



## Board of Trustees' Board Meeting

Date: Monday, April 26, 2021

Time: 6:00 p.m.

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

Location: Virtual

**Attendees:**

**Board of Trustees:**

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

**Student Representatives:**

Abby Barbosa, Kate Morrison

**Senior Administration:**

Loretta Notten, Jason Connolly, G. Foran, Maria Ivankovic, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson

**Special Resource:**

**Recording Secretary:**

Alice Figueiredo

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Chair		
1.1 Opening Prayer & Memorials	Board Pastoral Team		
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Chair		
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest	Individual Trustees		
1.4.1 From the current meeting			
1.4.2 From a previous public or in-camera meeting			
1.5 Items for Action:			
1.5.1 In-camera meeting of April 19 <sup>th</sup> , 2020 regarding Board Awards.	Board of Trustees	--	Approval
<b>2. Consent Agenda: Director of Education (e.g.: day –to –day operational matters from the Ministry of Education that the Board is required to do)</b>			
<b>3. Consent Agenda: Board (Minutes of meetings, staff report)</b>			

ITEM	Who	Agenda Section	Method & Outcome
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Board Meeting Minutes of March 22, 2021 3.2 2021-2022 Estimates Budget Update 3.3 Interim Financial Report #2 3.4 2019-2020 Trustee Expense Audit Report 3.5 CPIC Minutes of February 9, 2021	Board of Trustees Board of Trustees Board of Trustees Board of Trustees Board of Trustees	pp.5-10 pp.11-15 pp.16-20 pp. 21-25 pp.26-30	Approval Information Information Approval Information
<b>4. Delegations/Presentation</b>			
<b>5. Advice from the CEO</b>			
5.1 Director's Update 5.2 Multi-Year ITS Plan and 21st C/Global Learning Update 5.3 2021 Capital Priorities Submission 5.4 Equity/Census Update 5.5 Update on WCDSB COVID Education Delivery Plan	L. Notten J. Merkel/C. Demers/S. Smart S. Maharaj/J. Passy R. Olson L. Notten	pp.31-33 pp.34-61 pp.62-64 pp. 65-68 pp.69-72	Information Information Approval Information Information
<b>6. Ownership Linkage (Communication with the External Environment)</b>			
<b>7. Reports from Board Committees/Task Forces</b>			
7.1 Student Trustee Update	A. Barbosa, K. Morrison	pp.73-75	Information
<b>8. Board Education (at the request of the Board)</b>			
8.1 Chair's Update 8.2 OCSTA/CCSTA Communications	Chair Chair	pp.76-77 pp.78-88	Information Information
<b>9. Policy Discussion</b>			
<b>10. Assurance of Successful Board Performance</b>			
<b>10.1 Board Policy Review</b> 10.1.1 Board Policy II 015 Ownership Linkage Is there a need to review the Policy?	Chair	pp. 89	Approval
<b>11. Assurance of Successful Director of Education Performance</b>			
11.1 Monitoring Reports & Vote on Compliance 11.1.1 Legal Responsibilities – Monitoring Report IV – 006 11.1.2 Financial Conditions IV-008 11.1.3 Communication & Support to Board – Monitoring Report IV-012	S. Maharaj S. Maharaj L. Notten	pp.90-91 pp.92-107 pp.108-112	Approval Approval Approval
<b>12. Potential Agenda Items/Trustee Inquiry Report (CEO)</b>			
12.1 Advocacy for Stop Arm Camaras on School Buses	Chair	--	Discussion
<b>13. Announcements</b>			
<b>13.1 Upcoming Meetings/Events</b> (all scheduled for the Catholic Education Centre unless otherwise indicated):  • May 1: OCSTA AGM (Virtual) • May 3-7: Catholic Education Week • May 3: Governance • May 5: SEAC • May 10: Committee of the Whole/EDC	Chair		Information

ITEM	Who	Agenda Section	Method & Outcome
<ul style="list-style-type: none"> <li>•May 11: CPIC</li> <li>•May 13: Staff Recognition (Virtual)</li> <li>•May 19: SEAC (if needed)</li> <li>•May 19: Interfaith Breakfast (Virtual)</li> <li>•May 25: Governance</li> <li>•May 31: Board of Trustees' Meeting</li> <li>•Jun 2: SEAC</li> <li>•CCSTA June 36-4</li> <li>•Jun 7: Board of Trustees' Meeting (Budget)</li> <li>•Jun 9: Audit</li> <li>•Jun 14: Board of Trustees' Meeting</li> </ul>			
<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		
Committee of the Whole (May 10, 2021) <ul style="list-style-type: none"> <li>• Final Math Strategy Update (KPIs)</li> <li>• School Travel Planner Update</li> <li>• 7-12 Program Review and Final Report &amp; Recommendations</li> <li>• Huron Brigadoon BR Presentation</li> <li>• CPIC Chair Update</li> <li>• SEAC Chair Update</li> <li>• EDC Bylaw Approval – Joint with WRDSB</li> </ul>			
<b>15. Adjournment</b>	Director of Education		
<b>Confirm decisions made tonight</b>			
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 Virtually via Teams on Monday, March 22, 2021.

**Trustees Present:**

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

**Student Trustees Present:**

Abby Barbosa & Kate Morrison

**Administrative Officials Present:**

Loretta Notten, Jason Connolly, Gerald Foran, Maria Ivankovic, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson

**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 Student Trustee Barbosa.

#### **1.2 Territorial Acknowledgment**

The Territorial Acknowledgement was declared by Chair Van Alphen.

#### **1.3 Approval of Agenda**

**2021-47-- It was moved by Trustee Price seconded by Trustee Schmalz:**

**THAT the agenda for Monday, March 22<sup>nd</sup>, 2021 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**

**2021-48-- It was moved by Trustee Conway seconded by Trustee Dupuis:  
That the Items for Action of Private, Private meeting of March 8, 2021 regarding Human Resource Services matters and In-camera Meeting of March 8, 2021 regarding Human Resource Services matters be now approved. -  
-- Carried by consensus**

### **1.5.2**

**2021-49-- It was moved by Trustee Weiler seconded by Trustee Price:  
That the motion of March 8<sup>th</sup>, 2021 instructing our Chair of the Board to write a letter of advocacy on behalf of the PSW Program in consultation with the principal and Superintendent of St. Louis and Director of Education be now approved. --- Carried by consensus**

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

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

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

- 3.1 Approval of Minutes of Regular and Special Meetings
  - 3.1.1 Board of Trustees Meeting Minutes of February 22, 2021
- 3.2 SEAC Minutes of February 3, 2021
- 3.3 2021-2022 Estimates Budget Update
- 3.4 Board of Trustee Budget Update
- 3.5 2021 Education Development Charges – Meeting Information
- 3.6 Policy Update

**2021-50- It was moved by Trustee Schmalz and seconded by Trustee Dupuis:  
THAT the Consent Agenda Board of Trustees and the recommendations contained therein be now approved. ---  
Carried by consensus**

## **4 Delegations**

## **5 Advice from the CEO**

### **5.1 Director's Update**

Director Notten informed Trustees of highlights of meetings attended locally and provincially.

### **5.2 Student Success Update**

Superintendent Olson provided the Board of Trustees with a report on Student Success. The report included Pathway Planning/SHSM/Dual Credit/ Experiential Learning update and graduation data. Superintendent Olson also confirmed that the Board will not be administering OSSLT field test this school year.

Trustees asked clarifying questions and provided feedback.

### **5.3 Update on WCDSB COVID Education Delivery Plan**

Director Notten provide an update on face-to-face learning along with challenges and celebrations. Update included past school closures due to Covid-19, trending numbers and recent survey looking for expression of interest of those who want to still access virtual learning for coming school year.

Trustees asked clarifying questions and provided feedback and concerns.

## **6. Board Education (at the request of the Board)**

## **7. Reports From Board Committees/Task Forces**

### **7.1 Student Trustee Update**

Student Trustees provided an update on activities hosted by schools and Student Trustee initiatives.

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

### **8.1 Chair's Report**

Chair Van Alphen provided recap on events attended during the month of March.

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

Chair Van Alphen briefly discussed communications.

## **9 Policy Discussion**

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

### **10.1 Board Policy Review**

#### **10.1.1 Board Policy II 008 Chairperson's Role**

Trustee da Silva confirmed he reviewed Board Policy II 008 Chairperson's Role and confirmed that he finds the policy in compliance.

**2021-51 -- It was moved by Trustee da Silva and seconded by Trustee Conway:**

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

Is there a need to review the Policy? No

#### **10.1.2 Board Policy II 013 Cost of Governance**

Trustee Dupuis confirmed he reviewed Board Policy II 013 Cost of Governance and confirms the Board is in compliance.

**2021-52 -- 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**

Is there a need to review the Policy? No

#### **10.1.3 Board Policy II 014 Trustee Expenses**

Chair Van Alphen asked Trustees if someone is willing to move that the Board is in compliance of Board Policy II 014 Trustee Expenses.

**2021-53 -- It was moved by Trustee Schmalz and seconded by Trustee Reitzel:**

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

Is there a need to review the Policy? No

#### **10.1.4 Board Policy III 005 Monitoring CEO Performance**

Trustee Reitzel confirmed he reviewed Board Policy III 005 Monitoring CEO Performance and confirms the Board is in general compliance with the exception of sentence 3 which is a work in progress.

**2021-54 -- It was moved by Trustee Reitzel and seconded by Trustee Dupuis:**

**THAT the Board of Trustees reviewed Board Policy III 005 Monitoring CEO Performance and find that the Board is in general compliance with the exception of sentence 3. --- Carried by consensus**

Is there a need to review the Policy? Trustee Weiler noted that since we are not in compliance and it is a work in process whether Trustees should put any parameters around this to help move Trustee move along. Suggested that an action be documented even though it is a work in process.

Chair Van Alphen confirmed that this item is coming up for discussion at the upcoming Committee of the Whole along with monitoring reports. Chair Van Alphen confirmed that an action item is noted to review reasonable interpretation as we were not in full compliance.

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

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

#### **11.1.1 Board Policy IV 005 Hiring/Promotions**

Superintendent Connolly brought forth a report to the Board of Trustees indicating compliance and seeking approval.

Trustee Reitzel noted that point 2 notes they will be assessed for something, but it doesn't say what they have to meet on that assessment as part of interpretation. He noted that it would be helpful to ensure that they are assessed to meet the standard instead of just say "they're assessed".

Trustee Weiler suggested that perhaps the report could list the exceptions where not private or perhaps the meeting when exceptions was made.

Trustee Van Alphen requested for someone to approve the recommendation.

**2021-55 -- It was moved by Trustee Schmalz and seconded by Trustee Price:**

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

**--- Carried by consensus**

#### **11.1.2 Board Policy IV 010 Facilities Accommodations**

Superintendent Maharaj brought forth a report to the Board of Trustees indicating compliance and seeking approval.

**2021-56 -- It was moved by Trustee Dupuis and seconded by Trustee Reitzel:**

**That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 010 for the 2020-21 school year. --- Carried by consensus**

Trustee Reitzel noted that in light of policy item number 3 and how processes have changed, he feels the policy should be reviewed. Chair Van Alphen noted this will be reviewed in upcoming Governance.

## **12 Potential Agenda Items**

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

#### **12.1 Notice of Motion (Nurturing Inclusivity)**

Trustee Conway provided background information and why he was seeking a motion with respect to Nurturing Inclusivity. Chair Van Alphen asked Trustee Conway to read the recommended motion and requested a seconder before discussion could take place.

Trustee Conway read his motion as follows:

*That the Board Chair and Director of Education undertake forming a working committee with the goal of establishing a Student Advisory/ Equity, and Inclusivity Advisory Committee starting in the 2021/2022 school year, with a report back to the Board of Trustees at the May 31, 2021 board meeting addressing but not limited to the following:*

- Committee Goals
- Committee membership structure and membership recruitment plan
- Frequency of committee meetings for 2021/2022 school year

Trustee Conway moved the motion and Chair Van Alphen requested a seconder. It was seconded by Trustee Schmalz.

Chair Van Alphen opened the item for discussion. Trustees commenced roundtable discussion. Trustees noted the need for such a committee however noted that the Equity Officer should play a key role.

Trustee Weiler noted the need for the word "diversity" to be included in the language of the motion. The amendment suggested would be added after "Student Advisory", it will read Student Advisory Diversity, Equity and Inclusivity Advisory Committee".

It was noted that Trustee Conway had his motion and it was seconded by Trustee Schmalz. Trustee Weiler is offering the



friendly amendment to add the word diversity before equity. Trustee Weiler moved the amendment and Trustee Conway seconded the amendment. The amendment will read as follows:

*That the Board Chair and Director of Education undertake forming a working committee with the goal of establishing a Student Advisory Diversity Equity, and Inclusivity Advisory Committee starting in the 2021/2022 school year, with a report back to the Board of Trustees at the May 31, 2021 board meeting addressing but not limited to the following:*

- *Committee Goals*
- *Committee membership structure and membership recruitment plan*
- *Frequency of committee meetings for 2021/2022 school year*

Trustee Gravelle noted concern with timing and the fact that we just hired an equity officer and need to respect her role and noted concern with making motion without input from Equity Officer. Trustee Price agreed however, noted that Trustees can direct the equity officer in terms of environmental scan.

Director Notten noted two observations, agree role of equity officer to play in identifying ways to empower voices that are not traditionally heard and perhaps a more generous timeline. Asked for clarification of whether this is a student committee or broader committee?

Trustee Conway noted intention was to make sure student, parent and community voice be heard, not sure of structure but could be part of the work to determine. Superintendent Olson noted all the committees and work that already exists within the Board.

Trustee Price noted equity officer is key to moving forward in making sure we do it properly so all voices are heard. Chair Van Alphen noted that there is majority support for a student advisory diversity, equity and inclusivity committee to be formed. Also hearing that the majority or many support that it be lead by the equity officer. Noted that if Trustees want a report from the equity officer, a motion will be required to direct such a report.

Director Notten noted that the motion could delete the second "advisory" so it would read "student advisory diversity, equity and inclusivity committee" and also noted that Trustee Conway was not opposed that the report be brought forth in September board and perhaps mention the equity officer.

Trustee Price proposed an amendment to the amendment requesting that the equity officer come back to the Board of Trustees with a plan on how to form a student advisory, diversity, equity and inclusivity committee for the 2021-2022 school year with a report back to the Board of Trustees at the September meeting. Trustee Price moved the amendment.

Trustee da Silva asked for clarification on how the equity officer will plan to form the committee or how forming committee. Trustee Price clarified that it should be the steps on how to form the committee, scope of work, meeting times and how to recruit committee members.

Chair Van Alphen read the amendment to the amendment, Trustee Price moved the motion and it was seconded by Trustee da Silva.

**2021-57 -- It was moved by Trustee Price and seconded by Trustee da Silva:**

**That the Equity officer comes back to the Board of Trustees with next steps in forming a Student Diversity, Equity, and Inclusivity Advisory Committee to start in the 2021-2022 school year. With a report presented to the Board of Trustees at the September board meeting. --- Carried by consensus**

Trustee Van Alphen noted consensus and that the motion was carried.

## **13 Announcements**

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

Discussed upcoming events.

### **13.2 Pending Items:**

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

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

Discussed upcoming items for next agenda. Noted that the April 19<sup>th</sup> Committee of the Whole will start at 5:30 p.m. with EDU commencing at 7:30 p.m. and 8:00 p.m.

Chair Van Alphen noted that the meeting will require a motion to extend passed 9:00 p.m. to finish the agenda.

**2021-58 -- It was moved by Trustee Price and seconded by Trustee Conway:  
That the meeting be extended passed 9:00 p.m. --- Carried by consensus**

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

15.1 The Recording Secretary confirmed the meeting decisions.

**16 Closing Prayer**

**17 Motion to Adjourn**

**2021-59 -- It was moved by Trustee da Silva and seconded by Trustee Gravelle:  
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:06 p.m.**

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Chair of the Board

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Secretary



**Date:** April 26, 2021  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** 2021-2022 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 June 7, 2021. Administration will request budget approval on June 14, 2021 in order to file the budget with the Ministry at the end of June.

**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:**

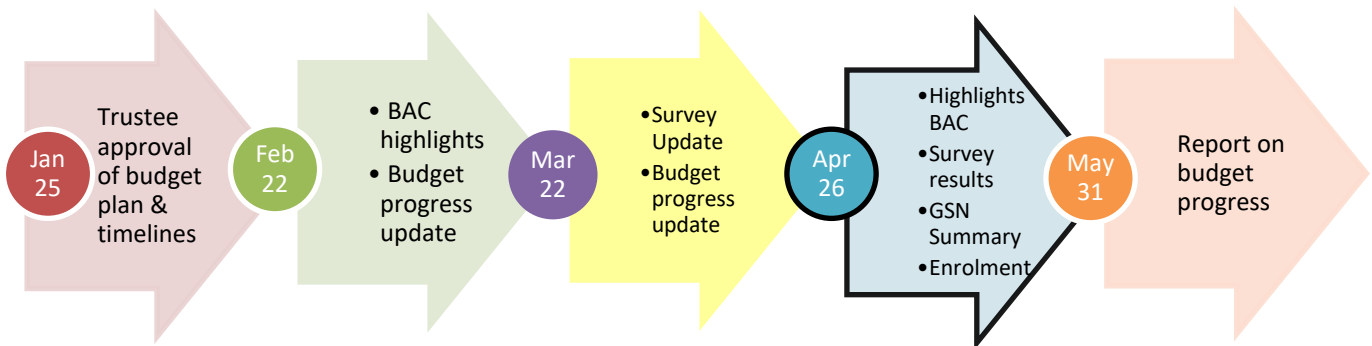
Priority: Student Achievement and Innovation

Strategic Direction: Foster maximum opportunity and success for all



## Background/Comments:

The **2021-2022 budget timeline to date:**



### Overall Budget Development Progress

- The Finance department is actively reviewing projected staffing allocations with Human Resource Services.
- The Ministry has now indicated that the Grants for Student Needs will now be released in “Spring” which is a change from their previous messaging which indicated end of March.
- EFIS, the Ministry reporting and revenue calculation tool, is generally released 2 weeks after the GSN announcement. Should the Board begin to see significant Ministry delays as in prior years, consideration may need to be given to re-scheduling the June 7<sup>th</sup> budget presentation.

### Secondary Enrolment Committee Meetings #3: April 9, 2021

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 2021-2022 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 9, 2021

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 2021-2022 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 22, 2021

- Due to the re-scheduling of March break, the Committee has met later than normal and the enrolment chosen will not be available until the May Trustee Update
- The Committee has met to review the scenarios identified below by the enrolment committees:

### Elementary:

	ADE	% Change over 20-21 Prelim ADE	Difference Over 20-21 Prelim ADE
2020-2021 Revised Estimates ADE	16,725		
1. Planning Scenario #1 [Planning Dept]	17,535	4.841%	810
2. Planning Scenario #2 [Principal Numbers]	17,035	1.851%	310
3. Elementary Enrolment Committee	16,999	1.638%	274
4. Linear Regression [3 Year Trend]	17,067	2.044%	342

### Secondary:

	ADE	% Change over 20-21 Revised	Difference Over 20-21 Revised
2020-2021 Revised Estimates ADE	7,023		
1. Planning Scenario [Planning Dept]	7,347	4.6%	324
2. Registration Scenario [Principal Numbers - 3yr]	7,299	3.9%	276
3. Secondary Enrolment Committee	7,332	4.4%	309
4. Linear Regression [3 Year Trend]	7,268	3.5%	245

- Results of the budget survey were reviewed
- Update on the current budget progress was provided

## Budget Survey

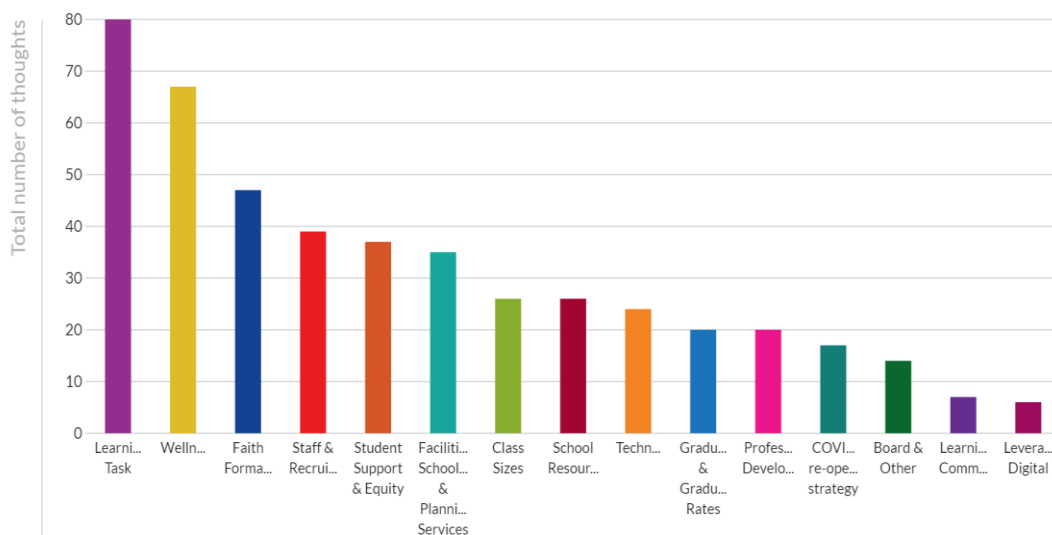
- The survey closed March 26<sup>th</sup>.
- Results were shared with budget holders for review and incorporation into the budget where applicable
- Participation rates and common themes for each exchange are listed below:

**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?

- The exchange involved 695 participants and 18,349 star-ratings (2020-2021: 498 participants & 9,606 star-ratings)
- Common themes identified within the exchange:

RESULTS WCDsb Research Theme Set

Edit

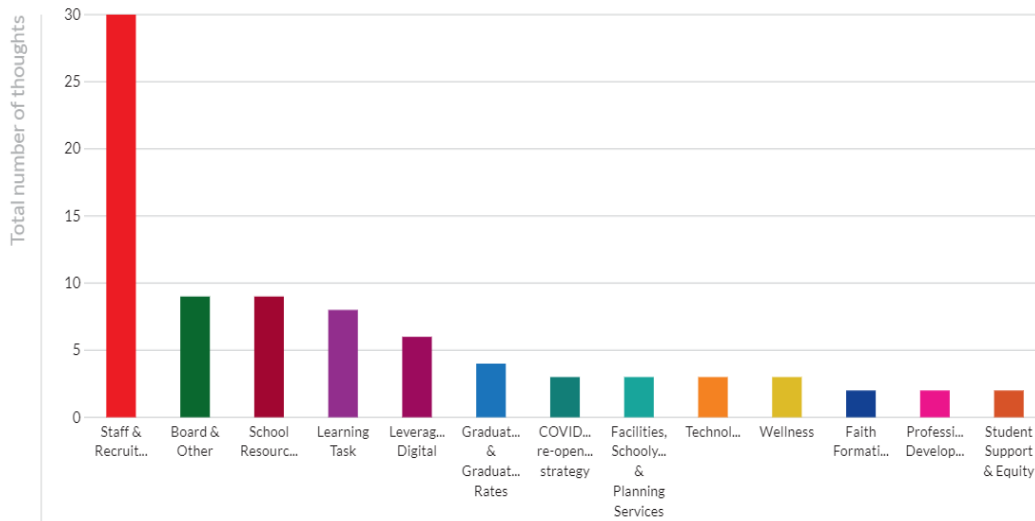


**Thought #2:** Understanding that the Board priorities are intended to support Graduation rates, Well-Being and Faith Formation. Where do you think the Board could obtain savings or efficiencies?

- The exchange involved 176 participants and 2,431 star-ratings (2020-2021: 99 participants & 1,038 star-ratings)
- Common themes identified within the exchange:

RESULTS WCDSB Research Theme Set

Edit



- In addition to the Thought Exchange, management sent the following separate questions to employee group representatives in order to capture specific feedback related to their respective groups:

**Question 1:** Please list the top priorities that your group believes should be reflected in the budget. Please provide a rationale, and if there is a cost associated with the priority, please suggest which programs and services should become lesser priorities for 2021-2022.

**Question 2:** As students and staff transition back to school in the fall, mental health will be a high priority given the levels of anxiety people may have with respect to COVID19.

**Question 2a:** How can the board better support **staff** mental health and well-being?

**Question 2b:** How can the board better support **student** mental health and well-being?

- The Board received responses from APSSP and OECTA employee groups
- Results will be made available once they have been compiled and shared with budget holders and the Budget Advisory Committee.

### Upcoming

- GSN announcement: The Ministry of Education has indicated they are working toward a Spring GSN release.
- Draft budget: late May

### Recommendation:

This report is provided as information on the development of the 2021-2022 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

\*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 26, 2021  
**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). 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 28, 2021. 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 has been prepared under the assumption that schools will remain open for the duration of the school year
- Enrolment has not changed since revised estimates and continues to reflect a decrease of 385 students due to families choosing to keep JK/K students out of school for the year, closed border, and families choosing to home-school. This had a significant impact on Board revenues, as was the case for many school boards. The Ministry responded by providing boards with a one-time GSN Enrolment Stabilization grant to assist those boards facing reduced enrolment but increased costs.
- The Ministry continues to provide additional funding through Priorities and Partnership Funding for health and safety, technology and air quality since revised estimates. These funds have specified use and have been mostly used to support new or continued initiatives and have not been used to offset other COVID-related costs incurred.
- Additional costs for staffing have created budget pressures due to internal decisions on class sizes.
- Additional teacher sick time and new requirements for staff to quarantine as a result of COVID has created a heavy pressure on the supply teacher budget. Further, additional payments will need to be made to teachers who have covered for their colleagues' absences where supply teachers were not available.
- The Extended Day Program has created a budget pressure as enrolment has decreased as families have elected not to attend at this time. The Region of Waterloo has provided some funding to offset lower enrolment and re-opening costs.
- 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.
- Uninsured lawsuits, grievances, and any employee-related contractual financial pressures, if any, have been disclosed in private to the Audit Committee.

The overall risk assessment related to the Board's financial well-being for the 2020-2021 school year is **MODERATE**, given the risk of potential enrolment fluctuations and additional teacher payments for coverage.

Recommendation:

That the Board of Trustees receive this monitoring report as information on the financial well-being of the Board as at February 28, 2021.

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  
2020-2021 Second Quarter Interim Financial Report  
For the Period Ended February 28, 2021

Summary of Financial Results

	Budget	Forecast	In-Year Change	
			\$	%
Revenue				
Provincial Grants (GSN)	274,842,359	276,212,595	1,370,236	0.5%
Grants for Capital Purposes	6,612,050	6,531,072	(80,978)	(1.2%)
Other Grants	3,792,650	11,536,184	7,743,534	204.2%
Other Revenues	12,018,359	10,133,488	(1,884,871)	(15.7%)
Amortization of DCC	17,479,456	16,709,451	(770,005)	(4.4%)
Total Revenue	314,744,874	321,122,789	6,377,915	2.0%
Expenses				
Classroom	219,102,242	226,326,966	7,224,724	3.3%
Non-Classroom	40,766,402	40,137,510	(628,892)	(1.5%)
Transportation	7,234,404	7,350,424	116,020	1.6%
Pupil Accommodation	27,162,150	27,552,811	390,661	1.4%
Capital	2,890,823	3,045,627	154,804	5.4%
Amortization/Write downs	17,588,853	16,709,451	(879,402)	(5.0%)
Total Expenses	314,744,874	321,122,789	6,377,915	2.0%
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 mainly due to GSN Enrolment Stabilization funding
- Other Grants:** Increase due to School Re-Opening PPFs provided since budget announced
- Other Revenues:** Decrease due to elimination of Short-term International programs and reduced enrolment in Extended Day programs
- Amortization:** Decrease due to the timing of the completion of construction projects

Changes in Expenses

- Classroom:** Increase due to decision to lower class sizes, increased staff leaves, and PPFs received since budget announced
- Non-Classroom:** Decrease due to general programming changes including International Education, offset by increases due to staff hires and contracts in Board Administration
- Transportation:** Increase due to requirements for enhanced bus cleaning, partially offset by decreased needs due to January closure
- Pupil Accomodation:** Increase due to PPE and School Re-Opening PPF received since Estimates
- Amortization:** Decrease due to the timing of the completion of construction projects

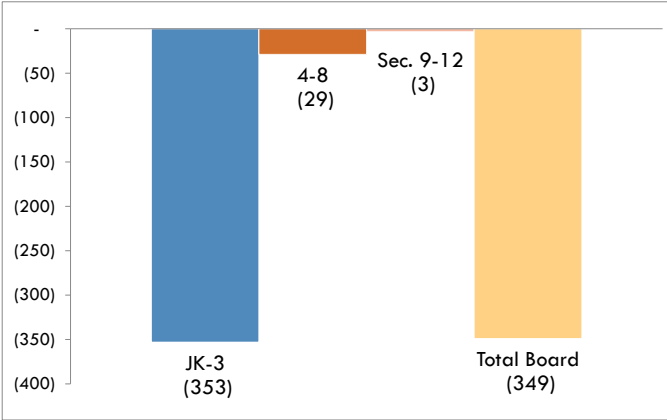
Summary of Enrolment

ADE	Budget	Forecast	In-Year Change	
			#	%
Elementary				
JK-3	8,552	8,199	(353)	-4.1%
4-8	8,555	8,526	(29)	-0.3%
VISA Students	10	14	4	40.0%
Total Elementary	17,117	16,739	(378)	-2.2%
Secondary <21				
Pupils of the Board	7,026	7,023	(3)	0.0%
VISA Students	100	132	32	32.0%
Total Secondary	7,126	7,155	29	0.4%
Total	24,243	23,894	(349)	-1.4%

Note: ADE is comprised of actual enrolment reported at October 31, 2020 and projected enrolment as at February 28, 2021

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

Changes in Enrolment: Budget vs. Forecast



Highlights of Changes in Enrolment:

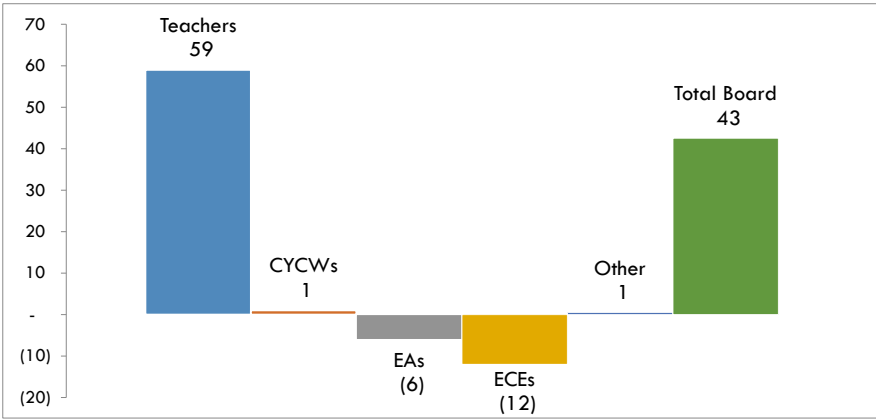
- Elementary:** Decrease is due to families delaying their childrens' entry into year 1, families choosing to homeschool their children, and a hold on immigration due to border closure.
- VISA Students:** Increase is reflective of student commitments to attend the Long-term International program

Summary of Staffing

FTE	Budget	Forecast	In-Year Change	
			#	%
Classroom				
Teachers	1,463	1,522	59	4.0%
Child & Youth Care Workers (CYCWs)	52	53	1	1.9%
Educational Assistants (EAs)	372	366	(6)	-1.6%
Designated Early Childhood Educators	184	172	(12)	-6.5%
Total Classroom	2,071	2,113	42	2.0%
Other Support Staff				
School Administration	165	164	(1)	-0.6%
Board Administration	77	79	2	2.6%
Facility Services	203	203	-	0.0%
Consultants/Co-ordinators	27	26	(1)	-3.7%
Paraprofessionals	98	98	(1)	-0.5%
Library & Guidance	63	64	1	1.6%
Total Other Support Staff	633	634	1	0.1%
Total Staffing	2,704	2,747	43	1.6%

Note: FTE is calculated as of the average of Oct 31, 2020 and Feb 26, 2021

Changes in Staffing: Budget vs. Forecast



Highlights of Changes in Staffing:

- Classroom Teachers:** Increase due to St. Isidore virtual school and lower PTR decisions
- Classroom Support Staff:** Decrease due to CUPE Support for Student Funds (SSF) PPF and reduced Extended Day program
- Other Support Staff - School Admin & Board Admin:** Increased to support St. Isidore administration needs, offset by transition vacancies not filled; IT staff additions to assist with Aspen implementation
- Other Support Staff - Consultants/Co-ordinators:** Decrease for consultants redistributed to St. Isidore for first quadmester
- Other Support Staff - Paraprofessionals:** Decrease due to an unfilled vacancy
- Other Support Staff - Library & Guidance:** Increase due to support St. Isidore

**Waterloo Catholic District School Board**  
**2020-2021 Second Quarter Interim Financial Report**  
**Revenues**  
**For the Period Ended February 28, 2021**

	Budget Assessment				Material Variance Note
	2020-2021				
	Budget	Forecast	Change		
			\$ Increase (Decrease)	% Increase (Decrease)	
<b>Grant Revenues</b>					
Pupil Foundation	134,801,380	132,877,471	(1,923,909)	(1.4%)	
School Foundation	16,940,981	16,745,242	(195,739)	(1.2%)	
Special Education	34,567,598	34,653,716	86,118	0.2%	
Language Allocation	8,516,349	7,388,611	(1,127,738)	(13.2%)	
Learning Opportunities	6,004,424	6,068,879	64,455	1.1%	
Adult Education, Continuing Education	4,136,688	3,306,533	(830,155)	(20.1%)	
Teacher and DECE Q&E	28,542,701	25,398,095	(3,144,606)	(11.0%)	
Transportation	7,339,260	7,141,804	(197,456)	(2.7%)	
Administration and Governance	7,660,893	7,591,882	(69,011)	(0.9%)	
School Operations	24,091,734	23,954,482	(137,252)	(0.6%)	
Community Use of Schools Grant	321,196	321,196	-	0.0%	
Indigenous Education	511,964	523,317	11,353	2.2%	
Safe Schools Supplement	705,152	698,884	(6,268)	(0.9%)	
New Teacher Induction program	223,886	226,194	2,308	1.0%	
Rural and Northern	80,178	80,368	190	0.2%	
Permanent Financing - NPF	397,975	397,975	-	0.0%	
GSN Enrolment Stabilization	-	8,537,513	8,537,513	0.0%	
Support for COVID-19 Outbreak	-	300,433	300,433	0.0%	
<b>Regular Operating On-going Grants</b>	<b>274,842,359</b>	<b>276,212,595</b>	<b>1,370,236</b>	<b>0.5%</b>	a.
<b>Grants for Capital Purposes</b>					
School Renewal	378,583	259,171	(119,412)	(31.5%)	b.
Temporary Accommodation	3,566,574	3,566,574	-	0.0%	
Short-term Interest	90,499	128,933	38,434	42.5%	
Debt Funding for Capital	2,576,394	2,576,394	-	0.0%	
<b>Total Capital Grants</b>	<b>6,612,050</b>	<b>6,531,072</b>	<b>(80,978)</b>	<b>(1.2%)</b>	
<b>Other Grants</b>					
Continuing Education	2,432,775	2,433,493	718	0.0%	
Partnership and Priorities Fund (PPF)	1,359,875	9,102,691	7,742,816	569.4%	c.
<b>Total Other Grants</b>	<b>3,792,650</b>	<b>11,536,184</b>	<b>7,743,534</b>	<b>204.2%</b>	
<b>Other Revenues</b>					
Continuing Education Fees	2,625,863	2,607,067	(18,796)	(0.7%)	
Rentals	737,191	565,528	(171,663)	(23.3%)	d.
Interest	350,000	300,000	(50,000)	(14.3%)	e.
Tuition Fees	2,804,500	2,167,315	(637,185)	(22.7%)	f.
Extended Day Fees	4,467,980	3,127,054	(1,340,926)	(30.0%)	g.
Other International Fees	419,100	462,159	43,059	10.3%	
Other	613,725	904,364	290,639	47.4%	h.
<b>Total Other Revenue</b>	<b>12,018,359</b>	<b>10,133,488</b>	<b>(1,884,872)</b>	<b>(15.7%)</b>	
<b>Deferred Revenues</b>					
Amortization of DCC	17,479,456	16,709,451	(770,005)	(4.4%)	
<b>Net Deferred Revenue</b>	<b>17,479,456</b>	<b>16,709,451</b>	<b>(770,005)</b>	<b>(4.4%)</b>	
<b>Total Revenue and Grants</b>	<b>314,744,874</b>	<b>321,122,789</b>	<b>6,377,915</b>	<b>2.0%</b>	

**Explanations of Material Grant Variances**

- a. Increase mainly due to GSN Stabilization funding provided by Ministry to offset reduced enrolment
- b. Decrease due to timing of projects
- c. Increase due to School Re-Opening grants provided in response to pandemic and PPF grants not originally anticipated
- d. Decrease due to closure of Community Use of Schools program during pandemic
- e. Decrease attributed to likelihood of lower cash on hand throughout the year and reduced interest rates
- f. Decrease due to elimination of all Short-term Stay programs, originally anticipated at Estimates. This reduction is offset by an increased commitment of students for the Long-term International program
- g. Decrease due to lower enrolment and class size restrictions. Estimates budget assumed normal operations would resume in the fall. Region has been providing some offsetting funding which was not anticipated and is assisting with program costs
- h. Increase due to anticipated rebates for HST, p-cards and energy efficiencies

**Notes:**

1. Budget is the 2020 - 2021 Estimates Budget as approved by the Board of Trustees in July 2020

**Waterloo Catholic District School Board**  
**2020-2021 Second Quarter Interim Financial Report**  
**Expenses**  
**For the Period Ended February 28, 2021**

	Budget Assessment				Material Variance Note
	2020-2021				
	Budget	Forecast	Change		
			\$ Increase (Decrease)	% Increase (Decrease)	
OPERATING					
Classroom Instruction					
Teachers	157,969,294	163,827,993	5,858,699	3.7%	a.
Supply Teachers	4,091,251	4,449,210	357,959	8.7%	b.
Educational Assistants	18,278,246	17,747,458	(530,788)	(2.9%)	c.
Designated Early Childhood Educators	10,148,489	9,439,547	(708,942)	(7.0%)	c.
Classroom Computers	3,704,695	4,598,840	894,145	24.1%	d.
Textbooks and Supplies	5,352,429	6,490,533	1,138,104	21.3%	d.
Professionals and Paraprofessionals	12,444,314	12,778,948	334,634	2.7%	
Library and Guidance	5,267,720	5,395,867	128,147	2.4%	
Staff Development	1,339,869	1,111,977	(227,892)	(17.0%)	
Department Heads	505,935	486,593	(19,342)	(3.8%)	
Total Classroom	219,102,242	226,326,966	7,224,724	3.3%	
Non-Classroom					
Principal and Vice-Principals	9,926,373	10,214,445	288,072	2.9%	
School Office	6,411,837	6,271,527	(140,310)	(2.2%)	
Co-ordinators and Consultants	4,747,598	4,091,603	(655,995)	(13.8%)	e.
Continuing Education	10,167,883	9,150,829	(1,017,054)	(10.0%)	f.
Total Non-Classroom	31,253,691	29,728,404	(1,525,287)	(4.9%)	
Administration					
Trustees	247,001	235,582	(11,419)	(4.6%)	
Director/Supervisory Officers	1,614,349	1,585,583	(28,766)	(1.8%)	
Board Administration	7,651,361	8,587,941	936,580	12.2%	g.
Total Administration	9,512,711	10,409,106	896,395	9.4%	
Transportation	7,234,404	7,350,424	116,020	1.6%	
Pupil Accommodation					
School Operations and Maintenance	26,783,567	27,293,640	510,073	1.9%	
School Renewal	378,583	259,171	(119,412)	(31.5%)	h.
Other Pupil Accommodation	2,890,823	3,045,627	154,804	5.4%	
Amortization and Write-downs	17,588,853	16,709,451	(879,402)	(5.0%)	h.
Total Pupil Accommodation	47,641,826	47,307,889	(333,937)	(0.7%)	
TOTAL OPERATING	314,744,874	321,122,789	6,377,915	2.0%	

**Explanations of Material Budget Variances**

- a. Increase due to decision to lower class sizes, addition of St. Isidore virtual classes and staff leaves
- b. Increase due to missed planning time costs partially offset by unfilled supply positions
- c. Decrease due to reduced staffing needs and CUPE hours during COVID, as well as maintenance supply budget reclassification
- d. Increase due to additional PPF funding
- e. Decrease due to changes to programming such as PD, excursions and RDO international programs
- f. Decrease due to reduction in programming due to COVID (SSC, IL, Co-op and LOG)
- g. Increase due to additional staff hired, Aspen implementation and IT contracts reclassification
- h. Decrease due to timing of construction projects

**Notes:**

- 1. Budget is the 2020 - 2021 Estimates Budget as approved by the Board of Trustees in July 2020



**Date:** April 26, 2021  
**To:** Board of Trustees  
**From:** Audit Committee  
**Subject:** 2019-2020 Trustee Expense Audit 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 **II 014**
- ☐ Information only of day-to-day operational matters

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

The Waterloo Catholic District School Board is committed to an organizational culture that operates with integrity and promotes responsibility, excellence, and accountability with respect to decisions and practices. The Board recognizes the need to reimburse Trustees for expenses reasonably incurred in carrying out their role as Trustee. Therefore, it is a policy of the Waterloo Catholic District School Board that Trustees shall be reimbursed for travel and out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a Trustee.

**Internal Audit Mandate Statement:**

The Internal Audit Mandate requires that the:

“The Internal Auditor shall have the authority to conduct audits to include, but not limited to, financial, performance, and compliance audits, or reviews of all departments, offices, schools, activities, and programs under the control of the Board.”

**Alignment to the MYSP:**

**Building Capacity to Lead, Learn & Live Authentically**

Investment in global competency development and leading technologies:

- Ensure technology is current and relevant to optimal teaching and learning practices

Nurture the well-being of all students and staff:

- Decrease in staff absenteeism/sick leave usage, and health and safety incidents

**Background/Comments:**

Status and Results

As part of the 2020-2021 Internal Audit Plan, audit procedures were performed over Trustee expenses to measure compliance with Board policy and the appropriateness of expenditures. Expenses incurred by Trustees



were compliant with Board policies and were reasonable in nature. Due to COVID-19 restrictions, expenses have decreased significantly as compared to the 2018-2019 school year.

Please find attached:

- The 2019-2020 Trustee Expense Audit Report, and
- Public Statement of Trustee Expenses.

**Recommendation:**

That the Board of Trustees accepts the 2019-2020 Trustee Expense Audit Report for information purposes only and recommends that the public Statement of Trustee Expenses be posted to the WCDSB website.

**Prepared By:**

Shane Durham  
Internal Audit 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."



**To:** Audit Committee  
**CC:** Shesh Maharaj, Executive Superintendent of Corporate Services and Chief Financial Officer  
**From:** Shane Durham, Internal Audit Officer  
**Date:** April 7, 2021  
**Report No.:** IA 21-08  
**Subject:** 2019-2020 Trustee Expense Audit Report

## Summary

As part of the 2020-2021 Internal Audit Plan and as required by Board Policy II 014 – *Trustee Expenses*, audit procedures were performed over the expense reimbursement claims of Trustees to measure compliance with Board Policy and the appropriateness of expenditures. Trustee expenses are significantly lower in this audit year vs. previous years due to significant reductions in activity resulting from COVID-19 associated cancellations and closures (\$42,800 in 2018-2019).

## Introduction

I am writing to report to you the results of the internal audit procedures performed on the Trustee expense claims for the 2019-2020 school year. The audit took place in February/March 2021. **Appendix A** provides a 2019-2020 Statement of Trustee Expenses.

## References

References used throughout the internal audit procedures include:

- Board Policy II 014 – Trustee Expenses
- Corporate Services Manual
  - Expense Reimbursement Process

## Audit Procedures

The following audit procedures were performed to measure compliance with Board Policy and to determine the appropriateness of expenditures:

- Review expense reimbursement claims and supporting documentation of all Trustees for the year under audit,
- Review purchase card transactions and supporting documentation made by the Executive Administrative Assistant on behalf of Trustees,
- Review purchase card transactions and supporting documentation for the Chair of the Board, and
- Inquire of the Chief Financial Officer or Trustees, as required.

## Results

After reviewing the expense reimbursements, the following areas of strength were noted:

- Expense claims were reviewed and approved by the Chair of the Board and/or the Executive Superintendent of Corporate Services and Chief Financial Officer, in accordance with Board procedures,
- Travel descriptions were fully detailed,
- All expenses were fully supported with appropriate documentation, and
- Personal expenses identified were reimbursed back to the Board by the Trustee.



**Appendix A** is the 2019-2020 Statement of Trustee Expenses. This statement, with personal expenses netted against mileage, is provided to the public on the Waterloo Catholic DSB website. Details of the nature of the individual expenses may be provided to the public (including media outlets), upon request, by the Chief Managing Officer through a formal Freedom of Information process.

### Conclusions

Based on my audit and analysis of Trustee expenses, overall expenses are reasonable in nature and supported by sufficient invoices or detailed receipts. The audit did not identify any deviations from Board Policy.

Once the Audit Committee has reviewed the Trustee Expenses Audit Report, a recommendation should be made to the Board of Trustees to accept the report and approve the Statement of Trustee Expenses for posting on the WCDSB website.

If there are any other questions, concerns, or further analysis required please do not hesitate to contact me.

Kind Regards,



Shane Durham, CPA, CA  
Internal Audit Office





**Appendix A**  
**Waterloo Catholic District School Board**  
**Statement of Trustee Expenses**  
**School Year 2019-2020**  
**Audited**

	<b>Mileage &amp; Travel</b>	<b>Conferences</b>	<b>Meals</b>	<b>Supplies</b>	<b>Books</b>	<b>Parking</b>	<b>Other</b>	<b>Total</b>	
Manuel da Silva	818	1,418	-	-	-	-	100	2,336	Trustee
Jeanne Gravelle	994	1,418	-	-	-	-	-	2,412	Trustee
Wendy Price	1,095	893	-	-	-	-	-	1,988	Trustee
Greg Reitzel	516	706	-	-	-	-	-	1,222	Trustee
Bill Conway	417	1,079	-	-	-	-	100	1,596	Trustee; Chair of the Board
Brian Schmalz	614	1,548	-	-	-	-	50	2,212	Trustee
Melanie Van Alphen	1,190	1,604	-	-	-	-	50	2,844	Trustee; Vice-Chair of the Board
Tracy Weiler	493	1,604	28	-	-	-	50	2,175	Trustee
Kevin Dupuis	597	1,604	-	-	-	-	-	2,201	Trustee
Abby Barbosa	-	-	-	-	-	-	-	-	Student Trustee - Incoming 2021
Rori Schaefer	274	1,380	24	-	-	-	-	1,678	Student Trustee - Outgoing
Kate Morrison	-	-	-	-	-	-	-	-	Student Trustee - Incoming 2021
Meghan Cymbron	274	1,380	24	-	-	-	-	1,678	Student Trustee - Outgoing
Totals	<b>\$ 7,282</b>	<b>\$ 14,634</b>	<b>\$ 76</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 350</b>	<b>\$ 22,342</b>	





## Catholic Parent Involvement Committee - MINUTES

Date:	Tuesday, <b>February 9</b> , 2021																																				
Time:	6:00 p.m. – 7:27 p.m.																																				
Location:	Virtual - Microsoft Teams Meeting																																				
Next Date:	Tuesday, April 20, 2021																																				
Committee Members	<p><b>Attendees:</b></p> <table><tr><td>Sharon Adie</td><td>Principal Rep. - Elementary</td></tr><tr><td>Bree Almeida</td><td>Elementary - St. Benedict FOS</td></tr><tr><td>Monica Czagan</td><td>Member-at-large</td></tr><tr><td>Manuel da Silva</td><td>Trustee</td></tr><tr><td>Fr. Joseph de Viveiros, C.R.</td><td>Diocesan Rep</td></tr><tr><td>Alice Figueiredo</td><td>Elementary - Monsignor Doyle FOS</td></tr><tr><td>Margaret Ingoldsby</td><td>Principal Rep. - Secondary</td></tr><tr><td>Judy Merkel</td><td>Superintendent</td></tr><tr><td>David Perlaky</td><td>Secondary - Cambridge</td></tr><tr><td>Denise Porter</td><td>Secondary - Waterloo</td></tr><tr><td>Wendy Price</td><td>Trustee</td></tr><tr><td>Kimberley Snage</td><td>Member-at-large &amp; Chair</td></tr><tr><td>Andrea Visneskie</td><td>Elementary - St. David FOS</td></tr></table> <p><b>Regrets:</b></p> <table><tr><td>Brian Schmalz</td><td>Trustee (alternate)</td></tr></table> <p><b>Absent:</b></p> <table><tr><td>Marchelina Andrea</td><td>Elementary - St. Mary's FOS</td></tr><tr><td>Emily Hartlen</td><td>Elementary - Resurrection FOS</td></tr><tr><td>Wilma Laku</td><td>Member-at-large</td></tr><tr><td>Patrycja Wiecek</td><td>Secondary - Kitchener</td></tr></table>	Sharon Adie	Principal Rep. - Elementary	Bree Almeida	Elementary - St. Benedict FOS	Monica Czagan	Member-at-large	Manuel da Silva	Trustee	Fr. Joseph de Viveiros, C.R.	Diocesan Rep	Alice Figueiredo	Elementary - Monsignor Doyle FOS	Margaret Ingoldsby	Principal Rep. - Secondary	Judy Merkel	Superintendent	David Perlaky	Secondary - Cambridge	Denise Porter	Secondary - Waterloo	Wendy Price	Trustee	Kimberley Snage	Member-at-large & Chair	Andrea Visneskie	Elementary - St. David FOS	Brian Schmalz	Trustee (alternate)	Marchelina Andrea	Elementary - St. Mary's FOS	Emily Hartlen	Elementary - Resurrection FOS	Wilma Laku	Member-at-large	Patrycja Wiecek	Secondary - Kitchener
Sharon Adie	Principal Rep. - Elementary																																				
Bree Almeida	Elementary - St. Benedict FOS																																				
Monica Czagan	Member-at-large																																				
Manuel da Silva	Trustee																																				
Fr. Joseph de Viveiros, C.R.	Diocesan Rep																																				
Alice Figueiredo	Elementary - Monsignor Doyle FOS																																				
Margaret Ingoldsby	Principal Rep. - Secondary																																				
Judy Merkel	Superintendent																																				
David Perlaky	Secondary - Cambridge																																				
Denise Porter	Secondary - Waterloo																																				
Wendy Price	Trustee																																				
Kimberley Snage	Member-at-large & Chair																																				
Andrea Visneskie	Elementary - St. David FOS																																				
Brian Schmalz	Trustee (alternate)																																				
Marchelina Andrea	Elementary - St. Mary's FOS																																				
Emily Hartlen	Elementary - Resurrection FOS																																				
Wilma Laku	Member-at-large																																				
Patrycja Wiecek	Secondary - Kitchener																																				
Guests	<p><b>Guests:</b></p> <table><tr><td>Diana Bumstead</td><td>Executive Admin Assistant</td></tr><tr><td>Melanie Van Alphen</td><td>Newly Elected Trustee Chair</td></tr></table> <p><b>Recorder:</b></p> <table><tr><td>Lisa Legault</td><td>Executive Admin Assistant</td></tr></table> <p>Action Items      <b>Noted in Green</b></p>	Diana Bumstead	Executive Admin Assistant	Melanie Van Alphen	Newly Elected Trustee Chair	Lisa Legault	Executive Admin Assistant																														
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Lisa Legault	Executive Admin Assistant																																				



TOPIC	Presenter	Time
<b>1. Opening Prayer &amp; Welcome, Territorial Acknowledgement, Added Agenda items</b> <i>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.</i>	Judy / Father Joseph	5 mins
<b>2. Approval of Agenda</b> Monica moved that the agenda be accepted. Andrea seconded the motion. <b>CARRIED</b>	Chair	5 mins
<b>3. Approval of the Minutes of Previous Meeting</b> Alice moved that the November 10, 2020 Minutes be accepted as presented; Denise seconded the motion. <b>CARRIED.</b>	Chair	5 mins
<b>4. Status of current seats/vacant seats</b> Judy noted that there are two opportunities available to CPIC members: - One CPIC rep for OAPCE ( <a href="#">Ontario Association of Parents in Catholic Education</a> ). The WCDSB is part of this association. This commitment involves approximately five hours a month and acts as a liaison between this organization and the Board. - One CPIC rep for <a href="#">WCDSB School Year Calendar</a> . This committee meets early in the year and seeks parent input into the scheduling of holidays and PA days for the following school year. <b>CPIC members who are interested in these positions are encouraged to contact Kim or Judy at their earliest convenience.</b>	Judy	5 mins
<b>5. Superintendent Update</b> Judy reported that the Board is delighted that students have returned to in-person learning on February 8, 2021. A daily self-screening tool for COVID has been introduced. Chromebooks are being returned to the Board and new air filtration units have been installed. All these measures have been put in place to ensure that our schools continue to be safe places for learning.	Judy	10 mins
<b>6. Goal Setting</b>  <b>a) Finalization of short/medium term goals</b>  Kim showed a presentation entitled “CPIC Goal Review”. Short- and medium-term goals, as determined by a survey of CSAC (Catholic School Advisory Council) members earlier this year, include: - Financial and policy review - Support positive school culture - Run effective CSAC meetings - Communication strategies  Members who completed the CPIC survey indicated that the following were most needed in schools right now: - Mental health support for parents and students - Communication with parents - Engagement with parents	Chair / All	15 mins

<p>In reviewing all the information, four key themes were identified:</p> <ol style="list-style-type: none"> <li>1. Faith Formation (connecting the school community and the parish)</li> <li>2. Mental Health (supporting parents and students during the pandemic)</li> <li>3. Health and Wellness (encourage physical and nutritional wellness)</li> <li>4. STEAM (science, technology, engineering, arts and math)</li> </ol> <p>From these four themes, CPIC members developed specific tactics to address these goals to engage as many families as possible:</p> <ol style="list-style-type: none"> <li>1. Friday night faith flicks, Lenten booklets, and formed subscriptions</li> <li>2. Mindfulness meditation and classes with Nancy Reverie</li> <li>3. Virtual painting, virtual cooking and Drumfit</li> <li>4. Museum and University of Waterloo partnerships for virtual sessions</li> </ol> <p>As it is already February, it is important to mobilize these ideas as soon as possible. <b>To that end, the next step is for each parent CPIC member to select one of the above events/themes to support.</b></p> <p>After choosing an event, the CPIC member's responsibilities would include:</p> <ul style="list-style-type: none"> <li>- Working with the CPIC Chair and the Board to coordinate the event</li> <li>- Reviewing/supporting communications</li> <li>- Attending the workshop (along with Judy Merkel)</li> <li>- Supporting the feedback collected after the event</li> <li>- Presenting these findings at the next CPIC meeting</li> </ul> <p>These events will support and build relationships with each CPIC parent member's school communities and their CSAC members.</p> <p><b>b) November 26, 2020 CSAC Onboarding</b></p> <p>Denise Porter planned the virtual CSAC onboarding event that occurred on November 26, 2020. This event oriented new chairs and provided them with connections and information to help them be successful this year. The guest speaker was Nancy Reverie who incorporated exercise into her motivational presentation. The CPIC goals were shared with the CSAC chairs and their schools. Shane Durham from the Board spoke about financial policies and guidelines for use by the CSAC. Running effective meetings and grants were discussed.</p> <p>The next step after the Onboarding in November is the implementation of <b>coffee chats</b> for CPIC/CSAC engagement. These will be offered monthly, beginning in February and ending in June. <b>Each CPIC parent is asked to host one coffee chat and facilitate questions for CSAC attendees, documenting discussion items and posting them for future reference.</b> The intent is to foster additional communication between CSAC's, further engaging our shared mandate. CPIC members will be able to more closely engage with their family of schools to understand the concerns of the community that can be brought forward to future CPIC meetings.</p> <p>Kim will be hosting the first coffee chat at the end of February.</p>	<p>Chair/All</p>	<p>15 mins</p>
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<p><b>c) Review of proposed tactics for PRO Grants and next steps</b></p> <p>Ontario's Parents Reaching Out (PRO) Grants are designed to increase parent engagement in support of student achievement and well-being. Judy shared the results of feedback from CPIC members with a summary of the tactics for PRO Grants.</p> <p>Session choices selected by CPIC members include:</p> <ul style="list-style-type: none"> <li>- Yoga with Michele</li> <li>- Nancy Reverie (Gifted Speaker, Motivational writer and fitness instructor)</li> <li>- Lenten Youth Devotional</li> <li>- Lenten Children Devotional</li> <li>- Virtual Family Cooking Sessions with the University of Waterloo</li> <li>- Drumfit</li> <li>- Virtual Paint Night Classes</li> <li>- The Mindful Mama</li> <li>- ESQ workshops</li> <li>- Formed Movies/ Group night</li> </ul> <p>Possible dates for these events run from March 3 to May 26. The complete list (which includes the cost breakdown and possible specific dates) was sent out to CPIC members.</p> <p>The total cost of the all the events, based on an estimate of 75 participants at each event, is around \$10,000. There is about \$13,800 to spend. It was noted that taxes and/or translation fees may increase some costs slightly. Diana noted that there is approximately \$4,000 in the CPIC budget, in addition to the PRO Grant funds.</p> <p>A vote was taken on the motion to spend some of the PRO Grant funds on a variety of events described above. A show of hands in the Teams meeting and comments in the chat showed that those in favour of Kim's motion were Bree, Alice, Andrea, David, and Denise. CARRIED.</p> <p>If there are any funds remaining after these events, it was suggested that those funds be offered to schools so that they could apply for an individual PRO Grant. Ideas for the use of these funds could be discussed during the coffee chats. It is expected we would be able to offer approximately four school grants of \$500 each. A show of hands in the Teams meeting and comments in the chat showed that those in favour of Kim's motion were Bree, Alice, Andrea, David, and Denise. CARRIED.</p> <p>CPIC members are asked to watch for an email and a Teams invitation to sign up for one of these events. CPIC members are asked to follow up with their CSAC members. Kim and Judy will be available for support with the Family of Schools event communications because templates have been developed for this purpose.</p>		
<p><b>7. Updates - By-laws and Community Membership</b></p> <p>Different options for community membership are still being explored. If CPIC members are aware of any suitable community members who may be interested in joining CPIC, please contact Judy or Kim with their names so they can be approached with more information. The CPIC by-laws are still in the process of being updated. Judy will share more information at the next meeting.</p>	Judy	10 mins

<b>8. Trustee Update</b> Manuel and Wendy gave a summary from the Board of Trustees. Highlights included the launch of Year 2 of our Pastoral Plan, <a href="#">Gathered to Become</a> , and the election of the new Trustee Chair (Melanie Van Alphen) and Vice Chair (Jeanne Gravelle). For a full listing of all the Minutes of the Trustee meetings, visit the <a href="#">WCDSB website</a> . There were no questions for the Trustees from the CPIC members present at this evening's meeting.	Wendy / Manuel	15 mins
<b>9. Discussion Items / Updates:</b>		
<b>a) Committee Updates</b> Kim proposed that updates on events that we support such as coffee chats, etc. will be tabled under this heading of "Committee Updates" at future CPIC meetings. <b>b) Finance and Audit – Budget Update</b> David has volunteered to be the CPIC rep on the Board's Budget Advisory Committee; he will provide an update (if available) at the next meeting. <b>c) Parent Engagement</b> Judy reported that the Board is planning several surveys for parents and school communities such as: <ul style="list-style-type: none"> <li>- Budget Stakeholder Survey</li> <li>- Switching Learning Environments Survey. This final opportunity for elementary switching will be open from Feb. 16 to Feb. 18; changes will take effect on March 8.</li> <li>- Remote Learning Survey. Questions may include ease of accessibility, appropriate device, level of satisfaction with accessibility to the teacher, and level of learning engagement.</li> </ul> CPIC members suggested additional questions such as home school engagement levels, engagement in the sacraments and parish, and the age and/or grade level of the child. Following a discussion about concerns around mental health and the lack of social interaction, <a href="#">Judy will connect with the administration of St. Isidore to discuss ways to enable more virtual social contact between students to alleviate feelings of social isolation</a> (one of the identified CPIC goals). Judy also noted that the Board is studying staffing levels for next September, including the question of the continuation of online learning/St. Isidore; further developments will be shared as they become available. <b>d) Next Steps</b> Members are reminded that the CPIC Teams site is an excellent source of information. Please visit it often to explore recent postings. Kim can be reached directly if assistance is needed to access this site. <a href="#">Kim summarized the different ways CPIC parents are encouraged to become involved and engaged:</a> <ul style="list-style-type: none"> <li>- <a href="#">Goals and PRO Grant events</a></li> <li>- <a href="#">Coffee chats with CSAC</a></li> <li>- <a href="#">CPIC rep on OAPCE</a></li> <li>- <a href="#">CPIC rep on Board Yearbook</a></li> </ul>	Judy / Kim / All	15 mins
<b>10. Gratitude by Judy and Closing Prayer by Father Joseph</b>		5 mins
<b>11. Adjournment at 7:27 p.m.</b>	Chair	



**Date:** April 26<sup>th</sup>, 2021  
**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 passed quickly with both the commencement of the Easter Season and the April Break within the past month. That did not however stop it from being an eventful month in general. Schools' staff and students had to adjust yet again to a different reality. As seems to be the pattern throughout this year, yet again there were a number of developments in relation to school delivery that evolved in order to keep our school learning experience safe and healthy. That said – as always, the resilience of staff and students to endeavour to make the best of current circumstances and challenges is more than admirable. Everyone is centered on the core purpose of meeting the needs of our students, and focused on ensuring that the best learning conditions are brought to fulfilment in our schools.

As mentioned previously, this year is also evolving in a manner that is different for the Director and Senior team as well. Visits to schools and special events are much fewer as we endeavour to minimize contacts in various schools, compounded by the fact that there are a myriad of new and different meetings that have evolved as additions to the calendar and draws on staff time. Nonetheless, I am happy to provide a number of highlights from the past month.



Some of the meetings that continued to be commonplace into February included:

- Lengthy senior team meetings – Monday and Thursday; Mondays as Executive Council and Thursdays as an Academic Council meeting.
- CODE mtg with DM – Thursday Mornings (now bi-weekly)
- CODE Continuity of Learning sub-group – once a week (Tuesday mornings)
- CODE Continuity of Learning mtg with DM (sub-group) – Thursday afternoons (now bi-weekly)
- Chairs and Directors of Ed with Minister of Education – Monday afternoons
- Administrator meetings, where myself and senior staff take admin through operational, public health and educational updates – bi-weekly on Wednesdays
- Invited in a variety of provincial dialogues as Chair of CODE
- Continue to chair ECCODE meetings – Now monthly on Monday mornings.
- Currently sit as ECCODE's rep on a committee being convened by the Ministry of Health, in partnership with Ministry of Education —The table will include reps from local public health units, Public Health Ontario, the childcare sector and the education sector (4 Directors from each of the affiliates).

A few other quick highlights from the past few weeks include:

- Attended a well-being event in which Steven Page with the keynote speaker and presenter
- Attended OCSOA Board of Directors' Meeting and provided an ECCODE update
- Attended meetings of the 7-12 Program Review Committee and one public session. Acted as a member of the board level panel addressing questions that were surfaced.
- Continue to participate in Huron Brigadoon Steering Committee meetings on Tuesday mornings, and also attend evening boundary review committee meetings.
- Attended a meeting with the Minister of Education, in my capacity as CODE Chair and provided the opening remarks and presented 2 of 4 position papers on behalf of CODE— each of CODE's 4 affiliates are preparing 2 of 8 position papers on topics of mutual interest to the Minister and CODE. We expect one additional meeting where the other 4 papers will be presented.
- Attended an impromptu meeting of the Ministry Initiatives committee – the provincial equivalent of the local Initiatives and Opportunities council. A proposal in relation to online learning was shared. Subsequently I was involved in several meetings over the next few weeks, as we engaged in the exercise of providing feedback. This included meetings with the Catholic Partners, with CODE, with ECCODE, with OCSOA and different meetings with Ministry representatives. I also authored provincial level responses on behalf of ECCODE.
- Chaired a meeting of the Directors' of Hamilton Diocese with Bishop Crosby – a variety of topics were discussed and reviewed.
- Completed various media interviews and responded to numerous inquiries
- Participated in monthly CCFOWR Board meeting –
- Attended Mayor Vrbancovic's State of the City Address (virtually)
- Presented to the Catholic Supervisory Officers' course Module 3 on Catholic Leadership



- Participated in various meetings with Chair Van Alphen, and also with Vice Chair Gravelle
- Participated in a meeting with Senior manager of International Education
- Chaired a meeting with ECCODE Directors and superintendents of HR
- Attended April CPIC meeting
- Attended Audit Committee meeting
- Attended Budget Advisory Committee meeting
- Chaired a meeting of the WCDSB collaborative Professionalism Initiatives and Opportunities council – continued to look at successes and challenges of our pandemic response efforts
- Participated in various meetings with WR Public Health and WRDSB to confirm our understanding about and our approach to vaccination.
- Attended preparatory meetings and then chaired 2 ERDI panels; also attended ERDI keynote address by Avis Glaze
- Participated in several rounds of Elementary VP interviews
- Participated in the first day of Supervisory Officer Interviews
- Facilitated 3 meetings with new equity officer
- Participated in an interview with the consulting firm conducting the SRO review
- Participated in a meeting with St Jerome’s President Peter Meehan
- Participated in an interview seeking feedback on the Kitchener Waterloo Art Gallery

### **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:**

**To:** Board of Trustees

**From:** Director of Education

**Subject:** Learning Innovation and IT Report

**Type of Report:**

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

**Type of Information:**

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

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

Education Act Section 169.(1) Every Board shall: (a) promote student achievement and well-being; (b) ensure effective stewardship of the board's resources; (c) deliver effective and appropriate education programs to its pupils; f) develop a multi-year plan aimed at achieving the goals of student achievement and well-being, positive school climate, inclusive and accepting schools, stewardship of resources, and effective and appropriate education programs to its pupils.

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

[Ontario Ministry of Education Curriculum and Resources Website:](#)

- [The Role of Information and Communications Technology](#)
- [Experiential Learning](#)
- [Transferable Skills](#)
- [Cross-curricular and integrated learning](#)

[Ontario Ministry of Education Kindergarten Program](#)

[Ontario Ministry of Education Curriculum Documents](#)

[Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12](#)

[Growing Success – The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools, 2016](#)

[Growing Success: The Mathematics Addendum, Grades 1 to 8, 2020](#)

[Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12](#)

[Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being](#)

WCDSB Responsible Use of Information Technology and Electronic Data - [APS017](#)

WCDSB Electronic Mail and Social Media Use Guidelines - [APS035](#)

WCDSB Procedure for the Purchase of All Electronic Computing Devices - [APS015](#)

[Ontario Broadband Modernization Project \(BMP\)](#)

Waterloo Region Education Public Network (WREPNet) <https://www.wrepnet.on.ca/>



## **Alignment to the MYSP:**

### **Nurturing Our Catholic Community**

- Promote a culture of belonging and respect that supports success for all
  - Equitable access to learning opportunities

### **Student Engagement, Achievement & Innovation**

- Nurture a Culture of Innovation:
  - Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success
  - Continue to seek and support reciprocal partnerships with community and educational partners and leverage the mutual learning
- Foster maximum opportunity for success for all
  - Increased opportunity for experiential learning

### **Building Capacity to Lead, Learn & Live Authentically**

- Investment in global competency development and leading technologies
  - Increased awareness of and responsible implementation of Digital Citizenship
  - Increase in precise student programming and use of New Pedagogies for Deep Learning (NPDL)
  - Ensure technology is current and relevant to optimal teaching and learning practices

## **Background/Comments:**

The 2020/2021 school year has continued to be one in which an innovative lens has not only been essential but paramount to the responsive needs that the COVID19 pandemic has asked of WCDSB students, staff and families. The foundational work of the Innovation Strategic Plan, which focused on the creation of a vision, mission and strategic direction, enabled a responsive, targeted, and thoughtful system response to virtual learning needs as well as pedagogical support in order that all learners might achieve optimal student outcomes. The learning opportunities that have been created during these unique times have catapulted teacher efficacy and systems thinking to new levels. We have been challenged to consider our obstacles as opportunities. With a progressive stance the WCDSB continues to make decisions through an equity lens and our innovative endeavors continue to focus on strengthening educator capacity, building strong community partnerships, planning for opportunities for the traditionally underrepresented, and strengthening accessibility for all.

## **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)**

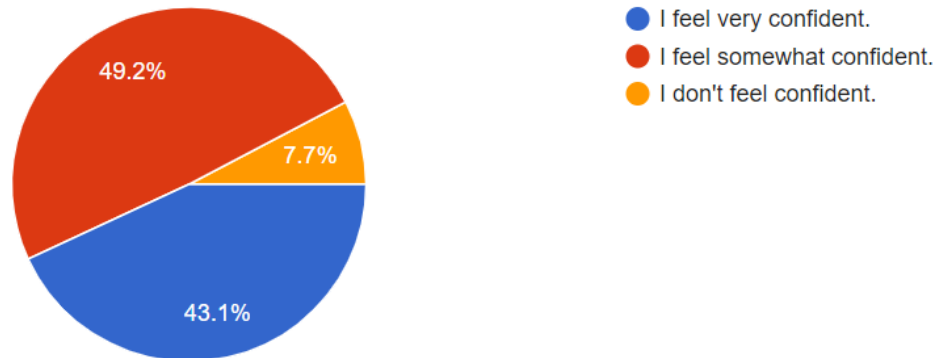
Digital Citizenship programming continues to be highly relevant and a significant need for supporting the increased online activities for students, educators, and their families. Last year the Common Sense Digital Citizenship Curriculum was selected by WCDSB as the most robust program for supporting cross disciplinary learning and including students, families, and educators in the learning. Key highlights related to digital citizenship programming since the last report include:

- Co-development of a program logic model for Digital Citizenship and Student Aware to develop a monitoring strategy. This strategic collaboration will help us better understand the WCDSB baseline and eventual relationship between preventative strategies and the numbers of investigations required through the Student Aware program.

- Continued work on aligning the Common Sense lessons with Ontario Curriculum Expectations, Ontario Catholic Graduate Expectations, and Global Competencies. This is a very time consuming process and only limited work on this has occurred so far this year due to competing priorities.
- Consultant work with six grade 7 and 8 classes to deliver the “Digital Drama” lesson in response to classroom and school needs. Each lesson includes an optional follow-up quiz that checks for understanding and responses to scenarios as well as the confidence scale question: “How confident are you in knowing how to de-escalate digital drama before it goes too far?” The aggregated responses by the students who answered the question after the lesson are as follows:

How confident are you in knowing how to de-escalate digital drama before it goes too far?

65 responses



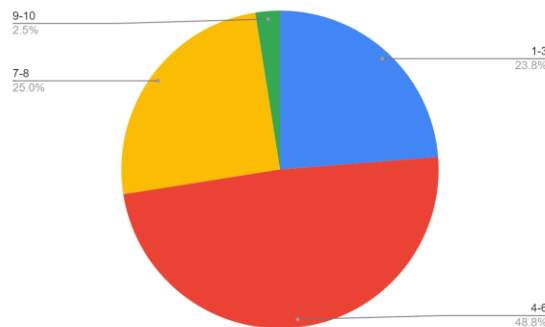
- Consultant work to present the Common Sense session “Plugged-in Parents: Grades K-8” to St. Gabriel Parent Council.
- Consultant work booked to present the Common Sense curriculum resources at staff meetings for St. Gabriel, St. Brigid, and Our Lady of Lourdes.

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

Experiential learning through the lens of innovation continues to run strong across the WCDSB through a co-learning model where students and staff participate together with the aim of building capacity for continuing experiential learning beyond the sessions facilitated by the Experiential Learning and Innovation Lead.

From September through to March 1st the Experiential Learning and Innovation Lead has been busy leading experiential learning opportunities across divisions at 30 different schools so far:

### Presentations By Division:



### Staff and Student Participation:

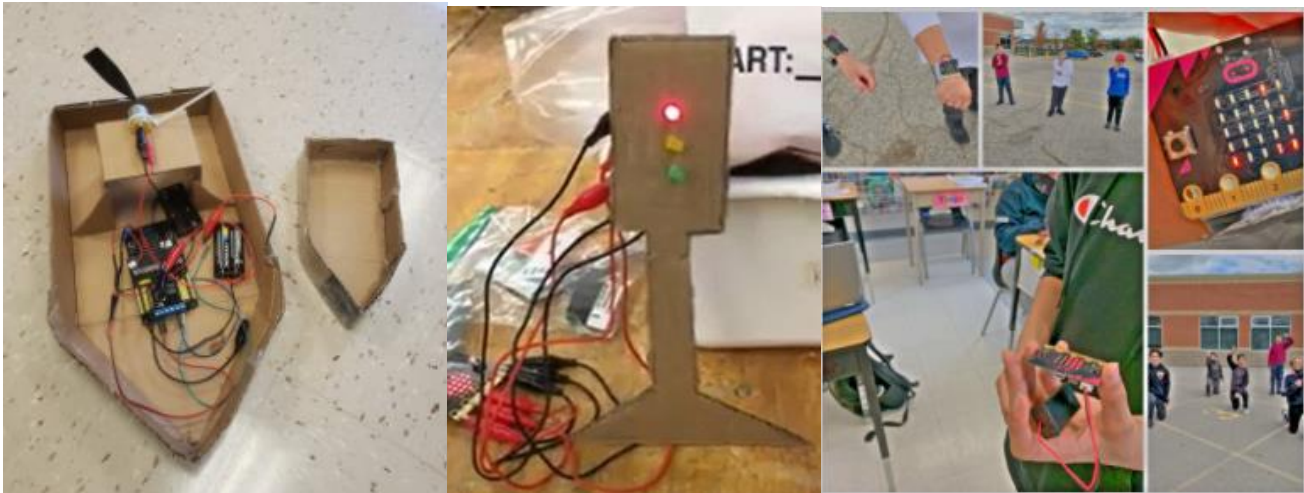
Total Staff Participation: 161

Total Student Participation: 1,539

## Key Highlights:

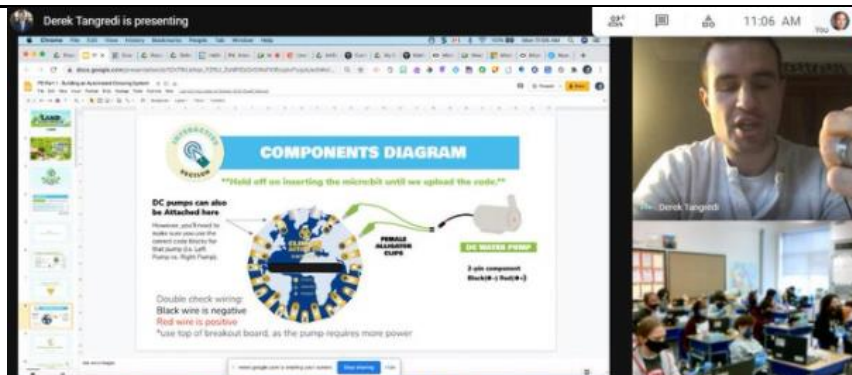
### Micro:bit Kits

Coding Micro:bits has been the most popular workshop this school year with over 45 Micro:bit workshops including approximately 1,125 students. The presentations introduced micro:bits that connected coding to the new Math curriculum. We are currently in the process of extending our Micro:bit workshops to include building and coding cardboard boats, cars, and robot challenges for every division.



### Climate Action Kit Event

Students at St. Anne (Cambridge) participated in a Climate Action Event where they learned how to use technology to solve the Global Sustainable Goals on land and water. The workshop was led by InkSmith where the students learned about the issues associated with deforestation and agriculture. The students coded a seed planting machine and a plant watering system that detects moisture in the soil. There were 52 students and 2 staff members who participated in the workshop. The goal is to extend this project to 10 more teachers and their students during an Earth Week Event in April.







### Girls Who Game

This year we partnered with DELL Canada, Microsoft, and Intel to provide an opportunity for girls at St. John's Elementary School to participate in the Girls Who Game program. Girls Who Game (GWG) is an extra-curricular program that provides an opportunity for young girls and underserved students across North America to learn more about gaming and the use of Minecraft as a learning tool, while developing their global competencies, such as communication, collaboration, critical thinking, and creativity. This fall we had 12 girls and 2 educators participate in the first session. In the spring St. John's will continue to participate in the program and we have Christ the King participating in this opportunity for girls.



## Hour of Code Event

The Hour of Code Event took place December 7-13. To support educators the website from last year was updated to further consolidate resources for educators to encourage more participation during The Hour of Code week. There were prizes available if WCDSB educators registered for the event. We had a total of 24 educators register for the event ranging from Kindergarten to grade 8. There were 949 students who participated and of those students 465 were female. Educators used this opportunity to connect this coding event to the math, social studies, language, and dance curriculum.



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

Global Competency Programming was embedded in the development of the WCDSB Framework for Learning Design which provided supports and resources for educators to assist with the need to be agile and responsive to shifting learning environments throughout this COVID impacted school year. The resources provided through our subscription to New Pedagogy for Deep Learning (NPDL) were especially helpful in keeping the Learning Design Planning section aligned with the best practices we have been working to promote and develop over several years. Language related to global competencies at the Ministry of Education is shifting to “Transferable Skills” of which there are seven that align very closely with the six global competencies found within the NPDL resources (especially as the seventh transferable skill is “digital literacy” and “leveraging digital” is a dimension of all six of the global competencies).

### Professional Learning Highlights related to Global Competency Programming include:

- September 2 Secondary PD Day Session: [Tools and Strategies for Effective Learning - Adapted Approach](#) (integration of Ministry provided slides, introduction to WCDSB’s Framework for Learning Design, and choice of additional training and office hour opportunity)
- September 3 PD Day Morning Session Elementary and Secondary: [Work with WCDSB Framework for Learning Design and choice of office hour sessions to support specific learning needs](#) (links to meetings have now been disabled and numbers removed)
- Implementation of PPM164 including significant support for leveraging digital.  
Examples include:

<b>Dates and Sessions</b>	<b>Topics (all through the lens of equitable pedagogical strategy and assessment and evaluation practices)</b>	<b>Approximate Participant Numbers</b>
<b>September 2</b> PD Day Office Hours	Secondary Google Classroom and Meet D2L and Teams	70
<b>September 3</b> PD Day Office Hours	Google Classroom and Meet D2L intro, Teams	300 + those in rooms with divisions or departments
<b>September 8-October 16</b> -Lunch and afternoon office hours daily -St. Mary's Physical Education Department *Specific St. Isidore sessions and open to all sessions *Saturday Sessions in September and October for St. Isidore last minute hires or transfers	Rotating and As Needed Topics: D2L Google Classroom Teams Meet	275
<b>Late October-December</b> -On Demand 1:1 or Small Group sessions -individualized support videos -St. Peter's Staff Meeting -Onboarding session video (redone)	Jamboard Assignment tool in D2L Aspen Reporting and Comments Google Classroom GSuite Available tools and resources in D2L and Google Classroom integration Doc Appender for Forms ReadandWrite Troubleshooting Assessment and Evaluation Strategies Finding key resources in StaffNet Breakout rooms in Teams Teams Meet	50+
<b>December 2</b> Special Education Family of Schools Sessions	Google Classroom Meet Jamboard Facilitating small group meetings	60
<b>Christmas Break Sessions:</b> French (FSL and FI) -both French and English teachers -individual or pairs support sessions and/or individualized support videos	Meet Online Teaching Strategies Flipgrid	35  +Created and sent out 8 separate general update how to videos on Meet through Memos and Social Media



<b>January-April</b> -On Demand 1:1 or Small Group sessions -email support (especially on demand as needed during the first two weeks of fully remote learning) -individualized support videos -general support videos updated to resources and system announcement/email -Occasional Teacher Support Sessions -Itinerant Teacher Support Sessions (Aspen) -St. Isidore Secondary Q3 Start-up sessions	-Teams -Meet -D2L -Google Classroom -Jamboard -Flipgrid -Attendance Strategies -Aspen Elementary Report Card Writing -any other as needed	300+
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------	------

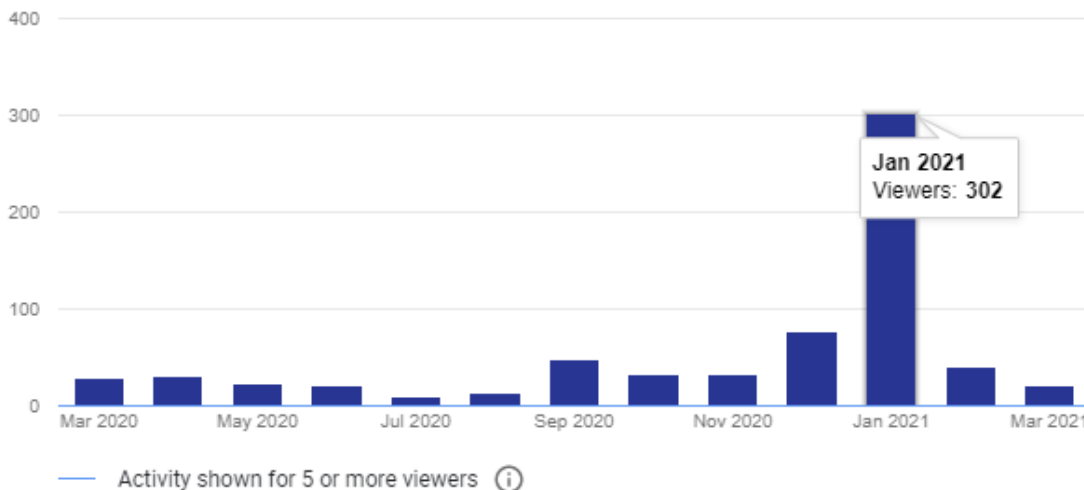
#### Additional Professional Learning (Websites, Google Classrooms and D2L Courses):

- Return to School StaffNet Landing Page (formerly Educator-Led Learning@Home) -5935 views
  - WCDSB Framework for Learning Design -3300+ bitly clicks plus other access points)
  - Special Education Resources -4552 views
  - Subject Specific Resources (folders rather than page, no view tracking at folder level)
  - Assessment and Evaluation -1204 views
- Help Desk - 95,901 views
- Submit a ticket - 18,384 views
- Privacy and Records Information Management - 2282 views
- Google Apps - 711 views
- Aspen Report Card Area in Help Desk - 4619 views
  - Elementary and Secondary documentation created
  - 17 instructional videos created
  - Elementary and Secondary FAQ section created in response to needs identified by Help Desk after first reporting entry period

#### Leveraging Digital Learning Management System and Virtual Meeting Usage Reports:

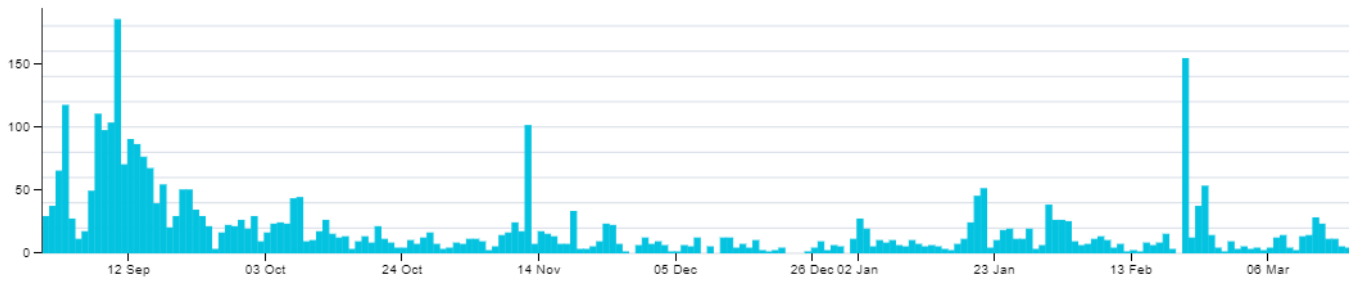
##### GSuite Support Webpage Views

Monthly unique viewers for Mar 22, 2020 - Mar 22, 2021

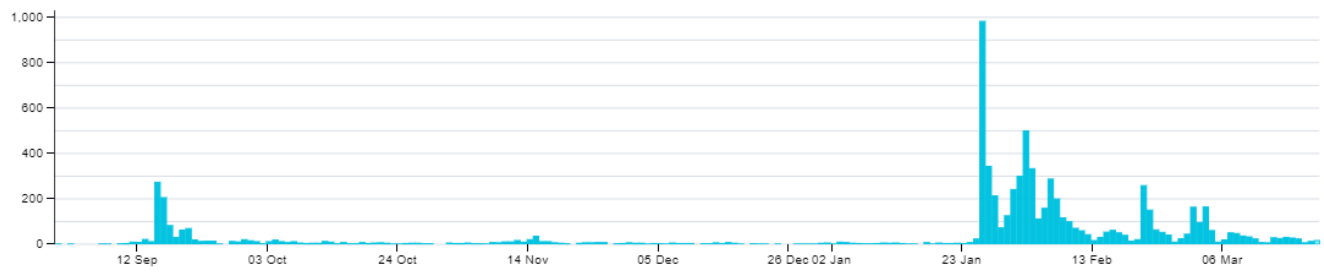


**Professional LearningLE Course (over 3700 course accesses by educators Sep - Mar 2021)**





**Student E-Learn Readiness Course (approximately 7500 accessed by students Sep - Mar 2021)**  
**Note: all students were automatically enrolled in January 2021**



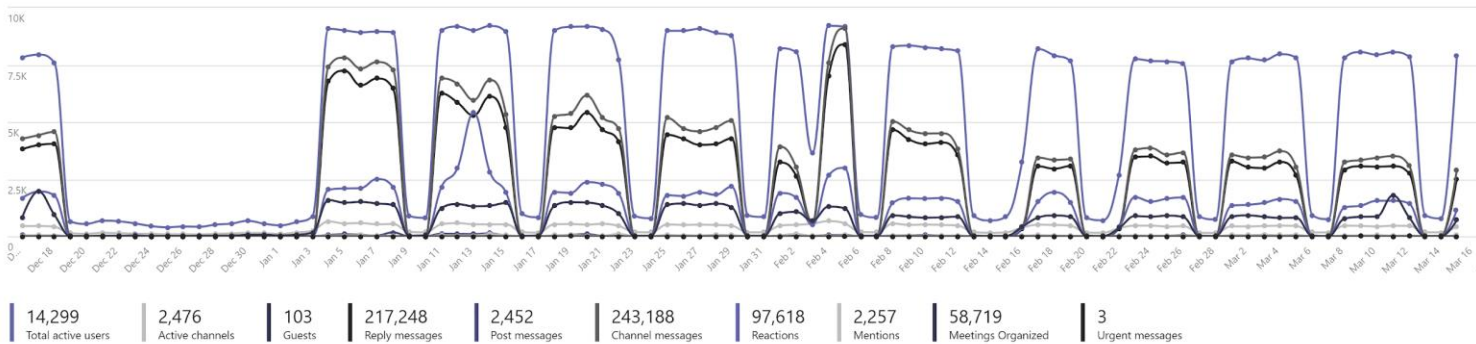
### Professional Learning/Resource Google Classrooms

- Elementary Computer Site Administrators (90 enrolled)
- Occasional Teachers (70 enrolled)
- Special Education Teachers (108 enrolled)

### Teams Usage Report (December-March)

#### Teams usage report

Mar 18, 2021 5:27:02 PM UTC | Date range: Dec 16, 2020 - Mar 15, 2021

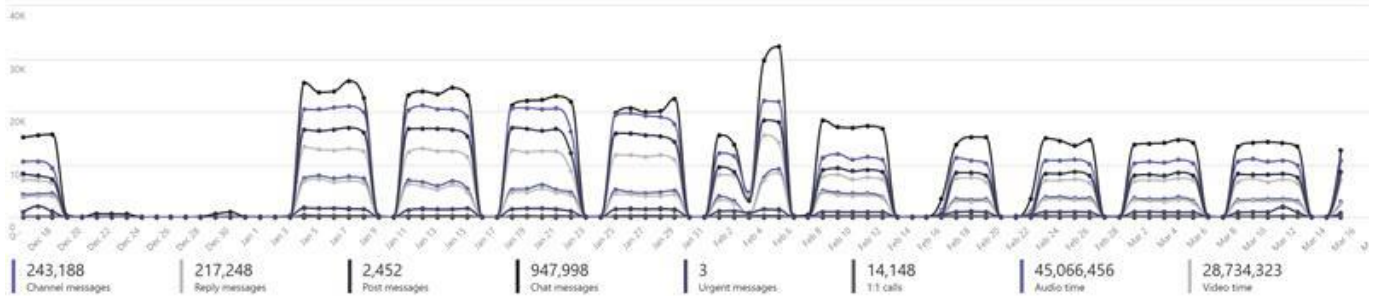


### Teams User Activity Report (December-March)



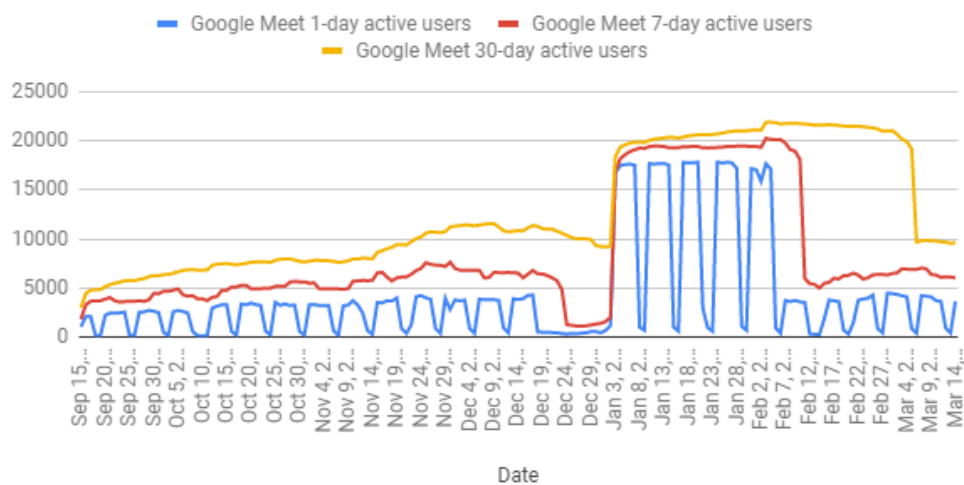
### Teams user activity report

Mar 18, 2021 5:29:08 PM UTC Date range: Dec 16, 2020 - Mar 15, 2021



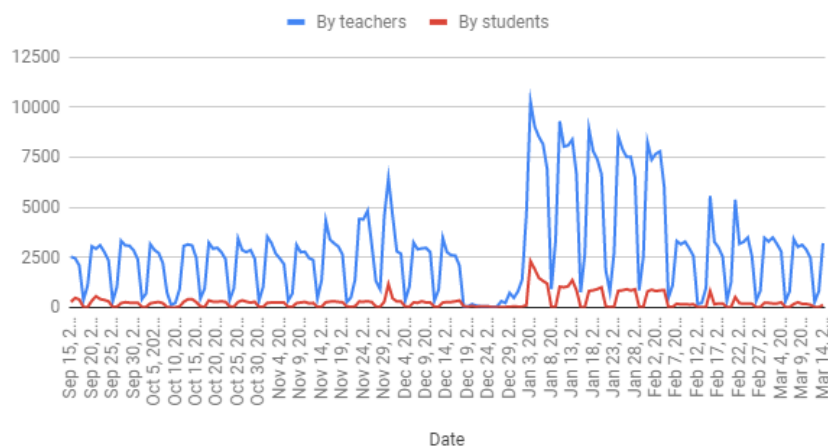
### Google Meet Usage

Google Meet 1-day active users, Google Meet 7-day active users and Google Meet 30-day active users



### Posts in Google Classroom By Date

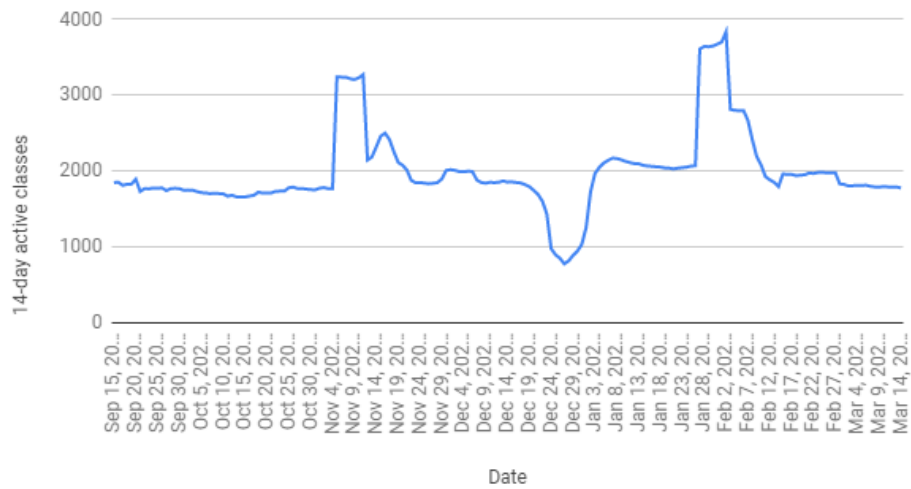
By teachers and By students



Active Google Classrooms  
(GCs where there are posts, assignments etc., on a given date)

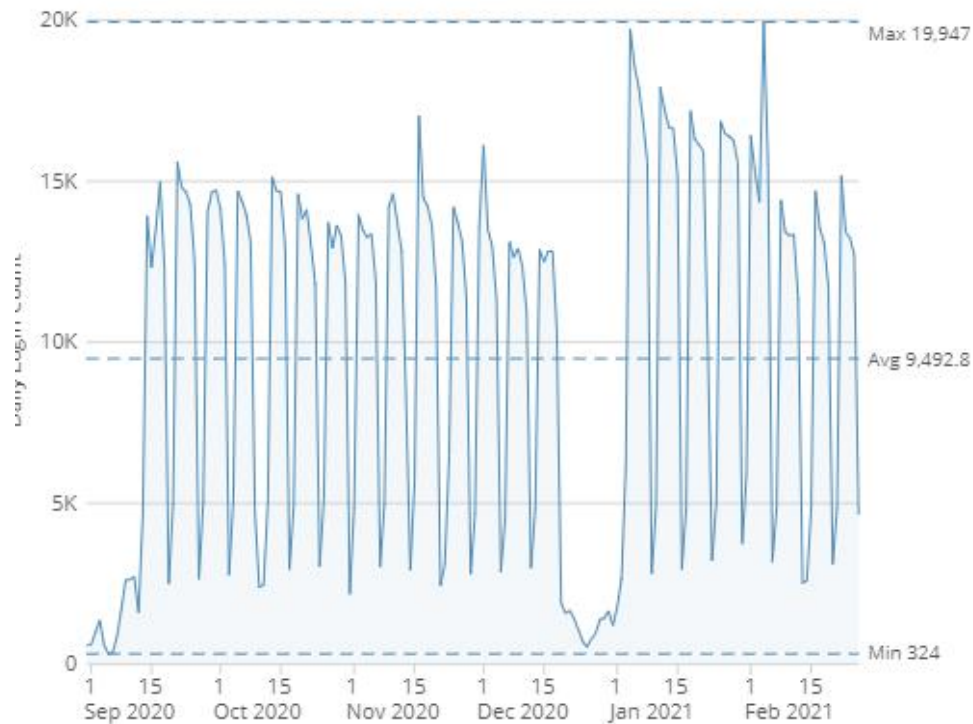


### 14-day active classes vs. Date



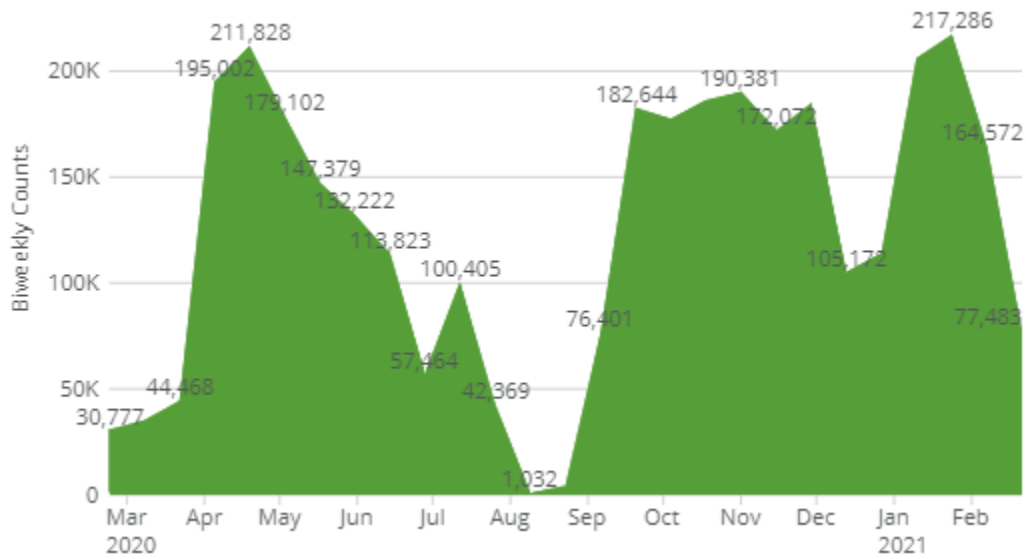
Note: Spikes correlate with the automatic creation of Google Classrooms at the start of new quadmesters and normalizes based on those who combine split and duplicated classes or who use D2L classes rather than Google Classroom.

### D2L Login trends Sep 2020- Mar 2021

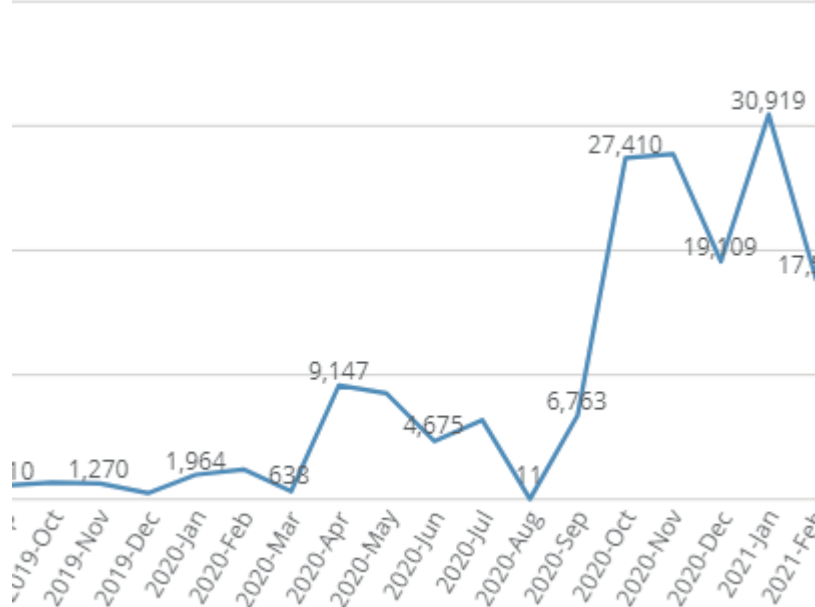


### D2L Tool Usage Trends - Assignment Tools Mar 2020- Mar 2021





D2L Tool Usage Trends - Oct 2020 - Feb 2021



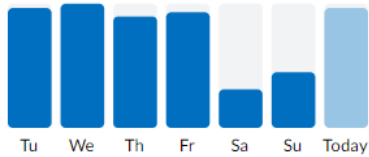
St. Isidore Secondary Virtual School and E-Learning

St Isidore CSS:

- 100 sections per quadmester
- 1200 students

eLearning (involving all secondary schools, St Isidore CSS, and Consortia courses) with approximately 1100 courses taken over various timings September -June

#### Course Overview

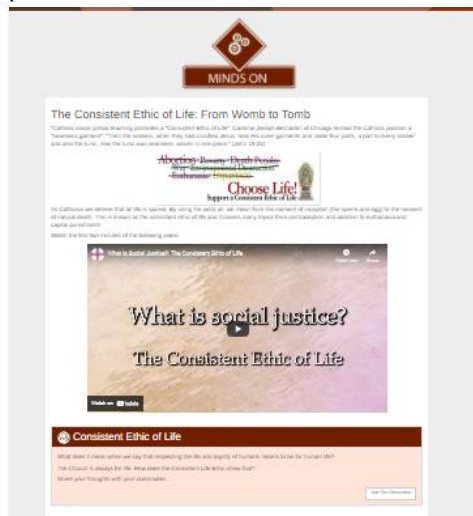


28 people visited this course today.

No quizzes have been submitted today.

[Class Engagement](#)

[Course Access](#)



## Strategic Direction Two

**Guiding Question:** How might we use the various aspects for 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)

Digital equity is about ensuring that everyone has equal access and opportunity. This means access to devices and the Internet is essential but not enough to ensure equity. To ensure equity we must pair technology governance with the elements of NPDL through an equity lens that include community partnerships, the learning environment, pedagogical strategies, and strategies for leveraging digital. This section primarily outlines the role of technology governance in terms of equity of access; however, it is important to note that professional learning related to technology is through the lens of creating more equitable opportunities through innovative pedagogical and assessment practices.

#### Access to Devices:

- The current ratio of Chromebook/Cloudbook devices for students is 2:1. This is an increase in available devices from the previously established ratio of 3:1. This increase was made possible by funds made available through COVID resource reallocation and relief funds.
- Each year for the last 3 years, rural grant money for technology has been allocated to St. Clements, St. Brigid, and St. Boniface. Once the new St. Boniface location opens, it will no longer qualify as a rural school. The rural grant money supports upgrading technology at the rural schools which in turn frees up slightly older technology to be allocated equitably throughout the system. In this way, the rural school grant is supporting not only rural schools but also other schools in need throughout the WCDSB.





- There are currently 4332 Chromebook devices allocated to learn at home with additional devices made available each time WCDSB students move to remote learning. Additionally, 355 internet connectivity devices have been provided to support learning from home.
- In late January additional funding for devices came available. After consultation with a variety of stakeholders, a subcommittee of IT Governance determined that larger Windows 10 Cloudbook touchscreen devices would be purchased for each school (based on enrollment at 1 per classroom plus as many additional devices based on this ratio as possible). These devices were selected as they can be signed out by educators since WCDSB is one of the few boards that does not provide dedicated educator devices. These devices will be used flexibly at the schools so that educators who need devices to support learning have a slightly larger screen and can run the Teams client, while still accessing features that students have available to them. Additionally, these devices are connected to the school rather than the educator, so that they can also be used by students on an as needed basis.
- WCDSB continues to have a “Bring Your Own Device” policy that encourages those who can bring their own device to do so. The rationale for this policy is that school devices are then freed up for use to create more access to devices for a school. With the BYOD policy in place, it becomes necessary to track which schools have greater access to devices through BYOD so that IT has a better understanding of where there is greater need for WCDSB provided devices. Currently at secondary schools, the number of BYOD devices have dropped due to distribution of devices to students. Elementary schools have seen an increase of over 5000 BYOD devices, or greater than 1/3rd increase.
- One of the most significant challenges related to managing equitable access to devices for students and educators is that funding has been made available in pockets rather than in a long term sustainable plan over multiple years like it has been during the Technology for Learning Fund years. For this reason, it is important that IT continues to have budgets allocated to providing technology to students and educators while also creatively using more predictable areas of funding like the rural grant money to support the system.

### **Access to Support Opportunities for Families:**

#### **Tech Tips in WCDSBLearn@Home**

The Tech Tips area of WCDSBLearn@Home has been widely used by families (and educators to support families) since the onset of remote learning in the spring and throughout the 2020-2021 school year. The take-home device support phone line which runs from 8am to 4pm Monday through Friday received approximately 20-30 calls a day which requires significant IT support.



#### **Let's Get Together WCDSB Partnership**

[Let's Get Together](#) is an organization that expands experiential learning and support beyond students to include

families. WCDSB has begun working with Let's Get Together to support families in developing their own digital literacy skills in order to support their children at home and navigate the online tools related to education. Through knowledge sharing about system requirements and needs, Let's Get Together is continuing to develop its small group weekend programming for families (in multiple languages) in order to help us support families. Additionally, they are acquiring refurbished laptops that can be provided to select families in need. Finally, Let's Get Together is also providing free/donation based student workshops on weekends for students. All Let's Get Together workshops are created by post-secondary students.

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

### Digital Tools and Resources Approval Program

In order to support digital citizenship as it relates to privacy and security, as well as discernment in leveraging digital for strong pedagogical and curricular purposes, an interdepartmental teams consisting of program services, IT, and purchasing representatives has been working to establish and maintain a list of WCDSB approved digital tools and resources and a process for requesting new digital tools and resources for review. To date the team has accomplished the following:

- Over 360 digital tools and resources published on a searchable approved digital tools and resources list with usage notes for safe use to minimize student data included in third party tools (this is our minimum viable list to which we continue to add digital tools and resources that have been missed and remove those that are no longer available, safe, or recommended)
- Established a Help Desk Ticket process for new requests to be reviewed and existing tools to be deployed. This involves pedagogical review, privacy review, security review, IT integration review, and purchasing review as required. To date over 135 digital tools and resources have been requested for review this year (with many being review required for in use tools). 15 comprehensive reviews have been completed at this point.
- Next steps include leveraging the WCDSB ECNO - VASP membership to integrate our review process with their review process to reduce our review time. The ECNO - VASP process started around the time we began our process and now that they are completing reviews more regularly it will help us significantly.
- Updated APS017 to include the new digital tool and resource review process and guide staff to the many already approved tools.
- Sent initial communications regarding the process and approved list through system announcements and embedded the approved tools (and a slides summary) in the Leveraging Digital section of the WCDSB Framework for Learning Design.
- Next steps for this team include:
  - Development and implementation of a broader communications strategy especially with relation to promoting existing digital tools and resources to stem the requests for so many new reviews.
  - Update staff training modules on privacy and security to include the WCDSB specific process.
  - Continue to clear out the backlog of requests through assistance with the privacy and security aspects which are the most time consuming.

#### Approved Digital Tools and Resources for Student Use

[\(Full 2020-2021 List Linked Here\)](#)



#### Table of Contents Links:

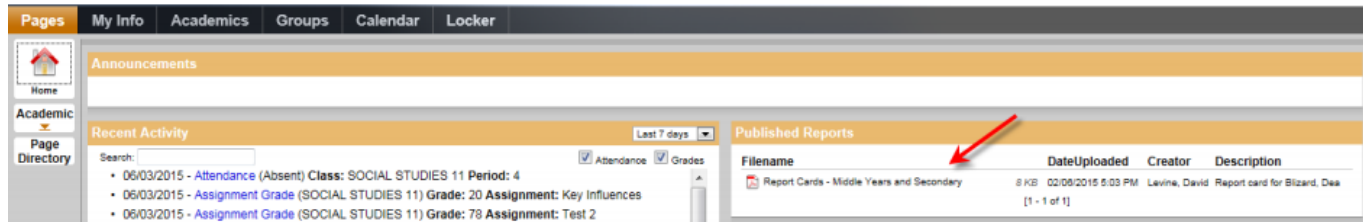
- [General: content neutral tools for thinking, collaboration, communication, demonstration etc., \(Elementary and Secondary\)](#)
- [Secondary Department and Subject Specific](#)
- [Mathematics / STEM \(content specific Elementary and Secondary\)](#)
- [Literacy and Cross Curricular \(Elementary and Secondary\)](#)
- [Religion \(Elementary, for Secondary please see Department and Subject Specific\)](#)
- [French \(Elementary, for Secondary please see Department and Subject Specific\)](#)
- [Special Education](#)





## Technology for Parent Engagement

Presently implemented and emerging web technology are providing WCDSB with the opportunity to engage parents and students from anywhere at any time. Web environments such as our provincial virtual learning environment (D2L), Google Guardian, School Messenger, School Cash Online and now the Aspen Parent Portal have enabled parents to become more engaged in classroom activities and their children's long-term achievement information. Google Classroom/Guardian and D2L/Prism have enabled students and families to have anywhere online access to classroom curriculum material and assignments. School Messenger has provided expanded attendance and school notifications to families. We will continue to grow and consolidate these environments to ease access for engaged parents and students under the new Aspen parent portal. We have begun piloting the new Aspen portal and already over 1900 parents are registered in the environment.



## Classroom Technology 5 year refresh schedule - MYSP 1.b.ii, 3.a.iii

Areas Effected	Initiative	Implementation Years
All Schools	Chromebook/Mobile Device Refresh	1/4 Yearly
All Schools	Display/Projector Technology Refresh	2025/26
All Schools	Educator Device Refresh	2024-26
Elementary Academic	Elementary Desktop Refresh	2021/22
All Schools	Monitor Refresh	2021/22 2025/26
All Sites	School Administrator Laptop Refresh	2021/22 2025/26
Secondary Academic	Secondary Desktop Refresh	1/4 Yearly
Secondary Academic	Secondary Printer Refresh	Yearly Staged



Ms.Bunn @MsBunn4 · Dec 16, 2020

Coding walking pedometers using Micro:Bits. The students had a blast and used their grit skills when coding. Way to go, students! Thank you @mfleonard231 #wcdsb #microbits #wcdsbawesome @stjoesjaguars



- **Chromebook/Mobile Device Refresh** Chromebooks and other inexpensive mobile devices like Window 10 Cloudbooks have a limited lifespan of support by the vendors. WCDSB has achieved **an average 2:1** ratio of Chromebooks and Windows 10 Cloudbooks to students at every school. The ratio improved this year due to the purchase of Learn@Home devices from 3:1. 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. We have now refreshed all projectors that were installed in 2011. To maintain maximum availability of this critical classroom engagement tool, IT finished the refresh with replacing the final 1/5th of the installed projectors in 2020/21. Functional decommissioned projectors are used as spares to minimize classroom downtime when the projectors fail. The next refresh cycle will begin in 2025/26.
- **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 access to a mobile device with a larger screen than our student 11" Chromebooks and Cloudbooks. A recent provincial grant has enabled WCDSB to purchase devices to support every classroom and educator for this purpose. These devices will need to be refreshed starting in 2024/25.
- **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 2022. The next refresh will start 2025/26.
- **School Administrator Laptop Refresh (2021/22 2025/26)** Administrator Laptops are refreshed every 5 years to maintain functionality.



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

## 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 Technology to Disciplinary Programming (MYSP 1.b.ii, 3.a.i, 3.a.ii)

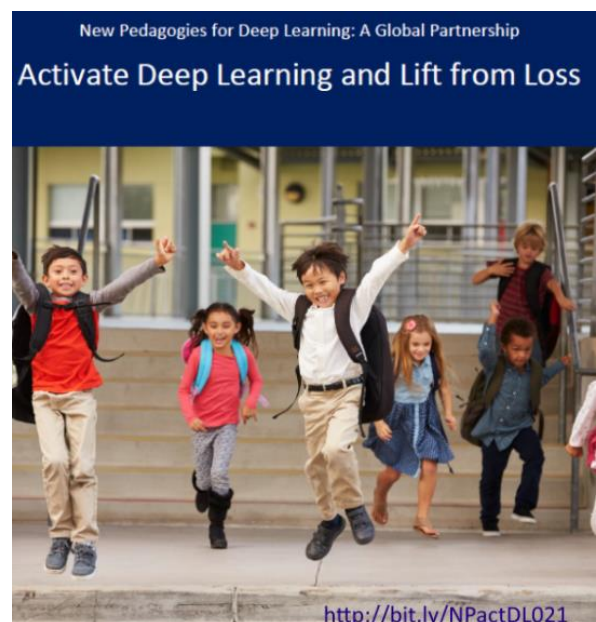
Leveraging Digital has long been a concept supported in multiple disciplines; however, this year has brought this need to the forefront. The WCDSB Framework for Learning Design has been a touchstone for supporting educators, elementary site administrators, and CEC consultants with communicating overarching principles for leveraging technology as well as specific digital tools and resources that are promoted by various departments and disciplines. Some examples of how technology has been connected to disciplinary programming this year include:

- Math Tuesday sessions that include how to leverage digital through Knowledgehook, Mathology, and plugged in coding resources to support the implementation of the new mathematics curriculum.
- Special Education Google Classroom for sharing online resources to support teaching special education students in online learning scenarios. The use of Lexia to support Empower students and the online delivery of Empower.
- Literacy support sessions for online guided reading and the provision of digital literacy resources including Literacy Pro Library, review of Spark Reading pilot, and the online delivery of BLAM.
- Religion sessions on how to access and use the online versions of the *Growing in Faith* and *Growing in Christ* and *Fully Alive* programs.
- St. Isidore grade level group meetings to share best practices amongst grade level colleagues.

Next steps related to disciplinary programming and the significant skills developed by our St. Isidore teachers is to leverage their experiences of this past year as they return as technology leaders to their schools in subsequent years. We look forward to future opportunities to share through innovation open spaces conferences and other professional development sessions.

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

This year the Innovation Learning Series was on pause due to the pandemic. Instead, 'would be participants' were directed to the system level Equity and Leadership Series. Additionally, past participants in Leadership for Innovation and



the Innovation Committee were specifically invited to attend the New Pedagogies for Deep Learning (NPDL) Global Learning Series where they had the opportunity to collaborate with educators around the world on topics including equity and well-being through the 6Cs, co-creation of a deep learning Earth Day related task, and how to seize the desire for connection to lift learning and go deeper as we emerge from the pandemic. WCDSB participation in these webinars has varied from date to date (usually between 5 and 10 participants); however, the feedback from participants has been overwhelmingly positive with emails following stating:

*"I attended yesterday and the hour flew by! It was such a wonderful learning experience!"*

*"These are sooo good. Thanks so much for sharing and thinking of me."*

*"Thanks for sharing this session out! Caught part of it and participated in the breakout room to create the plan. Great to work with others."*



# Information Technology 5 Year Strategic Plan 2021-2026

## Information Technology Services Vision Statement

An empowered community that embraces innovation to achieve success.

## Information Technology Services Mission Statement

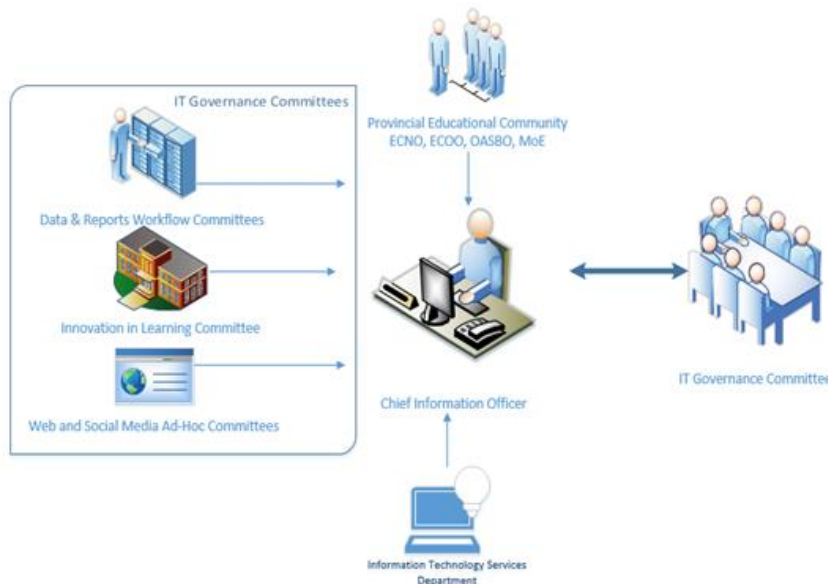
Enrich our community and foster a culture of innovation and trust by facilitating dynamic solutions and services.

### IT Governance - MYSP 1.b.ii, 3.a.iii

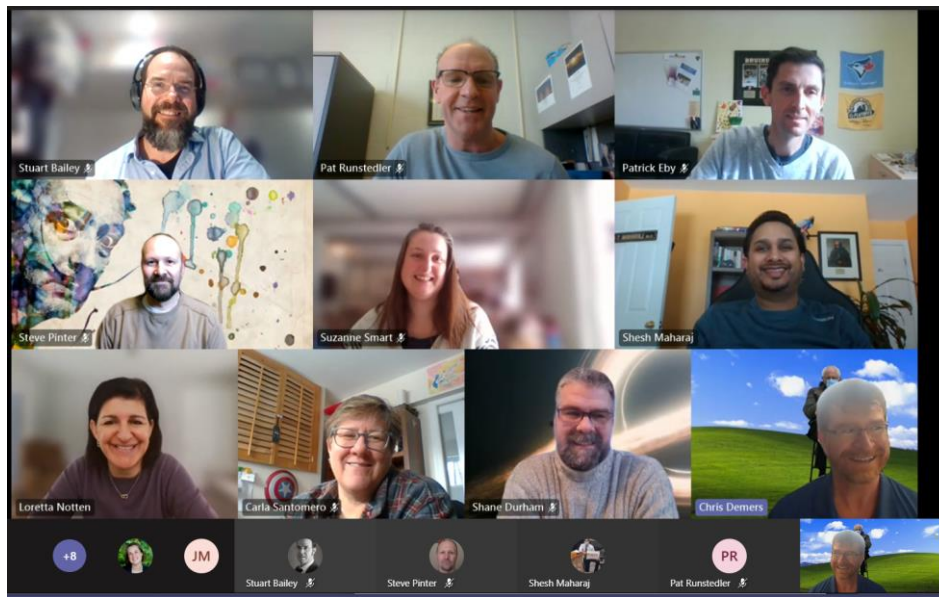
The Information technology 5 year strategic plan is formed through input from the WCDSB IT Governance committees, partnerships with the Ontario IT educational community, industry trends, pedagogical requirements as identified by the Program department, plus community and stakeholder input. Infrastructure 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.

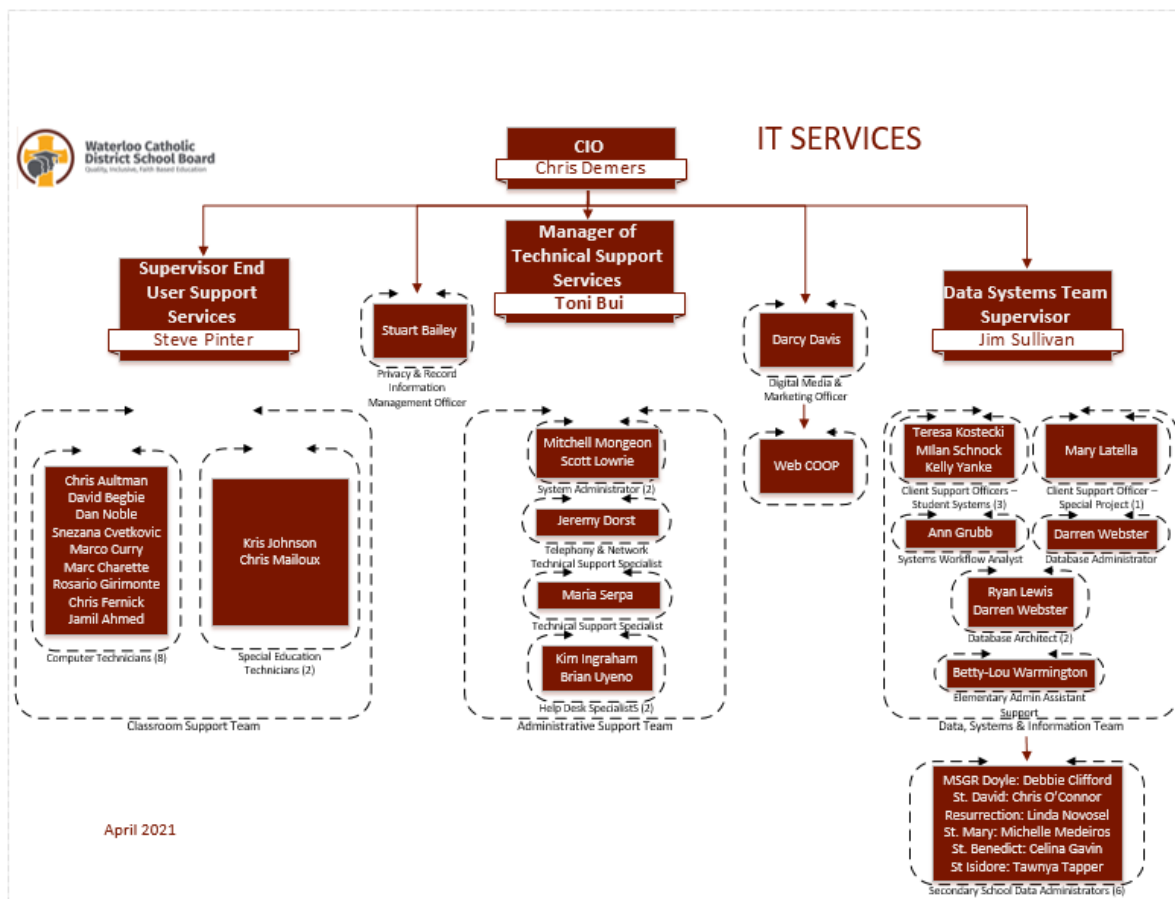
### Information Technology Governance







Information Technology Services Organization Chart



## Key Performance Indicators - MYSP 3.a.iii

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 2021 Final.xlsx](#)

Key Performance Indicators								
	2016-17	2017-18	2018-19	2019-20	2020-21 Projections	2021-22 Projections	Overall total or change 2012-2021	
<b>Elementary Academic Infrastructure</b>								
Student FTE	15085	15787	16465	17019	17573	17388	23%	Increase
Number of Supported Desktop Computers	730	730	760	789	818	836	-45%	Reduction
Number of Unsupported Desktop Computers		462	462	460	460	460	350	Left in stock
Number of Laptop Computers	205	256	300	360	360	350	41%	Laptop Computers
Number of ChromeBooks	5429	6194	6310	6400	6480	8154	16988%	Increase
Number of Cloudbooks					150	1500	900%	
Student L@H devices	0	0	0	2200	3500	3500	59%	
Average Age of Desktop Computers	3.5	4.5	5	2	3	4	400%	Average Age
Average Age of Laptop Computers	7	7	8	9	10	11	1100%	Many are old
Average Age of ChromeBooks	2	3	2	3	3	2	2.00	4 year life cycle
Student to Computer Ratio	16	16	16	16	16	16	16	Decrease
Student to Cloud device Ratio	3	3	3	3	2	2	2	1 ChromeBook per student
Technician to Computing Device Ratio	796	898	979	1001	1015	2100	707%	Big increase
Technician to Student Ratio	2155	2255	2352	2431	2510	2484	1:2600	Number of technicians
Number of WiFi Access Points	550.00	650	690	801	830	850	462%	Increase
Number of WiFi Access Points Per Student	27.43	24	24	21	21	20	-357%	A ratio of 20:1
Number of Software Titles	70.00	60.00	60.00	60.00	60.00	70.00	-13%	Removal of software
Number of approved apps & subscription		315.00	325.00	343.00	363.00	400.00	27%	
Computers replaced/upgraded	0	0	0	300	300	0	300%	300 new computers
Total number of BYOD devices connecting	7200	7500	7800	9855	12960	14000	659%	Increase
Total number of iPads	225	300	435	847	1259	1359	3020%	Increase
Total number of Android Tablets	27	27	27	27	20	18	360%	Increase
Number of Data Projectors	745	750	770	546	575	596	596	All replaced
Number of Bulbs replaced	80	300	400	300	100	75	75	Most replaced
Number of Data Projectors refreshed	67	150	150	200	180	0	0%	% Replaced
Number of Data Projectors repaired/replaced	70	200	0	0	5	25	33%	Used or replaced
Average age of Data Projector	5.5	6	4.5	3	3	4	400%	3 is average
<b>Secondary Academic Infrastructure</b>								
Student FTE	6263	6309	6,783	6,890	7,074	7,412	11%	Slight Increase
Number of Supported Servers	10	10	10	10	10	10	10	Decrease
Number of Virtual Servers	20	20	22	24	27	29	29	Increase
Number of Desktop Computers	2149	2149	2156	2164	2173	2170	2170	Static
Number of Unsupported Desktop Computers		75	75	80	80	75	75	Left in stock
Number of Laptop Computers	121	121	120	135	135	135	135	Static
Number of ChromeBooks	2369	2522	2648	2820	2850	2900	2900	Increase
Number of Cloudbooks						566	566	
Student L@H devices				150	832	900	83%	
Average Age of Desktop Computers	7.5	5	4	5	5	6	6 years	Refreshed
Average Age of Laptop Computers	7.5	8	9	10	11	12	12 years	Second year
Average Age of Cloud Devices	2	2	3	4	4	3	4 years	4 years
Student to Computer Ratio	2.76	2.78	2.98	3.00	3.00	3.00	0.00	1 computer per student
Student to Chromebook Ratio	2.64	2.50	2.58	2.47	2.30	2.00	2.00	4 Chromebooks per student

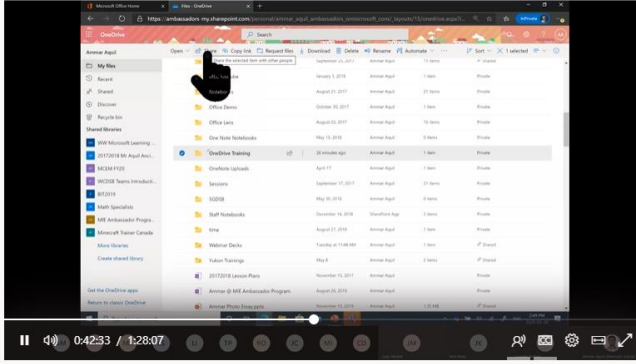
## Staff Training - MYSP 1.b.ii, 3.a.iii



It is essential that timely training and resources be made available for the utilization of software and technology. Over the last year, live administrative training was mostly provided over Microsoft Teams. Training over this platform allows for the recording of training to be reviewed by staff as required. Training videos, documentation and other resources were created on the StaffNet staff portal.




Training	Audience	Delivery Method
Aspen (Report Cards, Attendance, Scheduling...)	Administrative and Academic staff	Online Live, documentation and videos
Privacy	HR and Payroll departments	Online Live and Documentation
Microsoft OneDrive	Administrative and Academic staff	Online Live and Videos
Microsoft Teams	Administrative and CEC staff	Online Live and Videos
School Messenger	Elementary Administrative Staff	Online Live, Documentation and Videos
Cyber Security	All Staff	Through Safe Schools Application
Administrative Assistant Training	New and existing direct support	Privacy, School Messenger, Cyber Security, Aspen, OnSIS, OneDrive, Teams





**Details**

**WCDSB OneDrive and Teams for Admin 05 28 2020**

Published on 28/10/2020 by **Chris Demers**  Company 1  

Welcome To The IT Help Desk

StaffNet Home New Send to Promote Page details Published 5/26/2020

**Pages**

**WCDsb SchoolMessenger Communicate User Training Video**

**SchoolMessenger Communicate End User Training**

58 views · 0 likes · 0 comments

416

**Comments**

**SchoolMessenger Training**

SchoolMessenger offers many great resources on their website for Communicate, including guides, training videos and tutorials. Be sure to visit the "Communicate" and "Webinars" section in the navigation bar for all the links.

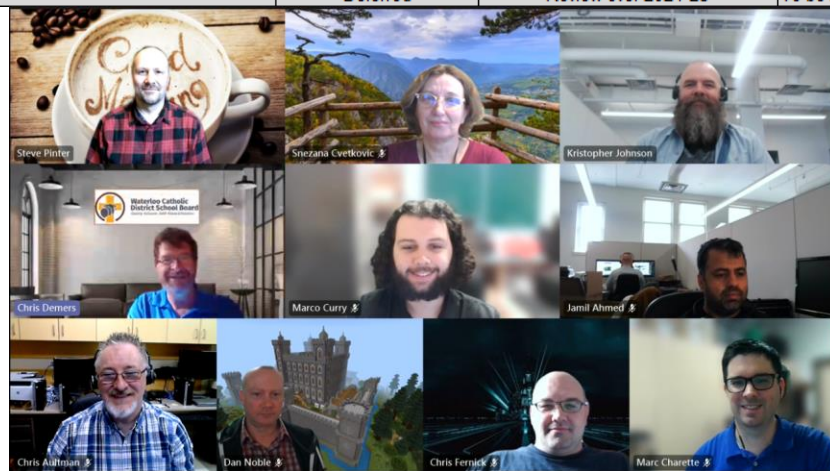
**Quick Start for New Users and other helpful Guides.**



## Status of 2020/21 Projects - MYSP 3.a.iii

Over the last year, the Information Technology Services department has worked on and completed many projects. Below are the projects projected in the 2019/20 IT Strategic plan report with current status of each endeavour.

Infrastructure	Current Status	Projected Finish Date	Notes
Broadband Modernization Project, SDWAN to all sites	100%	Done	All schools installed and configured
Cell Phone Refresh	5%	December 1, 2021	Half before Aug 31
ClearPass	5%	2022/23	Purchased, Pilot for 21/22, 22/23 roll out
Forti Authenticator	100%	Done	VPN and Multi Factor Authentication
Internal Segmentation Firewall	25%	Aug 31st	Increased security to prevent cyber attacks
Multi-Form Factor	10% Clients	100% on Web VPN	60% Overall
Internet bandwidth increase	Done	Increased 2000%	Increased
Mobile Device Authentication	Investigating	December 21, 2021	
Movement to Cloud storage/service	80% Onedrive	Teams for Group drives Planned	Students/Staff complete, 20% Admin staff
Network Switch refresh Elementary	5%	Aug 31st	Summer Project
Network Switch refresh Secondary	5%	Aug 31st	Summer Project
School Messenger Safe Arrival & Generic App	Delayed	December 21, 2021	Delayed due to Covid19 and Aspen
SecurityCamera Infrastructure Refresh	100%	Done	
Wireless refresh	100%	Done	
Classroom Technology	Current Status	Projected Finish Date	Notes
Chromebook/Cloudbook Device Refresh	100% from the projected	Many more from grant	Done
Display/Projector Technology Refresh	100%	Aug 31st	Finished until next refresh
Educator Mobile Devices	Beginning roll out	Aug 31st	Grant allowed us to do this a year early
Monitor Refresh	Reallocated to devices	Delayed to 21/22	Funding went to Covid19 devices
Secondary Desktop Refresh	Reallocated to devices	Delayed to 21/22	Funding went to Covid19 devices
Secondary Printer Refresh	100%	Done	
Process Optimization	Current Status	Projected Finish Date	Notes
Email and Electronic Records Management Retention Automation	5%	22/23	Working actively toward this.
HR System Workflow Integration	25%	Aug 31st	Implementing HDSB model
Laserfiche Expanded tools for process optimization	39 New Electronic Flows	Ongoing with 178 form processes	Laserfiche, Excel, Google and MS Forms
Laserfiche Rio migration	Done	Done	On latest version now
Reduce Printing	0%	No progress	Covid19 has resulted in increased printing
Reporting Server Upgrade	20%	May 31 2021	Migrating out of date reporting to Aspen
Sparkrock Finance Transition to Cloud	Deferred	Revisit 21/22	Evaluating other School Districts success
SPEC Ed Service Delivery Optimization	100%	Done	Pre-purchase devices, Just in time delivery
Standardized Computer Imaging and application delivery	20%	Dec 1st 2021	Improved service delivery to admin staff
Student Management System Transition (Aspen)	80%	Core System Implemented	Training, conduit, data and various bugs
Staff Support and Development	Current Status	Projected Finish Date	Notes
Cyber Security Training Expanded	15%	September 1, 2021	Role Training
ERO PD Booking System transition Apply to Teach	80%	Switched to Talent Ed	Training and Complete April 1st
Green Application Process and Catalog	80%	Process and List	On Web and Staffnet
SFE to Appy to Education	Deferred	Review over 2021-23	To be re-evaluated



## Information Technology Five Year Strategic Plan Schedule

[See extensive descriptions of each initiative in this Appendix.](#)

### Infrastructure - MYSP 3.a.iii

The Board's infrastructure hardware and systems 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.

Areas Affected	Initiative	Implementation Years
Secondary Academic	Academic Secondary Server Refresh	2022/23
All Sites	Board Phone Controller Update	2023/24
CEC	CEC & Dutton Drive Computer Refresh	2023/24
Secondary Academic	Cloud Labs	2021-23
Admin	Elementary Desktop, Laptop and Print	2021/22
All Sites	Firewall Infrastructure Refresh	2024/25
All Sites	Increase Internet Capacity	Yearly
All Sites	Movement to Cloud Service/Storage	2021-24
Academic	Network Switch Refresh	Yearly
All Sites	Photocopiers	2021/22 2025/26
All Sites	SDWAN Device Refresh	2025/26
Admin	Secondary Administrative Staff Desktop	2022/23
All Sites	Security Camera Refresh	2022/23 2024/25
CEC	Senior Admin Laptops	2022/23
Business	Smart Phone Refresh	2021 2023 2025
CEC	Storage Area Network Refresh	2024/25
CEC	Technician device refresh	2021/22 2025/26
All Sites	Wireless Evergreen	Yearly
Infrastructure	WRENet Core Upgrade	2024/2025

### Process Improvement - MYSP 3.a.iii

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.

Areas Effected	Initiative	Implementation Years
Business	Email & Electronic Records Retention Automate	2021-2024
Business	LaserFiche Process Automation and Forms	2021-23
All Sites	Parent and Student Portals	2021-23
All Sites	Print Reduction	Ongoing
All Schools	School Messenger Safe Arrival and Applications	2021-23
Business	Sparkrock Finance transition to Cloud	2021-23
All Sites	Unification of Administration & Classroom Apps	2021/22





## Staff Support and Development - MYSP 1.b.ii, 3.a.i, 3.a.iii

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. We also place projects for improving staff efficiency in this section.

Areas Effected	Initiative	Implementation Years
All Sites	Cyber Security/Privacy Training Expanded	Ongoing
All Sites	Talent Ed/Apply to Education Investigation	2021-23
All Sites	Green Application Catalog	Ongoing
All Sites	SFE to Appy to Education	2021-23
Business	Student Management System Optimization	2021-23

### 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 community consultation 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 what we have learned from the pandemic as we refocus priorities based on input from stakeholder groups.
- Leverage the learning from the virtual school and remote learning experiences and best practices to support the continuation of St. Isidore and extend the learning through the physical schools. For example, consultation regarding the promotion of Brightspace by D2L and Teams as the preferred LMS and meeting tool from a pedagogical and assessment and evaluation standpoint to leverage the Ministry of Education provided professional learning and resources. Additionally, supporting educators in finding and using board provided digital tools and resources available to support curriculum delivery, the development of transferable skills, and cross-curricular and integrated learning.
- Continue to consult our stakeholders and the Ontario IT educational community to adjust the IT 5 year strategic plan to meet our present and future requirements to effectively support both instructional and business needs.

### Recommendation:

Report is being provided as information only

**Prepared/Reviewed By:** Loretta Notten  
Director of 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 26, 2021  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** 2021 Capital Priorities Submission

**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:**

On March 24, 2021, the Ministry of Education notified boards via memorandum 2021:B05 of the launch of the [2021-22 Capital Priorities Program Including Child Care Capital Funding](#). This report identifies projects to be submitted to the Ministry for consideration.

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

Board Policy IV010 – Facilities Accommodation

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.

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 non-voting members of the Accommodation Review Committees.
2. Initiate or enter into projects that involve material changes to facilities without exploring available financing options and public sector partnerships.
3. Engage in facility partnerships without board approval.

**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 & Live Authentically  
Strategic Direction: Nurture the well-being of students and staff



## Background/Comments:

The current capital priorities program provides boards with an opportunity to apply by May 21, 2021 for funding to address up to 10 of their most urgent pupil accommodation needs including:

- accommodation pressures;
- replacing schools in poor condition;
- supporting past consolidation decisions;
- providing facilities for French-language rights holders in under-served areas; and
- creating new licensed child care spaces in schools.

Projects are expected to be completed and open no later than the 2024/25 school year. This year's program will prioritize projects where accommodation pressure is addressing utilization equal or greater than 100% in the 5<sup>th</sup> year after a project opens, and where there is a 2.5% or greater operational cost savings resulting from the project.

Projects that address the following needs are not eligible for funding:

- Projects addressing an accommodation pressure as a result of a specialized or alternative program such as French Immersion;
- Projects for additional child care space that is not associated with a capital priorities school project (i.e., child care only project requests);
- Projects associated with consolidations and/or closures where a Pupil Accommodation Review has not been completed;
- Requests for Land Priorities funding for site acquisitions;
- Projects addressing the renewal needs of a facility; and
- Projects addressing school board administrative space.

As identified in the 2020 Long Term Accommodation Plan (LTAP), the following list of projects were identified as priorities for the next round of capital priorities funding. As such, it is recommended that the board apply for the following capital priorities:

- New Rosenberg Catholic Elementary School – 400pp
- St. Boniface Catholic Elementary School addition – 92 pp
- St. Gregory Catholic Elementary School addition – 92 pp

In addition, a new 400 pupil place elementary school project on the vacant St. Patrick CES site in East Kitchener would address the short and long term elementary accommodation needs in that community beyond the East Kitchener 7-12 school.

Staff will consult with the Region of Waterloo as the Consolidated Municipal Service Manager (CMSM) regarding the projects listed and identify any opportunities for joint submission of child care projects.

Further, as the City of Kitchener had previously expressed interest in co-building a community centre with the future Rosenberg school, discussions will be initiated again with the City to confirm the opportunity to advance this project together.

## Recommendation:

That the Board of Trustees approve the submission of the following 2021-22 capital priorities to the Ministry of Education: New Rosenberg Catholic Elementary School; St. Boniface Catholic Elementary School addition; St. Gregory Catholic Elementary School addition; New St. Patrick Catholic Elementary School.

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

Shesh Maharaj  
Executive Superintendent of Corporate Services

Jennifer Passy  
Manager of Planning

Virina Elgawly  
Property and 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."





**Date:** April 26, 2021  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Equity / Census Update

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

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

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

Board Governance Policy I:001 Ends  
Ontario Catholic School Graduate Expectations (OCSGE, 2011): [Institute for Catholic Education]

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

Ontario's Equity and Inclusive Education Strategy (2009)  
APC037: Equity and Inclusive Education Policy  
Ontario's Equity Action Plan (2017)  
APO028: Fair and Equitable Hiring and Promotions Policy

**Alignment to the MYSP:**

Nurturing Our Catholic Community

- Promote a culture of belonging and respect, that supports success for all:
  - Successful implementation of the WCDSB equity action plan to facilitate organizational change
  - Equitable access to learning opportunities

**Background/Comments:**

As a Catholic learning community, we are inspired and guided by the Gospel in our pursuit of equity and justice as a value rooted in our faith. In our Catholic/Christian tradition, we have a moral imperative to act intentionally to ensure those we serve – staff, students and communities – are treated with respect and dignity as brothers and sisters in Christ.

A critical step to ensuring equity is to gain a clearer understanding of who our students are and of their school experiences. The purpose of enhancing data collection and performance measurement is to improve the



achievement and well-being of all students and more precisely identify and address systemic barriers and disparities.

A consistent approach to collecting and analyzing voluntarily provided identity-based data will help WCDSB identify where systemic barriers exist and will help determine how to eliminate discriminatory biases in order to support equity, and student achievement and well-being through evidence-informed decision making.

### Guiding Principles

- We believe all students have the right to an education free of discrimination and barriers that limit them.
- As educators, we will work with the Ministry of Education toward eliminating barriers to equity of access and outcomes for all our students.
- We know that supporting equity requires evidence-informed decision making and better understandings of local communities. When we know who our students and their families are, we can better serve them, ensure that their needs are met and create conditions where all students can be successful.
- We understand that systems and structures may not serve all students well and that persistent gaps remain in the learning trajectories and outcomes of Indigenous students, students from equity-seeking groups<sup>1</sup> and students from lower socio-economic groups. We commit to:
  - more intentionally focusing efforts in supporting every child and reaching every student through rigorous analysis of identity-based data,
  - exploring innovative practices including Indigenous ways of knowing and culturally relevant and responsive pedagogy that will help bridge gaps and eliminate existing barriers to student achievement and well-being,
  - identifying and addressing all systemic discrimination based on grounds including race, socio-economic status, gender, and other grounds covered by the Ontario Human Rights Code, and
  - being transparent about data collection so that individuals understand how the data is collected, used and disclosed.
- We appreciate that thorough and effective communication and consultation with multiple voices in local communities is fundamental to the successful collection of identity-based student data. We will endeavour to engage students, parents, educators, education workers, unions, school and board administrators and community members in meaningful ways to determine the best approach for our districts.
- We respect the dignity and privacy of students and their families, and will ensure data is collected, used and disclosed in compliance with relevant legislation, and that appropriate measures are used to protect personal information.
- We know that collecting data and sensitive information can raise concerns about privacy and stigmatization, particularly among people who experience discrimination. For First Nation peoples in particular, we recognize the importance of principles of ownership, control, access and possession (OCAP). Additionally, we will strive to use data collected about First Nation, Métis and Inuit students in ways that support the Calls to Action in the Truth and Reconciliation Commission's report.

## **Workforce or Staff Census**

Our “Called to Belong” Workforce Census was launched on Spiritual Development Day in November 2019, but due to labour action and then the lengthy school closure period our completion rate was less than anticipated and the social/emotional context had changed so significantly that the data could not be used reliably. We intend to re-launch our workforce census in May 2021.

Consultations with staff from various equity-seeking groups took place during the week of April 19-23.

Input from the focus group consultations will be collected by the Organizational Culture Change equity subcommittee, vetted through the central Equity Committee and then recommendations for the final draft of the workforce census will be given to Executive Council for approval.

With the completion of our Workforce Census, we will have come to better understand the diversity of staff and identified barriers to workplace equity. We will also have built capacity and understanding of the purpose of equity surveys with our entire employee population. This will serve us well in completing our first student survey.

## **Student Census**

As we did with our Workforce Census, we have developed a communication plan and a draft of the survey to share with staff, students, parents and community partners/organizations.

Consultation with students, parents and community partners/organizations will take place which will involve a rationale for the census and a draft of the actual survey to share for feedback. For example, a consultation with students who identify as LGBTQ2+ will take place with their Safe Spaces club staff advisors to share information about the census and to discuss their concerns. This will include a consultation about the plan for flying the Pride flag at school sites during the month of June.

Following the consultations, revisions of the communication plan and survey will take place.

Administration of the student survey will take place in October 2021, followed by analysis of data, report generation that will be shared with trustees, the district community, parents and community partners.

Once we have voluntary student data, will be able to compare staff to students to inform attraction to the teaching profession, leadership, hiring and promotions so that eventually our workforce more closely resembles the students and families we serve.

Our student survey data will also inform our programming for diverse populations of students. We have an increasing number of specialized programs, experiential learning programs, pathway options, etc. We will be able to identify if there are barriers to these programs for any of our students. Also, we will be able to better identify what other programs need to be developed to support ongoing equitable access for all students to programs where they will experience success, inclusion and wellbeing.

Additionally, this past year (2018-2019) we developed a culturally relevant/responsive resource committee that is committed to provided curriculum resources in which all students see themselves and their life experiences reflected. Our student survey will help to inform this work.

Finally, we now have been using the Qualtrics tool since 2018-2019 school year and its ability to generate reports from survey data collected has been extremely helpful in our school climate survey, our workforce census, and will be for our student census.

Finally, the Waterloo CDSB has identified the following three objectives:

- Investigate the efficacy of a process where identity-based data is collected at registration into our system, both for students and for new-hire staff. Additionally, adapt our bi-annual school climate survey to include identity-based questions to use a comparator and support for our registration, new hire data.
- Communicate with transparency the reasons for the collection of identity data to both new registrant students and new hire staff.
- Data analysis of collected information to inform MYSP, BIPSA, SIPSA goals. This will help us answer the question about the identity of the 13% of our student population who do not achieve their OSSD in 5 years. It will also help us to monitor and track our HR policies and procedures for hiring for diversity.

The alignment of our system goals seeks to eliminate barriers, including those that emerge with complex intersectionality's such as when physical and/or intellectual ability are combined with race, or socio-economic status. At WCDSB we are committed to continuing the work of making sure that all students are served, especially those who have traditionally had difficulty accessing the curriculum and achieving academic success.

### In Summary:

Once we have completed both the workforce census and student census the following will take place:

- ✓ Our Student Information System and HRS staff information will be altered so that it captures identity-based data for all new registrants and new hires.
- ✓ Our bi-annual School Climate Survey includes voluntary, anonymous identity data to use as a benchmark comparator for understanding how we are serving diverse populations in our school district.
- ✓ Build a communication process for registration, new hire that clearly explains the reasons and benefits of identity data collection.
- ✓ Data analysis to track, identify patterns, create reports for administrators. Additionally, place data in predictive analytics (WATSON) to allow us to identify and program earlier for vulnerable populations.
- ✓ These shorter-term measures will inform our long term goal of being able to identify and address barriers to equity for staff and students.

At WCDSB, our core Catholic values are strongly congruent with the key priorities of the Ontario Equity Action Plan. We value the dignity of all learners and work to ensure that everyone feels welcomed, included and has opportunity to experience academic and personal success.

### Recommendation:

The report is for the information of the Board.

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

Richard Olson  
Superintendent of Learning

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



**Date:** April 26<sup>th</sup>, 2021  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Update on WCDSB Education Models

**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:**

At the current time the schools of Waterloo Catholic continue to learn in our evolving pandemic reality, which at the current time has us under a provincial “stay-at-home” order. Our staff, students and parents are yet again being asked to adapt, more so in our in-person learning environment than in the virtual environment of St Isidore. That said – it is a challenging landscape across our province as we try to combat the third wave. COVID-19 has changed the landscape of a traditional school experience and the staff of our board have planned, prepared and now implemented in this new and continually evolving reality. As we continue the journey further into spring, we are also looking to next year and what the school year will look like next year.

On the first day of the April break, April 12<sup>th</sup> 2021, the government announced that schools of the province would once again pivot to virtual learning given the dramatic increase in covid cases being experienced province wide, and as a direct result of the COVID variants. Those involved in in person learning are therefore now once again delivering synchronous online learning, following the bell times of their local school. As reported in November

through March, our numbers remain relatively stable with approximately 3,890 students learning virtually at St Isidore and 20,004 students learning through their home school. Thus, at this point approximately 17% of our total student population has opted for the virtual learning environment. The final transition of the year took place in secondary at the beginning of quadmester 3 and for elementary students on Monday, March 8<sup>th</sup>, 2021.

Given the provincial landscape, Waterloo Region had a relatively stable caseload through the end of March and into April. By the week of April 12<sup>th</sup> region caseloads were increasing but that also coincided with the beginning of the break. Throughout late March and early April cases for our board were steady – averaging 1-3 a day. We had a handful of outbreaks involving 2 or more cases (approximately 7 for the month) and one school was closed by the Director (not by Public Health). When such a decision is made by the Director it is because there is concern that the school cannot be safely staffed. It is important to remind that Public Health IPAC assessments are done whenever there is an outbreak, in each of these cases, they did not identify that any gap in the protocols had contributed to the cases/outbreak. That said, any enhancements Public Health offers are always adopted not only locally but shared with all principals. We are now seeing a number of our cases being identified as VOCs (variants of concern) – and while the protocol is identical it is troubling as we know they can present as more contagious. As noted in March, it is important to note that Public Health has changed their approach to identifying cases and we are dismissing cohorts associated with any probable case, which can include people who have not even gone for a test as yet. (But who are a high-risk contact and who may identify a symptom when contacted.) In such a case, the broader staff and community is only notified with the case comes back positive (as a number do come back negative.)

As was the case in January when the full system pivoted to virtual, we are once again providing in person instruction and support to our special education vulnerable population. Realizing that this was a possibility we might confront at some additional point in the school year, we have been advocating for the vaccination for all our staff, but the staff who serve our vulnerable population as a priority. The challenges associated with vaccinating all staff are not insignificant. We are working closely with both Waterloo Region Public Health on behalf of the Waterloo Region Vaccination Task Force, and with Waterloo Region School Board. The goal is plan that is aligned between the two boards. As we navigate the various conversations we are reminded that for every “yes” someone else is hearing “no” and there are many groups of essential workers currently striving for vaccination. There is great concern that all decisions have defensible integrity given these realities. Vaccine supply in Waterloo Region has also been less than expected. We continue to be in ongoing dialogue with Public Health advocating for our staff. Current predictions are that general education workers will be vaccinated in May but it is hard to say with certainty if this reality will materialize. With that said, on April 21<sup>st</sup> the region did make a commitment to accept pre-registration for all group 1 frontline essential workers – which takes in all our school-based staff.

Targeted testing has continued in the region over the course of this month. There are three types of testing that have been part of the provincial protocol. This has included pop-up community sites for symptomatic individuals which we are helping to publicize through school-based communication in the communities where the pop-up sites are located. As well – asymptomatic testing for staff is available at local pharmacies. Finally, we are continuing each week to advertise to 2-4 schools, representing approximately 5% of our schools or 2% of our student population, for targeted asymptomatic testing. We are working in collaboration with Public Health and WRDSB. There has been a great deal of media interest in the targeted testing sites, their uptake and the number of positive cases. Testing is being completed primarily by the Ministry contracted company Life Labs. Region totals are being reported on a provincial site. [Provincial Site Asymptomatic Testing](#) The number of positive cases has been extremely low and the uptake on the sites moderate. (averaging 100 people per day) The government sees testing as a significant part of their strategy.

We completed a survey for our staff and students on the virtual learning environment. The survey will assist us in providing requested metrics to the Ministry in compliance with PPM 164 but more importantly has given us some insight as to how staff, students and parents are experiencing synchronous virtual learning. A similar survey was already completed at St Isidore. The survey was vetted previously at the CPIC table. The survey generally revealed that parents and students have been pleased with the virtual learning experience at Waterloo Catholic. Notable observations include: 76% of parents reported that their children were engaged in the virtual learning, 93% had access to the technology that they needed and 48% if parents believed their child felt a sense of connectedness with 19% neither agreeing or disagreeing. Additionally, 86% of parents reported having access to their teacher or ECE when needed access. Staff were also surveyed to conceptualize their sense of efficacy as it relates to virtual delivery of instruction and access to supports and PD when needed, and offered affirmation in both cases.



We are now in the process of both working through the ever-evolving operational challenges of this year, as well as navigating our planning for the 2021-2022 school year. We have staffing and budget deadlines which we began hitting toward the end of March and early weeks of April. Given that we overstaffed this year to keep our class sizes smaller we have 39 net teachers surplus in bricks and mortar elementary schools. Based on current information, St. Isidore elementary will be reduced from 119 classes to 25. We do expect the numbers to settle and hopefully continue to improve as we journey toward September, but we are being conservative with our staffing projections. We had originally been told that we were planning for a more traditional school year, but more recent messaging would seem to suggest that the year may begin with many of the same supports and precautions as we are experiencing in this school year. While we might fully expect all staff to be vaccinated by the fall, it is less clear the timeline for a pediatric vaccine. We have sought guidance from the Ministry and province, but they are not fully in a position to provide firm guidance as yet and so in order to honour our staffing timelines, we are trying to adopt some planning assumptions. Our thinking has evolved based on messaging from the Ministry and currently, we may plan for a return that looks very similar to this year, and then release restrictions as we are invited to do so. That said, things may continue to evolve, and having students return every day may prove possible.

We are also turning our attention to summer programming and what might be helpful in ensuring programming to students who are interested in learning intended to bridge gaps that may have occurred over the last year. In particular we are encouraging our grade 9 and 10 students to take advantage of upgrade credits. We are also considering bundling “Summer Gap Closer” courses which will operate as a 4 day summer HW club, which each secondary school will oversee – this will be funded through our literacy/numeracy grant. We have had good uptake for our *Bridges to Success* program for our incoming grade 9s and we have also been funding once again for Summer Boost. We will also offer Summer Expedition for our grade 7 and 8 students. All summer programming will be online except for Head Start.

As mentioned last month, we were also confronted with the need for a decision regarding whether we would offer a virtual school – St Isidore – for our students next year. Again – the clarity sought from the Ministry by boards on this question has been a bit unclear but the Ministry is signaling that they would see this as something for which we should plan. As mentioned – the current messaging seems to be to plan for a year that begins fairly similar to the current year, and relax those measures as we navigate the year. Realizing that it has been very disruptive to our school communities, staff, students and families, we feel it is in the best interest of all to limit the choice windows offered to families. We believe the best place for a child is in our bricks and mortar schools. We think this is best academically, but perhaps more importantly in terms of socialization and a young person’s social-emotional needs. We conducted a preliminary survey in mid-March, and we will confirm family decisions in June. The March survey revealed that we have just under 600 elementary students interested in virtual learning and under 200 students in secondary. This will mean that we will offer St Isidore as an option in elementary but we will have to consider our delivery model in secondary given that the 200 students are spread over 5 schools, 4 grades and a variety of courses. We would hope that most parents choose in person learning for the reasons stated above, but we also know that many parents may not be at that comfort level yet. We believe this is our best effort to be fair to parents who still don’t have the comfort to send children to in-person learning as we begin to enter a post-vaccine world – if not a post-pandemic world.

WCDSB has also been the recipient of infrastructure funds released by the federal and provincial government. We have received approximately 8.1 million dollars which will greatly assist in addressing some infrastructure needs connected to HVAC and windows, which will aid in improving the safety of our buildings -which is much valued at this time when we are dealing with the impacts of the pandemic. The specific investments are as follows:

- HVAC projects – approximately 22 projects
  - Included replacement of roof top units, unit ventilators, heat pumps, exhaust systems, boilers, BAS upgrades and control systems
- Window Replacement projects – approximately 12 projects
- Various other smaller projects including – automatic door openers, hand washing stations
- CRVIS funding has also assisted with refurbishing 19 portables, some roofing projects and flooring projects as well.

These updates will primarily take place during quieter times in the schools, and as such much of the work will occur in the summer months.

We offer the following observation each month, but it bears repeating that the fact that our students are still engaging in relatively full days of learning in what is a very complex provincial backdrop, continues to be an accomplishment. It is a testament to the human spirit and the dedication of our remarkable staff. That said – we

know people are tired and we know people are concerned based on our provincial COVID reality. Our landscape continues to evolve, and it seems that we never go long before there is a new update or change that is required, as we have seen yet again this month. The option for choice has been presented to parents and we realize people are in different places with their comfort level with COVID. We are pleased to receive the stories of success from our families experiencing all of our various modalities of learning. Health and safety will continue to remain our primary concern and motivator. We are listening keenly to all updates provided regionally and provincially and will respond accordingly, in the best interest of our staff and students.

**Recommendation:**

This report is for the information of the Board.

**Prepared/Reviewed By:** Loretta Notten  
Director of 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."





## Waterloo Catholic District School Board

Quality, Inclusive, Faith Based Education

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**Date:** April 26 2021  
**To:** Board of Trustees  
**From:** Student Trustees  
**Subject:** Student Trustee Report for April 2021

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**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:** Our students, alongside others in the province, had a nice break the second week of the month for the rescheduled "March Break". This was a well needed time for students, and staff to recharge, reflect and spend time with family. This month students, staff, and the community also celebrated Easter, and there were many Easter initiatives throughout our schools. Autism Awareness Month, mental health weeks and ESLC were also aspects of this month encouraging growth in faith, self, and each other.

*Common Activities Hosted by The Schools:*

- **Elementary Student Leadership Conference (ESLC):** This month, student senate and student councils worked to produce a pre-recorded version of the annual ESLC. This year, all senior elementary students are able to participate in, and benefit from, advice and lessons from high school leaders, as opposed to the small groups selected in previous years.
- **Education and Celebration:** This month is Asian Heritage month as well as Autism Awareness month. The five high schools partook in different activities and initiatives to support both of these important causes. These ranged from informational announcements to sporting funky socks.

- **Easter:** Each school had different activities to engage students and staff during the Easter season. Easter egg hunts, both virtual and “in-person” occurred and prizes were available to be won. Resurrection also had mini classroom liturgies including prayer, and reflection for each day of Lent.
- **Mental Health Week:** Our schools provided information to students and staff about ways to stay on top of your mental health and handle burnout. There were videos shared, workshops planned, and ideas shared about what you can do to stay happy during hard times.

#### *Student Trustee Role Update:*

- **Harbouring Hope Project:** The April 16, 2021 deadline was extended a few days at the request of students. The Student Trustees are currently collaborating with Ally Quilty (Doyle Co-President) to create the scrapbook template, compile submissions, and create additional sections (eg. page on current pastoral theme, letter from current ST's, etc.) As mentioned in the previous report, the goal is to have the final scrapbook released during Catholic Education Week, with a hard deadline of May 31st, 2021. It is our hope to also forward a copy of the final project to all Trustees, and the Senior Team.
- **Student Senate:** Because of ESLC taking place on April 23rd, there was no Senate meeting scheduled for this month. The content for the conference was submitted by the co-presidents for April 12th. Kate then linked these clips together. Next, the final video was sent to the SAC directors and Mr. Olson for approval. Finally, the revised video and required materials were released to all Grade 7/8 teachers on April 23rd. Teachers are then welcome to post the material, or review it within the classroom as they see fit.
- **Developing Our Roots + Grade 7/8 Initiative:** April's DOR theme was “spiritual”, and the co-presidents led activities with their respective SAC team relating to such. Additionally, the DOR package was sent out as per usual during the third week of the month. Similar to the prayer partners topic, this month's package focused on the resurrection of Christ.
- **Incoming Student Trustee Update:** Abby and Kate have begun to update the unofficial Student Trustee handbook for the 2021-2022 school year. Upon finalization, the outgoing ST's will review the document with the newly elected in efforts to help with preparation. It is also being planned for Sarah Simoes and Sarah Wilson to sit in on the remaining Senate meetings, leading up to the transition meeting with their respective Senate.
- **OSTA AECO:** Abby is working with an OSTA working group to mark and select the new Ontario Student Voice Awards (OSVA) winners. OSVA's are given annually to outstanding graduating grade 12 students across Ontario. This is a way for the Ontario Student Trustees to give back to the most exceptional students in our province, those who dedicate their time passionately representing their community and advocating for the issues most important to them. Applicant deadline was April 6th, 2021. Each award is worth \$1000, and will be given to the student with the highest ranking evaluation score. Award categories are as follows: 1) Commitment to Justice, 2) Environmental Stewardship, 3) Dedication to the Arts,

### **The Ontario Student Voice Awards**



4) Entrepreneurial Initiative, 5) Sports Leadership and 6) Student Voice. More information can be found <https://osta-aeco.org/awards/ontario-student-voice-awards/>.

**Recommendation:**

This report is for the information of the Board.

**Prepared/Reviewed By: Kate Morrison and Abby Barbosa**, Student Trustees

\*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 26, 2021  
**To:** Board of Trustees  
**From:** Chair of the Board  
**Subject:** Chair's Report for April 26, 2021

**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:**

Listed below are the meetings/events I attended for the month of April.

- Weekly teleconference calls with Minister Lecce, DM Nancy Naylor, Dr. Tepper, Board Chairs and Directors – April 7<sup>th</sup>, 12<sup>th</sup>, 19<sup>th</sup>, and 26<sup>th</sup>
- CPIC hosted a number of free events for WCDSB families as part of the PRO grants provided. I was able to participate in Drumfit on April 8<sup>th</sup> and looking forward to the Starlight Yoga on April 28<sup>th</sup>.
- Met with the WRDSB Chair to review and prepare for our joint EDC meetings.
- Attended the Huron Brigadoon Boundary Review Committee meeting on April 21<sup>st</sup>.
- Called and congratulated the recipients of the Chairs Award, Distinguished Graduate Award, and Community Partners Award.
- From April 19<sup>th</sup> to the 30<sup>th</sup>, Ontario Active School Travel and STSWR promoted the “Spring into Spring” Campaign to encourage active school travel. I did participate and support the campaign by waking and exploring around my own neighborhood given the current stay at home order.



**Recommendation:**

This report is for the information of the Board.

**Prepared/Reviewed By:** Melanie Van Alphen, 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."



**THE TERRY FOX  
FOUNDATION**

March 2021

Ms. Loretta Notten  
Director of Education and Secretary of the Board  
Waterloo Catholic District School Board  
Catholic Education Centre  
35 Weber Street West, Unit A  
Kitchener, ON, N2H 3Z1

Dear Loretta,

Over forty years ago, Terry Fox embarked on his Marathon of Hope to raise awareness and funds for cancer research. Terry was aware that his journey across Canada would be very challenging both physically and mentally, but this did not deter him. His sense of hope and his desire to help those affected by cancer kept him strong throughout his trek. Like Terry, your family of schools showed resilience and compassion this year in the midst of the global COVID-19 pandemic. The schools in your region persevered through the hardships of starting a very different school year and found creative and safe ways for their students and staff to participate in The Terry Fox School Run.

We are proud to announce that your family of schools raised \$57,012.05 for cancer research this past year. This money will be used to fund innovative cancer research projects across the country and will help cancer patients live longer with a better quality of life. Thanks to your region's amazing efforts, we truly are one-step closer to making Terry's vision of a cancer free world a reality. Please be sure to share this exciting news about your boards' accomplishment with your family of schools through your social media platforms.

We would also like to extend our sincerest congratulations to your family of schools for reaching the incredible fundraising milestone of \$800,000 raised since inception. Please accept this Milestone Plaque as a token of our appreciation for your fantastic efforts. We hope this plaque will be proudly displayed in recognition of your boards' commitment to end cancer.

The generosity your family of schools has shown us is remarkable and we are so grateful for the leadership of your board in encouraging philanthropy. We hope that September 2021 can offer more certainty, but we know, that with your ongoing support, we will be able to continue Terry's legacy and create a world without cancer.

Stay Safe and Take Care,

Lisa Armstrong  
School Program Manager  
The Terry Fox Foundation



**THE TERRY FOX  
FOUNDATION**

April 5, 2021

Ms. Loretta Notten  
Director of Education and Secretary of the Board  
Waterloo Catholic District School Board  
Catholic Education Centre  
35 Weber Street West, Unit A  
Kitchener, ON N2H 3Z1

Dear Loretta,

It is during the most difficult of times that we see the human spirit shine and schools in the Waterloo Catholic District School Board shined bright in 2020 raising an incredible \$57,012.05 for cancer research. We are so honoured to know that our Terry Fox schools support Terry's mission of finding a cure for cancer come rain or shine. Congratulations to the following school in your board that ranked on our Top 50 Fundraising Schools in Ontario for 2020:

*★3<sup>rd</sup> Place - St. Mark Catholic Elementary School*

In 1980, Terry Fox set out on a mission to transform his dream, to find a cure for cancer, into reality. Terry never faltered in his determination and perseverance and we are honoured to see Waterloo Catholic District School Board's family of schools bring the same strength and spirit to this fight 40 years later. This continued support has led to over \$800 million dollars raised for cancer research in Terry's name.

As we all continue amidst these uncertain times, one thing is certain...patients everywhere continue to battle cancer and we cannot let them down. Terry wanted to set an example that would never be forgotten and that example continues on in the spirit, passion and determination of your schools as they fundraise to fight the battle alongside all those cancer patients who count on us for hope and one day...a cure.

With heartfelt thanks,

Lisa Armstrong, Wendy Fric, Nishi Bansal, Katie Fyfe, Hilary Kellam  
The Ontario School Department

*Enclosure: Top 50 Fundraising Schools Listing*



**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA: Ontario News Release - Ontario Announces Emergency Child Care for Critical Frontline Workers - Apr 15/21  
**Date:** Thursday, April 15, 2021 11:22:54 AM  
**Attachments:** [image004.png](#)

For April Board...

**Loretta Notten**

**Director of Education**

Waterloo Catholic District School Board | [www.wcdsb.ca](http://www.wcdsb.ca)

35 Weber St W Unit A, Kitchener, ON, N2H 3Z1

519-578-3660 | [loretta.notten@wcdsb.ca](mailto:loretta.notten@wcdsb.ca)



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**From:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>

**Sent:** Thursday, April 15, 2021 11:21 AM

**To:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>

**Subject:** OCSTA: Ontario News Release - Ontario Announces Emergency Child Care for Critical Frontline Workers - Apr 15/21

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April 15, 2021

**MEMORANDUM**

**TO:** Chairpersons and Directors of Education

- All Catholic District School Boards

**CC:** OCSTA Directors and Staff

Board Secretaries and Administrative Assistants

**FROM:** Patrick J. Daly, President

**SUBJECT:** News Release – Ontario Announces Emergency Child Care for Critical Frontline Workers

Please see Ontario news release below regarding emergency child care for critical frontline workers, sent to you for your information.

**NEWS RELEASE**

# Ontario Announces Emergency Child Care for Critical Frontline Workers

From grocery store clerks to hospital workers, provision of free child care services will support key workers

April 15, 2021

[Education](#)

## Table of Contents

1. [Content](#)
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3. [Additional Resources](#)
4. [Related Topics](#)

TORONTO — The Ontario government is providing [eligible health care and other frontline workers](#) with free emergency child care for school-aged children, starting Monday, April 19, 2021. The announcement was made following the [province's decision to move elementary and secondary students](#) across the province to remote learning following the April spring break.

"Our government is once again stepping up to provide health care and other frontline workers with access to emergency child care as they continue to work around the clock in our fight against COVID-19," said Stephen Lecce, Minister of Education. "Doing so will allow these frontline workers to perform their duties knowing that their children are safe and in good hands."

During the remote learning period, emergency child care will be provided at no cost to school-aged children of eligible health care and other frontline workers. The service is intended for workers performing critical duties in the province's continued fight against COVID-19 who cannot work remotely and who have elementary school-aged children.

"Child care is an absolutely critical part of our fight against COVID-19, and will be key to our economic recovery. I want to thank Ontario's dedicated child care staff who have stepped up time and again to provide your children with the care they deserve," added Minister Lecce.

The provision of safe, quality child care remains a priority for the Ontario government and the role that child care workers have played has been vital to supporting children and families and keeping child care safe throughout the pandemic. In order to protect child care workers and keep child care settings open and available for working families, child care workers, including Registered Early Childhood Educators (RECEs), are eligible to be vaccinated as part of Phase Two of Ontario's COVID-19 vaccine distribution plan. This is in addition to the strong health and safety standards in place to protect workers and children across child care settings.

The move to remote learning was made in light of a rapid increase in COVID-19 cases, the increasing risks posed to the public by COVID-19 variants, and the concerning spike in hospital admissions. With appropriate measures in place, child care and schools have been kept safe throughout the pandemic, as confirmed by the Chief Medical Officer of Health and local medical officers of health.

## Quick Facts

- Eligible parents and guardians with a school-aged child or children looking to access an emergency child care program should contact their local [service system manager](#) for information on availability, program locations and registration.
- In 2021, the government is investing over \$2 billion to support early years and child care, including subsidies for low income families and operating costs.

- Child care settings across the province have strong health and safety standards in place to keep children, families and child care workers safe, including mandatory screening, cleaning and disinfection, use of personal protective equipment and reporting. The government is supporting this through operational guidance and shipments of free personal protective equipment.
- Currently, 91 per cent of child care centres have no confirmed cases of [COVID-19](#).
- Emergency child care has been previously offered during the pandemic. At its peak earlier this year, the program served an average of 5,000 children each day across 540 locations province-wide. Today's announcement reflects the broadest eligibility for the program to date.
- Adults aged 50 and older living in hot spot communities are also eligible for vaccinations at mass immunization clinics. Individuals aged 18 and over in designated hot spots are eligible for vaccination through mobile teams and pop-up clinics in targeted settings. Visit [Ontario.ca/covidvaccineplan](https://ontario.ca/covidvaccineplan) to determine if you live in a hot spot community and learn how to book an appointment.
- The Ontario government is also providing families with direct financial support through the new [Ontario COVID-19 Child Benefit](#). Under this new round of funding, parents will receive \$400 for each child aged 0 to Grade 12 and \$500 for children and youth 21 years old or younger with special needs.
- In the 2021 Budget, the Ontario government also proposed a 20 per cent enhancement to the Childcare Access and Relief from Expenses (CARE) tax credit for 2021. This would increase per family support through the credit from \$1,250 to \$1,500, on average, providing about \$75 million in additional support for the child care expenses of over 300,000 families. The CARE tax credit gives eligible families the flexibility to pick the child care option that works best for them, including child care provided in centres, homes and camps.

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## Additional Resources

- [Ontario Provides Emergency Child Care for Critical Frontline Workers](#)
- [Support for Parents/Students](#)
- [How to book a vaccine appointment](#)
- [Ontario COVID-19 Child Benefit](#)

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**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA: Memo-Federal Budget 2021-2022 Apr 19 21  
**Date:** Monday, April 19, 2021 9:31:08 PM  
**Attachments:** [image004.png](#)

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For April Board...

*Loretta Notten*

**Director of Education**

Waterloo Catholic District School Board | [www.wcdsb.ca](http://www.wcdsb.ca)

35 Weber St W Unit A, Kitchener, ON, N2H 3Z1

519-578-3660 | [loretta.notten@wcdsb.ca](mailto:loretta.notten@wcdsb.ca)



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**From:** OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>  
**Sent:** Monday, April 19, 2021 7:35 PM  
**To:** OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>  
**Subject:** OCSTA: Memo-Federal Budget 2021-2022 Apr 19 21

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April 19, 2021

**MEMORANDUM**

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

**CC:** OCSTA Directors and Staff  
Board Secretaries and Administrative Assistants

**FROM:** Patrick J. Daly, President

**SUBJECT: Federal Budget 2021-2022**

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On Monday April 19, 2021 Canada's Minister of Finance released the federal government's budget. This is the first federal budget in two years and it contains a number of new programs and spending commitments that may be of interest to Catholic boards.

**Child Care:** The federal government proposes to invest \$30 billion over five years to establish a national early learning and child care program in conjunction with Indigenous communities, provincial and territorial governments. The initiative will include \$8.3 billion in ongoing annual funding for early-years programs.

**Opportunities for Youth:** The government intends to invest \$118.4 million over two years starting in 2021-22, for Employment and Social Development Canada to conduct a two-year pilot expansion of federal investments in after-school programming under the Supports for Student Learning Program. These funds would support national and local after-school organizations who work to ensure that vulnerable children and youth can graduate from high school and do not become further marginalized because of the pandemic. The budget also proposes to provide \$80 million over three years to Innovation, Science and Economic Development Canada, to help instruct students and teachers in coding skills.

**Mental Health Support:** The government proposes to provide \$100 million over three years to the Public Health Agency of Canada to support projects for innovative mental health

interventions for populations disproportionately impacted by COVID-19, including health care workers, front-line workers, youth, seniors, Indigenous people, and racialized and Black Canadians.

**Support for the Digital Economy:** The budget proposes to provide an additional \$1 billion over six years to the Universal Broadband Fund to accelerate the rollout of broadband projects in collaboration with provinces and territories and other partners.

**Indigenous Education:** The government proposes to invest \$1.2 billion over five years, and \$181.8 million ongoing, including:

- \$112 million in 2021-22 to extend COVID-19 support so children on reserves can continue to attend school safely, including PPE for students and staff, laptops to support online learning, and more teachers and other critical staff;
- \$726 million over five years, starting in 2021-22;
- \$181.8 million ongoing, to enhance funding formulas in critical areas such as student transportation; ensure funding for First Nations schools remains predictable from year to year; and increase First Nations control over First Nations education by concluding more Regional Education Agreements.
- \$350 million over five years, starting in 2021-22, to expand access to adult education by supporting First Nations people on reserves who wish to return to high school in their communities and complete their high school education.

For further details on the federal budget please see the following link to the complete budget document: <https://www.budget.gc.ca/2021/home-accueil-en.html>

If you have any questions or concerns, please do not hesitate to contact me ([pdaly@ocsta.on.ca](mailto:pdaly@ocsta.on.ca)) or Steve Andrews at [sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca).



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**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA Newswire - April 19, 2021  
**Date:** Monday, April 19, 2021 9:42:28 PM  
**Attachments:** [image001.png](#)  
**Importance:** High

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For April Board... Thanks!

*Loretta Notten*

**Director of Education**

Waterloo Catholic District School Board | [www.wcdsb.ca](http://www.wcdsb.ca)

35 Weber St W Unit A, Kitchener, ON, N2H 3Z1

519-578-3660 | [loretta.notten@wcdsb.ca](mailto:loretta.notten@wcdsb.ca)



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**From:** OCSTA - Sharon McMillan <[SMcMillan@ocsta.on.ca](mailto:SMcMillan@ocsta.on.ca)>  
**Sent:** Monday, April 19, 2021 5:06 PM  
**To:** OCSTA - Sharon McMillan <[SMcMillan@ocsta.on.ca](mailto:SMcMillan@ocsta.on.ca)>  
**Subject:** OCSTA Newswire - April 19, 2021  
**Importance:** High

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**To: All Catholic Trustees and Directors of Education**



April 19, 2021

- Annual General Meeting – May 1, 2021
- OCSTA in The News
- Return to Remote Learning in all Ontario Schools
- Catholic Education Week 2021

Click on the following link to view:

<https://www.ocsta.on.ca/apr19-2021-newswire/>

**Sharon McMillan**

**Director of Communications**

**Ontario Catholic School Trustees' Association**

**416-460-7937**

[smcmillan@ocsta.on.ca](mailto:smcmillan@ocsta.on.ca)

[www.ocsta.on.ca](http://www.ocsta.on.ca)

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receive these emails, simply click on the link to [Unsubscribe](#).»

**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA: CEW 2021 Province-Wide Mass  
**Date:** Tuesday, April 20, 2021 8:54:23 PM  
**Attachments:** [Memo-CEW 2021-Province-Wide Mass.pdf](#)  
[image003.png](#)

---

For Board Package...

*Loretta Notten*

**Director of Education**

Waterloo Catholic District School Board | [www.wcdsb.ca](http://www.wcdsb.ca)

35 Weber St W Unit A, Kitchener, ON, N2H 3Z1

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**From:** OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>  
**Sent:** Tuesday, April 20, 2021 1:17 PM  
**To:** OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>  
**Subject:** OCSTA: CEW 2021 Province-Wide Mass

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

**TO:** Trustees and Directors of Education

- All Ontario Catholic District School Boards

As a follow up to our previous memo (see attached) we would like to remind OCSTA members that all are invited to "virtually" join our Catholic education community across Ontario for a special Mass for Catholic Education Week. His Eminence, Thomas Cardinal Collins will preside. Mass is scheduled for **Wednesday, May 5, 2021**, beginning at **11:00 a.m. E.S.T.** and will be livestreamed at: <https://stmichaelscathedral.com/live>.

Please feel free to share the event graphic below (and attached) with your networks on social media.

Thank you and Happy Catholic Education Week!



ASHLEE CABRAL | Ontario Catholic School Trustees' Association | 1804-20 Eglinton Avenue West, Box 2064, Toronto, ON, M4R 1K8 | 416-932-9460 Ext. 230 | Website: [www.ocsta.on.ca](http://www.ocsta.on.ca)

**CATHOLIC EDUCATION: *Nurturing Hope***

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## Ontario Catholic School Trustees' Association

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Patrick J. Daly, *President*  
Michael Bellmore, *Vice President*  
Nick Milanetti, *Executive Director*

January 29, 2021

### MEMORANDUM

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

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

**SUBJECT:** **SAVE THE DATE: Catholic Education Week 2021 – Province-Wide Mass**

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We are pleased to announce that His Eminence, Thomas Cardinal Collins will be celebrating the Catholic Education Week Mass scheduled for **Wednesday, May 5, 2021 at 11:00 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.

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.

Stay tuned for further information pertaining to this year's province-wide mass.

Thank you.





## **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

#### **ACCESSIBILITY:**

To request this file in large print, please email [aoda@wcdsb.ca](mailto:aoda@wcdsb.ca) or call (519) 578-3660.

#### **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 26, 2021  
**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 to assess the Director of Education’s 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:**

**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.*

**Definition:**

This policy statement is defined to mean that the Director of Education must create and maintain conditions and procedures that support compliance with all applicable laws.

**Evidence:**

As can be seen on the [Board’s website](#), a comprehensive set of regularly updated administrative procedures has been posted for public consumption. These procedures outline guidelines and processes that staff and stakeholders must follow to ensure the Board’s obligations are discharged as relates to compliance with common legislation applicable to school boards.



As the volume of legislation and common law in the education sector cannot be contained in a concise primer for senior leaders, management relies on several sources for advice, direction, and guidance.

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.

Despite best efforts, 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.

The Board of Trustee's Audit Committee receives on a regular basis a summary of outstanding claims against the Board where financial exposure may exist (uninsured claims). 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 early 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 2020-21 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 26, 2021  
**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:**

This report will provide Trustees with information to support decision-making on the Director of Education’s 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:**

**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.***

**Definition:**

This policy statement is defined to mean that management will engage in active monitoring of the approved annual school year budget including ongoing analysis of financial activity, development of regular forecasts of revenues and expenditures, and provision of financial reports to both the Board’s Audit Committee and Board of Trustees. Similarly, the CEO shall not make decisions that will create financial hardship, annual in-year deficits, or structural deficits.

Lastly, the CEO must honour Trustees’ financial and system priorities identified in the approved annual school year budget.



## Evidence:

Management engages in active and regular analysis of financial activity on a regular basis. This activity is supported by a team of two financial analysts and a budget manager. Budget holders are consulted on a regular basis to ensure their budgets are tracking according to expectations, programs and services are being delivered, and department/school plans have not changed. Where deviations occur, management will work with budget holders to identify suitable alternatives or put a hold on spending associated with activities that will not run. Following is evidence of active engagement with budget holders:

Waterloo Catholic District School Board																		
Actual to Budget comparison																		
116																		
Elementary Chaplains																		
5-year Historical								Current Year										
2015-2016								2017-2018							2020-2021			
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2020-202																		

Based on the work described above, formal forecasts are prepared and submitted to the Audit Committee on a quarterly basis which summarize 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 identified to ensure stakeholders are aware of any significant changes in expectations. These key drivers are enrolment and staffing changes.

Waterloo Catholic District School Board

2020-2021 First Quarter Interim Financial Report - Revised Estimates

For the Period Ended November 30, 2020

Summary of Financial Results

	Budget	Revised Budget	In-Year Change	
			\$	%
Revenue				
Provincial Grants (G5N)	274,842,359	276,235,722	1,393,363	0.5%
Grants for Capital Purposes	6,612,050	6,581,388	(30,662)	(0.5%)
Other Grants	3,792,650	10,372,954	6,580,304	173.5%
Other Revenues	12,018,359	9,452,650	(2,565,709)	(21.3%)
Amortization of DCC	17,479,456	16,709,451	(770,005)	(4.4%)
Total Revenue	314,744,874	319,352,165	4,607,291	1.5%
Expenses				
Classroom	219,102,242	224,032,855	4,930,613	2.3%
Non-Classroom	40,766,402	39,917,627	(848,775)	(2.1%)
Transportation	7,234,404	7,833,709	599,305	8.3%
Pupil Accommodation	27,162,150	27,840,203	678,053	2.5%
Capital	2,890,823	2,908,922	18,099	0.6%
Amortization/Write downs	17,588,853	16,818,849	(770,004)	(4.4%)
Total Expenses	314,744,874	319,352,165	4,607,291	1.5%
Balance before Accum Surplus	-	-	-	-
Accumulated surplus use	-	-	-	-
Surplus/(Deficit) - end of year	-	-	-	-

Note: G5N - Grants for Student Needs

Note: DCC - Deferred Capital Contribution

Summary of Enrolment

	Budget	Revised Budget	In-Year Change	
			#	%
Elementary				
JK-3	8,552	8,199	(353)	-4.1%
4-8	8,555	8,526	(29)	-0.3%
VISA Students	10	16	6	60.0%
Total Elementary	17,117	16,741	(376)	-2.2%
Secondary <21				
Pupils of the Board	7,026	7,023	(3)	0.0%
VISA Students	100	133	33	33.0%
Total Secondary	7,126	7,156	30	0.4%
Total	24,243	23,897	(346)	-1.4%

Note: ADE is comprised of actual enrolment reported at October 31, 2020 and projected enrolment as of March 31, 2021

Note: VISA students pay tuition & their enrolment does not affect our G5N

Summary of Staffing

	Budget	Revised Budget	In-Year Change	
			#	%
FTE				
Classroom				
Teachers	1,463	1,517	54	3.7%
Child & Youth Care Workers (CYCWs)	52	54	2	3.8%
Educational Assistants (EAs)	372	366	(6)	-1.6%
Designated Early Childhood Educators	184	171	(13)	-7.1%
Total Classroom	2,071	2,108	37	1.8%
Other Support Staff				
School Administration	165	167	2	1.2%
Board Administration	77	81	4	5.2%
Facility Services	203	203	-	0.0%
Consultants/Co-ordinators	27	27	-	0.0%
Paraprofessionals	98	101	3	3.1%
Library & Guidance	63	63	-	0.0%
Total Other Support Staff	633	642	9	1.4%
Total Staffing	2,704	2,750	46	1.7%

Note: FTE is calculated as of Oct 31, 2020

Changes in Enrolment: Budget vs. Revised Budget

Category	Change (#)	Change (%)
JK-3	(353)	(4.1%)
Sec. 9-12	(29)	(0.3%)
Total Board	(346)	(1.4%)

Highlights of Changes in Enrolment:

Elementary: Decrease is likely attributed to families delaying entry into kindergarten or families choosing to home schooling due to pandemic.

VISA Students: Increase is reflective of student commitments to attend the Long-term International program.

Changes in Staffing: Budget vs. Revised Budget

Category	Change (#)	Change (%)
Teachers	54	3.7%
CYCWs	2	3.8%
EAs	(6)	(1.6%)
BCs	(13)	(7.1%)
Total Board	46	1.7%

Highlights of Changes in Staffing:

Classroom Teachers: Increase due to St. bidore virtual school and lower PTR requirements

Classroom Support Staff: Decrease due to CUPE Support for Student Funds (SSF) PFF and reduced Extended Day program.

Other Support Staff - School Administration: Increase due to St. bidore virtual school




Other Support Staff - Board Administration: Increase due to new IT supports required to support new student information system and Equity Officer

Other Support Staff - Paraprofessionals: Increase due to CUPE SSF and PFFs provided

Finally, appended to each quarterly financial 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 a summary of any deviations from the financial and system priorities set out in the approved board budget. A sample follows:





Increased transportation costs	273,638
Program changes due to COVID (School budgets, contracts, PD, supplies)	(636,132)
<b>Total expense adjustments</b>	<b>7,426,255</b>
<b>2020-2021 Revised Estimates submission - December 2020</b>	
	<b>**Filing Date: Dec 15, 2020</b>
<ul style="list-style-type: none"> <li>Enrolment has decreased by 385 students due to families choosing to keep JK/K students out of school for the year, closed border, and families choosing to home-school. This had a significant impact on board revenues, as was the case for many school boards. The Ministry responded by providing boards with a one-time GSN Enrolment Stabilization grant to assist those boards facing reduced enrolment but increased costs.</li> <li>Revenue also includes additional COVID-related funding provided subsequent to board Estimates filing.</li> <li>Significant investments in staffing have been incorporated into the revised budget to support smaller class sizes, operational needs, and collective agreements as one of the key assumptions during the Estimates budget was that schools would re-open with traditional program delivery.</li> </ul>	
<hr/> <div> <div>Quality, Inclusive, Faith Based Education   wcdsb.ca</div> <div>20</div> <div>    </div> </div>	
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<ul style="list-style-type: none"> <li>The board operated Extended Day Program has created a budget pressure as board enrolment has decreased and families have elected not to attend at this time. The Region of Waterloo has provided some funding to offset lower enrolment and re-opening costs, however this still creates an operational challenge as the board does not wish to close sites which would cause further disruption to families.</li> <li>Management will continue to closely monitor supply teacher costs, utilities, and EA costs as these are perennial areas of risk.</li> <li>Lawsuits, grievances, and any employee-related contractual financial pressures, if any, have been disclosed in private to the Audit Committee.</li> </ul>	
The overall risk assessment related to the Board's financial well-being for the 2020-2021 school year is	

Quarterly reports were provided to the Audit Committee and subsequently to Trustees on the following dates:

[Quarter 1: January 25, 2021](#)

[Quarter 2: April 26, 2021](#)

Quarter 3: June 14, 2021(scheduled)

Quarter 4: Presented as part of year end audit report in the fall of 2021

**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**

Definition:

This policy provision is defined to mean that management will not negotiate an operating line of credit of more than \$30M with the Board's bank of record (CIBC).

Evidence:

The line of credit held with the Board's bank of record is \$30M. An e-mail from our primary contact at CIBC confirms this credit arrangement:

**From:** [Popov, Snezana](#)  
**To:** [Shesh Maharaj](#)  
**Cc:** [Laura Isaac](#)  
**Subject:** RE: Line of Credit - Annual Confirmation  
**Date:** Monday, April 19, 2021 9:21:59 AM  
**Attachments:** [Image009.png](#)  
[Image010.png](#)  
[Image011.png](#)  
[Image012.png](#)  
[Image014.png](#)  
[Image015.png](#)

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

Hi Shesh,

I am doing well thanks and I hope things are good with you too.

I confirm that the operating line of credit 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 | Cell: 905-902-2855 | Fax: 905-526-7414 | [snez.popov@cibo.com](mailto:snez.popov@cibo.com)

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**From:** Shesh Maharaj <[Shesh.Maharaj@wcdsb.ca](mailto:Shesh.Maharaj@wcdsb.ca)>  
**Sent:** Monday, April 19, 2021 12:20 AM  
**To:** Popov, Snezana <[Snez.Popov@cibc.com](mailto:Snez.Popov@cibc.com)>  
**Cc:** Laura Isaac <[Laura.Isaac@wcdsb.ca](mailto:Laura.Isaac@wcdsb.ca)>  
**Subject:** Line of Credit - Annual Confirmation



[EXTERNAL]

Hi Snezana,  
How are you?  
Can you please confirm for me by e-mail that our operating line of credit is no more than \$30M?  
Thanks,  
Shesh Maharaj

Shesh Maharaj  
Chief Financial Officer  
Executive Superintendent of Corporate Services  
Waterloo Catholic District School Board  
35 Weber Street West  
Kitchener, ON N2G 4G2  
Phone: 519-578-3660 x2288



**Waterloo Catholic  
District School Board**  
Quality, Inclusive, Faith Based Education

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## **2. Use any reserves**

Definition:

This policy provision is defined to mean that the Director of Education cannot use any operating reserves without explicit permission from the Board of Trustees. The terms reserve and accumulated surplus are used interchangeably in the context of this report.

Operating reserves are defined as any amount that has been set aside for future use by Trustees where no legislation exists on how these funds are to be used.

Evidence:

A report providing a summary of available operating reserves was provided to Trustees in [December of 2020](#). Contained in that report were formal requests to use specific reserves.

After receiving the report, Trustees approved the following motions in relation to reserves:

1. That the CEO be given permission to use up to \$168,555 from the WSIB surplus to service WSIB related costs.
2. That the CEO be given permission to use up to \$213,117 from the Local Priority Fund surplus to offset related costs.

Based on current forecasts, no other amounts have or will be used from reserves for the 2020-21 school year.

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

Definition:

This policy provision is defined to mean that all agreements, transactions, liens, secured lines of credit, severances, rights of way, and easements associated with current or future Board properties must be formally approved by the Board of Trustees.

Evidence:

On [January 25, 2021](#), a report was brought to Trustees outlining prior and future property transactions. An excerpt from that report follows:

### Property Disposition Update

#### ST. AGATHA, ST. AGATHA

The sale of the former St. Agatha Catholic Elementary School closed on July 10, 2020.

#### BIEHN DRIVE, KITCHENER

In 1987, the Board agreed to trade a surplus 6 acre parcel of property in Kitchener with Hallman Aberdeen Limited for a 7 acre parcel of property in Brigadoon. Subsequently, in 1993 the board entered into an agreement to transfer that 7 acre interest to a future 7.75 acre site in Brigadoon south. The developer has cited a number of challenges with respect to their ability to complete the agreement, most notably that they do not have an available piece of land to provide to the Board. Management has retained the services of the Board lawyer of record to assist in bringing this impasse to a resolution. OSBIE is providing coverage for all legal costs under their contract dispute policy.

#### ST. FRANCIS, CAMBRIDGE

This property is currently surplus to the board's needs. The board entered into a license agreement with the Waterloo Region District School Board for their use of the facility to deliver alternative education programming.

### New Site Acquisitions Update

#### GRAND RIVER CONSERVATION AUTHORITY (EAST KITCHENER)

The Board entered into an agreement of purchase with the Grand River Conservation Authority (GRCA) in December 2020. Management will be initiating municipal planning approvals while the GRCA and Board both pursue respective approvals of their Ministries.

#### SOUTH EAST CAMBRIDGE JOINT CAMPUS

The City of Cambridge owns the parcel to accommodate the joint campus. The property was graded during the summer of 2020 and is being serviced through the winter/spring of 2021. The Board, WRDSB, City of Cambridge and IdeaExchange have been working with CS&P Architects on a feasibility study for the development of joint schools, community centre and library facilities on this site. This initial work will be concluded in February and provide all parties with direction on an approach to facility development.

#### ROSENBERG (SOUTH WEST KITCHENER)

The SHAIR Inc./South Estate Farms Ltd. subdivision which contains the Rosenberg school site is being graded and serviced through the winter/spring of 2021. The first phase of the subdivision may register in mid-2021. The board is in discussions with the developer to establish an agreement to acquire a school site in the area.

#### DOON SOUTH (SOUTH WEST KITCHENER)

The Kitchener Growth Management Plan (KGMP) 2019-2021, identifies the Doon South school site as being within lands planned for development in the 2023-2025 timeframe.

#### ROSENBERG WEST (SOUTH WEST KITCHENER)

The Kitchener Growth Management Plan (KGMP) 2019-2021, identifies the Rosenberg West school site as being within lands planned for development in the 2022-2024 timeframe based on the extension of services necessary to facilitate development.

#### BADEN

A future school site in Baden has been discussed with the local developer's representative, however, no formal applications have been filed at this time. Timing of the availability of this site is yet to be determined.

There were no encumbrances registered on the titles of any properties owned by the Board.

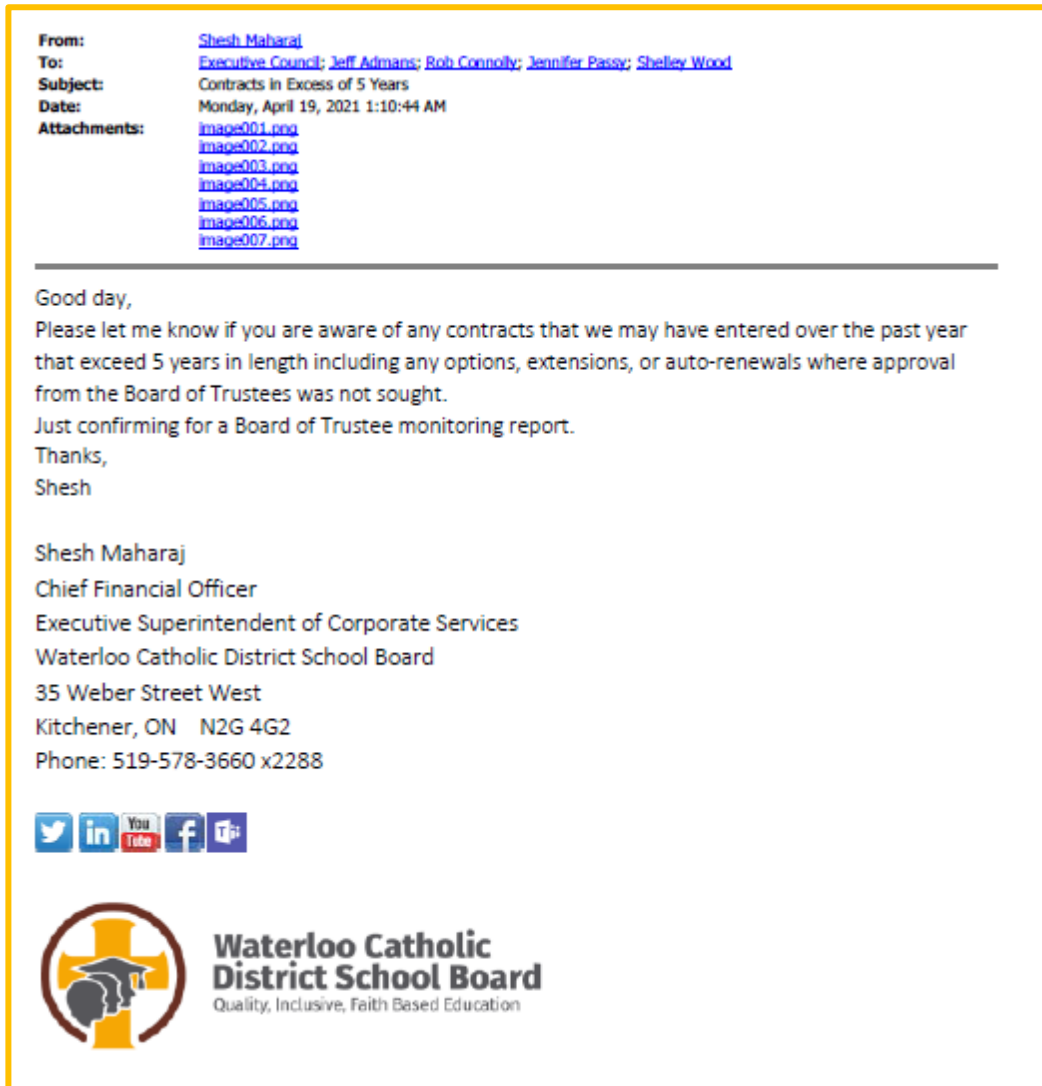
## 4. Enter into any financial or professional services agreements over 5 years

Definition:

This policy provision is defined to mean that any contract that exceeds 5 years in length including any automatic renewals must be formally approved by the Board of Trustees. Contracts having a length of 5 years with renewal provisions that require explicit consent by WCDSB are not in violation of this policy.

Evidence:

Management has conducted a review of all contracts signed since September 2020 and none exceed the specified 5 year period. This information was verified through inquiries of senior management and corporate leaders.



[Responses](#) to this e-mail confirmed compliance.

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

Definition:

This policy provision is defined to mean that the following payments and filings will be accurately completed and submitted within required timelines:

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

In the normal course of managing WCDSB accounts and communicating with various governmental agencies it is expected that minor adjustments, changes, and corrections will be required given the volume and nature of transactions in a large complex public sector organization. Penalties and interest are an easily accessible indicator of compliance with this policy provision. Amounts under \$2,500 by category are not considered material.

Evidence:

Following is a summary of compliance by category of payment:

Filing / Submission	Due Date	Compliance	Assessed Fees/Penalties	Rationale
Payroll taxes – Canada Pension Plan (CPP), Employment Insurance (EI), Employer Health Tax (EHT)	Bi-Weekly and Annually	Yes	294.00	Late filing January 2021 EHT
Harmonized Sales Tax (HST) returns	Monthly	Yes	22.36	Reassessment by CRA
Payroll garnishments	Bi-Weekly	Yes	-	
T4s	Annually	Yes	-	
Records of Employment	As Needed	Yes	-	

**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.**

Definition:

This policy provision is defined to mean that management will not process vendor payments in a way that diminishes the Board's ability to obtain credit, carry out business functions that support schools, or successfully engage in competitive procurement processes.

Evidence:

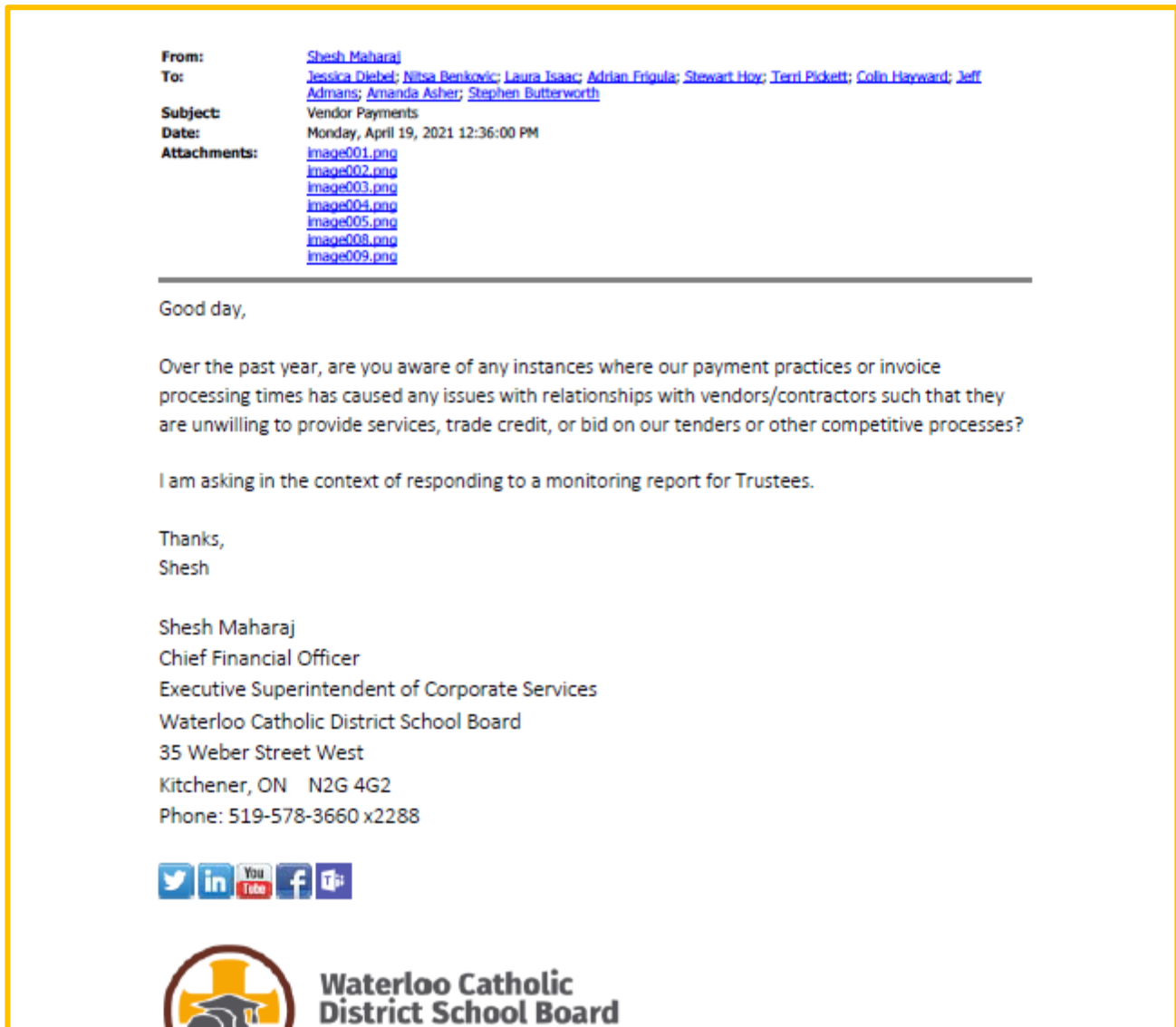
Invoices received from vendors are entered into the accounting system using the terms stated on the invoice. Where no terms are stated on the invoice, amounts are paid out within 30 days.

Management has not experienced any issues with accessing contractors or receiving bids on tenders. Trades (external) have not expressed any concerns with the Board's reputation as relates to payments,



and WCDSB has not experienced a disruption in services being provided to schools. Finally, no formal claims have been received for non-payment of invoices.

A confirming e-mail to staff involved in these processes follows:



[Responses](#) to this e-mail confirmed no issues.

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

Definition:

This policy provision is defined to mean that any processes related to the management of funds at the CEC, Facility Services, Con Ed, and at schools shall not cause the external auditors concern that will result in a qualified audit opinion on the Board's financial statements, or any critical commentary in the annual external auditor's report.

Evidence:

PricewaterhouseCoopers (PwC) completed their audit of the 2019-20 financial statements in November 2020. In their closing report, no commentary was offered regarding control deficiencies on cash handling and management of cash. Further, there were no qualifications on the audit opinion provided by PwC that relate to management of funds.



### *Independent auditor's report*

To the Board of Trustees of  
Waterloo Catholic District School Board

#### *Our opinion*

In our opinion, the accompanying consolidated financial statements of Waterloo Catholic District School Board and its organizations (together, the Board) as at August 31, 2020 and for the year then ended are prepared, in all material respects, in accordance with the basis of accounting described in note 1 to the consolidated financial statements.

#### **What we have audited**

The Board's consolidated financial statements comprise:

- the consolidated statement of financial position as at August 31, 2020;
- the consolidated statement of operations for the year then ended;
- the consolidated statement of cash flows for the year then ended;
- the consolidated statement of changes in net debt for the year then ended; and
- the notes to the consolidated financial statements, which include a summary of significant accounting policies.

#### *Basis for opinion*

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's responsibilities for the audit of the consolidated financial statements* section of our report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

#### **Independence**

We are independent of the Board in accordance with the ethical requirements that are relevant to our audit of the consolidated financial statements in Canada. We have fulfilled our other ethical responsibilities in accordance with these requirements.

PricewaterhouseCoopers LLP  
465 Richmond Street, Suite 400, London, Ontario, Canada N6A 5P4  
T: +1 519 640 8000, F: +1 519 640 8015

\*PwC\* refers to PricewaterhouseCoopers LLP, an Ontario limited liability partnership.





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#### *Emphasis of matter – basis of accounting*

We draw attention to note 1 to the consolidated financial statements, which describes the basis of accounting. The consolidated financial statements are prepared to assist the Board to comply with the financial reporting requirements of the Ontario Ministry of Education. As a result, the consolidated financial statements may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

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#### *Other matter*

The budget financial information of the Board for the year ended August 31, 2020, is unaudited.

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#### *Responsibilities of management and those charged with governance for the consolidated financial statements*

Management is responsible for the preparation of the consolidated financial statements in accordance with the basis of accounting described in note 1 to the consolidated financial statements, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is responsible for assessing the Board's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Board or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Board's financial reporting process.

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#### *Auditor's responsibilities for the audit of the consolidated financial statements*

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these consolidated financial statements.



As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- ✓ Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Board's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Board's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the consolidated financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Board to cease to continue as a going concern.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the Board to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

*PricewaterhouseCoopers LLP*

Chartered Professional Accountants, Licensed Public Accountants

London, Ontario  
November 24, 2020

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

Definition:

This policy provision is defined to mean that strong controls, policies, and procedures are in place to provide direction and support to stakeholders who may have access to budgets or ability to sign contracts on behalf of the Board.

Evidence:

[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 A 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 and active internal audit functions) 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**

Definition:

This policy provision is defined to mean that management must ensure that appropriate processes are in place to vet new and existing contracts or grants where questions may arise as to their alignment with local Catholic values and traditions.

Evidence:

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.

Secondary supports and information are available to management through professional associations and networks. These groups and supports are engaged in similar work with the same groups vendors and will share concerns in the same way as WCDSB.

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

Definition:

This policy provision is defined to mean that strong internal controls and supports must be in place to guide

staff and stakeholders in their efforts to increase the resources available for students. Further, in addition to published ethical standards, a culture of responsibility and resource stewardship is required to mitigate the risk of fraud, theft, and misappropriation of assets.

Evidence:

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 (Teams).

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 2020-21 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

### Cash Handling

Management tries to minimize the amount of cash or cheques that are received. Cash or cheques are generally only received from retirees or individuals on leave paying for benefits, extended day fee payments, international student tuition or coffee machine funds. All amounts are received by the Executive Administrative Assistant (Amazing 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 Sparkrock. A summary of the deposit is printed and the back up is reviewed by the Accounting Supervisor or occasionally by the Senior Manager of Finance 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 are also trying to eliminate cash and cheques from 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 “cash received” form which must be completed by the person collecting the cash (usually the teacher). The form and cash is then taken to the Administrative Assistant in the office who verifies the amounts indicated on the cash 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. Deposits are verified by the Principal and include their initials as evidence.

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 26<sup>th</sup>, 2021  
**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:**

**IV 012 Policy states:**

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

**CEO Interpretation:**

*This policy statement signals that in order for trustees to fulfill their elected, fiduciary responsibilities they need to receive all relevant updates as it might apply to their governance duties. Further it suggests that the Director should provide any requested information that trustees deem relevant to their governance role or which has impact to their ability to be responsive to their constituents or in order to be knowledgeable in regards to the significant issues of the day.*



- 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. This plan has been approved by trustees and well referenced in all meetings of the Board.
- 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.
- e. Throughout the time of the pandemic the CEO has provided regular updates to trustees. This has included daily case management reports, in time updates on relevant Ministry or government direction and monthly updates at Board meetings regarding all significant developments of the past month.
- f. As trustees flag any questions or concerns that are brought to them – from a constituent or parent in the community, the matter is promptly clarified and/or responded to, and in most cases quickly resolved, by the Director or her designate (relevant superintendent).
- g. Any trustee inquiry or motion which is brought to Board and for which there is consensus to proceed, results in a further report back to the Board.
- h. The Chair of the Board is always supported by the CEO (and or her designate) in any media inquiry where a statement is required. Minimally with background and often in assisting with the specific recommended response.
- i. The statutory committees are used to bring forward all relevant information and concerns.
- j. Trustees benefit from the services of the Executive Assistant to the Director and Trustees, and the CEO ensures that trustees are registered for any and all PD and AGM sessions to which they are entitled to attend and for which they express interest.

- k. Trustees receive in a timely manner all communications that are received from OCSTA and they are further included in each meeting package so that there is no opportunity to miss all relevant communications that come to them from the trustee association.

**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.**

**CEO Interpretation:**

*This statement signals that for each section of the Multi-Year Strategic Plan, the CEO is responsible for providing monitoring data that allows trustees to have insight into the board's progress against its stated goals. Further the CEO interprets this to mean that the CEO is required to provide monitoring reports for each of the 13 section IV Executive Limitation Policies.*

- a. As noted above – monitoring reports are received in three formats: the June report card, the December Director's Annual Report and every report that comes to Board that clearly identifies the goal to which it maps and includes metrics to map back to that goal.
  - b. (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. Evidence is embedded within those monitoring reports to provide trustees with the confidence that adherence to the policies is being observed and achieved.
  - c. Any exceptions to policy are brought to the Board's attention either in public session or In Camera as is appropriate.
- 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.**

**CEO Interpretation:**

*This statement signals that the CEO should be in regular communication with trustees so that there is no possibility that they will be unaware of a significant or adverse event, or negative outcome which the board may experience, particularly any that might be connected to their fiduciary or governance responsibilities.*

- 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. As noted above, the CEO – or her designate - responds directly to many media inquiries but also ensures that the trustees, and specifically the Chair of the Board, is supported in providing media statements/responses to inquiries that are received.
- d. 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.**

**CEO Interpretation:**

*This statement signals that the CEO has a responsibility to ensure that trustees are not provided with only limited insights or a single perspective on any given issue, but rather exposed to any insights or perspectives that are going to allow them to arrive at a conclusion which is defensible insofar as it had the ability to consider all relevant information and viewpoints.*

- 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 and 2021, once the plan 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 both the last academic year, with CUPE job action in the fall and OECTA job action from January through to March Break, as well as the arrival of the pandemic – which has overtaken our reality for the past 14 months, have made a stakeholder survey related to the MYSP difficult to contemplate. There is an aspiration that it will return for the spring of 2022.
- b. In the 2019-2020 school year, the WCDSB invested in *Thought Exchange* and we have continued to utilize the product throughout the 19-20 and 2020-2021 school years. 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, program reviews and distance learning due to COVID-19. It has been well utilized at the system and school level since the investment was made.
- 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, and more recently the SRO review. We are also anticipating the staff and student census, as well as the related equity focus groups – which will provide us with rich data, as well as divergent perspectives.
- 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."