SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, December 6, 2017

6:30 pm Boardroom C.E.C.

WCDSB Mission Statement

*As disciples of Christ,
we educate and nurture hope
in all learners
to realize their full potential
to transform God's world.*

CHAIR: Zina Bartolotta

MEMBERS

FASD Caregivers Empowerment Alliance – **Zina Bartolotta**
WCDSB Trustee – **Jeanne Gravelle/Melanie Van Alphen**
WCDSB Trustee – **Bill Conway**
Waterloo Regional Down Syndrome Society – **Kim Murphy**
Waterloo Regional Police - **John Gilbert**
Autism Ontario – Waterloo Chapter – **Frank Thoms**
CNIB – **Irene Holdbrook, Vice Chair**
Family and Children's Services of Waterloo Region – **Stuart Cross**
WRFN – **Christine Zaza**

**Waterloo Catholic
District School Board**

35 Weber Street West • P.O. Box 91116 • Kitchener Ontario Canada • N2G 4G2
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Waterloo Catholic District School Board

SEAC Committee Meeting Minutes

Date & Time:	Wednesday, November 1, 2017 6:30 pm
Location:	Boardroom, C.E.C.
Next Meeting:	Wednesday, December 6, 2017

Committee Members: Bill Conway, Kim Murphy, Zina Bartolotta, Irene Holdbrook, Stuart Cross, Sue Simpson, Melanie Van Alphen, Frank Thoms

Administrative Officials: Laura Shoemaker, Gerald Foran

Regrets: John Gilbert, Christine Zaza

• **Opening Prayer** **Welcome**	G. Foran
• **Approval of Agenda** Motion by: Bill Conway Seconded: Kim Murphy	
3. Declared Pecuniary Interest Nil	
4. Approval of the Minutes October 4, 2017 Minutes Motion by: Sue Simpson Seconded: Bill Conway	
5. School System Operational Business 5.1 Mental Health Update Laura Shoemaker gave a short background summary on the history of Mental Health at the board with SEAC members. The plan is done on a yearly basis and presented to the Ministry of Education. The board's mental health plan is based around resiliency as they go hand in hand.	C. Cressman

Cara Cressman walked through the Mental Health and Wellness update with SEAC. A copy of Enhancing Emotional Vocabulary in Young Children was distributed at the meeting and a short video was viewed. Cara presented the three books by author Mo Willems and Piggy and Gerald, two small stuffed animals explaining that the three books are given to all schools in the system along with lessons for staff to present the contents of the books to classes focusing on building strong relationships and conversations in the classroom.	
6. Ministry Updates 6.1 The Ministry is engaging with education partners on several governance topics to identify and support effective practices that strengthen board governance. Feedback from the board's Special Education Advisory Committee is being requested. The following comments from SEAC are listed: *1. Integrity Commissioner and Trustee Code of Conduct:* SEAC members replied: • To have an integrity commissioner • Role of a bipartisan information officer; how to manage code of conduct issues • Avoidance of personal advantage; confidentiality; accepting gifts; consistent application of rules of conduct would be recommended • Do not understand the use of 'broader'; would integrity commissioner make this necessary *2. Trustee Honoraria:* SEAC members replied: • what do other provinces do? • What are other variables? • Preserve student enrollment • Geography, northern area? • Do positions go unfilled? • Compare roles to municipal counsellor? *3. Electronic Participation in Board and Committee Meetings;* SEAC replied: • Difficult to read tone/body language if attendance is electronic instead of in person • Electronic participation is helpful is someone if recovering from an illness; Skype would be preferred over phone participation; important in rural boards not in urban boards • Should designate a vice chair to run the meeting if chair is unavailable • Encourage use of technology e.g. Skype, better technology out there to access *4. Student Trustee Term of Office and Election Process;* SEAC replied: • Give students a board vote; truly engage student not token position • Peer support; mentor • Longer term would help or stagger student trustees and allowing younger students to participate, remember they are still young adults • Learn skills from a longer term, as students have extra curriculum, jobs, other commitments, etc. • Greater consistency makes sense • Student trustees could talk and walk around different schools, going from school to school once a week *5. Broadening the Director of Education Qualifications;* SEAC replied: • Education background, finance experience, labour law, human resources, strategic planning	

• Create a Director's Officer Qualification program that has a focus on the aforementioned competencies • Succession planning; mentorship opportunities • More weighing on relevant management experience from other jurisdictions rather than solely on education experience • Regular learning committees with other neighbouring school directors; professional development opportunities in management with directors in other jurisdictions (e.g. share best practice)	
7. SEAC Committee Functions **7.1** PAaC on SEAC Effective Practices Handbook Associations and development of WCDSB SEAC protocols SEAC members viewed two videos on Roberts Rule Made Simple by Susan Leahy explaining in layman's terms the main function of Roberts Rules at meetings which are: • Don't use Roberts Rules as a weapon, it is a team building tool • Teach every member the basic seven fundamental rules • Do not rely on institutional knowledge, question how you are running the meetings • Members should restate the motion, refer to the cheat sheet • Remember not to go fast, speak clearly and slowly for all to hear • How to handle a committee report that includes a recommendation, the chair presents the report and if coming from a committee member no second is needed, the chair would say since this is coming from a member no second is needed we will now move to discussion, committee reports include a recommendation A "SEAC Member Onboarding Protocol" was distributed to members by the Chair to review. Kim made a motion to accept these recommendations to the chair who opened the floor for discussion. *A motion to recommend to SEAC that SEAC Member Onboarding Protocol as presented be approved:* *Motion by: Kim Murphy* **Carried by consensus.**	SEAC
8. Policy Advice to the Board Nil	
9. Association Concerns/Association Updates **(20 minutes)** 9.1 Trustee Update Melanie Van Alphen and Bill Conway gave brief updates to SEAC members on the highlights of October board meeting regarding: • WCDSB Annual Priorities for 2017-18 • Renewed Math Strategy • Mental Health and Wellness Plan Update • Information Technology Services Summer Updates • French Immersion Review Interim Update • Leading Student Achievement: Networks for Learning Board bulletin attached.	M. Van Alphen B. Conway

Association Update Frank Thoms shared that Autism Ontario Waterloo Region is having a Sensitive Santa four Sundays at Cambridge Mall, information attached. Kim Murphy shared that November 1-7 is Canadian Down Syndrome Week, flyers attached. Also there is: The 16th Annual Buddy Walk. Sunday, November 5, 2017 Stanley Park Community Center 505 Franklin St. N. Kitchener Registration begins at 1 PM with the Walk commencing at 2 PM Join the Waterloo Regional Down Syndrome Society and our families for our 3 KM walk to spread awareness of those living with Down syndrome. After the walk join us for snacks and refreshments. The kids can "Enjoy crafts, face painting, balloon artists, entertainment and more!"	
10. Pending Items	

11. Adjournment
 Motion to extend meeting by five minutes
 	
    Motion by: Bill Conway
    Seconded: Melanie Van Alphen
 	
Motion to end meeting:
 	
    Motion by: Bill Conway
    Seconded: Stuart Cross	

12. Action Items Place Holder	

Enhancing Emotional Vocabulary in Young Children

Gail E. Joseph, Ph.D. & Phillip S. Strain, Ph.D.
Center on Evidence Based Practices for Early Learning
University of Colorado at Denver

Four-year-old Shantay is an avid builder with blocks. At free play he has busied himself with an elaborate tower construction. To complete his masterpiece he needs an elusive triangle piece. As he searches the room in vain for the last, crucial piece his initial calm hunt becomes more hurried and disorganized. He begins to whimper and disrupt other children's play. His teacher approaches and asks what the matter is. Shantay swiftly turns away to resume his now frantic search. This behavior persists for several minutes until the signal for cleanup is given, whereupon Shantay launches into a major, 15-minute tantrum.

Four-year-old Kelly is relatively new to preschool. She wants to play with her new classmates, but is too shy and frightened to approach and join in with the group. This day at free play she intently watches, as three other girls are absorbed in an elaborate tea party, complete with pandas and wolves. With a forlorn look, Kelly passively observes the ongoing play. Her teacher approaches and says, "Honey, is something wrong?" Kelly shrugs her shoulders. Her teacher persists, "Kelly are you frustrated?" Kelly says, "Yes." Her teacher then reminds her of the class rule; if you feel frustrated, ask a friend or teacher for help. Kelly and her teacher quickly discuss how she might get another

animal and ask her classmates if the zebra can come to the party.

In each of these cases, children experience some of the common, often-repeated challenges of life in preschool. Shantay, in the end, was overwhelmed by his feelings of frustration. Unable to label his legitimate feeling he acted-out— a sure recipe for not getting his needs met. Kelly, equally upset and, in this example, paralyzed temporarily by her social anxiety was able to achieve an outcome she deeply desired. She was able to do this by the good teaching that had previously occurred. She was able to communicate her need and access strategic help to get that need met. In contrast with Shantay, Kelly's experience demonstrates one of the ways that emotional literacy enables children to be socially competent. Consider two other case examples of emotional literacy at work.

Tony is a master of rough and tumble play. As a game of superheroes commences, Tony runs headlong into other children. Two of his playmates happily reciprocate; smiling and giggling they continue their preschool version of "slam dancing." Tony, however, seeks out other partners as well. In particular, Eddie and Darrin want no part of this. They frown as he approaches and yell, "No." Tony seems to interpret their behavior as an invitation for more. Both Eddie and Darrin start to cry and quickly seek out their teacher who has Tony sit quietly for 2 minutes while play continues. This time-out angers Tony and he pouts alone for the remainder of free play.

Tamika loves to play dress-up. This day at free play she asks Seth to join her, but he says, "Later," and goes about his computer play. Tamika then

gets a big hat and takes it to April. April just frowns and goes about tending to the hamster cage. Tamika next takes the hat to Bo. "Bo," she says, "let's go play." Again she is rebuffed. Finally Tamika finds a play partner in Darrin; who is walking from one activity area to the next.

In these two scenarios great variation can be noted in children's ability to read social cues. Tony's choice of rough and tumble partners is ubiquitous. His inability to read social cues ultimately resulted in a poor outcome. Tamika, on the other hand, was readily able to read social cues and, as a result of good teaching, she had a strategy (try again with another friend) to achieve her desired outcome.

Figure 1 below provides an overall schematic of children's emotional literacy (Crick & Dodge, 1994; Lemerise & Arsenio, 2000). Note first that the foundational element, the necessary context, for emotional literacy development is a supportive, caring relationship (see Joseph & Strain, 2002). In order to act upon the social environment in ways that are collectively supportive and rewarding it is first necessary for children to read the affective cues of others and of themselves. Discriminating among affective states such as anger, sadness, frustration, and happiness requires a vocabulary of feeling words. Like other forms of literacy the richer the vocabulary, the more rewarding the experiences. In this article we will concentrate on how to build a meaningful lexicon of feeling words. This instructional emphasis bears, not coincidentally, a close resemblance to cognitive behavior modification (Meichelbaum, 1976).

Emotional Literacy Schematic

Figure 1. Emotional Literacy Schematic
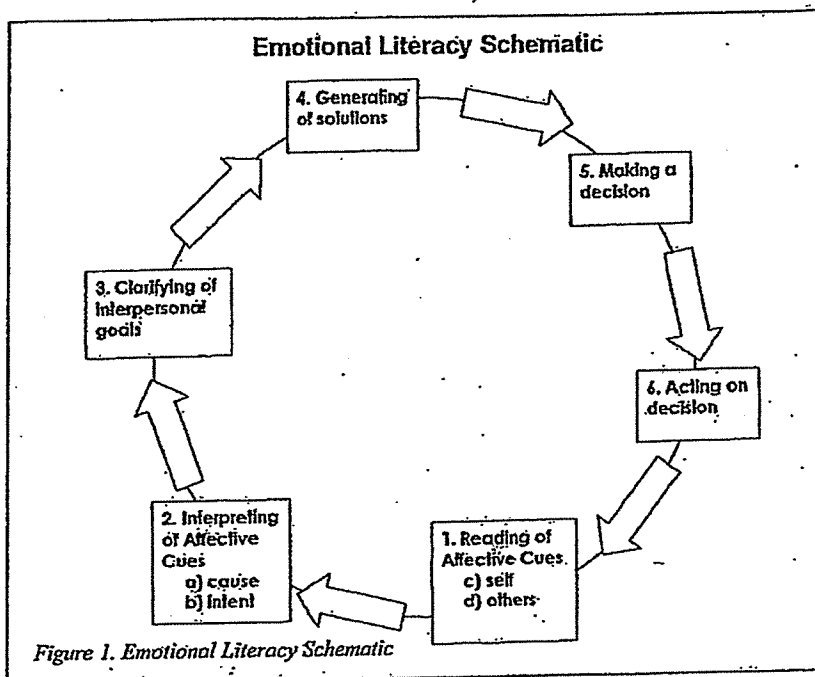
Once children are reading and correctly labeling affective cues from words, internal stimuli, and body language they then proceed to make crucial judgments about both the cause and the intent of other's affect (e.g., Tamika has, appropriately, a neutral judgment abut peers' lack of interest in her play and she simply proceeds to look until she finds a willing partner). Many children, however, make crucial errors at this point. Partly because of an absence of feeling words they often interpret the behavior of others as intentionally hurtful and eventually act out in ways that invariably lead to social isolation and stigmatization (Kazdin, 1989).

Once children make a judgment about cause and intent they proceed, in this model, to clarify their interpersonal goals. In earlier examples, Tony wanted to play rough and tumble, Tamika wanted to play dress-up, Kelly wanted to join in the tea party, and Shantay just wanted that final block.

The clarification of goals then allows children to generate solutions to achieve their goals. Solutions might include a self-regulation notion such as, "I need to calm down." Solutions might be trying again, finding someone to help, trying a different way, and so on. Solution generation, however, must be followed by a contingent decision-making paradigm. For example, children might be taught to consider if the solution is fair, if it has worked before, if it is a safe, if it would result in positive feelings, and so on. Finally, children act in accordance with their decision. While we will focus only on establishing a vocabulary of feeling words that permit accurate reading of affective cues and accurate interpretation of cause and intent, teachers needs to be aware that many children will require careful step-by-step instruction from reading affective cues to acting on decisions.

Emotional literacy is the ability to recognize, label, and understand feelings in one's self and others. It is a prerequisite skill to emotional regulation and successful interpersonal interactions and problem solving and is one of the most important skills a child is taught in the early years (Denham,1986; Webster-Stratton, 1999). Limited emotional literacy, on the other hand, can result in misperceptions of feeling in one's self and others.

Building emotional vocabulary

In order to correctly perceive feelings in yourself and others, you first have to have words for those feelings, a feeling lexicon. Many children are either "happy" or "mad" and miss all the subtle gradations of feelings in-between because they do not have labels and definitions for those emotions. A large and more complex feeling vocabulary allows children to make finer discriminations between feelings; to better communicate with others about their internal affective states; and to engage in discussions about their personal experiences with the world. Children with disabilities (Feldman, McGee, Mann & Strain, 1993; Walker, 1981) and children from low income families (Eisneberg, 1999; Hart & Risley, 1995; Lewis & Michalson, 1993) have more limited feeling vocabularies than their typically developing and middle income peers. Parents and teachers can foster emotional vocabulary by teaching feeling words and their emotional definitions. Adults can increase children's feelings words by teaching different feeling words and definitions directly; incidentally in the context of conversation and play; and through special activities.

Adults can teach feeling words directly by pairing a picture or photo of a feeling face with the appropriate affective label. Preschoolers are better at recognizing feelings with drawn

pictures at first then progressing to photographs. Children's books are an excellent way to label feeling faces with children. Many books are written explicitly about feelings and contain numerous feeling words. *See Box 1 for some of our favorites.*

Children's Books featuring feeling faces and words

- *On Monday when it rained* by Cherryl Kachenmeister;
- *Glad Monster, Sad Monster: A Book About Feelings* by Anne Miranda & Ed Emberley (Illustrator)
- *My Many Colored Days by Seuss,* Steve Johnson (Illustrator), Lou Fancher (Illustrator)
- *When Sophie Gets Angry- Really, Really Angry...* by Molly Garrett Bang
- *Feelings (Reading Rainbow Book)* by Aliki
- *I'm Mad* (Dealing With Feelings) by Elizabeth Crary, Jean Whitney (Illustrator)
- *I'm Frustrated* (Dealing With Feelings) by Elizabeth Crary, Jean Whitney (Illustrator)
- When I Feel Angry by Cornelia Maude Spelman, Nancy Cote (Illustrator)

Box 1

Adults can also teach children new feeling words by explicitly providing emotion labels as children experience various affective states. For example, an infant smiles brightly and the parent says, "Oh, you are happy." Similarly, Kelly's teacher noticed her aroused state and labeled it "frustrated.". Labeling a child's affective state allows them to begin to identify their own internal states. This is an important step in learning to regulate emotions(Joseph, 2001; Lochman & Dunn, 1993; Webster-Stratton,1999). For example, one needs to recognize (this happens most effectively when there is a label) their affective state, say, "angry" before they can proceed

with steps to regulate or calm down. A first step would be to vocalize this negative feeling ("I'm mad") versus acting out. Using varied and complex feeling words will develop powerful feeling vocabularies for children. Box 2 provides a list of more complex feeling words that 3-5 year olds who are developing language normally know (Joseph, 2001; Ridgeway, Waters & Kuczaj, 1985).

Feeling Words

Affectionate	Gloomy
Agreeable	Guilty
Annoyed	Ignored
Awful	Impatient
Bored	Important
Brave	Interested
Calm	Jealous
Capable	Joyful
Caring	Lonely
Cheerful	Lost
Clumsy	Loving
Confused	Overwhelmed
Comfortable	Peaceful
Cooperative	Pleasant
Creative	Proud
Cruel	Relaxed
Curious	Relieved
Depressed	Safe Satisfied
Disappointed	Sensitive
Disgusted	Serious
Ecstatic	Shy Stressed
Embarrassed	Strong
Enjoying	Stubborn
Excited	Tense
Fantastic Fearful	Thoughtful
Fed-up	Thrilled
Free	Troubled
Friendly	Unafraid
Frustrated	Uncomfortable
Gentle	Weary
Generous	Worried

Box 2

Adults can also plan special activities to teach and reinforce the acquisition of feeling words. Children can "check in" each morning by picking a feeling face picture that best depicts their affective state and sticking it next to their name. Children can be encouraged to change their feeling face

throughout the day as their feelings change. Teachers can make feeling dice by covering small milk cartons with paper and drawing a different feeling face on each side. Children can toss the dice; label the feeling face and describe a time they felt that way. Box 3 lists some other fun feeling activities.

INSERT BOX 3 ABOUT HERE

Feeling Activities

Pass the hat: The teacher cuts out pictures that represent various feeling faces and places them in a hat (or large envelope) that is passed around the circle as music plays. When the music stops, the child holding the hat picks out a picture designating an emotion and is asked to identify it, express how they look when they feel that way, or describe a time when he or she felt that way.

Feeling hunt: The teacher puts "feeling face" pictures up all around the room (and around the building if possible). Children can be given child-size magnifying glasses, and they walk around looking for different feeling faces. When they find one, they label it and tell a time they felt that way. An expansion of this activity is to provide each child with a "Feeling Face BINGO Board" and they can cross out faces on their boards as they find them around the room.

Mirrors: Children are given small hand held mirrors at circle time or small group. As the teacher reads a story with many feeling words in it – the children make the face to the corresponding affective expression while looking at themselves in their mirrors. Then, the children put their mirrors down and show their peer their "feeling face."

Changing faces: During small group time, children make paper plate faces. The teacher attaches the "mouth" and "eyebrows" to the paper plate with brads. This allows

Box 3   *(continued)*

Feeling Activities
(continued)

the child to change facial expressions on their plate by changing the mouth from a smile to a frown, and the eyebrows from facing in (angry, frustrated, etc.) to out (worried, scared, surprised, etc.). Children can color the rest of the faces. The teacher can then read a story and pause after key incidents and ask the children to show how they would feel by changing their paper plate face appropriately.

Singing, "If you're happy and you know it...": Teachers can add new verses to "If you are happy and you know it" as they introduce new feeling words to the class.
- If you're happy and you know it, hug a friend
- If you're sad and you know it, cry a tear – "boo-hoo"
- If you're mad and you know it, use your words "I'm mad"
- If you're scared and you know it, get some help, "HEEELLLLPPP!"
- If you're silly and you know it, make a face, "BBBBLLLUUUUHHHH!"

For more feeling activities see *Dinosaur School* (Joseph, Webster-Stratton & Reid, 2002; Webster-Stratton, 1990), *PATHS* (Küsche & Greenberg, 1994), or *Second Step* (Committee for Children, 2002)

Box 3

Teaching children to recognize feelings in others

Children can be taught explicitly how to identify feelings in other people. Identifying feelings in others involves noticing facial expressions and body language, listening to the tone of voice and, considering the situational context.

Young children can be taught how to detect the cues of how someone is feeling by having their attention drawn to the salient physical features of someone's affective state. Teachers can model detecting how someone is feeling by looking at their face (noticing their eyebrows, their eyes, and their mouth). This can be accomplished directly and more incidentally throughout the day. Children can then be provided with practice activities and opportunities to notice facial expressions and body language to determine how someone is feeling.

Teachers can model for children how they can tell how someone is feeling by listening to the tone of the person's voice. Teachers can close their eyes and a puppet or another adult can make a statement such as, "UGGGHH, I can't get my shoes tied!" and then guess that the person is feeling frustrated. The children can practice by closing their eyes and listening to the teacher make statements using varying tones, then guess how the teacher is feeling.

Teachers can also teach children to think about how someone might feel in certain situations. Children's literature is a very effective for teaching and practicing this skill. Read a story aloud, pick a situation in the story and ask the children to consider the character's reactions and feelings. This question invites further conversation. Continue discussing situations for as long as you have the children's interest. The children's books in Box 1 can be used very effectively in this matter.

What do you do with a feeling?

Adults can model emotional regulation skills for children by verbalizing the course of action they will take in order to calm down or cope with certain feelings. For example, a teacher doesn't notice a loose lid on the glitter bottle and consequently spills the contents all over the table and floor. In front of the children she says, "Oh no! Boy, do I feel frustrated. I better take some deep breaths to calm down." Kelly's teacher developed a classroom rule that when you feel frustrated you ask a teacher or peer for help. In this case, when the teacher labels a child's affective state as "frustrated" the child is primed to ask for help. Eventually the child will be able to label the feeling themselves and seek out an appropriate solution. Adults can proactively teach young children coping strategies for many emotions (taking a deep breath when mad; requesting a break when annoyed; talking to someone when sad, etc.) through modeling and role plays. Positive emotions sometimes need to be regulated as well.

Conclusion

In classrooms that devote planned attention to helping children acquire a rich and varied feeling vocabulary we may expect fewer challenging behaviors and more developmentally sophisticated and enjoyable peer social relations (Denham, 1986). Emotional vocabulary is, however, only part of this picture. For emotional vocabulary teaching to be effective adults must first spend the time necessary to build positive relationships with children (Joseph & Strain, 2002). Within this foundational context of a warm and responsive relationship with children, teachers can maximize their influence to enhance emotional vocabulary.

As the emotional literacy schematic (Figure 1) suggests, having feeling words and being able to recognize emotions in others and in oneself is a necessary but insufficient step toward helping children achieve social and emotional competence. Adults also need to assist children in developing and becoming fluent with the skills of emotional regulation (e.g., calming down; controlling anger and impulse) and problem-solving (e.g., generating solutions to interpersonal problems that are safe, equitable, and result in positive feelings).

In the Box 4 we provide teachers with a brief checklist of classroom

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characteristics known to promote emotional literacy.

Characteristics of Classrooms that Foster Emotional Vocabulary

- Photos of people with various emotional expressions are displayed around the room
- Books about feelings are available in the book corner
- Teachers label their own feelings
- Teachers notice and label children's feelings
- Teachers draw attention to how a child's peer is feeling
- Activities are planned to teach and reinforce emotional literacy
- Children are reinforced for using feeling words
- Efforts to promote emotional vocabulary occur daily and across all times of the day

Box 4

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Ontario

MEMORANDUM TO: Directors of Education

FROM: Bruce Drewett
Director
Leadership, Collaboration and Governance Branch

DATE: September 13, 2017

SUBJECT: Engagement on governance supports

The Ministry of Education is engaging with its education partners on several governance topics to identify and support effective practices that strengthen board governance, including:

- Integrity commissioner and trustee code of conduct
- Trustee honoraria
- Electronic participation in board and committee meetings
- Student trustee term of office and election process
- Broadening the director of education qualifications

We are seeking feedback from the following board advisory committees:

- Audit Committee
- Special Education Advisory Committee
- Parent Involvement Committee
- Indigenous Education Advisory Committee
- Equity/Diversity/Inclusion Committee

We are asking for your help to engage members of these committees by ensuring that they receive the attached cover letter and discussion guide. These materials provide background information and questions on each topic for their consideration.

Committees are asked to submit their responses by **November 13, 2017**.

If you have any questions, please contact Kyle Kubatbekov, Senior Policy Advisor, at kyle.kubatbekov@ontario.ca or (416) 325-7692.

Discussion Guide

School Board Governance Supports

Introduction

The academic success and well-being of students in schools across the province relies on the focused and collaborative efforts of school boards, educators, school and system leaders, parents and guardians, and other education stakeholders. Working in partnership toward the goals of achieving excellence, ensuring equity and promoting well-being, we can continue to foster high levels of public confidence in our education system.

Recognizing how important strong and healthy governance is to the achievement of our shared goals articulated in *Achieving Excellence: Renewed Vision for Education in Ontario*, it is essential to provide supports to school board trustees and to promote effective governance practices. Ongoing dialogue with our education partners continues to inform the focus and format of those supports, and to help identify those practices that foster accountable and transparent governance.

Scope

This discussion guide provides background information and questions on each topic for your consideration:

1. Integrity commissioner and trustee code of conduct
2. Trustee honoraria
3. Electronic participation in board and committee meetings
4. Student trustee term of office and election process
5. Broadening the director of education qualifications

Please e-mail your responses or comments to LDB-DDL@ontario.ca.

Alternatively, you can mail your responses to:

Ministry of Education
Leadership, Collaboration and Governance Branch
900 Bay Street, 13th Floor
Toronto, ON
M7A 1L2

Please provide your response by **November 13, 2017**.

We value diverse cultural, linguistic, geographic and ability perspectives, and look forward to advice from all individuals and groups, including those from First Nations, Métis, Inuit, Francophone, and northern, rural and remote communities.

To help us make the most effective use of your comments, please consider identifying your school board or, if you prefer, your geographic region of the province (for example, northwestern Ontario) or whether you live in a rural or urban area.

If you are providing comments on behalf of an organization, please provide its name. If you are providing comments on behalf of a school board, please provide its name and indicate whether the submission has been endorsed by a board resolution.

Please note the ministry may summarize and share your input, including with other ministries and the public. Names of organizations and persons who indicate an affiliation may also be shared.

Discussion Topics

1. Integrity Commissioner and Trustee Code of Conduct

Strong, accountable and transparent school board governance contributes to Ontario's four goals for publicly funded education: achieving excellence; ensuring equity; promoting well-being; and enhancing public confidence. Every day, Ontario's school board trustees strive to achieve the highest standards of professional and ethical conduct to realize these goals in their local communities.

Together with our education partners, the Ministry of Education is exploring promising practices that will support trustees to foster strong, accountable and transparent governance. As part of this conversation, the Ministry is asking for input on the trustee code of conduct and a possible role for the office of an integrity commissioner to enhance local accountability and transparency frameworks.

Integrity Commissioner – Background

In Ontario, integrity commissioners are an integral part of the accountability framework for Members of the Provincial Legislature, and for many municipalities. An important part of their role is to provide education and advice to elected officials on ethical matters affecting them in their day-to-day activities. For example, in providing conflict of interest advice, the Ontario Integrity Commissioner helps prevent ethics violations before they occur.

On May 30, 2017, the Government passed *Bill 68, Modernizing Ontario's Municipal Legislation Act, 2017*, which contains provisions amending the role and appointment of the municipal integrity commissioner. If/when these provisions are proclaimed, municipalities would be required to provide all members of municipal council with access to an integrity commissioner, who would:
- provide education and advice to members on their obligations under the member's code of conduct, other rules governing the ethical behaviour of local members, and the Municipal Conflict of Interest Act; and
- investigate complaints under the member's code of conduct and the Municipal Conflict of Interest Act.

Currently, there are no legislated requirements for an integrity commissioner in school boards, but nonetheless, boards have the ability to create this position individually. The Toronto District School Board (TDSB) appointed an integrity commissioner following the

recommendations in the 2015 Report of the TDSB Governance Advisory Panel ("the Hall Report"). When the Hall Report was released the Minister of Education committed to engaging education partners on possible accountability offices for school boards.

Trustee Code of Conduct – Background

Currently, there is no legal requirement for school boards to have a trustee code of conduct; however, the Minister of Education has authority under the Education Act to require boards to have a trustee code of conduct and to include specific provisions as part of their code of conduct.

Under the Education Act, only a trustee can bring forward a code of conduct complaint against another trustee. The board must look into the complaint If the board finds that a trustee has contravened the code of conduct, the board may:
- censure the trustee
- bar the trustee from attending all or part of a board or committee meeting
- bar the member from sitting on committees for a period of time specified by the board.

Almost all Ontario school boards have posted on their website a trustee code of conduct, which sets out rules of conduct and ethical behaviour that all members of the board agree to uphold and respect.

School boards determine the content of their trustee code of conduct locally. Although they vary from one school board to another, most codes of conduct include rules relating to civil behaviour, the use of board resources, and avoidance of personal advantage, including rules around acceptable gifts. School boards may also have other policies, rules and procedures that govern the ethical behaviour of trustees. These may address issues such as workplace harassment, treatment of confidential information and other matters.

Discussion Questions

1. What effective practices and structures could support school boards to strengthen board accountability and public confidence?

2. What role could an integrity commissioner play in fostering strong, accountable and transparent board governance?

3. Should there be minimum provisions for a trustee code of conduct required for all school boards? If so, what would those be?

4. In addition to those already contained in the Education Act, should there be a broader range of sanctions for code of conduct violations?

2. Trustee Honoraria

Trustees play an important role in publicly funded education in Ontario. In our diverse boards across the province, trustees work toward the goals of achieving excellence, ensuring equity, promoting well-being, and fostering high levels of public confidence in our education system.

The board of trustees sets the vision for the school board, develops policies, allocates resources, and sets the goals that lay the foundation and drive programs and operations in the board. Collectively, they create the board's multi-year strategic plan for student achievement and well-being. They recruit and monitor the performance of the director of education to ensure the board's progress in meeting its goals. In carrying out their role, trustees engage in a number of important activities, including:

- Preparing for and attending regular board meetings and participating on various committees. Certain committees of the board are required by law to have trustee members: the Audit Committee, the Parent Involvement Committee, the Supervised Alternative Learning Committee, and the Special Education Advisory Committee.
- Responding to calls, e-mails and queries from constituents.
- Engaging with parents and communities to ensure their concerns and priorities are brought to the decision-making table.
- Hosting community meetings, attending school council meetings and other community events and school functions.
- Advocating for public education and engaging with municipalities and other levels of government to support education priorities.

The focus of their work can vary depending on the board's goals and on internal and external factors (e.g. growing and declining student enrolment). In a board that embraces good governance practices, trustees demonstrate responsiveness and strive for excellent communication with partners and constituents, which contributes to the time a trustee must commit to fulfill her or his role.

Outgoing trustees set the trustee honoraria policy for the four-year term of office, prior to elections for the new term of office. There are maximum amounts determined by a formula set out in a regulation made under the Education Act:

- Annual **base amount** limit of $5,900 for each trustee, with an additional $5,000 for the chair and $2,500 for the vice-chair.

- Annual **enrolment amount** limit based on the board's prior year student enrolment numbers. The enrolment amount fluctuates with enrolment growth or decline. The enrolment amount limit for a trustee can vary from $100 – $300 in the smallest boards per trustee per year, to $16,000 – $22,000 in the largest boards. The chair and vice-chair are entitled to a higher enrolment amount, from $500 – $5,000 for the chair and from $250 – $2,500 for the vice-chair depending on enrolment.

- **Attendance amount** limit of $50 for attending meetings of certain board committees[1].

- **Distance amount** limit of $50, applies to geographically large boards for travel exceeding 200km to attend a meeting of the board or certain committees[2].

<u>Discussion Questions</u>

1. Should the formula for calculating the level of trustee honoraria be simplified?

2. If so, what components of the current formula should be preserved?

3. Which ones should be changed?

4. Should any components be added?

[1,2] These are the Audit Committee, the Parent Involvement Committee, the Supervised Alternative Learning Committee, and the Special Education Advisory Committee.

3. Electronic Participation in Board and Committee Meetings

Currently, trustees can attend board meetings electronically; however, each trustee must physically attend at least three board meetings in the 12 months beginning December 1 of the first year and ending November 30 of the following year.

The board chair or his/her designate must attend all meetings of the board or the committee of the whole board in person. In addition to the board chair, at least one additional trustee and the director of education or his/her designate must be physically present at the meeting.

For committee meetings, the requirement is for the chair or his/her designate and the director of education or his/or her designate to be present in person.

Some school boards in Ontario have large geographic jurisdictions, ranging from 40,000 km^2 to over 65,000 km^2. Trustees in these boards may need to travel a full day each way to attend meetings.

Discussion Questions

1. What impact, if any, do the current electronic meeting rules have on the leadership of the board?

2. Are there appropriate circumstances for a board or committee chair to participate electronically? If so, what are those circumstances?

3. What practices and resources could facilitate effective meetings where the chair or other members participate electronically?

4. Student Trustee Term of Office and Election Process

Student trustees represent the interests of students by bringing the voice of students, and their multiple perspectives, to the board table. Working side by side with school board trustees, they provide input on policies that directly affect students in their board schools. Student trustees do not have a binding vote on matters before the board or its committees. However, with only a few exceptions, they have the same opportunities to participate at board and committee meetings as any other board members.

Each year, school boards are required to provide for the election of 1-3 student trustees. Student trustees must be elected either directly by students of the board, or indirectly by student representative bodies such as student councils. However, unlike school trustees who are elected under the same election rules across the province, school boards have some flexibility to determine how the student trustees in their board will be elected. There are many different ways in which student trustees are nominated and elected to office. For example, in some boards, any secondary student may be nominated for student trustee and every secondary student has the right to vote for a student trustee representative. In other boards, the student council in each secondary school elects one or more students to a Student Senate; the student trustee(s) is then elected by, and from, the Student Senate.

To be eligible for the office, a student must be a full-time pupil in the senior division of the board. This requirement does not apply to a student who may not be able to attend a full-time program because of being enrolled in a special education program for exceptional pupils.

Student trustees are elected for a one-year term of office, beginning on August 1 of the election year and ending on July 31 of the following year.

Discussion Questions

1. How can boards increase the student voice in decision-making?
2. How can student trustees be supported to be successful in their role? What effective practices can you share from your board, or boards that you are familiar with?
3. The Education Act and regulations provide for a one-year term of office for student trustees. What are the benefits of a one-year term? What are the challenges?
4. What are the benefits and challenges of a longer term of office?
5. Thinking about the student trustee election process in your board and in boards that you are familiar with, what works well? What could be improved?
6. Should there be greater consistency in the election process for student trustees among school boards? What are the benefits and challenges of having a more consistent process?
7. How can boards promote awareness of the student trustee position within the larger student body?

5. Broadening the Director of Education Qualifications

In its 2015 report, the Toronto District School Board Governance Advisory Panel stated that current rules make it difficult for boards to recruit individuals for the position of director of education from jurisdictions outside Ontario. Currently, candidates from other jurisdictions, including those working in equivalent positions, are required to complete a very rigorous and time-consuming prior-learning assessment and recognition process.

Under the Education Act, the director of education is the chief executive officer and chief education officer (CEO) of the board. The director reports to the board, and also acts as its secretary.

Working closely with the board of trustees, the director of education supports the development of the multi-year strategic plan, which sets long-term strategic priorities and goals of the board. The director is also responsible for implementing and monitoring the implementation of the plan.

As CEO, the director of education is responsible for day-to-day management of the organization, which includes responsibilities for managing all facets of school board operations and implementing board policies.

To qualify for the position of director of education, an individual must be a supervisory officer in Ontario with teaching qualifications. This requires the successful completion of the Supervisory Officer's Qualification Program (SOQP). The Program includes the study of theories and practices of supervision, administration and business organization.

To enrol in the SOQP, applicants must be a certified teacher with five years of teaching experience, hold a master's degree and either principal's qualifications or two years of experience in education administration.

Ontario is the only province in Canada that requires a special credential for supervisory officers and directors.

Discussion Questions

1. What are the necessary competencies for a director of education?

2. How can Ontario school board leaders be supported to prepare for the role of director (e.g. to have the necessary governance, business and Human Resources skills)?

3. How can we increase the number of qualified candidates for director of education positions?

4. How could we make the qualification requirements and recruitment process in Ontario more appealing to potential candidates from other jurisdictions?

5. How can we support the professional learning of directors after they are appointed?

6. What supports do boards need to successfully identify and evaluate director candidates?

Resources

If you have additional questions about the current school board governance framework or the key themes of the review, please refer to the resources below:

- Good Governance: A Guide for Trustees, School Boards, Directors of Education and Communities
- Ontario Education Act
- Ontario Ministry of Education website
- Association des conseils scolaires des écoles publiques de l'Ontario
- Association franco-ontarienne des conseils scolaires catholiques
- Ontario Catholic School Trustees' Association
- Ontario Public School Boards' Association
- Council of Ontario Directors of Education

Contact

If you have any questions, please contact Kyle Kubatbekov, Senior Policy Advisor, at kyle.kubatbekov@ontario.ca or (416) 325-7692.

ROBERT'S RULES MADE SIMPLE

See the 7 Fundamental Motions in Bold!! As a team, make it your goal to get everyone above the line by learning the 7 Fundamental motions used during most meetings. Be BOLD! Be a TEAM!

Type	Motion	Purpose	2nd Rqd?	Debatable	Amendable	Required Vote
Privileged						
	Fix time for reassembling	To arrange time of next meeting	Yes	Yes	Yes	Majority
	Adjourn	To dismiss the meeting	Yes	No	Yes	Majority
	To Recess	To dismiss the meeting for a specific length of time	Yes	Yes	Yes	Majority
	Rise to a question of privilege	To make a personal request during a debate	No	No	No	Chair Decides
	Call for the orders of the day	To force consideration of a postponed motion	No	No	No	Decision of Chair
Incidental						
	Appeal a Decision of the Chair	To reverse the decision of the chairman	Yes	No	No	Majority
	Rise to a Point of Order or Parliamentary Procedure	To correct a parliamentary error or ask a question	No	No	No	Chair Decides
	Object to the Consideration of a Question	To suppress action	No	No	No	2/3
	To Divide a Motion	To consider its parts separately	Yes	No	Yes	Majority
	Leave to Modify or Withdraw a Motion	To modify or withdraw a motion	No	No	No	Majority
	To Suspend the Rules	To take action contrary to standing rules	Yes	No	No	2/3
Subsidiary						
	To Rescind	To repeal previous action	Yes	Yes	Yes	2/3
	To Take from the Table	To consider a tabled motion	Yes	No	No	Majority
	To Lay on the Table	**To defer action**	**Yes**	**No**	**No**	**Majority**
	Previous Question	**To force an immediate vote**	**Yes**	**No**	**No**	**2/3**
	To Limit or Extend Debate	To modify freedom of debate	Yes	Yes	Yes	2/3
	To Postpone	**To defer action**	**Yes**	**Yes**	**Yes**	**Majority**
	To Refer to a Committee	**For further study**	**Yes**	**Yes**	**Yes**	**Majority**
	To Amend an Amendment	**To modify an amendment**	**Yes**	**Yes**	**No**	**Majority**
	To Amend	**To modify a motion**	**Yes**	**Yes**	**Yes**	**Majority**
	To Postpone Indefinitely	To suppress action	Yes	Yes	Yes	Majority
Main	**Main Motion**	**To introduce a business**	**Yes**	**Yes**	**Yes**	**Majority**

SEAC Member Onboarding Protocol

1. A SEAC Mentor is assigned to every new SEAC member prior to his/her first meeting. The mentor's responsibilities are:
   a. Knowledge Transfer.
   b. Welcome to the Committee- including introducing his/her to other members.
   c. Sit next to the new member so as to offer support during the meetings.
2. WCDSB SEAC training manual will be the PAaC on SEAC Effective Practices Handbook for SEAC Members, Revised 2016.
   a. A copy will be provided to each member of the committee.
   b. In October, during the SEAC Meeting, 2 members of the committee will be assigned one chapter to review and provide feedback to the committee as a whole.
3. At the first meeting for any new member, the SEAC Committee members will be introduced, they will describe who they represent and basic information about themselves.

October, 2017

Meetings

Committee of the Whole Board Meeting
Monday, October 16, 2017
Agenda: www.wcdsb.ca/wp-content/uploads/sites/36/2017/03/2017-10-16-C-of-Whole-Agenda.pdf

Public Board Meeting
Monday, October 30, 2017
Agenda: www.wcdsb.ca/wp-content/uploads/sites/36/2017/03/2017-10-30-Board-of-Trustees-Agenda.pdf

Highlights

WCDSB Annual Priorities for 2017-18
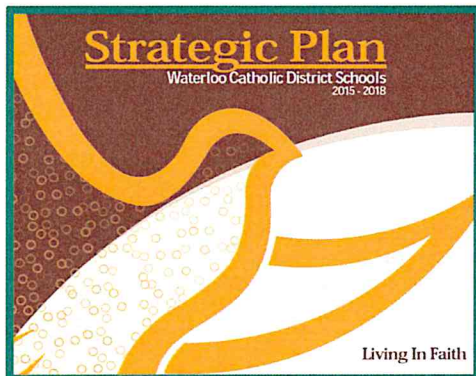
The Waterloo Catholic District School Board **Multi-Year Strategic Plan (MYSP)** endeavours to be faithful to the articulated priorities of the Ontario Government's **"Achieving Excellence: A Renewed Vision for Education in Ontario"**, as well to our **Catholic Graduate Expectations** and the principles of our **Catholic Social Teachings**.

At the commencement of the 2017-18 school year, there was a concerted effort to share with Administrators those strategic priorities and actions that were seen to be critical in this school year, as we strive to meet our articulated goals over the lifespan of the current MYSP.

On October 30, 2017 **Director of Education Loretta Notten** presented the annual priorities for the 2017-18 school year. The full report is available on pages 28-31 via the following link: **www.wcdsb.ca/wp-content/uploads/sites/36/2017/03/2017-10-30-Board-of-Trustees-Agenda.pdf** To view the full MYSP, please visit: **www.wcdsb.ca/about-us/multi-year-strategic-plan-2015-2018/**

Renewed Math Strategy

In 2016-17, a number of WCDSB schools received either "Intensive Support" within the **WCDSB Renewed Math Strategy (RMS)**, or "Increased Support" within the WCDSB Renewed Math Strategy (RMS). Schools that received "Intensive Support" showed impressive achievement growth of between 11% and 34%. Schools that received "Increased Support" also showed impressive achievement growth of between 4% and 24%. Four of the WCDSB's five secondary schools improved their applied math scores. All four of these schools received increased support through the RMS.

What do you notice?

"I saw 10." – Jax
5 + 5 = 10

"I saw 4 (1+3) and 3 more and 3 more." – Ella

"The numbers get bigger." 1, 3, 6 " – Skyla

"I saw 10 circles." – Damian

I saw 2 groups of 5." – Sophia
5 + 5 = 10

"I saw a pattern, because it goes small to big." – Ryan

"I saw 10 circles." Serena (1+1+1+1+1+1+1+1+1+1=10)

"I saw 5 groups of 2." – Brayden

"I saw 1 + 3 + 3 + 3." – Kiki
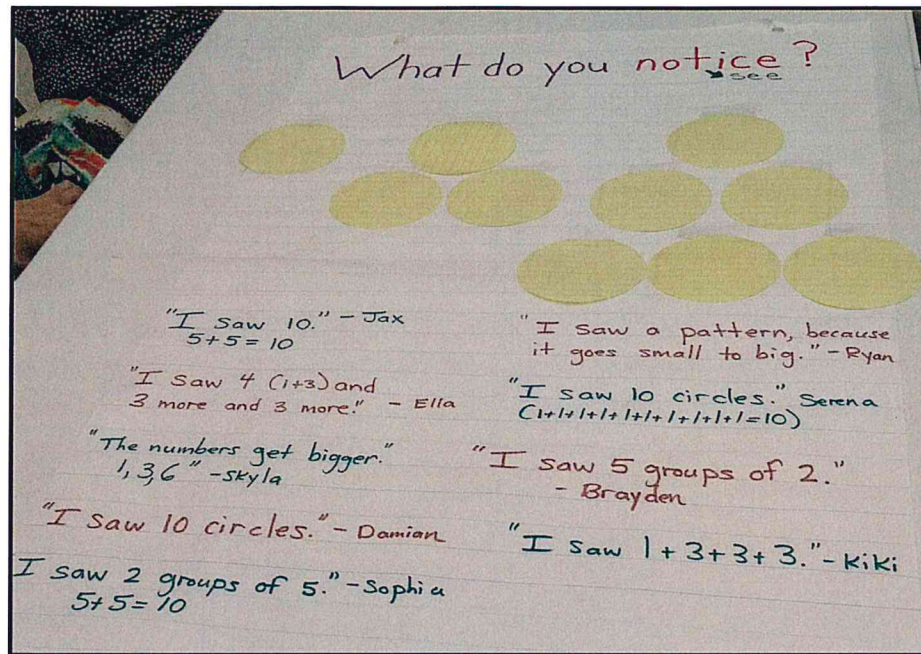
To review the full October 16, 2017 RMS report, please see pages 5-10 via the following link: www.wcdsb.ca/wp-content/uploads/sites/36/2017/03/2017-10-16-C-of-Whole-Agenda.pdf

Japan Exchange Experience

In 2015, the Ministry of Education released Ontario's **Strategy for K-12 International Education**. This strategy echoes the WCDSB vision of 21st century learning and its four dimensions of internationalizing our schools. Based on our vision and commitment to globalizing our students' experiences, the **Research & Development Office (RDO)** has development partnerships around the world, including **Yamate School** in Yokohama, Japan. This year, 80 Yamate students and four chaperones visited the WCDSB and stayed with local host families -- and between July 21 and August 5, the WCDSB sent 36 students and five chaperones to Japan for a reciprocal two-week cultural immersion and homestay program. For a full report on the homestay programs, please see pages 11-12 via the following link: www.wcdsb.ca/wp-content/uploads/sites/36/2017/03/2017-10-16-C-of-Whole-Agenda.pdf

Mental Health & Wellness Plan Update

Every year the WCDSB submits a plan informed by our Board and provincial mental health scans, with consideration of patterns and trends that impact WCDSB students. In June, 2017, the WCDSB's **Mental Health and Wellness Plan** was sent to the Ministry of Education. The plan includes the following identified priority goals:

a) To strengthen system-wide commitment to WCDSB's vision for mental health and wellness through initiatives which engage students, parents and staff in working towards mentally healthy school communities;
b) To develop and promote a resiliency, strength-based approach with all students and staff;
c) To build staff capacity by increasing mental health and wellness awareness through the implementation of a three-year Mental Health and Wellness Strategy;
d) To develop prevention programming, review the suicide protocol, and enhance the postvention plan for WCDSB in collaboration with our community partners; and,
e) To expand and strengthen our partnerships internally and with the community, creating a coordinated and integrated pathway of care.

To view the complete update, please visit pages 20-23 via the following link: www.wcdsb.ca/wp-content/uploads/sites/36/2017/03/2017-10-30-Board-of-Trustees-Agenda.pdf

Information Technology Services Summer Updates

Each year, the WCDSB's **Information Technology Services (ITS) Department** engages in an extensive and far-reaching program of upgrades and maintenance to the board's IT infrastructure. The upgrade / maintenance program is carried out by three distinct groups of staff:

- Classroom Support Team
- Data, Systems and Information Support Team
- Administrative Support Team

Among the most visible accomplishments of this summer's work was a major re-design of the WCDSB's public website (see photo) and individual school websites, to make them easier to navigate and more responsive to the information needs of visitors. For the full IT report, please see pages 13-42 via the following link: **www.wcdsb.ca/wp-content/uploads/sites/36/2017/03/2017-10-16-C-of-Whole-Agenda.pdf**
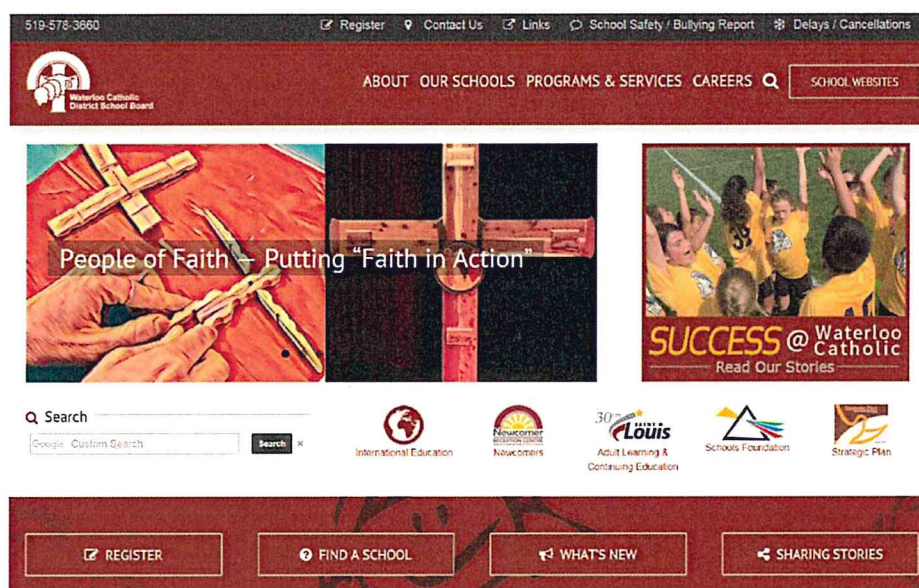
French Immersion Review Interim Update

French Immersion is an inclusive, opt-in program that was first offered in the 2015-16 school year at **St. Anne CES** in Kitchener and **Sir Edgar Bauer CES** in Waterloo. In 2016-17, the program expanded to Cambridge and opened at **Our Lady of Fatima CES**. The board offers a 50% program in which 150 minutes of instruction are offered in French, and 150 minutes in English. As with all our second language programs, French Immersion is designed for students whose first language is not French. The entry point for French Immersion is Grade 1. It is currently open to all residents of Waterloo Region at the three satellite sites. In our third year of the program, we are servicing 216 students. Given the growth of the program, a two-pronged committee has been formed to review the French Immersion program:

An **FSL Program Review Committee** will consult with stakeholders, examine assessment data, and determine pedagogical recommendations for the FI Program. An **Accommodation Review Committee** will determine what physical space accommodations the FI Program will require at current sites as the program expands into Grades 4-6. A consultation process will begin during the 2017-18 school year and regular updates will be provided. The **Terms of Reference** for the review are provided on pages 20-23 via the following link: **www.wcdsb.ca/wp-content/uploads/sites/36/2017/03/2017-10-30-Board-of-Trustees-Agenda.pdf** For additional information about the WCDSB French Immersion program, please visit: **www.wcdsb.ca/programs-and-services/fsl/**

Sensitive Santa

Sunday, November 26, December 3, 10, *and* 17
8:30 am - 10:30am

This sensory friendly environment provides lower lighting and a quieter surrounding. Each family that attends will receive a complimentary photo with Santa to commemorate this magical holiday season. This special time to visit with Santa is reserved for children with social, emotional or behavioral needs.

To keep this event sensory friendly and organized, we ask that each family register in advance. Space is limited. We encourage you to share this information with educators, social workers, and medical professionals who work with children living with special needs.

Please contact;
hylandr@cambridge.ca or call
(519) 740-4680 ext. 4292 to register

CANADA
CAMBRIDGE
PEOPLE · PLACE · PROSPERITY

CAMBRIDGE
CENTRE
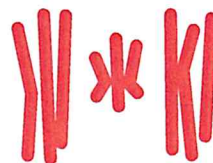
Help us spread the word about this magical Holiday Event!

The r-word (retarded) hurts millions of people with intellecual disabilities, their families and friends.
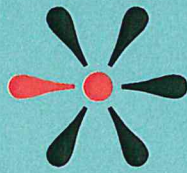
See The Ability instead.
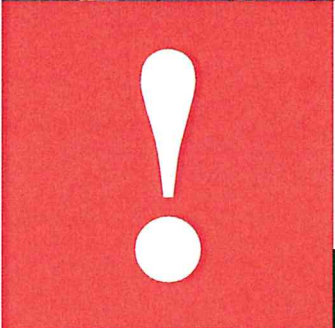
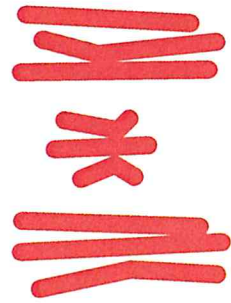End the "r-word"

r-word.org

CANADIAN DOWN SYNDROME WEEK!
Nov. 1–7

"Wayne is my friend on and off the ice. He Sees The Ability"

— Joey Moss
about Wayne Gretzky

Photo Credit: Scott Shymko & Canadian Tire

Canadian Down Syndrome Society | Société canadienne de la trisomie 21

cdss.ca

CANADIAN DOWN SYNDROME WEEK! Nov. 1–7

**Waterloo Catholic
District School Board**

SEAC Committee Meeting Agenda

Date& Time:	Wednesday, December 6, 2017, 6:30 p.m.
Location:	Board Room, C.E.C.
Next Meeting:	Wednesday, January 10, 2018

Committee Members: Kim Murphy, John Gilbert, Frank Thoms, Bill Conway, Jeanne Gravelle, Zina Bartolotta, Irene Holdbrook, Stuart Cross, Christine Zaza, Melanie Van Alphen

Administrative Officials: Laura Shoemaker, Gerald Foran

1. **Opening Prayer** **Welcome**	L. Shoemaker
2. **Approval of Agenda**	
3. **Declared Pecuniary Interest**	
4. **Approval of the Minutes** • November 1, 2017	
5. **School System Operational Business** 5.1 Equity 5.2 5.3	Richard Olson
6. *Ministry Updates* (10 min) 6.1	L. Shoemaker
7. **SEAC Committee Functions** 7.1 PAaC	SEAC members
8. **Policy Advice to the Board**	
9. **Association Updates** **(20 minutes)** 9.1 Trustee Update	B. Conway J. Gravelle
10. **Pending Items**	
11. **Adjournment**	
12. **Action Items Place Holder**	

Date:	December 6, 2017
To:	SEAC
From:	Director of Education; Superintendent of Learning: Special Education
Subject:	Equity 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:

Board Governance Policy I:001 Ends
Ontario Catholic School Graduate Expectations (OCSGE, 2011): [Institute for Catholic Education]
Ontario's Equity and Inclusive Education Strategy (2009)
APC037: Equity and Inclusive Education Policy
Ontario's Well-Being Strategy for Education: Discussion Document (2016)
Ontario's Equity Action Plan (2017)

Multi-Year Strategic Plan:

Nurturing Our Catholic Community:
- *Faith is lived and witnessed in community:*
  To strengthen and cultivate school, parish and home relationships.
- *Students and Staff are healthy in mind body and spirit:*
  To strengthen system commitment to school, student and staff spiritual health.
- *Everyone is included, respected and welcomed:*
  To increase improved awareness respect of differences within our school communities.

Special Education Plan:

Section Laura will insert Section.

Background/Comments:

With the publication of *Achieving Excellence: A Renewed Vision for Ontario Education (2014),* The Ministry of Education made a commitment to every student in the province of Ontario. Regardless of 'ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, socio-economic status or other factors' (p. 8), all students should be able to access the curriculum, feel safe at school, and also have a sense of belonging.

This goal is congruent with Ontario's Equity and Inclusive Strategy and our Waterloo Catholic DSB Equity and Inclusive Education Policy (APC037). With the implementation of the Well-Being Strategy for Education and the Ontario Equity Action Plan, school districts are well-resourced to continue the work of making sure that all of our students are served, especially those who have traditionally had difficulty accessing the curriculum, and achieving academic success.

Well-Being Strategy

- Equity and Inclusive Education
- Safe and Accepting Schools
- Healthy Schools
- Positive Mental Health

At Waterloo Catholic DSB, our Equity, Diversity and Learning (EDL) Committee has set a goal of building educator capacity to serve all students and assist in removing identified barriers to success. In our Catholic context, we employ a lens of liberation theology with a strong emphasis on the social teaching of preferential option for the poor. Simply stated, this involves empowering students and their families to advocate for change so that they may not just survive but thrive in our school communities. Additionally, we have committed to supporting our school administrators and educators in understanding and working to remove barriers that exist for students in accessing their learning.
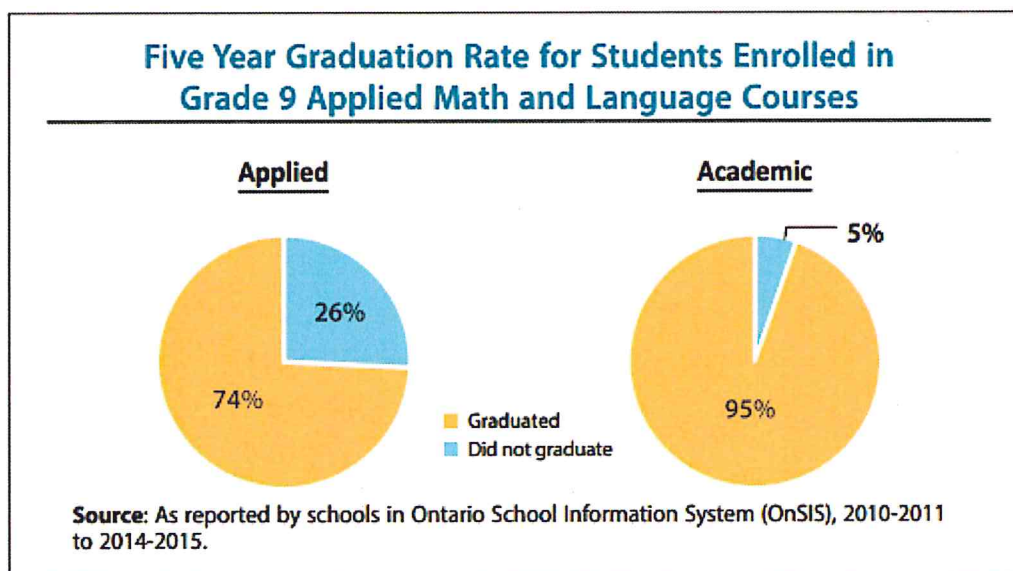
To support this goal, our EDL Committee is delivering three workshop sessions to all of our school administrators over the course of the 2017-2018 school year. They will also be offering three after-school leadership sessions to our system educators as an addition to our regular leadership series offerings. While students with special education needs have traditionally not met provincial assessment standards at the same rate as others, the equity and inclusive education aims to eliminate barriers, including those that emerge with complex intersectionality's such as when physical and/or intellectual ability are combined with race, or socio-economic status.

New this school year, the Ontario Education Equity Action Plan outlines key priorities in four areas:

- School and classroom practices
- Leadership, governance and human resource practices
- Data collection, integration and reporting
- Organizational culture change

Attention to each of these priorities is intended to address the inequities we find in our provincial assessments that extend out also to our provincial graduation rates:

Five Year Graduation Rate for Students Enrolled in Grade 9 Applied Math and Language Courses

Applied: 74% Graduated, 26% Did not graduate
Academic: 95% Graduated, 5% Did not graduate

Source: As reported by schools in Ontario School Information System (OnSIS), 2010-2011 to 2014-2015.

(Ontario's Education Equity Action Plan, p. 14)

Then, when we consider the intersection of other factors like socio-economics, we can see how pathways for students are also influenced.
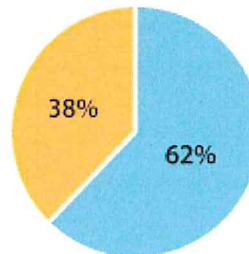
Quality • Inclusive • Faith-based • Education

Unintended Equity Outcomes: Percentage of Enrolment Records in Academic and Applied Grade 9 Mathematics Course

Schools in higher-income communities

26% Applied
74% Academic
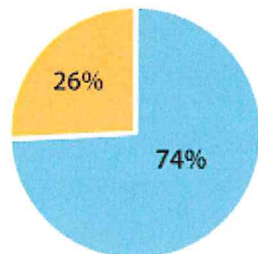
**Schools in lower-income communities**

38% Applied
62% Academic

- Academic
- Applied

Source: As reported by schools in Ontario School Information System (OnSIS), 2014-2015: Tax Filer (Statistics Canada TI Family File), 2013.

Please note: High-income and low-income schools are grouped based on the estimated LIM 50 (low-income measure aligned with Poverty Reduction Strategy indicators) for each school according to the upper and lower quartiles (i.e., the percentage of school community population below LIM 50 is 16.76% or less in high-income schools and 27.57% or more in low-income schools).

Where do Students go After High School?

Percentage of Students who Enrolled in Grade 9 Applied Math and Language Courses and Registered Directly to College or University

Applied

3%
30% College
67% Other

Percentage of Students who Enrolled in Grade 9 Academic Math and Language Courses and Registered Directly to College or University

Academic

19% College
54% University
27% Other
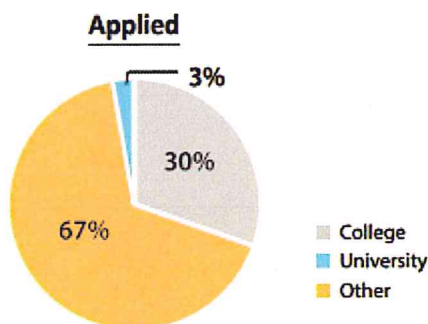
- College
- University
- Other
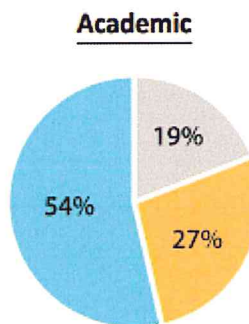
Source: College and university registrations as reported by the Ontario College Application Service (OCAS) and Ontario University Application Centre (OUAC), 2010-2011 to 2015-2016.

(Ontario's Education Equity Action Plan, p. 15)

In Summary:

With the work of our Equity, Diversity and Learning Committee in raising awareness for school administrators and educators, and with the implementation of the Equity Action Plan, our goal is to remove barriers to student success and well-being in Waterloo Catholic.

As stated in Ontario's Well-Being Strategy for Education: "Supporting equity and inclusive education helps the education community identify and remove discriminatory biases and systemic barriers in order to support student achievement and well-being. Research confirms that students who feel welcome and accepted in their schools are more likely to succeed

academically. In fact, everyone in our publicly funded education system – regardless of background or personal circumstances – should feel engaged and included." (page 6)

Recommendation:

Presented for your information.

Prepared/Reviewed By: Loretta Notten
Director of Education

Laura Shoemaker
Superintendent of Learning: Special Education

Richard Olson
Superintendent of Learning

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

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