

SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, November 1, 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

Easter Seals Ontario – **Rhonda Ruetz**
FASD Caregivers Empowerment Alliance – **Zina Bartolotta**
WCDSB Trustee – **Jeanne Gravelle**
WCDSB Trustee – **Bill Conway**
Waterloo Regional Down Syndrome Society – **Kim Murphy**
Waterloo Regional Police - **John Gilbert**
Autism Ontario – Waterloo Chapter – **Richard Gough**
CNIB – **Irene Holdbrook, Vice Chair**
Family and Children's Services of Waterloo Region – **Stuart Cross**
WRFN – **Christine Zaza**



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Waterloo Catholic
District School Board

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SEAC Committee Meeting Minutes

Date & Time:	Wednesday, October 4, 2017 6:30 pm
Location:	Boardroom, C.E.C.
Next Meeting:	Wednesday, November 1, 2017
Committee Members: Jeanne Gravelle, Bill Conway, Kim Murphy, Zina Bartolotta, John Gilbert, Irene Holdbrook, Stuart Cross, Richard Gough, Sue Simpson	
Administrative Officials: Laura Shoemaker, Gerald Foran	
Regrets: Christine Zaza, Richard Gough, Rhonda Ruetz	

<ul style="list-style-type: none">• Opening Prayer Welcome	L. Shoemaker
<ul style="list-style-type: none">• Approval of Agenda Motion by: Kim Murphy Seconded: Bill Conway	
3. Declared Pecuniary Interest Nil	
4. Approval of the Minutes September 6, 2017 Minutes Motion by: Kim Murphy Seconded: Stuart Cross	
5. School System Operational Business 5.1 BIPSA John Klein, Superintendent of Learning presented the updated 2017-2018 to SEAC. There were many changes to the plan last year which were brought into this year. John walked through his presentation explaining components of it to SEAC and elaborating on the key elements that have been updated. Presentation summary is attached.	J. Klein

6. Ministry Updates 6.1 Nil	
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: <ul style="list-style-type: none"> • How to bring business to the floor with a "Main Motion" • How to "amend" the "Main Motion" • How to "amend" the "Amendments" • Is the committee working as a "team" This will be discussed again at the November meeting.	SEAC
8. Policy Advice to the Board Nil	
9. Association Concerns/Association Updates (20 minutes) 9.1 Trustee Update Jeanne Gravelle and Bill Conway gave brief updates to SEAC members on the highlights of September board meeting regarding: <ul style="list-style-type: none"> • Trustee Conway and Trustee Gravelle spoke briefly on the Wendy Price new chair and Bill Conway new vice chair • WCDSB EQAO averages in Math • WCDSB enrolment increases • Indigenous territorial acknowledgement • School construction update • Director's trip to Kenya Board bulletin attached. Association Update Gerald Foran informed SEAC in conjunction with Waterloo Region Family Network of the letter sent home to Parents/Guardians regarding a pilot program hosting a five week Transition to Post Secondary School Program for 12 senior students (6 from WCDSB and 6 from WRDB) aiming at helping students with Autism, ADHD, learning disabilities and/or anxiety who are planning to attend university or college next year. Letter attached. WRDSS is hosting the WRDSSS 16 th Annual Buddy Walk on November 5 th , flyer attached. Also having a Better With You campaign with 2018 calendars with flyer attached.	J. Gravelle B. Conway
10. Pending Items	
11. Adjournment Motion by: Bill Conway Seconded: Kim Murphy	



12. Action Items Place Holder	



WATERLOO CATHOLIC DISTRICT SCHOOL BOARD 2017-2018 BOARD IMPROVEMENT PLAN for STUDENT ACHIEVEMENT

SYSTEM INQUIRY QUESTION: What impact will collaborative teaching and learning, that focuses on the assessment for learning process, have on increasing the number of students approaching, achieving at or beyond the provincial standard K-12?



Waterloo Catholic
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Nurturing Our Catholic Community

SEF Indicators

- 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.
- 5.3 Students, parents, families, and educators understand the full range of pathways, programs, options and supports that are available.
- 6.3 The school and community build partnerships to enhance learning opportunities and well-being for students.

MYPSP Priorities: COLLABORATIVE CONDITIONS for LEARNING for ALL

Building Capacity to Lead, Learn & Live Authentically

SEF Indicators

- 2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.
- 4.3 Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.
- 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.

Student Engagement, Achievement & Innovation

SEF Indicators

- 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.
- 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.
- 5.4 Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations.

SYSTEM FOCUS STATEMENTS: Through educator collaboration & assessment, OUR STUDENTS WILL...

CATHOLIC, COMMUNITY, CULTURE & CARING

...contribute as partners to a safe, healthy, and faith-filled, inclusive classroom, school and community that maximizes engagement, achievement and well-being. (SEF: 3.1, 6.3)

NUMERACY

...problem-solve, communicate, and reflect on their thinking by making connections between concepts, procedures, and skills. (SEF: 2.4, 4.1, 4.2, 4.5)

LITERACY

...use language and images to apply critical thinking skills, analyze and challenge texts, express opinion and ideas, and reflect on and connect to other learning. (SEF: 3.1, 4.2, 4.5)

PATHWAYS TO SUCCESS

...engage as partners in challenging, meaningful learning experiences that are responsive to their voices and individual identities and engage them in education and career life planning. (SEF: 4.3, 5.3, 5.4)

Knowing the LEARNER through ASSESSMENT

- How can we understand what a student knows, thinks, and is able to do?
- How can we teach students to become effective assessors of their own learning so they can make informed decisions about next steps?
- How will we give *students' voices* and choice in their learning and build on a desire to make sense of their world?
- How will we, together with our students, share and use *pedagogical documentation* to develop metacognition for the purpose of assessment 'as' and 'for' learning?



Responding through EFFECTIVE INSTRUCTION & LEARNING ENVIRONMENT

- In partnership with students, how can we design learning experiences based on the current strengths and needs of these students at this time?
- How can we integrate the big ideas across other curriculum areas for/as an interdisciplinary approach?
- How can we best plan, sequence and connect key concepts across the year through the gradual release of responsibility model?
- How can we integrate the big ideas across other curriculum areas for/as an interdisciplinary approach?

KNOW our Learners ↔ RESPOND to their Needs ↔ MONITOR our Progress

OUR CATHOLIC GRADUATES: Nurtured in hope, empowered in a faith-filled learning stance to realize their God-given potential to transform the world

OUTCOMES: Increase in student achievement & well-being through triangulated assessment (observations, conversation & products) for/as learning in all curricula

CATHOLIC, COMMUNITY, CULTURE & CARING

- Increase level of student-faith-filled experiences in reference to our Three Year Pastoral Plan (as measured by system surveys)
- Increase in resiliency assets as reflected in 'The Resiliency' Initiatives data K-12 (e.g. 'balanced' and 'optimal' categories)

NUMERACY

- Primary & Junior EOAO: Increase achievement within the NSN strand as well as the Application category across all strands
- Gr. 9 Applied EOAO: Increase achievement for students approaching, achieving, at, or beyond Provincial Standard
- Primary, Junior, & Gr. 9 EOAO: Increase in cohort achievement
- Increase achievement for students with learning disabilities and/or diverse learning needs

LITERACY

- EOAO: Increase alignment between reading & writing at provincial standard
- CAT4: Increased understanding & accurate use of general vocabulary
- Students read, comprehend & produce increasingly complex texts through the use of semantic, morphological, syntactic, & pragmatic knowledge
- Increase achievement for students with learning disabilities and/or diverse learning needs

PATHWAYS TO SUCCESS

- Improve Red Seal Graduation rates for SHSM
- Increase in both four and five year graduation rate
- Increase the Career Cruising, IPP activity completion rates
- Increase the number of student artifacts uploaded to each student's All About Me portfolio

Our Catholic, Global-Minded Graduates will: Collaborate & Communicate; Think Critically & Problem Solve; Create & Innovate; & Develop Character; Demonstrate Resiliency & Persevere

Student Learning Needs:

- Christian values & principles, Catholic Graduate Expectations, Apostles' Creed, the Beatitudes, & Catholic Social Teachings
- Structure of meaningful worship in liturgies, masses, prayer & other celebrations
- Responsibilities as a member of the Catholic Church: Who is my family? What do I believe? What is my Lenten promise? How might I learn & grow as 'People of Faith'?
- School/Class-wide social-emotional learning
- Whole school & board promotion of positive mental health and well-being (e.g. leveraging a growth mindset)

Student Learning Needs:

- Deep understanding of quantity & magnitude, K-3
- Junior Inquiry-based learning & critical thinking skills
- Effective visualization & flexible number relationships via daily number sense routines to build number sense, with intentional focus on fractional sense within proportional, spatial, & algebraic reasoning K-12
- Responsive DI gr. 6-10 to improve students' access to curricula, with focus on those who may choose or have chosen the Applied course
- Special education accommodations & modifications, including the consistent & mindful use of technology & strategies for students with learning disabilities and/or diverse learning needs
- Reason with intentional focus on fractional sense within proportional, spatial, & algebraic reasoning
- Connecting mathematics across disciplines

Student Learning Needs:

- A clear understanding of the complexities of general vocabulary & sentence structures, & how these impact meaning, through responsive guided reading instruction & intentional word study, with a focus on precise text selection, topic development, & use of supporting details, organization & conventions
- Engage in student-to-student discourse to enhance their understanding of complex texts by building on the critical thinking of others
- Develop metacognitive strategies to make thinking visible
- Special education/ELL accommodations and/or modifications, including consistent & mindful use of technology & strategies for students with learning disabilities and/or diverse learning needs
- Responsive differentiation through precise text selection in order to access and build texts independently
- Increased accurate knowledge of general vocabulary & sentence structures to develop effective communication in speaking, reading, & writing (CAT4)

Student Learning Needs:

- Act upon feedback from teachers & peers to move learning forward, setting goals for future achievement
- Engage in goal-setting and select appropriate activities/program & pathway choices that reflect their interest, skills & abilities
- Students with IEPs & ELLs will be aware of & participate in experiential learning opportunities
- Knowledge & understanding of FNMI culture & perspectives
- Develop 21st century global competencies by engaging in inquiry-based learning to collaboratively decide the focus & structure of the inquiry
- Use a variety of digital tools to collaborate & to creatively communicate ideas to authentic audiences

WATERLOO CATHOLIC DISTRICT SCHOOL BOARD—BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT

SYSTEM INQUIRY QUESTION: What impact will collaborative teaching and learning, that focuses on the assessment for learning process, have on increasing the number of students approaching, achieving at or beyond the provincial standard K-12?



STRATEGIES AND ACTIONS FOR BUILDING CAPACITY THROUGH COLLABORATIVE LEARNING

Increase student achievement and well-being by focusing professional learning on evidence-based instructional strategies, mindfully using a variety of tools and technologies.

Director will:

- Foster professional collaboration (as per PPM 159) to motivate and enable teams to learn with and from each other; to implement board and provincial initiatives
- Build superintendent capacity to use data to inform decisions, engage staff, and develop leadership
- Promote the Board Improvement Plan for Student Achievement (BIPSA) into daily practice

Superintendents will:

- Maximize time spent in classrooms and schools for the purpose of collecting, analyzing and responding to evidence of student learning and well-being, and educator practices
- Support the development of instructional leadership by modeling, coaching, and participating in professional learning at all levels (i.e. Collaborative Inquiry Learning (CILs), Professional Learning Communities (PLCs), etc. as well as Principal Learning Teams (PLTs) and Network Learning Communities (NLCs) using evidence-based instructional strategies
- Collaborate with and support schools in the development of their School Improvement Plan for Student Achievement (SIPSA) and incorporation of relevant data
- Provide differentiated support to schools (e.g. instructional teacher support, release time and resources, etc)
- Assist in connecting the BIPSA, School Effectiveness Framework (SEF), to SIPSA
- Promote formal and informal leadership to support professional learning

Administrators will:

- Collect, analyze and respond to evidence of student learning and well-being, and educator practices
- Support the development of instructional leadership by modeling, coaching, and taking an active role in school-based professional learning (i.e. Collaborative Inquiry Learning (CILs) and Professional Learning Communities (PLCs), etc. as well as Principal Learning Teams (PLTs) and Network Learning Communities (NLCs) using evidence-based instructional strategies
- Develop and implement learning cycles based on school and student data/evidence
- Bring current evidence to each network learning session to demonstrate progress made within the inquiry process
- Participate in and provide opportunities for co-planning, co-teaching and co-debriefing/reflecting amongst staff
- Promote formal and informal leadership within the school to support professional learning
- Ensure that learning communities (e.g. PLCs, CILs, NLCs, and Family of Schools) are in place and evidence of progress is maintained
- Purposefully embed the strategies identified in the Pastoral Plan

Educators will:

- Create an engaging & safe learning environment based on high expectations through the intentional use of the following classroom components: worthwhile tasks, classroom discourse, non-threatening classroom environments, & tools and representations
- Incorporate Ontario Catholic school Graduate Expectations into all planning & learning opportunities
- Provide multiple opportunities via the use of evidence-based instructional practices (e.g. mindful use of strategies for LD, critical thinking, inquiry-based learning, quality questioning, accountable math discourse, learning goals and success criteria, descriptive feedback, assessment & pedagogical-play learning, etc.) & tiered interventions
- Participate in PLCs using student data & collaborative inquiry to monitor progress, deepen professional knowledge; understand & use digital technologies, to gather and analyze timely assessment information about student learning to guide instructional approach
- Triangulate leading student achievement data to establish responsive instructional goals, & plan & monitor professional learning needs
- Engage in the professional learning cycle through co-planning, co-teaching and co-debriefing/reflecting within school improvement collaborative learning
- Focus on the consolidation of key concepts to support students in becoming independent & flexible thinkers.

Support Staff will:

- Collaborate to assist in the implementation of effective strategies that will support learning for all students
- Collaborate to support job-embedded professional learning of evidence-based instructional strategies
- Respond to system learning needs in a strategic and timely fashion

MONITORING LEARNING

Professional learning cycles will include reflection and assessment of educator learning and student learning through the BIPSA monitoring questions.

MONITORING OUR STUDENTS' LEARNING

Ongoing reflections that will support efforts to know our learners and monitor student growth:

- Where did our students begin? How did we document and measure student learning?
- How have our changed instructional and/or assessment practices show impact through the number of students achieving at or beyond the provincial standard?
- How do we know that all students have shown growth?



NEXT STEPS:

- What will we do next as a result of our learning and reflections?
- How does our new learning inform our MYP priorities?
- How will we mobilize our successful evidence-based strategies?
- What additional student and educator learning needs remain?

MONITORING OUR PROFESSIONAL LEARNING

Ongoing evidence of the impact of collaborative professional learning:

- How did we document and measure educator learning?
- How has our participation in collaborative teaching and learning changed our teaching practice?

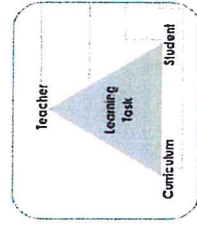
Reflecting on the Instructional Core

How has our selection and implementation of the Instructional Core Practice been aligned with this student learning cycle?

How do our learning tasks predict performance?

How has the role of the student evolved in the instructional/assessment process?

How has our enhancement of teacher content knowledge affected the development of the learning cycle?





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September 25, 2017

Dear Parents/ Guardians,

The Waterloo Region Family Network, in collaboration with the Waterloo Catholic District School Board and the Waterloo Region District School Board, will be hosting a five-week Transition to Post-Secondary School Program for 12 Senior students this fall. Your child's teacher has recommended your child as a potential candidate for this program.

The Transition to Post-Secondary School Program aims to help students with Autism Spectrum Disorder, ADHD, learning disabilities, and/or anxiety who are planning to attend university or college next year. This program combines interactive, online modules from the [Post-secondary Resilience Education Program](#) (PREP) course with engaging in-class sessions. In-class sessions are held from 10:00 a.m. to 12:30 p.m., with a break in the middle and healthy snacks provided.

In addition to the five-week program for students, parents are invited to attend one session on Saturday, October 14th. The parent session will focus on navigating accessibility services in college/university and strategies for supporting a successful transition to college/university.

When: Saturday, October 14, 2017 – Saturday, November 11, 2017

Location: TBD

Fees: No charge. This pilot program is supported by a grant from the Sifton Family Foundation

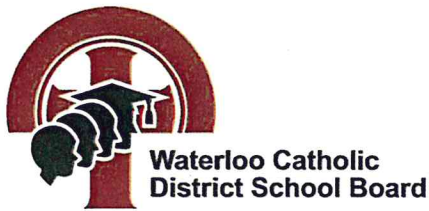
Date	Topics
October 14	Differences between high school, college, and university Navigating accessibility services in college/university
October 21	Resilience, Self-Regulation and Stress Management in post-secondary school
October 28	Building and maintaining social connections as a post-secondary student
November 4	Self-advocacy and accessing resources on and off campus Strategies for success in college/university
November 11	Creating a personalized transition plan
TBD	Optional visit to accessibility services at Conestoga College, University of Waterloo, Wilfrid Laurier university

If you are interested in your child attending this free program, please return the attached consent form to your child's Special Education Teacher by **Friday, September 29th, 2017**. The program facilitator will contact you with location/program information. If you have any questions, please feel free to contact me.

Sincerely,

Gerald Foran
Principal Student Services
Waterloo Catholic District School Board
Phone: 519-578-3660 ext. 2271

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Telephone: 519.578.3660



BOARD MEETING BULLETIN...

September, 2017

Meetings

Committee of the Whole Board Meeting

Monday, September 11, 2017

Agenda: www.wcdsb.ca/wp-content/uploads/sites/36/2017/03/2017-09-11-C-of-Whole-Agenda.pdf

Public Board Meeting

Monday, September 25, 2017

Agenda: www.wcdsb.ca/wp-content/uploads/sites/36/2017/03/2017-09-25-Board-of-Trustees-Agenda.pdf

Highlights

New Chair & Vice Chair of the Board

On September 11, 2017 the Board of Trustees accepted with regret the resignation as Board Chair of Trustee **Joyce Anderson**. Trustee Anderson stated: "It is with regret that I am submitting my resignation as Chair of the Waterloo Catholic District School Board effective September 11th, 2017. Health issues prevent me from fulfilling the demanding obligations of the position. Thank you for the privilege of serving as your Chair these past months. It is a joy and an honour to work with such a dedicated team". Trustee Anderson will continue to serve the WCDSB as a Trustee, representing Kitchener / Wilmot. Current Vice Chair **Wendy Price** assumed the position of Interim Chair and was formally elected Chair of the Board at the September 25 Board Meeting. Trustee **Bill Conway** was elected Vice-Chair.



Wendy Price
CHAIR



Bill Conway
VICE CHAIR



Joyce Anderson
PAST CHAIR

WCDSB Above Ontario EQAO Averages in all Grades in Math

- ✓ The Grade 9 WCDSB to Ontario comparison shows WCDSB's Applied Level Mathematics students above the province by +11% (at 55%) -- while the board's Academic Level Mathematics students match the provincial average of 83%. The board's Applied Level Mathematics score represents at +6% increase over last year.

- ✓ The **Grade 3 WCDSB to Ontario comparison** shows WCDSB above the province by +5% in math (at 67%), by +2% in reading (at 76%) and +2% in writing (at 75%).
- ✓ The **Grade 6 WCDSB to Ontario comparison** shows WCDSB math +2% above the provincial average (at 52%), writing +1% above the province (at 80%) and reading at 81% -- level with the province.
- ✓ Schools that received **"Intensive Support"** within the **WCDSB Renewed Math Strategy (RMS)**, showed impressive achievement growth of between 11% and 34%.
- ✓ Schools that received **"Increased Support"** within the **WCDSB Renewed Math Strategy (RMS)**, 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 WCDSB Renewed Math Strategy (RMS).

For the full EQAO report, please see pages 58-64 via the following link: www.wcdsb.ca/wp-content/uploads/sites/36/2017/03/2017-09-25-Board-of-Trustees-Agenda.pdf

WCDSB Enrolment Continues to Increase

In keeping with the **WCDSB Multi-Year Strategic Plan** and **Budget Setting Process**, it is essential to monitor actual student enrolment in relation to planning and budget setting projection numbers, in order to ensure proper stewardship of resources and appropriate levels of employee hiring. The most recent enrolment report was presented at the September 25th Board Meeting. Statistics of note include:

- ✓ The change over the projected enrolment number used for budget purposes in June, 2017 is **+329 elementary school students**.
- ✓ The change in enrolment from September, 2016 to September, 2017 is **+573 elementary school students**.
- ✓ Key Statistics for 2017-2018:
 - 90.4% of Primary Classes, excluding Kindergarten, are at 20 students or under.
 - Average class size for Junior/Intermediate is 24.61.
 - There are no Grade 3/4 split classes over 23 students.
 - Average class size for all Kindergarten classes is 23.9.

Indigenous Education: Territorial Acknowledgement

In the tri-city area of Cambridge, Kitchener and Waterloo, the Waterloo Catholic District School Board and the Waterloo Region District School Board work together with one **Waterloo Region Aboriginal Academic Advisory Council (WRAAAC)**. It is comprised of local First Nations, Métis and Inuit representatives and staff persons from both school districts. Meetings are held monthly to collaborate, vet ideas, share data, resources and to specifically support First Nations, Métis and Inuit students and their families, and more generally, to support and promote Indigenous Education initiatives. In the context of the **Calls to Action** that emerged from the **Truth and Reconciliation Commission (2015)**, there has been a desire and commitment for ongoing healing and reconciliation between Indigenous and non-Indigenous or settler Canadians. One practice that has emerged during governmental and educational gatherings is a territorial acknowledgement of the First Nations, Métis and Inuit people who were the original residents of the land. To that end, the Board of Trustees has voted to adopt the following territorial acknowledgment crafted and approved by the Waterloo Region Aboriginal Academic Advisory Council:

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.

Construction Update

During the 2016/2017 school year, several construction projects were carried out at schools across the Region, with the majority of the work being completed during the months of July and August. These projects were associated with building renewal, school priorities, and capital projects funded by the Ministry of Education. Construction continues on two new elementary schools (**St. Brigid CES** and **St. Vincent de Paul CES**), both of which are still scheduled to be completed on time. Using the **Multi-Year Capital Renewal Plan** as a basis, planning of projects to be carried out during the 2017-2018 school year is already underway. In addition to a number of important renewal projects, Facilities staff will begin planning for two more elementary schools with an estimated opening of September 2019 (**Breslau** and **Huron Brigadoon**).

The full report – with school-by-school details -- is available on pages 49-57 via the following link:
www.wcdsb.ca/wp-content/uploads/sites/36/2017/03/2017-09-25-Board-of-Trustees-Agenda.pdf

Board Improvement Plan for Student Achievement (BIPSA)

The Waterloo Catholic District School Board's **Board Improvement Plan for Student Achievement (BIPSA)** sets specific operational direction to ensure that the key components outlined in the WCDSB's **Multi Year Strategic Plan** as well as other relevant initiatives and priorities are addressed. Updated annually and responsive to shifting contexts and needs throughout the year, the BIPSA reflects our system's continued commitment to improved student achievement and wellbeing. It assures that the board's mission, "*As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God's world*", is embedded in all we do. It is rooted in the evangelical vision of Catholic education which is beautifully defined in our **Ontario Catholic School Graduate Expectations**. The Board Improvement Plan for Student Achievement provides the framework for each school's **School Improvement Plan for Student Achievement (SIPSA)**. The SIPSA allows for a more nuanced and focused plan that meets the specific needs of our unique and diverse school communities, each of which has its own metrics and targets that are monitored throughout the year and revised annually.

For a detailed overview of the 2017-18 BIPSA, please see pages 8-28 via the following link:
www.wcdsb.ca/wp-content/uploads/sites/36/2017/03/2017-09-11-C-of-Whole-Agenda.pdf

Grade 4 Religion Digital Resource

Growing in Faith, Growing in Christ is a Religious Education program sponsored by the Catholic Bishops of Ontario, Alberta, Saskatchewan, and the Northwest Territories and developed in collaboration with Catholic educators from across Canada. The program is based on the **Catholic Elementary Curriculum Policy Document for Religious Education, Grades 1-8**, which has been approved by the aforementioned Catholic Bishops and Regional Assemblies of Bishops. It reflects the content of faith expressed in the Catechism of the Catholic Church and follows the rationale and methodology of the **General Directory for Catechesis**. As reported this past Spring, the Waterloo Catholic District School Board is moving to a digital resource beginning with the Grade 4 program. This digital resource provides more resources for classroom teachers in the delivery of the religious education curriculum. Additionally, there are portals available for families and for parishes to support the catechesis taking place in the school. The digital resource is a tool to help strengthen school, home and parish relationships, as well as to provide support for collaboration with regards to sacramental preparation.

Director's Immersive Professional Learning Program in Kenya

The Waterloo Catholic District School Board - like many other Catholic school districts - has a long tradition of offering international mission trips to high school students. The purpose of these trips is to give students an opportunity to live out their faith convictions in a cultural and socio-economic context different than the one to which most of them were born. International excursions help develop global competencies. More importantly, the work for justice and peace that is a moral imperative flowing from the

gospel of Jesus Christ is at the heart of the service learning experience.

This past summer, Director of Education **Loretta Notten** was invited to participate in the first ever **Director's Immersive Professional Learning Program** in Kenya. It was an exciting opportunity to travel with small group of educational leaders from across North America to witness the **"WE Villages"** phenomena and to learn first-hand about the impact of the 5 pillars model which informs the WE approach (WE is the new name for the organization previously known as **Free the Children**). Predicated on the foundational principle that education changes lives, the WE Village model looks at the interconnection between education, water, health, food and opportunity. This model is also predicated on the notion that WE does not ever presume to dictate what any one country, community or people might need, but has been developed in consultation and conversation. Over the course of eight intensely programmed days, the participants were allowed to experience interaction with the people of Kenya and witness each of the 5 pillars in action.



On October 4, 2017 at 6:00 p.m., Director Notten will host an evening for any and all interested members of the Waterloo Catholic community who might like to hear and learn more about the experience. The evening will be complemented by entertainment by the **Kenyan Boys' Choir**. The event will be hosted at **St. Mary's High School**. Please RSVP attendance to barb.pilsner@wcdsb.ca. Following that evening will be an invitation for staff to consider our next steps and assess interest in pursuing a more fulsome association with WE's global community.

Student Trustees Report

The Board was very pleased to welcome new Student Trustees **Kate Jamieson** and **Meghan Nemeth**. They presented their first report at the September 25th Board Meeting. The report is available on pages 70-71 via the following link: www.wcdsb.ca/wp-content/uploads/sites/36/2017/03/2017-09-25-Board-of-Trustees-Agenda.pdf

Upcoming Board Meetings

Committee of the Whole Board Meeting
Tuesday, October 10, 2017

Public Board Meeting
Monday, October 30, 2017

The Waterloo Catholic District School Board, representing more than 96,000 Catholic school supporters, operates 52 schools and four adult education facilities serving more than 40,000 elementary, secondary and continuing education students in Waterloo Region – continuing a 181-year tradition of quality, inclusive, faith-based education. Follow us on Twitter: **@WCDSBNewsWire** - **#WCDSBAwesome**.

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For more information, please contact:

John Shewchuk – Chief Managing Officer | (519) 578-3660 | john.shewchuk@wcdsb.ca

16th Annual Buddy Walk

Waterloo Regional Down Syndrome Society
16th Annual Buddy Walk

Sunday November 5, 2017
Stanley Park Community Centre 505 Franklin St. N., Kitchener, Ontario
Registration 1:00 pm, Walk 2:00 pm

Name	Address	City	Postal Code	Phone Number	Email	Pledged	Received

If you require more room for sponsors please pick up additional pledge sheets.
Receipts will only be issued for pledges of \$10.00 or more and if names, addresses and postal codes are clearly legible.

Waterloo Regional Down Syndrome Society
16th Annual Buddy Walk

Sunday November 5, 2017
Stanley Park Community Centre 505 Franklin St. N., Kitchener, Ontario
Registration 1:00 pm, Walk 2:00 pm

Name	Address	City	Postal Code	Phone Number	Email	Pledged	Received

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2018 Calendar Better With You

Our 2018 calendar is coming soon, and we are super excited for it. We hope you enjoy our "Better With You" campaign which is a part of this 2018 calendar.

The 2018 Calendar release date is on Sunday, November 5th, the date of our annual Buddy Walk and will be available there for pick up. Last year we sold out of our initial print run within 45 minutes of the Buddy Walk. This year we are accepting Pre-Orders of the calendar online. This way you are guaranteed to be able have your calendars ready to be picked up at our Buddy Walk.

If you are not able to come to the Buddy Walk but still want to pre-order calendars you have the option to pay for shipping or to contact info@wrdss.ca to make alternate arrangements for pick up. INCLUDE YOUR ORDER NUMBER in your email. (Pick up is in Kitchener.) Orders are available or mailed after November 5th.



Waterloo Catholic
District School Board

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SEAC Committee Meeting Agenda

Date& Time:	Wednesday, November 1, 2017, 6:30 p.m.
Location:	Board Room, C.E.C.
Next Meeting:	Wednesday, December 6, 2017
Committee Members: Kim Murphy, John Gilbert, Richard Gough, Bill Conway, Jeanne Gravelle, Zina Bartolotta, Irene Holdbrook, Stuart Cross, Christine Zaza, Rhonda Ruetz	
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 <ul style="list-style-type: none">October 4, 2017	
5. School System Operational Business 5.1 Mental Health Update 5.2 5.3	Sharon Porty
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: November 1, 2017
To: SEAC
From: Director of Education; Superintendent of Learning: Special Education
Subject: Mental Health Update

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

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

Origin:

SEAC opportunities for informal and continuous consultation with SEAC are afforded at each SEAC meeting during which presentations are made about Special Education Programs.

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-wide commitment to WCDSB's vision for mental health and wellness through initiatives which engage students, parents and staff working towards mentally healthy school communities.

Everyone is included, respected and welcomed: To increase improved awareness respect of differences within our school communities.

Special Education Plan:

Special Education Plan, Section 9

Background/Comments:

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 (Appendix A) was sent to the Ministry of Education, which included the following identified priorities:

- 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) Develop prevention programming, review suicide protocol, and enhance the postvention plan for WCDSB in collaboration with our community partners.
- e) Expand and strengthen our partnerships internally and with the community, creating a coordinated and integrated pathway of care.

The Waterloo Catholic District School Board is dedicated to the well-being of students, families and staff by addressing the need for further development of programs pertaining to the development of resiliency, strengths based education, social and emotional learning, and behavioural competence within the context of Catholic education and our Catholic

community. The concentration on Mental Health and Well-Being is an extension of the board's Multi-Year Strategic Plan and is guided by a comprehensive 3-year Mental Health Strategy (2016-2019).

The goal at WCDSB is to promote mentally healthy school communities through a variety of approaches including providing learning opportunities for staff and students, raising awareness, combatting stigma, offering preventative skill-building programming, and promoting links to appropriate community resources. Our hope is that students and staff will have a foundational language and functional grasp of social-emotional and self-regulation skills, an understanding of how to promote positive mental health, a lens to identify when further help is needed, and an increased likelihood of engaging with supports when required. To accomplish this, we are employing a number of different strategies to shared and reinforce key messages including offering seminars, providing access to online learning modules on resilience and self-care, in-person presentations to staff and students, materials and lesson plans to integrate into the curriculum, social media links, and engagement with community partners on mental health and wellness initiatives. To measure the effectiveness of these initiatives we are engaging in formal bi-annual data collection and analysis re: resilience factors via Meritcore, structured focus groups, and informal feedback from staff, administrators, students, and community partners.

The Waterloo Catholic District School Board continues to promote the "Elephant in the Room" awareness campaign, partnering with the Mood Disorders Society of Canada. The campaign is in place to reduce stigma regarding mental health concerns by creating safe, supportive school environments and thus ensuring that students, families, and staff know that they can come forward and not be judged. We are committed to the campaign and will continue to work on embedding anti-stigma into our board culture. In 2017-2018 we plan to re-launch the Elephant in the Room campaign maintain the momentum of this initiative.

Concurrently the Board is supporting wellbeing initiatives by staff expanding access to programming that builds resiliency, teaches and fosters coping strategies, increases mental health literacy and training for staff, and raises awareness of existing protocols.

To highlight specifically the accomplishments for the 2016-2017 school year and goals for the coming year please consult the below summary:

- In October 2017 we will do a board-wide launch of the Social Emotional Literacy programming that was successfully piloted last year in 4 classrooms involved in the LD project. This year it will be provided to all students in JK-Grade 3. Every elementary school will receive copies of three Mo Willems books, and accompanying lesson plans designed to enhance students' vocabulary of feelings words and to explore social problem-solving scenarios. Through this initiative we will begin to "level the playing field" for our youngest students by equipping them with the ability to identify and communicate a wide range of emotions in themselves and others, a foundational skill to buffer against the development of both mental health issues, social difficulties, behavioural problems.
- Data was reviewed of crisis referrals to the Social Work team, and we learned that there is a significant spike in referrals for students in grade six. There are ongoing discussions concerning increasing preventative supports in the earlier grades.
- In 2017- 2018 we plan to launch a pilot program for students in year two of the LD project, using the "Go Zen!" programming. This web-based classroom resource uses engaging cartoon-style video shorts and related lesson plans to deliver evidence-based programming based on cognitive behavioural therapy (CBT) principles and relaxation skills to promote emotional wellness and resilience in students. Teachers will be able to embed these lessons into existing curriculum over the course of the year, which is a preferred method for improving wellness versus one-off presentations. This initiative will build on the foundations of social-emotional literacy established through the Mo Willems programming that these students received last year. If this pilot is successful we will explore the feasibility of making the program available Board-wide targeting students in grade 4-6.
- Last year the Mental Health Lead completed 47 self-care and mental health presentations to grade 7/8 students across the Board, upon request. This year we will explore the feasibility of sustaining this, and the possibility of giving the schools an option to choose a grade 4-5 presentation which has yet to be developed.
- This year the "COPE" course, previously piloted at St. Mary's, will expand to be offered at St. Mary's, Doyle, and Resurrection. This GLE course is designed to focus on coping, managing stress, resource building, resilience, etc.
- The Resiliency Initiatives: This past year the principals and teaching staff have been working through the first few resiliency modules to establish a common understanding and consistent language on resiliency, capitalizing on strengths and building wellness in students. In the coming year the modules are expected to be completed board-wide.

- With the second round of data compiled, this past year we have also been able to view comparative data from both 2015 and 2017 to get a sense for the evolving strengths and goal areas for each school. In June 2017 the board Researcher and I met with administrators to discuss the topic of resilience, and to walk through the process of accessing each school's data and use it to inform the School Improvement Plans. The next survey with a sampling students in grade 4-12 will be completed in 2018-2019.
- To complement the Lifelong Learning Leadership series, the Mental Health Lead will be offering 4 sessions for any staff at WCDSB to attend. The session topics will include Anxiety/Depression, Resiliency and two new "Ask-An-Expert" discussion panels. One panel discussion will centre around the topic of how marijuana impacts mental health, and what are effective means of providing messaging to students around the impact. The other will panel discussion will explore challenging student behaviour from a wide variety of different professional lenses (i.e. Psychiatry, Psychology, Speech & Language, and Occupational Therapy) to broaden our approach to understanding students with complex needs. At these events we aim to have representatives from our community partners from the Community Resource Program to have a booth and be available to provide mental health resources are available in the community. Staff interested in completing the mental health certificate will also have the option of participating in one webinar via the CPRI website if they have learning goals on narrower topic (i.e. "Leaky Brakes", Attachment, Sensory issues, etc.)
- A new committee has been launched to look at staff wellness, with a view towards the impact that has on student wellness as well.
- We continue to partner with the Region of Waterloo Healthy School team in the development of committees that will plan and implement mental health and wellness initiatives. The Healthy Living team will support strengthening of the Organizational Conditions identified by School Mental Health Assist.
- We continue to use social media (Twitter) as a platform to raise awareness of mental health related videos and links, training events, community resources, etc.
- Suicide Prevention training was offered again this year to any staff interested. In 2017-18 we are training 3 new internal staff to deliver SafeTALK programming to interested staff, as well as students in the High Skills Majors programing the Healthcare stream. For the upcoming school year this will continue as well as exploring the offering of parent trainings.
- Student Voice Groups – As an extension of the Resiliency Survey results many schools were interested in continuing to obtain student voice and so they did several student voice focus groups. The importance of obtaining student voice and then having them be a part of the action plan is so very crucial as it supports community, self-worth and purpose. We plan to hold more focus groups in 2017-2018, using the results to inform current and future initiatives.
- Continuing with community meetings and committees as shared with Chief Social Worker Rod Miller (Child and Youth Services Planning Council, Youth Engagement Community of Practice, Foundations for a Healthy School – Public Health). Regular updates and contact with our regions lead agency Lutherwood.
- We have also been invited to participate in a "Collision Day" with our public board Mental Health lead counterpart, the Suicide Prevention Council, and representatives from counselling services at the local colleges and universities to explore how to equip students differently to set them up to better manage the transition to post-secondary education. This is in response to a sharp increase locally in completed suicides in 1st year students.
- Regular hospital meetings with Grand River and Cambridge Memorial continue – more frequently with Grand River as a result of programming involving WCDSB teachers (YAP & CAIP).
- Staff meetings – attend upon request to update staff and at times provide additional training as per request of administrator. We also hope to develop some video "shorts" on mental health topics that can be shown at staff meetings to increase the "reach" of knowledge-sharing.

Overall these initiatives are designed to engage and benefit all students throughout the Board, with some additional targeted skill-building programming for certain grade levels.

Recommendation:

Presented for your information.

Prepared/Reviewed By:

Laura Shoemaker
Superintendent of Learning: Special Education

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."

Waterloo Catholic District School Board's 2017-2018 Mental Health & Wellness Goals

APPENDIX A

Goals	Objectives	Resources	Timelines	Responsibility
Strengthening Key Organizational Conditions				
I) To strengthen system-wide commitment to WCDSB's vision for mental health & wellness through initiatives which engage students, parents and staff in working towards mentally healthy school communities	Review membership of Interprofessional Mental Health and Wellness Steering Committee	Mental Health and Wellness Steering Committee	September 2017	Mental Health and Wellness Steering Committee
	Incorporate parent voice in a formal manner (possible addition to steering committee, one parent already member)	Continued contact with families wanting to be involved through phone and email. Possible formal meetings to be arranged	Ongoing	MH Lead, Principal of Learning Services and School Administrators
II) To develop and promote a resiliency, strength-based approach with all students and staff	Guide administrators through the remaining Resiliency Project modules. Support administrators in developing targeted resiliency initiatives based on goal areas identified by the results so far.	Dr. Wayne Hammond and Resiliency Initiatives Team and WCDSB Resiliency Team	June 2017 and ongoing	Resiliency Initiatives Team, Mental Health and Wellness Steering Committee, Senior Administration and School Administrators
	Student focus groups to be held at each secondary school to enhance data (customize to each school culture with student voice and contribution)	Time and space arranged at each secondary school	Ongoing	MH Lead, Chief Social Worker, Heads of Guidance
Building Educator Mental Health & Wellness Literacy				
III) To build staff capacity by increasing mental health and wellness awareness through the implementation of a three year Mental Health & Wellness Strategy	Relaunch the Elephant in the Room campaign (anti-stigma) - Mood Disorders Society of Canada	Board wide support to ensure it is embedded in board culture	September 2017	All staff within the Waterloo Catholic District School Board
	Offer three Lifelong Learning sessions open to all school staff on a mental health related topic.	Mental Health Lead, WCDSB Clinical Staff and Community Partners	November, January, April 2017	MH Lead, Community Partners and Chief Social Worker
	Explore incorporating Mental Health and Wellness literacy into PD Days	Planning time required to thoughtfully incorporate resources	Ongoing	Mental Health and Wellness Steering Committee, Senior Administration and School Administrators
	Promotion, awareness and use of Internal Behaviour Support Team and the Collaborative Teams for consultation, intervention, and education of staff	Behaviour Support Team and Collaborative Teams	Ongoing	Behaviour Support Team, Senior Administration and Collaborative Teams
	Maintain Desire to Learn site (D2L) for staff and students to access reviewed and appropriate material (i.e. school mental health assist modules) pertaining to Mental Health & Wellness. In addition to continued maintenance of board weblink for parents and community	Requires support of D2L Consultant and maintenance by Mental Health Lead	Ongoing	MH Lead and Mental Health and Wellness Steering Committee
	Promote the development of Healthy Schools committees, and continue to support existing committees with mental health focused initiatives.	Mental Health and Wellness Steering Committee	Ongoing	MH Lead and Mental Health and Wellness Steering Committee
Implementing Mental Health & Wellness Promotion and Programming				
IV) Develop prevention programming, review suicide protocol, and enhance postvention plan for WCDSB in collaboration with our community partners	Launch new social-emotional literacy (FDK) program board-wide	Principal of Learning Services, SLP, MH Lead	Fall 2017	Mental Health Lead
	Continued maintenance and review of APH 019 "Suicide, Depression and Self Harm"	Chief Social Worker	Ongoing	Chief Social Worker
	Continue to be involved in the conversation regarding possibility of community response to suicide via participation on the WRSPC Regional Committee	Chief Social Worker and MH Lead	Ongoing	Chief Social Worker and MH Lead
	Quarterly meetings with both Grand River Hospital and Cambridge Memorial Hospital to ensure pathways of care for students are clear	Chief Social Worker and MH Lead	Ongoing	Chief Social Worker, MH Lead and teams at Grand River Hospital and Cambridge Memorial Hospital
V) Expand and strengthen our partnerships internally and with community, creating a coordinated and integrated pathway of care	Update Partnership agreement (APO 026) and review community partners awaiting formal partnership approval and completion	Chief Social Worker, MH Lead and Principal of Learning Services and Partnership Team	2017-18	Chief Social Worker, MH Lead, Principal of Learning Services and Partnership Team
	Membership and participation in conversations involving Lead Agency (Lutherwood) and thus input on decisions	Chief Social Worker	Ongoing	Chief Social Worker
	Continue with implementation of Foundations for Healthy Schools (Region of Waterloo - Public Health)	Regular team meetings within the school environment as well as meetings with Healthy Active Living Consultant, Region of Waterloo - Public Health Team, Superintendent responsible for Healthy Active Living and Mental Health Lead	Ongoing	Region of Waterloo - Public Health, Healthy Active Living Consultant, Senior Administration, School Administrators and assigned school staff