



Committee of the Whole Meeting

Date: Monday, October 7, 2019

Time: 6:00 p.m.
* Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.

Location: St. Benedict C.S.S. (Cafeteria) 50 Saginaw Parkway Cambridge, Ontario N1R 5W1

Attendees:

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

Student Representatives:
Meghan Cymbron, Rori Schaefer

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

Special Resource:

Recording Secretary:
Alice Figueiredo, Executive Administrative Assistant

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Board Chair		
1.1 Opening Prayer & Memorials	Trustee	--	--
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Chair	--	--
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest 1.3.1 From the current meeting 1.3.2 From a previous public or in-camera meeting	Individual Trustees		
2. Consent Agenda: Director of Education (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)			

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board (Minutes of meetings)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Minutes of September 9, 2019 September Committee of the Whole Minutes	Trustees	pp.4-7	Approval
4. Delegations			
5. Advice from the CEO			
5.1 IT Summer Updates 5.2 Math Strategy 5.3 EQAO/OSSLT	C. Demers J. Klein/ P. Le Duc J. Klein/R. Olson	pp. 8-18 pp.19-28 pp. 29-41	Information Information Information
6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Linkages Activity 6.2 Pastoral Care Activity	Trustees Trustees	-- --	Discussion Discussion
7. Reports from Board Committees/Task Forces			
7.1 Student Trustee Report	M. Cymbron, R. Schaefer	pp.42-43	Information
8. Board Education (at the request of the Board)			
8.1 OCSTA Communications 8.2 OCSTA Modules (Deferred from Sept 9): Module 9: Family and Community Engagement Module 10: Advocacy: Engaging the Public	B. Conway Trustees	pp.44-65	Information Discussion
9. Policy Discussion (Based on Annual Plan of Board Work)			
9.1 Work of Board for 2019-2020 (Policy II 003)	Trustees	pp. 66	Discussion
10. Assurance of Successful Board Performance (monitoring)			
11. Assurance of Successful Director of Education Performance (monitoring)			
11.1 Monitoring Reports & Vote on Compliance			
12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries			
12.1 Reinstatement of the Trustee Log	W. Price	pp. 67-68	Discussion
13. Announcements			

ITEM	Who	Agenda Section	Method & Outcome
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): <ul style="list-style-type: none"> •Oct 9 – Resurrection Academic Awards Night •Oct 9 – CPIC Event •Oct 10 – St. Mary's Academic Awards Night •Oct 22 – Governance •Oct 28 – Board •Oct 29 – Trustee Twilight Retreat •Oct 30 - SEAC •Nov 5 – Audit Committee •Nov 6 - School Council Commissioning •Nov 11 – COW •Nov 15 – St. Louis Grad (SSC/Chef & Hair) •Nov 20 – CPIC Meeting (PSW) •Nov 22 – St. Louis Grad •Nov 25 – Board of Trustees Meeting •Nov 28 – Trustee Joint Board Social 			
14. Items for the Next Meeting Agenda	Trustees		
15. Adjournment Confirm decisions made tonight	Director of Education		
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

O Risen Lord, you have entrusted us with the responsibility to help form a new generation of disciples and apostles through the gift of our Catholic schools.

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

May our Catholic schools truly be at the heart of the community, fostering success for each by providing a place for all.

May we and all whom we lead be discerning believers formed in the Catholic faith community; effective communicators; reflective and creative thinkers; self-directed, responsible, life-long learners; collaborative contributors; caring family members; and responsible citizens.

Grant us the wisdom of your Spirit so that we might always be faithful to our responsibilities. We make this prayer through Christ our Lord.

Amen

Rev. Charlie Fedy, CR and the Board of Trustees, 2010



Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, September 9, 2019 at St. Benedict CSS, Cambridge.

Trustees Present:

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

*Trustee Gravelle left meeting at 9:15 p.m.

Student Trustees Present:

Meghan Cymbron, Rori Schaefer

Administrative Officials Present:

Loretta Notten, Maria Ivankovic, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson, Laura Shoemaker

Special Resources For The Meeting:

Regrets:

Jason Connolly

Absent:

Recorder:

Alice Figueiredo, Executive Administrative Assistant

NOTE ON VOTING: Under Board by-law 5.7 all Board decisions made by consensus are deemed the equivalent of a unanimous vote. A consensus decision is therefore deemed to be a vote of 9-0. Under Board by-law 5.11 every Trustee "shall vote on all questions on which the Trustee is entitled to vote" and abstentions are not permitted.

1. Call to Order:

The Chair called the meeting to order at 6:00 p.m.

1.1 Opening Prayer & Memorials

The opening prayer was led by Fr. Joseph Viveiros.

1.2 Approval of Agenda

Amendments to agenda: add 7.1 Governance Update to be spoken to by Trustee Van Alphen.

2019-23 -- It was moved by Trustee Reitzel and seconded by Trustee Weiler:

THAT the agenda for Monday, September 9, 2019, as amended be now approved. --- Carried by consensus.

1.3 Declaration of Pecuniary Interest

1.3.1 From the current meeting – NIL

1.3.2 From a previous public or in-camera meeting – NIL

2. Consent Agenda: Director of Education (e.g. day-to-day operational matters from the Ministry of Education that the board is required to do)

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

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Minutes of May 13, 2019 Committee of the Whole Minutes

2019-24 -- It was moved by Trustee Dupuis and seconded by Trustee da Silva:

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

4. Delegations

5. Advice From the CEO

5.1 Inaugural Service Learning for Credit Course

Director Notten introduced the administrators and teachers who led the Service Learning for Credit Course in Kenya which included Ms. Riley, Ms. Mackay, Ms. Denomme and Ms. Rocha.

Ms. Denomme and Ms. Rocha provided a presentation with the collaboration of the students who participated from St. Benedict's and Monsignor Doyle. Students and teachers shared their experiences from their trip, fundraising activities and student debriefing.

Trustees asked clarifying questions with respect to fundraising, mission and logistics of course. Clarification was given by Director Notten.

5.2 Update on Branding

Director Notten provided a background on the new branding for Waterloo Catholic DSB and introduced Darcy Davis, Web Master for WCDSB who presented on same. Mr. Davis provided a history on WCDSB logos, data collected with respect to impact of branding and the importance on the consistency of branding.

5.3 Update on Summer Boost

Superintendent Shoemaker provided the background on the Summer Boost Program and introduced Principal Runstedler who presented the 2018-2019 program. Principal Runstedler provided the Trustees with the Summer Boost Belief, vision of the program, learning goals, funding, post assessment and Ministry feedback.

Trustees asked clarifying questions and provided feedback.

5.4 BIPSA Update

Superintendent Klein provided an update on the 2019-2020 BIPSA which was introduced to the system at the beginning of the school year. Background was discussed, along with process, features and data sources.

Trustees asked clarifying questions and provided feedback.

5.5 CEC Renovation Update

Superintendent Maharaj provided the Board of Trustees with an update on the CEC Renovation including the ongoing work, current status, changes made to plan, budget and parking. Appreciation was given to the Planning department for their ongoing work.

Trustees asked clarifying questions and provided feedback.

6. Ownership Linkage (Communication with the External Environment)

6.1 Linkages Activity

Trustees reported back from the Linkage Committee. Highlights include:

- Friday, June 12th, 2020 was chosen for the Community Leaders Breakfast.
- Confirmed November 6th, 2019 date for Commissioning of School Council Chairs/Newly Appointed Administrators.
- Possible joint event in March with WRDSB Trustees.
- Possibility of blessing of CEC, perhaps combine Clergy dinner and invite Bishop.
- Discussed Staff Awards in details.

6.2 Pastoral Care Activity

Trustees reported back from the Pastoral Care Committee. Highlights include

- Team building/community service event confirmed, Trustees will participate in Soup Sisters on January 7, 2020. Trustee Gravelle to confirm details.
- Fr. Joseph de Viveiros will be facilitating the Trustee retreat. Location will be Knights of Columbus. Dates considered in late October, early November. E-mail circulation to be sent.
- Trustees discussed their role in prayer.

**2019-25-- It was *moved* by Trustee da Silva and *seconded* by Trustee Price:
*THAT the meeting be extended by an hour at 9:00 p.m. Carried by consensus.***

7. Reports From Board Committees/Task Forces

7.1 Governance recommendation (M. Van Alphen)

Trustee Van Alphen brought forth recommendation from Governance Committee that a Trustee Self-assessment Committee be established. Will bring to Board for decision.

8. Board Education (at the request of the Board)

8.1 OCSTA Communications

Reviewed communications.

8.2 OCSTA 2019 Regional Meeting: Questions for Discussion

Trustees and Director Notten discussed the questions for discussion for the upcoming OCSTA Regional meeting on September 16th. Trustees to provide response by Friday as final copies must be printed for Monday's meeting.

8.3 OCSTA Modules:

Module 9: Family and Community Engagement

Module 10: Advocacy: Engaging the Public

Modules 9 & 10 were deferred to Committing of the Whole in October.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

11.1 Monitoring Reports & Vote on Compliance

12. Potential Agenda Items

13. Announcements (all scheduled for the Catholic Education Centre unless otherwise indicated)

13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):

Sept 4 – SEAC

•Sept 9 - COW

•Sept 16 – OCSTA Regional Mtg

•Sept 18 – Diocesan Mass – CTK Hamilton

•Sept 23 – Board

•Sept 24 – Audit Committee – Facility Services

•Oct 2 – SEAC

•Oct 5 – Feast of St. Jerome

•Oct 7 – COW

•Oct 28 – Board

Trustees were invited to the Board Office Mass on September 27th (9:00 a.m.) at Our Lady of Seven Sorrows.

14. Items for the Next Meeting Agenda/Pending Items

15. Adjournment – Confirm decisions made tonight. Closing Prayer

The Recording Secretary confirmed the meeting decisions.

16. Closing Prayer

17. Motion to Adjourn

**2019-26-- It was *moved* by Trustee da Silva and *seconded* by Trustee Dupuis:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:19 p.m.**

Chair of the Board

Secretary



Date: October 7, 2019
To: Board of Trustees
From: Director of Education
Subject: Information Technology Services Update Summer 2019

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

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

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

This report is being provided to update Trustees on projects carried out or finished over the Summer in Information Technology Services (ITS).

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

- Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010 - (Growing Success, pp. 28–29)
<https://edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
- Ontario Broadband Modernization Project (BMP) <https://news.ontario.ca/edu/en/2018/02/ontario-improving-access-to-high-speed-internet-for-250000-students.html>
- Waterloo Region Education Public Network (WREPNet) <https://www.wrepnet.on.ca/>
- IT Strategic Plan 2019-2024 <https://www.wcdsb.ca/wp-content/uploads/sites/36/2017/01/IT-Strategic-Plan-2019-2024-Final.pdf>
- Ontario Rural Schools Grant http://www.edu.gov.on.ca/eng/parents/rural_schools.html
- APS017 "Responsible Use of Information Technology and Electronic Data"
- APS035 "Electronic Mail and Social Media Use"
- APS015 "Procedure for the Purchase of All Electronic Computing Devices and Related Products and Services"



Alignment to the MYSP:

(Indicate Priority area/strategic direction and goal(s))

Strategic Priority: Nurturing Our Catholic Community

Strategic direction: Everyone is included, respected and welcomed

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

Strategic Priority: Student Engagement, Achievement & Innovation

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

Goal: To focus on the 21st century competencies of critical thinking & problem solving, creativity and collaboration

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

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

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

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

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

Goals:

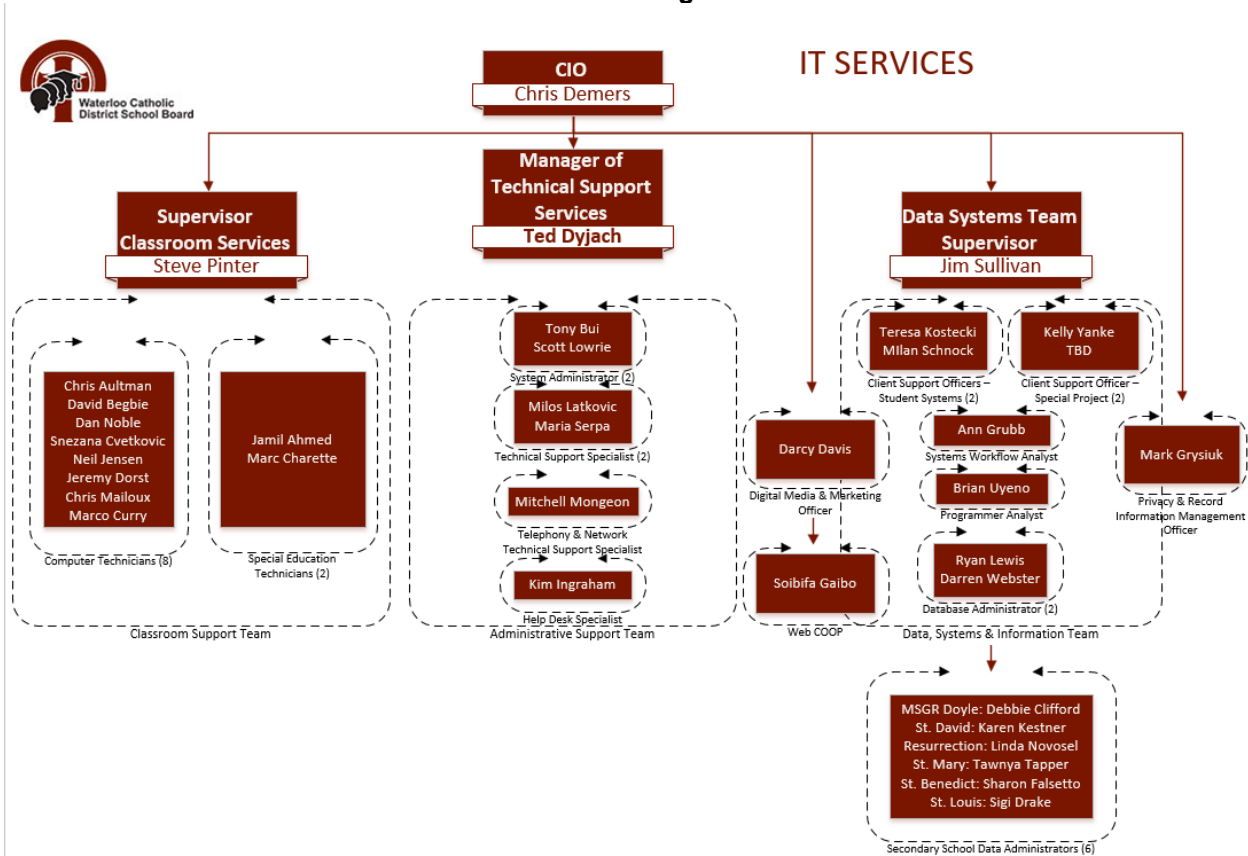
- To continue implementation of emerging technologies that enable forward thinking, global
- Education;
- To ensure all program offerings are tied to student need and stakeholder interests, and that they will equip students to become globally-engaged responsible citizens; and
- To increase staff efficiency and reduce workloads through process improvements.

Background/Comments:

The Information Technology Services (ITS) department has had a very busy Summer preparing for the 2019/20 school year. ITS successfully completed many technology related projects and initiatives that aligned with the Multi-Year Strategic Plan which will enable staff and students to excel in the coming year.



ITS Org Chart



Summer Project Details:

Completed Summer projects listed below are organized by the three support teams within ITS. Select highlighted projects are explained in detail within the body of this report.

Classroom Support Team Projects

Summer Projects:

- Removed 300 classroom Epson BrightLink data projectors in preparation for new projectors;
- Removed all technology from 4 school construction sites and reinstalled before school start (Data Projectors, PCs, WiFi, Printers...);
- Installed 3000+ computers after summer cleaning moves;
- Verified all school technology ready for first day of school;
- Configured technology for 18 new portables (WiFi, Projector, Network, Phone...);
- Upgrade the WCDSB wireless controllers; and
- Moved and setup Carizon technology to new Sandhills site.

Upcoming Fall Projects:

- Microsoft Intune device management for mobile devices design and production;
- Expand on Intune/SCCM hybrid operation for management of WCDSB academic computers;



- Microsoft OneDrive and Google integration for staff and students;
- Test Minecraft and Microsoft Windows 10 for Chromebooks; and
- Technology setup for 17 more new portables.

Administrative Team Projects

Summer Projects:

- Removed computer equipment from St Francis Kitchener campus due to major renovations;
- Computer and network setup for three new St Louis sites – Highland Church, Christ the King Church, Forest Hill Church;
- Internet and Networking for new Carizon Site;
- Removed admin computer equipment for all schools undergoing summer renovations and then reinstall equipment after renovations are complete before school start-up;
- New laptops for Payroll Department and Planning Department;
- Process hundreds of staff adds, moves and changes;
- Upgrade phone systems at five secondary schools;
- Firewall operating system upgrade, testing and configuration;
- Microsoft OneDrive Pilot;
- Microsoft Teams Pilot;
- Laserfiche Upgrade; and
- Parklane Upgrade.

Upcoming Fall Projects:

- Move back to CEC technology and WiFi setup;
- OneDrive implementation for all Admin Staff;
- Microsoft Teams implementation for all Admin Staff
- School Messenger for Elementary schools;
- CEC and Dutton Drive desktop and laptop refresh with Windows 10;
- Phone system upgrade for Elementary schools.

Data, Systems and Information Support Team Projects

Summer Projects:

- Branding revamp of all WCDSB websites;
- WCDSB document, letterhead and template revamp with new branding;
- Moved our teams source code from SourceSafe to Github;
- Upgrade Dev SQL Server from 10.5 (2008R2) to 14 (2017) – Trillium Test and Development environment;
- Moved all SQL database jobs to new server to centralize and ease management and reporting;
- Brightspace d2l xml upload for New Parent login experience; ***
- Switch over Google Logins to Active Directory to allow for staff and student password recovery;
- Switch over MY Blueprint logins to Active Directory for single sign-on and ease of access;
- Switch over D2L logins to Active Directory single sign-on;
- Provision all users for Self-service password reset;



- Created Staff Security and Privacy Videos;
- Create Azure AD bridge for Cloud buy project;
- Removed ADFS service from our Board moving service to Microsoft Azure Cloud for improved availability and resiliency;
- Create new Finance Navision server farm and upgraded the system;
- Work on final bridge for Human Resources iSYS to Active Directory integration;
- Virtual server farm software upgrades;
- WCDSB certificate renewals for SSL services;
- New Laserfiche file submission form;
- Reviewed and updated of numerous AP Memos; and
- Provided training re AP Memos methodology;

Upcoming Fall Projects:

- Public website updates/improvements: Innovation, BIPSA, SIPSA (start of project);
- StaffNet updates: Program Services – BIPSA (start of project);
- Upgrade main SQL production server to SQL Server 17;
- Follett Aspen student management system conversion project;
- Implement new improvements to Google Classroom;
- Implement D2L improvements to live production site;
- Switch Finance Navision system to newer version and new servers;
- Staff resource automation from HR iSYS system; and
- Finish processing/posting backlog of AP memos and forms.

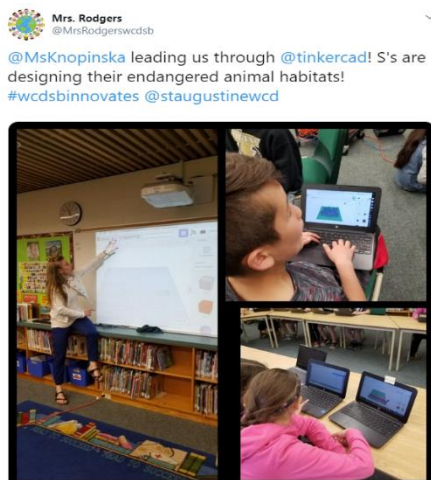


Major ITS Projects Status:

Project Name ↑	% Complete	2019				2020		
		Apr	Jul	Oct	Jan	Apr	Jul	Oct
ADFS upgrade migration 2019	100%							
Admin Computer Refresh Windows 10 Project	5%							
Brightspace for parent portal adfs bridge	100%							
Broadband Modernization Project Security Phase	5%							
BYOD Monitoring and Reporting Project	16%							
Certificate renewals	100%							
Chromebook Refresh 18-19	100%							
Cloudbuy ADFS bridge	50%							
COMpass ipsec tunnel relocate	57%							
Computer Monitor Refresh 18-19	100%							
Disaster Recovery Plan Optimization	100%							
Dutton Drive Data Centre Move	100%							
EC Laptop Refresh	100%							
Firewall Infrastructure Refresh	0%							
Microsoft Intune iPad and Mobile device management	72%							
Mobile Phone Refresh 2018	100%							
MS Teams and Telephony Project	12%							
OneDrive Roll Out	10%							
Online Procurement Project	9%							
Password Reset MFA	100%							
Password Self Serve	55%							
Print Strategy	14%							
Projection Technology Refresh 18-19	100%							
Projector Technology Refresh 19-20	7%							
Records Management Scanning Project	100%							
Rural School Pilot Projects 18-19	100%							
Rural School Project 19-20	1%							
SCCM-Intune Comanged Project	1%							
School Messenger all School implementation	0%							
SDWAN MoE Broadband Modernization Project Phase	100%							
Secondary and CEC Switch Refresh 18-19	75%							
Secondary Desktop Refresh 18-19	100%							
Staffnet Migration to SharePoint Online	100%							
Student Information System Replacement	20%							
Switch and Network Refresh 19-20	0%							
Telephone System Refresh	22%							
WiFi Authentication Project	0%							
WiFi Refresh 18-19	100%							
WiFi Refresh 19-20	0%							
Windows 10 Classroom Rollout	100%							

Highlighted Projects:

1) Refresh Classroom Data Projectors



Every classroom in WCDSB has a touch enabled data projector. Most of the models of data projectors currently deployed were installed in 2011. These aging projectors are failing at an increasing rate every year. To maintain maximum availability of this critical classroom engagement tool, it is recommended that we replace 1/5th of the installed projectors every year. Functional decommissioned projectors will be used as spares to minimize classroom downtime when the projectors fail.

This Summer IT removed 300 old and failing projectors and replaced with new, brighter and more energy efficient models.

2) Technology Removal, Moving and Reinstalls for Cleaning Construction Projects



St. Gregory is starting to take shape! Finishing touches are well underway. @SGRG_Hawks @WCDSBFacilities @wcdsbCorporate



School cleaning and the many Summer construction projects, moves and renovations require the removal of computer hardware and technology at the beginning of the Summer break. All this equipment needs to be setup and working before our educators and students return.

Carizon moved from St. Agatha to their new location that not only required the technology to be setup again, but also required a new connection to the WCDSB wide area network and internet access.

St. Louis opened locations at Highland Church, Christ the King Church and Forest Hill Church which all require wireless, network and Internet access to be configured and activated.

Several schools had renovation and construction work done. All technology needed to be removed and then returned at the end of the Summer. This technology then needs to be updated and tested so it is ready for school start up.

18 new portables were configured for data projectors, phones, network, computers and wireless. 17 more portables still need to be setup at they arrive this Fall.

All Board classrooms and learning commons have their computer equipment disconnected to allow for the cleaning of the room. These computers need to then be setup again by IT, upgraded and tested.



3) Phone System Refresh

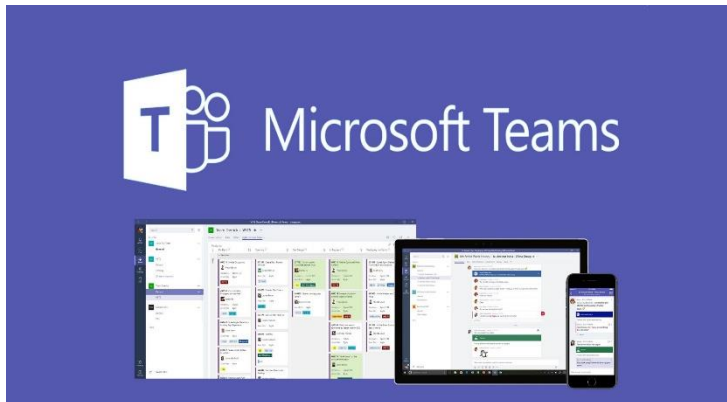


IT updated the Phone systems at the CEC, Dutton Drive and the 5 WCDSB secondary schools. We will continue to update the phone systems at all the Elementary schools.

The old WCDSB phone system is based on a Nortel infrastructure that has not been in production for many years. This system is a definite risk to phone-based communications availability and finding replacement equipment. Many school districts in Ontario have moved to a Voice Over Internet

Protocol (VoIP) infrastructure which utilized existing Wide Area Network (WAN) infrastructure for phone communications instead of costly phone lines. A Voice Over Internet Protocol phone systems potentially ensures availability, eliminates costly phone lines and infrastructure, enables integrated services into the IT infrastructure such as unified messaging with email and desktop remote phone system access. WCDSB and the Thames Valley DSB completed a joint procurement of a VoIP phone system. This new system will save a very significant amount of money as we cut phone lines at the schools in favour of the new network-based phone system. This phone system is being fully integrated with staff smart phones, email and computers which will help increase staff availability and ease voice related workflow.

4) Microsoft Teams Implementation

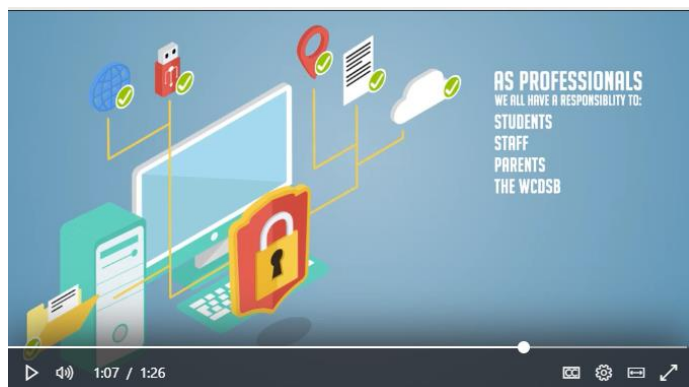


The new phone system is being fully integrated with Microsoft Teams for key staff at the CEC, Dutton Drive and school Administrators. This will enable staff desk phones to ring to their mobile phone and staff can extension dial from their mobile phones.

MS Teams enables integrated video and telephone conferencing for Board meetings, administrator meetings, between schools and staff. It has saved a lot on mileage during the CEC renovations.

Teams also facilitates sharing or work productivity and sharing and common editing of files for collaboration from anywhere in the world on any device.

5) Security and Privacy Staff Training and Systems

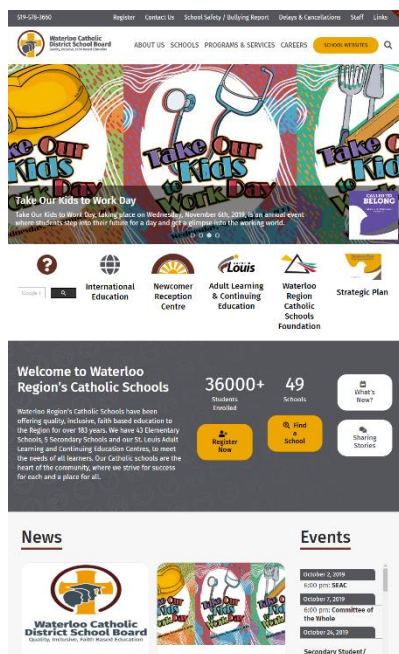


In order to assure the safety of WCDSB systems, staff and student personal data, a comprehensive resource of cybersecurity concepts has been created. This program consists of several modules that include creating strong passwords, avoiding phishing attempts, protecting yourself against malware, phishing, social engineering and physical security. The videos were designed that they could also be used in the classroom as digital citizenship instructional tools. These instructional videos will be launched as training for all staff at the October 25th PA day.

The Password Self-Serve portal will also be launched on October 25th which will allow staff and students to recover their own passwords thereby speeding access to computers, Chromebooks and the WCDSB online environment.

Wireless will soon authenticate on personal devices with the staff and student WCDSB username and password. This will allow us to accurately track the utilization of online resources in order to optimize service delivery. The wireless security will also protect the Board network against intrusions from those not affiliated with WCDSB.

6) Improved Web environments and Updated branding for WCDSB



The new WCDSB branding has been applied to Board websites, StaffNet, templates, letterhead, computer and Chromebook desktops. Additions and improvements have been made to the public website including a staff resource section and multimedia in the banner. The Internal StaffNet also saw significant enhancements that will continue this Fall which includes the #WCDSBInnovates collaborative environment for educators to share innovative pedagogy.

In response to feedback from the Innovative Learning Committee, and identified needs for education related to Digital Citizenship, two working groups have been developed in order to create and house resources for staff, parents, and students. The Digital Citizenship Resource Team in collaboration with the Assessment and Evaluation Digital Citizenship resource subgroup are working to update the Samaritans on the Digital Road teaching resource and to begin a Digital Citizenship badging program in D2L for students. Additionally, the website <https://Innovate.WCDSB.ca> is currently being developed with both a parent/student portal to information and resources and a staff portal to resources and interactive sharing options.

The staff portal of WCDSB Innovates is an area where educators will be able to enter into conversation and share resources freely through a

TeamDrive, Video Stream, and Innovation Forum. The creation of the staff portal is meant to support the sharing of best practices and encourage collaboration between educators at various sites throughout WCDSB and provide additional links back to other resources such as the Assessment Splashes and professional learning areas in D2L.



These environments will have resources to identify and utilize appropriate online resources used in the classroom and the board offices. The resource will identify and define red, yellow and green third-party services and applications.

7) Student Management System Transition

The Trillium student management system has been purchased by the PowerSchool company. <https://www.powerschool.com/> Trillium is utilized at WCDSB for all student data entry and tracking, report cards, provincial reporting, student attendance tracking, online registration, student resource tracking, class scheduling and so much more. All of these functions are critical to most of what WCDSB does to service our students, staff and community. Trillium is currently run by more than half the 72 school districts in Ontario. PowerSchool has stated they will end all support of Trillium September 2020.

A committee was formed in corporation with the Ministry of Education, the Educational Computing Network of Ontario (ECNO) and School Boards called the Student Information Workflow Advisory Committee (SIWAC). The purpose of SIWAC is to investigate optimizes student data collection, maintenance and workflow from school districts to the Ministry of Education and back to the school districts in the form of analysed data dashboards.



The Educational Computing Network of Ontario (ECNO) worked with the Ontario Educational Collaborative Marketplace (OECM) to collect requirements for Ontario student data systems. A request for proposal process was completed in January 2019 and the contract was awarded to Follett Aspen as a solution. Follett Aspen is currently deployed for the province of BC and several USA states

WCDSB has signed on with the transition to Follett Aspen from Trillium. This transition is a very complicated undertaking that will impact all WCDSB staff, students and parents. This system offers a far expanded capability to effectively manage students, perform assessment, manage the classroom and communicate with the parent community. This Summer IT kicked off the project by conducting a state of readiness assessment of all student data and all related systems. We enthusiastically look forward to the possibilities this system presents our district.

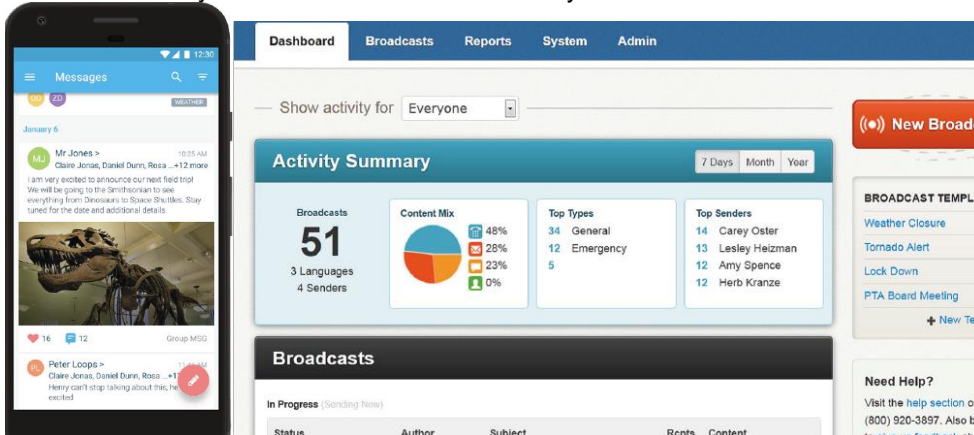
8) Implementation of School Messenger for Elementary Schools

Last school year, School Messenger was implemented at five secondary schools <https://www.schoolmessenger.com/>. This system replaced Synvoice as the attendance and announcement calling system.

School Messenger brings many new features that our schools can take advantage of including:

- Facebook and Twitter Integration;
- Text, phone voice and email broadcast messaging;
- Android and iPhone app for messaging from school and classroom;
- Teams, clubs and group messaging;
- Surveys feature through web and phone; and
- Secure document send.

Pilots were conducted of School Messenger in some elementary schools. Over the Summer IT started configuring elementary schools to also start running School Messenger. We hope to have all Elementary schools on the system this Fall and into the early Winter.



Recommendation:

Report is being provided as information only.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Chris Demers
Chief Information Officer

Shesh Maharaj
Executive Superintendent of Corporate Services
Treasurer and Chief Financial Officer

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





Date: Oct. 7th, 2019
To: Board of Trustees
From: Director of Education
Subject: Mathematics Update

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

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

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

Education Quality and Accountability Office Act, 1996

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

Focusing on the Fundamentals of Math: A teacher's Guide (2018)
The Ontario Curriculum Grades 1-8, Mathematics (2005)
Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Grades 1 to 12 (2010)
2019-20 Priorities and Partnerships Fund (PPF) Memorandum 2019: B15 (page 5 of 10 Math Strategy)
New Vision for Education (page 6 of 11)

Alignment to the MYSP:

Priority Area:

Student Engagement, Achievement & Innovation

Strategic Direction:

Foster maximum opportunity for success for all

PURPOSE:

This report will provide updated information with respect to the following:

1. A summary of the 2019-20 Math Coaching Support Model for Targeted & Non-Targeted Elementary Schools <pages 2 to 5 >
2. A description of and intentional goals to support the Mathematics Initiatives for 2019-20 **adjust as spaced in report <pages 5 to 7: Ele. pages 5 to 8, Ele. & Sec, pages 7 & 8 Sec. page 8 & 9>*
3. The model for professional learning in Mathematics 2019-20 as it pertains to Board needs <throughout all pages>
4. Changes from 2018-19 and differences in the approach to the Math Strategy for 2019-20 <page 9>



Background/Comments:

On March 15, 2019, the ministry announced a new four-year math strategy to ensure students have a strong understanding of the fundamentals of math and how to apply them. This strategy will:

- Improve student performance in math,
- Help students solve everyday math problems, and
- Increase students' employability into the jobs of tomorrow.

Objectives:

The math strategy will be supported by strengthening math teaching and fostering learning environments that will lead to improved student performance for all students, including students with special education needs. In support of the math strategy, the goals of this funding are to:

- Effectively prepare for the implementation of the math curriculum;
- Increase the performance of students in targeted schools;
- Continue to build educator math content knowledge and pedagogy on the fundamentals of math to ensure that students are prepared for success in the classroom and in their future;
- Ensure that students, parents, teachers, as well as school and school board leaders have the supports, tools and resources they need to advance student learning and confidence in math; and
- Continue to respect parents and families and ensure that they are aware of what their children are learning in school.

Math Strategy Elementary Schools

To support school boards in implementing the Math Strategy, the ministry will provide funding for all schools, and additional funding for targeted schools with the **greatest need in mathematics**. This funding is **intended to strengthen math teaching and foster learning environments** that lead to **improved student performance**.

Targeted elementary and secondary schools have been selected based primarily on **EQAO numeracy results over the past five years**. In some cases, average daily enrolment, school size, and socio-economic factors were also considered.

The following elementary schools have been identified as schools requiring targeted support:

- St. Peter Catholic School (845108)
- St. Anne Cambridge Separate School (770876)
- St. Michael Separate School (834440)
- St. Gregory Separate School (795445)

No secondary schools at this board were identified as requiring targeted support.

The expectation is that the funding (provided through the Transfer Payment Agreement) will be focused primarily on **supporting improved math performance for students in grades 3, 6 and 9 applied**, in addition to some support for students who will be transitioning into these grades.

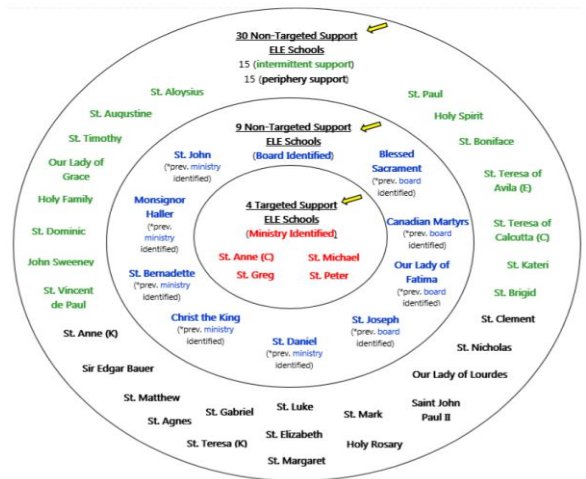
WCDSB Elementary Targeted & Non-targeted Support Math Coaching Model (43 ELE. Schools)

WCDSB's plan to provide math support for all elementary schools in a tiered approach: **ministry targeted support**, **board identified support**, **intermittent support** and **periphery support**. The tiers are categorized by number of coaching days and frequency of service as well as the nature of the support (coaching vs consulting).

Math coaching for ministry targeted support schools and board identified support schools with the greatest need in mathematics will be a focus in each cycle. The 2019-20 coaching model will consist of 3 cycles:

- Sept.-Dec. (cycle one)
- Jan.-Mar (cycle two)
- Apr.-June (cycle three)

Distribution of Coaching/Support Days



4 Ministry Targeted Support Schools

St. Anne C	St. Gregory
St. Michael	St. Peter.

The coaching day allotment for **targeted support** was determined by school size.

- Cycle One: Targeted Ele. Schools sml ADE<300= **15 days** & med/lrg ADE >300= **20 days**
- Cycle Two: Targeted Ele. Schools sml ADE<300= **15 days** & med/lrg ADE >300= **20 days**
- Cycle three: Targeted Ele. Schools sml ADE<300= **10 days** & med/lrg ADE >300= **15 days**

15 Intermittent Support Schools

Holy Family	Holy Spirit	John Sweeney	Our Lady of Grace	St. Aloysius
St. Augustine	St. Bernadette	St. Boniface	St. Brigid	St. Kateri Tekakwitha
St. Paul	St. Teresa of Avila E	St. Teresa of Calcutta	St. Timothy	St. Vincent de Paul

The coaching day allotment for **intermittent support** was determined by school size, #3 & 6 teachers & trending EQAO data need:

- Cycle 1: ADE<300= **3 days**, ADE >300<400= **4 days**, ADE>400<600= **6 days**, ADE>600<700= **8 days**, ADE>700+ = **9 days**
- Cycle 2 & 3 combined days: ADE<300= **3 days**, ADE >300<400= **4 days**, ADE>400<600= **5 days**, ADE>600<700= **7 days**, ADE>700+ = **8 days**
- 9 days to be distributed in June as needed

9 Board Identified Support Schools

Blessed Sacrament	Canadian Martyrs,	Christ the King
Monsignor Haller	Our Lady of Fatima	St. Bernadette
St. Daniel	St. John	St. Joseph

The coaching day allotment for **non-targeted support board identified support** was determined by EQAO trending data need.

- Cycle One: Non-targeted previously identified schools sml & med/lrg = **10 days**.
- Cycle Two: Non-targeted previously identified schools sml & med/lrg = **10 days**
- Cycle three: Non-targeted previously identified schools sml & med/lrg = **7 days**.

15 Periphery Support Schools

Holy Rosary	Our Lady of Lourdes	Sir Edgar Bauer	St. Agnes	St. Anne K
St. Clement	St. Elizabeth	St. Gabriel	St. John Paul II	St. Luke
St. Margaret	St. Mark	St. Matthew	St. Nicholas	St. Teresa K

Periphery Math support by Consultants: # of days as available upon request.

Details of Math Coaching Support by Tier by Cycle

TARGETED SUPPORT	
Sept.-Oct. 2019 (Cycle One)	<ul style="list-style-type: none"> • Collaboratively collected entry assessment data from all grade 3 & 6 students at each targeted schools using a common board-created assessments (targeted at end-of-2 and end-of-grade 5 expectations) to create baseline data and to inform next steps for math coaching (knowing the learner) – identify marker students for school monitoring • Initial coaching offered in grades 3 & 6 classrooms targeted at the urgent learning-need from the entry assessment (teaching/coaching with precision) • Instructional focus on high impact strategies in math learning tied to the BIPSA & SIPSA: <ul style="list-style-type: none"> ○ Number Sense Routines (Visualization / Representation of Number & Operation) ○ Small Group Instruction (Responsive Instruction, Gap Closing, Direct Instruction, CRA) ○ Math Conversations (Student Discourse) ○ Non Routine Math Questions (Problem Solving Tasks/Experiences & Problem Solving Teaching) ○ Spaced & Distributed Practice (Recursive / Punctuated Instruction based on student learning need) ○ Assessment "for" and "as" learning: Knowing the Learner & Responsive Instruction



Jan. – Feb. 2020 (Cycle Two)	<ul style="list-style-type: none"> • Collaboratively collect mid-year (check-in) assessment data from all grade 3 & 6 students within the urgent learning-need identified in the fall – to monitor marker students for school data collection • Continued coaching offered in grades 3 & 6 classrooms as well as the transition grades: 2, 5 & 8 • Instructional focus on high impact strategies in math learning tied to the BIPSA & SIPSA (see list above)
Apr. -May 2020 (Cycle Three)	<ul style="list-style-type: none"> • Collaboratively collect exit assessment data from all grade 3 & 6 students at each targeted school using a common board-created assessments (targeted at end-of-3 and end-of-grade 6 expectations) to measure growth to identify continued content focus need and to monitor marker students for school data • Continued coaching offered in grades 3 & 6 classrooms and the transition grades: 2, 5 & 8 • Instructional focus on high impact strategies in math learning tied to the BIPSA & SIPSA (see list above)
Ministry Reporting Requirements for Targeted Schools	
Oct. 2019	<p>→ Student Achievement entry data (<i>congregated and correlated by grades 3 & 6 at each targeted school</i>), setting predictions & professional learning plan (with includes coaching) for the targeted schools</p>
Feb 2020:	<p>→ Student Achievement check-in data, update of professional learning (which includes coaching) implementation & plans moving forward (next steps)</p>
July 2020:	<p>→ Student Achievement exit data (<i>congregated and correlated by grades 3 & 6 at each targeted school</i>), reflecting on predictions and on the impact of professional learning which includes math coaching.</p>

BOARD IDENTIFIED SUPPORT	
Oct.-Nov. 2019 (Cycle One)	<ul style="list-style-type: none"> • Use the SIPSA Math Content focus & classroom-created assessments identify learning needs, marker students & to inform next steps for math coaching (knowing the learner) • Initial coaching offered in grades 2, 3, 5, 6 & 8 classrooms in response to school need (teaching/coaching with precision) • Instructional focus on high impact strategies in math learning tied to the BIPSA & SIPSA: <ul style="list-style-type: none"> ○ Number Sense Routines (Visualization / Representation of Number & Operation) ○ Small Group Instruction (Responsive Instruction, Gap Closing, Direct Instruction, CRA) ○ Math Conversations (Student Discourse) ○ Non Routine Math Questions (Problem Solving Tasks/Experiences & Problem Solving Teaching) ○ Spaced & Distributed Practice (Recursive / Punctuated Instruction based on student learning need) ○ Assessment "for" and "as" learning: Knowing the Learner & Responsive Instruction
Mar.-Apr. 2020 (Cycle Two)	<ul style="list-style-type: none"> • Collaboratively collect mid-year (check-in) classroom-created assessment data from marker students in classrooms from the fall within the urgent learning-need identified • Coaching in initial classrooms from the fall to continue the work and in support of the SIPSA • Instructional focus on high impact strategies in math learning tied to the BIPSA & SIPSA (see list above)
May 2020 (Cycle Three)	<ul style="list-style-type: none"> • Collaboratively collect exit classroom-created assessment data from marker students from the previous cycles to measure growth and to identify continued content focus need • Continued coaching offered in grade 3 & 6 classrooms as well as the transition grades: 2, 5 & 8 • Instructional focus on high impact strategies in math learning tied to the BIPSA (see list above)



INTERMITTENT SUPPORT

Nov. -Dec. 2019 (Cycle One)	<ul style="list-style-type: none"> • Use the SIPSA Math Content focus & assessments 'for' practices to identify learning needs & to inform next steps for math coaching (knowing the learner) • Instructional focus on high impact strategies in math learning tied to the BIPSA & SIPSA: <ul style="list-style-type: none"> ○ Number Sense Routines (Visualization / Representation of Number & Operation) ○ Small Group Instruction (Responsive Instruction, Gap Closing, Direct Instruction, CRA) ○ Math Conversations (Student Discourse) ○ Non Routine Math Questions (Problem Solving Tasks/Experiences & Problem Solving Teaching) ○ Spaced & Distributed Practice (Recursive / Punctuated Instruction based on student learning need) ○ Assessment "for" and "as" learning: Knowing the Learner & Responsive Instruction
Mar., Apr. & June 2020 (Cycle Two & Three)	<ul style="list-style-type: none"> • Use SIPSA Math Content focus & goal to guide/measure the math coaching work • Instructional focus on high impact strategies in math learning tied to the BIPSA & SIPSA (see list above)

PERIPHERY SUPPORT

ON-GOING SUPPORT	<p>Support throughout the year by consultants: Kim DeGasperis, Petra LeDuc & Nancy Snyder throughout the year:</p> <ul style="list-style-type: none"> • Use the SIPSA Math Content focus to identify learning needs & to inform next steps for divisional & school-wide work, support in planning math prof. learning • Instructional focus on high impact strategies in math learning tied to the BIPSA & SIPSA: <ul style="list-style-type: none"> ○ Number Sense Routines (use of visuals, mental math strategies & math discourse) ○ Small Group Instruction (Gap Closing) ○ Use of Non-Routine questions (teaching through problem solving & teaching problem solving) ○ Punctuate Instruction (spaced/distributed practice) ○ Assessment for learning (formative, day-to-day assessment to plan for next steps)
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*Note: A continued focus on the **use of tools and resources to advance student learning/confidence in math** and **on-going efforts to support with parent and family communication** to create a shared understanding of math learning at the school will be a part of all cycles for all tiers.*

WCDSB Numeracy Initiatives 2019-20

2019-20 proposed ELEMENTARY SUPPORT

MATHEMATICS PROFESSIONAL LEARNING	RATIONALE/INTENTION
ELEMENTARY TARGETED & NON-TARGETED COACHING SUPPORT MODEL (SEE ABOVE)	
4 Numeracy Coaches and 3 Consultants focused work on increasing content knowledge & pedagogy through job-embedded co-learning, within a tiered coaching model as described in the pages above ↑ .	Coaching cycles are consistent blocks of service with a focus on grades 3 & 6 with some support to grades 2, 5 & 8. Both the daily collaborative relationship between teachers, as well as the PL sessions (for targeted & brd ident. schools), will help to identify and analyze content areas of strength and need.



MATHEMATICS PROFESSIONAL LEARNING	RATIONALE/INTENTION
ELEMENTARY MATH LEAD TEACHER	
<p>91 Elementary Math Lead Teachers plan to attend 2.5 days (3 half-days & 1 full-day) of co-learning sessions within FoS hubs at school sites for each session. See link for a fuller description of the 10 FoS hubs and the sessions in Oct./Nov., Jan., Mar. & Apr.</p> <p>On the Numeracy PD Day: Math Lead teachers and their administrators will co-lead learning focused on High Impact Strategies for mathematics learning, the fundamentals of math content, number and operation as mentioned on the BIPSA in the Numeracy pillar. Implementation of new mathematics curriculum as it becomes available (Jan./Feb.).</p>	<p>This fifth year (1st year Numeracy Learning Leaders & last 3 yrs EMLTs) of an intentional focus on mathematics will be school embedded and will be organized by small groups of teachers in 10 FoS hubs.</p> <p>Each session will have an opportunity to engage with students in math learning:</p> <p>Explicit foci to include participation with & observations of:</p> <ul style="list-style-type: none"> • assessment for learning & responsive instruction • high impact strategies for effective practice • number & operation (fundamentals) content learning • an introduction to the new curriculum (Jan./Feb) <p>*Financial Literacy grades 4-8 will also be an integrated focus with the fundamentals of math</p>
MATHEMATICS PROFESSIONAL LEARNING	RATIONALE/INTENTION
ADDITIONAL CAPACITY BUILDING for MATH CONTENT KNOWLEDGE & PEDAGOGY AND NEW CURRICULUM IMPLEMENTATION	
<p>NTIP Community of Practice: teachers are invited to attend a host of after school learning opportunities in mathematics with other educators in a collaborative co-learning environment.</p> <p>After-school learning series on high impact strategies, content learning of the fundamentals of math: numbers & operation - focus on knowing the learner & small group instruction (Nov. to Jan).</p> <p>After-school learning series on Number and Operation for K-3 educators will be offered throughout the year.</p> <p>Curriculum Implementation half- day release for ALL grades 1 to 8 teachers of math as the new curriculum becomes available (Jan. Feb.) Providing an extension of the learning in the Nov. & Apr. Numeracy PD ½ days.</p> <p>Potential subsidy for educators taking OECTA Mathematics Primary and Junior AQ courses.</p> <p>K-2 Pedagogical Leadership in Mathematics Multi-session learning series on Quantity Relationships and Operational Sense in grades K to 2. Kindergarten teams, grades 1 & 2 teachers build content knowledge of the progression and sequence of learning in early number and operation. The instructional practice will focus on knowing</p>	<p>After school sessions in math are not held specifically for the NTIP audience as they will benefit from learning from other educators on their journey and will allow for other educators to become part of the learning.</p> <p>The purpose of these sessions are to expose educators to the effective teaching practices in mathematics including high impact strategies, knowing and responding to the learner, building math confidence in the BIPSA- identified content area of Number & Operation and new curriculum implementation (as it becomes available).</p> <p>Implementation resources & support for grades 1-8 for the new curriculum. To be scheduled by grade-bands & FoS after Jan./Feb. (as the new curriculum becomes available).</p> <p>Increasing the number of AQ courses in Mathematics has been recognized by the Ministry of Education as a Promising Practice.</p> <p>The goal of this learning is to build content knowledge of the progressions of learning in quantity relationships & operational sense (aligned with the fundamentals of math). Instructional practices highlighting the assessment 'for' learning and small group instruction will be a focus. These sessions will address the transition from Kindergarten to Grade 1 and beyond.</p>



the learner and the triangulation of data (observations, conversations & products).	
MATHEMATICS PROFESSIONAL LEARNING	RATIONALE/INTENTION
MATHEMATICS LEADERSHIP FOR ELEMENTARY ADMINISTRATORS	
<p>Math Leadership Learning for elementary administrators will occur every second month in a large group session at administrator meetings in Oct. - Dec. - Feb - Apr. for details see link</p> <p>Additional follow up sessions will be offered 3 times during the in-between months after each large group session. The learning will focus on: monitoring effective math instruction, developing high impact strategies, & building confidence with the new Ontario curriculum.</p>	In support of monitoring practices on the BIPSA/SIPSA highlighting capacity & confidence building of High Impact Strategies, focusing on the Fundamentals and the implementation of the new curriculum when it becomes available.
MATHEMATICS PROFESSIONAL LEARNING	RATIONALE/INTENTION
proposed BUILDING CAPACITY: ELEMENTARY & SECONDARY	
<p>Numeracy PD ½ Days on Nov. 15th & April 3rd seeks to engage:</p> <ul style="list-style-type: none"> • ALL 1-8 educators in mathematics co-learning using Teacher's Guide, Focusing on the Fundamentals of Math & High Impact Strategies resources (upon availability) • Secondary Math teachers in professional learning around the use of high impact strategies (and use of ministry resources upon availability); implications of new elementary curriculum for grade 9 (if available by April session) • Other secondary teachers in considering how they can support numerate learners, integrate use of applicable high impact strategies, and cross-curricular applications (Financial Literacy, STEM, Business, social justice) • Math Lead teachers and their administrators will co-lead learning focused on High Impact Strategies for mathematics learning, the fundamentals of math content, number and operation as mentioned on the BIPSA in the Numeracy pillar. Implementation of new mathematics curriculum as it becomes available (Jan./Feb.). 	<p>In support of capacity building of High Impact Strategies, focusing on the Fundamentals and the implementation of the new curriculum when it becomes available. A content focus on Number and Operation and a pedagogical focus on the Instructional high impact strategies in math learning tied to the BIPSA & SIPSA:</p> <ul style="list-style-type: none"> ○ Number Sense Routines (Visualization / Representation of Number & Operation) ○ Small Group Instruction (Responsive Instruction, Gap Closing, Direct Instruction, CRA) ○ Math Conversations (Student Discourse) ○ Non Routine Math Questions (Problem Solving Tasks/Experiences & Problem Solving Teaching) ○ Spaced & Distributed Practice (Recursive / Punctuated Instruction based on student learning need) ○ Assessment "for" and "as" learning: Knowing the Learner & Responsive Instruction
MATHEMATICS PROFESSIONAL LEARNING	RATIONALE/INTENTION
TECH-ENABLED LEARNING IN MATH: ELEMENTARY & SECONDARY	
<p>KnowledgeHook premium licences to continue in elementary/secondary schools for 2019-20 . After-school training sessions will be provided for teachers new to the resource and to learn about updated features. Continued</p>	<p>The purpose of these sessions are to highlight how the resource supports the curriculum and to clearly align its use based on the needs of the learners. Demonstrating KnowledgeHook lesson/features with curriculum expectations</p>



<p>support will be offered through “Lunch and Learns”, through Math Lead Teacher and Program Heads.</p> <p>MathUP web-housed math resource will continue in elementary schools. A bulk order discount is in place and offered to administrators seeking to purchase licences. More 50+ licences have been purchased for teachers of grades 1-6. After school sessions aligning MathUP with the curriculum; the scope and sequence of concepts will be provided for interested teachers Grades 1-6.</p> <p>Continued Focus K-12 on Leveraging Digital Supports to enhance mathematics learning requires attention to the purpose behind the use of the specific tool. (e.g. Mathies to support different representations or deepen conceptual understanding of the content, EduGains for OERB resources for differentiated practice).</p>	<p>will be the focus.</p> <p>The purpose of these sessions are to highlight how the resource supports the curriculum and to clearly align its use based on the needs of the learners. Demonstrating MathUP lessons/features with curriculum expectations will be the focus.</p> <p>Thinking critically about the digital resources educators use is reflected in our BIPSA through Knowing the Learner through Assessment and Responding through Effective Instruction.</p>
MATHEMATICS PROFESSIONAL LEARNING	RATIONALE/INTENTION
VIRTUAL MATH PROFESSIONAL LEARNING PLATFORM	
<p>Asynchronous math learning platform providing on demand resources to support the BIPSA, Ontario Math Strategy through ministry & board created material at different times and locations. As well as a common site where past board professional learning can be housed and ministry developed educator resources can be accessed at anytime.</p>	<p>To create a professional learning space that is not incumbent on supply release or face-to-face learning sessions. An online community for accessing materials & resources and on-demand learning for educators, administrators and school staff. Focus will be on high impact strategies for math instruction and capacity building on content in the Ontario math curriculum.</p>
2019-20 proposed SECONDARY SUPPORT	
MATHEMATICS PROFESSIONAL LEARNING	RATIONALE/INTENTION
GAP CLOSING IN 9 APPLIED	
<p>GAP Closing in 9 Applied; Gr. 9 professional learning networks at all 5 Secondary Schools to close gaps in achievement supported by the numeracy consultant.</p>	<p>Enables focussed, precise support for students in grades 9 applied courses. Assistance with using the grade 9 applied reporting tool (formerly AEAC) to monitor, set goals and track strategies for improvement. ISLM</p> <p>Both the daily collaborative relationship between teachers, as well as the networked sessions, will help to identify and analyze content areas of strength and need.</p>
MATHEMATICS PROFESSIONAL LEARNING	RATIONALE/INTENTION
CROSS-SCHOOL COLLABORATION (SECONDARY MATH LEAD TEACHERS)	



Secondary Math Lead Teachers will attend half day cross-school sessions with opportunities for on-site collaborative learning. SMLTs will co-facilitate professional learning within their departments including updates to BIPSA.	Continuing with this model to support curriculum leaders at secondary. On-site collaboration will build capacity within their own practice.
MATHEMATICS PROFESSIONAL LEARNING	RATIONALE/INTENTION
FINANCIAL LITERACY IN SECONDARY COURSES	
A cross-panel professional learning network on financial literacy within multiple subject areas (Grade 7 & 8, Secondary Math, Business, Religion). Digital resources will be shared and utilized in classrooms from a variety of educational sites such as EduGains and Catholic Curriculum Corporation. *included in Numeracy PD Day & SEC./ELE. Math Lead Teacher	The sessions will explore the connectedness across disciplines through a financial literacy lens. The focus will be to integrate already existing ministry resources, develop lessons across panels and to support the ministry's goal from the Ontario Math Strategy promoting the importance of financial literacy.

Changes from 2018-19 and Major Differences for 2019-20

The transfer payment agreement we received in June of 2019 for the math strategy came with notably less funds than the 2018-19 agreement. This decreased funding has principally affected the amount our math coaches in the elementary panel and the math GAP closing teacher positions in the secondary panel. The funding amount for 2019-20 includes release funds for each school (elementary & secondary) based on ADE size for non-targeted schools (as it did in 2018-19) and increased funding for 4 elementary schools as compared to 2018-19 when we received increased funding for 6 elementary schools and 4 secondary schools. Though the 2018-19 had specialised budget lines for elementary and secondary the strategy was a K-12 focus.

Significant differences in the approach to the math strategy from the previous year are:

- primarily supporting grades 3, 6 & 9 applied math teachers and teachers of grades transitioning into these grades (grades 2, 5 & 8) - for increased performance for grades 3, 6 & 9 applied students in targeted schools
- preparing for the implementation of the new Ontario Math Curriculum, grades 1-8 as it becomes available
- using common assessments across the 4 targeted elementary schools for reporting student achievement 3 times a year (Oct, Feb. & July) for students in grades 3 & 6
- aligning with the high impact strategies in math instruction (High Impact Strategies resources to be released by the MOE)
- increasing the use of virtual learning platforms (googlesite) to provide accessible on-demand learning and to house resources, materials & supports for math content & pedagogy for the curriculum

The Waterloo Catholic District School Board continues to work with educators and school leaders to build up their instructional capacity in order to increase student achievement. It is clear that mathematics continues to be a priority and the WCDSB is moving forward with an ambitious plan to support and guide improvement.

Recommendation: This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

John Klein



Superintendent of Learning

Richard Olson
Superintendent of Learning

Petra LeDuc
Student Achievement Consultant, Mathematics 1-8

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





Date: **October 7, 2019**
To: Board of Trustees
From: Director of Education
Subject: EQAO 2018-2019 Results

Type of Report:

- ☐ Decision-Making
- ☐ Monitoring
- ☒ Incidental Information concerning day-to-day operations

Type of Information:

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

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

Education Quality and Accountability Office Act, 1996

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

PPM 159 Collaborative Professionalism (2016)
School Effectiveness Framework (2013)

Alignment to the MYSP:

Priority Area: Student Engagement, Achievement, & Innovation

Strategic Direction: Foster maximum opportunity for success for all

Goals: Improve Numeracy Achievement

Improve Secondary Literacy Rate

Background/Comments:

Ontario's Educational Quality & Accountability Office (EQAO) is an independent agency that creates and administers large scale assessments measuring student achievement in reading, writing, and mathematics at key transition points in their school career: the conclusion of the primary division grades (grade 3); the conclusion of the junior division grades (grade 6); the beginning of secondary school (grade 9; mathematics only); and grade 10 (literacy) – the Ontario



Secondary Schools Literacy Test (OSSLT). These assessments align directly with Ontario Curricula and provide an objective measurement of student, school, board, and provincial achievement.

EQAO Advises:

- “Every assessment captures the performance of students at one point in time each year. Consider the results along with other information about students’ achievement in reading, writing and mathematics.”
- “Trends may be difficult to identify or interpret.”
- The practice of using EQAO to rank Ontario schools or Boards “invites one-dimensional comparisons,” and “distracts from the most important conversations of improving students’ learning outcomes”
- “EQAO data are most valuable when used alongside a wide array of information to deeply understand each learner and help improve student achievement.”

EQAO provides data on a large scale and, as such, exists as a valuable source of information over a significant span of time. It allows access to a diverse array of data from which school, board, and provincial leaders and decision-makers can determine patterns, identify gaps, and set goals. At the WCDSB, EQAO data is used to revise the Board Improvement Plan for Student Achievement (BIPSA), each school’s School Improvement Plan for Student Achievement (SIPSA), Student Success Plan, the WCDSB Numeracy Strategy, *etc.*

Assessment results are made available to schools and Boards by late August thereby affording educational leaders timely data with which to set goals for student achievement, staff professional development, and budget allocation.

Beyond the EQAO indicators, schools are encouraged to include a variety of data sources related to student achievement data *i.e.* teacher-created assessments, CCAT, CAT4, past EQAO assessments, report cards, *etc.* Schools are guided and encouraged in use this achievement data to revise their needs, plans and goals for the coming school year *i.e.* BIPSA, SIPSA, classroom/division/department/individual plans.

1. 2018-2019 EQAO Primary & Junior Assessments Highlights

Student achievement in the 2018-2019 Primary and Junior EQAO Assessment at the WCDSB is summarized in the table and figures below (Table 1, Figures 1 & 2), with comparisons to the 2017-2018 assessment and to the overall provincial trends. Based on these comparisons, there has been an improvement in student achievement in the Junior Assessment of writing subtest. As well, when we compare our achievement results to the provincial trends, proportionally more students at WCDSB are achieving Provincial standard on all primary subtests, and the junior mathematics subtest. Regionally, the WCDSB continues to excel.

Waterloo Region continues to thrive and attract new citizens and students. This is reflected in the growth of English Language Learners (ELLs) and those students who have come from outside Canada or the WCDSB, especially reflected in Gr. 3 data. The number of ELLs has doubled over the past 2 years (4% to 8%) and the percentage of students born outside Canada has increased from 4% to 10%. There has been a 12% drop in the number of students taking the Primary EQAO assessment who began their school life with the WCDSB. The number of students who began their academic life in Canada dropped by 10%.

Table 1: Overall EQAO Achievement for the Primary and Junior 2018-2019 EQAO Assessment

	Primary (Grade 3)				Junior (Grade 6)		
	Reading	Writing	Math		Reading	Writing	Math
WCDSB	75%	71%	62%		81%	82%	49%
WCDSB relative to 17/18	-2%	-6%	-5%		-	+1%	-3%
Province	74%	69%	58%		81%	82%	48%
WCDSB relative to Province	+1%	+2%	+4%		-	-	+1%



Figure 1: Overall EQAO Achievement for the Primary EQAO Assessment

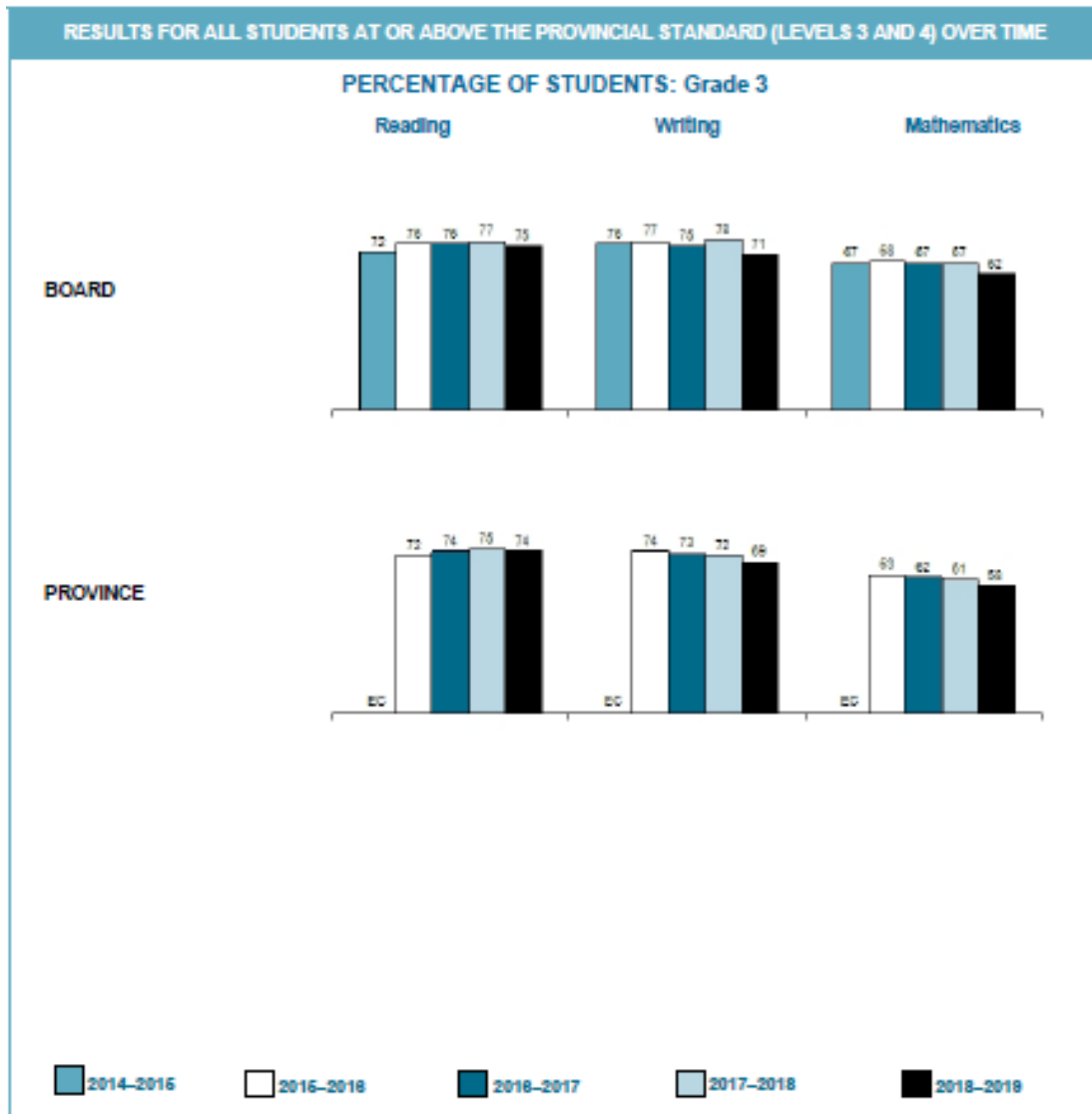
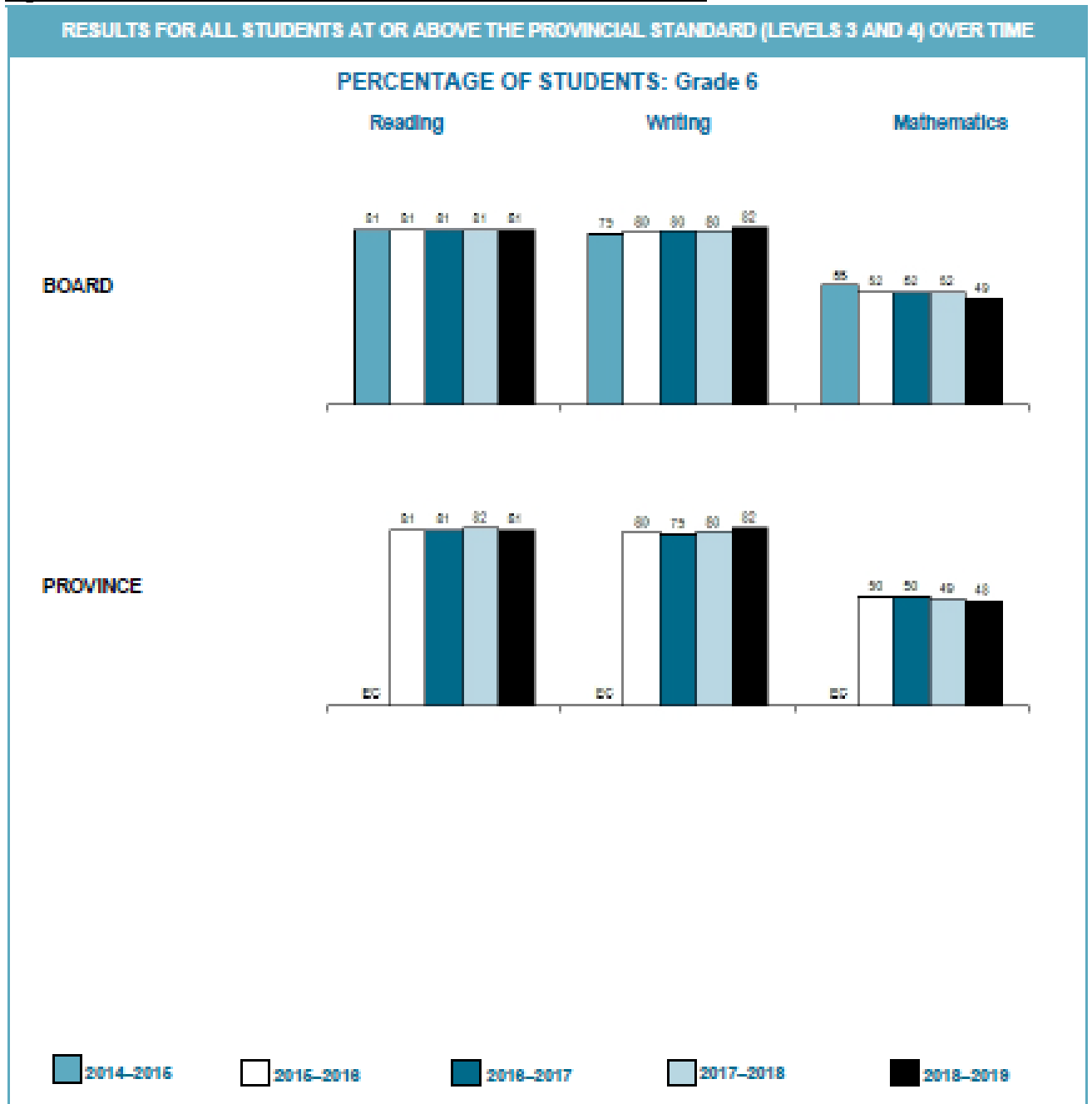


Figure 2: Overall EQAO Achievement for the Junior EQAO Assessment



Tracking Student Achievement in Relation to the Provincial Standard over Time

The overall achievement for students at WCDSB writing the Primary and Junior EQAO assessment over the past 5 years are summarized in the table and figures below (Table 2, Figure 2). The proportions of students meeting the provincial standard over the past 5 years have either stayed the same or risen in two of the three subtests at both the Primary level (Reading and Math) and Junior level (Reading and Writing).

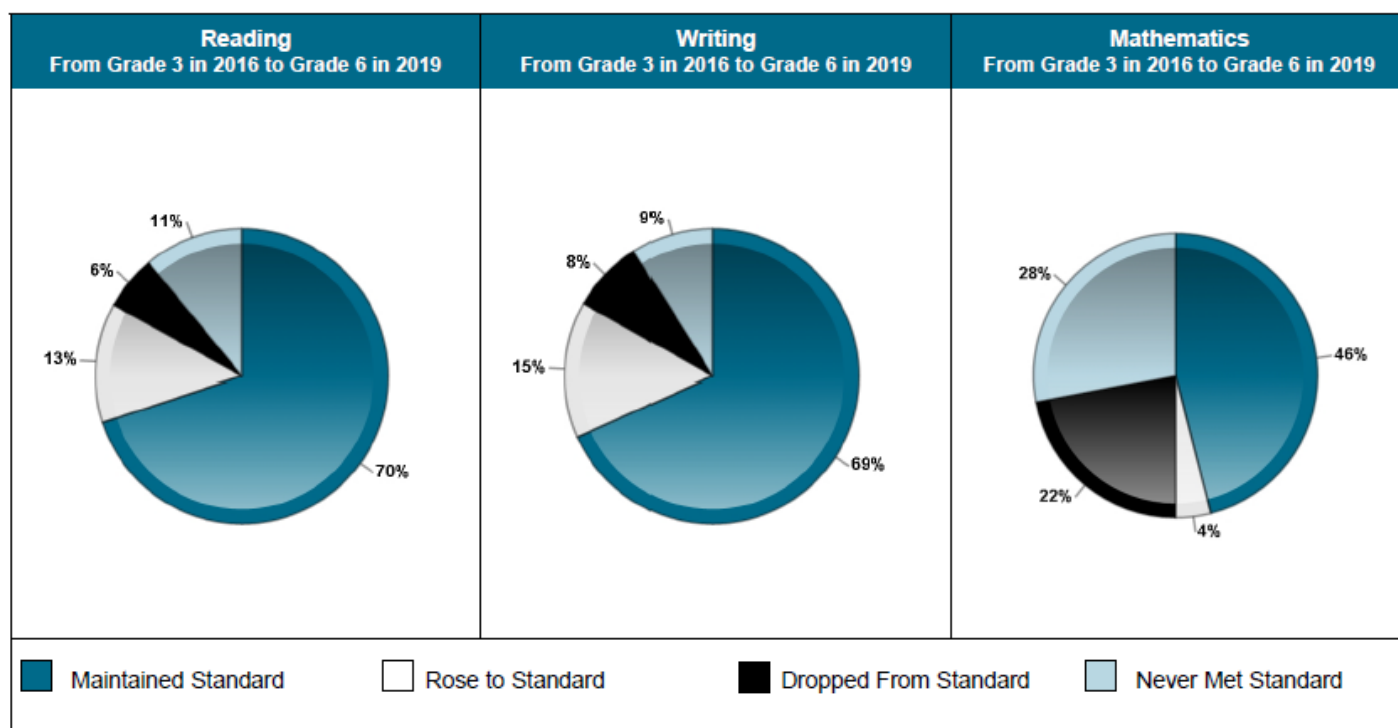
Table 2: Overall WCDSB achievement over the past 5 years

	Primary				Junior		
	Reading	Writing	Math		Reading	Writing	Math
WCDSB 2019	75%	71%	62%		81%	82%	49%
WCDSB 2018	77%	77%	67%		81%	80%	52%
WCDSB 2017	76%	75%	67%		81%	80%	52%
WCDSB 2016	76%	77%	68%		81%	80%	52%
WCDSB 2015	72%	76%	67%		81%	79%	55%
5Yr. Average	75%	75%	66%		81%	80%	52%

Tracking Student Achievement in Relation to the Provincial Standard Primary Division (Gr. 3) to Junior Division (Gr. 6)
Although the overall EQAO achievement data is recognized as a key indicator of improvement in student achievement, we also look for improved achievement over time when we connect the achievement outcomes from both the Primary and Junior EQAO assessment together. In the figures below, the achievement of those students leaving the Junior Division (May/June 2019) is compared with their achievement three years earlier as they left the Primary Division (May/June 2016) (Figure 3).



Figure 3: Student Achievement from Grade 3 to Grade 6 EQAO Assessment based on Provincial Standard



Celebrations

- For the fourth consecutive year, WCDSB students have met or exceeded the provincial average in Math
- Most of the schools receiving the greatest ("Intensive") support within the WCDSB's Math Strategy for the past three years have shown increased achievement relative to their six-year trends (average of 11% to 15% growth in Primary and 2% to 8% growth in Junior assessments)
- Two of these "Intensive" support (Math) schools outpaced both the WCDSB and Province in Primary Math achievement
- In the Junior assessment, compared to the province as a whole, the WCDSB reading and writing scores are level with the province (81% and 82%)
- Junior scores indicate that of those students who did not attain the provincial standard when they wrote the assessment in Gr. 3 (2016), 13% and 15% rose to standard in reading and writing respectively
- Attainment of the provincial standard in Reading continues to reveal a positive trend over the last five years (3% increase in Primary and consistency -- 81% in Junior)
- Attainment of the provincial standard in Writing continues to reveal a positive trend over the last five years for Junior Students (3% increase in Junior)
- Compared to 2015, attainment of the highest standard (Level 4) in Mathematics has increased by 3% in Junior
- Compared to 2015, attainment of the highest standard (Level 4) has increased in Junior Writing by 5%

Areas of Concern

- Attainment of provincial standard in Mathematics over five years has slid in Primary and Junior.
- Gender gaps continue to exist in reading, writing and mathematics in Primary but mirror that of the province; this holds true in Grade 6 except in Math



- Student questionnaire results in Gr. 6 indicate a 10% decrease in agreement with the following statement: "I like mathematics" relative to their Gr. 3 counterparts

2. 2018-2019 EQAO Grade 9 Mathematics Assessment Highlights

The overall achievement for students writing the Grade 9 Mathematics EQAO assessment in 2018-2019 school year at WCDSB are summarized in the table and figures below, with comparisons to the 2017-2018 assessment and to the overall provincial trends (Table 3). Compared to the previous year, WCDSB students writing the Applied level assessment increased their overall achievement compared to the previous assessment (55% in 2018-2019 compared to 52% in 2017-2018) and exceeded the Provincial achievement level by 11%.

Table 3: Overall EQAO Achievement for the Grade 9 2018-2019 EQAO Math Assessment

	Grade 9 Applied	Grade 9 Academic
WCDSB	55%	85%
WCDSB +/- relative to 16/17	+3%	+1%
Province	44%	84%
WCDSB +/- relative to province	+11%	+1%

Tracking Student Achievement in Relation to the Provincial Standard over time

The overall achievement for students at WCDSB writing the Grade 9 Math EQAO assessment over the past 5 years are summarized in the table and figures below (Table 4). Compared to Provincial data, proportionally more students writing the Applied level assessment continue to achieve Provincial Standard. Students writing the Academic level assessment continue to mirror Provincial trends.

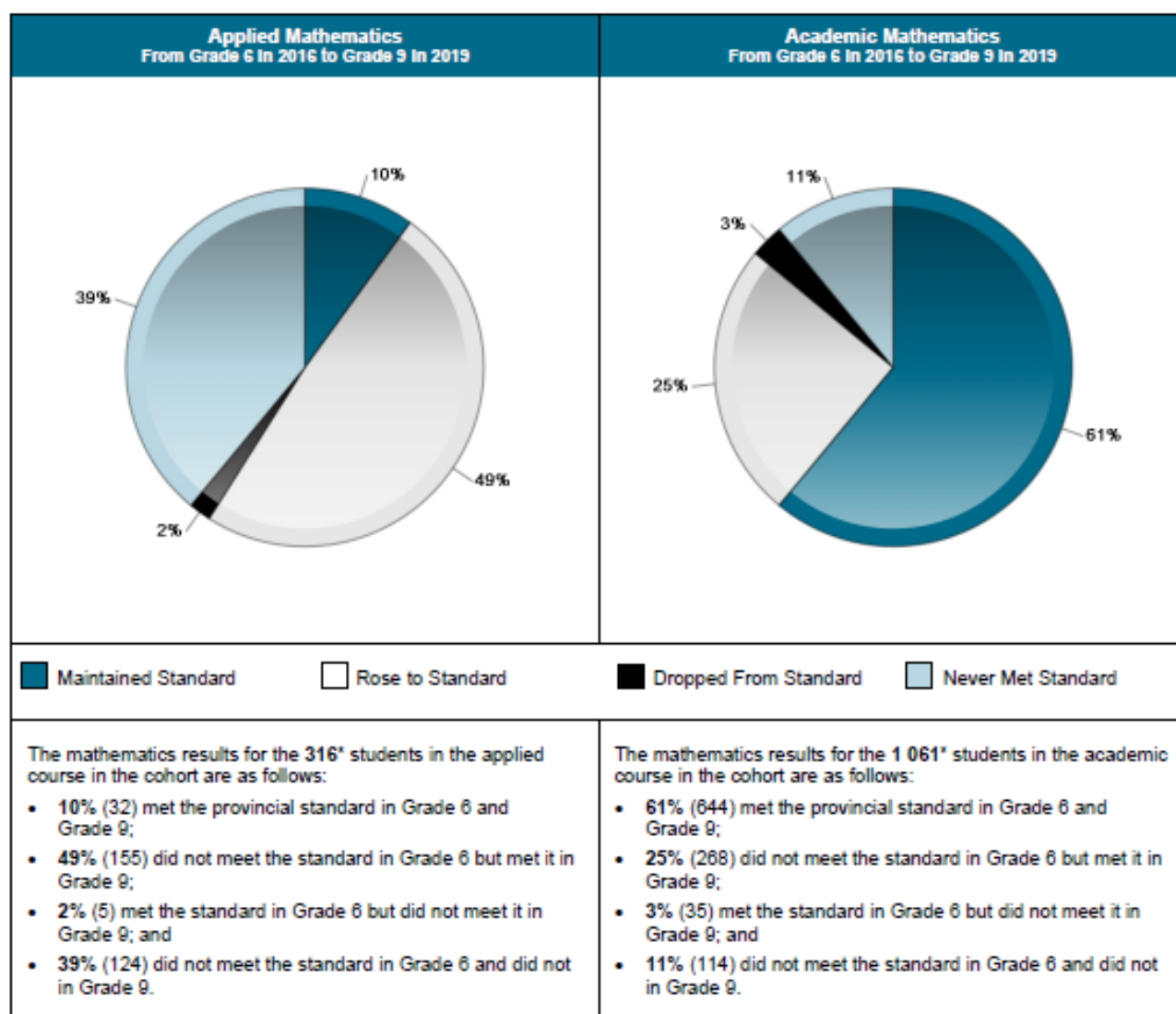
Table 4: Overall WCDSB achievement over the past 5 years by subject Level

Grade 9 EQAO (Applied) Percentage of Students Meeting or Exceeding the Provincial Standard of Level 3:						
Groupings		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
ALL	WCDSB	59%	49%	55%	52%	55%
	Province	n/a%	45%	44%	45%	44%
By Gender	Female	55%	48%	51%	48%	50%
	Male	61%	49%	60%	55%	59%



Grade 9 EQAO (Academic) Percentage of Students Meeting or Exceeding the Provincial Standard of Level 3:						
Groupings		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Academic FTE	WCDSB	83%	83%	83%	84%	85%
	Province	n/a	83%	83%	84%	84%
By Gender	Female	80%	83%	79%	83%	84%
	Male	85%	82%	86%	86%	86%

Figure 5: Student Achievement from Grade 6 to Grade 9 EQAO Assessment based on Provincial Standard



* Includes only students with validated data. Percentages may not add up to 100, due to rounding.



Celebrations

- In academic math, 85% of our students are meeting the provincial standard
- Over time we have matched the provincial average in academic math and now are trending just above it (+1% above province in 2018-2019)
- In applied math, 55% of our students meet the provincial standard, 11% above the provincial average.
- 49% of applied learners rose to meet the standard in grade 9 who had not met the standard in grade 6
- While we have continued to match the provincial average over 5 years in academic math, we have consistently scored above the provincial average in applied mathematics
- 25% of academic learners rose to meet the standard in grade 9 who had not met the standard in grade 6

Areas of Concern

- Applied learners (55%) continue to perform well below academic learners (85%)
- 80% of students with special education needs meet the provincial standard in academic mathematics while 46% of students with special education meet the provincial standard in applied mathematics
- Boys (59%) in applied mathematics score higher than girls (50%); in academic mathematics girls (84%) score lower than boys (86%)

3. 2018-2019 Ontario Secondary School Literacy Test (OSSLT) Assessment Highlights

The overall achievement for students writing the Secondary School Literacy Test (OSSLT) in 2018-2019 school year at WCDSB are summarized in the table below with comparisons to the 2017-2018 assessment and to the overall provincial trends (Table 5). Proportionally more students (2%) enrolled in the Applied level English course have achieved Provincial Standard when compared to the 2018 achievement, as well as Provincial achievement in 2018.

Table 5: Overall OSSLT Achievement for the Secondary Literacy EQAO Assessment in 2019

	Overall Results
WCDSB	82%
WCDSB +/- relative to 2017	+3%
Province	80%
WCDSB +/- relative to province	+2%

The Board and Provincial trends over time are provided for all students (Table 6), and by Grade 10 English course enrollment level (Table 7).



Table 6: Board and Provincial OSSLT achievement over the past 5

OSSLT - Fully Participating Percentage of Students Meeting or Exceeding the Provincial Standard of Level 3:						
		2015	2016	2017	2018	2019
OSSLT	WCDSB	85 %	82 %	79 %	79%	82%
	Province	82 %	81 %	81 %	79 %	80%

Table 7: Board and Provincial OSSLT achievement over the past 5 years by Subject Level

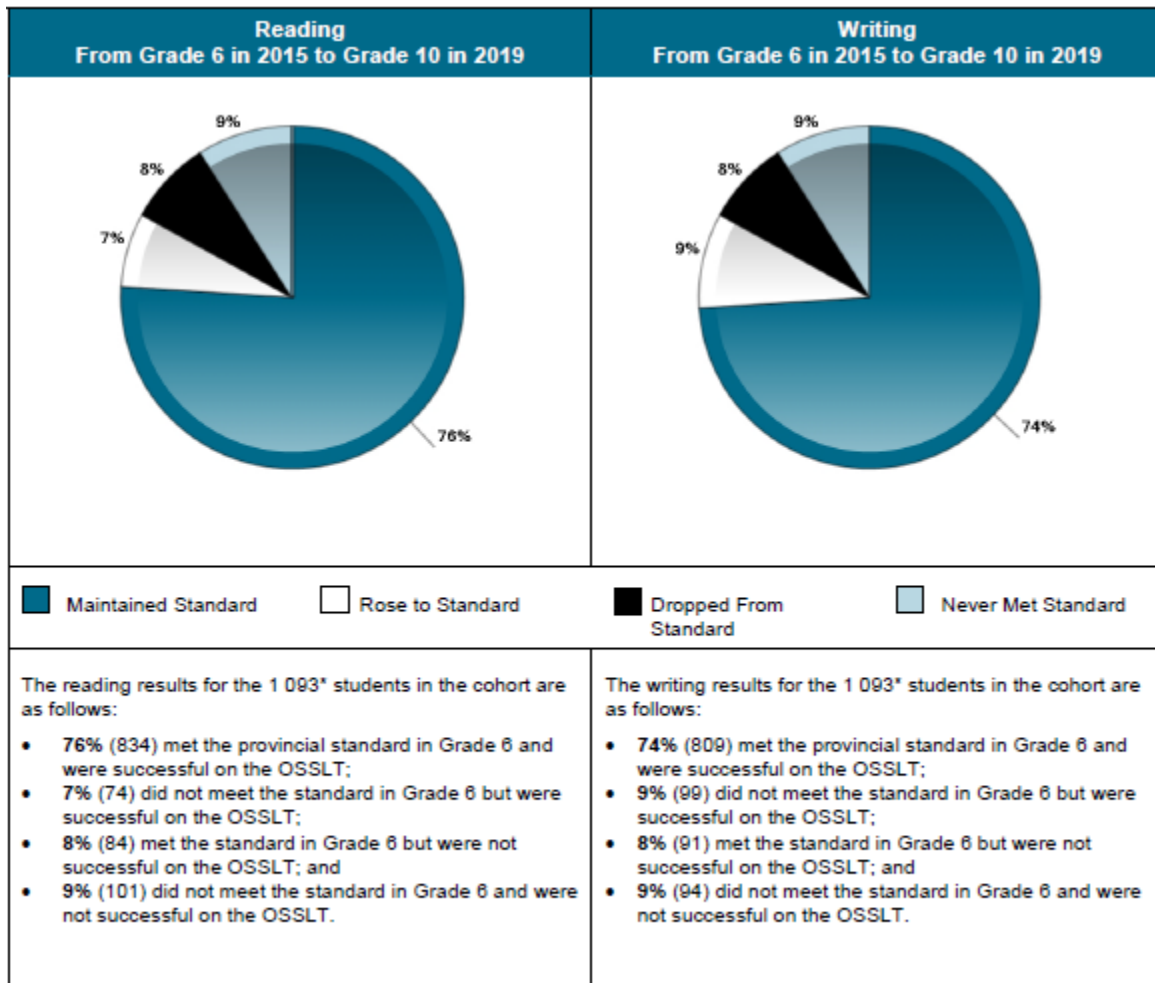
OSSLT (Applied) - Fully Participating Percentage of Students Meeting or Exceeding the Provincial Standard of Level 3:						
Groupings		2015	2016	2017	2018	2019
Applied Fully Participating	WCDSB	54%	52%	38%	41%	37%
	Province	50%	47%	44%	39%	41%

OSSLT (Academic) - Fully Participating Percentage of Students Meeting or Exceeding the Provincial Standard of Level 3:						
Groupings		2015	2016	2017	2018	2019
Academic Fully Participating	WCDSB	94%	92%	91%	89%	92%
	Province	93%	92%	92%	90%	91%

In the figures below, you will find the achievement comparison of those students writing the Grade 10 OSSLT Literacy Assessment in 2019 with their achievement 4 years earlier as they left the Junior Division in May/June of 2015 (Figure 6).



Figure 6: Student Achievement from Grade 6 to Grade 10 OSSLT Assessment based on Provincial Standard for Reading and Writing



* Includes only students with validated data. Percentages may not add up to 100, due to rounding.

Celebrations

- Overall OSSLT achievement has increased 3% compared to last year (79% in 2018 to 82% in 2019) and sits 2% above the Provincial average for 2019 (WCDSB achieved 82% compared to the Provincial trend of 80%)
- When comparing how student achievement on the OSSLT compared to their Grade 6 achievement, 76% of the cohort (834 students) maintained Provincial Standard in Reading and 74% of the cohort (809 students) maintained Provincial Standard in Writing.
- When considering students who did not meet standard on the Grade 6 Assessment and were successful on the OSSLT, 7% (74 students) of the students rose to the provincial standard in Reading and 9% of Students (99 students) rose to standard on Writing.

Areas of Concern

- The achievement gap between males and females increased from 9% in 2017-2018 to 14% in 2018-2019



- 57% of English Language Learners met the provincial standard
- 51% of students with special education needs meet the provincial standard
- 37% of applied learners across the district attained the provincial standard

Strategies in Place to Address Assessment Indicators

Provincial priorities continue to emphasize mathematics instructional capacity building – a welcome focus, given the WCDSB's results in EQAO. The Focusing on Fundamental Mathematics initiative (formerly Ontario's Renewed Math Strategy) is an Early Years to Grade 12 strategy that focuses on professional learning opportunities connected to student learning. It, "... takes the latest research along with what we have learned from our successful journey to improve literacy achievement among elementary students and pass rates among secondary students and applies that knowledge to support better outcomes in mathematics."

The WCDSB continues to provide capacity building support and programming expectations for its administrators and teachers in the areas of literacy and numeracy.

- Ongoing prioritization of the curriculum content in mathematics and the utilization of "high impact instructional strategies"
- The adoption of a renewed K-8 Mathematics curriculum
- A concentration on the importance of building students' flexibility, fluency, & efficiency with mental math through such strategies as number sense routines, number strings, and number talks
- Continuing to build the capacity of lead mathematics teachers in every school
- A focus on Grades 3 and 6 through Numeracy Coaches
- The prioritization of schools -- based on EQAO trends -- in need of capacity building support in Math
- When planning for secondary school mathematics giving priority to more clearly and effectively meeting the needs of students taking applied level mathematics:
 - o Use of a gap closing strategies to support Grade 9 Applied Math in each secondary school
 - o The use of a reporting tool to monitor and reflect on growth in student achievement in Grade 9 Applied Math
- Continue -- based on interest -- to provide a Mathematics Additional Qualifications course (AQ) within the WCDSB to teachers
- Providing support at most schools for students in grades three and six beyond instructional hours to prepare for the EQAO assessment (Homework Clubs and Skills Builders)
- Encouraging and modelling the use of effective questioning techniques (*i.e.* questions that target all categories of the Achievement Chart within our curriculum document)
- Provide professional development to support educators to navigate and utilize the data platform (*enCOMPASS*) to identify student learning needs and responding with precise programming for all students
- Provide professional learning opportunities for educators and administrators to develop an increased understanding of effective literacy assessment practices with a focus on responsive teaching and precise instruction
- Use of a gap closing strategies like precise timely instruction to support Grade 9 and 10 applied learners in the area of literacy for all 5 high schools
- The use of a reporting tool to monitor and reflect on growth in student achievement in Grade 9 and 10 Applied English
- Building capacity through a cross-panel *Literacy Network*, with a focus on making inferences through vocabulary development and understanding language structure
- Use of predictive analytics to identify Intermediate students for targeted intervention
- The additional itinerant English as a Second Language (ESL) teachers to the WCDSB will help ensure that the needs of ELLs and their educators are met
- Ensure the needs and success of students with IEPs regarding EQAO are determined and monitored
- Professional Activity (PA) days (*i.e.* September 20, November 15, & April 5) will have all or part of their time dedicated to building up the instructional capacity of teachers, administrators, and ECEs to math



By looking at intersections of EQAO data and considering this information alongside other school and classroom information, school communities can have richer discussions about their programs and practices and how they might be improved to better meet their students' needs. The WCDSB's Learning Services staff will support school improvement teams to effectively analyze EQAO data to identify successes, gaps, and next steps. The WCDSB Research Coordinator will be conducting a detailed analysis using a variety of student data indicators (e.g. EQAO achievement, credit accumulation, Report Card, *etc.*) to identify opportunities for improvement to maximize student achievement for all students at the WCDSB.

Recommendation: Report offered as an information item

Prepared/Reviewed By:

Loretta Notten
Director of Education

Richard Olson
Superintendent of Learning

John Klein
Superintendent of Learning

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





**Waterloo Catholic
District School Board**

Date: October 7, 2019

Subject: Student Trustee Report

To: The Board of Trustees

From: Meghan Cymbron, Rori Schaefer

As the new school year kicked into gear, September was a busy month for secondary students across the board. The week before students filed into schools for their first day on Tuesday, September 3, LINK Crews and Ressurrection's Phoenix Friends lead the Head Start program along with staff members. The goal of the program is to help grade 8 students entering grade 9 feel more comfortable in their transition to high school. They participated in discussions of what to expect, tours of their school, review of uniform policy and more. The program received great feedback from the students who participated. Registration was also held during this week. Students were able to pick up their timetables and had the opportunity to find their lockers, classes, etc.

The first day of school was a half day for our returning students. The grade 9 orientation was held at all schools in the morning or afternoon periods depending on the school. At the orientation, Link Crew and Ressurrection's Phoenix Friends played an important role running icebreakers and other activities for our new grade 9 students to partake in. LINK Crew members were encouraged to wear their shirts for the duration of the first week to ensure they would be easily recognizable to new students if they needed assistance. During the month of September, to further welcome new grade 9 students into their respective schools, SAC and LINK Crew organized a grade 9 dance which had a high attendance of students in all schools.

Each school held an Opening Mass that some of our very own board members had the pleasure of attending. It was an opportunity for all students to gather together for the first time this year. Some students were selected to assist with the mass through altar servers, readings, bringing up the offerings and more. A Priest was welcomed into each school community to lead the services.

The annual Terry Fox run was a highly anticipated event across the secondary schools. This year, it was organized by SAC alongside athletic leadership classes. Students had the opportunity to "run for someone" by filling out a sticker they would place on their clothing. In order to attend, teachers could choose to sign out their classes for a full or half of a period depending on their current classwork, whilst some schools designated it as a mandatory event in which each grade had a period they would participate.

The Student Activities Councils (SAC) went on their annual SAC Retreat to Camp Kintail with the exception of Monsignor Doyle C.S.S. who held activities within their school and will be attending in the spring. The students tackled challenging activities, tested their abilities to work as a team, and took some time to plan upcoming events. The goal was for students to bond as a group and develop a productive working relationship.

Individually, each high school partook in their own exciting activities to welcome the new school year and encourage student spirit. All school's with the exception of St. Benedict's chose to begin September with an opening barbecue where either student council or LINK crew members distributed food items such as hamburgers, hotdogs, and freezies to students. Monsignor Doyle, Resurrection, and St. David's distributed these items to all students and St. Mary's distributed exclusively to new grade nine students. Although St. Benedict did not host a barbecue in September, they will still be conducting this event in the spring.

St. Benedict also just recently released their first BENN Newsletter of the school year to inform the community of events occurring within the school. Each sector of the St. Benedict's Student Activities Council was encouraged to write a section outlining their role in the school and what they are excited for this upcoming school year.

St. David's and Monsignor Doyle each hosted a clubs and teams fair where they exhibited the various clubs and teams that students can join. Different clubs and teams set up a booth at the fair and were encouraged to speak to students about how they can get involved in their school community.

St. David's chose to further encourage grade nine's to get involved through inviting keynote speaker, Juan Bendena to give a presentation at their grade nine assembly. Juan spoke about the importance of creating positive experiences through going out and meeting new people. The presentation was a great success and his message resonated well with the students.



Ontario Catholic School
Trustees' Association

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ocsta@ocsta.on.ca www.ocsta.on.ca

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

October 2, 2019

MEMORANDUM

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

FROM: Sharon McMillan, Director of Communications

SUBJECT: 2019 OCSTA Short Video Contest for CDSB Students

Call for Submissions

OCSTA is pleased to announce the call for submissions for the Association's 2019 short-video contest for students in grades 4 through 12 at Ontario's publicly funded Catholic schools. This year's theme is:



In Pope Francis' post-synodal exhortation – *Christus Vivi* – the Holy Father states:

“Christ is alive! He is our hope, and in a wonderful way he brings youth to our world, and everything he touches becomes young, new, full of life.”

We are a people of hope and that hope is rooted in the love of Jesus Christ. This year we invite Catholic school students to create 2-minute videos to help communities across Ontario to see and experience how that hope is brought to life in Catholic schools.

...Continue

Submission Guidelines and Form

The contest is open to all students in grades 4–12 at Ontario’s publicly funded Catholic schools.

Students are invited to prepare a 2-minute video that shows how Catholic schools are places where young people encounter the Holy Spirit and ignite hope through the love of Christ.

The video should be uploaded to YouTube where it can be viewed and evaluated for the contest. The unique URL (web address) created by YouTube when a video file is uploaded, is to be recorded on the OCSTA short-video contest submission form.

The submission deadline is **December 10, 2019**. The submission form is attached but can also be downloaded from the OCSTA website (<https://www.ocsta.on.ca/about-ocsta/2019-short-video-contest/>).

Prizes:

First Place:	\$300 Best Buy Gift Certificate
Second Place:	\$150 Best Buy Gift Certificate
Third Place:	\$100 Indigo Gift Certificate

1st, 2nd and 3rd place prizes will be awarded at both the elementary and secondary panels.

We thank the students, teachers and trustees of all CDSBs for their support of this contest, which celebrates Catholic education in Ontario.

*For more information, please contact Sharon McMillan, Director of Communications, OCSTA
416-932-9460 / smcmillan@ocsta.on.ca*



Ontario Catholic School
Trustees' Association

“Igniting Hope” 2019 Short Video Contest Submission and Consent Form

*****Video submission is to be no longer than 2 minutes*****

DEADLINE FOR SUBMISSION: DECEMBER 10, 2019

Submission Title: _____

Video URL/web address on YouTube (required – please print or type CLEARLY)

Email (required) _____

First & Last Name _____

Are you the representative for a group entry? Yes _____ No _____

Telephone number _____

FULL School Name _____

FULL School Address _____

Catholic District School Board Name _____

NOTE: Separate consent forms are to be completed by the Parent/Guardian of each student featured in the video submission. If completed consent forms are already on file at the Catholic school board, an additional form is not needed.

1. USE OF STUDENT IMAGE/VOICE/WORKS

Name of Student: (Please Print)

Name of School:

I hereby give my consent to the Ontario Catholic School Trustees' Association to use video recordings of my child's image/voice/works in promotion of education, corporate related activities, and media reports, including: internet/intranet sites that the Association has ownership and control over, publications including Association newsletters, public service announcements (televised and print), news reports and feature stories, public awareness efforts, marketing and advertising, and other related materials.

Continued...

In addition, I waive all claims to compensation or damages based on the use of his/her image/voice/works by the Association. I also waive any right to inspect or approve the finished photographs/video/audio/works.

☐ **I consent** to the above use of my child's image/voice/works

2. MEDIA RELEASE CONSENT

The Ontario Catholic School Trustees' Association cooperates with media organizations, within reason, to encourage the celebration of Catholic Education, school achievements, sharing information about students and staff and their work and to report newsworthy events. This will only be permitted with your consent.

☐ **I consent** to the above Media Release

Name of Parent/Guardian/Adult Student (Please Print) _____

Signature of Parent/Guardian/Adult Student: _____

Date: _____

Please email completed submission form to: acabral@ocsta.on.ca .

If you have any questions or concerns, please contact Sharon McMillan at the Ontario Catholic School Trustees' Association (OCSTA) at (416) 932-9460. Please note that all of Ontario's Catholic District School Boards are members of the OCSTA.

Thank you.

Members' Centre



Provincial Labour Portal

SEARCH

Ontario Catholic School
Trustees' Association

OCSTA Newswire – October 2, 2019

Oct 2, 2019 | OCSTA Newswire

OCSTA Oct. 2nd Statement regarding CUPE

Following today's October 2nd announcement by CUPE, OCSTA's President, Beverley Eckensweiler issued the following statement:

"Ontario's Catholic school boards are clearly focused on the best interests of students as they determine next steps following CUPE's announcement today of their intention to engage in a full withdrawal of service on October 7, 2019.

Impacts will vary by board, depending in part, on which employee groups are represented by CUPE. Boards are reviewing their contingency plans with a particular emphasis on student safety as well as their ability to maintain programming. Parents are encouraged to check board websites and social media for the most up to date information.

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Catholic School Board Directory

At this time, we remain hopeful that a responsible collective agreement can be reached prior to a full withdrawal of services."

OCSTA will continue to keep Catholic District School Boards informed via the Bargaining Update memos that are regularly sent to all Chairs (or their designated alternates) and Directors of Education.

OCSTA in the News

TORONTO STAR

School support staff to begin work-to-rule campaign after failed negotiations with province, boards

By Kristin Rushowy
Queen's Park Bureau

Sun., Sept. 29, 2019

School support staff will begin a work-to-rule campaign after weekend negotiations failed to reach a deal with the province and school boards.

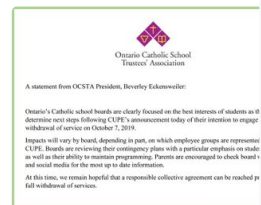
News that talks had broken off between the Canadian Union of Public Employees, and the provincial government and trustee associations, came around Sunday dinnertime.

The job action by 55,000 caretakers, educational assistants, office staff and early childhood educators begins Monday and impacts most boards across Ontario.

Education Minister Stephen Lecce said in a statement that "it is deeply disappointing that CUPE has decided to end talks this

bargaining.

[#ocstastatements](#) [#ontario](#)



OCSTA Retweeted



Tamara Nugent
[@TamaraLNugent](#)

Nonno Gazzola aka Ch...
[@altivole](#) sending the
grandchildren off for a
great day at school.
[#WalktoSchool](#)

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weekend, and proceed with a partial withdrawal of services, despite a limited number of outstanding items at the table.”

Both he and the trustees' associations said the cost of absenteeism is a key issue.

Lecce said the province and boards “tabled a reasonable offer and expanded our offer through the negotiations with one interest in mind: landing a deal that keeps our kids in class. We have offered proposals to address compensation, job security and funding for additional staffing. A key issue that remains is resolving rising absenteeism rates, and the impact that has on students and schools.”

Despite the divide, Lecce said he is asking for more bargaining dates “to bring everyone back to the table so that we can ensure our kids remain in class. During this period of job action, student safety will remain the utmost priority — a position I know we all share.”

Negotiations with teacher unions are also set for this week.

Key issues for CUPE have been job security – its members have seen hundreds of job losses, or cutbacks to hours, as boards balanced their budgets for this school year – as well as benefits and wages.

The union has said the province was seeking too many “strips,” or concessions.

The Doug Ford government had previously announced it was capping public sector raises to 1 per cent a year.

The sides bargained for days last week and had returned to the table Saturday and Sunday, in the hopes of landing a deal before the planned job action. Their last work-to-rule was in 2015.

Boards sent out letters late last week to parents to reassure that schools remain open, but warning the job action will have an impact.

S



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While caretakers will still clean classrooms and washrooms, they will no longer clean hallways, offices or gyms or schoolyards, or take part in school compost or recycling programs.

Office staff have been instructed not to operate door buzzers. The Peel board initially told parents it would leave front doors open because administrators may be overwhelmed with work during the job action, but has since changed its mind.

Peel has also warned that “given this job action, some things you normally expect as part of the school experience may be affected. Schools may need to postpone or cancel programs, activities and/or events.

“We understand that this provincial labour situation is causing uncertainty and frustration for students, staff and families. Student safety is a key priority and we do everything we can to minimize the impact of job action on students and families. We are closely monitoring negotiations and hope all parties can reach fair, mutually agreeable agreements as quickly as possible.”

On Sunday, the **Ontario Catholic School Trustees’ Association** said it is “disappointed” and that “during the negotiations we responded in a responsible way to many of the demands put forward by CUPE including on benefits, job security and a renewal of funding for additional staffing.”

However, “school boards are concerned about the impact that current levels of absenteeism in our schools have on our students and classrooms. The current sick/short term disability leave plan allows access to 131 days of leave – 11 of these are payable at 100 per cent of salary and 120 are payable at 90 per cent of salary. In many boards, resources are being diverted from students and programs to pay for sick/short term disability leave costs.”

OCSTA
Newswire

OCSTA
Newswire



The association said “on average, CUPE members take in excess of 15 days of sick/short term disability leave each year. We are seeking changes to this plan that we hope will reduce absenteeism levels. To date, CUPE has refused to agree to any changes to the plan.

The Ontario Public School Boards' Association said “we are not proposing a reduction in the number of days (131) but only a modest alteration to the percentage of wages paid in the short-term disability leave when employees are absent from work. To date CUPE have refused to agree to any changes to the plan. We had hoped to avoid significant job action by CUPE. “

On Friday, the Toronto Catholic board told parents that “every effort will be made to ensure that all elementary and secondary schools, day care centres, before- and after-school programs and nutrition programs will continue to remain open as long as it is safe to do so.”

The Toronto public board said that during the job action, “principals and vice-principals will work together with staff to maintain a caring and positive school environment for students. As always, student safety and learning remain the top priorities of all TDSB staff. Our superintendents will be in daily contact with our schools during this time to assess any concerns that may arise.”

However, it warns that “as the partial withdrawal of services continues, it may have a more significant impact on school activities, permits and school operations.”

Cathy Abraham, president of the Ontario Public School Boards' Association, said each board will be impacted differently by the job action.

“We would never leave students in an unsafe situation,” she said. “Schools will find ways to accommodate students coming into our schools.”

Laura Walton, president of CUPE's Ontario School Board Council of Unions, said her members have been hit hard by cutbacks, leading to job losses but in many cases fewer hours that leaves kids — especially those with special needs — without the services they need.

They earn an average of \$38,000 a year.

CUPE workers last staged a work-to-rule in 2015, and students were quick to post videos and photos to social media about dirty hallways and even mice.

The York Region District School Board is cancelling all community use permits in schools during the job action, as caretakers are needed after-hours.

"We regret the disappointment and disruption this will cause in our communities and remain hopeful that a provincial agreement can be reached soon," it said in a statement to parents.

CUPE workers recently voted 93 per cent in favour of a strike.

The job action comes amid the federal election period, with federal Conservatives concerned that any labour strife associated with Premier Doug Ford's Progressive Conservatives could taint Andrew Scheer's candidates in the Oct. 21 election.

Regional Meetings





OCSTA President Beverley Eckensweiler with Executive Director, Nick Milanetti at St. David's Catholic School in Sudbury (North East Regional Meeting).

OCSTA's Fall Regional Meetings conclude on October 4 with the North West Region Meeting in Thunder Bay. Our sincere thanks to all trustees and directors of education who attended these meetings and shared their insights, questions and concerns on the current issues in education. A summary of key themes and findings arising from these meetings will be shared with boards.



North East Regional Meeting



Central Region

OCSTA Sept. 29th News Release re: CUPE

TORONTO, September 29, 2019—We are disappointed that the mediation with CUPE has ended without a tentative agreement. Until now, the Council of Trustees' Associations has not made public any information with respect to collective bargaining, despite the significant media coverage sought out by CUPE. But it is important that parents understand why no collective agreement has yet been reached.

We bargained in good faith over very many days with the hope of reaching an agreement that served the needs of students, CUPE staff and taxpayers. During the negotiations we responded in a responsible way to many of the demands put forward by CUPE including on benefits, job security and a renewal of funding for additional staffing.

School boards are concerned about the impact that current levels of absenteeism in our schools have on our students and classrooms. The current sick/short term disability leave plan allows access to 131 days of leave – 11 of these are payable at 100% of salary and 120 are payable at 90% of salary. In many boards, resources are being diverted from students and programs to pay for sick/short term disability leave costs. Absenteeism rates are increasing and on average, CUPE members take in excess of 15 days of sick/short term disability leave each year. We are seeking changes to this plan that we hope will reduce absenteeism levels. To date, CUPE has refused to agree to any changes to the plan.

We regret that CUPE will be taking job action which includes a partial withdrawal of important services and supports for students. Our boards will be monitoring the situation with a particular emphasis on the impact that the withdrawal may have on student safety and well-being. We recognize the valuable work that CUPE members perform for our Catholic schools and we remain committed to achieving a collective agreement that meets the needs of all involved.

The Ontario Catholic School Trustees' Association is the provincial voice for publicly funded Catholic education. Founded in 1930, OCSTA represents the interests of Catholic school boards that collectively educate approximately 570,000 students in Ontario, from Junior Kindergarten to Grade 12.



OCSTA continues to keep all Catholic District School Boards informed on labour issues and developments as they occur via the Bargaining Update memos that are sent directly to Chairs (or their alternates) and Directors of Education.

Ontario Dress Purple Day campaign, October 24

Every October Children's Aid Societies across the province raise awareness about the role that adults and communities play in supporting vulnerable children, youth, and families. On Ontario Dress Purple Day, we partner with boards of education, schools, and child care to speak up for every child and youth's right to safety and well-being in all areas of their lives and to celebrate the community that cares for kids. The Ontario Dress Purple Day campaign provides a valuable opportunity for Children's Aid Societies and boards of education to continue strengthening our relationships, a key recommendation in the inquests into the deaths of Jeffrey Baldwin and Katelynn Sampson. Last year, fifty boards of education and thousands of students in schools across the province participated in the day.

This year Ontario Dress Purple Day will take place on **Thursday, October 24, 2019.**

To support the Ontario Dress Purple Day campaign and its focus on the community that cares for kids, The Ontario Association of Children's Aid Societies asks that boards of education encourage their schools to participate and their teachers and staff to use the online prevention classroom resources. Please share the campaign resources at <http://www.oacas.org/dresspurpleday/>

Catholic Education Week Fall Resource



A reminder to all trustees that the Catholic Education Week fall resource that was sent to schools in August, is a rich compilation of prayers, music and reflections that can be used and shared throughout the year.

To download your own copy of the fall Catholic Education Week resource please click [here](#).

SHARE:      



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TO: Trustees, Directors of Education and Student Trustees
- All Catholic District School Boards

CC: Board Secretaries and Administrative Assistants
- All Catholic District School Boards
OCSTA Staff

2020 Catholic Trustees Seminar



Preparations for the 2020 Catholic Trustees Seminar have begun and we are excited to advise you that the Registration Package and Preliminary Program are ready for viewing.

Please visit the following OCSTA webpage to view the Program and register for the Seminar, which will take place on January 17 & 18, 2020 at the Delta by Marriott Toronto Airport Hotel.

<https://www.ocsta.on.ca/events/2020-catholic-trustees-seminar/>

We look forward to seeing you in January!!!



Ontario Catholic School
Trustees' Association



Regards,

MARIE PALOMBI
Ontario Catholic School Trustees' Association
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Toronto, ON M4R 1K8
416-932-9460 Ext. 234 | Website: www.ocsta.on.ca



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

October 2, 2019

MEMORANDUM

TO: Trustees and Directors of Education
– All Catholic District School Boards

CC: Student Trustees
Board Secretaries & Administrative Assistants
– All Catholic District School Boards

FROM: Margaret Binns, Director of Administrative Services

RE: **2020 OCSTA Student Trustee Alumni Award**

OCSTA is pleased to invite nominees for the Student Trustee Alumni Award, designed to recognize the achievements of former student trustees and celebrate the positive impact of Catholic education on their lives and the communities they reach.

Boards or individual trustee members are encouraged to submit nominations for the 2020 OCSTA Student Trustee Alumni Award.

The recipient of the Award will be honoured during the Annual Dinner on Friday, May 1, as part of the 2020 AGM & Conference.

Please see the attached guidelines and nomination form.

**The deadline for receipt
of nominations in the OCSTA office is
12:00 p.m. EST, Friday, January 17, 2020.**

OCSTA Student Trustee Alumni Award: Guidelines

NOMINATION ELIGIBILITY

- The nominee must be a former Catholic school Student Trustee.
- The nominee must have graduated from a Catholic secondary school in Ontario at least five years prior to his/her nomination.
- Any OCSTA trustee member or Ontario Catholic school board can submit nominations to help recognize the positive impact of Catholic education on the lives of student trustees and the communities they reach after graduation.

EVALUATION CRITERIA

This award is given to student trustee alumni who have demonstrated exceptional achievement in any field—vocational or voluntary—and positive Catholic values reflective of the characteristics described in the Ontario Catholic School Graduate Expectations. The nominations will be assessed based on the following three criteria, given a weighted value in points totalling 100:

- The nominee has distinguished himself/herself through service to their community and/or serving as a positive, inspiring role model to others. (40 points)
- This award is given to Catholic student trustee alumni who have demonstrated outstanding leadership, philanthropic and/or service capabilities and orchestrated exceptional and meaningful change as leaders in their profession or community. (30 points)
- The nominee has reflected the characteristics of the Ontario Catholic School Graduate Expectations: (30 points)
 - a discerning believer formed in the Catholic faith community
 - an effective communicator
 - a reflective and creative thinker
 - a lifelong learner
 - a collaborative contributor
 - a caring family member
 - a responsible citizen

PROCESS

- Only one person will be honoured in any given year. The Board of Directors is not required to present an OCSTA Student Trustee Alumni Award each year.
- All nominations will be reviewed, and the winner of the Award announced, at the February Board of Directors' meeting.
- The presentation of the Award will take place at OCSTA's Annual General Meeting & Conference.
- OCSTA will reimburse the award recipient, plus one guest, for reasonable combined travel expenses up to \$1,000 and one hotel night to attend the Awards Ceremony and Annual Dinner at the Annual General Meeting & Conference. In lieu of travel, an option for videoconferencing or taped message may be provided.

NOMINATION FORMAT

- Nominations must be submitted using the OCSTA Student Trustee Alumni Award Nomination Form.
- The response in support of the nominee must **not** exceed one 8.5 x 11 double-spaced page or 400 words. Please explain why the individual is deserving of this recognition. Only information within the prescribed length will be considered.
- Within the prescribed length, please provide sufficient information about the nominee to permit the Board of Directors to make an informed choice.
- Submissions must be clearly legible.

SUBMISSION METHOD AND DEADLINE

- Nominations may be submitted by email to Marie Palombi at mpalombi@ocsta.on.ca, or by mail, courier, or fax (416-932-9459).
- The deadline for receipt of nominations in the provincial office is **12:00 p.m. EST, Friday, January 17, 2020**. The deadline is firm and will not be extended.

OCSTA Student Trustee Alumni Award Nomination Form

Trustee or Board Submitting Nomination: _____

Name of Nominee: _____

Current address: _____

City: _____ Province/State: _____ Postal/Zip Code: _____

Telephone: _____ Email: _____

Catholic School(s) Attended: _____

Dates of Service as Student Trustee _____ / _____ to _____ / _____
(month/year):

Year of Graduation: _____ Current Vocation: _____

Board Contact Person: _____

Telephone: _____ Email: _____

Using 8 ½ x 11-inch paper, please explain why the individual is deserving of this award. The submission must **not** exceed 400 words. Only information within the prescribed length will be considered.

Nominations may be submitted by email to Marie Palombi at mpalombi@ocsta.on.ca or by mail, courier, or fax (416-932-9459).

Nomination must be received by **12:00 p.m. EST, Friday, January 17, 2020.**



Ontario Catholic School
Trustees' Association

OCSTA Student Trustee Alumni Award Recipients since 2017

YEAR	RECIPIENT
2019	Trevor Arnason , Ottawa CSB
2018	Ben Verboom , Durham CDSB
2017	Kristine Soufian , York CDSB

Number: II 003
Subject: Board Job Description

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

Policy Statement:

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

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



Date: October 28, 2019
To: Board of Trustees
From: Wendy Price
Subject: Reinstatement of Trustee Call Log

Type of Report:

- ☒ Decision-Making
- ☐ Monitoring
- ☐ Incidental Information concerning day-to-day operations

Type of Information:

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

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

Board Policy II 002 Governing Style

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

Policy II 002 – Governing Style – states “Monitor and discuss the Board’s process and performance at each meeting. Self-monitoring will include comparison of Board activity and discipline to policies in the Governance process and Board-Staff Relationship categories.”

Alignment to the MYSP:

Not applicable

Background/Comments:

Purpose:

- Trustee call log allows for concerns/inquiries from WCDSB stakeholders to be shared with all trustees
- By using and having access to the log, trustees are better able to understand what the concerns/inquiries are, gather data and look for commonalities in the concerns/inquiries.
- With the help of staff, trustees will be informed and educated regarding procedures and protocols in relation to the concerns/inquiries.

Process:

- After trustees have informed the appropriate superintendent of the concern with all the details including name and contact information they are to complete the call log found on trustee team site.
- The log headings include the following: Title of Inquiry, School, Nature of Inquiry, Name of Trustee, Issue Resolved, Date. Note the name and contact information will not be shared on this log for privacy purposes.
- Looking at the log could become a duty of the Vice Chair-to look for commonalities and bring any issues forward to the whole board of trustees.



Recommendation:

The Board of Trustees reinstate the trustee call log, with a few minor changes, on the trustee team site to help trustees with their work in support of WCDSB stakeholders.

Prepared/Reviewed By: Wendy Price, Trustee

*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."

For Review at COW October 7, 2019

