by the mercies of God, to present your bodies as a living sacrifice, holy and acceptable to God, which is your spiritual worship. Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God – what is good and acceptable and perfect.

For by the grace given to me, I say to everyone among you, not to think of yourself more highly than you ought to think, but to think with sober judgement, each according to the measure of faith that God has assigned. For as in one body, we have many members, and not all the members have the same function, so we, who are many, are one body in Christ, and individually we are members of one another. We have gifts that differ according to the grace given to us: prophecy, in proportion to faith; ministry, in ministering; the teacher, in teaching; the exhorter, in exhortation; the giver, in generosity; the leader, in diligence; the compassionate, in cheerfulness.

The Word of the Lord. **R. Thanks be to God.**

QUESTIONS FOR PERSONAL REFLECTION

This reading from Paul's letter to the Romans invites us to reflect on the many gifts that we are able to share in community. It says that we are members of one another, all united. This is indeed a wonderful vision for faith community and for humanity.

How do you see the spirit of community lived out in your school?

In your life, where do you find joy in community?

Where do you see challenges to community today?

Quote:

"The greatness of community is most accurately measured by the compassionate actions of its members." (Coretta Scott King)

This quote by Coretta Scott King, wife of Martin Luther King, speaks to the power of community to support individuals. The Civil Rights movement in the United States, as well as the awareness of the rights of our First Nations, Metis and Inuit communities here in Canada, both call for the response of community.

QUESTIONS FOR DISCUSSION

The following quote from Pope Francis is from the Apostolic Exhortation, *"On the Call to Holiness in Today's World."* After reading this quote, consider the benefits of a strong community. Why do you think that this is very important for society?

Signs of Holiness in Today's World

"This is not the joy held out by today's individualistic and consumerist culture. Consumerism only bloats the heart. It can offer occasional and passing pleasures, but not joy. Here I am, speaking of a joy lived in communion which shares and is shared, since 'there is more happiness in giving than in receiving.'"

What do you think are signs of a healthy community?

CLOSING PRAYER

Loving God,

You have given us the gift of community.

It is here that we find your love.

Help us to deepen our awareness of your presence in others.

We ask this in Jesus' name.

Amen. +

SUGGESTED CLOSING SONGS

- *Kindness* ~ Steve Bell
- *Love Will Hold Us Together* ~ Matt Maher



February 2019

“Doing Justice & Creating Hope”

SUGGESTED OPENING SONGS

- *All are Welcome* ~ Marty Haugen (Gather Hymnal #753)
- *God is Alive* ~ David Haas (Catholic Book of Worship III #591)
- *God is Love* ~ David Haas (Catholic Book of Worship III #473)
- *They’ll Know We are Christians* ~ Peter Scholtes (Gather #735)
- *Open the Eyes of My Heart* ~ Paul Balloche (Spirit & Song, Volume 8)

OPENING PRAYER

God of hope and justice,
We pray today for your loving guidance.
Help us to live as the joyful disciples you call us to be.
Open our eyes so that we may recognize Christ in every person.
Fill our hearts so that we may continue to spread your love
in word and action.
Sustain us as we work to build your kingdom here on earth.
We ask this through Christ our Lord.
Amen. +

READING: A Reading from the Holy Gospel according to Luke (Luke 4:16-21)

When he came to Nazareth, where he had been brought up, he went to the synagogue on the Sabbath Day, as was his custom. He stood up to read, and the scroll of the prophet Isaiah was given to him. He unrolled the scroll and found the place where it was written: “The spirit of the Lord is upon me, because he has anointed me to bring good news to the poor. He has sent me to proclaim release to the captives and recovery of sight to the blind, to let the oppressed go free, to proclaim the year of the Lord’s favour.” And he rolled up the scroll, gave it back to the attendant, and sat down. The eyes of all in the synagogue were fixed on him. Then he began to say to them, “Today, this scripture has been fulfilled in your hearing.”

The Gospel of the Lord. **R. Praise to you, Lord Jesus Christ.**

QUESTIONS FOR PERSONAL REFLECTION

In this passage, Jesus provides us with clear instructions on what it means to “do justice.” We are called to bring good news to the poor, proclaim release to the captives, restore sight to the blind, let the oppressed go free, and proclaim the year of the Lord’s favour. With these instructions, Jesus defines his mission on earth and entrusts us to do the same. How can I bring these instructions to life in my current role in Catholic education? Which “instruction” resonates with me the most? Which is the most challenging?

Bringing Good News to the Poor

How do we reflect God’s light and love to those around us? How do we, as a school community contribute to local and global initiatives to assist those who are in poverty? What are some of the ways in which I am a source of “good news” to others in my community? Do I try to provide encouragement to those who may be discouraged or feeling “poor in spirit?”

Proclaiming Release to Captives / Letting the Oppressed Go Free

How do we provide safe and welcoming spaces in our school communities in which others feel free to share concerns or worries that may be weighing on them? Who are the oppressed in our schools and communities, and how can we help to remove the obstacles that may be in their path? How do I help to uphold the dignity and rights of all people as children of God? Do I listen to others without judgement or interruption?

Restoring Sight to the Blind

In times of spiritual blindness, we need the guidance of the Holy Spirit to help reveal truths that may not be visible to our human eyes. How can we remind ourselves to humbly ask for God’s help in guiding us to find solutions in challenging situations? How can we be sources of truth to one another? Do I sometimes tell people what they want to hear instead of what may need to be said? And are there ways in which I can improve my own “vision” so that I am able to see and recognize Christ in everyone?

Proclaiming the Year of the Lord’s Favour

Pope Francis has said that a good Catholic proclaims the gospel and announces Christ.

(<https://www.catholicregister.org/faith/item/27682-a-good-catholic-proclaims-the-gospel-announces-christ-pope-francis-says>)

The gift of the Lord’s favour or of God’s grace has been freely extended to us. We are called to celebrate this gift with joy. How do we celebrate our faith and proclaim this hopeful message in our school communities? How do I contribute to creating hope in my work in Catholic education?

GUIDED REFLECTION QUESTIONS

The story of Emmaus recounts a very human experience. The disappointment and despair experienced by the two disciples on the road is not unlike the challenges frequently faced by young people today. The message is clear: hope, courage and resolve can be found through a loving encounter with Jesus... The more we foster Catholic identity, the more we promote the expression of that identity in service and witness to the world. Our faith calls us to be engaged with the world around us, to have hope, and to inspire it in others.

(Renewing the Promise: A Pastoral Letter for Catholic Education, 2018, pages 10-11)

“Young people should love, believe and follow their dreams, never despairing because Jesus is always with them... When life hits hard, they should try to get up again, letting others help them, and if they are bored, they should concentrate on doing good things for others. No matter where God has planted you, hope. Always hope... Believe in the existence of the most noble and beautiful truths and trust that God, through the Holy Spirit, is ushering everything toward the good, toward Christ’s embrace.

(Pope Francis, <https://www.ncronline.org/news/vatican/how-have-hope-pope-francis-gives-point-point-guide>)

What implications do these readings have for us and our work in Catholic education? What are some ways that we foster Catholic identity in students? How does my work as a Catholic educator reflect the messages shared in the above readings? Am I a source of hope to others?

CLOSING PRAYER

O God,

Who gave one origin to all peoples
and willed to gather from them, one family for yourself,
fill all hearts, we pray,
with the fire of your love and kindle in them a desire
for the just advancement of their neighbour.

That through the good things which you richly bestow upon all,
each human person may be brought to perfection,
every division may be removed,
and equity and justice may be established in human society.

Through our Lord, Jesus Christ, your Son,
who lives and reigns with you,
in the unity of the Holy Spirit, one God, for ever and ever.

Amen. +

SUGGESTED CLOSING SONGS

- *You are the Voice* ~ David Haas (Catholic Book of Worship #576)
- *We are Called* ~David Haas (Gather Hymnal #710)
- *Send Down the Fire* ~Marty Haugen (Gather Hymnal #466)
- *Christ be Our Light* ~Bernadette Farrell (Gather Hymnal #590)
- *Your Grace is Enough* ~Matt Maher (Spirit & Song, Volume 9)



March 2019

“Journeying Together in Faith”

SUGGESTED OPENING SONGS

- [We are Companions on the Journey](#)
 - Come and Journey with a Saviour (CBW III #476)
 - To Abraham and Sarah (CBW III #519)
- [Faith has Set Us On a Journey](#)
 - Pescador de Hombres (Lord, You have Come to the Seashore)
[Original Spanish Version](#)
[English Version](#) (lyrics below)

*Lord, you have come to the seashore,
neither searching for the rich nor the wise,
desiring only that I should follow.*

REFRAIN:

*O Lord, with your eyes set upon me,
gently smiling, you have spoken my name;
All I longed for, I have found by the water.
At your side, I will seek other shores.*

*Lord, see my goods, my possessions;
In my boat you find no power, no wealth.
Will you accept then, my nets and labour? **REFRAIN***

*Lord, take my hands and direct them.
Help me spend myself in seeking the lost,
returning love for the love you gave me. **REFRAIN***

*Lord, as I drift on the waters,
be the resting place on my restless heart,
my life's companion, my friend and refuge. **REFRAIN***

OPENING PRAYER

God, our companion on every journey of our lives,
be with us today as we embark once more on the pilgrimage of living as your disciples.
Give us clear vision and courage,
wisdom and compassion,
as we set out on the road that stretches before us.
Even when we are uncertain of our destination,
we know that you are always with us
and that we are never alone.
May we travel always with confidence and hope,
in the name of Jesus, our Brother and Lord,
in whose name we pray.
Amen. +

READING: A Reading from the book of the Prophet Nehemiah (9:19-23)

Lord our God, you in your great mercies did not forsake our ancestors in the wilderness; the pillar of cloud that led them in the way, did not leave them by day, nor the pillar of fire by night, that gave them light on the way by which they should go. You gave your good spirit to instruct them, and did not withhold your manna from their mouths, and gave them water for their thirst. For forty years you sustained them in the wilderness so that they lacked nothing; their clothes did not wear out and their feet did not swell. And you gave them kingdoms and peoples, and allotted to them every corner, so they took possession of the land of King Sihon of Heshbon and the land of King Og of Bashan. You multiplied their descendants like the stars of heaven, and brought them into the land that you had told their ancestors to enter and possess.

The Word of the Lord. **R. Thanks be to God.**

QUESTIONS FOR PERSONAL REFLECTION

Our Jewish sisters and brothers used the verb *halak* (to walk, to journey) to speak about the laws that governed how they lived their religious lives. In its earthiest decades, the Christian religion was known simply as “The Way” (Acts 9:2, 18:25, 19:9, 19:23, 22:4, 24:14 and 24:22). Christians have always talked about their faith as a journey taken together (the term “synod” which we frequently use in the church, is Greek for “walking the path together with”).

In what ways are you sometimes called to “journey to an unknown land” in terms of your faith?
How do you respond to that call?

If the church is meant to be a community that journeys together, how can we help each other and make the journey easier for our travelling companions?

Is the road generally smooth for you right now? Or is it rocky and full of potholes?

What do you most need from the Lord at this moment to make the journey go smoothly?

READING & GUIDED REFLECTION QUESTIONS

“Journeying is an art because if we’re always in a hurry, we get tired and don’t arrive at our journey’s goal. If we stop, we don’t go forward and we also miss the goal. Journeying is precisely the art of looking toward the horizon, thinking where I want to go, but also enduring the fatigue of the journey, which is sometimes difficult. There are dark days, even days when we fail, even days when we fall, but always think of this... Don’t be afraid of failures! Don’t be afraid of falling! What matters in the art of journeying isn’t not falling, but not staying down. Get up right away and continue going forward. This is what’s beautiful... This is working every day... This is journeying as humans. But also, it’s bad walking alone... It’s bad and boring. Walking in community, with friends, with those who love us, that helps us... It helps us to arrive precisely at that goal, that “there” that we’re supposed to arrive at.”

(Pope Francis speaking to a group of students from Italian Jesuit schools, June 7, 2013)

In this speech, Pope Francis reminds us that the essence of Christian living is to be able to get back up again, even after our mistakes, our sins, and our failures. He reminds us to keep our eyes on our goal, and not to become discouraged.

How does God’s mercy in our lives give us the ability not to give up? How can we “lift up” those who have been “beaten down” by society, or by the circumstances of their lives? How can we be living signs of hope and encouragement for others?

CLOSING PRAYER

Lord Jesus,

We know from the Gospels that you journeyed from village to village to share the good news of God’s love and forgiveness, with those who most needed to hear it.

The road may have been dusty and the sun may have been hot, but you were constantly travelling, to bring healing and hope, renewal and transformation.

Guide our feet to go where you want us to go, to bring your presence to the people around us, and to discover the beauty of this world you have made.

Praise to you, Lord Jesus, now and for ever!

Amen. +

SUGGESTED CLOSING SONGS

- *Lord, You Search Me and You Know Me* ~ CBW III #474
- *We Will Walk with God* ~ Gather Comprehensive #635
- *Bring Forth the Kingdom* ~ Gather Comprehensive #640
- *Go Make a Difference* ~ Gather Comprehensive #664



April 2019

“Sharing the Good News”

SUGGESTED OPENING SONGS

- *God is Alive* ~ David Haas (CBW III #591)
- *You Have Anointed Me* ~Mike Balhoff, Gary Daigle, Darryl Ducote (Gather Hymnal #676)
- *Here I am , Lord* ~Dan Schutte (CBW III #520)
- *Open the Eyes of My Heart* ~Michael Smith, Paul Baloche
<https://ca.video.search.yahoo.com/yhs/search?fr=yhs-arh-001&hsimp=yhs-001&hspart=arh&p=Open+the+Eyes+of+My+Heart+%E2%80%93+Michael+Smith%2C+Paul+Baloche#id=15&vid=f47b6efff65cda204a879b2d4b1c6a67&action=view>

OPENING PRAYER

Open our eyes, Lord.

Without the gift of your revelation, our eyes are kept from recognizing you.

Appear before us, suddenly, unexpectedly, in all your glory.

So that we, too, may proclaim to a world in despair,
that we have seen the risen Lord.

We pray in your name.

Amen. +

READING: A Reading from the Holy Gospel according to John (20:11-18)

But Mary stood weeping outside the tomb. As she wept, she bent over to look into the tomb and she saw two angels in white, sitting where the body of Jesus had been lying, one at the head and the other at the feet. They said to her, “Woman, why are you weeping?” She said to them, “They have taken away my Lord, and I do not know where they have laid him.” When she had said this, she turned round and saw Jesus standing there, but she did not know that it was Jesus. Jesus said to her, “Woman, why are you weeping? For whom are you looking?” Supposing him to be the gardener, she said to him, “Sir, if you have carried him away, tell me where you have laid him, and I will take him away.” Jesus said to her, “Mary!” She turned and said to him in Hebrew, “Rabbouni!” (which means “teacher”). Jesus said to her, “Do not hold on to me, because I have not yet ascended to the Father. But go to my brothers and say to them, ‘I am ascending to my Father and your Father, to my God and your God.’” Mary Magdalene went and announced to the disciples, “I have seen the Lord!” And she told them that he had said these things to her.

The Gospel of the Lord. **R. Praise to you, Lord Jesus Christ.**

QUESTIONS FOR PERSONAL REFLECTION

In this reading from the gospel of John, we see Mary Magdalene described as the first witness to the Risen Jesus. What was it that opened Mary's eyes to the presence of Jesus? What is the significance of this?

Mary is also seen to be the first herald of the good news. To whom is she sent? What possible meaning can we glean from this?

READING & GUIDED REFLECTION QUESTIONS

"The last thing that Jesus asked of us before he ascended, was that we go out to all peoples and nations and preach his presence. However, that must be understood precisely in an incarnational, not theistic way. The challenge is not... to pass out religious tracts, establish religious television networks to make Jesus known, or even to try to baptize everyone into Christianity. The task is to radiate the compassion and love of God, as manifest in Jesus, in our faces and in our actions." (Ronald Rolheiser, *The Holy Longing: The Search for a Christian Spirituality*)

Ron Rolheiser talks about sharing the good news in an incarnational, not theistic way. For Christians, the God of Heaven is also physically present on this earth, inside of human beings. The Christian God can be seen, heard, felt, tasted and smelled through the senses. The Christian God, he says, has some skin. What does this mean, concretely, for how we share the gospel with our students, our colleagues, our families and our church communities?

CLOSING PRAYER

Open my heart to hear the gospel,
and grant me the confidence to proclaim the good news to others.
Pour out your spirit, so that we may be strengthened to go forth
and witness to the gospel in our lives, through our words and actions.
In moments of hesitation, remind us...
If not us, then who will proclaim the gospel?
If not now, then when will the gospel be proclaimed?
If not the truth of the gospel, then what shall we proclaim?
God, our Father, we pray that through the Holy Spirit,
we might hear the call of the New Evangelization,
to deepen our faith, grow in confidence to proclaim the gospel,
and boldly witness to the saving grace of your Son, Jesus Christ,
who lives and reigns with you,
in the unity of the Holy Spirit, one God, for ever and ever.
Amen. +
(Prayer for the New Evangelization from the United States Bishops)

SUGGESTED CLOSING SONGS

- *Go Make a Difference* ~ Spirit & Song #213
- *You are Mine* ~ David Haas (Gather Hymnal #649)
- *Let Heaven Rejoice* ~ Bob Dufford S.J. (CBW #557)
- *Two Were Bound for Emmaus* ~ Bob Hurd
(<https://ca.video.search.yahoo.com/yhs/search?fr=yhs-arh-001&hsimp=yhs-001&hsparm=arh&p=two+were+bound+for+emmaus#id=1&vid=623644aab5735720e47b0b8ab9a0bb8c&action=view>)



Ontario Catholic School
Trustees' Association

MEMORANDUM

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

FROM: Beverley Eckensweiler, President

SUBJECT: Cannabis Store Locations and Buffer Zone to Schools

Further to OCSTA's memo of October 17, 2018, on Wednesday November 14, 2018 the Government of Ontario announced its decision in respect of the buffer zone between licensed cannabis retail stores and schools that will form regulations under Bill 36 *an Act to enact a new Act and make amendments to the various other Acts respecting the use and sale of cannabis and vapour products in Ontario, 2018*.

On the buffer zone, the regulations will establish a minimum distance of 150 metres (approximately 500 feet) between cannabis retail stores and schools, including private and federally-funded First Nation schools off-reserve. The application process for private cannabis retail store licenses will begin on December 17, 2018.

Other new strict regulations established by the Ontario Government include:

- Retailers will not be permitted to allow anyone under the age of 19 to enter their stores. Specific instances in which applicants will be denied a licence, including cannabis-related criminal offences.
- Notably, illegal cannabis retailers who were operating after October 17, 2018 are not eligible for Ontario cannabis sales licenses.
- A prohibition on the issuance of a licence to any individual or organization who has an association with organized crime.
- Requirement that individuals or entities applying for an operator licence demonstrate their tax compliance status to show that they are in good standing with the government.
- A requirement for all private recreational cannabis retail storefronts to be stand-alone stores only.

- Individuals with a store authorization, cannabis retail managers and all retail employees will be required to complete the approved training to ensure that any individual who works in the cannabis retail market is trained in the responsible sale of cannabis.

Next Steps

OCSTA will continue to advocate our position on the buffer zone distance between schools and cannabis retail outlets. In addition, we will liaise with the Alcohol and Gaming Commission of Ontario to establish a stakeholder consultation process on licensing conditions for these retail establishments. We would also encourage boards to discuss their concerns about the location of cannabis retail stores with their local municipality since they have by law, authority to establish further restrictions on the consumption of cannabis near schools.

If you have any questions, please contact Steve Andrews at sandrews@ocsta.on.ca.

Consultation: Education in Ontario

November 2018



Ontario Catholic School
Trustees' Association



Ontario Catholic School Trustees' Association

Mission Statement

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

Vision Statement

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

1. If you are a member of a stakeholder group interested in Ontario's education system, please describe:

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

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

Catholic education is a cornerstone of Ontario's successful education system that has been internationally recognized as being one of the best in the world. At the heart of Catholic education is faith development and a view of the person as Christ-Centred. Teaching of Gospel values is integral to every part of Catholic education as students are called on to respect the dignity of all persons.

The key outcomes of Catholic education for our students is reflected in our Graduate Expectations—discerning believers, effective communicators, reflective, creative and holistic thinkers, self-directed, responsible life-long learners, collaborative contributors to the common good, caring family members and responsible citizens.

2. How should we improve student performance in the disciplines of Science, Technology, Engineering and Math (STEM)?

Key Principles for Enhancing Student Performance

OCSTA believes that mathematics, science, technology and engineering instruction should be evidence-based and reflect best practice research in meeting the unique, God given learning capabilities of our students. School boards and staff should also have the resources, training and supports to deliver instructional material in these areas that meets the needs of students.

In the context of mathematics education, as a general trend, Ontario's Catholic schools tend to perform above the provincial average in grades 3 and 6 mathematics, as measured by EQAO test scores. It is concerning, however, that in general scores have been trending downwards in meeting provincial standards in mathematics. The reasons for this trend, we believe, are not simply due to one method of teaching mathematics at the elementary level. OCSTA believes that both "discovery methods" and "direct instruction" need to be incorporated into teaching strategies in order to best meet the learning requirements of individual students. Skills instruction and memorization are important in building a foundation of mathematics skills in order to do discovery based learning to explore more advanced forms of mathematics. In its statement of core principles, the Ontario Association for Mathematics Education states *"learning is enhanced when students experience a variety of instructional approaches, ranging from direct instruction*

to inquiry based learning.” (for a full statement see <http://oame.on.ca/main/index1.php?lang=en&code=principles>).

In terms of improving student performance in other STEM areas, OCSTA supports programs to enhance digital literacy in areas of transferable skills such as computational thinking, computer science theory and those skills necessary to use and create digital tools. This will require ensuring school boards have the critical broadband infrastructure and related funding and support to ensure our schools have the resources to implement STEM curriculum changes.

OCSTA Recommendations

- **Increase the mandatory mathematics and related STEM undergraduate course requirements for university students prior to entering Bachelor of Education programs;**
- **The Ministry of Education repurpose curriculum working groups with school boards, curriculum experts, parent groups to develop revised instructional materials for teachers and school board staff in the STEM areas;**
- **The Ministry of Education continue to fund and support Math Leads in school boards while enhancing professional development activities for teachers in the areas of mathematics, science, technology and engineering subject matter.**

3. How should our schools prepare students with needed job skills, such as skilled trades and coding?

Preparing students for post-secondary employment is a challenging exercise: what is needed today may not exist in the near to medium term. Foundational, transferable skills and competencies that are required include:

- Virtue formation—as outlined in our Catholic Graduate Expectations
- Transferable skills—problem solving, communication, creativity
- Modern skills—digital fluency, flexibility, resiliency, business acumen.

Recent reports from a range of business groups points to a more immediate need—skilled trades and technical computer programming skills. For example, the Business Council of Canada (BCC) (formerly the Canadian Council of Chief Executives) 2016 survey of the 90 largest Canadian private-sector employers found that large Canadian companies are not facing a comprehensive skills shortage in various areas (<http://thebusinesscouncil.ca/wp-content/uploads/2016/02/Developing-Canadas-Workforce-March.pdf>). At a more local level the Mayor of Hamilton created a task force of industry, education and other stakeholders to address the lack of skilled trades for new employers in Hamilton and the role of education programs.

In the education context, Ontario’s Catholic schools offer Specialist High Skills Majors programs to high school students that provide experiential learning opportunities in the

workforce. These are excellent programs in providing our students with the opportunities to develop competencies, and skills, and those hands-on experiences that enable them to attain our Catholic graduate expectations.

OCSTA Recommendations

- **Expand Ontario’s High Skills Majors Programs to ensure at least 25% of all students in grades 11 and 12 have exposure to these programs;**
- **Expand other experiential learning programs with employers in the skilled trades areas and develop specific, modern apprenticeship programs;**
- **Review and update Guidance and Career education curriculum to ensure it exposes students to diverse learning and career opportunities.**
- **Provide incentives for the development of partnerships between school boards, employers, community partners and post secondary institutions to identify skills gaps and design experiential learning programs.**

4. What measures can be taken to improve provincial standardized testing?

All school boards in Ontario participate in standardized testing at the end of grades 3, 6, 9 and 10 as administered by the Education, Quality Accountability Office (“EQAO”). These large scale tests are designed to measure achievement in mathematics, reading and writing. These tests are developed, reviewed and scored by Ontario educators and are based on the Ontario curriculum. The data received from these tests are used by our school boards to measure individual student achievement, identify strengths and weaknesses in our education programs and guide school improvement initiatives.

Standardized large scale tests of this sort are only one component of assessing a student’s performance and identifying gaps in knowledge and learning. Classroom assessment of student achievement is another key feature of the overall student evaluation process. These forms of assessment are developed by teachers to assist individual students in their learning and to determine student achievement.¹

OCSTA supports the use of system, Provincial, National and International assessments and the standardized test regime administered by the EQAO across grades 3, 6, 9, and 10. These assessments provide one valuable source of information to parents, trustees, and school board staff about student achievement and the design of various programs important for Catholic education. However, these assessments must not be used to rank school board performance, evaluate teacher performance or make student diagnostic claims.

¹ Classroom assessments can be broken down further into diagnostic assessments that measure a student’s readiness to learn new subject matter, formative assessments that include tests, assignments, task and summative assessments that occur at the end of learning segment such as projects, essays, and examinations.

OCSTA Concerns with EQAO Testing

OCSTA recommends that the EQAO are in place for students with special needs and learning disabilities to ensure appropriate accommodations are provided to these students.

In addition, OCSTA recommends that EQAO assessments be reviewed to ensure that they are culturally relevant for Ontario's diverse population, including indigenous students. The assessments must also reflect any new modifications that may be reflected in the curriculum. For example, the province is committed to revising the mathematics curriculum and therefore all EQAO math assessments will need to reflect those curriculum changes.

OCSTA Recommendations

- **Establish specific guidelines that reflect the appropriate accommodations and modifications to the testing environment for students with special needs and learning disabilities. This could include the use of universal design principles.**
- **Reform the EQAO to provide education sector stakeholders with reports and information on the appropriate use of large scale assessment data on student achievement.**

5. What more can be done to ensure students graduate high school with important life skills, including financial literacy?

Improving financial literacy has been a key concern for many governments around the world. The member countries of the Organization for Economic Co-operation and Development ("OECD") have agreed to promote financial literacy education for their populations recognizing that people need a wide range of skills and knowledge to make informed choices and to manage the risks involved in the global economy.

In 2011, the Federal Task Force on Financial Literacy submitted a report to the Federal Government that called for a National Strategy on Financial Literacy for all Canadians. In 2010 the Ministry of Education convened a working group to consult stakeholders and propose changes to the curriculum with a goal to improving student's financial literacy. Since 2011, the Ministry has developed curriculum materials for grades 4-8 and 9-12 with a wide range of supports for school boards and staff.

The Ontario approach enhances financial literacy within existing [Ontario curriculum](#) from grades 4-12. The goal of the Financial Literacy Education Initiative is to make financial literacy education a part of every child's learning by enhancing financial topics and concepts in the existing curriculum in grades 4-12. At the present time, a wide range of educational resources exist to support the implementation of financial literacy in Ontario's schools.

In Catholic schools, financial literacy is taught within the context of our "Family Life" curriculum. In 2012, the Catholic Curriculum Corporation, a consortium of most of our Catholic school boards, developed a comprehensive resource guide to teach financial literacy from a faith

based perspective for elementary grade students and high school students (<http://www.catholiccurriculumcorp.org/Units/FLelementarydocumentfinal.pdf> and <http://www.catholiccurriculumcorp.org/Units/FLsecondarydocumentfinal.pdf>).

The key issues for Catholic schools include:

- What values can be learned from Scripture that can be applied to financial matters?
- What does our Catholic community and tradition have to teach us about financial literacy?
- How do we speak of financial literacy within a foundational understanding of the human person created in the image of God?
- What does the social tradition of our Church teach us about private property, the dignity of work, economic justice, global solidarity and development, and our moral duty to care for the other?
- How do we ensure that financial literacy includes an understanding of right relationships – human/human, human/creation, human/material goods?
- Who are our Catholic role models of financial stewardship?
- When must financial decisions be guided by our faith?

OCSTA Recommendations

- **Ensure Catholic school boards have the resources and support necessary to continue to implement financial literacy programs from a faith-based perspective;**
- **Consider making financial literacy courses mandatory for secondary students;**
- **Fully integrate financial literacy material into the elementary school curriculum;**
- **Structure professional development activities for board staff to inform them about key issues in financial literacy education;**
- **Continue to review the financial literacy curriculum to ensure it is age-appropriate and reflects the lived reality of students and their families;**
- **Explore the use of digital technology as a teaching tool for financial literacy**

6. What steps could schools take to ban cellphone use in the classroom?

The widespread use of smart phones is an ongoing management challenge for school boards and staff. Parents of elementary age children often suggest that for safety and security reasons, their child must have access to their phone. For secondary students, smart phones tend to be used for educational and non-educational purposes. However, designing appropriate general policies for the use of smart phones is difficult given the variations in local school conditions and needs.

OCSTA Recommendation

- **Allow schools and School Boards to establish smart phone policies that reflect and support their instructional needs.**

7. How can we build a new age-appropriate Health and Physical Education Curriculum that includes subjects like mental health, sexual health education and the legalization of cannabis?

OCSTA recognizes that it is the responsibility of Catholic school boards to follow the curriculum set out by the Ministry of Education in a manner that conveys, respects and models Catholic virtues to our students. As Catholics we believe that parents and guardians are the primary educators of their children.

Ontario's Catholic schools deliver the Health and Physical Education ("HPE") curriculum using the *Fully Alive* program, which is sponsored and developed with the approval of the Catholic Bishops of Ontario in collaboration with educators and families. *Fully Alive* is the program that delivers the family life curriculum, and after being updated in 2015 we are confident that it meets the needs of students as they encounter the challenges of 2018.

The *Fully Alive* program is consistent with our Catholic teachings, appropriate within the context of our Catholic classrooms, and complementary to the efforts of parents to guide their children to full Christian maturity. Catholic teachers will continue to present the issue of human sexuality within the fullness of a faith-based family life curriculum that teaches the content of our faith, the value of persons, human relationships, commitment, and social responsibility. As has been our tradition in Catholic education, the safety and well-being of students remains our priority and is reflected in the curriculum we deliver in our classrooms.

Catholic schools are committed to ensuring a safe, compassionate and nurturing learning environment for all students and developing mental health programs to support struggling students. As stewards of the life God has entrusted to us, we are charged to assist young people in recognizing that gift by:

- Affirming the God-given potential of each person, developing the body, mind and spirit of each and every student.
- Entering into open dialogue, increased self-awareness and shared information about mental health and well-being.

With an increased understanding of mental health issues, we expect that our students will be better equipped to serve the greater good, as they reach out to their communities with compassion, understanding and service. In support of these principles, the Catholic Curriculum Corporation has developed a resource for school boards Mental Health: Hope, Dignity and Our Compassionate Response, supports teachers in Grades 9-10 for use in Religious Education classes to begin the conversation with students about mental health and mental illness. The lessons are written from the lens of our Catholic Faith, with the intention of raising awareness, decreasing stigma and creating opportunities for open dialogue about mental health and wellbeing. (see <http://www.catholiccurriculumcorp.org/Units/MentalHealthfinalversion.pdf>)

In respect of recreational cannabis, OCSTA believes the ministry's curriculum reform should focus on highlighting the serious health issues connected to cannabis use, prevention strategies and the link between non-medical cannabis use and student mental health problems.

OCSTA Recommendations

- **Ensure Catholic school boards have the flexibility, autonomy and resources to implement HPE curriculum changes that focus on the distinct framework for students outlined in our Graduate Expectations and our Family Life/Fully Alive curriculum;**
- **Student mental health curriculum should focus on decreasing stigma/awareness/community supports and the link between cannabis use and mental health issues.**

8. What elements should be included in a Ministry of Education Parents' Bill of Rights?

One of the pillars upon which Catholic Education is built is the conviction that parents and guardians are the primary educators of their children. OCSTA fully supports Catholic parents and guardians playing an active role in their children's education. As educators, our school board staff work closely with parents to ensure all of our students needs are met and their well-being promoted. We encourage parents to work with their child's teachers and other school staff to ensure their concerns and issues are addressed in a respectful and in a timely manner. If issues cannot be resolved at the local level, that is, through dialogue between parents, teachers and principals, parents should contact the area Superintendent of their board to and if necessary School Trustee.

In terms of curriculum matters, for example, it has been a standard practice of Catholic boards to inform parents in advance of certain topics covered in the Family Life/Full Alive program. Parents have the option to have their children opt out of those particular lessons through the form of a letter addressed to the teacher/principal.

School Board policies currently cover the vast majority of the issues that give rise to parental concerns. For example, the results of an Identification, Placement and Review Committee recommendation related to special education services. Boards have in place an *appeals process*

and these are elaborated within specific board policies. Further examples include parents being notified if medical services are being provided to their child.

In terms of a Parents Bill of Rights, OCSTA would support a general statement of principles related to information sharing between the school and home, privacy protection and student well-being and achievement. OCSTA firmly believes that parents have the right to be informed about their child's educational achievement, key events and activities at school and various administrative procedures and school board policies.

The role of the Catholic school Trustee is critical as well in the context of communicating to parents and the Catholic community the views and decisions of the school board and facilitating communication between parents and school board staff.

OCSTA Recommendations

- **That any statement of a Parental Bill of Rights clearly recognize the role of democratically elected Trustees to represent the concerns of parents to their local school board;**
- **Ensure that the Bill of Rights recognizes each boards' current model of dispute resolution and encourages parents to work collaboratively with school staff;**
- **Outlines how parents have the right to be informed about various administrative policies and procedures impacting their child's achievement and well-being.**

Ontario Catholic School Trustees' Association
BOARD OF DIRECTORS

2018-2019

| | |
|-----------------------------------|--|
| Beverley Eckensweiler, President | Bruce-Grey Catholic District School Board |
| Michelle Griepsma, Vice President | Peterborough Victoria Northumberland & Clarington Catholic District School Board |
| Patrick Daly, Past President | Hamilton Wentworth Catholic District School Board |
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Ontario Catholic School
Trustees' Association

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Ontario Catholic School
Trustees' Association

November 19, 2018

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

FROM: Beverley Eckensweiler, President

SUBJECT: **2019-2020 Education Funding Guide**

Attached please find a 2019-2020 Education Funding Guide distributed by the Ministry of Education on November 16, 2018. The document seeks input by December 14, 2018. OCSTA is carefully reviewing the document and enclosed requests, prior to providing any response.

As always, should you have any questions, please do not hesitate to contact us.

Attachment: 2019-2020 Education Funding Guide
Invitation re Input on Education Funding for the 2019-2020 School Year

Ministry of Education

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2



November 16, 2018

Dear Colleagues,

This is an invitation to our education partners to provide your input on education funding for the upcoming 2019–20 school year through written electronic submissions.

The government has announced its intention to seek greater accountability and value for money as part of the line-by-line review of government expenditures. Consistent with this goal, the ministry is seeking feedback from our education partners as a starting point to education funding reform.

Attached is the Education Funding Engagement Guide. This guide is structured around four areas that the ministry has identified as having the potential to make more efficient use of education funding.

- Efficient Price Setting;
- Outcomes-Based Funding;
- Accountability and Value-for-Money; and
- Other Education Funding Efficiencies.

The ministry is interested in receiving your responses to the questions in the guide and your suggestions about the topics highlighted. You are also welcome to share your insight about other topics within the funding formula that you feel deserve consideration for this or future planning cycles.

To ensure that your feedback is taken into consideration, please forward your submission by Friday, December 14, 2018 to: EDULABFINANCE@ontario.ca.

Your participation in this exercise is greatly appreciated as we work toward the government's goal of ensuring that public spending provides best value.

Original signed by

Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division

2019-20 Education Funding Guide

In June 2018, Ontario elected a government committed to restoring accountability and trust in Ontario's public institutions and finances.

Since coming to office, we have taken a number of positive steps to improve our province's education system. Currently, we are engaging in broad public consultations that will ensure that everyone interested has an opportunity to provide feedback and help shape the future of education in Ontario.

I believe educating our children is the most important job in the world. Here at the Ministry of Education we are committed to working together to achieve student success, while spending taxpayer dollars efficiently and with greater accountability. We are also looking to our education partners to provide input on how we can achieve these efficiencies throughout the sector.

Together, we will prepare Ontario students for success, improve their academic achievement and equip them with the tools they need to face the realities of today and the possibilities of the future.

Sincerely,

The Honourable Lisa Thompson,
Minister of Education

Each year, using the expertise and insight of our partners, the ministry works to address funding challenges and opportunities for Ontario's students and families. Using this engagement guide, we are again requesting feedback that will help us to deliver vital education programs and services efficiently.

Ontario's education system is strong in large part because of the leadership and advocacy of our school boards and education stakeholders. As Deputy Minister, I look forward to further strengthening our partnership and working collaboratively on behalf of students.

Thank you in advance for sharing your valuable insights and ideas as part of this year's education funding engagement.

Sincerely,

Nancy Naylor
Deputy Minister of Education

Introduction

The government recently released a line-by-line review of government spending, [*Managing Transformation - A Modernization Action Plan for Ontario*](#), undertaken by Ernst & Young LLP. The review reveals rapid expenditure growth across key sectors and public programs under the previous government. The review was based on analysis of government financial and program data, and builds on the work of Ontario's Auditor General and the Financial Accountability Officer.

The government is committed to improving accountability and making efficient and effective use of taxpayer dollars. The EY review outlined an objective of efficiency gains in the order of four cents on the dollar to be found in the governments' expenditures. As such, the government will be looking to our partners in the education sector to find efficiencies and improve accountability.

As Ontario's deficit has ballooned to \$15-billion, the line-by-line review recommends a number of large-scale opportunities to transform programs and services to ensure sustainability and value for money. This discussion guide will ask questions about how to start thinking about education funding reform in Ontario, including more efficient price setting and outcomes-based funding.

For more information about the current education funding model, please see the [2018-19 Education Funding](#) page of the Ministry of Education's website.

About this Engagement

Education partners are being provided with an opportunity to submit feedback about education funding, through written electronic submissions, on the following four topics:

- Efficient Price Setting;
- Outcomes-Based Funding;
- Accountability and Value-for-Money; and
- Other Education Funding Efficiencies.

You may also submit feedback on education funding topics not outlined in this guide. In order to ensure your feedback is considered, please forward your electronic submission by **Friday, December 14, 2018** to: EDULABFINANCE@ontario.ca arranged by topic.

Should you have any questions about this engagement guide, please send them to: EDULABFINANCE@ontario.ca.

Other Education Engagements

The government has recently embarked on the largest education consultation in Ontario's history and is inviting everyone – parents, students, educators and interested individuals or organizations – to provide feedback on the education system in Ontario. The consultation includes open submissions, an online survey and telephone town halls.

For more information, please visit the consultation [website](#).

Efficient Price Setting

The modern role of the ministry is as a system funder and steward. One of the best ways to ensure strong delivery of service and return on investment is to set efficient prices. Parts of the Grants for Student Needs (GSN) are already consistent with the concept of efficient price, for example, class size funding based on averages and funding based on the efficient use of space.

Considerations

1. Are there areas of the GSN which currently use efficient price setting which could be re-evaluated for further efficiencies?
2. Are there allocations of the GSN which currently do not use efficient price setting, but should be considered for reform?

Outcomes-Based Funding

Outcomes-based funding is intended to aid students by encouraging schools to focus more on providing supports and clearing the obstacles that prevent some students from achieving their full potential and graduating.

Although the GSN was not designed as an outcomes-based model, portions of it could be targeted to reducing gaps in student outcomes, which could result in better and more equitable results for students and their families.

Considerations

1. Are there areas of the GSN which could be reformed to an outcomes-based model (e.g. Learning Opportunities Grant)? How would the outcome be measured?
2. How can the funding model do a better job of indicating whether the investments made have maximized returns in achievement?

Accountability and Value-For-Money

The ministry is focused on ensuring that taxpayers get the best possible service for their money. It is also focused on ensuring that funding is being used for its intended purpose. With limited resources, it means keeping the focus on key priorities and making strategic choices about how best to use resources to improve student achievement.

Considerations

1. Are there parts of the funding formula that are not core to the delivery of education in Ontario? If so, what are they?
2. Should the government explore ways for alternative access to non-core programming?
3. Should the ministry undertake a review of targeted areas of the funding formula to increase accountability and value-for-money? If so, what are they?

Other Education Funding Efficiencies

The ministry continues to evaluate opportunities to streamline, review and strategically bundle education funding – both in the GSN and through other transfer payments – that support the delivery of education in Ontario.

Considerations

1. Are there areas of overlap or duplication within the GSN? If so, what are they?
2. Are there areas of overlap or duplication with other funding streams (e.g. Education Programs – Other, other ministries, other levels of government)? If so, what are they?

Conclusion

As all effective organizations do, we must continue to look for best practices in managing resources and continue to work collaboratively to develop future strategies for achieving greater efficiencies. Going forward, program funding in the education sector will need to be managed carefully with the goal of preparing Ontario students for success, improving their academic achievement and equipping them with the tools needed to enter the working world.

Thank you for taking the time to read this guide, and we look forward to receiving your submission.



Ontario Catholic School
Trustees' Association

November 21, 2018

MEMORANDUM

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

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

SUBJECT: **Trustees Learning Modules**

The October Municipal Election saw 60+ new trustees elected in our 29 Catholic school boards. We would like to welcome all of them to OCSTA. At OCSTA, we have two major program offerings for our trustees.

The first offering is a series of trustee modules entitled the **Module A Series**. Please see these modules at <https://www.ocsta.on.ca/trustee-modules-2/>. These were organized with Catholic content to support the trustee learning modules organized first by the OESC – a consortium of Ontario school board associations (English Catholic, English public, French Catholic and French public). These modules were first developed by Ontario public school board associations, however we have added additional Catholic content to meet the specific needs of our Ontario Catholic trustees. A presentation on **Catholic Trustee Challenges: Past, Present & Future** by Professor Mark McGowan will be offered as credit toward Series A and Series B programs in **January 2019** at our OCSTA provincial conference.

Attendance at Professor Mark McGowan's presentation will be added to each trustee's electronic record card for Module Series A & Series B –a record which we compile at the end of each module done by each trustee.

You can view the link (see above) to the **Module A Series** to get a sense of the topics offered in this series. These are very much self-serve learning modules where you study and complete the courses at your own pace, with final electronic quizzes at the end of each module, before proceeding to the next module.

...Continue

The second offering entitled **Module B Series**, was developed by OCSTA for a more detailed look at issues in Ontario Catholic education. Based on the regional enrolment we receive, trustees will belong to a regional study cohort of other trustees (east west, north, or south) and their group is led by university staff who have both board level experience and university teaching experience. The study group leaders for this program were drawn from such places as King's College (University of Western Ontario), St. Michael's College, Regis College (both of Toronto), and Laurentian University for our northern trustees... All Catholic colleges with deep roots in Ontario education.

In this Series B program, trustees correspond with their regional group leader (e.g. staff at St. Michael's College) and at semester's end have a chance to meet their class colleagues and professor in their cohort to share their course work in Catholic education – all coinciding with the spring 2019 provincial gathering of OCSTA. The candidates who have taken this course in the past are trustees seeking to advance to leadership positions in their school board (e.g. Chair or Vice-Chair) or those who simply wanted a deeper knowledge in Catholic issues offered in this program, to assist them in their role as trustees). To see this program in more detail, please review the attached document.

Series A focuses primarily on operational issues in Catholic school boards and Series B focuses on more historic, theological, and current events in Catholic education, in Canada and in the world. Those taking Series B have often completed the Series A program first, but you are free to take either one first.

Please do not hesitate to contact me if you have further questions. I can be reached at bosullivan@ocsta.on.ca.

OCSTA CERTIFICATE COURSE IN LEADERSHIP & GOOD GOVERNANCE FOR CATHOLIC SCHOOL TRUSTEES

January – April 2019



Ontario Catholic School
Trustees' Association

**IN COLLABORATION WITH THE FOLLOWING ONTARIO
CATHOLIC UNIVERSITIES FROM OUR 2015 COURSE PROGRAM**



St. Augustine's



USMC



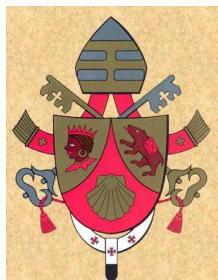
Assumption



St. Jerome's University



King's College



St. Paul's



Regis



UNIVERSITÉ
de SUDBURY
UNIVERSITY
of SUDBURY

SINCE/DEPUIS
1913

University of Sudbury

You are invited to enroll in the 2019 OCSTA Certificate Course in Leadership & Good Governance. This course, delivered on-line, involves weekly readings and reflection papers focused on important and contemporary issues facing Catholic trustees. This course is designed to provide you with excellent background knowledge in Ontario Catholic education.

While all Catholic colleges expressed interest in the program in 2015, only when we have received final regional trustee enrolment numbers can we finalize which Catholic colleges will be part of the program. In 2015, all eight Catholic colleges agreed to join us, but our trustee enrolment numbers only permitted us to enroll in four regional Catholic colleges.

Time Commitment:

2 hours /week plus a 10 hour practicum project over the three month course.

Course Topics

- ***Ontario Catholic Education: A Legal& Historical Overview***
(at the January 2019 Provincial Trustee Conference)
- ***Social Teaching, Catholic Education & The Catholic Trustee***
- ***Catholic Media: Informing Your Catholic Trustee Leadership & Governance***
- ***Governance and Leadership in the Changing Reality of Catholicism***
- ***Leadership Lessons of Pope Francis***
- ***Our Catholic Future: The Important Challenge of Youth Engagement in Catholic Education***
- ***First Nations, Metis, and Inuit: Past Issues and Current Best Practices in Catholic Education***
- ***Servant Leadership, Community Building and the Catholic Trustee as Public Advocate of Catholic Education***
- ***Catholic Trustee Leadership: Best Practices for Enhancing the Triad Relationship (Board, Parish and Parents)***
- ***The World Presence of Catholic Education; Current Issues in Canada, the USA, Europe, India, South America, Africa and Australia***
- ***Two classes to be focused exclusively on local Catholic issues with the local Catholic University***

Our University Partners in Catholic Education

The unique feature of this course is its collaboration with eight Catholic universities that are located in the major regions across Ontario. Each university will conduct the online course with one of its faculty and these local sites will organize the two local content classes.

Job Embedded Practicum

As part of this course, you will design your own job embedded local project in Catholic education that will further enhance your leadership experience as a trustee. In the past, trustees designed projects that were relevant to their own board work, such as student leadership, teacher/adult faith programs, local Catholic school history projects, etc.

Cost: \$500 from Board PD funds / trustee.

Questions

If you have further questions about the course, please contact Dr. Brian O'Sullivan, the OCSTA Director of Catholic Education at bosullivan@ocsta.on.ca.

To Enroll in the Course

To enroll in the course, please contact Dr. Brian O'Sullivan and specify your:

- Name
- Catholic District School Board
- The Ontario Catholic University of Your Choice

Number: II 004
Subject: Advocacy and Advertising

Approval Date: September 29, 2008.

Effective Date: September 29, 2008.

Revised:

Policy Statement:

The Board of Trustees has a responsibility to act as advocates on behalf of the owners. Advocacy involves telling our story with the purpose of soliciting support for our students, system and Catholic Education. As per Ministry of Education directive, advocacy activities will not use students, report cards or annual reports as vehicles for Board or school advocacy to the public, education partners or government. The Board will not expend Board funds for specific political party events, recruit students from other boards, provide inaccurate information, or use paid advertising or communications with parents, teachers, or students for the sole purpose of advocating the government or other education partners.

Action however may, result from the activities of the members of the Board of trustees directly, or indirectly through supporting the activities of groups like the Ontario Catholic School Trustees Association (OCSTA), the Ontario Catholic Supervisory Officers Association (OCSOA) or the Ontario Catholic School Business Officials (OCSBOA).