



## Board of Trustees' Board Meeting

**Date:** Monday, April 27, 2020

**Time:** 6:00 p.m.

*\* Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.*

**Location:** Virtual Board Meeting

Link: <https://youtu.be/M0uh4N1Vn4c>

**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

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	B. Conway		
1.1 Opening Prayer & Memorials	Board Pastoral Team		
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	B. Conway		
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest	Individual Trustees		
1.4.1 From the current meeting			
1.4.2 From a previous public or in-camera meeting			
1.5 Items for Action:			
1.5.1. Private, Private, Private meeting of Monday, April 20 <sup>th</sup> regarding Human Resource Services Matters.	Board of Trustees		Approval
2. Consent Agenda: Director of Education (e.g.: day –to – day operational matters from the Ministry of Education that the Board is required to do)			
3. Consent Agenda: Board (Minutes of meetings, staff report)			

ITEM	Who	Agenda Section	Method & Outcome
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Board of Trustee Meeting Minutes of April 6, 2020 3.2 Audit Committee Minutes – January 28, 2020 3.3 2020-2021 Estimates Budget Update 3.4 Interim Financial Report - #2 of 3 3.5 Period Poverty Strategy Update	Board of Trustees Board of Trustees Board of Trustees Board of Trustees Board of Trustees	pp.4-8 pp.9-10 pp.11-14 pp.15-19 pp.20-21	Approval Information Information Information Information
<b>4. Delegations/Presentation</b>			
<b>5. Advice from the CEO</b>			
5.1 Director's Report 5.2 Multi-Year ITS Plan and 21st C/Global Learning Update 5.3 St. John Boundary Review Recommendations	L. Notten C. Demers/J. Merkel S. Maharaj/V. Elgawly	pp.22-24 pp.25-57 pp.58-69	Information Information Decision
<b>6. Ownership Linkage (Communication with the External Environment)</b>			
<b>7. Reports from Board Committees/Task Forces</b>			
7.1 Student Trustee Update	M. Cymbron, R. Schaefer	pp. 70-71	Information
<b>8. Board Education (at the request of the Board)</b>			
8.1 Chair's Update 8.2 OCSTA/CCSTA Communications	B. Conway B. Conway	pp.72 pp.73-93.	Information Information
<b>9. Policy Discussion</b>			
<b>10. Assurance of Successful Board Performance</b>			
<b>10.1 Review of Board Policy</b> 10.1.1 Board Policy II 015 Ownership Linkage Is There a Need to Review This Policy?	B. Conway	pp.94	Approval
<b>11. Assurance of Successful Director of Education Performance</b>			
<b>11.1 Monitoring Reports &amp; Vote on Compliance</b>			
11.1.1 Legal Responsibilities IV – 006 11.1.2 Financial Conditions IV-008 11.1.3 Facilities Accommodation IV-010 11.1.4 Communication & Support to Board IV-012	S. Maharaj S. Maharaj S. Maharaj L. Notten	pp.95-96 pp.97-103 pp.104-106 pp.107-109	Approval Approval Approval Approval
<b>12. Potential Agenda Items/Trustee Inquiry Report (CEO)</b>			
<b>12.1 Trustee Inquiry Report from the CEO</b>  <b>12.2 Shared concerns</b>			

ITEM	Who	Agenda Section	Method & Outcome
<b>13. Announcements</b>			
<b>13.1</b> Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): •May 11: Committee of the Whole •May 13: CPIC •May 20: Cambridge Council Mtg w/ School Boards •May 20: SEAC •May 27: Board of Trustees' Meeting •Jun 1: Special Board 2020-2021 Budget Presentation •Jun 8: Governance •Jun 9: Audit Committee •Jun 15: Board of Trustees' Meeting			
<b>13.2</b> Pending Items: <b>13.3</b> Pending Items for OCSTA Consideration	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
<b>14. Items for the Next Meeting Agenda</b>	Trustees		
<b>15. Adjournment</b> <b>Confirm decisions made tonight</b>	Director of Education		
15.1 Confirm Decision made tonight	Recording Secretary	--	Information
<b>16. Closing Prayer</b>			
<b>17. Motion to Adjourn</b>	Board of Trustees	Motion	Approval

### ***CLOSING PRAYER***

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

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

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

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

Grant us the wisdom of your Spirit so that we might always be faithful to our responsibilities.

We make this prayer through Christ our Lord.

Amen

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



## **Board of Trustees' Board Meeting**

A public meeting of the Board of Trustees was held on Monday, April 6, 2020 Via MS Teams.

### **Trustees Present:**

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

### **Student Trustees Present:**

Meghan Cymbron, Rori Schaefer

### **Administrative Officials Present:**

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

### **Special Resources For The Meeting:**

### **Regrets:**

### **Recorder:**

Alice Figueiredo, Executive Administrative Assistant

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

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## **1. Call to Order:**

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

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

The meeting opened with prayer by Trustee Gravelle.

### **1.2 Territorial Acknowledgment**

The Territorial Acknowledgement was declared by Trustee Conway.

### **1.3 Approval of Agenda**

**2020-31-- It was moved by Trustee da Silva seconded by Trustee Price:**

**THAT the agenda for Monday, April 6, 2020 be now approved. --- Carried by *consensus*.**

### **1.4 Declaration of Pecuniary Interest**

1.3.1 From the current meeting – NIL

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



### **1.5 Items for Action:**

1.5.1. In-camera meeting of March 9, 2020 regarding Ministry of Education Matters and April 6, 2020 regarding Board Awards and Human Resource Services Matters.

**2020-32 -- It was moved by Trustee Weiler seconded by Trustee Reitzel:**

**That the Items for Action regarding In-camera meeting of March 9, 2020 regarding Ministry of Education Matters and April 6, 2020 regarding Board Awards and Human Resource Services Matters be approved. --- Carried by consensus.**

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

## **3 Consent Agenda: Board of Trustees (Minutes of meetings)**

### **• Approval of Minutes of Regular and Special Meetings**

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Board of Trustee Meeting Minutes of February 24, 2020

3.2 SEAC Minutes of February 5, 2020

3.3 2020-2021 Estimates Budget Update

3.4 Governance Minutes of March 2, 2020

3.5 Trustee Budget Update

**2020-33- It was moved by Trustee Van Alphen and seconded by Trustee Reitzel:**

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

**2020-34- It was moved by Trustee Reitzel and seconded by Trustee Schmalz:**

**THAT Governance minutes of March 2, 2020 be now approved. --- Carried by consensus**

## **4 Delegations**

### **4.1 St. John Boundary Review Delegation (Nancy Day)**

Ms. Day, delegate, provided the Board of Trustees with a presentation outlining three options for the rearrangement of areas in the St. John Boundary Review that have not previously been considered.

Trustees asked clarifying questions to Ms. Day and staff and thanked her for her presentation. Trustees requested from Board staff the cost of transportation with respect to option 3 and to ensure the numbers align as presented from Ms. Day

## **5 Advice from the CEO**

### **5.1 Director's Report (Verbal Report)**

Director Notten discussed notable events she attended in early March. Director Notten noted that just before March Break, an OECTA agreement was reached on March 12<sup>th</sup> and appreciation was given to all, especially Superintendent Connolly for all his work throughout the process. About five minutes after announcement of OECTA agreement, the province announced a two-week closure, which has been extended to date. Director Notten provided details on the work of the Board including communication to staff and community, preparation of online learning, roll out of learning devices to family/staff in need and ongoing provincial, staff and administrators' meeting due to Covid-19 closures.

### **5.2 Student Success Update/Plan**

Superintendent Olson provided the Board of Trustees with a Student Success update and plan. Presentation included Grade 9 Transition Survey data, direct and targeted Student Success support throughout the system including Individual Pathways Planning and course selection using myBlueprint. Other initiatives include Student Check-ins, Mediation and Restorative Circles. Experiential Learning, SHSM Read Seal Rate and enrollment, Dual Credit Program and Re-Engagement Strategy was also discussed.

Trustees asked clarifying questions and provided feedback.

### **5.3 School Year Calendar**

Superintendent Klein provided the Board of Trustees with the School Year Calendar proposal for the 2020-2021 school year and requested approval.

**2020-35- It was moved by Trustee Dupuis and seconded by Trustee Weiler:**

**The 2020-2021 School Year Calendar is presented to trustees for their approval. --- Carried by consensus**

Trustees asked clarifying questions with respect to the calendar and professional activities and provided feedback.

### **5.4 Presentation of St. John Boundary Review Report**

Superintendent Maharaj introduced the St. John Boundary Review Report and presenters Virina Elgawly, Planning Officer and Zach Droog, Jr. Data Analyst. An introduction was provided along with background information, goals of the review and process. Analysis were discussed along with options and the preferred option of 7 as it met the goals of the review.

Trustees asked clarifying questions and noted concerns including a delayed start due to current circumstances, importance of transition with students moving and transportations cost due to grandfathering.

Staff is being asked to provide further clarification for the April 20<sup>th</sup> Committee of the Whole meeting with respect to sibling in terms of the grandfathering that the committee proposed versus that which was proposed by Ms. Day and being asked to explore what transition may look like if the current reality continues.

## **6 Ownership Linkage (Communication with the External Environment)**

### **7 Actions From Board Committees/Task Forces**

#### **7.1 Student Trustee Update**

Student Trustees provided an update for the month of March.

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

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

Trustee Conway provided highlights and notable events from the Month.

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

Trustees reviewed OCSTA Communications.

### **9 Policy Discussion**

#### **9.1 By-Laws Revisions**

Trustee Van Alphen provided a report with the recommended edits to the current By-laws. Trustee provided feedback.

A motion to extend past 9:00 p.m. was requested.

**2020-36 -- It was moved by Trustee Van Alphen and seconded by Trustee Price:**

**That the Board of Trustees meeting be extended past 9:00 p.m.--- Carried by consensus**

**2020-37 -- It was moved by Trustee Price and seconded by Trustee da Silva:**

**The Governance Committee recommends to the Board of Trustees the various revisions contained herein that are proposed to the current By-laws for approval. --- Carried by consensus**

The By-laws were deemed to be read three times and there no objections.

## **10 Assurance of Successful Board Performance**

### **10.1 Review of Board Policy**

#### **10.1.1 Board Policy II 008 Chairperson's Role (da Silva) Is There a Need to Review This Policy?**

Noted in compliance and no need to the review the policy.

**2020-38 -- It was moved by Trustee da Silva and seconded by Trustee Price:**

**THAT the Board of Trustees reviewed Board Policy II 008 Chairperson's Role and find that the Board is in compliance. --- Carried by consensus**

#### **10.1.2 Board Policy II 013 Cost of Governance (Dupuis) Is There a Need to Review This Policy?**

Noted in compliance and no need to the review the policy.

**2020-39 -- It was moved by Trustee Dupuis and seconded by Trustee Schmalz:**

**THAT the Board of Trustees reviewed Board Policy II 013 Cost of Governance and find that the Board is in compliance. --- Carried by consensus**

#### **10.1.3 Board Policy II 014 Trustee Expenses (all) Is There a Need to Review This Policy?**

Noted in compliance and no need to the review the policy.

**2020-40 -- It was moved by Trustee Price and seconded by Trustee da Silva:**

**THAT the Board of Trustees reviewed Board Policy II 014 Trustee Expenses and find that the Board is in compliance. --- Carried by consensus**

#### **10.1.4 Board Policy III 005 Monitoring CEO Performance - Is There a Need to Review This Policy?**

Noted in compliance and no need to the review the policy.

**2020-41 -- It was moved by Trustee Reitzel and seconded by Trustee da Silva:**

**THAT the Board of Trustees reviewed Board Policy III 005 Monitoring CEO Performance and find that the Board is in compliance. --- Carried by consensus**

#### **10.2 Board Self-Assessment Report**

Trustee Price shared here report on the Board Self-Assessment Committee and the recommendation. Trustees provided feedback. Alice Figueiredo to send out the questionnaires in early May and collect the data.

**1) 2020-42 -- It was moved by Trustee Schmalz and seconded by Trustee Dupuis:**

**That the Board of Trustees approve the new Board self-evaluation tool to be used annually in May as part of good governance practice. --- Carried by consensus**

**2) 2020-43 -- It was moved by Trustee Reitzel and seconded by Trustee Schmalz:**

**That the Governance committee review Board Policy II-003 Board Job Description regarding monitoring bi-annually the priorities of the Board. --- Carried by consensus**

**3) 2020-44 -- It was moved by Trustee Dupuis and seconded by Trustee Price:**

**hat the Governance Committee review Policy II-002 Governing Style to include the practice of completing Board Self-Evaluation in May of each year. --- Carried by consensus**

**4) 2020-45 -- It was moved by Trustee Weiler and seconded by Trustee Van Alphen:**

**That the Board of Trustees approve the use of the Student Trustee Feedback form to garner input from student trustees. --- Carried by consensus**

**5) 2020-46 -- It was moved by Trustee Schmalz and seconded by Trustee Van Alphen:**

**That the Governance Committee review Board Policy II-012 Student Trustee Role Description to include the completion of Student Trustee Feedback form in May of each year. --- Carried by consensus**

### **11 Assurance of Successful Director of Education Performance**

#### **11.1 Monitoring Reports & Vote on Compliance**

##### **11.1.1 Hiring and Promotions IV 005**

Superintendent Connolly provided a report to Trustees confirming compliance of Board Policy Hiring and Promotions IV 005.

**2020-47 -- It was moved by Trustee Dupuis and seconded by Trustee Schmalz:**

That the Board accept this report indicating compliance with Hiring and Promotions Policy IV 005. --- **Carried by consensus**

## **12 Potential Agenda Items**

### **12.1 Trustee Inquiry Report from the CEO**

### **12.2 Shared Concerns**

## **13 Announcements**

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

Upcoming events were discussed.

Trustees discussed upcoming events and recent cancelations due to Covid-19.

### **13.2 Pending Items:**

### **13.3 Pending Items for OCSTA Consideration**

## **14 Items for the Next Meeting Agenda**

## **15 Adjournment – Confirm decisions made tonight.**

15.1 The Recording Secretary confirmed the meeting decisions.

## **16 Closing Prayer**

## **17 Motion to Adjourn**

**2020-48 It was moved by Trustee da Silva and seconded by Trustee Price:**

**THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:32 p.m.**

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Chair of the Board

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Secretary



## Audit Committee Open Meeting

Date: **January 28, 2020**  
Time: 6:00 p.m.  
Location: CEC 232 - Meeting Room - (Previously St. Aloysius)  
Next Meeting: April 7, 2020

Attendees: **Committee Members:**  
Greg Reitzel, Wendy Price, Kevin Dupuis  
**Community Members:**  
Philip Silveira, Jessica Perkovic  
**Administrative Officials:**  
Loretta Notten, Shesh Maharaj, Laura Isaac, Shane Durham  
**Guests:**  
Jenny Baker (RIAT)  
**Regrets:**

### 1. Welcome and Opening Prayer

2. Approval of Agenda  
*Motion: Greg Reitzel*  
*Seconded: Phil Silveira*  
*Carried by consensus*

3. Declared Pecuniary Interest  
*None*

4. Approval of the Minutes  
• Open Meeting of **November 5, 2019**  
*Motion: Kevin Dupuis*  
*Seconded: Greg Reitzel*  
*Carried by consensus*

### 5. Discussion Items

#### 5.1 Audit Committee Closed Session

*Motion: That the Audit Committee move into Closed Audit Committee agenda at 6:04pm*  
*Motion: Greg Reitzel*  
*Seconded: Kevin Dupuis*  
*Carried by consensus*

#### 5.2 Q1 Dashboard Report

- Laura Isaac reviewed the Q1 dashboard report which highlighted the changes over the June Estimates budget

*Motion: That the 1st Quarter dashboard report for the period ended November 30, 2019 be sent to the Board of Trustees for approval*

*Motion: Greg Reitzel*

*Seconded: Kevin Dupuis*

*Carried by consensus*

5.3 Audit Committee Administration

- Shane will send report out in Survey Monkey this year until additional functionality is available in Microsoft Forms

6. Pending Items

7. Adjournment at 7:13pm

*Motion: Greg Reitzel*

*Seconded: Phil Silveira*

*Carried by consensus*



**Date:** April 27, 2020  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** 2020-2021 Estimates Budget 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-Board Policy IV 007 "Financial Planning/Budgeting"
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

For the Board to meet Ministry deadlines for budget submission, staff must carefully plan the timing of the budget preparation and approval process. Executive Limitation IV007 outlines the Board of Trustees' criteria to which staff must adhere in the preparation, planning and presentation of the budget. Budget planning commences in January and concludes with the presentation of the budget to Trustees on or before June 15, 2020. Administration will request budget approval on or before June 30, 2020 in order to file the budget with the Ministry on time.

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

Board Policy IV 007 "Financial Planning/Budgeting"

"The CEO shall not...

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

**Alignment to the MYSP:**

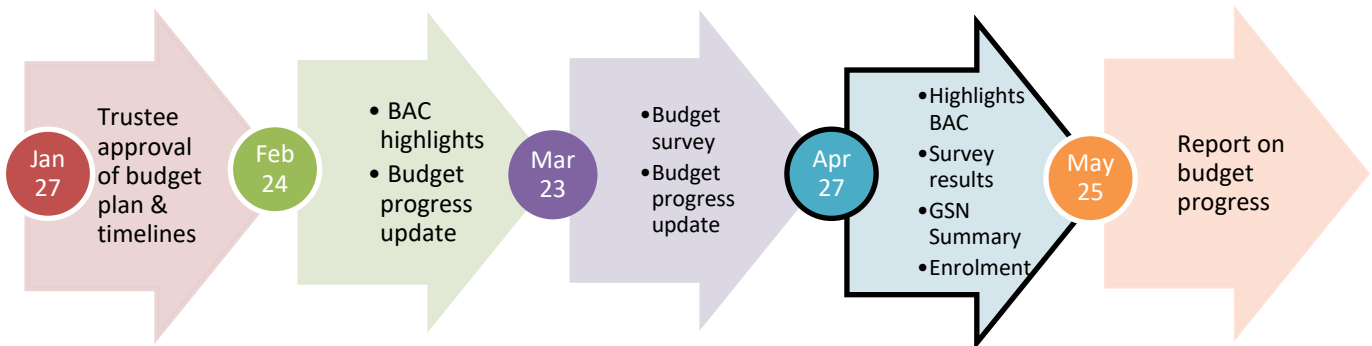
Priority: Student Achievement and Innovation

Strategic Direction: Foster maximum opportunity and success for all



## Background/Comments:

The **2020-2021 budget timeline to date:**



## Overall Budget Development Progress

The following progress has been made since the last update to Trustees:

- Grants for Student Needs are delayed by the Ministry, indications are early May 2020
- EFIS, the Ministry reporting and revenue calculation tool, is generally released 2 weeks after the GSN announcement
- Budget Advisory Committee established elementary and secondary enrolment for use in revenue projections and staffing
- Salary and benefit projections are substantially complete, based on the information that is known to date, pending required amendments for the GSN announcement
- New staffing positions requested for 2020-2021 (non-enrolment based) were presented to Executive Council for consideration, to be considered once revenues are known
- All budgets have been submitted from budget holders

## Ministry initiatives:

- Due to the ratification of the OECTA collective agreement, the Board will use a ratio of 23:1 for secondary staffing at this time. This will supersede the local collective agreement which indicated a board wide average of 22:1. This will relieve the prior year pressure where funding for staffing did not match collectively bargained staffing agreements

## Secondary Enrolment Committee Meetings #3: April 7, 2020

Objective of Committee: To generate secondary enrolment projections using documented methods that will establish a secondary student average daily enrolment (ADE) for the purposes of calculating revenues and staffing

Meeting highlights:

- Reviewed the 2020-2021 enrolment projections and in-year trending of variables such as grade 8 course selections, grade 8 to 9 conversion rates, grade to grade attrition rates and grade 12 return rates
- Identified reporting needs in order to explain variances between projections and actual
- Discussed challenges in projecting enrolment due to Covid-19



### Elementary Enrolment Committee Meetings #3: April 7, 2020

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

#### Meeting highlights:

- Reviewed the 2020-2021 enrolment projections and in-year trending of variables such as registration and growth within the region
- Reviewed methodologies used to determine if any changes should be implemented
- Discussed challenges in projecting enrolment due to Covid-19

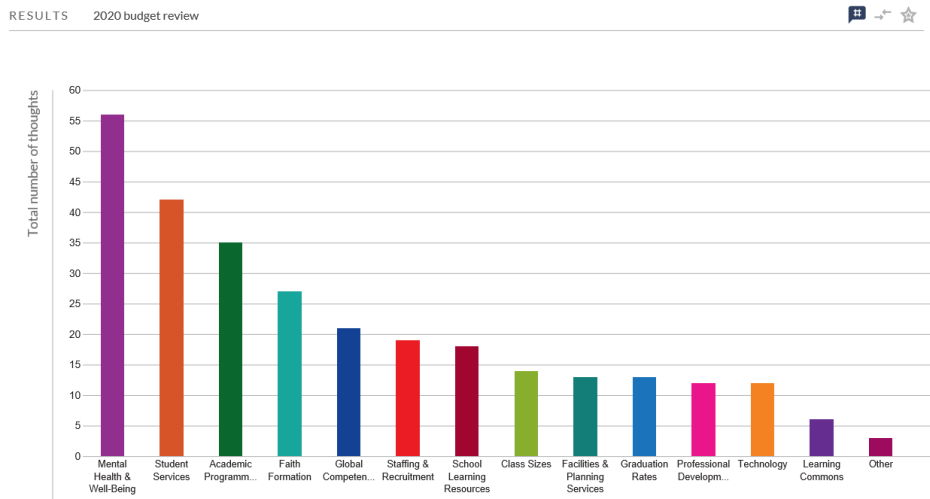
### Budget Advisory Committee Meeting #2: April 8, 2020

- The Committee met and reviewed the scenarios illustrated above by both enrolment committees and chose the following enrolments for the Board:
  - **Elementary: 17,407 ADE**
  - **Secondary: 7,066 ADE**
- Results of the budget survey were reviewed
- Update on the current progress on the budget was provided

### Budget Survey

- The survey closed on March 27<sup>th</sup>.
- In total, the exchanges had 597 participants (2019-2020 respondents: 823) with 351 submitted thoughts.
- Results were shared with budget holders for review and incorporation into the budget where applicable
- Common themes for each exchange are listed below:
  - *Thought #1:* Understanding that the Board priorities are intended to support Graduation rates, Well-Being and Faith Formation. Please identify what you feel is the MOST important area for investment within the budget in order to achieve our priorities?

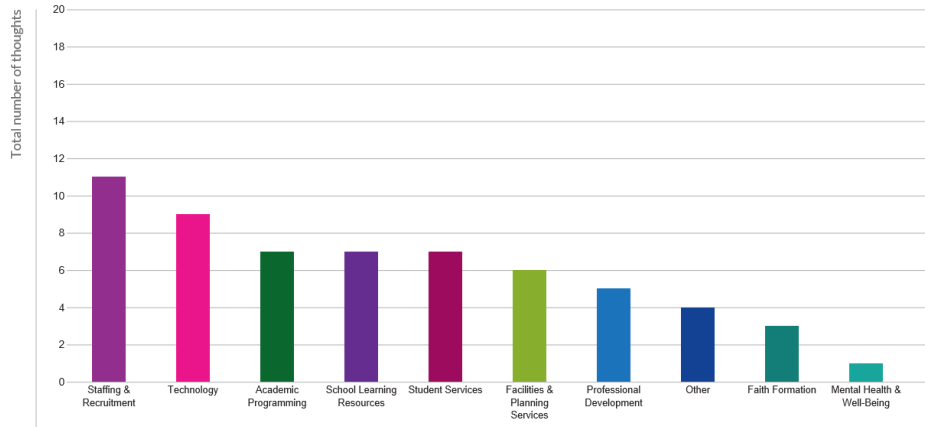
#### THEMES - 2020 BUDGET FEEDBACK REPORT



- *Thought #2:* Understanding that the Board priorities are intended to support Graduation rates, Well-Being and Faith Formation. Where do you think the Board could obtain savings or efficiencies?

#### THEMES - 2020 BUDGET FEEDBACK REPORT

RESULTS 2020 budget themes



#### Upcoming

- GSN announcement: early May (subject to provincial labour negotiations)
- Draft budget: late May
- Potential revised date for budget presentation: on or before June 15, 2020

#### Recommendation:

This report is provided as information on the development of the 2020-2021 budget.

#### Prepared/Reviewed By:

Loretta Notten  
Director of Education

Shesh Maharaj  
Executive Superintendent of Corporate Services

Laura Isaac  
Senior Manager, Financial Services

Renee King  
Manager of Budget

Rob Connolly  
Business Manager of Continuing Education

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





**Date:** April 27, 2020  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Interim Financial Report - #2 of 3

**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-Board Policy IV 008 "Financial Conditions and Activities"
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

Interim financial reports are presented to the Board to assist Trustees in their monitoring of the financial well-being of the school board. These reports are presented to the Board of Trustees three times per school year (January, March, and June) and a final year-end report is provided with the Auditor's report in the fall. Reports are reviewed by the Audit Committee prior to being sent to the Board of Trustees.

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

Executive Limitation IV008: Financial Conditions and Activities

With respect to the actual, ongoing financial condition of the organization, the CEO shall not cause or allow the development of fiscal jeopardy or a significant deviation of actual expenditures from board priorities established in the approved budget.

**Alignment to the MYSP:**

Building Capacity to Learn, Learn and Live Authentically

Strategic Direction: Investment in global competency development and leading technologies

**Background/Comments:**

Attached to this report are the following:

1. Dashboard Report
2. Expenditure Summary
3. Revenue Summary

This report contains data up to and including February 29, 2020. Notes, where appropriate are included to provide the reader with additional information.



#### General Commentary:

Changes have been made to the forecast as a result of updated information. A summary has been provided below:

- This forecast is aligned with school closure information provided by the province – specifically that schools will reopen in May.
- Temporary staff such as supply teachers and other replacement staff are still budgeted as if schools were to re-open in May. There will be some savings from these areas.
- Extended Day programs will generate a forecast deficit of \$850,000 in the current year due to closures
- There are some operating savings being experienced by the Board as a result of closing third party childcares. These savings have been passed on to the operators in the form of a 50% discount to operating rental fees. The operators continue to pay for the capital portion of rent.
- Other COVID19 impacts have not been incorporated into this forecast as costing is not clearly known at this time. Other expenses could include internet hotspots and devices for students and staff, additional cleaning products and sanitizers, 3D printing media, costs related to the operation of a childcare for front-line healthcare workers, overtime for certain support staff, and cancellation of contracts that cannot be fulfilled
- WSIB has notified employers with similar status to WCDSB that any COVID19 claims will not be charged to individual employers but will become a pooled expense for all. There is no data to quantify what this expense might be and if it will affect WCDSB negatively
- Strike savings for OECTA have reduced both revenues and expenses
- Enrolment has now exceeded the original budget by 99 ADE
- Other notable changes include added expenses for portable rentals, technology contracts, and software fees
- Uninsured lawsuits, grievances, and any employee-related contractual financial pressures, if any, have been disclosed in private to the Audit Committee.

Due to the uncertainty of the school year at this time, the overall risk assessment related to the Board's financial well-being for the 2019-2020 school year is **MEDIUM**.

In terms of deviance from the priorities set out in June 2019, it should be noted that COVID19 has disrupted programming in general, though a full quantification of the impacts cannot be provided at this time. The next quarterly report will be provided to the Audit Committee and Trustees in June 2020. More information should be available at that time.

#### Recommendation:

That the Board of Trustees receive this monitoring report as information on the financial well-being of the board as at February 29, 2020.

Prepared/Reviewed By: Loretta Notten  
Director of Education

Shesh Maharaj  
Chief Financial Officer

Laura Isaac  
Senior Manager of Financial Services

Renee King  
Manager of Budget

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



**Waterloo Catholic District School Board**  
**2019-2020 Second Quarter Interim Financial Report**  
**For the Period Ended February 29, 2020**

Summary of Financial Results				
	Budget	Forecast	In-Year Change	
			\$	%
Revenue				
Provincial Grants (GSN)	259,236,202	259,263,805	27,603	0.0%
Grants for Capital Purposes	6,340,336	6,322,575	(17,761)	(0.3%)
Other Grants	3,208,804	4,609,254	1,400,450	43.6%
Other Revenues	13,401,381	12,446,411	(954,970)	(7.1%)
Amortization of DCC	17,738,809	17,346,636	(392,173)	(2.2%)
Total Revenue	299,925,532	299,988,681	63,149	0.0%
Expenses				
Classroom	206,593,868	207,532,771	938,903	0.5%
Non-Classroom	39,524,300	39,802,872	278,572	0.7%
Transportation	6,764,925	6,471,829	(293,096)	(4.3%)
Pupil Accommodation	26,067,906	25,464,341	(603,565)	(2.3%)
Capital	3,120,778	3,260,833	140,055	4.5%
Amortization/Write downs	17,853,755	17,456,035	(397,720)	(2.2%)
Total Expenses	299,925,532	299,988,681	63,149	0.0%
Balance before Accum Surplus	-	-	-	-
Accumulated surplus use	-	-	-	-
Surplus/(Deficit) - end of year	-	-	-	-

Note: GSN - Grants for Student Needs

Note: DCC - Deferred Capital Contribution

**Changes in Revenue**

- GSN:** Increase due to enrolment, CUPE labour enhancements offset with strike savings
- Other Grants:** Increase due to additional PPFs since budget announced
- Other Revenues:** Decrease largely due to closure of Extended Day programs and short term stays offset by interest revenue
- Amortization:** Decrease due to the timing of the completion of construction projects

**Changes in Expenses**

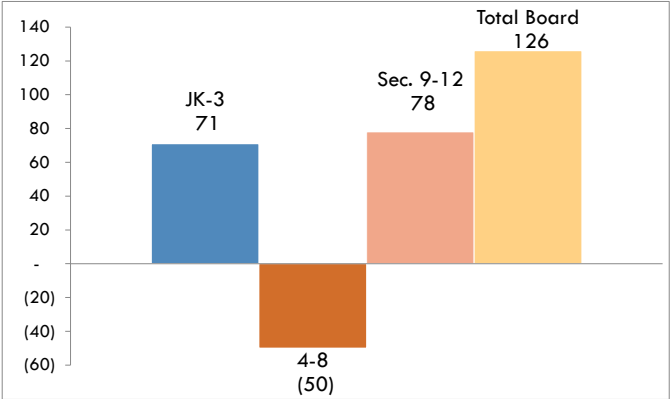
- Classroom:** Increase due to CUPE labour enhancement, contracts, paid sick leaves, offset by strike savings
- Pupil Accomodation:** Decrease due to custodial vacancies not filled as well as some utility savings realized
- Amortization:** Decrease due to the timing of the completion of construction projects

Summary of Enrolment				
ADE	Budget	Forecat	In-Year Change	
			#	%
Elementary				
JK-3	8,321	8,392	71	0.9%
4-8	8,579	8,529	(50)	-0.6%
VISA Students	23	33	10	43.5%
Total Elementary	16,923	16,954	31	0.2%
Secondary <21				
Pupils of the Board	6,775	6,853	78	1.2%
VISA Students	185	202	17	9.2%
Total Secondary	6,960	7,055	95	1.4%
Total	23,883	24,009	126	0.5%

Note: ADE is comprised of actual enrolment reported at October 31, 2019 and projected enrolment as at February 29, 2020

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

Changes in Enrolment: Budget vs. Forecast



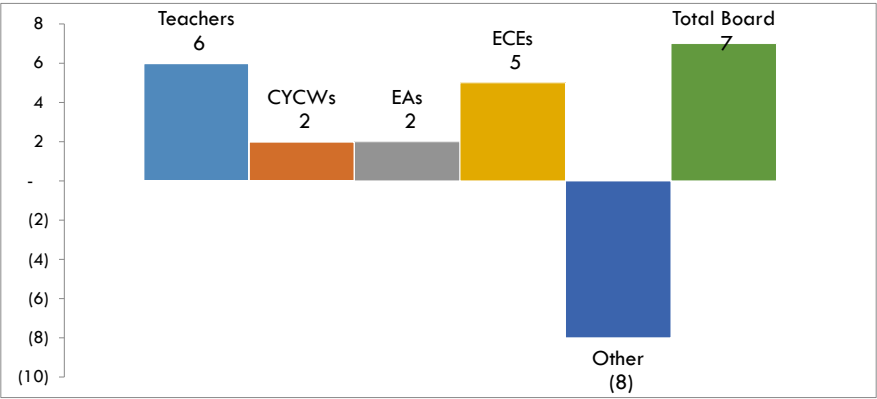
**Highlights of Changes in Enrolment:**

- Elementary:** Increase is attributed to families transferring from other boards
- Secondary:** Increase is attributed to regional growth

Summary of Staffing				
FTE	Budget	Forecast	In-Year Change	
			#	%
Classroom				
Teachers	1,444	1,450	6	0.4%
Child & Youth Care Workers (CYCWs)	46	48	2	4.3%
Educational Assistants (EAs)	366	368	2	0.5%
Designated Early Childhood Educators	173	178	5	2.9%
Total Classroom	2,029	2,044	15	0.7%
Other Support Staff				
School Administration	161	162	1	0.6%
Board Administration	74	73	(1)	-1.4%
Facility Services	198	185	(13)	-6.6%
Consultants/Co-ordinators	25	26	1	4.0%
Paraprofessionals	91	95	4	4.4%
Library & Guidance	62	62	-	0.0%
Total Other Support Staff	611	603	(8)	-1.3%
Total Staffing	2,640	2,647	7	0.3%

Note: FTE is calculated as of Feb 29, 2020

Changes in Staffing: Budget vs. Forecast



**Highlights of Changes in Staffing:**

- Classroom Teachers:** Increase due to maintain pupil-teacher ratios
- Classroom Support Staff:** Increased ECEs to support enrolment, increased EAs and CYCWs due to student needs
- Other Support Staff - Facility Services:** Decrease due to vacancies and temporary staff layoff
- Other Support Staff - Paraprofessionals:** Increase due to new funding available

**Waterloo Catholic District School Board**  
**2019-2020 Second Quarter Interim Financial Report**  
**Revenues**  
**For the Period Ended February 29, 2020**

	Budget Assessment				Material Variance Note
	2019-2020				
	Budget	Forecast	Change		
			\$ Increase (Decrease)	% Increase (Decrease)	
Grant Revenues					
Pupil Foundation	123,812,303	123,379,811	(432,492)	(0.3%)	
School Foundation	16,604,351	16,445,955	(158,396)	(1.0%)	
Special Education	33,597,039	33,329,562	(267,477)	(0.8%)	
Language Allocation	7,648,875	7,975,818	326,943	4.3%	
Learning Opportunities	3,711,872	4,286,074	574,202	15.5%	
Adult Education, Continuing Education	3,906,777	3,863,905	(42,872)	(1.1%)	
Teacher and DECE Q&E	24,563,327	24,979,551	416,224	1.7%	
Teacher Job Protection Funding	5,429,044	5,345,284	(83,760)	(1.5%)	
Transportation	7,219,728	7,186,579	(33,149)	(0.5%)	
Administration and Governance	7,435,225	7,376,096	(59,129)	(0.8%)	
School Operations	23,470,781	23,225,284	(245,497)	(1.0%)	
Community Use of Schools Grant	311,926	311,926	-	0.0%	
Indigenous Education	400,061	436,755	36,694	9.2%	
Safe Schools Supplement	426,933	423,245	(3,688)	(0.9%)	
New Teacher Induction program	239,596	239,596	-	0.0%	
Rural and Northern	60,389	60,389	-	0.0%	
Permanent Financing - NPF	397,975	397,975	-	0.0%	
Regular Operating On-going Grants	259,236,202	259,263,805	27,603	0.0%	a.
Grants for Capital Purposes					
School Renewal	367,742	378,560	10,818	2.9%	
Temporary Accommodation	2,901,369	2,901,369	-	0.0%	
Short-term Interest	128,563	99,984	(28,579)	(22.2%)	b.
Debt Funding for Capital	2,942,662	2,942,662	-	0.0%	
Total Capital Grants	6,340,336	6,322,575	(17,761)	(0.3%)	
Other Grants					
Continuing Education	2,287,886	2,400,399	112,513	4.9%	
Partnership and Priorities Fund (PPF)	920,918	2,208,855	1,287,937	139.9%	c.
Total Other Grants	3,208,804	4,609,254	1,400,450	43.6%	
Other Revenues					
Continuing Education Fees	2,765,924	2,761,099	(4,825)	(0.2%)	
Rentals	898,464	695,490	(202,974)	(22.6%)	d.
Interest	250,000	585,000	335,000	134.0%	e.
Tuition Fees	3,486,100	3,258,272	(227,828)	(6.5%)	f.
Extended Day Fees	4,236,055	3,706,767	(529,288)	(12.5%)	g.
Other International Fees	1,198,250	738,302	(459,948)	(38.4%)	f.
Other	566,588	701,481	134,893	23.8%	h.
Total Other Revenue	13,401,381	12,446,411	(954,970)	(7.1%)	
Deferred Revenues					
Amortization of DCC	17,738,809	17,346,636	(392,173)	(2.2%)	
Net Deferred Revenue	17,738,809	17,346,636	(392,173)	(2.2%)	
Total Revenue and Grants	299,925,532	299,988,681	63,149	0.0%	

**Explanations of Material Grant Variances**

- a. Increase due to ESL learners, enrolment, CUPE labour enhancements offset by reduction of strike savings
- b. Increase due to timing of construction projects
- c. Increase due to PPF grants originally not anticipated
- d. Decrease due to timing of sale of site where rental revenues were received and reduced facility rentals due to COVID-19
- e. Increase due to higher interest earned
- f. Increase due to participation in International long term programs offset cancelled short term programs due to epidemic
- g. Decrease due to closure of program from mid-March until May 4th
- h. Increase due to anticipated rebates for energy efficiencies as well as international medical insurance

**Waterloo Catholic District School Board**  
**2019-2020 Second Quarter Interim Financial Report**  
**Expenses**  
**For the Period Ended February 29, 2020**

	Budget Assessment				Material Variance Note
	2019-2020				
	Budget	Forecast	Change		
			\$ Increase (Decrease)	% Increase (Decrease)	
<b>OPERATING</b>					
<b>Classroom Instruction</b>					
Teachers	151,159,949	148,316,985	(2,842,964)	(1.9%)	a.
Supply Teachers	3,724,368	3,960,788	236,420	6.3%	b.
Educational Assistants	17,471,988	18,354,323	882,335	5.0%	c.
Designated Early Childhood Educators	9,297,523	9,894,105	596,582	6.4%	c.
Classroom Computers	2,573,874	3,053,182	479,308	18.6%	d.
Textbooks and Supplies	4,520,441	4,773,686	253,245	5.6%	
Professionals and Paraprofessionals	11,043,425	11,952,235	908,810	8.2%	c.
Library and Guidance	5,085,143	5,196,629	111,486	2.2%	
Staff Development	1,223,785	1,544,689	320,904	26.2%	e.
Department Heads	493,372	486,149	(7,223)	(1.5%)	
<b>Total Classroom</b>	<b>206,593,868</b>	<b>207,532,771</b>	<b>938,903</b>	<b>0.5%</b>	
<b>Non-Classroom</b>					
Principal and Vice-Principals	9,602,813	9,841,170	238,357	2.5%	
School Office	5,987,336	6,114,311	126,975	2.1%	
Co-ordinators and Consultants	4,697,191	4,494,746	(202,445)	(4.3%)	
Continuing Education	10,085,809	10,121,230	35,421	0.4%	
<b>Total Non-Classroom</b>	<b>30,373,149</b>	<b>30,571,457</b>	<b>198,308</b>	<b>0.7%</b>	
<b>Administration</b>					
Trustees	236,372	255,238	18,866	8.0%	
Director/Supervisory Officers	1,622,489	1,739,705	117,216	7.2%	
Board Administration	7,292,290	7,236,472	(55,818)	(0.8%)	
<b>Total Administration</b>	<b>9,151,151</b>	<b>9,231,415</b>	<b>80,264</b>	<b>0.9%</b>	
<b>Transportation</b>	<b>6,764,925</b>	<b>6,471,829</b>	<b>(293,096)</b>	<b>(4.3%)</b>	
<b>Pupil Accommodation</b>					
School Operations and Maintenance	25,700,164	25,085,098	(615,066)	(2.4%)	
School Renewal	367,742	379,243	11,501	3.1%	
Other Pupil Accommodation	3,120,778	3,260,833	140,055	4.5%	
Amortization and Write-downs	17,853,755	17,456,035	(397,720)	(2.2%)	
<b>Total Pupil Accommodation</b>	<b>47,042,439</b>	<b>46,181,209</b>	<b>(861,230)</b>	<b>(1.8%)</b>	
<b>TOTAL OPERATING</b>	<b>299,925,532</b>	<b>299,988,681</b>	<b>63,149</b>	<b>0.0%</b>	

**Explanations of Material Budget Variances**

- a. Decrease due to strike savings
- b. Increase due to earned leave plan supply
- c. Increase due to CUPE labour enhancements, including re-instatement of Local Priorities Funding (LPF)
- d. Increase due to revised software contracts and technology needs
- e. Increase due to PPF grants originally not anticipated

**Notes:**

1. Budget is the 2019 - 2020 Estimates Budget as approved by the Board of Trustees in June 2019



**Date:** April 2020  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Period Poverty 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  
☒ Information only of day-to-day operational matters delegated to the CEO

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

Board motion asking for further information regarding period poverty was passed on Oct 28<sup>th</sup>. A Board report outlining next steps was provided on November 18<sup>th</sup>, 2019 and at that time it was requested that there would be a report back on the implementation of the period poverty initiative.

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

Board Policy 1- Ends

**Alignment to the MYSP:**

Nurturing Our Catholic Community

- Bear witness to our Faith through joyful discipleship and our relationships with and in Christ:
  - Increase parent and community engagement in all our Catholic school faith-related activities

Building Capacity to Lead, Learn and Live Authentically

- Nurture the well-being of all students and staff
  - Integration of Healthy Active Living and Learning into local School Well Being Plans

**Background/Comments:**

In October 2019, all principals were surveyed regarding the feminine hygiene product practices in schools. All schools but two indicated that feminine hygiene products were handed out to those students that needed supplies. Schools indicated that supplies came from corporate donations, student generated funds, teacher donation or other budget areas. Some indicated that supplies have always existed in their schools although, were unsure of where the supplies came from. Currently, supplies are maintained in various offices (Main Office, Guidance, Phys. Ed.) or





by individual teachers in classrooms. Students have been made aware of the locations via signage and are welcome to ask for supplies at any time. The signage reads:

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“Free feminine hygiene products are available in the **school location specified.**  
Please visit us if you need supplies. “

All our schools have received the signs and have displayed them in designated areas.

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Administrators had the opportunity to designate where feminine hygiene products would be available in their schools and the signs were created to reflect those requests. Signs were delivered to all schools in January 2020 and asked to be posted in appropriate locations.

We continued to reach out for partnerships that would support schools with providing products at no cost:

- Playtex was contacted and informed us that they, “have not had confirmation of a new sampling program for the coming school year”.
- [kwc@theperiodpurse.com](mailto:kwc@theperiodpurse.com) was contacted on November 2<sup>nd</sup>, regarding possible partnerships for feminine hygiene products – Period Purse has no formal partnership to offer regarding free product
- Jordan Burwash ([jordanburwash@phecanada.ca](mailto:jordanburwash@phecanada.ca)) was contacted regarding their partnership with Proctor & Gamble. We were directed to contact Proctor & Gamble directly and did so, however, have not received any follow up from them regarding corporate sponsorship, instead they offer free education on the topic of period poverty.

A follow up survey has been created to ask administrators for feedback on how signs may be affecting practice within the school, any incurred costs that may have developed due to the posting of the signage and for additional feedback to be shared as necessary. The COVID-19 pandemic and the adaptation to new educational realities have reprioritized attention for the moment. Upon return to school, the survey will be shared with administrators once regular routines have been re-established in order to gain valid data and feedback.

### Recommendation:

For information to the Board.

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

Maria Ivankovic  
Superintendent of Learning

Brigitte Webster  
Consultant: Healthy Active Living

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





**Date:** April 27th, 2020  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** April Director's Report

**Type of Report:**

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

**Type of Information:**

- ☐ Information for Board of Trustees Decision-Making  
☐ Monitoring Information of Board Policy **IV 012**  
☒ Information only of day-to-day operational matters delegated to the CEO

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

Executive Limitation IV 012 Communication to Board

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

Policy 1 001 Ends  
Policy IV 013 Leadership

**Alignment to the MYSP:**

**Strategic Priority:** Nurturing Our Catholic Community

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

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

**Background/Comments:**

The month of April has passed in a awe-inspiring blur as we made the transition to full delivery of distance learning across our board. For the past three weeks our system has been making best efforts to deliver remote education to each of our 24,000 day students. This has not been an insignificant accomplishment and not without the full effort of all our WCDSB staff. Below you will find highlights from the past month, that capture some of the more notable events or accomplishments from my work as Director:

- Attended IT Governance meeting confirming planning for upcoming year and budget cycle.



- Attended the St John Boundary Review Staff Steering Committee Meetings.
- Participated in ongoing meetings with *Thought Exchange* – a service provider that facilitated stakeholder engagement and survey process. Worked to formulate an open ended survey question to be shared with all WCDSB stakeholders. The survey was open for one week and had over 1900 participants and just under 37000 ratings.
- Attended Audit and Budget Advisory committee.
- Participated in regular provincial conference calls with the Deputy Minister for updates on school closure / distance learning questions and challenges.
- Participated in several meeting as one of a few Directors on the Deputy Minister's Continuity of Learning Table, to help inform direction forward on bigger issues related to distance learning, for example assessment and evaluation.
- Chaired twice weekly meetings of the senior team to discuss learning continuity issues and cover regular Exec Council business continuity items.
- Chaired twice weekly WCDSB meetings with our K-12 Administrators in relation to the school closure / distance learning environment in which we are currently operating. Provided Director's Update in all meetings and we provided updates in a variety of areas with consistency and frequency.
- Participated in Secondary Administrator Meetings in relation to the school closure / distance learning environment in which we are currently operating.
- Participated in once to twice a week meetings with local OECTA Executive regarding distance learning and the communication of direction to staff.
- Participated in regular meetings with the Principals Association Representatives to discuss issues and concerns as we move forward with the implementation of Distance Learning.
- Participated in the creation of videotaped answers to student questions at the request of our Student Trustees.
- Crafted weekly messages to staff with updates and encouragement, celebrating the accomplishments of our exceptionally dedicated staff.
- Participated in several calls with Matthew Chandy, Economic Development, Region of Waterloo in relation to provision of Internet to all our students.
- Participated in a planning call with Mayor Berry Vrbanovic regarding a Live Grade 5 Civics Class for our students on May 1<sup>st</sup> at 1 p.m.
- Chaired weekly meetings of ECCODE membership in relation to the school closure / distance learning environment in which we are currently operating.
- Participated in CODE Executive meetings in relation to school closure / distance learning.
- Participated in OCSTA teleconference in relation to the new Provincial OECTA Collective Agreement.
- Participated in a conference call of Catholic Partner representatives with CPCO, OCSTA and OCSOA, as ECCODE's representative. Topic was how we are moving forward in response to school closure / distance learning.
- Participated in OCSOA Board of Directors meeting and provided the ECCODE Update.



- Participated with a small group of Directors of Education from across Canada in a meeting hosted by WE to discuss WE Schools Home Overview and Virtual Events / End of Year Celebrations for students.

**Recommendation:**

This report is for the information of the Board.

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

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





**Date:** April 27, 2020  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Innovation in Learning and Technology Strategic Plan and Report

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

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

**Origin:**

This report is being provided to update Trustees on Innovation Initiatives combined with the ITS 5 year Strategic Plan.

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

- [Innovation in Learning Resource: Supporting Learning and Global Competencies in Ontario](#)
- [Ontario Experiential Learning Framework for K-12 Education](#)
- Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010 - (Growing Success, pp. 28–29)  
<http://www.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](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"

**Alignment to the MYSP:**



## Nurturing Our Catholic Community

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

## Student Engagement, Achievement & Innovation

- Nurture a Culture of Innovation:
  - Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success (2a)
  - Continue to seek and support reciprocal partnerships with community and educational partners and leverage the mutual learning (2b)
- Students are achieving at their highest potential in a 21st Century
  - To focus on the 21st century competencies of critical thinking & problem solving, creativity and collaboration

## Building Capacity to Lead, Learn & Live Authentically

- Investment in global competency development and leading technologies:
  - Increased awareness of and responsible implementation of Digital Citizenship (3a)
  - Increase in precise student programming and use of New Pedagogies for Deep Learning (NPDL) (3b)
  - Ensure technology is current and relevant to optimal teaching and learning practices (3c)
- Professional learning for ALL staff is timely and responsive
  - To foster professional learning that is job-embedded and evidence informed
- Our decisions, actions and stewardship of resources are evidence-based and responsive
  - 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:

“It is not technology that determines whether or not communication is authentic, but rather the human heart and our capacity to use wisely the means at our disposal.” Pope Francis

WCDSB has continued to promote and embrace a forward thinking and innovative culture that embodies ideas which are transformational and unique. Our innovation and learning focus and Technology Strategic Plan are strong drivers that have continued to shape the strong pedagogical practices and equitable access to curriculum and leading-edge technology in the Waterloo Catholic District School Board.

In alignment with the Board Improvement Plan for Student Achievement (BIPSA), Pastoral Plan, and Multi-Year Strategic Plan, IT resources and innovative initiatives are aligned with the academic and administrative objectives of the Board, including a common Innovation Framework and IT vision with clear purpose and direction. Through stakeholder feedback, and with a strategic focus on the end user we are well positioned to address today's challenges and opportunities to ensure our ongoing success.

## Innovation: Program and IT Strategic Planning

### LEARNING INNOVATION COMMITTEE BACKGROUND AND STATUS



2019-2020 marked a turning point for the Learning Innovation Committee as this group developed a new combined Learning Innovation and IT shared vision and strategic plan. The team utilized learning from industry and educational partners to engage in the [human centered design process](#). They used evidence based processes including Thought Exchange to gather input from various stakeholders before engaging in a collaborative design process that resulted in the creation of several working team subgroups that have developed logic models for program planning moving forward. All work is aligned clearly with the WCDSB MYSP and is tracked on the [Innovation and IT Strategic Planning Framework using the Program Planning & Monitoring Framework \(logic model\)](#). A summary of this year's work is provided within the context of the new Innovation and IT Vision and Strategic Planning Framework and aligned to the WCDSB MYSP.

Vision: Leveraging technology and human ingenuity in Our Catholic Schools: heart of the community-success for each, a place for all.

Our Mission: As disciples of Christ, we use innovative strategies to educate and nurture hope in all learners to realize their full potential to transform God's world.

Our Beliefs:

- All students nurtured in a community grounded in our Gospel values, and experiencing authentic learning environments of collaboration, inquiry and engagement, will become global citizens who transform God's world.
- We maximize the God-given potential of each child when we welcome all students, believe in all students and instill hope in all students, basing our decisions on stated priorities
- In fostering students who meet the Ontario Catholic School Graduate Expectations we also produce successful and independent global citizens who give witness to their faith

## STRATEGIC DIRECTION ONE

**Guiding Question: How might we leverage our partnerships with families, parishes, and community partners to fulfill our mission with our Catholic Graduate Expectations?**

### Digital Citizenship Programming (MYSP 3.a.i and 2.a.i)

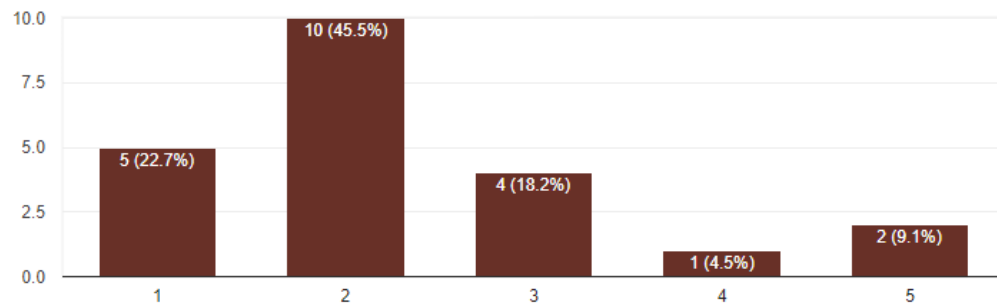
The Digital Citizenship subgroup of the Learning Innovation Committee conducted a thorough literature review of research associated with digital citizenship programming. They found that a robust program that includes students, educators, and parents is required to meet the needs of the system. Additionally, they found that digital citizenship is cross disciplinary and has mental health and well-being implications as well as behavioural and learning implications. Because digital citizenship is so complex, the working group has moved slowly in order to begin building system capacity and create supporting documentation that will support an organized program moving forward. Key highlights of the work for 2019-2020 include:

- Digital Citizenship Learning Module for staff during November Innovation in Learning 1/2 PD Day was viewed 92 times; however, there was a low response rate for the pre/post concept survey of 22 and 23 respondents respectfully.
  - Pre Concept Data Highlights:



Please rate your level of AWARENESS of resources available for supporting the digital citizenship in students as aligned with the curriculum you teach:

22 responses



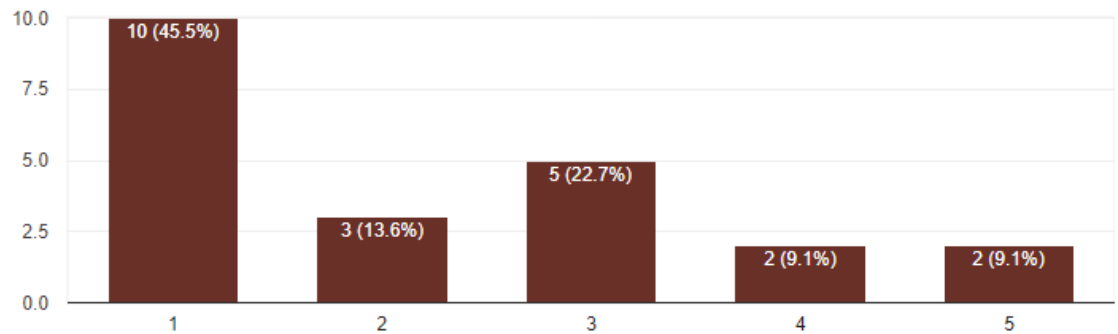
1= I don't know of any resources that exist that connect to both digital citizenship and the curriculum I teach

5= I know and regularly use a variety of resources for teaching digital citizenship as part of the curriculum

Please share your perception of how often you directly TEACH and ASSESS digital citizenship



22 responses



1= Never

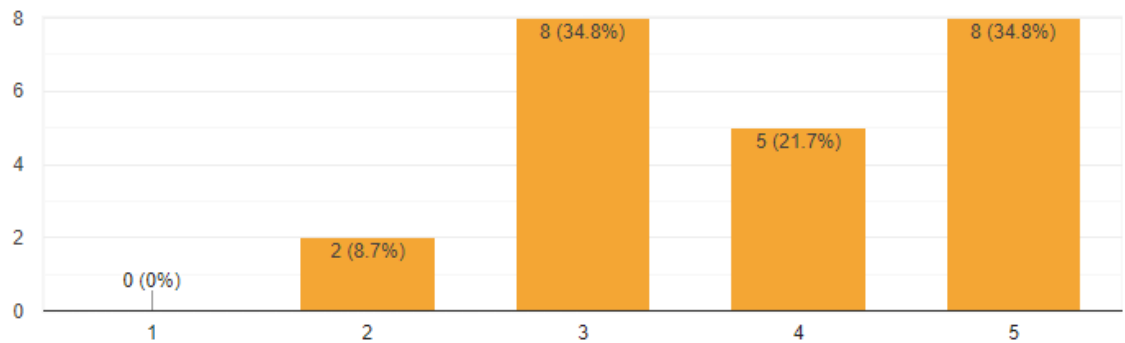
5= Every time the class uses digital tools

- Post Concept Data Highlights:



Please share how often you plan to directly TEACH and ASSESS citizenship

23 responses

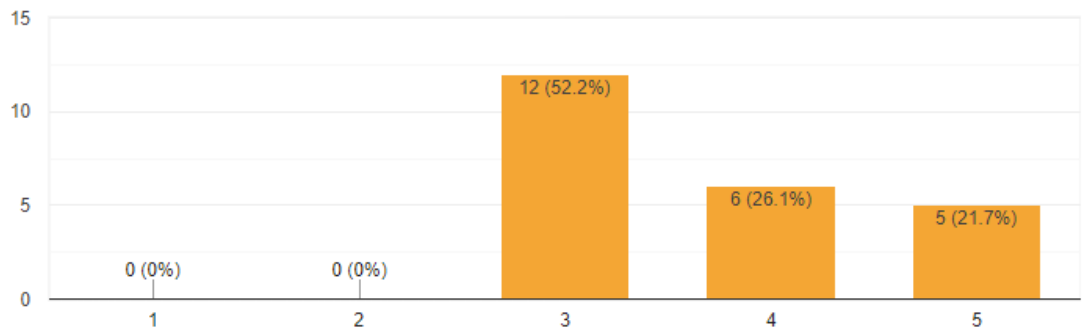


1= I don't know of any resources that exist that connect to both digital citizenship and the curriculum I teach

5= I know and regularly use a variety of resources for teaching digital citizenship as part of the curriculum

Please rate your level of AWARENESS of resources available for supporting the digital citizenship in students as aligned with the curriculum you teach:

23 responses



1= Never

5= Every time the class uses digital tools

- The Common Sense Media Digital Citizenship Curriculum was reviewed and selected as a resource to support learning going forward. At the request of the Executive Council the lessons will be aligned with Ontario Curriculum Expectations before being rolled out more widely. Currently the Digital Citizenship Team has completed [alignment for K-6](#) and will work with other program consultants on the roll out plan going forward.
- Using a team approach between Social Work and Program Services, lunch and learns were created and delivered at three schools to support staff learning about Digital Citizenship.

### Experiential Learning Programming (MYSP 2.a.i, 2.a.ii, and 2.b.iv)

Experiential Learning Programming happens through the ongoing collaboration between the Experiential Learning Lead, Learning Innovation Consultant, and the Technology Enabled Learning Teacher (TELT). While several of our marquee events such as the Faith in Action Elementary Skills Challenge Days and Apps4Learning were adversely



affected by job action and then the COVID-19 crisis, WCDSB students participated in many wonderful experiential learning opportunities. Some highlights for 2019-2020 include:

- [Hour of Code and Hackergals December 2019 participation](#) was tracked for the first time this year. The Hackergal initiative focused on engaging girls in coding through a club system and culminated in a celebration of women in STEM. While our first Women in STEM Day in collaboration with InkSmith was cancelled due to COVID-19, the interest in building capacity and celebrating women and girls in STEM has momentum for 2021.
- 35 teams of 2 students from grades 4-8, representing 19 different elementary schools, participated in a 3D printing workshop
- 50 students from grades 4-8, representing 10 different elementary schools, participated in app design workshops
- Resurrection CSS hosted their first ever Innovation Days (modeled after St. Mary's successful week long event). Highlights included classes of students engaged with InkSmith creating solutions with climate action kits; working with ENACTUS Laurier to support pollinators in our communities; and, participating in a human centered design sprint and a Thought Exchange on "Thinking about learning CONTENT and EXPERIENCE, what are the MOST important characteristics in learning now and for the future of education?"
- The Technovation Waterloo chapter includes teams of girls from Resurrection and Our Lady of Lourdes working with mentors to design and create business plans for an app that can support a need in their local community.
- Cardboard Boat Race and Video Challenge, Hosted by Skills Ontario in Fergus, 1st time for WCDSB, 4 schools- 36 intermediate students, 4 students build boat and 2 students are videographers, 2 hours with 2 rolls of duct tape, Race across pool, then weight challenge, Decorate boat, identify 6 different skilled trades
- Guelph Linamar Event, hands on, skilled trade activities, guest speakers. Feb. 2020, 4 schools: 60 female intermediate students Grade 7-8. Teacher feedback, "many girls who had not thought of trades before"
- Makedo Skilled Trades Event, Extra cardboard from boat races Skilled trades colouring book read to primary students, schools: Blessed Sacrament, Holy Family, St. Al, CTK, 4 schools- 569 students, JK to Gr. 5
- STEM Activities- co-learning experiential learning activities, building capacity in the area of Coding, 3D printing, Design Thinking, Virtual Reality, WeVideo, etc., Currently, 981 staff/ students have received resources Via Google Classroom
- Technology & Innovation Co-op position, Work out of Learning Commons, Coop students supported and trained by Experiential Learning Lead to run through STEM activities, Focusing on intermediate students so that they can support younger students and build capacity within the school.
- Call for Proposals Experiential Learning initiatives, Focus on Nature, Scientists in Classroom, Hospitality students from Resurrection prepared food for Knights of Columbus pasta dinner, funds for food. Students learned catering etc. Service hours, Proceeds from event supporting accessibility ramp at St. Mark's church.

### Global Competency Programming (MYSP 3.a.ii)

Global Competency Programming was embedded into multiple other areas of focus this year as there is no longer funding or resources for specific professional development and learning about global competencies; however, the new Innovation in Learning PD Day provided an opportunity for system wide learning related to global competency development and New Pedagogies for Deep Learning (NPDL). Highlights related to Global Competency Programming include:

- [Innovation in Learning PD Day Monitoring Linked Here](#) (includes pre/post data for part 1 of the half day session and choice follow up session on Global Competency Development for both Elementary and Secondary educators)
- Innovation in Leadership included 14 participants who engaged with *Dive Into Deep Learning: Tools for Engagement* prior to the OECTA job action interruption



- 5 WCDSB educators attended the NPDL Deep Learning Conference in November with one presenting material in collaboration with another staff member who wasn't able to attend in person. The session was well received by those in attendance and was presented again during an NPDL Canadian Cluster Call.

Additionally, as part of developing learning environments that support global competency development, the 5-year Learning Commons refresh program has continued during the 2019-2020 school year. In 2019-2020, nine elementary school libraries were transformed to library Learning Commons. This brings the total number of libraries converted to a library Learning Commons to 27 elementary and 3 secondary, with 7 schools planned for this coming year.

### **Assessment and Evaluation Aspen Evaluation Group (MYSP 1.b.ii)**

The current Student Information System, Trillium, will be replaced next year by Follett Aspen. With this change, Aspen will offer many of the features provided by a combination of tools WCDSB currently uses. Next year educators will be required to use Aspen for attendance and report card entry and will have the option of using the gradebook tool. In order to ensure that the gradebook tool is configured to support best practices outlined in *Growing Success* and the [WCDSB Assessment and Evaluation Policies and Procedures](#) (APC050 and APS050), a collaborative subgroup comprising members of the Innovation Committee and Assessment and Evaluation Committee is working closely with IT to provide recommendations to the Ontario Aspen Implementation Collaborative. We plan to leverage learning about Aspen to provide professional learning during the Assessment and Evaluation 0.5 PD Day September 2020.

## **STRATEGIC DIRECTION TWO**

**Guiding Question: How might we use the various aspects of technology tools (pedagogical, security, and technical) to provide a scalable, sustainable, and equitable strategy for technology?**

### **Equity and Technology Governance (MYSP 1.b.ii, 3.a.ii)**

The IT Governance and the Equitech Subgroup of the Learning Innovation Committee have been working on solving the persistent problem of ensuring that technology is distributed equitably throughout the system to ensure that all students and educators have access to the latest technology regardless of the ability to raise school generated funds. During the response to the COVID-19 crisis the partnership and communication between families, educators, and IT has been remarkable and has moved this work forward remarkably. While a few accomplishments are highlighted here, please see the accomplishments for the months of March and April in the pandemic response section of the report.

- Mobile device authentication tracking of devices now enables IT to determine the types of personal devices connected to the WCDSB wireless network.
  - This is beginning to provide site specific data about access to devices. Moving forward mobile device authentication will provide IT with more specific user information to determine whether they are staff members or students. Additionally, student ID information will support IT in enabling appropriate service and filters by student grade level while also having the ability to track any inappropriate activity to the user.
  - This will also support IT in determining the level of BYOD devices in the hands of educators and students at particular sites. The comparison of levels of BYOD will support IT Governance in deployment decisions for new devices.
- Budget constraints for the 2019-2020 year meant the system Chromebook refresh was greatly reduced. However, the renewal of the Rural Schools Grant provided an opportunity to support our three rural schools as well as other schools in the system. For this year rural schools selected technology to meet their individual needs and chose to refresh some of their Cloudbooks and/or Chromebooks which will provide older devices back to the system to schools with the greatest need.



## Classroom Technology and Innovation Working Groups (MYSP 1.b.ii, 3.a.i, 3.a.ii, 3.a.ii)

Providing students, educators, and their families with the means of communicating and learning with leading technologies in a safe and reliable manner is required to successfully leverage technology and human ingenuity to help learners realize their full potential. Several projects and collaborative groups work towards meeting these complex needs on an ongoing basis:

- The District Application Project (Green and Red Tools List)
  - There are a plethora of educational websites, apps, extensions, and other 'ed-tech' resources available to educators, students, and their families; however, not all of them are equal in terms of effectiveness and safety from a privacy and security perspective. The District Application Project aims to provide educators and families access to a comprehensive list of tools that have undergone pedagogical, privacy, and IT review to determine whether it can be used safely and effectively. The list of possible tools is extensive. The project is currently in draft form but includes close to 100 entries for review.
- Technology for Parent Engagement Tools (Parent Portal Working Group)
  - Currently parents and guardians of WCDSB students are asked to create accounts and log in to a variety of technological tools and services in order to pay for items, receive communications, check on the progress of their students, etc., This working group is exploring solutions for creating a single source login/access point for parents and guardians in order to simplify and improve their experience with such technology.

### Classroom Technology 5 Year Refresh Schedule

Area Affected	Initiative	Implementation
All Schools	Chromebook/Cloudbook Device Refresh	1/4 Yearly
All Schools	Display/Projector Technology Refresh	2020/21 2024/25
All Schools	Educator Mobile Devices	2022-24
Elementary Academic	Elementary Desktop Refresh	2022/23
All Schools	Monitor Refresh	2020/21 2024/25
Secondary Academic	Secondary Desktop Refresh	1/4 Yearly
Secondary Academic	Secondary Printer Refresh	Yearly Staged

- **Chromebook/Cloudbook Device Refresh** Chromebooks and other inexpensive mobile devices like Window 10 Cloudbooks have a limited lifespan of support by the vendors. WCDSB has achieved a 1:3 ratio of students to Chromebooks at every school. The goal is to maintain this ratio of a Chromebook/Cloudbook type device over the next 5 years. A Chromebook/Cloudbook comes with a one-year warranty. Google has committed to a support lifespan of 3 years for performance, functionality and updates. To maintain a current and supported fleet of Chromebooks/Cloudbooks, IT will refresh 1/4 of the devices every year.
- **Display/Projector Technology Refresh** Every classroom in WCDSB has a data projector. Though we have refreshed many data projectors, many of these units 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 will finish the refresh with replacing the final 1/5th of the installed projectors in 2020/21. Functional decommissioned projectors will be used as spares to minimize classroom downtime when the projectors fail. The next refresh cycle will begin in 2024/25.
- **Educator Mobile Devices** Every Classroom in WCDSB has a dedicated computer for the Educator and for operating the data projector. The requirement for educators to incorporate



technology into their pedagogy and remote instruction is best served by a mobile device rather than a desktop.

- **Elementary Desktop Refresh** Elementary desktop computers will be refreshed to replace broken and outdated computers. The continued goal is to continue to support the 1 computer to every 16 students in the elementary schools. Extra working computers will be shuffled to other schools to maintain the ratio.
- **Monitor Refresh** Classroom projectors have outdated video splitters paired with failing computer monitors that don't allow for easy sharing of mobile devices to the screen. New monitor technology allows for easy sharing to the screen of mobile devices while the teacher desktop computer can be used independently. All classroom desktop monitors will be refreshed by Sept 2021. The next refresh will start 2024/24.
- **Secondary Desktop Refresh** One quarter of all Secondary desktop computers will be refreshed replacing broken and outdated computers. The new computers will be targeted for the tech and design labs. Demands of higher learning at secondary schools require access to high end design and business application labs. The continued goal is to continue to support the 1 Windows 10 computer to every 4 students in the secondary schools.

## STRATEGIC DIRECTION THREE

**Guiding Question: How might we connect our innovators (staff and students) and amplify our learning community by sharing their innovative practices that lead to sustained deep learning?**

### Connecting Innovators Working Groups (MYSP 1.b.ii, 3.a.ii, 3.a.iii)

Innovative practices require cultivation and sharing in order to make deep and scalable changes. A number of working groups and strategies have been developed in order to support professional collaboration in order to nourish a culture of innovation:

- [The Innovation in Math Professional Learning Module for Leveraging Technology](#) was developed in December 2019 and added to the High Impact Strategies and Practices for Math Instruction website.
- The Culture of Innovation Team (a subgroup of the Innovation Committee) has developed an Innovator of the Week program to recognize and celebrate the many innovators throughout the system. While the launch of the campaign was halted due to job action followed by COVID-19, this campaign is ready to go when the time is right.
- #WCDSBInnovates wall and website (replaced by STEAM Days, WCDSB Learn@Home, and Educator-Led Learning@Home sites as pandemic response)
  - #WCDSBInnovates and the WCDSB Innovates Website was launched last year. So far this year approximately 30 unique users have posted a plethora of examples of how #WCDSBInnovates and even more have taken up the challenge to demonstrate their innovations with the onset of #STEAMDays.

### Leadership for Innovation Learning Series (MYSP 3.a.i, 3.a.ii)

The Leadership for Innovation Learning Series was expanded to include both administrators and teachers for the 2019-2020 school year. For the initial session there were 14 registrants with a mix of about half administrators and half teacher leaders. Unfortunately, due to job action in the winter the second session was cancelled. The final session was scheduled for April and has been cancelled due to competing priorities during the pandemic. Based on participant's desires and needs, a final session may be offered virtually in May. Despite the disruption to the formal evening sessions, participants are strongly represented in social media interactions using #WCDSBInnovates and have created their own projects throughout the year such as participation in Hackergals and SIPSA work with their schools.



## Information Technology 5 Year Strategic Plan

### Background and Status

#### Information Technology Services Vision Statement

An empowered community that embraces innovation to achieve success.

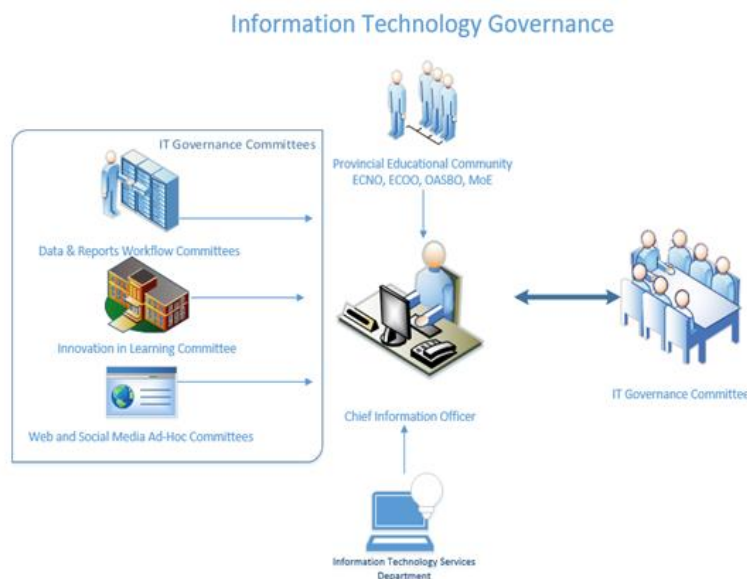
#### Information Technology Services Mission Statement

Enrich our community and foster a culture of innovation and trust by facilitating dynamic solutions and services.

### IT Governance:

The Information technology 5 year strategic plan is formed through input from the WCDSB IT Governance committees, partnerships with the Ontario IT educational community, industry trends, pedagogical requirements as identified by the Program department, plus community and stakeholder input. Infrastructure Technology Governance refers to the decision-making and accountability structure. Within this structure, IT resources are aligned with the academic and administrative objectives of the WCDSB in alignment with the Board Improvement Plan for Student Achievement (BIPSA) and Multi-Year Strategic Plan.

This IT Governance structure ensures that the needs of stakeholders across the system are considered, and, as appropriate, guide the development of IT system priorities for technology and IT budgets. It is also important that this structure supports an increased accountability to ensure that critical standards, privacy and security requirements are met.



### Key Performance Indicators:



Key Performance Indicators (KPI) are a set of quantifiable measures that Information Technology Services (ITS) uses to gauge performance and status of the IT infrastructure over time. These metrics are used to determine WCDSB progress in achieving its strategic and operational goals for Information Technology and its ability to support it.

Our KPI's show a general increase in age of the IT infrastructure and devices. They also show a large increase in the number of devices and applications per IT staff member. The good news is the KPI's show a decreased time to respond and resolve technology issues.

This IT strategic plan utilizes the KPI results to project areas where infrastructure, software, bandwidth and devices need to be refreshed and scaled to need on a yearly basis. Find Summary of the KPI's on the following pages. Full KPI Document: [ITS KPI 2020 Final.xlsx](#)

Area	2012-13	2019-20 Projections	2020-21 Projections	Overall total or change Aug 2012-2020
<b>Elementary Academic Infrastructure</b>				
Student FTE	13429	17019	17573	21%
Number of Supported Desktop Computers	1530	789	818	-48%
Number of Unsupported Desktop Computers	0	460	460	460
Number of Laptop Computers	205	360	360	43%
Number of ChromeBooks	48	6400	6480	13333%
Average Age of Desktop Computers	4	2	3	2 Years
Average Age of Laptop Computers	4	9	10	9 years
Average Age of ChromeBooks	1	3	3	3.00
Student to Computer Ratio	7.74	16	16	16
Student to Chromebook Ratio	280	3	3	3
Technician to Computing Device Ratio	297	1001	1015	337%
Technician to Student Ratio	2238	2431	2510	1:2431
Number of WiFi Access Points	184	801	830	435%
Number of WiFi Access Points Per Student	72.99	21	21	-344%
Number of Software Titles	80	60	60.00	-25%
Computers replaced/upgraded	0	300	300	38%
Total number of BYOD devices connecting	0	9855	11910	464%
Total number of iPads	0	847	1219	1882%
Total number of Android Tablets	0	27	20	540%
Number of Data Projectors	712	546	575	-30%
Number of Bulbs replaced	0	300	300	300
Number of Data Projectors refreshed	0	200	300	37%
Number of Data Projectors repaired	0	0	0	0
Average age of Data Projector	1	3	3	3 years
<b>Secondary Academic Infrastructure</b>				



Student FTE	6608	6,890	7,074	4%
Number of Supported Servers	78	10	10	-87%
Number of Virtual Servers	0	24	27	24
Number of Desktop Computers	2149	2164	2170	1%
Number of Unsupported Desktop Computers		80	80	80
Number of Laptop Computers	110	135	135	19%
Number of ChromeBooks	24	2820	2850	11750%
Average Age of Desktop Computers	3	5	5	5 years
Average Age of Laptop Computers	3	10	11	10 years
Average Age of ChromeBooks	1	4	4	4 years
Student to Computer Ratio	2.93	3.00	3.00	3.00
Student to Chromebook Ratio	275.33	3.17	3.30	3.17
Technician to Computing Device Ratio	381	650	654	171%
Technician to Student Ratio	1101	984	1011	1:984
Number of WiFi Access Points	130	318	320	245%
Number of WiFi Access Points Per Student	50.83	22	22.11	-235%
Number of Software Titles	80	60	50	-25%
Computers replaced/upgraded	0	300	200	1
Total number of BYOD devices connecting	0	9377	10254	9377
Total number of iPads	0	252	272	252
Total number of Android Tablets	0	25	20	25
Number of Data Projectors	388	421	423	8%
Number of Data Projectors repaired	0	0	0	0
Average age of Data Projectors	1	4	4	4 years
<i>Technician to Device total ratio both panels</i>	<i>552</i>	<i>1436</i>	<i>1489</i>	<i>260%</i>
<b>Administrative Infrastructure</b>				
Total Board Internet Bandwidth (in MBs)	300	11000	30000	3667%
Average Bandwidth per Student (in MBs)	0.0140	0.4601	1.2172	3280%
Total Internet Capable Devices	5036	24544	27149	487%
Bandwidth per Internet Capable device (in MBs)	0.0596	0.4482	1.1050	752%
Total Storage Capacity (in TBs)	56	130	130	232%
Number of Supported Servers	74	137	130	62%
Number of Physical Servers		17	15	17
Number of Virtual Servers	52	120	115	131%
Number of Desktops	507	480	495	-5%
Number of Laptops	233	390	400	67%
Number of ChromeBooks	0	20	25	20
Average age of Desktops (in years)	2.5	3	4	3
Average Age of Laptops (in years)	2.5	3	4	3





Computers replaced/upgraded	225	300	50	300
Number of Administrative Printers	106	131	130	24%
Number of Administrative Photocopiers	72	70	70	70
Number of Mobile Phones	230	350	360	52%
<b>Help Desk</b>				
Number of Helpdesk tickets	15377	20000	15000	23%
Average time to resolve tickets (in hours)	44.4	1.5	1	97%
Number of Hardware Desktop Tickets	633	2200	2500	71%
Number of Hardware Laptop Tickets	366	150	120	-59%
Number of Chromebook Tickets	0	750	500	750
Number of Chromebook Repair Tickets	0	200	200	200
<b>Data Team</b>				
Number of RIC Reports	524	350	100	350
Number of New RIC Reports	152	25	10	25
Number of RIC Reports Unused	732	1900	2100	1900
Number of Modified RIC Reports	143	65	20	2374
Executions of RIC Reports	37981	40000	25000	53%
Number of Applications Supported	50	115	120	43%
Number of OCAS Transcripts	N/A	700	700	700
Number of Websites Supported	91	146	75	160%
Number of Data Reporting requests	44	200	100	455%
Number of New Documents in Laserfiche	29637	95,000	90,000	626,309
Number of in-house Applications	0	45	40	Slight Drop
Number of Vendor Hosted Applications	0	30	35	Increasing
Number of boxes in offsite storage		1800	1673	Decreasing

## Information Technology Five Year Strategic Plan Schedule

See extensive descriptions of each initiative in the Appendix.

### Infrastructure

The Board's infrastructure hardware must be maintained and upgraded on a regular basis to meet the ever increasing demands. This will also prevent system failures and greatly simplify staff support issues and minimize the impact on future year's budgets. Productivity and instruction opportunities are lost if replacements and refreshes are done when existing equipment has already failed, or, is about to fail. With the increasing complexity and interconnectedness of Board operations, it is imperative that the Board's infrastructure be robustly constructed and consistent with current industry standards.

Area Affected	Initiative	Implementation
Secondary Academic	Academic Secondary Server Refresh	2022/23



All Sites	Board Phone Controller Update	2023/24
All Sites	Broadband Modernization Project	2020/21
CEC	CEC & Dutton Drive Computer Refresh	2023/24
Admin	Elementary Desktop and Printer Refresh	2021/22
All Sites	Firewall Infrastructure Refresh	2024/25
All Sites	Increase Internet Capacity	Yearly
All Sites	Internal Segmentation Firewall & Multi-form factor	2020/21
All Sites	Mobile Device Authentication	2020/21
All Sites	Movement to Cloud Service/Storage	2020-22
Elementary Academic	Network Switch Refresh	2020-25
All Sites	Photocopier Refresh	2021/22
Admin	School Administrative staff Desktop refresh	2022/23
All Sites	School Administrator Laptop Refresh	2021/22
All Sites	SDWAN Device Refresh	2022-25
All Sites	Security Camera Refresh	2020/21 2022/23 2024/25
CEC	Senior Administration Laptops	2022/23
Business	Smartphone Refresh	2020 2022 2024
Secondary Academic	Staged Secondary Network Switch Refresh	2020-25
CEC	Storage Area Network Refresh	2021/22 2024/25
CEC	Technician device refresh	2021/22 2024/25
All Sites	Wireless Evergreen	Yearly
Infrastructure	WREPnet Core Upgrade	2025

## Process Improvement

Currently some of the Board's key business systems are not integrated and rely on significant manual processes for populating system data, extracting data and solving connectivity issues. Board system decisions must move from a departmental focus to one which considers system, staff and student needs, vetted through the Board's IT Governance Structure. Current systems should be electronically integrated where possible to provide for automated workflows. As new systems and servers are implemented, automated integration into the Board's electronic business process workflows will be the focus.

Area Affected	Initiative	Implementation
Business	Email and Electronic Records Management Retention Automation	2020-23
All Sites	HR System Workflow Integration	2020-21
Business	LaserFiche Process Automation and Forms	2020-22
All Sites	Print Reduction	Ongoing
Elementary Admin	School Messenger Elementary Implementation	2020-22
All Schools	School Messenger Safe Arrival and Phone App	2021-22
Business	Sparkrock Finance Transition to Cloud	2020-22
All Sites	Student Management System Optimization	2020-22
All Sites	Unification of Administration & Classroom Apps & Imaging	2020/21



## Staff Support and Development

This section includes tools to help our staff and community to effectively receive PD, report absences, access required student information and keep safe utilizing technology.

Area Affected	Initiative	Implementation
All Sites	Cyber Security Training Expanded	Ongoing
All Sites	ERO PD Booking System Transition Apply to Education	2020/21
All Sites	Green Application Process and Catalog	Ongoing
All Sites	SFE Attendance System Transition Apply to Education	2020/21

## IT and Innovation Coordinated Pandemic Response

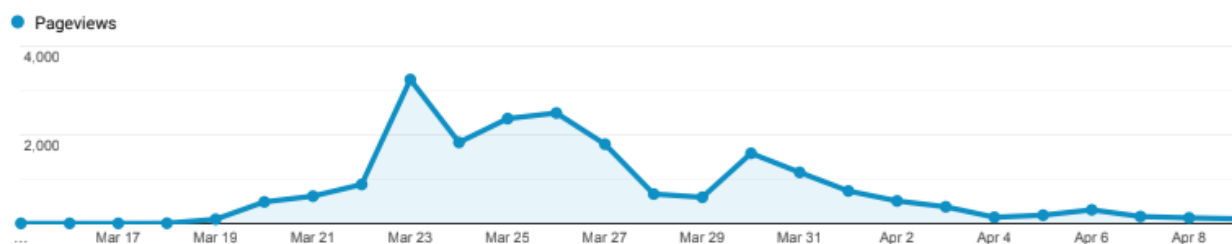
### EQUITY OF ACCESS

As soon as schools were closed due to the COVID19 Pandemic, the Ministry of Education indicated that remote learning was going to be an avenue in which we would deliver curriculum to K-12 students. With a focus on equity and accessibility of learning for our WCDSB students data was collected which has resulted in the distribution of Chromebooks, Internet Devices and SEA equipment.

Device/Service	Elementary	Secondary
Chromebooks	2062	755
Internet Devices	303	188
SEA Equipment (iPads)	206	44

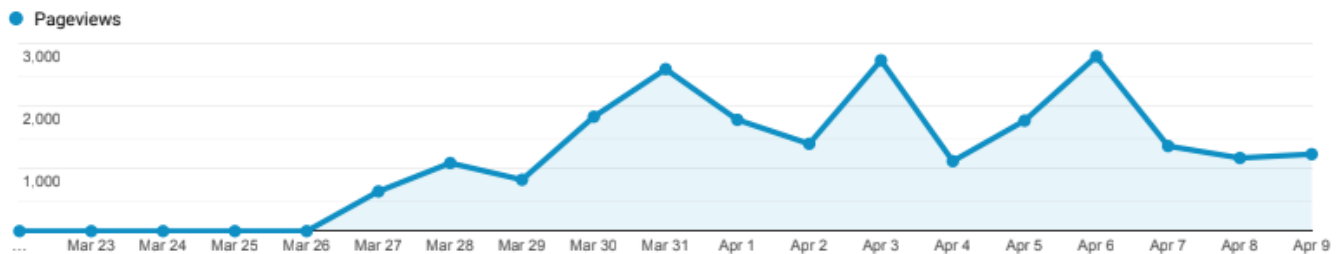
### WCDSB LEARN@HOME

STEAM Days followed by WCDSB Learn@Home mobilized quickly to support families in their transition to remote learning. The first Monday following March Break STEAM Days were launched with “S” for Science and the initiative picked up “STEAM” from there on social media and the WCDSB website. Page view data for STEAM Days supports an interpretation that families were able to quickly find and share ideas of STEAM based activities prior to the full launch of Learn@Home:



Page	Pageviews	Unique Pageviews	Avg. Time on Page
	<b>20,389</b> % of Total: 9.89% (206,229)	<b>16,890</b> % of Total: 10.15% (166,335)	<b>00:03:44</b> Avg for View: 00:01:51 (101.31%)
1. /steamdays/index.html; index.aspx	<b>20,389</b> (100.00%)	<b>16,890</b> (100.00%)	<b>00:03:44</b>

Following STEAMDays, WCDSB Learn@Home was launched in an effort to communicate clearly with families and support them in accessing the specific curriculum focused learning opportunities provided by educators beginning on Monday, April 6th, 2020. WCDSB Learn@Home continues to be the site that offers essential information for families looking for Technology and Access Tips, Additional Learning Resources, Government Updates, Learning Resources and support specific to Special Education, Mental Health Resources, Kindergarten Resources, Pray at Home information, and answers to Frequently Asked Questions:



Page	Pageviews	Unique Pageviews	Avg. Time on Page
	<b>22,375</b> % of Total: 100.00% (22,375)	<b>17,992</b> % of Total: 100.00% (17,992)	<b>00:01:25</b> Avg for View: 00:01:25 (0.00%)
1. /	<b>12,654</b> (56.55%)	<b>9,875</b> (54.89%)	00:01:21
2. /additional-learning-resources/	<b>3,670</b> (16.40%)	<b>2,922</b> (16.24%)	00:00:48
3. /tips-for-parents/	<b>1,574</b> (7.03%)	<b>1,316</b> (7.31%)	00:01:42
4. /additional-learning-resources/elementary/	<b>1,077</b> (4.81%)	<b>906</b> (5.04%)	00:02:42
5. /government-updates/	<b>895</b> (4.00%)	<b>809</b> (4.50%)	00:01:25
6. /additional-learning-resources/special-education/	<b>579</b> (2.59%)	<b>456</b> (2.53%)	00:02:29
7. /mental-health/	<b>436</b> (1.95%)	<b>398</b> (2.21%)	00:01:05
8. /frequently-asked-questions/	<b>404</b> (1.81%)	<b>373</b> (2.07%)	00:04:34
9. /additional-learning-resources/kindergarten/	<b>401</b> (1.79%)	<b>340</b> (1.89%)	00:01:52
10. /pray-at-home/	<b>387</b> (1.73%)	<b>336</b> (1.87%)	00:03:31

(\*Data Shown Up to April 9, 2020)

## EDUCATOR-LED LEARNING@HOME

Like families, educators were in need of a centralized place to find resources to support their sudden shift to remote learning. The Staffnet Site for Educator-Led Learning @Home has quickly become the source for educator information on the new Framework for Learning, Communication Guidelines, Special Education Resources, and a bank of Learning Resources By Subject all specific to the evolving situation for remote learning. During the week of April 20th, specific resources to support Assessment and Evaluation will become an added section of the site.

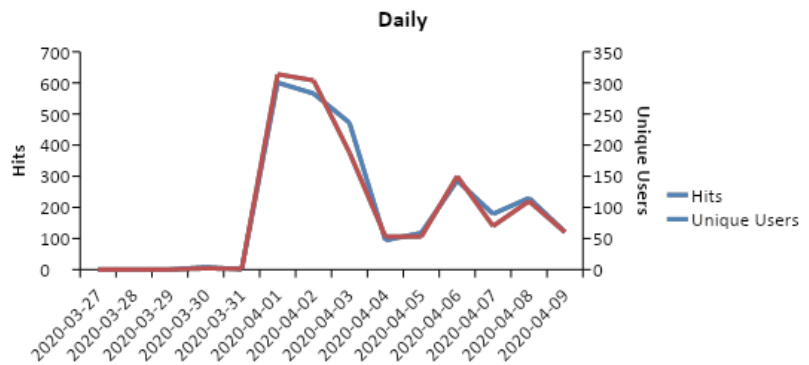
Up to April 9th, 2020 the site saw 2667 hits with 1302 unique users. Consultants, administrators, and other leaders continue to steer educators to the site and the resources embedded within as they support educators with their needs and questions regarding the multiple facets and complexities of remote learning.



## Usage Details: Views

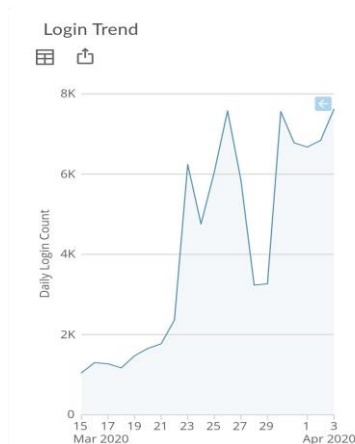
Site: Educator-Led Learning @ Home

Day	Hits	Unique Users
2020-03-27	0	0
2020-03-28	0	0
2020-03-29	0	0
2020-03-30	8	2
2020-03-31	1	1
2020-04-01	601	314
2020-04-02	566	304
2020-04-03	472	188
2020-04-04	94	53
2020-04-05	118	53
2020-04-06	286	150
2020-04-07	179	70
2020-04-08	230	110
2020-04-09	121	60



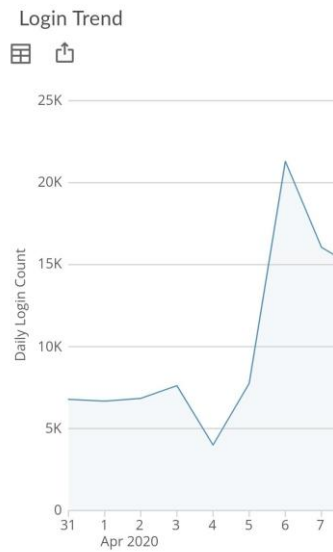
The beginning to Educator-Led Learning@Home saw an increase in student logins and utilization of D2L and Google Classroom as learning management systems (LMS). Please note the following highlights:

For D2L login counts during ramp up and student connection (phase 1) note that March break (March 23 officially back to work for staff only) is also showing at the start of this graph. Average daily login counts for weekdays are around 6500. There was a significant increase during phase 1 especially with K-8 users. Graph below shows a trend from 6500 average to closer to 8000 logins.



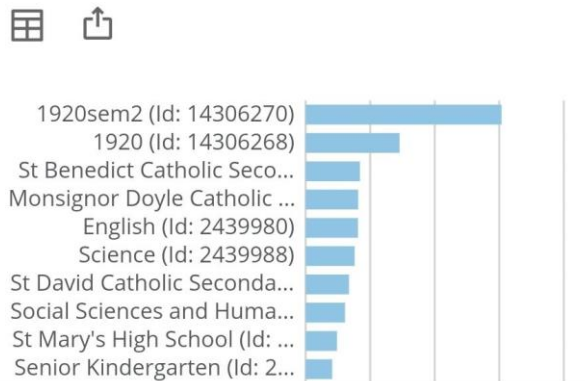
During phase 2, we see even more logins from students and teachers. The first day of WCDSB Learn@Home for students was a significant increase in daily logins with over 21,000 logins. It is unlikely that the numbers will remain that high throughout remote learning due to a variety of home obstacles during the COVID-19 pandemic.



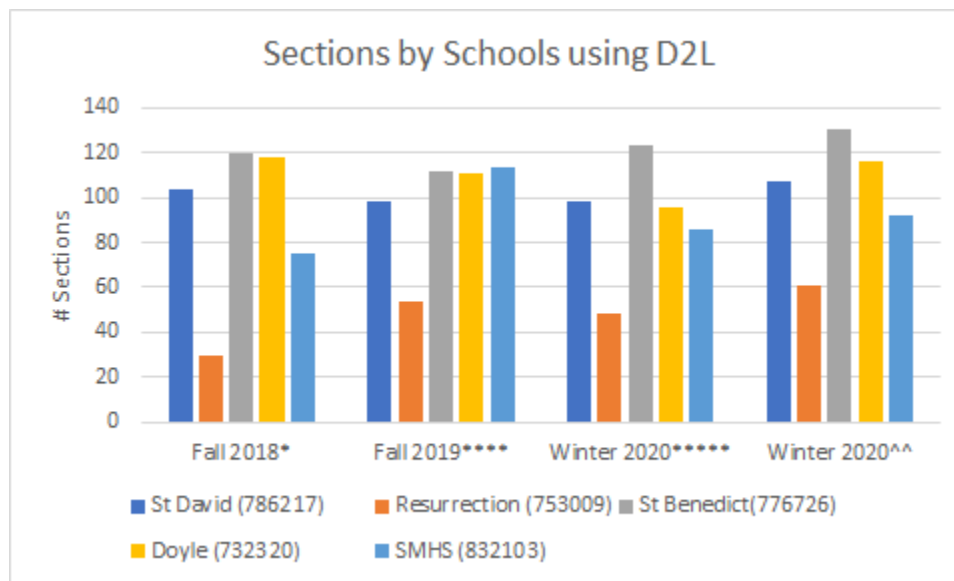


We also see a large jump in course access counts from March 23 - April 9th ( during phase 1 and start of phase 2). The chart grid has a scale of 10,000 course access counts. Largest groups for course access counts include all secondary schools combined (around 30,000 course access counts) followed by all elementary schools combined (around 15,000). Next, all courses at St Benedict followed by Doyle and then St David and St Mary. Highest departments include all English courses combined followed by all Science courses combined and all Social Science courses. All Kindergarten classes combined have the most course access counts.

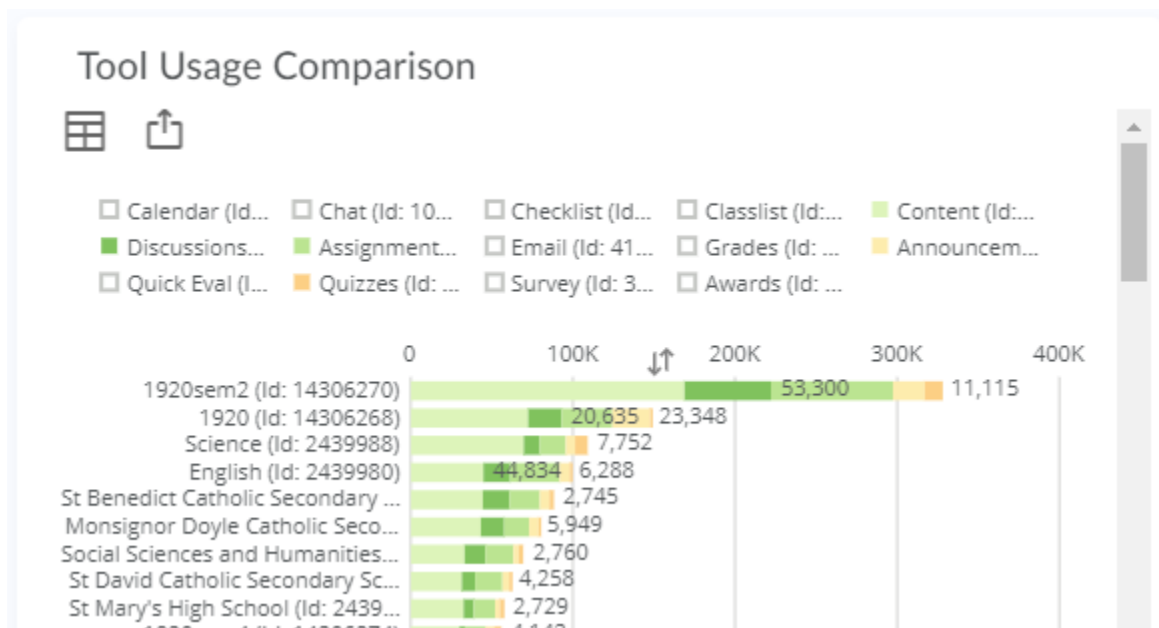
### Course Access Counts



Secondary school D2L site usage has risen slightly during WCDSB Learn@Home. The number of active sites is shown below over multiple semesters. Winter 2020 statistics were taken on April 14th showing the slight increase in the number of teachers activating their site for D2L usage.

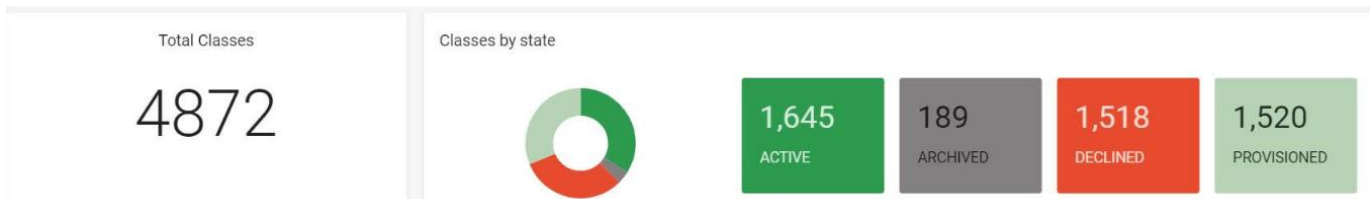


The tool usage counts in D2L over the past month show an increased depth of tool usage. Teachers are going beyond simple assignment submission to a more robust tool usage. The tool usage comparison was taken from March 14-April 14th with discussions, assignments, quizzes, and announcement tools filtered below. For all secondary school teachers and students (1920sem2 on chart), the content tool was used over 165,000 times (light green), over 53,000 discussion posts by teachers (dark green), and the assignment tool was used over 74,000 times. The tool usage data includes March break and Phase 1 (Phase 2 begins teacher led learning). It is expected that the depth of tool usage will continue to increase during Phase 2 and 3 Learn@Home.



Google Classroom does not provide the same level of granularity in its usage statistics as D2L. The onset of WCDSB Learn@Home roughly coincided with the automated creation of new Google Classrooms for the mid-semester switch for Careers/Civics courses. The image below shows the current breakdown of Google Classrooms:





The active Google Classrooms represent the Google Classrooms currently in use by educators in the system.

## THE COMMUNITY SHIELD

WCDSB 3D Printer Home Deployment project: This project consists of removing all of the 3D printers from both elementary and secondary schools and deploying them into the homes of WCDSB staff. All 3D printed parts donated to InkSmith are taken in, sanitized, assembled and donated by InkSmith to overburdened hospitals and healthcare providers locally.

This model consists of...

1. Identify the schools that have 3D printers
2. Creating a staff volunteer list from each school who would like to volunteer in the 3D printing project. (teachers, EA's, ECE's, CYCW's, library techs, custodial/ maintenance, administrative assistants, administrators, and CEC staff).
3. Gathering and deploying the 3D printers/ filament to volunteers. Printers and filament should be labeled identifying the school. Please note that volunteers will have the 3D printer for one week. A courier company with sanitation training will provide the service.
4. Provide virtual professional development and continued support to staff **(please note that 3D printing experience is not required)**.
5. Porch drop off of 3D printers/ filament and pick up of printed parts. (Please note that the courier company will be responsible for sanitizing the 3D printer and any other packaging prior to deploying the unit to the next home).

### **WCDSB 3D Printer Home Deployment Project** **Data based on Friday, April 17**

3D Printer Data		
Total 3D Printers Including secondary, elementary, and CEC	49 printers	
Total High School 3D Printers	23 printers	
Total Elementary and CEC 3D Printers	26 printers	
Total 3D Deployment Numbers including secondary, elementary, and CEC	38 printers	
Total 3D Printer Deployment Percents		
High School 3D Printer Deployment	12 printers	52%



Elementary and CEC 3D Printer Deployment	26 printers	100%
Total System 3D Printer Deployment Percent	38 printers	78%
Note: some of the 3D printers have not been deployed due to part backorders and needed servicing of the units. This accounts for 5 printers equalling 10% of the overall deployment.		
Volunteers		
High school	29	
Elementary & CEC	48	
Total	77 volunteers	
3D Printed Parts Pick-up First week-Friday, April 17, 2020		
Bottom Reinforcement Piece	800	
Headband Piece	65	
Total pieces combined	865	

### Next Steps:

The nature of innovation is rooted in the understanding that it is an iterative process that celebrates the learning that comes from success and ongoing challenges. Our IT strategy and Innovation in Learning focus will continue to leverage the opportunities for innovation created through the pandemic response in order to change practices to increase equity of access and equity of opportunity related to innovation and technology.

Specific next steps include:

- Utilizing information gained through the WCDSB Learn@Home ThoughtExchanges to respond to issues related to equitable access to technology, equitable access to learning opportunities (both students and staff), and equitable assessment and evaluation practices. Our responses will need to take into account first wave responses, ongoing responses, and preparation for likely disruptions during future waves of the pandemic.
- Subgroups in the Learning Innovation Committee will continue to develop their logic models and gantt charts to monitor and develop their ongoing work. In some cases planned work will need to change in light of new learning based on the pandemic. These subgroup meetings will occur in May and June 2020 as they are able. Participants in the Learning Innovation Series will be invited to join in or take part in their own projects if they are able.



## Recommendation:

## For Information to the Board

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

Chris Demers  
Chief Information Officer

Judy Merkel  
Superintendent of Education

Suzanne Smart  
Innovation and Learning Consultant

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



## Information Technology Five Year Strategic Plan 2020-2025

### Descriptions



**“Computer science empowers young people to create peace in their communities. Everyone should learn how to harness technology, to use their creative power for peace.”**

**Pope Francis**

#### **Information Technology Services Vision**

An empowered community that embraces innovation to achieve success.

#### **Information Technology Services Mission**

Enrich our community and foster a culture of innovation and trust by facilitating dynamic solutions and services.

#### **Table of Contents:**

1. Classroom Technology Refresh
2. Infrastructure
3. School Technology Refresh
4. Staff Support and Development





## 1. Classroom Technology Refresh

Area Affected	Initiative	Implementation
All Schools	Chromebook/Cloudbook Device Refresh	1/4 Yearly
All Schools	Display/Projector Technology Refresh	2020/21 2024/25
All Schools	Educator Mobile Devices	2022-24
Elementary Academic	Elementary Desktop Refresh	2022/23
All Schools	Monitor Refresh	2020/21 2024/25
Secondary Academic	Secondary Desktop Refresh	1/4 Yearly
Secondary Academic	Secondary Printer Refresh	Yearly Staged

Providing students, educators, and their families with the means of communicating and learning with leading technologies in a safe and reliable manner is required to successfully leverage technology and human ingenuity to help learners realize their full potential.

- **Chromebook/Cloudbook Device Refresh (1/4 Yearly)** Chromebooks and other inexpensive mobile devices like Windows 10 Cloudbooks have a limited lifespan of support by the vendors. WCDSB has achieved a 1:3 ratio of students to Chromebooks at every school. The goal is to maintain this ratio of a Chromebook/Cloudbook type device over the next 5 years. A Chromebook/Cloudbook comes with a one-year warranty. Google has committed to a support a lifespan of 3 years for performance, functionality and updates. To maintain a current and supported fleet of Chromebooks/Cloudbooks, IT will refresh 1/4 of the devices every year.
- **Display/Projector Technology Refresh (2020/21 2024/25)** Every classroom in WCDSB has a data projector. Though we have refreshed many data projectors, many of these units 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 will finish the refresh with replacing the final 1/5th of the installed projectors in 2020/21. Functional decommissioned projectors will be used as spares to minimize classroom downtime when the projectors fail. The next refresh cycle will begin in 2024/25.
- **Educator Mobile Devices (2022-2024)** Every Classroom in WCDSB has a dedicated computer for the Educator and for operating the data projector. The requirement for educators to incorporate technology into their pedagogy and remote instruction is best served by a mobile device rather than a desktop. We will investigate this as a possible strategy.
- **Elementary Desktop Refresh (2022/23)** Elementary desktop computers will be refreshed to replace broken and outdated computers. The continued goal is to continue to support the 1 computer to every 16 students in the elementary schools. Extra working computers will be shuffled to other schools to maintain the ratio.
- **Monitor Refresh (2020/21, 2024/25)** Classroom projectors have outdated video splitters paired with failing computer monitors that do not allow for easy sharing of mobile devices to the screen. New monitor technology allows for easy sharing to the screen of mobile devices while the teacher desktop computer can be used independently. All classroom desktop monitors will be refreshed by Sept 2021. The next refresh will start 2024/24.
- **Secondary Desktop Refresh (1/4 Yearly)** One quarter of all Secondary desktop computers will be refreshed replacing broken and outdated computers. The new computers will be targeted for the tech and design labs. Demands of higher learning at secondary schools require access to





## Appendix

high end design and business application labs. The continued goal is to continue to support the 1 Windows 10 computer to every 4 students in the secondary schools.

- **Secondary Printer Refresh (Yearly Staged)** Printers are replaced as required on secondary schools with a focus on reducing printing and print costs.



What a great session presenting [@CoSpaces\\_Edu](#) & [@mergeedu](#) to [@SJPIIsuns](#) Ss. They were engaged, explored, and created [#VR](#) [#AR](#) and sharing with educators the unlimited possibilities connected to the curriculum. [#WCDSBInnovates](#) [#ExperientialLearning](#) [#STEM](#)



**Michael Leonard**  
Twitter





## 2. Infrastructure

Area Affected	Initiative	Implementation
Secondary Academic	Academic Secondary Server Refresh	2022/23
All Sites	Board Phone Controller Update	2023/24
All Sites	Broadband Modernization Project	2020/21
CEC	CEC & Dutton Drive Computer Refresh	2023/24
Admin	Elementary Desktop and Printer Refresh	2021/22
All Sites	Firewall Infrastructure Refresh	2024/25
All Sites	Increase Internet Capacity	Yearly
All Sites	Internal Segmentation Firewall & Multi-form factor	2020/21
All Sites	Mobile Device Authentication	2020/21
All Sites	Movement to Cloud Service/Storage	2020-22
All Schools	Network Switch Refresh	2020-25
All Sites	Photocopier Refresh	2021/22
Secondary	Secondary Administrative Staff Desktop refresh	2022/23
All Sites	School Administrator Laptop Refresh	2021/22
All Sites	SDWAN Device Refresh	2022-25
All Sites	Security Camera Refresh	2020/21 2022/23 2024/25
CEC	Senior Administration Laptops	2022/23
Business	Smartphone Refresh	2020 2022 2024
CEC	Storage Area Network Refresh	2021/22 2024/25
CEC	Technician device refresh	2021/22 2024/25
All Sites	Wireless Evergreen	Yearly
Infrastructure	WREPNet Core Upgrade	2025

The Board's infrastructure hardware must be maintained and upgraded on a regular basis to meet the ever-increasing demands. This will also prevent system failures and greatly simplify staff support issues and minimize the impact on future year's budgets. Productivity and instruction opportunities are lost if replacements and refreshes are done when existing equipment has already failed, or, is about to fail. With the increasing complexity and interconnectedness of Board operations, it is imperative that the Board's infrastructure be robustly constructed and consistent with current industry standards.

- **Academic Secondary Server Refresh (2022/23)** Secondary school servers are utilized to hold desktop operating system images, system patches, local school files, application images and are used for general school network management. These servers are replaced every 5 years to maintain functionality and warranty coverage. These servers were last refreshed earlier this year.
- **Board Phone Controller Update (2023/24)** The system phone controllers will require an update in the 23/24 school year. Our phone system is currently in the midst of a refresh this school year





and is being fully integrated with staff smart phones, Microsoft Teams, email and computers which will help increase staff availability and ease voice related workflow.

- **Broadband Modernization Project (2020/21)** The Ontario Ministry of Education Broadband Modernization program is connecting over 250,000 students at approximately 850 schools with high-speed internet as part of a commitment to improve internet access at all publicly funded schools across the province. WCDSB has been selected to participate in the second part of Wave 2 of this 3 Wave Project. This Wave will see extra resilient Internet connectivity and improved security for all of the WCDSB elementary schools. The first part of Wave 2 enhanced the secondary schools. In 2020/21 WCDSB will begin to participate in Wave 3 of the Broadband Modernization Program which will focus on security. Improvements to security on the district's wireless and Internet feeds will be the focus of this engagement.
- **CEC & Dutton Drive Computer Refresh (2023/24)** The Catholic Education Centre and Dutton Drive laptops and desktops are updated every 5 years to ensure functionality and ensure that they can be effectively supported.
- **Elementary Desktop, Printer Refresh (2021/22)** Elementary administrative desktops, laptops and printers are refreshed on a 5-year cycle.
- **Firewall Infrastructure Refresh (2024/25)** The WCDSB Firewall infrastructure performs the critical function of protecting the Board's students, staff, data and systems from hackers, viruses, ransomware and malware. The Firewall infrastructure also filters the Internet for safe content for our students. We are currently updating this infrastructure and it will require a refresh in 5 years.
- **Increase Internet Capacity (Yearly)** There are many components of the WCDSB infrastructure that are critical pieces to the delivery of web-based curriculum content to educators and students. Those components include school wireless infrastructure, wired network drops, network switching equipment, the wide area network between board sites, the firewalls and the Internet feeds. Currently WCDSB has two central Internet feed providers, Rogers and the Ontario Research and Innovation Optical Network ORION <http://www.orion.on.ca/>. The purpose of two feed providers is to ensure availability to critical educational tools schools have become dependent on for delivery of curriculum of which Desire 2 Learn, Google Suite for Education, Compass for Success are just a few. Many administrative hosted applications also need guaranteed access such as Smart Find Express, School Cash Online, ERO, Azure and Office 365.
- **Internal Segmentation Firewall & Multi-form factor (2020/21)** To prevent cyber attacks that do successfully penetrate the WCDSB firewall and security from encrypting servers and stealing data, a segmentation layer will be built between servers and networks that also require multi-form factor authentication. This should prevent attacks from spreading beyond any initial penetration.
- **Mobile Device Authentication (2020-21)** Currently all personal mobile devices attach to the WCDSB wireless network with a single password. Since all devices connect anonymously this way, we are unable to track who is connected, where they are connected and what activities they are doing. Every personal device that connects to the WCDSB wireless network is subjected to the same internet filters and services whether they are a staff member or a primary student. To enable appropriate service and filters by student grade level or staff requirements while also having the ability track any inappropriate activity to the user, we are going to enable user-based authentication for all personal devices.
- **Movement to Cloud Storage (2020-22)** WCDSB student and staff file storage is primarily held on Storage Servers housed at schools and the Board Data centers. This file storage is found on both network shares and within the Board's StaffNet environment. Local storage servers are expensive to maintain and replace. Access to locally stored educator and student work cannot be accessed from offsite work from home and other locations. These local storage methods do not easily allow for collaborative building of documents and projects. Where possible, the movement to free services like Desire to Learn, Google Suite for Education and the Office 365 environments







will save the Board money and infrastructure while facilitating both on-site and off-site access to resources, ease of collaboration and home access to classwork.

- **Network Switch Refresh (2020-25)** School network switches control the flow of all data, information and content across the school networks. Many critical switches have been recently refreshed. This refresh is staged by areas of need every year to assure availability and responsiveness of required equipment. The goal is to have no school network switches in our deployment older than 10 years.
- **Photocopier Refresh (2021/22)** School and office photocopiers are refreshed every 5 years to ensure functionality and that they can be effectively supported. The last refresh was 2016.
- **School Administrator Laptop Refresh (2021/22)** Administrator Laptops are refreshed every 5 years to maintain functionality.
- **SDWAN Device Refresh (2022-25)** The first wave of the WCDSB Broadband Modernization project and SDWAN (Software Defined Wide Area Network) devices were installed starting in 2018. These will start requiring a refresh in 2022 and yearly after that as devices expire.
- **Security Camera Refresh (2020/21, 2022/23, 2024/25)** Up to date security camera infrastructure is imperative to help guarantee the safety and security of school staff, students and sites. Much of WCDSB's security camera infrastructure has been updated and optimized last school year. It is important to review and update this infrastructure every few years. ITS will work with Facilities to continue to deploy updated and optimized cameras and management equipment as required on a regular cycle.
- **Senior Administration Laptops (2022/23)** Senior Administration laptops are updated every 5 years to ensure functionality and that they can be effectively supported. Last year Senior Administration choose to use their laptops one more year to help balance the IT Budget. These current laptops are now prone to failure and are unable to run some desired modern applications. The last refresh was 2018.
- **Smartphone Refresh (2020, 2022, 2024)** Smart phone contracts for devices utilized by school Administrators, senior administration and critical support staff are on a two-year contract. All Smart phones were updated in 2018.
- **Storage Area Network Refresh (2021/22, 2024/25)** The centralized Storage Area Networks host all student, finance and staff files, records and data. These are critical storage systems that most board systems are dependent on. The Storage Area Networks arrays are situated in the primary board office data centre and in the disaster recovery data centre at Dutton Drive. These two arrays need to be refreshed on a staggered 5-year basis to ensure performance and availability of essential data and services.
- **Technician device refresh (2021/22, 2024/25)** School based technicians require advanced mobile devices to effectively support our school's technical requirements. To maintain the required level of functionality for their devices, they are updated on a 3-year basis.
- **Wireless Evergreen (Yearly)** Chromebook and Windows 10 Cloudbooks are now distributed at every school at a ratio of 1 device to every 3 students. WCDSB is expanding support for Bring Your Own Device for utilization in classroom curriculum activity. The Board also has a significant implementation of other wireless devices such as laptops and iPads. To continually provide effective wireless service to the increased number of supported devices and the complexity of Internet content delivered to these devices, components of the Board's wireless infrastructure needs to be refreshed on a yearly basis.
- **WREPnet Core Upgrade (2025)** WREPNet is the Waterloo Region Educational & Public Network. This state-of-the-art high-speed fibre-optic network took shape between 1998 and 2001 as a partnership between the Waterloo Catholic District School Board (WCDSB) and Waterloo Region District School Board (WRDSB). <https://www.wrepnet.on.ca/>. WREPNet quickly grew to become a strategic alliance of the school boards, local governments, public libraries, post-





secondary institutions, hospitals and social service agencies. In 2025, the WREPNet core equipment is due for an upgrade to meet the growing demand for Wide Area Network bandwidth and connectivity across the Waterloo region.



### 3. Process Improvement

4.

Area Affected	Initiative	Implementation
Business	Email and Electronic Records Management Retention Automation	2020-23
All Sites	HR System Workflow Integration	2020-21
Business	LaserFiche Process Automation and Forms	2020-22
All Sites	Print Reduction	Ongoing
Elementary Admin	School Messenger Elementary Implementation	2020-22
All Schools	School Messenger Safe Arrival and Phone App	2021-22
Business	Sparkrock Finance Transition to Cloud	2020-22
All Sites	Student Management System Optimization	2020-22
All Sites	Unification of Administration & Classroom Apps & Imaging	2020/21

Currently some of the Board's key business systems are not integrated and rely on significant manual processes for populating system data, extracting data and solving connectivity issues. Board system decisions must move from a departmental focus to one which considers system, staff and student needs, vetted through the Board's IT Governance Structure. Current systems should be electronically integrated where possible to provide for automated workflows. As new systems and servers are implemented, automated integration into the Board's electronic business process workflows will be the focus.

- Email and Electronic Records Management Retention Automation (2020-23)** Automated electronic retention policies to reduce legal liability and operational risk associated with retaining redundant, obsolete and trivial information will be phased in on WCDSB systems. Impacted systems for automated retention include Laserfiche, Office 365, Quick Tags, Google Suite for Education, and School Cash Online.
- HR System Workflow Integration (2020-21)** Many manual processes are currently used for the granting of staff resources and security access throughout WCDSB. Human Resources systems hold the true and current roles, status and location of staff. Manual data entry process for granting critical permissions and resources introduce the element of human error and delays. Automation of all hiring, moves, adds, changes and terminations from HR systems into Microsoft Active Directory will allow for timely allocation to resources across Board systems while eliminating tedious manual tasks which do not have built in error checking. In 2018/19 we started this automation, but there is much in the HR business process workflow that still needs to be mapped out.
- LaserFiche Process Automation and Forms (2020-22)** The Laserfiche system is currently utilized at WCDSB for electronic records management, retrieval and disposal. <https://www.laserfiche.com/> The system has the expanded capability to manage web electronic forms and its optimized workflow. Forms managed through the Laserfiche system can then be automated for retention and easy retrieval. Laserfiche also allows the automated approval workflow to be designed within the form and integrated to the Board email system. The many forms attached to Administrative Processes (AP) will be easily tracked for completion and approval. ITS will implement the Laserfiche web forms and workflow modules with Board AP's. Laserfiche will continue to expand to eliminate paper records to ease retention and searching for critical Board records. This will involve ongoing scanning projects of all documents and records.





- **Print Reduction (Ongoing)** Printing at the Board office and at schools are a very significant part of the overall budget. For some schools, print can be half of the school budget. Reduction of print will be accomplished through the increase of the turning in of assignments and sharing of resources electronically. Not only is this a very green initiative, it will also save the Board significant funds that can be invested in other educational equipment and programs.
- **School Messenger Elementary Implementation (2020-22)** School Messenger Communicate has been implemented at our secondary schools for a number of years. With the pandemic shutdown, School Messenger has been implemented, with training, for all elementary schools. We will continue to expand adoption of Communicate features at all schools. Expanded functionality would include communication from all school clubs, teams and events to parent email and phones. Functionality, which includes timely automated attendance alerts to parents, are also being considered. <http://www.schoolmessenger.com/>
- **School Messenger Safe Arrival and Phone App (2021-22)** School Messenger brings many new features that our schools can take advantage of including:
  - Safe Arrival attendance call out and response automation
  - Android and iPhone app for parents and school staff
  - Facebook and Twitter Integration
  - Text, phone voice and email broadcast messaging
  - Teams, clubs and group messaging
  - Surveys feature through web and phone; and
  - Secure documents send.
- **Sparkrock Finance Transition to Cloud (2020-22)** We are investigating the movement of the Navision Sparkrock finance system to the cloud from our on-premise implementation. Moving the system to be cloud hosted would isolate it from other systems, protect it from other WCDSB systems in the event of the a cyberattack. Sparkrock would take on full server and update support easing local support burden while assuring that latest updates are applied to the system.
- **Student Management System Optimization(2020-22)** IT has been working diligently on the transition to Follett Aspen from our end-of-life Trillium student management system. We will go live with the new system Aug 2020. This system offers a far expanded capability to effectively manage students, perform assessment, manage the classroom and communicate with the parent community. The Aspen system will be expanded to include a parent portal, online forms, integrated case management, Spec.Ed, English language learners and IEP tracking. Many other features will also be investigated and possibly implemented.
- **Unification of Administration & Classroom Apps & Imaging (2020/21)** The ITS methods for delivery of computer applications, imaging, printing and other services have evolved quite differently between the Classroom Services and the Administrative Services teams. The goal is to improve delivery of service to the staff and students of the Board while facilitating the transfer of knowledge and skills across teams in ITS. Over the past years, we have conducted investigations into best practices at other school districts. From this investigation, ITS has been developing a plan which will incorporate the best practices of both teams with the findings of best practices from other School Districts.



## 5. Staff Support and Development

Area Affected	Initiative	Implementation
All Sites	Cyber Security Training Expanded	Ongoing
All Sites	ERO PD Booking System Transition Apply to Education	2020/21
All Sites	Green Application Process and Catalog	Ongoing
All Sites	SFE Attendance System Transition Apply to Education	2020/21

This section includes tools to help our staff and community to effectively receive PD, report absences, to access required student information and keep safe while utilizing technology.

- Cyber Security Training Expanded (Ongoing)** In order to assure the safety of WCDSB systems, staff and student personal data, a comprehensive resource of cybersecurity concepts designed for all employees will be created. This program will consist of three modules, covering topics that include but are not limited to creating strong passwords, avoiding phishing attempts and authenticating using biometrics. Before the job action by OECTA and the pandemic shutdown, 83% of staff had completed this year's training.
- ERO PD Booking System Transition Apply to Education (2020/21)** Our Electronic Registrar Online (ERO) system will be end of life by the vendor this July 1st. WCDSB has a significant investment into Apply to Education <https://www.applytoeducation.com/> with our application process. Many Ontario school districts now use Apply to Education for professional development registration and management.
- Green Application Process and Catalog (Ongoing)** Many applications on the Internet have significant privacy and security issues. Privacy of the Board's staff and students is paramount. A process to determine pedagogical value and the safety of applications is essential for our staff, students and community. Currently a list of WCDSB vetted (Green) applications are listed under APS017 [https://www.wcdsb.ca/wp-content/uploads/sites/36/2017/02/APS017-CX\\_GuidelinesOnlineTools.pdf](https://www.wcdsb.ca/wp-content/uploads/sites/36/2017/02/APS017-CX_GuidelinesOnlineTools.pdf) Many new applications have been requested by our educators and community. An application vetting process will be developed and the Green list will be effectively communicated to the WCDSB community.
- SFE Attendance System Transition Apply to Education (2020/21)** Our Current staff attendance/dispatch system is managed under an application called SmartFind Express. This application has limitations and integration challenges. Apply To Education will be investigated as a fully integrated solution for Professional Development, OnCall management and staff attendance in one package.







**Date:** April 27, 2020  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** St. John Boundary Review – Response to Trustee Questions #2

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**Type of Report:**

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

**Type of Information:**

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

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

Board Report – October 28, 2019: St. John Boundary Review –Initial Staff Report and Initiation of Review

Board Report – April 6, 2020: St. John Boundary Review – Final Staff Report

Board Report – April 20, 2020: St. John Boundary Review – Response to Trustee Questions

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

Board Policy IV 010: Facilities/Accommodations ‘the CEO shall not ...

2. *Fail to conduct accommodation reviews process (i.e. boundary review and school closures) that is not in compliance with current Ministry of Education guidelines and directives.”*

**Alignment to the MYSP:**

Strategic Priority: Student Engagement, Achievement, and Innovation

Strategic Direction: Foster maximum opportunity for success for all

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

Strategic Direction: Nurture the well-being of students and staff



## Background/Comments:

On October 28, 2019, the Board of Trustees initiated a boundary review with the goal of reducing enrolment pressure at St. John. The boundary review includes four schools: St. John, Our Lady of Lourdes, Holy Rosary, and St. Nicholas.

On April 6, 2020 the Board of Trustees received the St. John Boundary Review Final Staff Report. That report provided a series of staff recommendations.

On April 20, 2020, Staff provided the St. John Boundary Review – Response to Trustee Questions.

Further information, in response to Trustee questions is provided in the attached report.

## Recommendation:

That the attached response report be received for information.

## Prepared/Reviewed By:

Loretta Notten  
Director of Education

Shesh Maharaj  
Chief Financial Officer

Jennifer Passy  
Manager of Planning

Virina Elgawly  
Property/Planning Officer

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



## 1. Grandparenting Siblings

### 1.1. Staff Recommended Option 7b – Grade 6 & 7 Grandparenting Plus Siblings

Table 1 shows the current Grade 6 and 7 students, and their siblings that would be grandparented in staff's recommended option (7b). These counts reflect existing students. In future years, these students would be rolled forward, i.e. JK becomes SK, etc. As staff's recommendation is based on existing (registered) students in our system, sibling counts do not consider grandparenting future siblings. As such, the number of grandparented students will decline over time.

Table 1 - Count of Grade 6 & 7 Student and Siblings by School by Grade

Grade 6s & 7s & their siblings from sub-areas proposed to move (2019)										
	JK	SK	1	2	3	4	5	6	7	Total
Our Lady of Lourdes	4	2	0	4	6	5	4	16	18	59
St. John	4	1	2	4	7	11	2	20	16	67

Based on staff's recommendation, the board would be managing and transporting a small number of grandparented siblings until the end of the 2028/29 school year.

### 1.2. Impacted Number of Families

As another means of measuring impact of grandparenting, Trustees asked staff to advise how many families would be affected by grandparenting under various alternatives described during the April 6, 2020 meeting. Table 2 compares the number of students and families potentially affected at each school by the various grandparenting options.

Table 2 - Count of Students and Families Impacted by Grandparenting

School	Option	Number of Grandparented Students	Number of Families Affected
St. John	Gr. 6&7 + Sibs	67	36
St. John	Gr. 4-7 + Sibs	145	81
St. John	Gr. 4-7 (no Sibs)	95	81
Our Lady of Lourdes	Gr. 6&7 + Sibs	59	32
Our Lady of Lourdes	Gr. 4-7 + Sibs	81	48
Our Lady of Lourdes	Gr. 4-7 (no Sibs)	60	48





Staff Recommended Option 7b with Grade 6 & 7 grandparenting plus siblings provides stability for the greatest number of students and families without undermining the objective to provide relief to St. John.

## 2. Out of Boundary Students

The analysis of Out of Boundary (OOB) students provided throughout the review was based on 2019/20 school year information. There are OOB students in each school involved in the review, which are scattered throughout the grades. St. John has the fewest OOB students as its boundary has been closed to OOB applications for several years.

Table 3 reflects existing, 2019/20, OOB students attending the schools in the review. Grade 8 will graduate this year and the rest of the grades will be rolled over each year.

Table 3 - 2019/20 Out of Boundary Students by School by Grade

Out of Boundary Students											
	JK	SK	1	2	3	4	5	6	7	8	2019 Total
Holy Rosary	9	4	6	5	4	3	8	5	5	5	54
Our Lady of Lourdes	2	3	4	8	6	5	7	5	11	5	56
St. John	0	0	2	0	2	2	0	2	0	2	10
St. Nicholas	2	6	3	3	1	5	4	2	2	0	28

Thirty three (33) OOB students at Our Lady of Lourdes reside within the current St. John boundary. If staff's recommendations are approved, these students would no longer be considered OOB as they reside in sub-areas proposed to move to Our Lady of Lourdes.

Grandparenting current Grade 7 Out of Boundary students only would mean 18 students would remain in their current school for 2020/21. Extending OOB grandparenting to include Grade 6 would mean an additional 14 students would remain in the respective schools 2020/21 and 2021/22. Regardless of Grade 7 or Grade 6 & 7 grandparenting of OOB students, younger siblings who are also currently attending with OOB permission would not remain in their current schools.

Just as expanding grandparenting to Grade 6 students was discussed and debated by staff and the Boundary Review Committee (BRC), the treatment of Out of Boundary students was also explored in detail. Staff's recommendations reflect the outcome of those discussions and respect the perspective that it was inconsistent to direct students who currently reside in a school's boundary to a new school while allowing OOB students to remain. Recommending that only Grade 7 OOB students be grandparented is consistent with past practice.

Staff had indicated the intent to create an administrative appeal process for Out of Boundary applicants. The draft framework for this process is outlined in Appendix A. Subject to the Board's approval of the boundary review recommendations, this appeal process would be available to applicants, beyond the recommended Grade 7 Out of Boundary students, from April 28, 2020 to May 29, 2020. Decisions would be communicated to families by June 12, 2020. Timelines ensure that class organizations and staffing account for the decisions and that transitional supports are in place for any students returning to their home school.

## 2.1. Historical Out of Boundary Administrative Procedures

In the past, the board has had administrative procedures which imposed caps on Out of Boundary access to secondary schools. The approach up to the December 2010 revision of the administrative procedure for the secondary panel contained a 10% cap per the following details. No equivalent provisions were included in elementary procedures:

- APA003 - Secondary School Boundaries/Secondary Out of Boundary Permissions/Secondary Out of Region Admissions/Secondary Enrolment Capping:
  - January 2002, August 2004, December 2010 revisions contained 10% cap on Out of Boundary students with an ability to exceed the cap where Superintendent permission was provided.
- APA002 - Elementary School Boundaries/Out-of-Boundary Students/ Out of Region Admissions / Capping of Schools:
  - March 2001, January 2004, January 2005, January 2006, February 2007 revisions did not include a cap percentage.

The current administrative procedure combined elementary and secondary details in APA003 - Admission of Out of Boundary Students. There are no caps in the current administrative procedure.

## 3. Transportation Costs

Student Transportation Services of Waterloo Region (STSWR) analyzed the net change in transportation costs by school by year based on Staff Recommended Option 7b. The impact of various grandparenting scenarios were compared. The estimated impact was based on comparing the current number of bus runs at each school and calculating the net change in transported students as a result of the proposed boundary changes.

In some cases, student transportation eligibility will change under the recommended boundary scenarios. The negative values associated with St. John are reflective of the net decrease in transported students under the recommended boundaries. There is also a net reduction in transportation under the recommended boundaries for Our Lady of Lourdes.

Grandparenting options result in an overall transportation increase of 4 buses/year at full implementation (\$168,000). Any grandparenting provision will only slow the year over year overall transportation cost increase. With respect to the grades 4-7, and 6-7 grandparenting options, both will result in an overall savings of \$84,000 at full implementation (compared to the option without grandparenting).

The annual net cost of Option 7b without any grandparenting at full implementation would increase to \$168,000 (4 additional busses) between the four schools beginning September 2020 and up to \$210,000 by 2028/29.

With the Grade 6 & 7 grandparenting per staff's recommendation, total bus costs would increase to \$126,000 (3 busses) annually until 2022/23. From 2022/23 on, costs would increase to \$168,000 (4 busses) (Table 4). It is estimated to be an overall net savings of \$84,000 resulting from this grandparenting provision vs. no grandparenting.

Table 4 - Transportation Costs of Option 7b - Grade 6 & 7 Grandparenting Plus Siblings

	<b>Our Lady Of Lourdes</b>	<b>St. Nicholas</b>	<b>Holy Rosary</b>	<b>St. John</b>	<b>Total</b>
<b>2020</b>	0	\$126,000	\$84,000	-\$84,000	\$126,000
<b>2021</b>	0	\$126,000	\$126,000	-\$126,000	\$126,000
<b>2022</b>	0	\$168,000	\$126,000	-\$126,000	\$168,000

With Grade 4-7 grandparenting, total bus costs would increase to \$126,000 (3 busses) annually until 2022/23. From 2022/23 on, costs would increase to \$168,000 (4 busses) (Table 5). It is estimated to be an overall net savings of \$84,000 resulting from this grandparenting provision.

Table 5 - Transportation Costs of Option 7b - Grade 4-7 Grandparenting Plus Siblings

	<b>Our Lady Of Lourdes</b>	<b>St. Nicholas</b>	<b>Holy Rosary</b>	<b>St. John</b>	<b>Total</b>
<b>2020</b>	0	\$126,000	\$42,000	-\$42,000	\$126,000
<b>2021</b>	0	\$126,000	\$42,000	-\$42,000	\$126,000
<b>2022</b>	\$42,000	\$126,000	\$84,000	-\$84,000	\$168,000
<b>2023</b>	\$42,000	\$126,000	\$84,000	-\$84,000	\$168,000
<b>2024</b>	\$42,000	\$168,000	\$84,000	-\$126,000	\$168,000

In summary, in the context of the boundary review STSWR has advised that there is a net transportation increase, but in a system wide context it is believed that the extra transportation costs would be absorbed by the projected overall budget increase due to enrollment growth.

#### 4. Delayed Implementation

Various options have been explored by staff and Trustees to address concerns around the impacts of grandparenting, Out of Boundary students, capping schools, and delayed implementation. At the heart of the St. John Boundary Review remains the untenable enrolment level projected for the school in 2020/21.

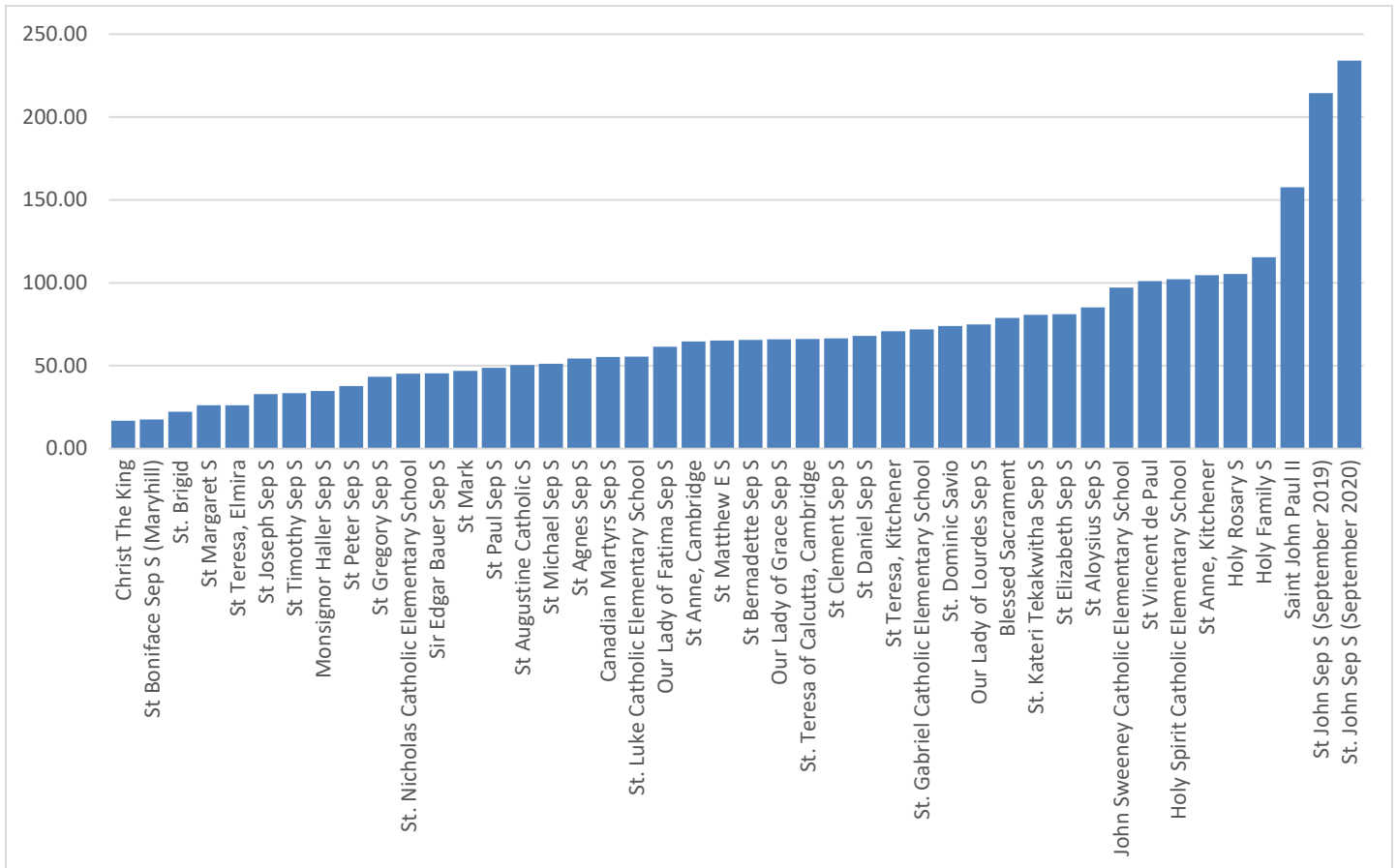
Delaying implementation not only means additional costs to the board associated with the added portables and building renovations required but will result in a significantly over capacity school with a diminished learning environment for students.

At the fourth BRC meeting held on February 27, 2020, staff discussed information about the intensity of site use, as a measure of students/acre. District wide in 2019/20, there was an average intensity of 67 students/acre.

In September 2019, St. John had an intensity rating of 214 students/acre, and if no change is made for September 2020 the intensity rating will increase to 234 students/acre (Figure 1).

The projected status quo September 2020 rating of St. John is 76.5 students/acre higher than the next highest rated school, St. John Paul II, which is situated on 4.95 acres next to a City park and natural environment area.

Figure 1 - School Site Intensity Comparison Chart (students/ac.)



Increasing the enrolment at St. John will mean less gym time, less library time, a reduced play yard, and more students sent offsite for physical activity. The school has worked well to minimize the impact of 645 pupils in the school in 2019/20. However, adding a further 55 or more students to the school and up to 4 more portables will magnify any of the challenges faced by the school this year.

Figure 2 illustrates what the school site will look like with up to 10 portables, if the recommended boundary change is not in place for September 2020.

Figure 2 - Aerial Image of St. John with 10 Portables



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# Appendix A



## **Draft Protocol for Out of Boundary (OOB) Admission as a Result of the St. John Boundary Review**

All our schools can meet the needs of all students; resource supports are provided to schools based on individual student need. This ensures equity of resource support provided to both elementary and secondary schools in the Waterloo Catholic District School Board. At times there may be extenuating circumstances that may be considered and as such the guidelines below are set to assist in the appeal process. For the most part, students affected by the boundary review will be moving with students living in the same geographic area.

Understanding that moves may cause anxiety for all students affected, and that an appropriate transition plan will be implemented following a Board decision to move students, consideration will be given to applications for student admission where unusual and extraordinary circumstances exist.

### **Guiding Principles for Admission of Out of Boundary (OOB) Students**

**St. John CES / Our Lady of Lourdes CES / St. Nicholas CES / Holy Rosary CES**

**Applicable: April 28, 2020 to May 29, 2020**

This document outlines guidelines for continued admission of students attending one of the aforementioned schools on an OOB permission. Requests for OOB admission will not be considered after May 29, 2020.

This appeal process is only available for existing OOB students attending the four schools. The appeal process does not apply for students who are proposed to move schools based on the boundary review decisions.

Parents/guardians of existing OOB students may e-mail [StJohnReview@wcdsb.ca](mailto:StJohnReview@wcdsb.ca) requesting permission to continue at their current school. The email should contain student name(s), home school, requested OOB school, and the rationale for the request.

The Board level committee will include the Superintendent of Schools, a member from the Planning Department and one other Superintendent. Consultation with relevant principals, school-based and central staff will be part of the deliberation process.

Parents/guardians should note that approvals will be the exception and will be guided by the considerations outlined below:

Admission of OOB students in unusual and extraordinary circumstances will be considered if:

- A student's mental, physical, or academic well-being would likely be compromised if they were moved.
- Upon the professional consideration of school and board staff, there is a determination that a student's unique personal and educational needs are better served at the current school.
- There are unique health and safety considerations pertaining to the student, that are better served at the current school and which are verified by school and board staff.

Decisions are final and will be provided to families by **June 12, 2020**.



**Date:** April 27, 2020  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** St. John Boundary Review Recommendations

**Type of Report:**

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

**Type of Information:**

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

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

The purpose of this report is to provide Trustees with a listing of recommendations to address enrolment pressure at St. John School in Kitchener.

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

Board Policy IV 010: Facilities/Accommodations *‘the CEO shall not ...  
2. Fail to conduct accommodation reviews process (i.e. boundary review and school closures) that is not in compliance with current Ministry of Education guidelines and directives.’*

**Alignment to the MYSP:**

Strategic Priority: Student Engagement, Achievement, and Innovation  
Strategic Direction: Foster maximum opportunity for success for all

Strategic Priority: Building Capacity to Lead, Learn and Live Authentically  
Strategic Direction: Nurture the well-being of students and staff

**Background/Comments:**

A boundary review involving Holy Rosary, Our Lady of Lourdes, St. John, and St. Nicholas Catholic Elementary Schools was initiated on October 28, 2019. The Initial Staff Report was presented to the Board of Trustees outlining background information, enrolment analysis, and two potential options (preferred and alternative).

Following presentation of the Initial Staff Report, a Boundary Review Committee (BRC) was formed, new options were considered, and public consultation sessions were held. Based on input received, staff's recommended option changed from what was presented in the Initial Staff Report.

A Final Staff Report was provided to Trustees on April 6, 2020 which contained a summary of the work undertaken by the BRC as well as all relevant data and communications from the public. Trustees were provided with an opportunity to ask questions on April 6, 2020. Questions were also sent to staff by e-mail.





On April 20, 2020, staff provided Trustees with formal responses to all questions asked between April 6<sup>th</sup> and April 20<sup>th</sup>. Any questions asked since the April 20<sup>th</sup> meeting will be responded to in a formal manner on April 27<sup>th</sup>.

Following the BRC's work, a provincial state of emergency required the closure of schools to limit the spread of COVID19. Traditionally, following any approval to change school boundaries, an elaborate transition plan would have been implemented. This plan includes visits to students' new school(s), meeting with new teachers and principal, introduction to classmates, and the development of community building activities. COVID19 has required staff to develop alternative approaches to ensure students gain comfort with their new school and surroundings. During the April 20, 2020 meeting, staff provided Trustees with a listing of alternatives that could be undertaken given school closures. Given that a return to school date has not been announced by the province, any transition plan that is implemented will be tailored to the existing circumstances.

Consistent with staff reports as well as feedback from the BRC, changes to school boundaries are required for September 2020 as physical capacity to house additional students at St. John is limited. The recommendations offered below will address the capacity issue at St. John as well as offering all schools involved in the review a manageable student population for the next 5 or more years.

### Recommendations:

1. That the boundaries of Holy Rosary, Our Lady of Lourdes, St. John, and St. Nicholas Catholic Elementary Schools (CES) be modified in accordance with Option 7b, effective September 2020.
2. That students attending Holy Rosary CES during the 2019/20 school year and living in sub-area M be grandparented, with transportation if they qualify.
3. That effective September 2020, any students not attending Holy Rosary CES during the 2019/20 school year who live in sub-area M, including siblings of existing Holy Rosary students be directed to St. Nicholas CES.
4. That students attending Holy Rosary, Our Lady of Lourdes, St. John, and St. Nicholas during the 2019/20 school year who are in grades 6 and 7, and their existing siblings who currently attend the same school, be grandparented to remain at their current school, with transportation provided if they qualify. Effective September 2020, any students not attending Holy Rosary, Our Lady of Lourdes, St. John, and St. Nicholas, including siblings not currently attending school, will be directed to their new home school.
5. That existing students attending Holy Rosary, Our Lady of Lourdes, St. John, and St. Nicholas on out of boundary permission in accordance with APA003 during the 2019/20 school year, return to their designated home school, except existing grade 7 students, who can continue to attend without transportation.
6. That an appeal process, led by board staff, will be offered to families of existing and affected out of boundary students who believe their extenuating circumstances should be considered.
7. That Holy Rosary, Our Lady of Lourdes, St. John, and St. Nicholas Catholic Elementary Schools (CES) be closed to out of boundary admissions effective immediately.
8. That a Transition Planning Committee be formed to support all students who will be moving to a new school.

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

Shesh Maharaj  
Executive Superintendent of Corporate Services

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





**Date:** April 27 2020  
**To:** Board of Trustees  
**From:** Student Trustees  
**Subject:** Student Trustee Report for April 2020

**Type of Report:** ☒ Incidental Information  
**Type of Information:** ☒ Information only of the activities of the Board Chair

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

Policy II 011 Student Representation on the Board  
Policy II 012 Student Trustee Role Description

### Background/Comments:

The following are highlights of the Student Trustee activity during the month of April 2020

#### *Common Activities Hosted by the Secondary Schools:*

- **Co-President Activities:** In order to stay connected with their fellow students during this time, co presidents at St. Benedict and Resurrection hosted virtual activities through social media. St. Benedict hosted a 'baking with the co presidents' and followed a recipe. Resurrection hosted an 'egg decorating session' through Instagram live and had the chance to speak with students.
- **Virtual Challenges:** Throughout the month, the secondary schools posted a variety of challenges for students to do. Some include designing spirit wear, completing DIY crafts, at home workouts and more.
- **Virtual Bingo:** Some student council's created virtual bingo boards for students to complete. Spaces on the boards included school activities students have participated in.
- **Applications for Leadership Opportunities:** This month, applications for Student Trustee and Co President were released through an online link. Elections for the 2020-2021 Student Trustee term will be held on April 28th. Students from each secondary school will vote for their new Co Presidents.

#### *Unique Activities Hosted by the Secondary Schools:*

- **Student Council Engagement:** This month, the members of St. Benedict's student council worked in unity to formulate fun, interactive videos for the student body to follow along. These videos included a Zumba dance and a toilet paper Tik Tok trend.
- **St. Benedict Spirit wear Contest:** The student body at St. Benedict was given the opportunity to generate spirit wear designs for the 2020-2021 school year. Students submitted their creative designs and favoured designs were chosen to be available for the 2020-2021 school year.
- **St. Benedict Virtual Spirit Week:** The student council at St. Benedict hosted a virtual spirit week for students to enjoy while practicing social distancing. Students were encouraged to watch Ferris Bueller's Day Off, film creative Tik Toks, create sidewalk art with chalk, and recreate an old photo with their family.
- **Encouraging Social Distancing:** The co-presidents at St. Benedict created a video where they addressed the COVID-19 pandemic and how they are practicing social distancing. Resurrection also encouraged students to share videos of the activities they are participating in while social distancing.



- **Resurrection Sunday Mass:** Resurrection student leaders posted a link for students which directed them to the mass service held on Easter Sunday at St. Mary's Church.

**Recommendation:**

This report is for the information of the Board.

**Prepared/Reviewed By:** Meghan Cymbron and Rori Schaefer, Student Trustees

\*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:** April 27, 2020  
**To:** Board of Trustees  
**From:** Chair of the Board  
**Subject:** Chair's Report for April 2020

**Type of Report:** ☒ Incidental Information  
**Type of Information:** ☒ Information only of the activities of the Board Chair

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

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

**Background/Comments:**

The following are highlights of the chair's activity during the month of April 2020, a very much reduced activity level as a result of many activities cancelled due to COVIN 19.

- Assisted in video response to Student Trustee questions
- Spoke to this year's Chair Award, Distinguished Graduate, Community Partners recipients
- Attending FACE Steering Committee Meeting (April 29)

**Recommendation:**

This report is for the information of the Board.

**Prepared/Reviewed By:** Bill Conway, Chair of the Board

\*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."





## Ontario Catholic School Trustees' Association



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

2020: B92

April 20, 2020

**TO:** Chairs (or Alternates where applicable) and Directors of Education  
- Catholic District School Boards

**FROM:** Patrick Daly, Chair, Labour Relations Committee

**RE:** Bargaining Update Memo – Tentative OSSTF Agreement Reached

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We are very pleased to advise that the CTA (comprised of ACEPO, AFOCSC, OCSTA and OPSBA) and the Crown have reached a tentative agreement with OSSTF (Ontario Secondary School Teachers' Federation). For our Catholic member boards that employ OSSTF education workers, further information with respect to the terms of the tentative agreement will be forthcoming in the next short while.

We would as well like to express deep appreciation and gratitude to the staff in the OCSTA Labour Department, especially Director and Labour Relations Counsel, Sharon Duffy; Brian Beal, Director of Education, Simcoe Muskoka Catholic DSB; Shesh Maharaj, Chief Financial Officer, Executive Superintendent of Corporate Services and Treasurer, Waterloo Catholic DSB and Kathy Burtnik, Trustee, Niagara Catholic DSB for their expert advise and support throughout the process.

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



## Ontario Catholic School Trustees' Association



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

April 21, 2020

### MEMORANDUM

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

**CC:** CDSB Communications Staff

**FROM:** Sharon McMillan, Director of Communications

**SUBJECT:** Catholic Education Week – Good News Stories

---



When Catholic Education Week begins on May 3, we anticipate that there will be heightened awareness in our communities regarding the ways in which students and staff in Ontario's Catholic schools are "Igniting Hope." Each year at this time, Catholic school boards generate many inspiring stories of Christian service and OCSTA would like to help promote those stories.

This year's Catholic Education Week theme - "Igniting Hope" - is of course timely as efforts are made to address the impact of the current pandemic and students, families and staff work to adjust to new learning environments. We ask that Catholic school boards begin now to share with OCSTA, relevant local stories of hope and Christian service - please send stories to **Sharon McMillan** - [smcmillan@ocsta.on.ca](mailto:smcmillan@ocsta.on.ca). You are encouraged to send photos whenever possible.

OCSTA will be promoting these stories online and throughout the Association's networks and lists connected to the Catholic community, the media, and our education and political partners. We encourage all trustees and staff to visit the Catholic Education Week page for school and "at home" resources: [www.goodnewsforall.ca](http://www.goodnewsforall.ca).

Thank you.



## Ontario Catholic School Trustees' Association

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

April 20, 2020

### MEMORANDUM

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

**CC:** CDSB Communications Departments

**FROM:** Anne O'Brien, Director of Catholic Education

**SUBJECT:** Catholic Education Week 2020 – Province-Wide Mass

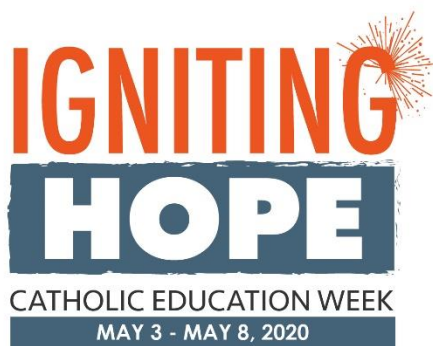
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At this time of distance learning, we are pleased to announce that His Eminence, Thomas Cardinal Collins will be celebrating the Catholic Education Week Mass scheduled for Wednesday, May 6, 2020 at 10:00 a.m. EST. All students, families, board staff, trustees, and the broader Catholic community are invited to participate "virtually" in this celebration of the Eucharist by clicking on the following link at the scheduled time:

<https://www.stmichaelscathedral.com/live>

We hope that at your respective boards you will be able to share and promote information about this special Mass for Catholic Education Week. We are thankful for the support from Cardinal Collins and staff at the Archdiocese of Toronto for making this provincial "virtual" event possible.

Thank you.





**NOVEL CORONAVIRUS/COVID-19 UPDATES**







# swire – April 22, 2020



**By Sharon McMillan**

Apr 22, 2020



**OCSTA Newswire**



# OSSTF Tentative Agreement

In a recent memo to boards, Labour Relations Committee Chair, Patrick Daly announced that the Council of Trustees' Associations (comprised of ACEPO, AFOCSC, OCSTA and OPSBA) and the Crown reached a tentative agreement with OSSTF (Ontario Secondary School Teachers' Federation).

The Association would like to take this opportunity to express deep appreciation for the dedicated work of OCSTA's Labour Department, especially Director and Labour Relations Counsel, Sharon Duffy; Brian Beal, Director of Education, Simcoe Muskoka Catholic DSB; Shesh Maharaj, Chief Financial Officer, Executive Superintendent of Corporate Services and Treasurer, Waterloo Catholic DSB and Kathy Burtnik, Trustee, Niagara Catholic DSB for their expert advice and support throughout the process.

The OCSTA Labour Relations Committee (LRC) has played an important role throughout negotiations this year and the Association is grateful for the outstanding commitment and leadership of LRC Chair and Past President, Patrick Daly and Committee members, President Beverley Eckensweiler; Michael Bellmore, Chair, Sudbury CDSB; Kathy Burtnik, Trustee, Niagara CDSB; Carol Cotton, Trustee, York CDSB; Thomas Thomas, Trustee, Dufferin-Peel CDSB, and; Linda Ward, Trustee, St. Clair CDSB.

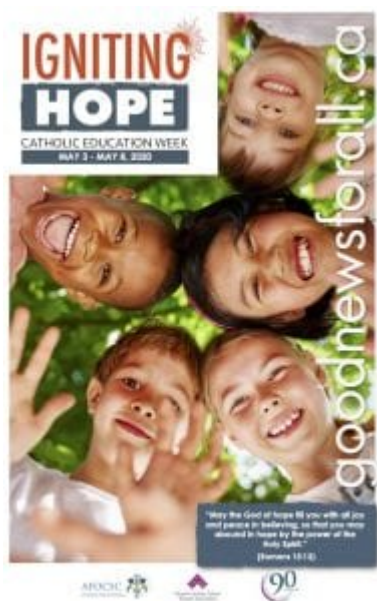
## Legislative Update

On April 14, the Ontario Legislature approved the extension of the provincial declaration of emergency another 28 days until May 12. This extension allows the government of Ontario to

continue to enforce current emergency orders, such as closure of all non-essential workplaces, parks and recreational areas, public places and restaurants, as well as restrictions on social gatherings of more than five people.

While in session MPPs also passed [Bill 189, \*Coronavirus \(COVID-19\) Support and Protection Act, 2020\*](#) to amend the *Education Act*, *Planning Act*, *Development Charges Act*, *Police Services Act* and the *Ministry of Training, Colleges and Universities Act*. The amendments to the *Education Act* will allow school boards to continue charging Education Development Charges (EDCs) on new construction in order to retain a source of revenue for new school projects. The bill also includes an amendment to provide a fair and consistent province-wide approach to addressing school suspensions and expulsions as part of the government's commitment to the safety of students and staff upon the reopening of schools.

## Catholic Education Week – #CEW202 #IgnitingHope



Catholic Education Week will happen May 3 – May 8. Resource kits for schools were sent to all boards in February, and information contained in those kits can be downloaded directly from the OCSTA website at:

<https://www.goodnewsforall.ca>

## **Catholic Education Week Provincial Mass**

We are pleased to announce that we will be welcoming His Eminence, Cardinal Collins to celebrate a provincial Mass for Catholic Education Week on Wednesday, May 6th at 10 a.m. Due to current restrictions on gatherings, this provincial Mass will be broadcast live and made accessible online. To participate please click on the following link at 10 a.m. on May 6:

<https://stmichaelscathedral.com/live>

## **At Home Resources**

New this year for Catholic Education Week are specially prepared resources for use at home by students and their families – click [here](#) to view.

## **CEW Song – Igniting Hope**

We would like to acknowledge and thank composer and performer of this year's inspiring theme song for Catholic Education Week – Teacher Chris Rait of the Brant Haldimand Norfolk CDSB. The song Chris composed is called “Hope” and the audio file can be downloaded and enjoyed by clicking [here](#).

## **Good News from Ontario's CDSBs**



Read the latest Good News post highlighting activities from  
[Durham and Toronto CDSBs](#)

*As is our tradition, all Catholic school boards are invited to share with OCSTA stories that highlight how students and staff are demonstrating this year's CEW theme – Igniting Hope – through their activities and acts of Christian service. These CEW 'good news' stories can be sent to Sharon McMillan – [smcmillan \[ at \] ocsta.on.ca](mailto:smcmillan@ocsta.on.ca).*

## COVID-19

A reminder to all OCSTA members that COVID-19 information as it relates to the education sector is located on the Association website [here](#).

## CDSB Innovation Centre



On March 31st, in response to the COVID-19 outbreak, the Ontario government announced that schools and child care centres would remain closed for an extended period of time to protect the health and safety of students and staff.

To ensure continuity of learning, the government launched the second phase of its *Learn at Home* initiative. Developed in conjunction with education partners, the government is establishing clarity for parents, enhancing education supports, and creating opportunities for teachers and educators to connect with students.

Recognizing the distinctive nature of Catholic education and both the challenges and opportunities of online learning, CDSBs have and continue to develop resources to support the virtual learning framework in ways that are aligned to the Catholic education focus on the development of the whole child (academic, spiritual, physical and social aspects).

To help promote and share the best practices of our Catholic School boards, OCSTA has established on the provincial website a center for CDSB Innovation with respect to current virtual learning initiatives.

To view the current CDSB Innovation page please visit:

<https://www.ocsta.on.ca/briefs-resources/cdsb-innovation/>

## OCSTA 2020 Virtual AGM – New Date

*In a recent memo to members, Executive Director Nick Milanetti announced the following details regarding the rescheduling of OCSTA's 2020 AGM:*

On April 3, 2020, the OCSTA Board of Directors met to discuss and provide direction related to changes arising from the current unprecedented impacts on our workplace, due to emergency measures which prevent a physical gathering at this time.

- The Board officially cancelled this year's conference and postponed the Annual General Meeting until June.
- On Saturday, June 27, 2020, from 9:00am – 12:00pm (EST) OCSTA will convene virtually to address items which are required elements of an Annual General Meeting.
- A meeting invitation for the "virtual" Annual General Meeting will be distributed to all Catholic school Trustees and Directors of Education. Instructions and parameters for participating in the virtual AGM will be provided by OCSTA closer to the meeting date.
- Election of Table Officers (President and Vice President) and CCSTA Representative: During these extraordinary and unprecedented times, members will be able to vote electronically, in real time. Rules, regulations and required parameters will be provided to all members in advance of the meeting.
- The current Table Officers will stay in place until the election.

OCSTA is extending the deadline date for receipt of Resolutions, Nominations and Proxy Forms as follows:

- o Deadline for Receipt of Resolutions – April 28, 2020 – 12:00pm (EST)
  - o Deadline for Receipt of Nominations – June 5, 2020 – 9:00am (EST)
  - o Deadline for Receipt of Proxy Forms – June 25, 2020 – 9:00am (EST)
- If at the time of the meeting the ban has been lifted on the gathering of more than five people, trustees may be able to gather at their local Board offices to participate in the “virtual” AGM, where they may request the support of their local Board’s IT personnel, if needed. Each individual will require their own electronic device, i.e., laptop or personal computer in order to capture their individual votes. Members may also participate by phone, however, they would not have the capability to vote in real time but would have the ability to vote via proxy.
  - OCSTA has been able to limit the liability to the Association under these extraordinary circumstances. The block of rooms at the Fairmont Château Laurier, and The Lord Elgin in Ottawa have been released, therefore no charges will apply to reservations made under the blocks. ▪ A reminder that all travel arrangements and rooms booked outside the OCSTA “hotel blocks” are the responsibility of the delegate.
  - All AGM & Conference and Business Seminar registrations will be automatically cancelled and no action is required on your part. Paid registration fees for the 2020 AGM & Conference and Business Seminar will be refunded to all member boards. ▪ 2020 OCSTA Award Recipients will be honoured at a future in-person event. ▪ The 2021 Conference date will be announced once confirmed.
  - At this time, Fall Regional Meeting dates will remain as scheduled.

We extend our gratitude to the Ottawa Catholic School Board for their leadership and commitment to date on planning this



year's AGM & Conference. These are unique and challenging times for all. Our staff at OCSTA are working remotely and, as always, can be accessed through email to address the needs of our members.

We ask for your continued prayers for the victims of the Coronavirus, for first responders, doctors, nurses and priests tending to the sick. May God bless you and your families with good health and protection during these difficult and uncertain times.

## OCSTA Website Hosts Religious Education Curriculum

*OCSTA Director of Education, Anne O'Brien recently issued the following memo regarding CCCB Religious Education Curriculum for Catholic schools:*

At this time of Distance Learning in our province, the Ontario Catholic School Trustees' Association (OCSTA) is pleased to have formed a partnership with the National Office of the Religious Education (NORE) and the Canadian Conference of Catholic Bishops (CCCB) to bring our Religion textbooks to you electronically. These resources were developed for use in Catholic schools in Canada and are approved by the Assembly of Catholic Bishops of Ontario.

OCSTA has purchased the licence for the electronic versions of the texts listed below. These texts are for the use of schools and parents and are accessible directly from the Association's website at the following location:

<https://www.ocsta.on.ca/cccb-religious-ed-curr/>

At this time, we are providing a PDF version of:

1. *Believe in Me*, Year 7 Student Textbook
2. *School by Me*, Year 8 Student Textbook
3. *Be with Me*, Year 9 Student Textbook
4. *Christ and Culture*, Year 10 Student Textbook
5. *In Search of the Good*: Year, 12 Student Textbook

**\*NEW\***: The Teacher's Manual for each textbook is also available for download in this section of the OCSTA website.

If you have any questions, please do not hesitate to contact Anne O'Brien, OCSTA Director of Catholic Education at [aobrien@ocsta.on.ca](mailto:aobrien@ocsta.on.ca).

Thank you.

## Related Posts



## OCSTA Newswire – January 25, 2019

by Sharon McMillan | Jan 25, 2019



## 2020 President's Easter Message

by Ashlee Cabral | Apr 8, 2020



## Good News from Durham and Toronto CDSBs

by Sharon McMillan | Apr 22, 2020



## OCSTA Newswire – April 9, 2020

by Sharon McMillan | Apr 9, 2020

# 0 Comments

## TWITTER

### Tweets by @CatholicEdu



**OCSTA**  
@CatholicEdu

On this special Earth Day, let us remember how sacred our environment is to life and living. <https://twitter.com/CatholicBishops/status/1252910987465891840>

18h



**OCSTA**  
@CatholicEdu

Replying to @CatholicEdu

To access the [#ignitinghope](#) Catholic Education Week provincial Mass scheduled for May 6th at 10 am please visit: [stmichaelscathedral.com/live](http://stmichaelscathedral.com/live)

Embed

[View on Twitter](#)

## CATHOLIC SCHOOL BOARD DIRECTORY



## SPEAK UP FOR CATHOLIC EDUCATION

Together  
in Faith

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Ontario Schools – Enrollment & Staffing

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## **MEDIA CENTRE**

News Releases

Catholic Education Infographics



[Blog](#)

[Together in Faith Resources](#)

[Media Clips](#)

## **RESOURCES**

[Trustee Modules](#)

[OCSTA Briefs](#)

[Catholic Education Week – May 3 – May 8, 2020](#)

[Policies](#)

[Events](#)

[Faith Development](#)

[First Nation, Metis & Inuit Education](#)

[Government of Ontario Documents](#)

[Career Opportunities](#)

[Municipal Election](#)

[\(Collective Bargaining Advisory Workgroup\)\\*](#)

[\(Labour Group\)\\*](#)

[OCSTA Communications Group Forum Login](#)

[\(OCSTA Communications Group Forum\)\\*](#)

[Workplace Resource Re: Mental Health](#)

## OESC-CSEO PUBLICATIONS

Provincial Portal  
Newsletter

The Year in Review

ICE HPE Curriculum

OESC Good Governance Guide

Virtual Library

Catholic School Board Directory



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**Number: II 015**  
**Subject: Ownership Linkage**

**Approval Date:** November 29, 2010  
**Effective Date:** November 29, 2010  
**Revised:** May 27, 2013; May 25, 2015; October 30, 2017

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**Policy Statement:**

It is the job of the Board of Trustees of the Waterloo Catholic District School Board to be the link between the organization and the Catholic ratepayers of Waterloo Region. As such, the Board of Trustees will ensure that opportunities exist for communication with the ratepayers for the purposes of determining community values and vision for the school system, demonstrating accountability for what has been achieved, and to build on-going support for Catholic education.

Such opportunities will include, but not be limited to:

1. **An Annual Report:** to be prepared and distributed to the Catholic ratepayers annually as part of the "Director's Annual Report". This report will reflect legislative requirements and demonstrate the progress being made in achieving Board Ends and plans for future work.
2. **Conversation with Committees:** at a minimum of once per year, the Chairs' of SEAC, CPIC and Audit committees will be invited to a conversation on the work of the committees and how it relates to the work of the Board.
3. **Opportunities for Engagement:** items of deliberation and policy development before the Board of Trustees will include a process for survey/input from the ownership to determine owner values on the issue.



**Date:** April 27, 2020  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Monitoring Report – IV 006 “Legal Responsibilities and Liabilities”

**Type of Report:**

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

**Type of Information:**

- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of Board Policy **IV 006**
- ☐ 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 will provide Trustees with information on compliance with Board Policy IV 006 “Legal Responsibilities and Liabilities”.

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

Executive Limitation IV 006, “Legal Responsibilities and Liabilities”

**Alignment to the MYSP:**

Strategic Priority: Building Capacity to Lead, Learn & Live Authentically  
Strategic Direction: Nurture the wellbeing of all students and staff

**Background/Comments:**

Annually, a report will be provided to Trustees on how compliance has been achieved with Board Policy IV 006.

**Policy Statement:**

*With respect to legal issues that affect trustees and school boards, the CEO shall not cause or allow conditions to arise whereby the board does not meet its obligations and responsibilities arising from both legislation and common law.*

From time to time individuals, entities, or employee groups may question certain practices or positions that have been taken by management. In many cases, these disagreements can be resolved through discussion and communication. Often disagreements take the form of requests for financial compensation or operational changes.

Management works closely with the Ontario Ministry of Education, Ontario Catholic School Trustees Association, Council of Senior Human Resource Officials, Council of Senior Business Officials, Ontario Association of School Business Officials, Council of Directors of Education, employee groups, legal firms, and other school boards to ensure operational practices are in alignment with expectations set out in legislation and in common law, and more importantly that leading practices are employed throughout the organization.



A listing of uninsured claims with a value of \$100,000 or more is provided on a regular basis to the audit committee to ensure full disclosure of potential liabilities is made. Within this listing is an opinion on the veracity of each claim as well as a potential liability amount. Where appropriate, amounts are set aside at year end to manage these costs.

The listing of uninsured claims most recently presented to the Audit Committee contained the following:

- One lawsuit from alleged incidents in the 1970s
- One lawsuit from alleged incidents in the 1960s
- Two claims related to pay equity

In each case, staff evaluate the issues, assess likely outcomes, and attempt to resolve issues with the complainant(s). If a liability is confirmed (usually through the assistance of a third party), it will be satisfied as required.

### **Recommendation:**

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 006 for the 2019-2020 school year.

### **Prepared/Reviewed By:**

Loretta Notten  
Director of Education

Shesh Maharaj  
Executive Superintendent of Corporate Services

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





**Date:** April 27, 2020  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Monitoring Report – IV 008 “Financial Conditions and Activities”

**Type of Report:**

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

**Type of Information:**

- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of Board Policy **IV 008**
- ☐ 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 will provide Trustees with information on compliance with Board Policy IV 008 “Financial Conditions and Activities”.

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

Executive Limitation IV 008, “Financial Conditions and Activities”

**Alignment to the MYSP:**

Strategic Priority: Building Capacity to Lead, Learn & Live Authentically  
Strategic Direction: Nurture the wellbeing of all students and staff

**Background/Comments:**

Annually, a report will be provided to Trustees on compliance with Board Policy IV 008.

Each component of the Policy has been broken out and information on how compliance has been achieved has been provided.

**Policy Statement:**

***With respect to the actual, ongoing financial condition of the organization, the CEO shall not cause or allow the development of fiscal jeopardy or a significant deviation of actual expenditures from board priorities established in the approved budget.***

The Board of Trustees is provided with quarterly dashboard reports summarizing in a reader-friendly format how expenses are tracking against the approved budget. In addition to financial information, key drivers of revenue and expense are provided to ensure Trustees are aware of changes in expectations. These key drivers are enrolment and staffing changes. Finally, appended to each quarterly dashboard report is a narrative outlining any areas of



concern which may be affecting finances in a negative way, provincial issues with funding or expenses, how management is addressing any issues, and any deviations from priorities set out in the approved board budget.

Dashboard reports were provided to Trustees on the following dates:

Quarter 1: February 10, 2020

Quarter 2: April 27, 2020

Quarter 3: June 15, 2020

Quarter 4: Presented as part of year end audit report in the fall of 2020

***Further, without limiting the scope of the foregoing and without approval of the board, the CEO shall not:***

***1. Operate with a line of credit of more than \$30 million***

The line of credit held with the Board's Chartered Bank is \$30M. Appendix A shows a confirming e-mail from CIBC confirming the amount.

***2. Use any reserves***

On December 9, 2019, a report was provided to Trustees outlining available reserve balances and their intended use. After receiving the report, Trustees approved the following amounts to be used from reserve:

1. That the CEO be given permission to use up to \$460,191 from the WSIB surplus to service WSIB related costs.
2. That the CEO be given permission to use up to \$700,000 from the Technology Renewal surplus to support investment into IT infrastructure.
3. That the CEO be given permission to use up to \$1,075,688 from the Early Learning Resources surplus to purchase resources and support staffing costs as needed.
4. That the CEO be given permission to use up to \$715,385 from the Administrative Capital surplus to renovate Board Administrative buildings.
5. That the CEO be given permission to use up to \$33,421 from the Local Priority Fund surplus to offset related costs.

No other amounts have been used from reserves for the 2019-20 school year.

***3. Acquire, encumber or dispose of real property***

On January 27, 2020, a report was brought to Trustees outlining planned purchases and sales of properties in the near future.

Purchases:

To date, for the 2019-20 school year, no properties have been purchased.

Management is actively working with developers to acquire land in South West Kitchener and Baden.

Management is actively working with another government agency to acquire land in East Kitchener.

Management is working with the City of Cambridge and public school board on a joint venture project which involves a potential future purchase of 6 acres of land as part of a shared site.

Specific approvals will be requested of Trustees when agreements have been reached with these third parties.





Sales:

1169 Notre Dame Avenue, St. Agatha was conditionally sold (approved by Trustees on February 24, 2020).

The Board owns rights to land in South West Kitchener. Management is actively discussing the sale of these rights back to the third party who possesses the associated obligation to the Board.

Encumbrances:

Management is working with another government agency on a potential long-term lease for the St. Francis Cambridge site. If this agreement proceeds and exceeds 5 years, it will be brought to Trustees for approval.

**4. Enter into any financial or professional services agreements over 5 years**

Management has conducted a review of all contracts signed since September 2019 and none exceed the specified 5-year period. This information was further verified through inquiries of senior management and corporate leaders.

**5. Allow tax payments or other government ordered payments or filings to be overdue or inaccurately filed**

In the normal course of business (and typically at calendar end), reconciliations are done with the provincial and federal government as pertains to the following:

- Payroll taxes – Canada Pension Plan (CPP), Employment Insurance (EI), Employer Health Tax (EHT)
- Harmonized Sales Tax (HST) returns
- Payroll garnishments
- T4s

In each case there may be a balance owed to the board or to the government for outstanding items related to individuals changing their employment status with the board (e.g. new hires, retroactive payments, resignations). A review of these files indicates no unusual or unexpected activity. No penalties were assessed to these accounts and as at the date of writing all accounts are current.

On a bi-annual basis, a sales tax specialist reviews the Board's activity with respect to HST and looks for opportunities for increasing sales tax rebates as well as management's treatment of HST on transactions. This additional third-party review ensures management is current on sales tax legislation and rebates to the board are maximized.

**6. Allow debts to be unpaid beyond a reasonable period of time or in such a way as to jeopardize the organization's ability to receive trade credit, damage its credit-worthiness, or diminish its reputation in the trades or in the community.**

Invoices received from vendors are entered into the accounting system using the terms stated on the invoice. Where no terms are stated on the invoice, amounts are paid out within 30 days.

Management has not experienced any issues with obtaining credit, and trades (outside contractors) have not indicated any concerns with the Board's / management's reputation which would cause disruption in services being provided to schools. Finally, no formal claims have been received for non-payment of invoices.



**7. Receive, process or disburse funds under controls which are insufficient to meet the Board-appointed auditor's standards.**

PricewaterhouseCoopers (PwC) completed their audit of the 2018-19 financial statements in November 2019. In their closing report, there were no control deficiencies noted as pertains cash handling and management of cash. The report was presented in private to the Audit Committee in November 2019.

**8. Allow unregulated access to funds in any part of the school system.**

[APO 006 "Purchasing Procedures"](#) contains the following sections which address this policy provision:

- Section 3.0 – Segregation of Duties (ensures no single individual has uncontrolled access to funds)
- Section 4.0 – Approval Authority (ensures one-over-one approval exists for all purchases)

[APB 011 "Signing Authorities"](#) provides information to stakeholders on who has the authority to sign on behalf of the Board (where Board of Trustee approval is not required).

Appendix B provides a narrative on how cash and cheques are handled when received centrally. This narrative is part of the external auditor's file as pertains to their review of our control environment.

These three documents (in combination with the procedures described below for School Generated Funds) ensure there is no unregulated access to funds within the system.

**9. Enter into any grant or contract arrangements unless it is consistent with Catholic faith and values**

Management is not aware of any contract or grant that does not align with the Board's values or Catholic faith. The MYSP is used as an important primary decision filter for new contracts. Any arrangements that fall outside of the scope of normal activities are brought forward for review at an Executive Council meeting, which ensures the partners and funders we work with align with our shared values.

**10. Permit fundraising/sponsorship activities without appropriate accounting procedures and ethical standards in place.**

Administrative Procedure [APB 004 "School Generated Funds"](#) provides schools and other fundraisers with a comprehensive guide on how fundraising should occur, controls that need to be in place, required reporting, and a complete listing of required forms.

Schools and other individuals who fundraise are supported by the Executive Assistant of Corporate Services by way of e-mail and telephone support, and in-person one-on-one and group training.

All fundraising is subject to audit by the Board's Internal Audit Officer. Further, school fundraising records are reviewed on a random basis each year by the Board's external auditor.

Ethical resources made available to staff and stakeholders include:

- The WCDSB Professional Standard of Ethics
  - [https://www.wcdsb.ca/wp-content/uploads/sites/36/2017/03/WCDSB-Professional\\_Standards\\_of\\_Ethics.pdf](https://www.wcdsb.ca/wp-content/uploads/sites/36/2017/03/WCDSB-Professional_Standards_of_Ethics.pdf)
- APB 006 "Fraud and Accountability Management"

<https://www.wcdsb.ca/about-us/policies-and-administrative-procedures/fraud-and-accountability-management-apb006/>



**Recommendation:**

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 008 for the 2019-20 school year.

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

Shesh Maharaj  
Executive Superintendent of Corporate Services

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



## Appendix A

**From:** Popov, Snezana <[Snez.Popov@cibc.com](mailto:Snez.Popov@cibc.com)>  
**Sent:** Monday, April 20, 2020 8:54 AM  
**To:** Laura Isaac <[Laura.Isaac@wcdsb.ca](mailto:Laura.Isaac@wcdsb.ca)>  
**Cc:** Jessica Diebel <[Jessica.Diebel@wcdsb.ca](mailto:Jessica.Diebel@wcdsb.ca)>  
**Subject:** RE: Line of Credit

**Caution - External Email - This Message comes from an external organization. Do NOT click on unrecognized links or provide your username and/or password.**

Hi Laura,

I hope you are well.

The operating line for the Board is \$30 million.

Please let me know if you need anything else.

Regards,  
Snez



**Snezana Popov**, CPA, CMA | Director & Team Leader | Public Sector and Not-for-Profit Group | Commercial Banking | CIBC  
1 King St. W. 3<sup>rd</sup> Floor, Hamilton, ON L8P 1A4 | Tel: 905-572-3137 | Fax: 905-526-7414 | [snez.popov@cibc.com](mailto:snez.popov@cibc.com)

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## Appendix B

### **Cash Handling**

#### **Administrative:**

Management tries to minimize the amount of cash or cheques that are received. Cash or cheques are received for extended day fee payments, international student tuition, and coffee machine funds. All amounts are received by the Executive Administrative Assistant (Sarah) to the Executive Superintendent of Corporate Services (Shesh) and marked for "deposit only" if applicable. Amounts can be received from individuals or through the mail. Occasionally funds are received by other members of the Finance Department when the Executive Administrative Assistant to the Executive Superintendent of Corporate Services is not available. Funds are generally scanned for adequate back up and budget numbers. Where the amount received is cash, the recipient will count the cash provided and sign off on the amount being received. All funds are then filed in the safe in the Finance Department.

Deposits are prepared and taken to the bank weekly. The Accounting Clerk (Karen or Nitsa) will prepare a deposit summary of cheques and cash in the deposit module in NAV. A summary of the deposit is printed, and the backup is reviewed by the Accounting Supervisor (Jessica) or occasionally by the Senior Manager of Finance (Laura) prior to the deposit being taken to the bank. The deposit is then posted within NAV. The Accounting Clerk will then sign the deposit slip and take the deposit to the bank. Generally, the Accounting Clerks rotate the task of preparing the bank deposits.

The Board has the ability to accept funds via online banking, pre-authorized withdrawal or credit card. These notifications are received by the Accounts Receivable Officer and entered into NAV via journal entry approved by the Accounting Supervisor.

#### **Schools:**

Schools have eliminated the majority of cash and cheques being sent by parents by using an online payment module called School Cash Online. This allows families which are registered to submit online payments to the schools for items which the school has set up. Where cash or cheques are received, the schools have a 'School Generated Funds Received' form which must be completed by the person collecting the cash (usually the teacher). The form and cash are then taken to the Administrative Assistant in the office who verifies the amounts indicated on the 'School Generated Funds Received' form. The Administrative Assistant then signs off on the form and puts the funds and form in the safe until the deposit is completed. Deposits are generally completed weekly however where there are minimal funds, this time may be extended. The Principal does not sign or review the deposit prior to it being taken to the bank unless anomalies are found.

At present schools have an overall average of 96% of families registered and using School Cash Online.

Petty cash is not used in the Finance Department or any other department or school. All receipts and disbursements must be accounted for through the cash receipts and disbursements processes.





**Date:** April 27, 2020  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Monitoring Report – IV 010 “Facilities/Accommodations”

**Type of Report:**

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

**Type of Information:**

- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of Board Policy **IV 010**
- ☐ 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 will provide Trustees with information on compliance with Board Policy IV 010 “Facilities/Accommodations”.

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

Executive Limitation IV 010, “Facilities/Accommodations”

**Alignment to the MYSP:**

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

Strategic Priority: Nurturing our Catholic Community

Strategic Direction: Bear witness to our faith through joyful discipleship and our relationships with and in Christ  
Goal: Promote stewardship of the earth and its resources

Strategic Priority: Student Engagement, Achievement, and Innovation

Strategic Direction: Nurture a culture of innovation  
Strategic Direction: Foster maximum opportunity for success for all

**Background/Comments:**

Annually, a report will be provided to Trustees on compliance with Board Policy IV 010.

Each component of the Policy has been broken out and information on how compliance has been achieved has been provided.



**Policy Statement:**

***The CEO shall not permit the establishment of facilities that lack physical signs of our Catholic faith and allowance for sacred space; limit students from fully experiencing the curriculum and do not have relationship with the community.***

While no new facilities have been established since the last report, a new school in Breslau is in the process of being built. The design of this school is based upon St. Vincent de Paul in Cambridge (scaled appropriately). Signs of our Catholic faith have been showcased both on the exterior of the building and internally in terms of décor and dedicated sacred space. Pictures of the new school will be provided in a subsequent version of this monitoring report. Below is an architect's rendition of what the new school will look like:

Accordingly, without limiting the scope of the foregoing, the CEO shall not:

- 1. Allow material changes to facilities, boundary changes, or the closure of existing facilities to occur without established procedures that includes the board appointing two trustees as a non-voting members of the Accommodation Review Committees.***

A boundary review process is currently underway affecting students attending St. John, Our Lady of Lourdes, Holy Rosary, and St. Nicholas schools. This process is following the required steps in management's administrative procedure APF008 "[Pupil Accommodation Review Process](#)".

Any major changes to facilities are be summarized in the [Long Term Accommodation Plan](#) which is presented to Trustees each spring.

- 2. Fail to present to the board an annual report on current enrolment status, future demographic trends and a list of potential schools being considered for boundary changes or closure.***

In May of 2020, staff will present to Trustees an updated version of the [Long Term Accommodation Plan](#) (LTAP) which will contain historical, current, and projected enrolments, changes in demographics over time which affect enrolment, and a summary of schools which may be subject to boundary changes in the future.

- 3. Initiate or enter into projects that involve material changes to facilities without exploring available financing options and public sector partnerships.***

As part of planning for new construction projects, discussions regarding the sharing of facilities took place with:

- Childcares
- EarlyON centres
- The Region of Waterloo
- The City of Kitchener
- The City of Cambridge
- The Township of Wilmot
- Co-terminus public school board
- The Idea Exchange (Cambridge Public Library)

Partnerships present opportunities for cost savings as pertains to economies of scale in construction costs, and opportunities to provide enhanced programs and services to our families.

Financing for major construction projects (those funded outside of annual grants, reserves, or proceeds of disposition balances) is provided by the provincial government.



**4. Engage in facility partnerships without board approval.**

If a partnership is deemed mutually beneficial, projects will be brought to the Board before submission to the Ministry of Education as part of the Capital Priorities process.

**5. Fail to address the impact of facilities on the environmental footprint.**

In May of 2020, Trustees will be presented with a multi-year energy conservation and sustainability plan. This plan will contain commitments to reduce energy usage and greenhouse gas (GHG) emissions in line with provincial legislation and direction. Through Sustainable Waterloo Region, management has also committed to reducing GHG emissions by 20% by the year 2024.

As part of the 2020-21 school year budget, management will be proposing an aggressive energy conservation strategy which is forecasted to reduce utility costs and greenhouse gas emissions. More details on this strategy will form part of the 2020-21 budget presentation.

**6. Fail to conduct accommodation reviews process (i.e. boundary reviews and school closures) that is in compliance with current Ministry of Education guidelines and directives.**

The administrative procedure on accommodation reviews APF008 "[Pupil Accommodation Guidelines](#)" aligns with Ministry of Education guidelines and directives.

This procedure guided the work of a boundary review undertaken in Kitchener and West Waterloo during the 2019-20 school year. A report on how this review aligned with the procedures outlined in APF008 was provided to Trustees on April 6, 2020 as part of the Final Staff Report on the [St. John Boundary Review](#)

**Recommendation:**

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 010 for the 2019-20 school year.

**Prepared/Reviewed By:**

Loretta Notten  
Director of Education

Shesh Maharaj  
Executive Superintendent of Corporate Services

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







**Date:** April 27<sup>th</sup>, 2020  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Communication and Support to Board IV 012

**Type of Report:**

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

**Type of Information:**

- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of Board Policy **IV 012**
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

Executive Limitation IV 012 Communication and Support to the Board

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

IV 012 Communication and Support to the Board  
Education Act Section 169.1  
Education that Works for You: A Vision for Education in Ontario (March 2019)  
Multi-Year Strategic Planning A Guide for School Board Trustees October 2017  
Communication Guidelines for Staff and Parents APC 001

**Alignment to the MYSP:**

Nurturing Our Catholic Community  
Bear witness to our Faith through joyful discipleship and our relationships with and in Christ  
Increase Parent and community Engagement in all our Catholic school faith-related activities

**Background/Comments:**

**The CEO shall not permit the board to be uninformed or unsupported in its work.**

- a. Waterloo Catholic has a well-articulated Multi-Year Strategic Plan, with three strategic priorities, six strategic directions and seventeen aligned goals that map to the desired priorities.
- b. Each month reports are brought forward that map back to the Multi-Year Strategic Plan and in each case the specific strategic Direction and Goal that is addressed by the report is identified.



- c. Each Year a Director's Annual Report is provided in compliance with section 169.1 of the Education Act, with an increased focus on providing relevant evidence mapped to our strategic priorities, directions and goals.
- d. In June of each year, a MYSP Annual Report will be provided, giving a "report card" on system progress on Strategic Directions and goals articulated in the MYSP. The report is typically informed by system stakeholder survey feedback (in years when the system survey is administered), strategic actions completed and evidence that staff can identify as progress against articulated goals. Other stakeholder survey tools, such as Thought Exchange, can also be valuable in sharing stakeholder feedback.

**Further, without limiting the scope of the foregoing by this enumeration, the CEO shall not:**

- 1. Neglect to submit monitoring data required by the board that is timely, accurate, understandable, and directly addresses provisions of board policies being monitored.**
  - a. (In addition to items above), Per discussions and plan developed at Governance Committee, Monitoring reports on Section IV policies are brought forward over the course of the year.
- 2. Let the board be unaware of relevant trends, anticipated adverse media coverage, threatened or pending lawsuits, material external and internal changes, particularly changes in the assumptions upon which any board policy has previously been established.**
  - a. The Director of Education provides trustees proactive communication in regards to any matter that is likely to garner media attention or that will be of general interest or concern, including but not limited to lawsuits, budget, material staffing or operational/procedural changes.
  - b. Trustees are provided in a timely manner, with all relevant media stories where Waterloo Catholic is mentioned or profiled.
  - c. Within the context of the Audit Committee information is provided regarding any risk or liability to the board and its assets.
- 3. Deny the board access to, or be uninformed by, a range of relevant perspectives, including staff and external viewpoints, as needed for fully informed board decisions.**
  - a. A system survey related to the MYSP has allowed all Waterloo Catholic stakeholders to comment on all of our strategic goals and that feedback was provided to Trustees in form of a report card in June 2017 and June 2018, and a similar process was being projected for the spring of 2020, once the plan has had a year to take root. The intent was to inform the final Annual Report on our strategic priorities and goals, as well as to inform future planning. The unusual nature of the year, with CUPE job action in the fall and OECTA job action from January through to March Break, as well as the current closure /distance learning due to COVID 19, make a stakeholder survey related to the MYSP difficult to contemplate.



- b. In the 2019-2020 school year, the WCDSB invested in *Thought Exchange*. The product does allow us to garner stakeholder feedback on any number of issues or events, including system wide consultations on significant occurrences, such as major boundary reviews and distance learning due to COVID-19.
- c. Further, a number of system surveys are used to inform Board reports and decision making, including but not limited to the WCDSB Budget Survey, Facilities Condition Survey, the School Climate Survey, the student grade 9 Transition Survey, staff wellness survey and EDI/MDI data.
- d. The Board has hired a researcher and a junior data analyst. Both are instrumental in preparing many reports that come to board and in addition to internal data and insights, external research is also used to inform reports as relevant.
- e. Further, both the Director and senior staff participate in provincial and Diocesan networks, and bring the opinions, research and intelligence gained in those networks to our decisions and as needed to the attention of Trustees.

#### **Recommendation:**

That the Board accept this report indicating compliance with Policy !V 012 Communication and Support to Board.

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

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

