



## Board of Trustees' Board Meeting

**Date:** Monday, February 25, 2019

**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:**  
Bill Conway (Chair), Manuel da Silva, Kevin Dupuis, Jeanne Gravelle, Wendy Price, Greg Reitzel, Brian Schmalz, Melanie Van Alphen, Tracey Weiler

**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	Individual Trustees		
1.4.1 From the current meeting			
1.4.2 From a previous public or in-camera meeting			
1.5 Items for Action:	Board Chair		Approval
1.5.1: In-camera meeting of January 28, 2019 regarding approval of minutes.			
1.5.2: Private, Private, Private Meeting on February 11 <sup>th</sup> , 2019 regarding Human Resource Matters.			
<b>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)</b>			

<b>ITEM</b>	<b>Who</b>	<b>Agenda Section</b>	<b>Method &amp; Outcome</b>
<b>3. Consent Agenda: Board (Minutes of meetings, staff report)</b>			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Minutes of January 28, 2019 - Board Meeting	Trustees	pp.4-8	Approval
3.2 Budget Update #1	Trustees	pp. 9-11	Information
<b>4. Delegations/Presentation</b>			
<b>5. Advice from the CEO</b>			
5.1 Special Education Foundational Math Update	L. Shoemaker, A. Leonardo, E. Lemak	pp. 12-17	Information
5.2 Director's Report	L. Notten	pp. 18-20	Information
<b>6. Ownership Linkage (Communication with the External Environment)</b>			
<b>7. Reports from Board Committees/Task Forces</b>			
7.1 Student Trustee Update	I. Tyc, M. Nemeth	pp. 21	Information
<b>8. Board Education (at the request of the Board)</b>			
8.1 Chair's Update	B. Conway	pp. 22	Information
8.2 OCSTA/CCSTA Communications	B. Conway	pp. 23-28	Information
<b>Policy Discussion</b>			
<b>Assurance of Successful Board Performance</b>			
10.1 Board Policy II 007 Board Members' Code of Conduct 10.1.1 Is There a Need to Review This Policy?	J. Gravelle Trustees	pp. 29-32	Approval Discussion
10.2 Board Policy III 003 Accountability of the CEO 10.2.1 Is There a Need to Review This Policy?	J. Gravelle Trustees	pp. 33	Approval Discussion
10.3 Board Policy III 004 Delegation to the CEO 10.3.1 Is There a Need to Review This Policy?	W. Price Trustees	pp. 34	Approval Discussion
<b>Assurance of Successful Director of Education Performance</b>			
<b>11.1 Monitoring Reports &amp; Vote on Compliance</b>			
11.1 Emergency CEO Replacement – Monitoring Report IV – 011	L. Notten, Trustees	pp. 35-37	Approval
<b>Potential Agenda Items/Trustee Inquiry Report (CEO)</b>			
12.1 Trustee Inquiry Report from the CEO 12.2 Shared concerns			
<b>Announcements</b>			
<b>13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):</b> •Feb 27: Conversations with Bishop Douglas Crosby, OMI •Mar 1: 3 <sup>rd</sup> Annual KW Trivia Challenge •Mar 2: International Women's Day Breakfast •Mar 4: Committee of the Whole – St. Benedict CSS •Mar 6: SEAC			

ITEM	Who	Agenda Section	Method & Outcome
<ul style="list-style-type: none"> <li>•Mar 7: Beacons of Hope: Mon. Doyle FOS</li> <li>•Mar 18: Governance – St. Benedict CSS</li> <li>•Mar 25: Board of Trustees- St. Benedict CSS</li> <li>•Mar 26: Beacons of Hope Resurrection FOS</li> <li>•Mar 28: Doyle/Benedict's Service Learning Fundraiser</li> <li>•Apr 2: Beacons of Hope St. Benedict FOS</li> <li>•Apr 2: Audit Committee Meeting</li> <li>•Apr 2: Dave Jaworsky's State of the City Breakfast</li> <li>•Apr 8: Committee of the Whole – St. Benedict CSS</li> <li>•Apr 11: Kitchener's State of the City Address</li> <li>•Apr. 13: Mayor's Dinner</li> </ul>			
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		
15. Adjournment Confirm decisions made tonight	Director of Education		
15.1 Motion to move into Private, Private	Trustees		
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, January 28<sup>th</sup>, 2019 at the Waterloo Region Catholic Education Centre.

### **Trustees Present:**

Bill Conway (Chair), Manuel da Silva, Kevin Dupuis, Jeanne Gravelle, \*Wendy Price, Greg Reitzel, Brian Schmalz, Melanie Van Alphen, Tracey Weiler

\*via Skype

### **Student Trustees Present:**

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:**

Izabella Tyc

### **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 6:00 p.m.

### **1.1 Opening Prayer & Memorials**

The meeting opened with prayer by Trustee Gravelle and Student Trustee Nemeth.

### **1.2 Approval of Agenda**

Amendments were made to the agenda:

- 8.3 AGM Resolutions –
  - 8.3.3 Capital Priorities Program
  - 8.3.4 Renewal Funding for Administrative Buildings
  - 8.3.5 Green Investments
- Following Confirming Decision Made, Trustees and Director will move into Private, Private and Private, Private, Private.

**2019-20 -- It was moved by Trustee da Silva seconded by Trustee Gravelle:**

**THAT the agenda for Monday, January 28<sup>th</sup>, 2019, 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

### 1.5 Items for Action:

- In-camera meeting of December 10, 2018 regarding bargaining and budget matters.
- Private, Private, Private on January 14 and January 21, 2019 regarding Human Resources Matter.
- Private, Private on January 21, 2019 regarding Human Resources matter.

**2019-21 -- It was moved by Trustee Weiler and seconded by Trustee Dupuis:  
THAT Items for Action 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 December 10, 2018 - Board Meeting

- 3.1.2 Minutes of December 5, 2018 – SEAC

**2019-22 -- It was moved by Trustee Schmalz and seconded by Trustee da Silva:  
THAT the Consent Agenda Board of Trustees and the recommendations contained therein be now approved. ---  
Carried by *consensus***

## **4 Delegations**

## **5 Advice from the CEO**

### **5.1 SMART Cities Presentation**

Regional Chair, Karen Redman and Matthew Chandy, Smart Waterloo Region Lead presented to the Board of Trustees on the Smart Cities Challenge. Trustees were provided with details on the application process, the incentive to the successful applicant, the Challenge Statement and the partnerships between the Region and seven area municipalities. The focus of the application is on child and youth wellbeing. The final proposal will be submitted to the Federal Government on March 6<sup>th</sup>, 2019 and the winning communities will be announced late May or early June.

Board of Trustees thanked Regional Chair Redman and Mr. Chandy for their time and efforts in this great initiative.

### **5.2 Director's Report**

Director Notten provided highlights from the months of December and January. Notable events included participating in the Catholic Partners Meeting at Kings College at Western University. Hosting of the Smart Cities WR Advisory Committee at St. Vincent de Paul and attending Holy Spirit CES where the Grade 5's hosted local MP's Hon. Bardish Chagger and Brian May.

### **5.3 Annual Report on Board Properties**

Superintendent Maharaj presented on the Annual Report on Board Properties and confirmed that the Ministry of Education has signaled that it is unlikely that a Capital Priorities submission window will be opened in the current school year and the implications of same. Capital Priority Requests were discussed along with updated on property disposition, new site acquisition, current construction and an overview on the proceeds of disposition.

Trustees asked clarifying questions and provided feedback.

### **5.4 Update on Ministry EPO Grant**

Superintendent Maharaj presented to the Board of Trustees on the changes to Education Program Other (EPO) grants and highlighted the areas where in-year changes will be required as a result of the reductions. EPO grants are funds provided to school boards to carry out specific initiatives or to fund certain programs. The Major impacts to the system include reduction in innovation-related teacher PD, reduction in technology purchases for students, certain teacher PD expenses passed on to school budgets, reduction in facility services budgets to support cost of community use of schools staff and safe schools programming will be reduced, staggered, and scaled.

Trustee asked clarifying questions.

### **5.5 Leadership Strategy Update**

Superintendent Merkel provided the Board of Trustees with the background and update on the Board's Leadership Strategy and introduced Matt Figueiredo, NTIP Consultant. Mr. Figueiredo provided an update on the New Teacher Induction Program (NTIP). Data was presented along with challenges as a result of the supply shortage and creative approaches to ensure that learning between mentee and mentors continue.

Trustees asked clarifying questions and provided feedback

### **5.6 FSL**

Superintendent Klein introduced Jennifer Kruithof, FSL Consultant who presented on the Board's FSL programs. Mrs. Kruithof discussed the challenges and celebrations in Core French, Intensive French, AP French and French Immersion. Data and boundary for upcoming French Immersion schools were also discussed.

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 Update**

Student Trustee Nemeth presented highlights from the month of December and January including Christmas celebrations, activities to help students prepare for exams and various wellness weeks.

## **8 Board Education (at the request of the Board)**

### **8.1 Chair's Update**

Trustee Conway provided highlights from the month of January notable events include attending City of Cambridge New Year Levy, Monsignor Doyle Career Fair and celebration of the former City of Cambridge Mayor, Doug Craig.

### **8.2 OCSTA/CCSTA Communications**

Trustee Conway provided recap of OCSTA attachments.

### **8.3 AGM Resolutions**

Trustees discussed AGM Resolutions to send to OCSTA for their consideration.

#### **8.3.1 Trustee Honoraria**

**2019-23 -- It was moved by Trustee Reitzel and seconded by Trustee Schmalz:  
THAT the proposed AGM Resolution with respect to Trustee Honoraria be sent to OCSTA for further consideration--- Carried by consensus**

#### **8.3.2 Parents Reaching Out Grants**

**2019-24 -- It was moved by Trustee Van Alphen and seconded by Trustee Gravelle:  
THAT the proposed AGM Resolution with respect to Parents Reaching Out Grants be sent to OCSTA for further consideration--- Carried by consensus**

#### **8.3.3 Capital Priorities Program**

**2019-25 -- It was moved by Trustee Van Alphen and seconded by Trustee da Silva:  
THAT the proposed AGM Resolution with respect to Capital Priorities Program be sent to OCSTA for further consideration--- Carried by consensus**

#### **8.3.4 Renewal Funding for Administrative Buildings**

**2019-26 -- It was moved by Trustee Van Alphen and seconded by Trustee da Silva:  
THAT the proposed AGM Resolution with respect to Renewal Funding for Administrative Buildings be sent to OCSTA for further consideration--- Carried by consensus**

### 8.3.5 Green Investments

**2019-27 -- It was moved by Trustee Van Alphen and seconded by Trustee Schmalz: THAT the proposed AGM Resolution with respect to Green Investments be sent to OCSTA for further consideration--- Carried by consensus**

### 8.4 Recap of OCSTA Seminar (Jan 18-19)

Trustees provided feedback on of OCSTA seminar.

## 9 Policy Discussion

### 10 Assurance of Successful Board Performance

#### 10.1 Board Policy II 006 Celebration of Excellence

Trustee Price reviewed Board Policy II 006 Celebration of Excellence and moved that it is compliance.

10.1.1 Is There a Need to Review This Policy? No.

**2019-28 -- It was moved by Trustee Price and seconded by Trustee da Silva:**

**THAT the Board of Trustees find Board Policy II 006 Celebration of Excellence in compliance. --- Carried by consensus**

#### 10.2 Board Policy III 002 Unity of Control

Trustee Conway reviewed Board Policy III 002 Unity of Control and moved that it is in compliance.

10.2.1 Is There a Need to Review This Policy? No.

**2019-29 -- It was moved by Trustee Conway and seconded by Trustee Van Alphen:**

**THAT the Board of Trustees find Board Policy III 002 Unity of Control in compliance.**

**--- Carried by consensus**

#### 10.3 Board Policy IV 013 Leadership

Trustee Price reviewed Board Policy IV 013 Leadership. Discussion arose on whether the Leadership report provided earlier in the evening was evidence of compliance. It was noted that the Director is in compliance to date.

10.3.1 Is There a Need to Review This Policy? No.

**2019-30 -- It was moved by Trustee Reitzel and seconded by Trustee da Silva:**

**THAT the Board of Trustees find the CEO in compliance thus far with respect Board Policy IV 013 Leadership.**

**--- Carried by consensus**

### 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):

#### 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.

The Board of Trustees moved into Private, Private at 7:54 p.m.

### **16 Closing Prayer**

### **17 Motion to Adjourn**

2019--31 It was moved by Trustee Gravelle and seconded by Trustee Van Alphen:  
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 10:40 p.m.

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Chair of the Board

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Secretary



Date: February 25, 2019  
To: Board of Trustees  
From: Director of Education  
Subject: Budget Update #1

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

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

## Origin:

In order for the Board to meet Ministry deadlines for budget submission, staff must carefully plan the timing of the budget preparation and approval process. Board Executive Limitation IV007 dictates criteria to which staff must adhere in the preparation, planning and presentation of the budget. Budget planning typically commences in January and concludes with the presentation of the budget to Trustees on June 3, 2019. Administration will request budget approval on June 17, 2019 in order to file the budget with the Ministry on time.

## Policy Statement:

Board Policy IV 007 "Financial Planning/Budgeting"

"The CEO shall not...

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

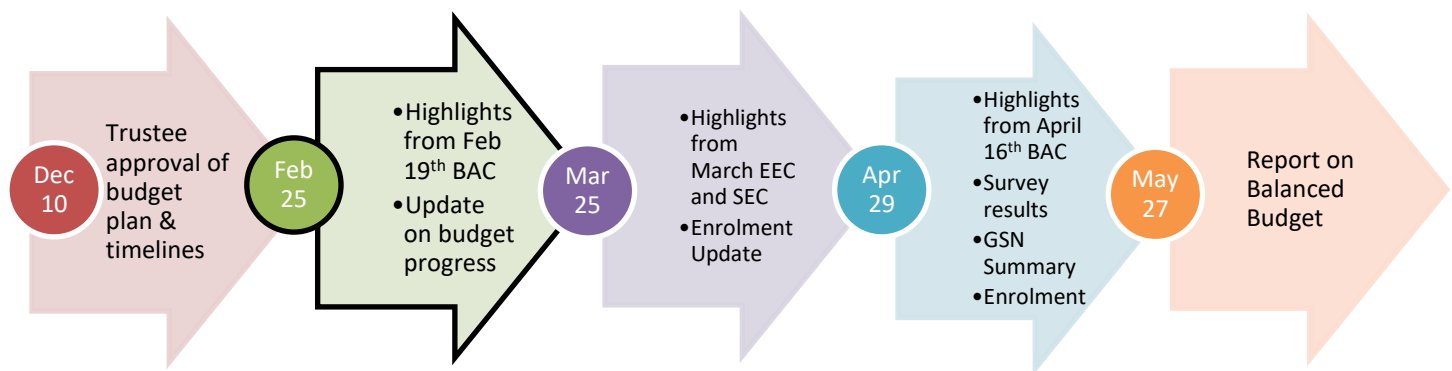
## Alignment to the MYSP:

Building Capacity to Learn, Learn and Live Authentically

Strategic Direction: Investment in global competency development and leading technologies

Background/Comments:

The 2019-2020 budget timeline to date:



### Secondary Enrolment Committee Meeting #1: January 24, 2018

Objective of Committee:

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

Meeting highlights:

- Discussed timelines for 2019-20 budget preparation
- Reviewed the 2018-2019 enrolment projections and in-year trending of variables such as grade 8 course selections, grade 8 to 9 conversion rates, grade to grade attrition rates and grade 12 return rates
- Identified reporting needs in order to explain variances between projections and actual

### Elementary Enrolment Committee Meeting #1: January 22, 2019

Objective of Committee:

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

Meeting highlights:

- Discussed timelines for 2019-20 budget preparation
- Reviewed the 2018-2019 enrolment projections and in-year trending of variables such as registration and growth within the region
- Reviewed methodologies used to determine if any changes should be implemented

### Budget Advisory Committee Meeting #1: February 19, 2019

- Reviewed and provided feedback on public consultation survey questions
- Discussed budget preparation timelines and overview of the process
- Reviewed funding model, expenditure determination, as well as some budget challenges and risks
- Reviewed enrolment methodologies and importance of projections related to the budget process
- Provided update on development of enrolment-based staffing model and impact of Employee Life Health Trust
- Distributed prior year budget presentation and materials to the committee for feedback
- Discussed potential for sector reductions based on Ministry communications
  - Boards have been told to anticipate between a 1% to 4% reduction. For WCDSB, these reductions are reflected as follows:
    - 1% = \$2.8M
    - 2% = \$5.5M
    - 3% = \$8.3M
    - 4% = \$11.0M

- Anticipated that class size changes will account for the majority of the reduction. Ministry funding would decrease with a corresponding reduction in staff. This staffing reduction could be offset by retirements, resignations, and leaves depending on the changes that are made.
- Local Priorities Funding (LPF), which was part of the negotiated labour agreements will be eliminated – Board allocation = \$2.7M. There are 30 staff that would be impacted by this reduced funding. System needs are being reviewed by management.
- Education Programming Other (EPO) grants are likely to be significantly reduced given the current year EPO announcements. At this time, the Board will be planning for a \$1.3M reduction in EPOs. There are 6.5 staff that would be impacted by this reduced funding. System needs are being reviewed by management.
- As part of planning for the upcoming budget, the Board is anticipating some decrease to Board Administration. A working figure under review is 5% which equates to \$400K.

#### **Key Priorities:**

- Building upon the foundation set out in the 2018-2021 Multi Year Strategic Plan, the budget will focus on the following strategic directions:
  - Bear witness to our Faith through joyful discipleship and our relationships with and in Christ
  - Promote a culture of belonging and respect, that supports success for all
  - Nurture a Culture of Innovation
  - Foster maximum opportunity for success for all
  - Investment in global competency development and leading technologies
  - Nurture the well being of all students and staff

#### **Budget Survey**

- The survey will open on February 27<sup>th</sup> and close on March 25<sup>th</sup>. Results will be made available once they have been compiled and shared with budget holders and the Budget Advisory Committee

#### **New Positions**

- Position requests will be provided to Executive Council for review by February 28, 2019

#### **Operational Budget Submissions**

- Budget holders submitted operational budgets to Finance on February 28, 2019

#### **Upcoming**

- GSN announcement: End of March
- Enrolment projections: due to Finance April 5<sup>th</sup>
- Budget Advisory Committee meeting: April 16<sup>th</sup>

#### **Recommendation:**

This report is provided as information on the development of the 2019-2020 budget.

Prepared/Reviewed By:

Loretta Notten  
Director of Education

Shesh Maharaj  
Chief Financial Officer

Laura Isaac  
Senior Manager of Financial Services

Rob Connolly  
Business Manager of Continuing Education

\*Bylaw 4.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."



**Date:** February 25, 2019  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Special Education Foundational Math Update

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

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

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

- Learning for All, A Guide to Effective Assessment and Instruction for All Student, K-12, Ministry of Education
- Growing Success: Assessment, Evaluation and Reporting, K-12, Ministry of Education
- Focusing on Fundamentals of Mathematics, Ministry of Education, 2018

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

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

**Alignment to the MYSP:**

Nurturing Our Catholic Community

- Promote a culture of respect, that supports success for all.

Student Engagement, Achievement and Innovation

- Foster maximum opportunity for success for all.

Building Capacity to Lead, Learn and Live Authentically

- Increase in precise student programming and use of New Pedagogies for Deep Learning

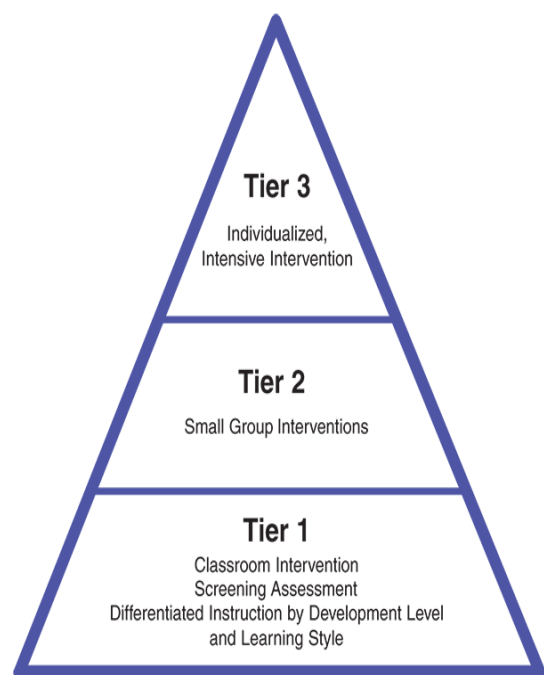
**Background/Comments:**

**Supporting Students Through a Tiered Approach**

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

We are continuing to foster a system of inclusion that nurtures the whole student, ensuring wellness across their development; spiritually, emotionally, socially, physically and academically. During the 2016-17, 2017-18 and 2018-19 school year, Learning Disabilities and Mathematics has been a focus for professional learning for our WCDSB staff.

WCDSB support model is based on the “Learning for All” Ministry Document, which uses a tiered approach for supporting student learning in Mathematics.



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

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

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

### Identified Need

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

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

- SELs attended SERCC conference with focus on Math with Connie Quadrini
- Number Strings and Number Talks – joint presentation by SELs & Math Consultant
- Math and the LD Learner
- Presentation by D.J. Cunningham with a focus on the L.D. Learner
- Presentation to Principals and SETs – “Using the Student Profile Template to program for a student with a Math LD”.
- LD @ School Conference – SELs attended
- Mandatory KTEA III Brief Full Day: Important roll out of our new assessment tool. Focus on low math scores and next steps presented by Psychoeducational Consultants.
- Planning session with Math Consultants, SELs, and Principal of Student Services
- SETs Focus on Executive Functioning & Fostering Independence and how it relates to math
- Focus on the Tiered Approach at WCDSB – Voiceover PPT on Math LD and tiered approach presented to schools. Info placemat and IEP Basics/math document provided to all teachers
- SELs attending Math Consultant workshops for schools targeted as “Increased and Intense Support”
- Principals and SETs - Developing, Implementing and Monitoring Individual Education Plans with a Focus on Improving Student Achievement in Mathematics
- Number Talk Session with Sherri Rellinger for SETs

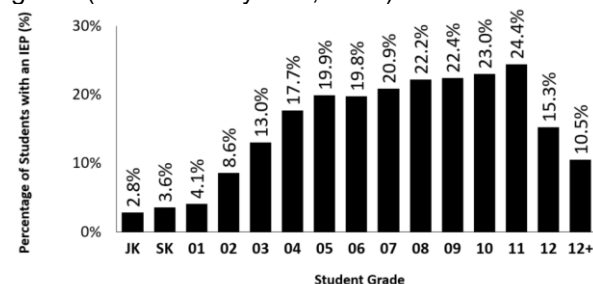
- In-service for SETs and Principals by Connie Quadrini
- A Focus on Transitions including: Daily transitions, Grade level Transitions and transition to the post-secondary with Tracy Fuschino (Community Support Worker)

This year, the focus for all our Special Education teachers is on the role of the “Resource Teacher” to support students. Our SELs are attending the Coaching sessions offered through Program Services and are further leading our Special Educations teachers to be a resource to our schools. At each of our training sessions, we focus on the book “The Role of the Resource Teacher” by Jennifer Karz. Our Math LD Working Group also meets throughout the year.

### Current Demographics:

As of January 22th, 2019, approximately 13% of students in Elementary (n = 2352) and 19% of students in Secondary (n = 1648) are supported with an IEP (Figure 1). Relative to two years previous (2017), we have proportionally fewer students with an IEP in both Elementary and Secondary (14% of students in Elementary (n = 2215) and 24% of students in Secondary (n = 1681)).

**Figure 1:** Proportion of student with an IEP by grade (as of January 22<sup>nd</sup>, 2019)

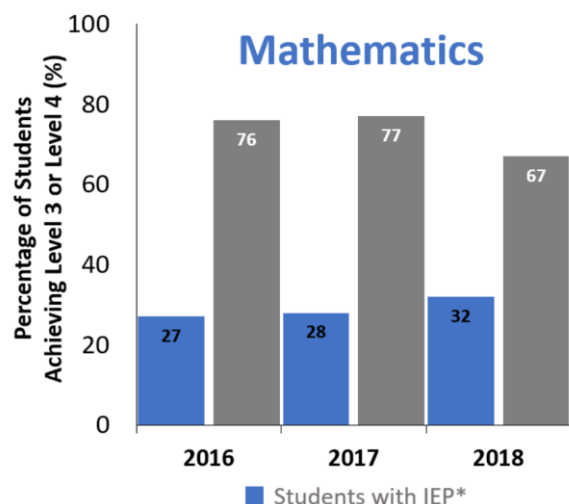


### Elementary Trends over Time:

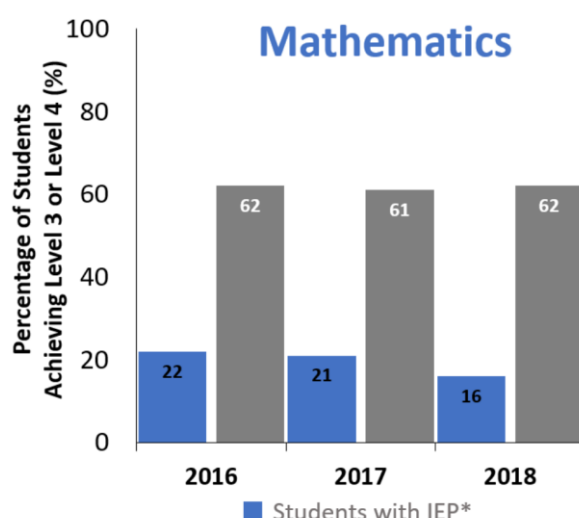
#### Primary/Junior EQAO

When we examine students who are supported with an IEP, we are observing an increase in the proportion of students who are meeting provincial standard on the Mathematics subtest of the EQAO. Specifically for primary students with an IEP, we are seeing an increase 5% in Mathematics over the past 3 years (27% in 2016 and 32% in 2018) (Figure 2). When we look at how students with an IEP are doing on the Junior Mathematics subtest, we are now seeing proportionally fewer students (22% in 2015 and 16% in 2018) meeting standard compared to 2015.

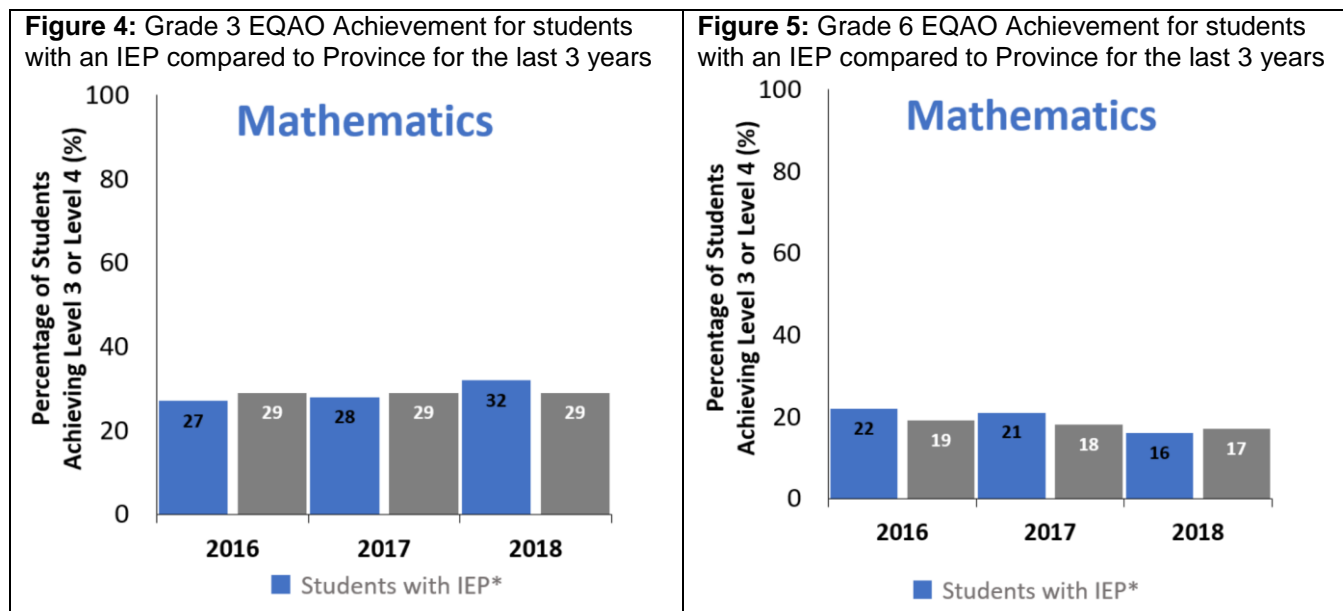
**Figure 2:** Grade 3 EQAO Achievement for students with an IEP compared to students without an IEP for the last 3 years



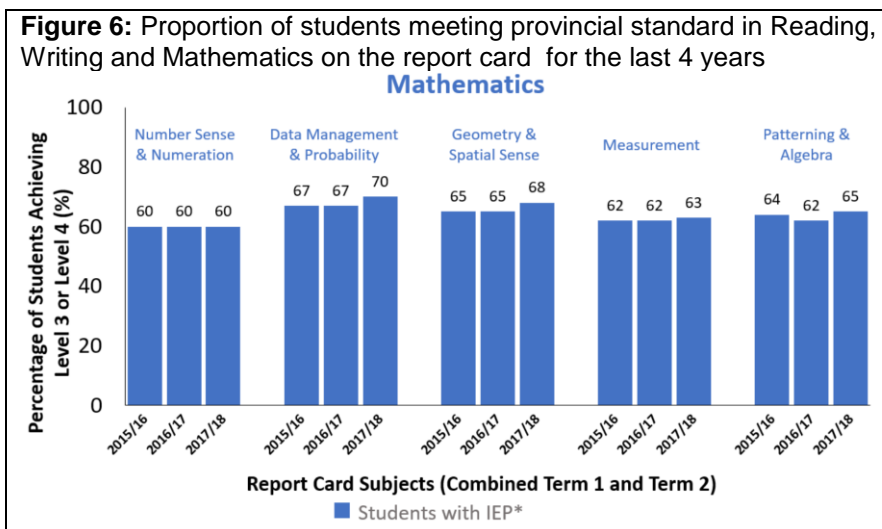
**Figure 3:** Grade 6 EQAO Achievement for students with an IEP compared to students without an IEP for the last 3 years



In addition to Board level improvements over time, students with an IEP are exceeding provincial trends on the Primary on the Mathematics subtest of the EQAO Assessment (Figure 4). On the 2018 Junior EQAO assessment (Figure 5), student with an IEP are mirroring the provincial trends on the Mathematics subtest.



Teachers have a deep understanding of the learner and can implement precise programming for students at the day-to-day level. Report card data in both the Literacy and Numeracy area show that there is an upwards trend of students with an IEP that are achieving at provincial standard over the last five years (Figure 6). The most dramatic increase in achievement was observed between 2016 and 2018 in Mathematics strands (3% increase in Data Management & Probability and Geometry & Spatial Sense).

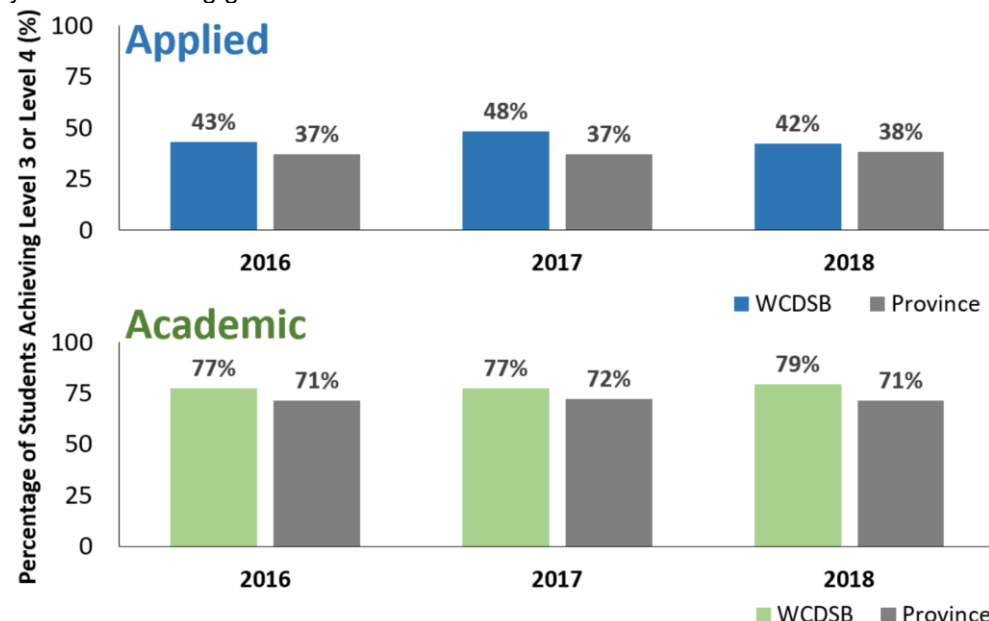


### Secondary Trends over Time:

#### Grade 9 EQAO

Proportionally more students with an IEP met the provincial standard on both the Grade 9 EQAO when compared to the province in 2018. Compared to the province, proportionally more students met the provincial standard on both levels of the Grade 9 Assessment -- 4% in Applied and 8% in Academic (Figure 7). Compared to the province, proportionally more students met the provincial standard on both level of the grade 9 Assessment, 9% in Applied and 5% in Academic.

**Figure 7: Grade 9 EQAO Achievement for students with an IEP compared to province (by level) for the last 3 years – excluding gifted.**



### Project 2018-19

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

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

Our goal for this 2018-2019 year is to create socially and academically inclusive classrooms through a collaborative model of Resource Teacher Support. By developing the role of the resource teacher through a collaborative model of support in Mathematics, we will endeavor to ensure that Mathematics is accessible for all learners.

### How do we Measure the Impact of Special Education PD for Fundamental Mathematics?

Short-Term Results are related to LEARNING

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



Medium-Term Results are related to ACTION

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

Long-Term Results are related to IMPACT

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

Professional learning for staff is provided to ensure that high quality programs and services are provided for our students, with a focus on understanding the profile of students with a learning disability and accommodations. We will continue our commitment to early intervention and remediation for students struggling with Mathematics

**Recommendation:**

This report is for information for the Board.

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

Laura Shoemaker  
Superintendent of Special Education

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



**Date:** Feb 25<sup>th</sup>, 2019  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Director's Report

---

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

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

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

Policy 1 001 Ends  
Policy IV 013 Leadership

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

Policy 1 001 Ends  
Policy IV 013 Leadership

**Alignment to the MYSP:**

**Strategic Priority:** Nurturing Our Catholic Community

**Strategic Priority:** Student Engagement, Achievement and Innovation

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

**Background/Comments:**

The month of February has passed quickly but not without a few significant events in the life of Waterloo Catholic. It has been a month where mother nature flexed her muscles and this has affected a number of our days, so activities and visits have been impacted. Nonetheless there is always good work in the system to reflect upon. Below you will find highlights from the past month, that capture some of the more notable events or accomplishments from my work as Director:

- Participated in a meeting with our Administrator Association Chairs regarding the P/VP Extension agreement.
- Released our new MYSP documents to the system at large.

- Attended a Breakfast session at Wilfred Laurier's Martin Luther University with Chair Bill Conway – speaker was MPP Amy Fee, speaking to role of Faith in her leadership.
- Facilitated a meeting / dialogue with our 5 Candidates who are participating in the Hamilton Diocese Catholic Partners Program *Information to Transformation*.
- Facilitated one on one meetings with each of our Academic SO's and IT Information Services staff regarding graduation predictors and marks for each of our current 4<sup>th</sup> and 5<sup>th</sup> year students, as well as those involved in our Ministry verification report.
- Participated in Well Being Strategy Steering Committee to finalize our plan and launch it to our Administrators (at the February Administrators' Meeting)
- Attended and presented at Waterloo Deanery meeting – highlighted new MYSP, Pastoral Plan and Clergy Dinner.
- Participated in the new Pastoral Plan Launch at St Anthony Daniel parish and offered closing remarks.
- Attended the St John CES production of Mary Poppins.
- Visited and toured St Teresa of Calcutta CES.
- Presented to the Catholic Curriculum Delivery Organization (CCDO) Supervisory Officer Qualification Program (SOQP) on Leadership, Strategic Visioning and Moving Boards.
- Attended Audit and Budget Advisory Committee meetings.
- Attended OCSOA Retreat centred on the theme of "*From Despair to Hope*", facilitated by Father Ron Rolheiser.
- Hosted a meeting with MPP Michael Harris regarding WCDSB Capital Priorities.
- Participated in meetings regarding the future of St Louis at 80 Young Street.
- Continued to participate in the Regional Leaders Advisory Committee for SMARTWaterloo Region –formalized our four board specific submissions, our c0-sponsored submission with WRDSB and vetted chapters for formal submission to the federal grant application that is responding to the Smart Cities Challenge. Also authored a letter of support on behalf of WCDSB and continued to participate in finalization of the proposal.
- Attended St Benedict's "Live Art Throwdown" – a challenge with Kentucky based secondary school – first international "challenger".
- Hosted a meeting with ThoughtExchange – a service provider that facilitated stakeholder engagement and survey process.
- Attended monthly K-12 Administrators' Meeting and delivered opening remarks.
- Participated in 2 sessions of our IT Strategic Governance Steering Committee.
- Chaired a committee meeting of our FACE members, as we explored next steps for WCDSB.
- Participated in a meeting of the Waterloo Schools Foundation.
- Participated in the school launches at Resurrection and St Mary's CSS, (and had to forgo Monsignor Doyle and St Benedict's due to weather), providing students and parents an overview of "Living We". Participated and presented at an evening hosted at Resurrection for students and parents exploring a new 3 credit opportunity in collaboration with a Service Learning trip to Kenya.

- Attended SWCODE Regional Meeting in Collingwood and facilitated our PD on labour, and worked with Alice on solidifying all of the organizational details as the “host board”.

**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:** February 25 2019

**To:** The Board of Trustees

**From:** Izabella Tyc and Meghan Nemeth

**Subject:** Student Trustee Report

February was an exciting beginning to a new semester, full of love, victories and snow. While bus cancellations and snow days were plentiful, the month was nevertheless quite eventful.

The previous week the senate met for a busy meeting at St. Mary's. They are currently planning a student leadership program for elementary grade 7 and 8 students, including a meeting and a conference, and their board-wide initiative that will take place this spring. The senate are hoping to increase school participation by introducing the event at ESLC and having elementary schools get involved as well.

We also has the amazing opportunity to attend the Board Council Conference of OSTA- AECO this past weekend in Ottawa. We were accompanied by Ms. Kreuger the SAC Director of St. Benedict's, and were able to work with the CBC Cabinet to establish different initiatives to share within our schools.

This past month, all of the schools celebrated St. Valentine's day with several new events. St. David's and St. Mary's ran similar candy gram events while Resurrection sold carnations and had Noah Stolee serenade people in the cafetorium; the new event was referred to as singing-grams. At Monsignor Doyle, SAC handed out candy to students and carnations to staff. St. Benedict's ran a photo booth and engaged students in a relationship quiz-show during lunch.

Many of this schools also held their annual semi-formals this month. St. David's did a Winter Glam ball at Bingemans, St. Benedict's held a masquerade at Bingemans and Resurrection held a black tie event at Federation Hall.

St. Mary's began running their Academic Recognition Program to recognize students who put in hard work and dedication to their learning community. St. David's and St. Mary's also had a SAC retreat this month at St. Agnes church filled with planning, Zumba and other fun teamwork games while Monsignor Doyle had their winter retreat at camp KI-WA-Y.

With February being black history month, Resurrection and Doyle had banners made, did profiles and inspirational black figures, played Hidden Figures at lunch and used social media and announcements to raise awareness about the month. St. Mary's is celebrated black history month with assemblies and their Night of Black Excellence. Resurrection also hosted a Chinese New Year event run by their ESL class that included food, art and a show of a dragon dancer.

The National Theatre Drama Festival Districts were hosted at St. Benedict's, schools explored their passion in theatre and opened themselves to making connections with other students.

Overall, February has been a time for students to adjust to the new semester and the drastic changes in weather, so to continue through with the spirit and energy throughout the year.



**Date:** February 25, 2019  
**To:** Board of Trustees  
**From:** Chair of the Board  
**Subject:** Chair's Report

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**Type of Report:** ☒ Incidental Information

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

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

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

**Background/Comments:**

The month of February provided the opportunity to witness the successful partnership between St. Louis and the Grand River Chinese School, the opportunity to listen one of our local MPPs speak along with witnessing the successful launch of the board's new Pastoral Plan.

- Attended and brought greetings to the first session of the 2019 Chinese New Year celebration of Grand River Chinese School (Feb 2)
- Attended with Luther Centre For Public Ethics Leadership Breakfast with Director Notten (Feb. 5), Amy Fee, MPP Kitchener-South Hespeler was the speaker
- Attended Pastoral Plan Launch at St. Anthony Daniel (Feb. 11)
- Attending Conversations at Adree with His Excellency, Bishop Douglas Crosby (Feb. 27)

**Prepared/Reviewed By:** Bill Conway, Chair



# 10th Annual Silent Auction to support

## TOONIES FOR TUITION

CCSTA Endowment Fund is a tuition assistance program which helps students receive faith-based Catholic education in provinces that do not publicly fund Catholic schools.

**Friday, April 26, 2019 | 7:00 pm to 8:30 pm**  
**Intercontinental Hotel Toronto Centre**



As the co-host board of the 2019 OCSTA AGM & Conference, Dufferin-Peel Catholic District School Board trustees invite all Ontario Catholic school boards and trustees to contribute at least one quality auction item per board with a value greater than \$50 in support of **Toonies for Tuition**.

Examples of past gifts:

- Gift certificates to hotels/restaurants
- Tickets to cultural/sporting events
- Jewelry
- Gift baskets
- Electronics
- Art

Please bring your gift to the OCSTA registration desk when you arrive. Each gift should include donor name and approximate value.

*We thank you in advance for your silent auction contributions to support Catholic education across Canada. For more information, contact [carol.fernandes@dpcdsb.org](mailto:carol.fernandes@dpcdsb.org)*



Ontario Catholic School  
Trustees' Association



Ontario Catholic School  
Trustees' Association

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Beverley Eckensweiler, *President*  
Michelle Griepsma, *Vice President*  
Nick Milanetti, *Executive Director*

February 7, 2019

**MEMORANDUM**

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

**FROM:** Beverley Eckensweiler, President

**SUBJECT:** **Bill 68 Municipal Conflict of Interest Requirements - Update**

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**Summary:**

Bill 68, *Modernizing Ontario's Municipal Legislative Act* received Royal Assent on May 30, 2017. New requirements regarding conflict of interest **become effective March 1, 2019** for school boards.

The key new requirements are:

- All boards must establish a **registry of conflict of interest declarations from trustees** that is open to the public;
- All boards now require a **written declaration of conflict of interest** from trustees at all committee and board meetings.

OCSTA has drafted a template **conflict of interest declaration form** to assist boards with these requirements (attached).

The **registry** must contain the following information:

- A copy of each conflict of interest declaration and each conflict of interest statement by a trustee;
- An excerpt from the minutes of the meeting where the declaration is made;
- The registry may be organized by date, type of meeting and the statement and declaration documents filed for each trustee that declares a conflict of interest;
- The registry can be made public either via a web posting or a publically accessible file at the board office, accessible during standard office hours.

...Continue



## **Background Information:**

Conflict of interest legislation is concerned only with pecuniary or financial interests. The *Municipal Conflict of Interest Act* refers to three kinds of financial interests:

1. Direct Interest: a trustee would have a direct interest if the board was considering buying property owned by the trustee;
2. Indirect Interest: a trustee is the senior officer of a company bidding for a board contract;
3. Deemed: a trustee's spouse, child or parent owns a company that is bidding for a board contract.

## **Declaring a Conflict:**

If a trustee identifies a direct, indirect or deemed conflict of interest in a matter and is present at a meeting of the board or committee of the board which the matter is being discussed, he or she must declare a conflict **before** any discussion of the matter begins. The trustee is required to take the following steps:

1. Publicly declare the conflict of interest, state the general nature of the interest and have the declaration recorded in the minutes of the meeting;
2. File a written statement of the interest and its general nature with the secretary of the committee or board (effective March 1, 2019);
3. Do not vote on any question in respect to the matter;
4. Do not take part in any discussion of the matter;
5. Do not attempt to influence the voting on any question related to the matter;
6. In a closed session of a committee or board meeting, the trustee with conflict should leave the room for as long as the matter is discussed and have that fact recorded in the minutes.

## **Filing Trustee Campaign Financial Statements:**

As a reminder, all trustees are required to complete and file accurate campaign financial statements by 2:00 pm on March 29, 2019. If you have a bookkeeper or accountant complete the financial statement for you, you are still responsible for ensuring that it is complete and accurate and filed on time.

If you have any questions please contact myself or Stephen Andrews at [sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca).

*Attachment*

# TEMPLATE

**NAME OF BOARD**  
BOARD CONTACT INFORMATION

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## Statement & Declaration of Interest

Trustee Name: \_\_\_\_\_

Board/Committee Meeting Date: \_\_\_\_\_

Agenda Item: \_\_\_\_\_

Topic: \_\_\_\_\_  
\_\_\_\_\_

### Statement & Declaration of Interest

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\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date Filed in Registry



Ontario Catholic School  
Trustees' Association

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Beverley Eckensweiler, *President*  
Michelle Griepsma, *Vice President*  
Nick Milanetti, *Executive Director*

February 8, 2019

**MEMORANDUM**

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

**FROM:** Beverley Eckensweiler, President

**SUBJECT: CLARIFICATION: Bill 68 Municipal Conflict of Interest**

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Further to the memorandum sent on Thursday, February 7, 2019 regarding Bill 68, *Modernizing Ontario's Municipal Legislative Act* that amend the *Municipal Conflict of Interest Act* we want to clarify its impact on school boards and trustees in two areas.

As of March 1, 2019:

1. All boards must establish **a registry of conflict of interest declarations from trustees** that is open to the public;
2. All boards require **a written declaration of conflict of interest** from trustees at all committee and board meetings.

**All other aspects with respect to the *Municipal Conflict of Interest Act* pecuniary or financial interests remain unchanged.**

If you have any questions please contact myself or Stephen Andrews at [sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca).



Ontario Catholic School  
Trustees' Association

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Beverley Eckensweiler, *President*  
Michelle Griepsma, *Vice President*  
Nick Milanetti, *Executive Director*

February 14, 2019

**MEMORANDUM**

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

**FROM:** Beverley Eckensweiler, President

**SUBJECT:** **Invitation to New Trustees: EQAO Web Conferences –  
A Partnership for Student Learning**

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The Education Quality and Accountability Office is organizing a series of Web conferences for newly elected trustees, although any trustee is welcome to participate. Interested Directors of Education are also welcome to join the Web conferences and join the discussion on the following topics:

- ✓ connections between the *EQAO Act* and *Education Act*
- ✓ current EQAO assessment model
- ✓ vision for EQAO's modernization

An opportunity will be provided for trustees to ask questions.

Those interested are asked to register for one of the following Web conferences:

- March 18, 2019 – 12:00 p.m. to 1:00 p.m.
- March 19, 2019 – 4:30 p.m. to 5:30 p.m.
- March 20, 2019 – 8:30 a.m. to 9:30 a.m.

To register for a session, interested participants are asked to send their name, e-mail address, district name and position to [info@eqao.com](mailto:info@eqao.com). There are a limited number of places available. Please register by **March 8, 2019**. Registered participants will receive the Web conference link a week before the session.

Directors will receive their information materials before the Web conference, even if they are not registered.

Please extend the invitation to all new trustees, this is a good opportunity for Boards and trustees to establish a dialogue with the Ministry's Education Quality and Accountability Office.



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

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

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**Policy Statement:**

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

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

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

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

**Individual Trustees are expected to:**

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

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

### **Statutory Duties of a Trustee:**

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

A board member shall:

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

### **Relationship with the CEO and staff:**

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

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

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

#### **Step One: Informal Process**

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

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

## Step Two: Informal Process Resolution

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

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

## Formal Process Resolution:

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

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

#### **Process to be followed after decision to impose sanctions:**

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

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

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

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

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

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





**Number: III 003**  
**Subject: Accountability of the CEO**

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

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**Policy Statement:**

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

Accordingly:

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

**Number: III 004**  
**Subject: Delegation to the CEO**

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

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**Policy Statement:**

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

Accordingly:

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



**Date:** February 25<sup>th</sup>, 2019  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Board Policy IV 011, "Emergency CEO Replacement"

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**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 **IV 011**  
☐ Information only of day-to-day operational matters delegated to the CEO

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

Board Policy IV 011 "Emergency CEO Replacement" instructs the Director of Education "to have procedures to assure operational and administrative continuity for a minimum of thirty days."  
The following report outlines a variety of procedures that are in place to assure operational and administrative continuity at Waterloo Catholic District School Board in the event of the sudden loss of the CEO. It should be accessed and followed in such an eventuality.

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

Policy IV 011 "Emergency CEO Replacement"

**Background/Comments:**

**A) Overriding Policy/Contractual Language**

The personal services contract of the Director of Education provides that "In the event of any substantial absence by the Employee due to illness or injury, the Board may appoint an Acting Director of Education and Secretary to the Board until the Employee returns to active employment or this Agreement and the employment of the Employee terminate, whichever happens first."

When the Director of Education is absent for a period of time not exceeding thirty calendar days the current personal services contract of the Director of Education is silent.

Policy IV 011 "Emergency CEO Replacement" provides that "In order to protect the board from the sudden loss of CEO services, the CEO may not have fewer than two other designees familiar with the board and CEO issues and processes. Accordingly the CEO shall not:

1. Fail to have procedures to assure administrative and operation continuity for a minimum of thirty days."

## B) Scenarios

There are a number of scenarios that can unfold where the system requires operational and administrative continuity and would not be in the position to have the services of the Director of Education for a period of time. These scenarios are:

1. The Director is out of the Province or Country for the day or a number of consecutive days;
2. The Director is ill, hospitalized or otherwise not able to be at work;
3. The Director has resigned;
4. The Director has died.

### 1. When the Director of Education is out of the Province or Country

When the Director of Education is out of the Province or Country, the position of Acting Director of Education is assigned according to the following rotation or availability:

- |   |                   |
|---|-------------------|
| a) Superintendent of Learning   | (John Klein)      |
| b) Exec Superintendent of Corporate Services and Treasurer of the Board | (Shesh Maharaj)   |
| c) Superintendent of Learning   | (Richard Olson)   |
| d) Superintendent of Learning   | (Laura Shoemaker) |
| e) Superintendent of Learning   | (Judy Merkel)     |
| f) Superintendent of Learning   | (Gerald Foran)    |
| g) Superintendent of Human Resources                                    | (Jason Connolly)  |

An email is sent to the members of Senior Administration, including the Chief Managing Officer and the Executive Administrative Assistants indicating that the Director of Education will be out of the Province or Country, the duration of the time away and who is in charge.

### 2. When the Director of Education is ill, hospitalized, incapacitated or otherwise not able to be at work

The designated Superintendent of Learning, Corporate Services or Human Resources assumes the role of Director of Education and Secretary of the Board for a period not exceeding thirty calendar days as outlined in part A above (Policy IV 011). The Chair of the Board would call a meeting of the Board of Trustees prior to the thirtieth day and would approve the continuation of the Superintendent in the Acting Director of Education role or name another Supervisory Officer to the Acting Director of Education role for a period specified by the Board until the return to work of the Director of Education.

### 3. When the Director of Education has resigned

If there is a period of time between the effective date of the resignation of the current Director of Education and when a new Director of Education is appointed, it would be appropriate for the Board of Trustees to appoint an Acting Director of Education until such times as a search process has resulted in the Board of Trustees appointing a new Director of Education. If the current Director of Education remains in office until the new Director of Education is appointed there is no need to action this item.

### 4. When the Director of Education has died

There are two sub-scenarios:

- a) Immediate action until the Board of Trustees can meet, and,
- b) Action after the Board of Trustees has met.

#### a) Immediate action until the Board of Trustees can meet:

In the time immediately after the knowledge of the Director's death is known, the designated Superintendent will be in charge as Acting Director of Education and Secretary of the Board. The Acting Director will co-ordinate and manage all of the affairs of the system with the first responsibility being calling the Board Chair who, in turn, shall call the Board to meet in emergency session as soon as possible.

**b) Action after the Board of Trustees has met:**

The Board of Trustees will meet and determine if the Acting Director of Education appointed under 4 (a) above shall remain in that role or whether another Supervisory Officer shall be appointed Acting Director of Education and Secretary of the Board until such time as the Board of Trustees can implement a search process and appoint a new Director of Education.

**Recommendation:**

That Trustees accept this monitoring report as compliance with and fulfillment of Policy IV 011.

Part 1 of this report will be implemented by the CEO when the Director is out of the Province or Country.  
Part 2 through 4 will be implemented as indicated.

**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."