



Board of Trustees' Board Meeting

Date: Monday, June 14, 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, Jeanne Gravelle, Wendy Price, Brian Schmalz, Melanie Van Alphen (Chair), Tracey Weiler

Student Representatives:
Abby Barbosa, Kate Morrison

Senior Administration:
Loretta Notten, Jason Connolly, Gerald 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 June 14, 2021 regarding property matters, Private, Private meeting of June 6, 2021 regarding HRS matters and Private, Private, Private meeting of June 6, 2021 regarding HRS matters.	Board of Trustees	--	Approval
2. Consent Agenda: Director of Education (e.g.: day –to – day operational matters from the Ministry of Education that the Board is required to do)			

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board (Minutes of meetings, staff report)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Board Meeting Minutes of May 31, 2021 3.1.2 Board Meeting Minutes of June 7, 2021 3.2 2021-2022 Board & COW Meeting Dates 3.3 SEAC Minutes of May 19, 2021 3.4 Trustee Budget Update 3.5 Interim Financial Report 3.6 Audit Committee Minutes of April 7, 2021	Board of Trustees Board of Trustees Board of Trustees Board of Trustees Board of Trustees Board of Trustees	pp.4-6 pp.10-12 pp.13-14 pp.15-24 pp.25 pp.26-30 pp.31-32	Approval Approval Information Information Information Information
4. Delegations/Presentation			
5. Advice from the CEO			
5.1 Director's Update 5.2 Huron Brigadoon Boundary Review 5.3 Dissolution of Resurrection CSS Exception Area 5.4 French Immersion Review 5.5 Update on WCDSB COVID Education Delivery Plan 5.6 MYSP Report	L. Notten S. Maharaj/J. Passy/V. Elgawly S. Maharaj/J. Passy/V. Elgawly J. Klein/J. Passy/J. Kruithof L. Notten L. Notten	pp. 33-35 pp.36-38 pp.39-41 pp.42-43 pp. 44-46 pp.47-134	Information Approval Approval Approval Information Approval
6. Ownership Linkage (Communication with the External Environment)			
7. Reports from Board Committees/Task Forces			
7.1 Student Trustee Update 7.1.1 Acknowledgement of Student Trustees 7.2 Pastoral Committee Annual Report 7.3 Linkages Committee Annual Report 7.4 Governance Committee Annual Report	A. Barbosa, K. Morrison B. Schmalz W. Price T. Weiler J. Gravelle	pp.135-137 -- pp.138-139 pp.140-141 pp.142-143	Information Information Information Information Information
8. Board Education (at the request of the Board)			
8.1 Chair's Update 8.2 OCSTA/CCSTA Communications	Chair Chair	pp.144 pp. 145-176	Information Information
9. Policy Discussion			
10. Assurance of Successful Board Performance			
10.1 Board Policy Review 10.1.1 Board Policy II 001 General Governance Commitment Is there a need to review the Policy? 10.1.2 Board Policy II 009 Board Committee Principles Is there a need to review the Policy? 10.1.3 Board Policy II 010 Board Committee Structure Is there a need to review the Policy?	Board of Trustees B. Conway J. Gravelle	pp.177-179 pp. 180 pp.181	Approval Approval Approval

ITEM	Who	Agenda Section	Method & Outcome
11. Assurance of Successful Director of Education Performance			
11.1 Monitoring Reports & Vote on Compliance			
11.1.1 General Exec Limitations – Monitoring Report IV – 001	L. Notten	pp.182-184	Approval
11.1.2 Financial Planning/Budgeting – Monitoring Report IV – 007	S. Maharaj	pp.185-190	Approval
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			
12.1 Trustee Vacancies	Chair	pp.191-192	Decision
12.2 Progress – Work of the Board	Chair	pp.193-194	Information
13. Announcements			
13.1 Acknowledgments& Farewells	Chair	--	Information
13.2 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): • June 23 - Mayor Dave Jaworsky's State of the City • Sept 13 - Board of Trustees' Meeting	Chair	--	Information
13.3 Pending Items:	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
13.4 Pending Items for OCSTA Consideration			
14. Items for the Next Meeting Agenda	Trustees		
15. Adjournment	Director of Education		
Confirm decisions made tonight			
15.1 Confirm Decision made tonight	Recording Secretary	--	Information
15.2 Move into Private, Private	Board of Trustees	--	Approval
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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



Board of Trustees' Board Meeting

A public meeting of the Board of Trustees was held Virtually via Teams on Monday, May 31, 2021.

Trustees Present:

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

Student Trustees Present:

Abby Barbosa & Kate Morrison

*Kate Morrison left the meeting at 6:56 p.m.

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:

Greg Reitzel & Kevin Dupuis

Recorder:

Alice Figueiredo, Executive Administrative Assistant

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

1. Call to Order:

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

1.1 Opening Prayer & Memorials

The meeting opened with prayer by Trustee Price.

1.2 Territorial Acknowledgment

The Territorial Acknowledgement was declared by Chair Van Alphen.

1.3 Approval of Agenda

Amendments to the agenda:

- 5.4 should be noted for "Information" not "Approval"
- Addition of 8.3 "Receipt of Trustee Resignations"

2021-70-- It was moved by Trustee Conway seconded by Trustee Gravelle:

THAT the agenda for Monday, May 31, 2021, as amended, 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:

2021-71-- It was moved by Trustee da Silva seconded by Trustee Schmalz:

That the In-camera meeting of May 10th, 2021 regarding HRS matters and Private, Private, Private meeting of May 10th, 2021 regarding HRS matters 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 Meeting Minutes of April 26, 2021

3.1.2 EDC Charges Policy Review Minutes of April 19, 2021

3.1.3 EDC Background Study Minutes of April 19, 2021

3.1.4 EDC Joint Special Meeting Minutes of May 10, 2021

3.2 SEAC Minutes of April 7, 2021

3.3 CPIC Minutes of April 20, 2021

3.4 HRS Staffing Report Update

3.5 Governance Minutes of May 3, 2021

Chair Van Alpen requested that the Governance minutes be approved separately by the Governance Committee, it was noted that the spelling errors had been fixed.

2021-72- It was moved by Trustee Schmalz and seconded by Trustee Gravelle

THAT the Governance Minutes of May 3, 2021, be now approved. --- Carried by consensus

Chair Van Alphen request approval of the Consent Agenda.

2021-73- It was moved by Trustee Conway and seconded by Trustee Weiler:

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. Trustees asked clarifying questions and provided feedback.

5.2 Energy Conservation Plan

Elena Weber-Kraljevska, Energy Conservation Officer provided the Board of Trustees with a presentation on Energy Conservation and Sustainability Update at Waterloo Catholic. Trustees asked clarifying questions and provided feedback.

5.3 Multi-Year Capital Renewal Plan

Terri Pickett, Senior Manager of Facility Services presented on the Multi-Year Capital Renewal Plan. Funding, current and future construction projects were discussed.

5.4 French Immersion Review

Jennifer Passy, Manager of Planning along with Jennifer Kruithof, FSL Consultant presented on the French Immersion. The report made several recommendations for the Board of Trustees' consideration on June 14, 2021. Trustees asked clarifying questions and noted community concerns with the lottery process and expected growth of the program and whether the Board can accommodate.

5.5 Long Term Accommodation Plan

Jennifer Passy, Manager of Planning presented on the Board's Long-Term Accommodation plan and requested approval.

2021-74- It was moved by Trustee Schmalz and seconded by Trustee Gravelle:

That the Board of Trustees approve the "2021 Abridged Long Term Accommodation Plan. --- Carried by consensus

5.6 Special Education Update/Plan

Superintendent Foran,

Gerald, Erin Lemak, Principal, Erin Schreiter, Lead Social Worker and Tee Battistella, Senior Manager of Special Education provided a presentation on Special Education and the plan forward. Trustees asked clarifying questions and provided feedback.

5.7 School Year Calendar

Superintendent Klein presented the 2021-2022 School Year Calendar for approval.

2021-75- It was moved by Trustee Weiler and seconded by Trustee Schmalz:

That the 2021-2022 School Year Calendar is presented to trustees for their approval.

--- Carried by consensus

5.8 Huron Brigadoon Boundary Review – Clarification Report

Chair Van Alphen asked Trustees if there were any questions. No questions came forward.

5.9 Update on WCDSB COVID Education Delivery Plan

Director Notten provided an update which included current landscape, vaccinations update, targeted testing, secondary plan for fall, grants and look ahead. Trustees voiced concerns including secondary students return to quad-mester and pending announcement of whether students return face to face this spring.

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. Student Trustees Barbosa noted student concerns of having the graduation in the fall. Director Notten noted that there was not enough time to plan and identify award winner this spring.

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 May.

8.2 OCSTA/CCSTA Communications

Chair Van Alphen briefly discussed communications.

8.3 Receipt of Trustee Resignations

Chair Van Alphen confirmed that Trustees' received communication over the weekend from both Trustee Dupuis and Trustee Reitzel that they wish to stepdown as Trustees effective immediately. As per the Education Act a motion for approval is required. As per By-law and Education Act, the Board must appoint replacement Trustees within 90 days of resignation.

**2021-76 -- It was moved by Trustee Weiler and seconded by Trustee da Silva :
That the Board of Trustees accept the resignation of Trustee Greg Reitzel effective immediately. --- Carried by consensus**

**2021-77 -- It was moved by Trustee da Silva and seconded by Trustee Conway:
That the Board of Trustees accept the resignation of Trustee Kevin Dupuis effective immediately. --- Carried by consensus**

9 Policy Discussion

9.1 Governance

Trustee Gravelle presented a report on recommendations from Governance and requested approval of same.

**2021-78 -- It was moved by Trustee Price and seconded by Trustee Weiler:
That the Board of Trustees keep the Ends Policy in the pending items on Board Agendas, but change final statement of the policy to reflect that “monitoring will happen throughout the year, but more formally in December of each year. --- Carried by consensus**

**2021-79 -- It was moved by Trustee Schmalz and seconded by Trustee Weiler:
That the Board of Trustees Revise Policy IV 010 to strike the words from clause 3:“finance options and”. --- Carried by consensus**

10 Assurance of Successful Board Performance

10.1 Board Policy Review

10.1.1 Board Policy II 011 Student Representation on the Board

Trustee Conway confirmed review of Board Policy II 011 and moved that it was in compliance.

**2021-80 -- It was moved by Trustee Conway and seconded by Trustee Schmalz:
THAT the Board of Trustees reviewed Board Policy II 011 Student Representation on the Board 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 012 Student Trustee Role Description

Trustee da Silva confirmed review of Board Policy II 012 and moved that it was in compliance.

**2021-81 -- It was moved by Trustee da Silva and seconded by Trustee Schmalz:
THAT the Board of Trustees reviewed Board Policy II 012 Student Trustee Role Description 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 III 001 Global Governance-Management Connection

Chair Van Alphen confirmed review of Board Policy III 001 and confirmed compliance.

**2021-82 -- It was moved by Trustee Van Alphen and seconded by Trustee Price:
THAT the Board of Trustees reviewed Board Policy III 001 Global Governance-Management Connection and find that the Board is in compliance. --- Carried by consensus.**

Is there a need to review the Policy? No.

10.2 2021-2022 Board/Committee of the Whole Meeting Dates

Chair Van Alphen presented the 2021-2022 Board calendar for approval. Trustee Price noted that February 3rd and March 3rd should be February 7th and March 7th and that March break should be noted as March 14-18. Chair Van Alphen requested approval with the amendments.

2021-83 -- It was moved by Trustee Price and seconded by Trustee da Silva:

That the Board of Trustees approve the Board dates for 2021/2022 as amended and recommended.

--- Carried by consensus

10.3 Student Trustee Feedback – 2020/2021 Results

Chair Van Alphen opened the table for discussion and confirmed that the incoming Student Trustees have been assigned their mentors (Trustee Conway and Trustee Weiler).

10.4 Compiled results of Board of Trustees Self-Evaluation for 2020/2021 School Year

Chair Van Alphen opened the table for discussion, no comments.

11 Assurance of Successful Director of Education Performance

11.1 Monitoring Reports & Vote on Compliance

11.1.1 Treatment of Staff – Monitoring Report IV – 004

Superintendent Connolly presented the Board of Trustees with a report demonstrating compliance.

Point of Order: Motion to extend the meeting at 8:59 p.m.:

2021-84 -- It was moved by Trustee Schmalz and seconded by Trustee Gravelle:

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

Trustees asked clarifying questions and provided feedback.

2021-85 -- It was moved by Trustee Price and seconded by Trustee Schmalz:

That the Board accept this report indicating compliance with Treatment of Staff Policy IV 004. --- Carried by consensus.

11.1.2 Asset Protection – Monitoring Report IV – 009

Superintendent Maharaj presented the Board of Trustees with a report demonstrating compliance.

2021-86 -- It was moved by Trustee schmalz and seconded by Trustee Gravelle:

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 009 for the 2020-21 school year. --- Carried by consensus.

12 Potential Agenda Items

12.1 Trustee Inquiry Report from the CEO

12.1 Future Online Learning Concerns

Trustee Gravelle brought forth concern on the future of online learning and requested input from Trustees on whether there was interest on writing a letter to the Ministry with concerns. Trustee Price noted hesitations as there is not enough information released from the Ministry and hard to comment. Trustee Conway supports the idea but questioned what the ask would be. Trustee Gravelle presented a motion for consideration:

That the Board of Trustees direct the Chair to write a letter to the Minister of Education, expressing the Board's desire to be part of a public consultation about the intention to expand independent remote learning opportunities for both elementary and secondary.

Trustee Schmalz provided suggestion and “public was amended to say “broader”.

2021-87-- It was moved by Trustee Gravelle and seconded by Trustee Conway:

That the Board of Trustees direct the Chair to write a letter to the Minister of Education, expressing the Board's desire to be part of a broader consultation about the intention to expand independent remote learning opportunities for both elementary and secondary. --- Carried by consensus

13 Announcements

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

No Questions.

13.2 Pending Items:

13.3 Pending Items for OCSTA Consideration

14 Items for the Next Meeting Agenda

Chair Van Alphen noted that FI and Huron Brigadoon Boundary are missing from next items and are up for decision on June 14.

15 Adjournment – Confirm decisions made tonight.

15.1 The Recording Secretary confirmed the meeting decisions.

15.2 Move into Private, Private, Private

2021-88-- It was moved by Trustee Schmalz and seconded by Trustee da Silva:

THAT the meeting move into Private, Private, Private at 9:42 p.m. --- Carried by consensus

16 Closing Prayer

17 Motion to Adjourn

2021-89-- 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 10:38 p.m.

Chair of the Board

Secretary



Board of Trustees' Board Meeting

A public meeting of the Board of Trustees was held Virtually via Teams on Monday, June 7, 2021.

Trustees Present:

Bill Conway, Manuel da Silva, Jeanne Gravelle, Wendy Price, 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.

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 Trustees' Barbosa and Morrison.

1.2 Territorial Acknowledgment

The Territorial Acknowledgement was declared by Chair Van Alphen.

1.3 Approval of Agenda

2021-90-- It was moved by Trustee Schmalz seconded by Trustee Weiler:

THAT the agenda for Monday, June 7, 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:

2021-91-- It was moved by Trustee Price seconded by Trustee Conway:

That the Private, Private, Private meeting of May 31, 2021, regarding HRS matters. 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)

4 Delegations

5 Advice from the CEO

5.1 Budget Presentation

Laura Isaac, Senior Manager, Financial Services and Renee King, Manager of Budget and Financial Reporting provided the Board of Trustees' with a formal presentation of the 2021-2022 budget report for approval at the June 14th, 2021 Board meeting.

Trustees asked clarifying questions and provided feedback. Financial Services to provide answers at the June 14th Board of Trustees' meeting.

5.2 SRO Review at WCDSB

Director Notten and Superintendent Merkel provided the Board of Trustees' with a presentation on the SRO review at Waterloo Catholic. Presentation included information on context, methodology, themes, summary, and recommendations.

Chair Van Alphen opened the discussion for questions and comments. Discussion/questions included make up of committee and how staff will be trained, new program vs. redesign, ensuring that students have a safe space to report and a request for a follow up report on fulfillment of recommendations.

At 8:36 p.m. Chair Van Alphen requested to step aside so that she could provide her own comments and questions. Trustee Gravelle stepped in as Chair for the remaining of the question period. Chair Van Alphen also brought forward some questions and potential concerns, asking for a commitment from Director for report to come back to Board in fall and consideration of social supports.

Director Notten committed to bringing report back to board in fall. Director offered that SRO is one ingredient in a larger set of strategies, to help us create safe and inclusive environment for staff and students. A good program is already there, hope is to build upon it.

Trustee Van Alphen asked if there was any more questions, as there were none, Chair Van Alphen resumed chairing the meeting at 8:46 p.m.

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

7. Reports From Board Committees/Task Forces

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

8.1 OCSTA/CCSTA Communications

9 Policy Discussion

10 Assurance of Successful Board Performance

11 Assurance of Successful Director of Education Performance

12 Potential Agenda Items

12.1 Trustee Inquiry Report from the CEO

13 Announcements

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

No Questions.

13.2 Pending Items:

13.3 Pending Items for OCSTA Consideration

14 Items for the Next Meeting Agenda

Chair Van Alphen noted that Trustee Committee Assignment will be brought forth after the two Trustee vacancies are filled, will come back in September.

15 Adjournment – Confirm decisions made tonight.

15.1 The Recording Secretary confirmed the meeting decisions.

15.2 Move into Private, Private

2021-92- It was moved by Trustee Price and seconded by Conway:

THAT the meeting move into Private, Private at 8:49 p.m. --- Carried by consensus

15.3 Move into Private, Private, Private

2021-94- It was moved by Trustee da Silva and seconded by Price:

That the Private, Private, Private meeting be now adjourned. The meeting was adjourned by consensus at 9:53pm

16 Closing Prayer

17 Motion to Adjourn

2021-95-- It was moved by Trustee da Silva and seconded by Trustee Price:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:53 p.m.

Chair of the Board

Secretary



Date: June 14, 2021
To: Board of Trustees
From: Melanie Van Alphen, Chair of the Board
Subject: 2020-2021 Board/Committee of the Whole Meeting Dates

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

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

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

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

By-law 3.1 – 3.1.4 Regular Board Meetings

Alignment to the MYSP:

Not applicable

Background/Comments:

Please see the 2021-2022 Board/Committee of the Whole Meeting Dates below for approval.

September 2021

- 13– Committee of the Whole
- 27– Board of Trustees'

October 2021

- 4 – Committee of the Whole (Thanksgiving - Monday Oct 11th)
- 25 – Board of Trustees'

November 2021

- 8 – Committee of the Whole
- 22 – Board of Trustees'



December 2021

- 6 – Inaugural Election Chair/Vice-chair
- 13 – Board of Trustees'

January 2022

- 10 – Committee of the Whole
- 24 – Board of Trustees'

February 2022

- 7 – Committee of the Whole
- 28 – Board of Trustees'

March 2022 (March break 14 – 18)

- 7 – Committee of the Whole
- 28 – Board of Trustees'

April 2022 (Easter - Sunday April 17)

- 4 – Committee of the Whole
- 25 – Board of Trustees'

May 2022 (Victoria Day – Monday May 23)

- 9 – Committee of the Whole
- 30 – Board of Trustees'

June 2022

- 6 – Special Board – Budget Presentation
- 13 – Board of Trustees'

Recommendation:

That the Board of Trustees approve the Board dates for 2021/2022 as recommended

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."





SEAC Committee Meeting Minutes

Date& Time:	May 19, 2021 at 6:00 p.m.
Location:	Teams Meeting
Next Meeting:	June 2, 2021
Committee Members: Kim Murphy, John Gilbert, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Sue Simpson, Sarah Van Dyke	
Administrative Officials: Gerald Foran, Erin Lemak Regrets: John Gilbert, Sarah Van Dyke	

1. Opening Prayer Welcome	G. Foran
2. Approval of Agenda Motion by: Tracey Weiler Seconded: Jeanne Gravelle	
3. Declared Pecuniary Interest: N/A	
4. Approval of the April 7th Minutes Motion by: Sue Simpson Seconded: Jeanne Gravelle	
5. School System Operational Business 5.1. Special Education Budget 2021-2022	R. King



2021-2022 Special Education

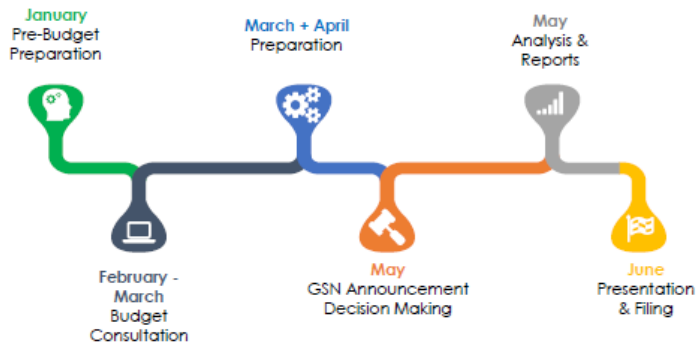
Estimates Budget

May 19, 2021

Presentation Overview

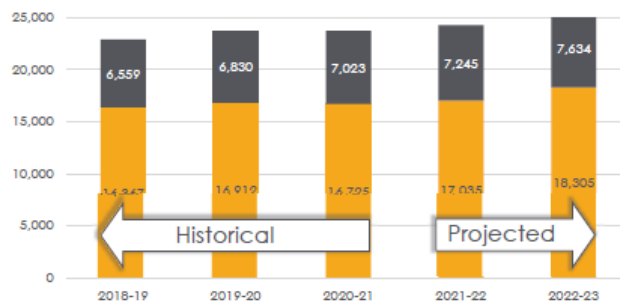
Budget overview
Grant Announcement
Special Education funding
Special Education expenditures
Questions

The Budget Process

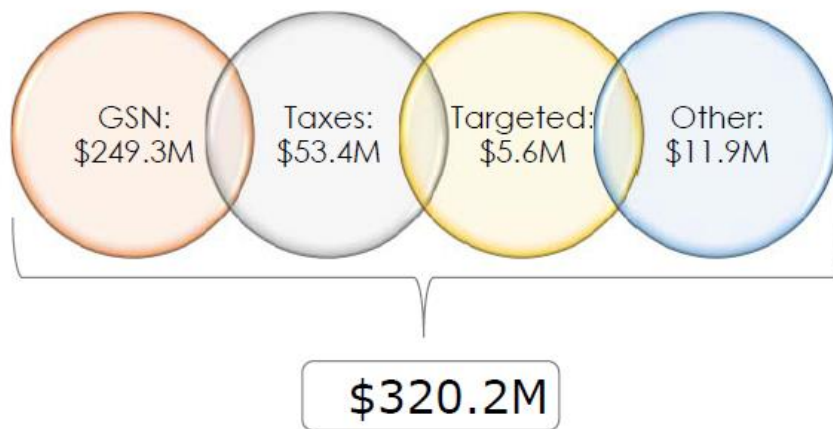


Enrolment Trends

- Funding is largely based on a board's enrolment
- Some Special Education funding is based on defined needs



Board Revenues



Grant Announcement: Special Education Impact to Special Education

General:

- Total GSN funding for all boards = \$25.6B
- Per pupil funding increase of \$152
- New key investments:
 - Continued support for Covid-19 response
 - Technology resources, Mental Health Supports and Recent Immigrant Supplement
 - Compensation
 - Transfers to GSN
 - After School Skills Development (ASSD)

Grant Announcement: Special Education

Impact to Special Education

GSN

- Continued funding for Supports for Students Fund (SSF)
- Increased funding for Differentiated Special Education Needs (DSENA) table amount

Priorities and Partnership Fund (PPF)

- COVID supports for Special Education, Mental Health and Re-engaging & Reading Supports
- Continued funds for:
 - Educators Autism Additional Qualifications Subsidy
 - Mental Health Professional Learning
- Discontinued Supporting Students with Severe Learning Disabilities

Grant Announcement: Special Education

Impact to Special Education: PPF Summary

	2021-2022 (M)	2020-2021 (M)
School Re-opening: Special Education (COVID) 21-22	0.1059	-
School Re-Opening: Mental Health (COVID) 21-22	0.1674	-
Re-engaging & Reading Supports (COVID) 21-22	0.2487	-
Well-Being and Mental Health	0.0311	0.0311
Educators Autism AQ	0.0108	0.0108
Supporting Students with Severe Learning Disabilities	-	0.2150

Staffing Highlights: GSN

- Educational Assistants increased by 3.0 FTE
- Lutherwood contract increased by 4.0 FTE
- Itinerant teachers increased by 2.0 FTE
- Child and Youth Care Workers – staffing levels remain at current levels
- Staffing levels related to Supporting Students Fund (SSF) remain unchanged
- Staffing levels related to PPFs remain unchanged

Staffing Highlights: GSN

2020-2021 Estimates

Multidisciplinary Team

- 1.0 EA Supervisor
- 4.2 Behaviour Analyst
- 1.0 Psychoeducational Consultants
- 0.3 CDA
- 0.2 Social Worker

Mental Health Workers in Schools

- 2.3 Social Workers

After School Skills Development Program

- 1.0 Behavior Analyst

2021-2022 Estimates

Multidisciplinary Team

- 1.0 EA Supervisor
- 4.2 Behaviour Analyst
- 1.0 Psychoeducational Consultants
- 1.0 CDA

Mental Health Workers in Schools

- 2.5 Social Workers
- 1.5 Child and Youth Care Workers
- 0.2 Junior Researcher

After School Skills Development Program

- 0.7 Behavior Analyst

Staffing Highlights: PPF

2020-2021 Estimates

Supporting Students w/Severe LD

- 1.0 Itinerant Teacher
- 0.7 CDA

2021-2022 Estimates

School Re-Opening: Special Education

- 2.0 Educational Assistants

School Re-Opening: Mental Health

- 1.2 Social Workers
- 0.5 Child and Youth Care Worker
- 0.3 Behaviour Analyst

Re-engaging & Reading Supports

- 1.0 Itinerant Teacher

Special Education Summary

	2019-2020 Estimates	2020-2021 Estimates	2021-2022 Estimates
Revenue	\$34.5 M	\$36.7 M	\$38.3 M
Expenditures	34.8 M	37.1 M	39.2 M
Shortfall	\$ 0.3M	\$ 0.4 M	\$ 0.9 M

Special Education Funding

Funding Allocations	2019-2020 \$M	2020-2021 \$M	2021-2022 \$M
Special Education Per Pupil Amount	\$18.8	\$20.4	\$20.6
Special Education Equipment	1.1	1.1	1.1
Differentiated Special Education Needs Amount (Incl. SIP & MDT)	12.5	13.2	13.7
Section 23 Facilities	0.9	0.5	0.8
Behavioural Expertise	0.4	0.4	0.5
Congregated Classroom Allocation	0.6	0.8	0.8
Mental Health and Well-Being	-	-	0.4
Priorities and Partnerships Fund	0.2	0.3	0.4
Total	\$34.5	\$36.7	\$38.3

Student Services Expenditures

	2019-2020 \$M	2020-2021 \$M	2021-2022 \$M
Staffing costs	\$33.6	\$35.9	\$38.2
Department costs	1.2	1.2	1.0
Total costs	\$34.8	\$37.1	\$39.2
% staffing vs. total	97%	97%	97%

Q&A

Motion to accept 2021-2022 Special Education Budget Estimates as presented to SEAC Committee

Motion: Karen Kovats
Seconded: Tracey Weiler

Motion passed

6. Ministry Updates (10 min)

6.1. RCCDSB letter to the Minister of Education

- Writing to support Bill 172, and all boards to develop policies and guidelines in regard to Fetal Alcohol Spectrum Disorder (FASD)
- Several of WCDSB staff have been trained on FASD through Carizon

G. Foran

<ul style="list-style-type: none"> • Next steps in our region – in planning stages with the new funding that has been received in the region. 	
<p>7. SEAC Committee Functions</p> <p>7.1. Topics 2021-2022</p> <p>Accepted topics:</p> <ul style="list-style-type: none"> • September – Accessibility (contact facilities) • October - Michael Jacques presentation • December – • January - • February - • March • April - Job Path and Co-op Experience • May – Budget • June - Social <p>Suggestions:</p> <ul style="list-style-type: none"> ➤ Staff Census – SEAC lens in Census topics of interest ➤ Competitions for younger special education students – Special Olympics for youth ➤ Special Education Visioning Committee ➤ Covid impacts on students with special needs and how are we mitigating struggles that they might be having ➤ Assistive technology ➤ PAAC on SEAC videos – short videos as addition to the main topic ➤ Thought Exchange results– results of interest to special education <p>7.2. Update – Invitations to the Community organizations</p> <ul style="list-style-type: none"> • All organizations contacted • Recommendation to send 2 follow ups to all organizations 	<p>G. Foran</p>
<p>8. Policy Advice to the Board N/A</p>	



9. Updates (20 minutes)

9.1. Association Updates

- **WRFN** - MOVING ON UP! A PARENT & STUDENT INFORMATION EVENING
Transition to High School for Students with Individual Education Plans
May 25, 2021 @ 7-8:30pm via Zoom - to register, please email info@wrfn.info



- **WWDSS**
 - Evening speakers series (online) WWDSS evening speaker series presents:
AUGMENTATIVE & ALTERNATIVE COMMUNICATION STRATEGIES
Presenter: Kellie Bell, Literacy Liaison for the Augmentative Communication Services Clinic, KidsAbility
DATE: Thursday, June 3rd, 2021
TIME: 7:00 pm – 9:00 pm
WHERE: ZOOM (A zoom link and password will be sent to those who register)
COST: Members \$5 each, Non-Members \$15 each
Register by Tuesday, June 1st

9.2. Trustee Updates

- [Board of Trustees Meeting – April 26, 2021](#)

10. Pending Items

N/A

11. Adjournment

Motion by: Jeanne Gravelle
Seconded: Kim Murphy

12. Action Items Place Holder

Trustees Budget 001 - June 9, 2021				
Code	Name	Budget	Expense	Available to Spend
3170	PD Non-Academic	\$13,675.00	\$4,516.98	\$9,158.02
3510	Catering	\$15,000.00	\$3,284.04	\$11,715.96
3520	Other Trustee Travel	\$8,000.00	\$321.20	\$7,678.80
3630	Other Travel Expenses	\$8,000.00	\$452.32	\$7,547.68
3631	Travel Expenses-Outside	\$1,500.00	\$0.00	\$1,500.00
4100	Office Supplies	\$500.00	\$743.21	(\$243.21)
6520	Legal Fees	\$7,000.00	\$870.91	\$6,129.09
6540	Other Contracts	\$10,000.00	\$0.00	\$10,000.00
7010	Board Memberships	\$131,859.00	\$131,856.29	\$2.71
7040	Trustee Awards	\$750.00	\$651.04	\$98.96
7250	Miscellaneous	\$1,400.00	\$612.53	\$787.47
Total:		\$197,684.00	\$143,308.52	\$54,375.48



Date: June 9, 2021
To: Board of Trustees
From: Director of Education
Subject: Interim Financial Report - #3 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 May 31, 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 reflects the current reality of school closures with the exception of Special Education students attending in-person
- 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 (PPFs) 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.
- Since the Q2 report, the Ministry has provided additional PPFs for Summer Learning, Air Quality, and technology resources
- 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 **LOW**, 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 May 31, 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 Third Quarter Interim Financial Report
For the Period Ended May 31, 2021

Summary of Financial Results				
	Budget	Forecast	In-Year Change	
			\$	%
Revenue				
Provincial Grants (GSN)	274,842,359	276,558,303	1,715,944	0.6%
Grants for Capital Purposes	6,612,050	6,582,522	(29,528)	(0.4%)
Other Grants	3,792,650	12,608,092	8,815,442	232.4%
Other Revenues	12,018,359	9,495,769	(2,522,590)	(21.0%)
Amortization of DCC	17,479,456	16,709,451	(770,005)	(4.4%)
Total Revenue	314,744,874	321,954,137	7,209,263	2.3%
Expenses				
Classroom	219,102,242	225,579,448	6,477,206	3.0%
Non-Classroom	40,766,402	41,185,414	419,012	1.0%
Transportation	7,234,404	7,314,715	80,311	1.1%
Pupil Accommodation	27,162,150	27,791,946	629,796	2.3%
Capital	2,890,823	3,134,884	244,061	8.4%
Amortization/Write downs	17,588,853	16,709,451	(879,402)	(5.0%)
Total Expenses	314,744,874	321,715,858	6,970,984	2.2%
Balance before Accum Surplus	-	238,279	238,279	-
Accumulated surplus use	-	-	-	-
Surplus/(Deficit) - end of year	-	238,279	238,279	-

Note: GSN - Grants for Student Needs
 Note: DCC - Deferred Capital Contribution

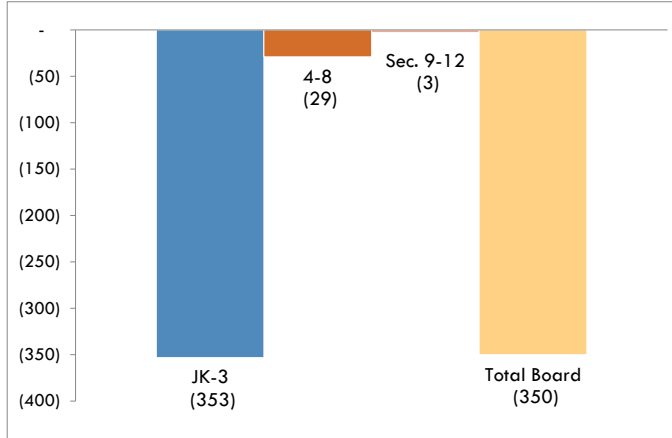
- Changes in Revenue**
- GSN:** Increase mainly due to GSN Enrolment Stabilization funding
 - Other Grants:** Increase due to School Re-Opening PPFs provided since budget announced
 - Other Revenues:** Decrease due to elimination of Short-term International programs and reduced enrolment in Extended 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, contracts and PPFs received since budget announced offset with reduced professional development
 - Non-Classroom:** Increase due to PPFs received, staff hires and contracts in Board Administration offset by decrease to general programming changes including International Education
 - 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	131	31	31.0%
Total Secondary	7,126	7,154	28	0.4%
Total	24,243	23,893	(350)	-1.4%

Note: ADE is comprised of actual enrolment reported at October 31, 2020 and projected enrolment as at March 31, 2021
 Note: VISA students pay tuition & their enrolment does not affect our GSNs

Changes in Enrolment: Budget vs. Forecast

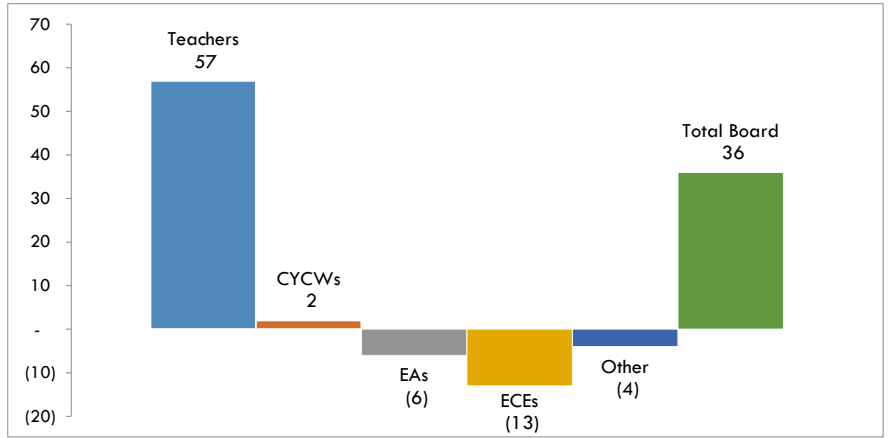


- Highlights of Changes in Enrolment:**
- Elementary:** Decrease is due to families delaying their childrens' entry into year 1, families choosing to homeschool their children, and a hold on immigration due to border closure.
 - VISA Students:** Increase is reflective of student commitments to attend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

Summary of Staffing				
FTE	Budget	Forecast	In-Year Change	
			#	%
Classroom				
Teachers	1,463	1,520	57	3.9%
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	2,108	2,111	40	1.9%
Other Support Staff				
School Administration	165	165	-	0.0%
Board Administration	77	78	1	1.3%
Facility Services	203	201	(2)	-1.0%
Consultants/Co-ordinators	27	24	(3)	-11.1%
Paraprofessionals	98	98	-	0.0%
Library & Guidance	63	63	-	0.0%
Total Other Support Staff	642	629	(4)	-0.6%
Total Staffing	2,750	2,740	36	1.3%

Note: FTE is calculated as of the average of Oct 31, 2020 and March 31, 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 - Facilities:** Decrease due to late/unfilled vacancies and custodial positions not staffed offset by increase in temporary custodial staff
 - Other Support Staff - Consultants/Co-ordinators:** Decrease for consultants redistributed to St. Isidore for first quadmester and third quadmester

Waterloo Catholic District School Board
2020-2021 Third Quarter Interim Financial Report
Revenues
For the Period Ended May 31, 2021

	Budget Assessment				Material Variance Note
	2020-2021				
	Budget	Forecast	Change		
			\$ Increase (Decrease)	% Increase (Decrease)	
Grant Revenues					
Pupil Foundation	134,801,380	133,215,720	(1,585,660)	(1.2%)	
School Foundation	16,940,981	16,745,242	(195,739)	(1.2%)	
Special Education	34,567,598	34,678,716	111,118	0.3%	
Language Allocation	8,516,349	7,548,748	(967,601)	(11.4%)	
Learning Opportunities	6,004,424	6,237,881	233,457	3.9%	
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	6,917,595	(421,665)	(5.7%)	
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	400,846	(111,118)	(21.7%)	
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%	
Regular Operating On-going Grants	274,842,359	276,558,303	1,715,944	0.6%	a.
Grants for Capital Purposes					
School Renewal	378,583	310,621	(67,962)	(18.0%)	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%	
Total Capital Grants	6,612,050	6,582,522	(29,528)	(0.4%)	
Other Grants					
Continuing Education	2,432,775	2,432,775	-	0.0%	
Partnership and Priorities Fund (PPF)	1,359,875	10,175,317	8,815,442	648.3%	c.
Total Other Grants	3,792,650	12,608,092	8,815,442	232.4%	
Other Revenues					
Continuing Education Fees	2,625,863	2,611,495	(14,368)	(0.5%)	
Rentals	737,191	602,075	(135,116)	(18.3%)	d.
Interest	350,000	300,000	(50,000)	(14.3%)	e.
Tuition Fees	2,804,500	2,136,660	(667,840)	(23.8%)	f.
Extended Day Fees	4,467,980	2,549,249	(1,918,731)	(42.9%)	g.
Other International Fees	419,100	352,088	(67,012)	(16.0%)	h.
Other	613,725	944,202	330,477	53.8%	i.
Total Other Revenue	12,018,359	9,495,769	(2,522,590)	(21.0%)	
Deferred Revenues					
Amortization of DCC	17,479,456	16,709,451	(770,005)	(4.4%)	
Net Deferred Revenue	17,479,456	16,709,451	(770,005)	(4.4%)	
Total Revenue and Grants	314,744,874	321,954,137	7,209,263	2.3%	

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 and summer 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. Decrease due to lower participation in the homestay program in quadesters 3 and 4
- i. 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 Third Quarter Interim Financial Report
Expenses
For the Period Ended May 31, 2021

	Budget Assessment				Material Variance Note
	2020-2021				
	Budget	Forecast	Change		
\$ Increase (Decrease)			% Increase (Decrease)		
OPERATING					
Classroom Instruction					
Teachers	157,969,294	163,321,454	5,352,160	3.4%	a.
Supply Teachers	4,091,251	4,111,949	20,698	0.5%	b.
Educational Assistants	18,278,246	17,871,731	(406,515)	(2.2%)	c.
Designated Early Childhood Educators	10,148,489	9,454,725	(693,764)	(6.8%)	c.
Classroom Computers	3,704,695	4,049,558	344,863	9.3%	d.
Textbooks and Supplies	5,352,429	6,740,269	1,387,840	25.9%	e.
Professionals and Paraprofessionals	12,444,314	13,107,905	663,591	5.3%	
Library and Guidance	5,267,720	5,374,831	107,111	2.0%	
Staff Development	1,339,869	1,023,138	(316,731)	(23.6%)	f.
Department Heads	505,935	523,888	17,953	3.5%	
Total Classroom	219,102,242	225,579,448	6,477,206	3.0%	
Non-Classroom					
Principal and Vice-Principals	9,926,373	10,340,105	413,732	4.2%	
School Office	6,411,837	6,202,069	(209,768)	(3.3%)	
Co-ordinators and Consultants	4,747,598	4,950,567	202,969	4.3%	
Continuing Education	10,167,883	9,186,651	(981,232)	(9.7%)	g.
Total Non-Classroom	31,253,691	30,679,392	(574,299)	(1.8%)	
Administration					
Trustees	247,001	200,840	(46,161)	(18.7%)	f.
Director/Supervisory Officers	1,614,349	1,586,234	(28,115)	(1.7%)	
Board Administration	7,651,361	8,718,948	1,067,587	14.0%	h.
Total Administration	9,512,711	10,506,022	993,311	10.4%	
Transportation	7,234,404	7,314,715	80,311	1.1%	
Pupil Accommodation					
School Operations and Maintenance	26,783,567	27,481,325	697,758	2.6%	
School Renewal	378,583	310,621	(67,962)	(18.0%)	i.
Other Pupil Accommodation	2,890,823	3,134,884	244,061	8.4%	
Amortization and Write-downs	17,588,853	16,709,451	(879,402)	(5.0%)	i.
Total Pupil Accommodation	47,641,826	47,636,281	(5,545)	(0.0%)	
TOTAL OPERATING	314,744,874	321,715,858	6,970,984	2.2%	

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 offset with PPFs announced and increased supply costs
- d. Increase due to additional PPF received, COVID internet sticks to support families and increased contracts
- e. Increase due to additional PPF funding and COVID costs offset with reduced Extended Day programming costs
- f. Reduced professional development opportunities due to the pandemic
- g. Decrease due to reduction in programming due to COVID (SSC, IL, Co-op and LOG)
- h. Increase due to additional staff hired, Aspen implementation and IT contracts reclassification
- i. 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



Audit Committee Open Meeting Minutes

Date: **April 7, 2021**
Time: 6:00 p.m.
Location: Teams Meeting [Join Microsoft Teams Meeting](#)
Next Meeting: June 9, 2021

Attendees: **Committee Members:**
Greg Reitzel, Wendy Price, Kevin Dupuis
Community Members:
Jennifer Gruber, Jessica Perkovic
Administrative Officials:
Loretta Notten, Shesh Maharaj, Laura Isaac, Shane Durham
Guests
Jenny Baker, Andrea Eltherington

1. Welcome and Opening Prayer Jessica Perkovic

2. Approval of Agenda
Motion: Wendy Price
Seconded: Jennifer Gruber

- *Carried by consensus*

3. Declared Pecuniary Interest
None

4. Approval of the Minutes

- Open Meeting of **January 19, 2021**

Motion: Jennifer Gruber
Seconded: Wendy Price

- *Carried by consensus*

5. Discussion Items

5.1 Audit Committee Meeting Closed Session

Motion: That the Audit Committee move into Closed Audit Committee agenda at 6:03 pm
Motion: Greg Reitzel
Seconded: Jennifer Gruber
Carried by consensus

5.2 Q2 Dashboard Report (15 minutes)

Laura Isaac

- Laura presented the Q2 Dashboard as at February 28, 2021 reflecting the anticipated position to the end of August.

Motion: That the Q2 Quarterly Dashboard report for the period ended February 28, 2021 be sent to the Board of Trustees for approval, in the consent agenda.
Motion: Jennifer Gruber
Seconded: Kevin Dupuis
Carried by consensus

6. Pending Items

7. Adjournment at 7:40 pm

Motion: Kevin Dupuis

Seconded: Wendy Price

Carried by consensus



Date: June 14th, 2021
To: Board of Trustees
From: Director of Education
Subject: June 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 June has thus far been a short one since our May Board meeting but nonetheless not entirely uneventful. We received updates on the remainder of the school year and we continued to solidify the path forward for next year. . . As seems to be the pattern throughout this year, school delivery continued to evolve 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 (early 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:

- Completed a number of interviews with media on items related to pandemic management and relevant decisions from WCDSB (flag, SRO review)
- Participated in WCDSB ceremony to raise the Rainbow Flag
- Chaired the Collaborative Professionalism Steering Committee meeting
- Attended the OCSOA BOD meeting and provided the ECCODE update.
- Met with our WCDSB equity officer to continue to support her transition and focus our work within the board.
- Participated in monthly CCFOWR Board meeting –
- Participated in meetings with Chair Van Alphen, and also with Vice Chair Gravelle
- Attended SWCODE meeting
- Attended Canadian Bureau of International Education Board meeting and CBIE Finance Committee meeting
- Attended meetings with RIAT manager and staff; attended Audit Committee meeting
- Chaired STSWR Board Meeting
- Hosted WCDSB Invitation to Leadership for Diversity Candidates and provided keynote welcome
- Participated in various meetings with WR Public Health and WRDSB to confirm our understanding about and our approach to vaccination – particularly as it applies to 12 – 17 year olds,

- Participated in meetings with WRDSB to discuss planning and delivery models for the 2021-2022 school year.
- Sent out various system communications in relation to our pandemic management action items for this year and next; as well as in relation to other WCDSB decisions.
- The weeks ahead contain a FACE meeting and a number of other end of year (virtual) celebrations. It has been quite an unparalleled year and all our school and board staff are looking forward to the respite summer will provide.

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: June 14, 2021
To: Board of Trustees
From: Director of Education
Subject: Huron Brigadoon Boundary Review – Final Decision 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 010 “Facilities/Accommodations”**
☐ Information only of day-to-day operational matters delegated to the CEO

Origin:

Administrative Procedures Memorandum APF008 – Pupil Accommodation Review Process

Part A – Boundary Review

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

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

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

Alignment to the MYSP:

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

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

BACKGROUND/COMMENTS:

On May 10, 2021, the [Huron Brigadoon Boundary Review Final Staff Report](#) was presented to the Committee of the Whole and posted on the boundary review webpage.

On May 31, 2021, the [Huron Brigadoon Boundary Review Clarification Report](#) was presented to the Board to advise Trustees that there were no follow up questions, no delegations, and no further correspondence on this matter.



NEXT STEPS/COMMUNICATION:

The Final Staff Report was posted online prior to the presentation by staff on May 10, 2021.

Following the Board's consideration of the recommendations on June 14, 2021, school communities and subscribers to the boundary review webpage will be notified of the Board's decision.

As indicated in the [February Timeline Scenarios Report](#), one of the reasons staff preferred a decision in the summer of 2021 was to ensure that families have sufficient time for supports and transition planning. Unlike previous boundary reviews, the extended timeline between decision (June 2021) and school opening (September 2022) will allow: a full school year to ensure potential closures do not affect transition; the new administrator to work with the transition committee; and, families will have more than a year notice.

There are various options available to the future Transition Planning Committee to support students, families and staff through the implementation of this boundary change. The [Transition Planning Framework for School Communities](#), identifies a menu of options that can be chosen to meet the needs of these school communities. Despite challenges that may have arisen due to Covid-19 related school closures in the past year, there are many opportunities that the Huron-Brigadoon Transition Planning Committee can explore to support a smooth move to the new school.

RECOMMENDATION:

Staff recommends:

1. That the boundaries of Blessed Sacrament, John Sweeney, Our Lady of Grace, St. Kateri Tekakwitha, and the new Huron Brigadoon Catholic Elementary Schools (CES) be modified in accordance with Option 1, effective September 2022 or at such time that the new school opens.
2. That grade 7 students enrolled at Blessed Sacrament, John Sweeney, Our Lady of Grace, and St. Kateri Tekakwitha in the 2021/2022 school year, or the school year prior to the new Huron Brigadoon CES opening, be grandparented to finish grade 8 at their current school.
3. That grade 7 students grandparented at their current school be provided with transportation, if they qualify in accordance with board procedure APO012 – Transportation.
4. That French Immersion be offered at the new Huron Brigadoon CES upon its opening in September 2022, or at such time that the new school opens, starting with grade 1 and growing a grade per year.
5. That French Immersion be offered at the new Huron-Brigadoon CES starting with one Grade 1 class per year (20 students), and that staff review the opportunity to expand access to French Immersion at such time as a boundary review is initiated to support the opening of a new school in South West Kitchener or if there are significant differences in enrolment trends projected by the New Huron-Brigadoon CES Boundary Review.
6. That students enrolled at Blessed Sacrament, John Sweeney, Our Lady of Grace, and St. Kateri Tekakwitha in the 2021/2022 school year, or the school year prior to the new Huron Brigadoon CES opening, who were directed to attend the new Huron Brigadoon CES as a result of the Huron Brigadoon Boundary Review, be considered for grandparenting at such time as future boundary reviews are conducted in South West Kitchener.
7. That a Transition Planning Committee be formed to support all students who will be moving to the new Huron Brigadoon CES as a result of the Huron Brigadoon Boundary Review.



Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

John Klein (BRC Chair)
Superintendent of Learning

Jennifer Passy
Manager of Planning

Virina Elgawly
Property/Planning Officer

*Bylaw 4.2 "Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board 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 CEO, subject in all instances to what otherwise actually occurred."





Date: June 14, 2021
To: Board of Trustees
From: Director of Education
Subject: Dissolution of Resurrection CSS Exception Area

Type of Report:

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

Type of Information:

- ☒ Information for Board of Trustees Decision-Making
- ☐ Monitoring Information of Board Policy **IV 010 “Facilities/Accommodations”**
- ☐ Information only of day-to-day operational matters delegated to the CEO

Origin:

Student Transportation Services of Waterloo Region has brought to our attention an exception noted in their planning system which identifies a portion of Resurrection CSS's boundary as an area where students can choose to get bussed to Resurrection or walk to St. David CSS. This report provides information on this exception and a recommendation on prospective actions.

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

Administrative Procedures Memorandum APA003 – Admission of Out of Boundary Students

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

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

Alignment to the MYSP:

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

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

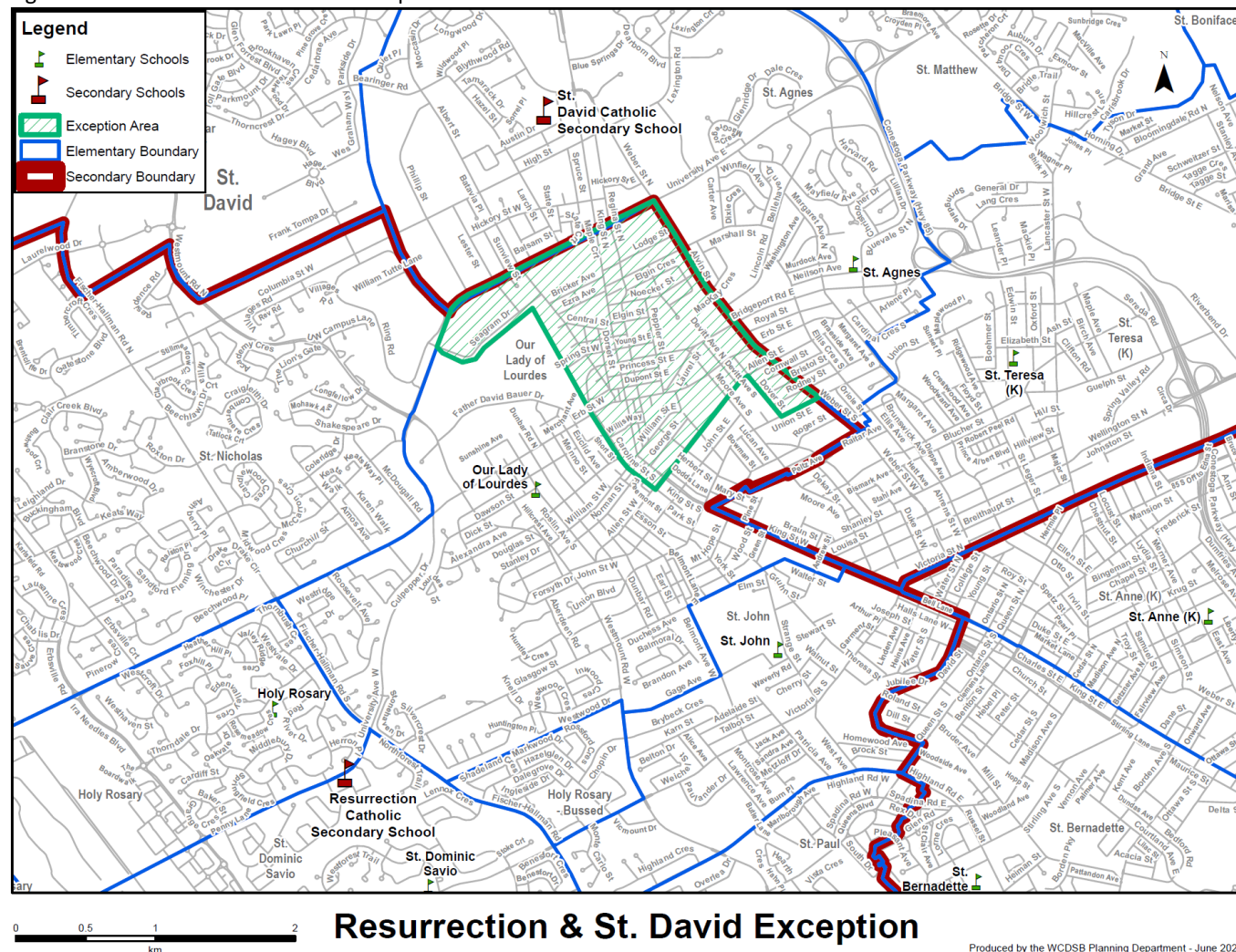
BACKGROUND/COMMENTS:

It has come to staff's attention that there is an exception area identified in the BusPlanner system managed by Student Transportation Services of Waterloo Region (STSWR). This exception area allows students who reside within a portion of the Resurrection Catholic Secondary School (CSS) boundary to choose to attend either Resurrection CSS or St. David CSS (Figure 1). Attendance at St. David CSS is without transportation.



The Planning Department does not have any record of this exception, and it has been in place for at least 20 years. It is possible that this exception has existed in the STSWR system since the boundary of Resurrection CSS was created.

Figure 1 - STSWR Resurrection CSS Exception Area



The exception area does not affect transportation costs or routing. St. David CSS students living in this area are identified by STSWR as “Student Walkers” instead of “Out of Boundary Students”. The students attending St. David have not been applying for or receiving approval as Out of Boundary students per [APA003 – Admission of Out of Boundary Students](#).

Based on current year and last year’s enrolment information, there fewer than five (5) students who are choosing to attend St. David CSS from this area. As there is no current rationale that would support keeping this exception in place, and to support families with clarity as to which school they should be attending, and to ensure consistency with APA003, staff are recommending the exception be removed effective September 2021.



Should the board support the dissolution of the exception area, students attending St. David CSS this year will be contacted directly to advise that they may continue attending St. David CSS without out of boundary permissions. Schools would be notified of the change and any future students wishing to attend St. David CSS from this area would be required to follow APA003.

NEXT STEPS/COMMUNICATION:

The exception area will be removed and affected families will be contacted.

Both school administrators and administrative staff will be made aware of the decision.

RECOMMENDATION:

1. That the Board of Trustees approve the removal of the Resurrection Catholic Secondary School exception area as shown on the attached map
2. That the Board of Trustees allow those students who reside in the exception area and who attend St. David Catholic Secondary School during the 2020/21 school year to continue to attend St. David Catholic Secondary School without the need for an out of boundary application.

Prepared/Reviewed by:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Jennifer Passy
Manager of Planning

Virina Elgawly
Property/Planning Officer

*Bylaw 4.2 "Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board 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 CEO, subject in all instances to what otherwise actually occurred."





Date: June 14, 2021
To: Board of Trustees
From: Director of Education
Subject: 2020/21 French Review Final Report - Recommendations

Type of Report:

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

Type of Information:

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

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

The recommendations of the 2017/18 French Immersion Program review concluded that a further update of the board's plans for French Immersion (FI) be completed by 2023, including a plan related to secondary FI.

In May 2020, the Long Term Accommodation Plan identified undertaking an update in 2020/21. In October 2020, the 2020/21 French Immersion Review was initiated.

The [2020/21 French Immersion Review – Final Report](#) was presented to the Board of Trustees on Monday, May 31, 2021.

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

IV 010 - Facilities/Accommodations

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.

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

Continue to seek and support reciprocal partnerships with Community/ educational partners and leverage the mutual learning



BACKGROUND/COMMENTS:

The [2020/21 French Immersion Review – Final Report](#) was presented to the Board of Trustees on Monday, May 31, 2021. Five recommendations were presented to the Board at that time for consideration on Monday, June 14, 2021. The recommendations reflect the work of the French Review Committee and public consultation undertaken during the spring of 2021.

RECOMMENDATION:

1. That the Waterloo Catholic District School Board continue to offer French Immersion in Dual Track (English and French Immersion) elementary schools, and prioritize that French Immersion be offered in a Grade 1-8 configuration or a school configuration consistent with English programming in the same facility.
2. That the Waterloo Catholic District School Board continue to provide a Grade 1 entry point for French Immersion, and that available Grade 1 spaces be determined annually, based on facility and staffing limitations, and that a lottery be held, by site, where interest in French Immersion exceeds available space and that siblings of existing French Immersion students receive priority access when applying to attend French Immersion.
3. That consistent with the Board's priority to keep siblings together, the Board review APA003 – Admission of Out of Boundary Students to reflect the admittance of siblings of French Immersion students in a capped school.
4. That the Waterloo Catholic District School Board continue the practice of not providing bus transportation to elementary French Immersion students who reside outside of a school's English boundary.
5. That the Waterloo Catholic District School Board assess the impacts of offering transportation to French Immersion students living outside a secondary school's English boundary, and that a decision on providing transportation to these students be made prior to November 2021.

Prepared/Reviewed By:

Loretta Notten
Director of Education

John Klein
Superintendent of Learning

Jennifer Kruithof
FSL Consultant, Learning Services

Jennifer Passy
Manager of Planning

*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: June 14th, 2021
To: Board of Trustees
From: Director of Education
Subject: Update on WCDSB Pandemic Management 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 the “stay at home” order concluded but not a return to in person learning. Our staff, students and parents continue to be asked to adapt, more so in our in-person learning environment than in the virtual environment of St Isidore. That said, the landscape across our province continues to improve as we 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 conclude the final month of the school year, we are also planning in earnest for next year and what the school year will look like next year.

As of June 2nd, the Premier of the province announced that schools would not return to in-person learning this school year and so students will continue to learn online until the end of this month. Further the premier set some expectations for in person end of year celebrations and graduations.

As reported in November through May, 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, over the course of this year approximately 17% of our total student population opted for the virtual learning environment.

From May 31st to June 3rd, WCDSB completed a second version of the Transition survey for the next school year – that is – we asked which students wanted to continue to study virtually next year versus those who wished to return in person. Our results have borne out a final tally very similar to the results we gleaned in March which is to say we have 599 students in elementary who wish to learn virtually and 207 students in secondary. We will therefore proceed with plans to run St Isidore for our elementary students, but given that the secondary students are spread over 4 grades and 5 schools, it is virtually impossible to create congregated classes that will work, so we will look to a hybrid model in secondary. The good news is – should the students decide to return to in person learning, the hybrid model does facilitate that more easily.

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. All of the staff currently in the building service this population were offered the opportunity for vaccination. Initially specifically the teachers and support staff who work with our special education population were offered an early opportunity for vaccination. Since then the region offered all “Group 1 frontline essential workers”, which includes all employees who work in schools, the opportunity for vaccination. Reports would indicate that virtually all school based WCDSB staff should not have had the opportunity for their first vaccination shot. We continue to be in ongoing dialogue with Public Health advocating for our staff and now our students. It will be important for anyone who works in our schools to identify themselves as an educator if we are to have any semblance of an accurate prediction as to how many staff are vaccinated. This is complicated and it is quite likely we won’t really be able to know accurately, in the aggregate, how many of our staff are vaccinated.

The provincial government and the region have now announced that all students age 12 to 17 will have the opportunity for vaccination. This population will be prioritized above all others in the weeks of June 14th and June 21st, with increased capacity within the region. Second shots will then be made available in August, with a goal of having all youth age 12 to 17 vaccinated for the start of the school year. If the youth age 12 to 17 have any family member who has not been vaccinated when the student is coming for vaccination, their family members may also be vaccinated. Capacity for vaccination will be handled not only by the regions mass vaccination clinics but also by pop-up and hot spot clinics that will be set up.

Targeted testing has continued but as of June 7th we are pausing the program, as there is little demand for the asymptomatic testing with schools no longer offering in person learning.

We are now planning for the final days of this year, as well as navigate our evolving planning for the 2021-2022 school year. As mentioned the year will end for the second year in a row with all students learning remotely. This was not the conclusion to the school year we had hoped for but the argument has been made that we will have a less than ideal June in order to experience a more ideal September. We are looking forward to a more normalized school year next year. With that said – the government has introduced the notion that school boards / schools should be hosting outdoor end of year celebrations for all students K-12 at the end of June. Locally planning has been underway for some months, and all schools are planning virtual graduations. A number of schools have planned for drive by and walk by graduations. We have been diligently following all of the guidance that the province has provided in order to prioritize health and safety. We have confidence in our schools to plan for appropriate end of year greetings amongst staff and students. We too want to err on the side of caution, given that learning was paused in the in-person environment. We want to ensure that it was not in vain and that all staff and students can begin their summer healthy and happy, and looking forward to the summer ahead, as well as the new school year ahead.

We met our staffing and budget deadlines We are receiving direction from the Ministry that would seem to position us for movement toward a more traditional school year. In elementary there is an expectation that itinerant teachers will move from class to class, and over the course of the year extra-curriculars could return. In secondary the hope is with vaccination we may be able to offer students classes every day.

We have been told in secondary to plan to a 2-period day, with 300 minutes of instruction. This poses challenges as it is effectively a quadmester model where in one term a teacher carries 2 courses and in 1 term, a teacher carries 1 course. This causes an imbalance in teaching and prep time minutes for the teacher. In order to meet the ministry expectation of 300 minutes and still honour the need for some prep time in the term that a teacher carries two courses, a proposal used by many boards is to have a “teaching partner” who assists in covering classes a minimum of twice a week for 75 minutes. This “trade-off” is returned in the following term when the roles are reversed. There is an articulation that the hope is extra- curriculars will return to secondary schools over the course of the year.

As we look to the end of this school year, we know that we have thousands of devices – Chromebooks and internet providers – that we have distributed across the system. Similarly there are textbooks and school materials to return and personal belongings to retrieve. This will be true at all of our schools across the system. In order to facilitate the collection of the devices and textbooks, and retrieval of materials, we are targeting June 24th as the last day of synchronous learning and June 25th to begin retrieval, to allow for library technicians to receive, catalogue and retrieve outstanding devices. This will require asynchronous instruction for the final days of the school year but it is seen as necessary at St Isidore...and potentially at all schools if our delivery of learning is still fully virtual.

While we genuinely believe that it is a tribute to our staff and students that learning continues, we will note that the longer we remain in remote/online learning, student engagement becomes increasingly more challenging. It is a testament to the human spirit and the dedication of our remarkable staff that learning continues and that hope continues to be nurtured in so many personal and compassionate ways. That said – we know people are tired and that people are savoring the prospect of the summer that lies ahead. 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. We are hopeful about the possibilities for next year. We don’t have full clarity as yet, but signals are increasingly looking positive and that gives us reason to truly be “People of Hope”.

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.”





Date: June 14, 2021
To: Board of Trustees
From: Director of Education
Subject: WCDSB MYSP 2018-2021 Report Card

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)

The Education Act requires school boards to develop multi-year plans that are 3 years or more in scope. The multi-year plan provides focus and direction to the board to achieve both the Ministry of Education goals but just as importantly, the vision of the board. The multi-year plan is aimed at achieving the Ministry of Education goals of increased student achievement and well-being, equity of achievement and opportunity for all students, as well as increased public confidence. These objectives were articulated in *Achieving Excellence* in April 2014 and find a role in the Ministry's new vision for education "*Education that Works for You*" (March 2019) The province has clearly identified its aspiration that Ontario's classroom will be modernized, numeracy will improve and our schools will be recognized as amongst the best in the world. The Waterloo Catholic District School Board's Multi-Year Strategic Plan has endeavored to be faithful to these articulated priorities, as well to our Catholic Graduate Expectations and the principles of our Catholic Social Teachings.

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

Education Act Section 169
Policy 1 001 Ends

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 Multi-Year Strategic Plan provides the roadmap for the staff of Waterloo Catholic District School Board and proclaims to the broader community our goals and aspirations.

Per Section 169 of The Education Act, requires the Director of Education to submit a multi-year strategic plan.



In June of 2018 the Board accepted the final report card on the 2015-2018 Multi-Year Strategic Plan. Within that work was found stakeholder feedback regarding our previously identified Mission, Vision, Beliefs and three core Strategic Priorities. There was a high affirmation rate for each and thus it was identified at that time that those would remain constant and provide a foundational framework for a new strategic plan that was to be approved later in December of 2018.

Informed by the work and MYSP survey of the spring of 2018, the June 2018 report card, and a number of conversations throughout of the fall of 2018, the Director and Senior staff worked to identify both new Strategic Directions and corresponding goals for each of the three pre-identified strategic priorities. There was a concerted effort to reduce the number of strategic directions and the number of goals. Nine strategic directions were reduced to 6 and 32 goals were reduced to 17. For each of the goals, specific actions, evidence and timelines were identified in an operational plan. (See **Appendix A**)

The Multi-Year Strategic Plan for Waterloo Catholic sets out to prioritize our work in the areas of:

*Nurturing Our Catholic Community
Student Engagement, Innovation and Achievement and
Building Capacity to Lead, Learn and Live Authentically.*

The goals and actions identified within the plan speak to the specifics of how we aspire to bring the system forward, consistent with leading practices in education and respectful of building the required global competencies our students will require to live and thrive in a rapidly changing world. The plan is predicated on a culture of high expectations and a belief that reflects our core vision statement that at Waterloo Catholic we represent: *Heart of the Community, Success for Each and A Place for All*. We aspire to transform our school communities into learning spaces where Faith and gospel values are witnessed, students are empowered, and leadership is distributed. There is no strategic direction or goal that is the sole responsibility of any one person or department. There is a collective responsibility embedded within each and as such, the senior team has worked in collaboration to create this Multi-Year Strategic Plan report card update.

With all of that said, it is impossible to consider the strategic plan and its Key Performance Indicators (KPIs) without acknowledging the global – and more pointedly, provincial - journey we have been on for the past 16 months. With the arrival of the pandemic every aspect of our lives has had to be adjusted, and certainly education is at the top of that list. Many of the goals and KPIs were mapped to a time when more was possible and constraints were not in place. Throughout the report and more detailed Strategic Direction reporting template, there will be an attempt to discuss how we have fared against the initially articulated KPI but also to point to other compensating highlights which have allowed us to have some fidelity to the original intent. Further, as we start to look ahead into the next school year, we will be looking to adapt and evolve our goals to be responsive to a reality we could not reasonably anticipate when the original Strategic Plan was conceived.

Typically, we aspire to employ three metrics to inform our annual report card: stakeholder feedback, identification and reporting on all actions identified in the MYSP and finally – evidence which indicates progress against the articulated goal. And in June 2019 Report Card brought to board on the Multi-Year Strategic Plan 2018-2021, there had been strong progress against each of our six strategic directions, within our three priority areas. In June 2020 we did not employ stakeholder feedback as had been planned, because two factors worked against that reality. The first was the OECA job action, in which our WCDSB Researcher was involved, which precluded her work on the system research. The second was the advent of the closure of schools due to COVID-19, which resulted in all energies being focused on our response to that crisis. Unfortunately, the challenges of the pandemic have continued throughout this entire 2020-2021 school year and so once again, it did not seem at all feasible to elicit stakeholder feedback on our MYSP goals. That said – we have elicited stakeholder feedback in a number of other ways, which do factor into the various strategic Direction reports found in **Appendix B**.

As mentioned, as we look to the year ahead, we can predict that the evolving response to the COVID crisis and its impact to school systems across the province will impact our planning for next year – and potentially our outcomes, and will provide us with challenges, but as we strive to apply an asset lens to the possibilities for next year, there will also be some true opportunities. It is also a call to all levels of our Board community to be more purposeful in bringing in all our stakeholders as we build our plans for the year ahead, in light of our stated priorities.



Comments on Action Plans

Each of the six identified Strategic Directions of the MYSP have 2 to 4 goals which were to provide a focus to assist in the attainment of our Mission and Vision. There are a total of 17 goals in the 2018-2021 MYSP. For each of those goals, there are also a number of finite actions that were identified within the plan, that are seen as integral to the attainment of the articulated goals. Each of the WCDSB staff departments responsible for these goals has completed a *Strategic Direction Action Status Report* (see **Appendix B**), in which they have reported back on the activities undertaken under the auspices of the strategic direction priority area. Once again however – in each case, staff were encouraged to think more specifically about the actions of the past year, since our last report, and to determine against our current iteration of the Multi-Year Strategic Plan, how effectively can we report the attainment of both the seminal actions we committed to completing and the attainment of our Key Performance Indicators.

Executive Summary

While it is hard to quantify a firm result against our total number of goals, it is a fair statement to say that, despite some very significant setbacks and challenges that characterized the year, there was solid progress made in each of the six strategic directions. With that said, it is also fair to say that the entire year occurred under the cloud of some significant challenges related to the pandemic, and that impeded the ability of staff to be fully successful against many of their articulated plans and goals.

Strategic Direction Highlights:

Bearing Witness to our Faith Through Joyful Discipleship

The 2020-2021 school year continued our journey into our new Pastoral Plan, rooted in our year two theme of *Called to Belong*. The transition of themes will now connect to the actual school year, and thus the whole year was framed by the Year 2 theme – *Gathered to Become*. Due to the afore-mentioned job action, followed by the COVID crisis, we did not properly transition to year 2 in February of 2020 but did do so in September of 2020. Our pastoral plan years will now coincide with the transition of the school year calendar, as opposed to the liturgical or calendar year. Despite the pandemic setback, schools were exceptionally successful in animating the theme of *Gathered to Become*, as was our well affirmed Spiritual Development Day in December. Workshops allowed staff to engage in a variety of topics and activities, all connected by our collective theme: *Gathered to Become*. Previously WCDSB had made a significant investment in the online platforms for *Growing in Faith*, *Growing in Christ*, right up to Grade 7, which made the transition to WCDSBLearn@Home / *Living, Learning, Looking Forward* relatively seamless. The development and subsequent engagement with our “Pray@Home” and D2L Sacred Spaces sites have been a true gift to the system during our current health crisis.

KPI Highlights:

For each year of the pastoral plan, all schools will have artefacts reflective of the current theme.	<ul style="list-style-type: none"> CEW videos had 600+ view per video Resources shared and animated throughout the system for all liturgical seasons and Catholic Education Week (CEW) 1800 students and staff gained access to Grade 7 curriculum <i>Growing in Faith Growing in Christ</i> (and digital platform access expanded in grades 1 and 3) D2L Sacred spaces webpage accessed 9900 times between Sept 2020 and April 2021 The Gathered to Become Butterfly still visited schools and activities unfolded whether in person or remote. Gathered to Become Activities to Animate School Communities A virtual Mt Mary Retreat and virtual parish tours were created, provided and utilized
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Culture of Belonging

Our second strategic direction within Nurturing our Catholic Community, is our articulated desire to promote a culture of belonging and respect, that supports success for all. At its core, much of this strategic direction focuses on issues of equity. Much work and planning went into launching our first staff census, which we re-launched this spring after refinement and much reflection on our less than successful first implementation during the job action of the winter of 2020, with only 17% completion rate. While statistically significant, a much more robust result was desired. The new WCDSB integrated Well-Being Plan continued this year, and was intended to support staff and student needs across the four pillars of well-being. It was perhaps more important than ever during this year of the pandemic, but school-based articulations of plans were again foiled by the challenges of the year. That said – well-being was very much a focus in our schools and in the work rolled out and prioritized at the system level.

KPI Highlights

<p>Job posting audit will reflect implementation of APO 028</p> <p>Increased diversity in the materials used in schools, e.g., classrooms and learning commons (representative of our student population)</p>	<ul style="list-style-type: none"> • A audit of 6 random, different employee groups was completed against 13 requirements. 5 deficiencies were notes and reviewed with HR officers. The Audit lead to the creation of a job posting checklist to ensure compliance. • My Place in this World curriculum developed to support racialized students • System wide PD on unconscious bias and anti-black racism was deployed • An inquiry with MOE on Culturally Relevant and Responsive Pedagogy (CRRP) to evaluate our learning spaces and current pedagogy was undertaken in spring 2021. • Staff census was implemented spring 2021 and student census will be implemented in the fall • WCDSB Equity Officer was hired to assist in bringing a keen equity lens to our pedagogy, curriculum and hiring practices.
<p>BYOD statistics and Board wide statistics (analyzed to ensure access in all classrooms to maintain consistent device: student ratio</p> <p>PD Statistics – e.g. online tools.</p> <p>Monitoring of the Encompass Data to assess the ELL, IEP, gender and FNMI achievement gaps</p>	<ul style="list-style-type: none"> • The WCDSB is at approximately a 2:1 ratio at the current time, but complemented by a robust call for parents to avail themselves of a BYOD plan, 8800 devices were deployed to ensure all schools, classrooms and students were served this year. (elementary BYOD is up 33%) • 300 elementary and 70 secondary staff (sometimes in groups) attended Google Classroom & Meet, D2L and Teams PD • To date 1100 participants have engaged in various forms of PD • Over the past 2 years we have had a 15% increase in Encompass Data. Earlier this year there was a pause in use due to Aspen implementation but it is now back in use.



Increase in affirmative responses on Student Survey Data (eg., Transition Survey, School Climate Survey, Exit Surveys)	<ul style="list-style-type: none"> The MDI, Transition and Student Census were not implemented this year due to the pandemic but we did experience strong student participation in the ThoughtExchange surveys, including one specifically for Community Active Living Students that saw 82 participants share 115 thoughts, and 1167 ratings.
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Professional development was provided by Student Services in Google Classroom for SETs and in Parent Podcasts for transitions. The Newcomer centre welcomed 143 new students to our board – and our country. This is a reduction from last year but still significant all things considered. The WCDSB responded with a keen eye to equity in the COVID crisis and no student was left without a learning device or access to internet, deploying over 8000 learning devices this year. As well look to the fall we will aspire to be guided by an equity lens, realizing that not all students have been affected in the same way by the current crisis. We will also be placing an increased focus on well-being and its critical role as a foundation to engaged learning and working. The Student Census will be implemented in the fall, we will see a return to the Transition Survey and the MDI survey will implemented in January 2022.

Culture of Innovation

While there are still a number of successes to share within our third strategic direction, it is notable that several of our “marque events” continued to be adversely affected by our challenges. Amongst our successes, it must be noted that Ontario students have spent more time in remote online learning classes than any other in the country, and our WCDSB students have continued to learn as a result of the considerable efforts of our teachers to learn, adapt and innovate. As we look to the fall, we will use our adoption of School Messenger and other web-based platforms to get the word out to support and further strengthen our coop and SHSM programs, which have seen some decline this year. We have also seen the number of classrooms using Knowledgehook increase which has translated to an additional 2000 student users year over year, to a total of 14, 610.

KPI Highlights

Increase in achievement for “marker students”	<ul style="list-style-type: none"> 3 cycles of coaching were completed in a limited number of schools; identified support impacts was +28% avg increase from pre to post in cycle 1; +24% avg increase in cycle 2 and +24% avg increase in cycle 3. (Across various grades in all cases)
Increase in number of experiential learning opportunities in the elementary panel (and the number of students connected to them)	<ul style="list-style-type: none"> As outlined in appendix B various activities took place, and while an increase may be hard to identify 251 students participated in the Skills Ontario Glider competition, place 1, 2nd and 3rd regionally; 852 students participated in the Made-do Skilled Trade event; 180 students participated in the Climate Action Event workshop in partnership with Inksmith and 949 students participated in the Hour of Code, with 465 females.
Qualitative survey data completed by students involved in experiential learning	<ul style="list-style-type: none"> 2249 students participated in workshops, and while we do not have quantifiable survey data from this year, we have facilitated reflective conversations to consolidate the learning.
Assessment process for pilot projects tied to student engagement and achievement	<ul style="list-style-type: none"> Qualitative surveys were not consistently completed; moving forward data-based surveys will be used to assess involvement, engagement and achievement.
Increase in enrollment of girls in science and computer science/ communication tech related courses.	<ul style="list-style-type: none"> 12 of 34 students enrolled in ICS2OE (eLearning comp sci course for secondary students); 12 students from St John’s took part in Girls who Game; and 465 (of a total 949 students) participated in Hour of Code.

<p>Increase in eLearning course participation and successful completion of courses.</p>	<ul style="list-style-type: none"> • Our eLearning enrolment year over year has gone up by approximately 300 ADE. Last year we were at 800 and our April 28th snapshot was at 1100. • WCDSB has a 92% success rate in eLearning from the Fall of 2020 courses – which mirrors the provincial achievement rate, however it is not a completely reliable number given that it was provided by the OeLC and it did not include all courses due the collection date. The issues that have been noted elsewhere in relation to our data platform are compromising our ability to provide accurate data here.
<p>Increase in number of placements with local industry, community, and public organizations.</p> <p>Increase in number of students in Specialist High Skills Major (SHSM) and the variety of opportunities connected to the SHSM Red Seal</p> <p>Evidence of Principal collaboration at Administrator meeting and Innovation in Leadership Series, as well as FOS meetings and Academic Council; and innovative practices are replicated in additional school sites.</p> <p>#wcdsbInnovates website is populated with projects</p>	<ul style="list-style-type: none"> • Due to the pandemic many worksite paused placements; still had 600 students participating in a coop pathway, representing a 25% decrease (which one could argue is positive considering the pandemic) • Despite the pandemic caused decrease in enrolment in SHSM, our 25% surpasses that of the province by 8% • A regular feature at our K-12 Administrator meetings was inviting Principals to share best practices; virtual breakout rooms were utilized (more so in the spring) to allow for more meaningful collaboration. Family of Schools (FOS) meetings allowed for deeper collaboration and sharing of promising practices. Innovation Leadership series was paused this year due to the pandemic. • Sessions of various types were facilitated throughout the year by our Innovation consultants which allowed for the sharing of best practice and the Framework for Learning design site has 3300 + clicks by April 2021. • Over 360 digital tools and resources were published, with usage notes for safe use; The #WCDSBInnovates wall is also located in the updated Innovates website for parents: https://innovate.wcdsb.ca/parents-and-students/

As we look to next year we are buoyed by our fledgling partnership with CTMA (Canadian Tooling and Machining Ass'n) and OCTE (Ontario Council for Technology Education) – where placements will be possible with over 25 regional companies. As well - we are endeavouring to see greater expansion of experiential learning in elementary, but the framework and shape of school in the fall is still evolving and may influence our full ability to embrace this goal. With that said – our culture of innovation has been nothing short of excellent as we have made the transition to distance learning and navigated the pandemic. We have seen our board innovation plan have an exponential acceleration as a result and we wish to utilize this asset lens as we tackle the learning agenda heading into the Fall of 2021.

Maximum Opportunity for Success for All

Despite the pandemic, we endeavoured to see numeracy remain as a key focus for our system this year, and despite the pandemic, much work was done to build capacity. Throughout the year there was a focus on the “thinking classroom”, and while the budget reductions and pandemic reality did not allow secondary schools to provide gap-closing teachers – a strategy that had proven highly successful in previous years, progress was still made and teachers began to prepare for the reality of the destreamed math curriculum which will arrive for the fall of 2021. Similarly, math coaches were

reduced in their ability to be impactful – due to the pandemic - and so our strategy of support evolved accordingly, working in those schools where there was willingness and capacity to accept a coach. Focus was on High Impact Strategies.

The focus on graduation that had been truly gaining traction in the beginning of the last school year was somewhat sidelined this year due to our transition to a new Student Information System and the implementation of the quadmaster model, which were not particularly complementary.

KPI Highlights

<p>Improvement in EQAO achievement by minimum of 5% over three years in our grade 9 Applied level students and our grade 6 students</p> <p>Decrease the gap in achievement between those students on an IEP and those who are not for EQAO numeracy assessments</p> <p>Teacher survey data and feedback reflect increasing sense of professional efficacy</p> <p>Increase in achievement for Marker Student</p>	<ul style="list-style-type: none"> This metric was achieved last year but with the absence of EQAO this year we do not have a KPI to report. That said, we can report a 13-40% increase in comfort level learning within the 3 different environments for our Applied level students. EQAO was not implemented. PD throughout the year assisted teachers in building confidence and how to apply differentiated instruction in their new teaching modality. For numeracy professional development in September 359 Elementary school educators reported a 48% increase in understanding Learning Areas / Strands and Planning Assessment & Resources. For numeracy professional development in October 614 Elementary school educators reported a 56% increase in understanding Learning Areas / Strands and Planning Assessment & Resources. There were 19 participants in Math PJ Part 2 and 3 last summer and another 23 participants this spring 2021. With 450 educators using Knowledgehook, we have increased usership by 322 educators since April 2020. There were 14610 student users; an increase of 2000 since 2019-2020/ 3 cycles of coaching were completed in a limited number of schools; identified support impacts was +28% avg increase from pre to post in cycle 1; +24% avg increase in cycle 2 and +24% avg increase in cycle 3. (Across various grades in all cases)
<p>Continued Improvement in the Graduation Rate – with a goal of 83% over 3 years for 4-year rate and a goal of 90% for the 5-year rate</p> <p>Increase in number of students captured in our 12+ re-engagement success statistics</p> <p>Student assessments (self and teacher) reflect progression on the global competency rubric (i.e. New Pedagogies for Deep Learning)</p>	<ul style="list-style-type: none"> Internal metrics show an increase to 85% for year 4 and 89.5 for Year 5; Ministry metrics indicate 80% for Year 4 and 85.9 for year 5. In 2019-2020 we completed the year with an additional 149 graduates through the re-engagement strategy; through Quad 1 of this year there were 44 graduates, with an additional 93 students enrolled at St Louis to complete their OSSD. PPM 164 Staff Data Survey revealed that 30% of staff relied on our Learning Design Framework; additionally our WCDSB Framework has had 3300 plus from educators in our system.



<p>Increase to 82% over three years in OSSLT success rate for FTE students</p> <p>Increased success for our Applied level students on OSSLT; decreasing gap between boys and girls, applied and academic; decreasing gap between students on IEP and those not on IEP</p>	<ul style="list-style-type: none"> The OSSLT was not written this year, but this target was achieved in our last published result, which at the time was 2% above the provincial average. Again with no OSSLT results for the past 2 cycles, this is difficult to identify. That said, much work has been done this year building capacity with the BAS (Benchmark Assessment System). It has been implemented K-8, along with 4 of the 5 secondary school special education departments. WCDSB also implemented the BLAM (Balanced Literacy Assessment Measures) in four focus schools digitally and found that 75% of grade 1 students were achieving below standard. Lexia was employed to address learning gaps. A number of other strategies as outlined in the Strategic Direction report are underway and making impacts. Further supports are being contemplated for next year.
<p>Full system statistics for My Blueprint, to assess full system implementation</p> <p>Increase in number of OYAP participants and apprenticeship opportunities for students of the board</p> <p>Increase in K-8 experiential learning opportunities, as tracked by system experiential learning teacher</p>	<ul style="list-style-type: none"> 90% of students have logged onto MyBlueprint and initiated completion of their IPP tasks. This is a 22% increase in student logins year over year. There was a 15.5% increase in student IPP portfolios completed year over year. 10+ OYAP students have been signed on as Apprentices; 10 OYAP students are taking part in Level 1 Dual Credit trade school programming and 200+ students and families attended "5 reasons to consider a career in the skilled trades". There were 172 OYAP participants (81 from semester 1) 2249 students participated in technology and innovation workshops Indigenous students took part in 3-day Opportunity knocks Skilled Trades Career exploration .251 students participated in the paper glider competition at Skills Ontario Regional competition, securing 1st, 2nd and 3rd place 949 students participated in Hour of Code 250+ students participated in the Build A Dream Female Skills Trade event 280 grade 7 & 8 students took part in the OYAP car kit activities 51 Grade 6-8 student took part in the Red Bin Arachnology kits signed out for classes

In the new school year we will redouble our focus on graduation metrics and tools for tracking and predicting graduates, through our (new) Graduation Dashboard. As well, many of our programs that are intended to support a stronger graduation metric were successfully launched and showing growth, (such as the grade 9 Reach Ahead Summer Credit Course, OYAP, our improved OSSLT strategy, our participation in Ontario Skills competition, our increase in UCEP enrolment and our improved re-engagement metrics), but the pandemic has threatened all of these interventions and strategies. Thus, as we look to next year and what we hope will be a more normalized year, we will hope to re-strengthen the use of the graduation dashboard and revive our experiential learning opportunities as much as possible, given our evolving reality. Further – our results (and those provincially) suggest that due to the pandemic a focus on early literacy is very much called for and will be a focus of our work next year.

Investment in Global Competency

Our first goal in our fifth strategic direction is most appropriate. We were striving for increased awareness of and responsible implementation of digital citizenship. With the move twice in this past year to fully remote online learning, the need for this capacity across our system was vital. Circumstances have propelled this work forward and we have seen strong uptake of PD in a variety of different ways. Staff continue to actively promote the use of “green apps” and this is a significant point being reinforced with our vault into more significant online learning. Our WCDSB Framework for Learning Design provided a strong foundation from which to embrace our evolving reality. Our cyber-security training provided a great many tools to our staff and we have a 100% completion rate at this point.

KPI Highlights

<ul style="list-style-type: none"> • Increase in-usage stats in the WCDSB BYOD online environment. • Classroom Evidence (pedagogical documentation) from Instructional coach reports & SO Visits • Utilization statistics of private and public Innovation Online resource bank #wcdsbinnovates • Monitor usage statistics of both red, yellow and green apps and web environments • Increase use (as measured by usage stats) within encompass, D2L, Google classroom • Meeting agendas that reflect promotion of green apps 	<ul style="list-style-type: none"> • While BYOD in secondary has dropped due to our distribution of devices (to support the synchronous online afternoon class), elementary has seen an increase of over 5000 BYOD devices (as 33% increase) • Instructional coach visits were limited but work with 6 classes (at grade 6,7 level) on Digital Drama was one solid example; SO visits did continue throughout the year – even in virtual modality and pedagogical documentation was shared at those times • There were 271 new engagements (new users) in the #wcdsbinnovates site and 26% were parent and student views • There was robust work done this year in the monitoring and approval of apps and exploring a process for reliable approval. In 20-21, 136 apps were submitted for evaluation and approval, 27 apps have been evaluated. WCDSB currently has 363 approved apps published to Staffnet and the WCDSB website. • D2L portfolio classroom evidence showed 20 – 30,000 items added each month compared to 1200-1500 in previous years • D2L professional learning educator site was accessed 4000 times between Sept 2020 and March 2021 • D2L logins doubled with an average of 9,492 per day with the highest daily total at 19,949 • Executive Council and Administrator agendas have covered the process connected to green apps several times this year.
<ul style="list-style-type: none"> • Increase in usage statistics for the EnCompass Environment • Students assessments (self and teacher) reflect progression on the competency rubric 	<ul style="list-style-type: none"> • The transition to Aspen created problems for Encompass use for much of the year; it is now operational and utilization is once again growing. • The competency rubric was not effectively implemented pre-pandemic and since they the Framework for Learning Design is where our energy has gone.

<ul style="list-style-type: none"> • Increase in school-based PD requests reflecting a focus on New Pedagogies for Deep Learning (NPDL) coaching and innovation • Increase in qualitative staff responses to PD focused on precise student programming & NPDL • Discretionary School and system investments in “third teacher” learning environments • Completion of Years 2, 3 and 4 of the Learning Commons refresh plans 	<ul style="list-style-type: none"> • 370+ educators took advantage of personalized PD in Sept and Oct alone; 275 in Nov and December and 400+ in January to April. The WCDSB Framework for Learning Design had 5935 views + 3300; with special education resources accounting for another 4552 views. • ThoughtExchange and PPM 164 survey data revealed staff thinking connected to leveraging digital, with 32% very confident and 58% with emerging confidence. 33% were confident and 50% had emerging confidence in relation to facilitating student access to digital. • System investments were well underway with Third teacher learning environments but third teacher principles are generally antithetical to pandemic management so that was paused this year (with the exception of standing desks) • Year 2 and 3 of the Learning Commons refresh is completed and year 4 is underway.
<ul style="list-style-type: none"> • Increase in affirmative responses by Staff to Staff PD survey • Increase in affirmative responses by students to Student Voice/School Climate survey • Responsive investment reflected in annual IT strategic plan and budget 	<ul style="list-style-type: none"> • Based on ThoughtExchange and PPM 164 surveys staff confidence is growing with technology and the Learning Design Framework, but there are still many who are unaware of how to access safe digital tools. • Due to the pandemic the MDI survey was not implemented this year. • Continued investment has occurred over the course of this year, with 8800 devices deployed to students, new laptops deployed to all classrooms and the ratio of students to devices is now slightly better than 2:1 (from 3:1 previously)

Our 5-year plan to refresh all our library spaces to updated Learning Commons is proceeding well, with 30 schools completed in years 1 - 3, and we are on track for implementation of year 4. Our Chromebook strategy served us well heading into the pandemic and with the support of the additional funds received, we are now at a ratio of better than 2:1. As we look forward we do not want to lose the momentum that has been realized over the course of this school year in relation to innovation, NPDL and innovation. We realize responsible digital citizenship will have to be a key element of any plan going forward. Finally it is worth mentioning that Student Aware data will be helpful in targeting communities that may benefit from more intentional programming in this regard.

Well-Being of Staff and Students

Each and every day and in all aspects of our planning and work, the well-being of our staff and students is of paramount importance. That was never more true than in this past year, where that became the primary lens that drove our highest level of decision making. We were pleased to see a decrease in sick day usage and strong numbers of staff accessing the webinars and PD addressing well-being, suggesting the staff well-being was supported throughout the system. Student well-being was a key priority and virtually all schools leaned into the supports and learning available through implementation of The Umbrella Project. Our mental health lead and our social workers have been a strong source of



support to our system during this time of increased anxiety. Decreases were observed in suspensions, specifically as it applies to recidivism.

KPI Highlights

<ul style="list-style-type: none"> • Decrease in reports of violent incidents • Decrease in WSIB claims • Decrease in staff absenteeism 	<ul style="list-style-type: none"> • There was a significant decrease from 732 in 2019-2020 to 352 in 2020-2021 (and excludes all closure periods) • WSIB claims decreased from 119 in 2019-2020 to 60 in 2020-2021; year over year Sept to Dec was 80 in 2019 and 40 in 2020 • Sick leave usage was low when compared to previous years at 4.07% (It was 4.78% in 2018-19 and 4.46% in 2017-2018); there were however a total of 3756 quarantine leaves taken from September 2020 to April 2021.
<ul style="list-style-type: none"> • Increase in the number of schools implementing the Umbrella Project • Increase in student qualitative responses on School Climate/ Student Voice/Resiliency surveys • Decrease in student suspensions • Affirmative parent feedback on the alternative to suspension program • Improved student attendance metrics • Increase in OPHEA Healthy Schools certifications • Increase in number of schools working with Region of Waterloo Public Health. • Increase in affirmative responses in qualitative student voice surveys (mapped to healthy living) 	<ul style="list-style-type: none"> • With the addition of 3 more schools this year, WCDSB now has 48 of 49 schools participating in the Umbrella Project • The MDI survey was not implemented this year (nor was the Transition Survey) ThoughtExchange stakeholder surveys elicited strong student participation. • Recidivism has decreased in both panels over the past 4 years – a decrease of .96% or 159 fewer students in elementary and a .73% decrease or 50 fewer students in secondary • We did not receive renewed funding for the Cambridge YMCA program; the Student Aware platform to help identify at-risk students has received positive anecdotal feedback from parents. • This has been an extremely difficult year to track reliable student attendance metrics • OPHEA certification has not been a focus during the pandemic; nonetheless there were 7 new schools certified last year, 2 schools still managed to be certified this year. • All schools are now supported by WR Public Health and School Public Health Nurses. 38 schools took part in a ½ day inservice sponsored by WR PH on Healthy School Champions • The MDI survey did not take place this year; baseline data was established previously, which will assist in establishing goals moving forward.



<ul style="list-style-type: none"> • Surveys of staff following yearly event • # of attendees at workshops/ retreats on prayer/spirituality 	<ul style="list-style-type: none"> • 88% of staff participated in the Spiritual Development Day indicated it was a positive and important experience for them • D2L Sacred spaces webpage accessed 9900 times between Sept 2020 and April 2021 • All staff attended the Spiritual Development Day and CEW videos had 600+ views per video
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As we look to next year, we will look to augment and strengthen the current system well-being plan to be more responsive to the current climate and landscape in our region and province. Similarly, as we look to launch year 3 of our pastoral plan, we will look to enhance the spiritual support offered to our staff and students during this time of uncertainty as forge a path forward to new found hope, strength and re-birth.

Key Next Steps:

We will launch and implement Year 3 of our Pastoral Plan – Sent to Build, as see it as a source of support and spiritual nourishment during challenging times.

Continue to bring a critical eye to equity issues, and ensure support for all of our learners. Particular renewed focus will fall to those students who have been harshly impacted by the pandemic, to those students who have historically been disadvantaged, perhaps by unconscious bias, such as our indigenous and racialized youth. Further this may include our students with special needs, those with ELL backgrounds, our LGBTQ students and other marginalized staff and/or students. We will continue to look at our organizational structures and redouble our efforts toward delivering CRRP.

We will rediscover Encompass and the Graduation Dashboard, to better assist in improving student achievement and our overall graduation rate.

Invest in and refocus our efforts back on key student achievement metrics such as early literacy and numeracy.

Consider how to utilize our educators and multi-disciplinary teams to heighten our re-engagement strategies at this critical juncture when many students are not as connected to their learning and their schools as they might have once been.

Capitalize on the innovation and instructional strategies which have emerged over the course of this year, and utilize them to from a “Lift from Loss” asset lens to the work we will tackle next year. Continue to promote a culture of innovation, building our capacity not only with eLearning but also in other areas of innovation.

We commit to updating and strengthening our Well-Being Plan, and inviting schools to do the same – with particular focus on wellness in an uncertain time.

Summary:

As we navigate toward what should be the closing months of our 2018-2021 Strategic Plan, we find that progress is being made in all of strategic direction areas despite the challenges of the time and that majority of goals are reporting positive gains, although most have seen some setbacks as a result of the year's challenges. With that said – it is suggested we stay the course until minimally the end of 2021 (and possibly the full 2021-2022 school year) before beginning the work of envisioning the next strategic plan.

There are no goals where there was an absence of positive movement.

We will be working diligently to ensure the forward momentum that was being experienced is slowly recultivated over the course of the coming year. It will be important to prioritize a solid balance of care for wellbeing with a culture of high expectations. This will require a strong culture of collaboration, collective efficacy, an eye toward our equity agenda and a respect for our culture of innovation.

There are many points of celebration and there is clear direction in terms of the work for the year ahead. We can be most proud that our Vision and Mission which is firmly rooted in our faith and gospel values, and that our faith remains strong during these times of challenge.

We are tremendously proud of the accomplishments of our staff and students, and the vibrant connection that exists between home, parish and school. A strategic plan report card cannot capture all the accomplishments of the past year but it is a strong testament to the wealth of student focused service that has taken place within our system. At Waterloo Catholic we are *Heart of the Community*, providing *Success for Each* and a *Place for All*.

Recommendation:

That the Board approve the Multi-Year Strategic Plan Report Card Update for the 2020-2021 school year, as presented in this report and found in Appendices A and B.

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."



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Strategic Plan

Waterloo Catholic District Schools

Living In Faith

Our Vision

Our Catholic Schools: heart of the community-success for each, a place for all.

Our Mission

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

Our Beliefs

All students nurtured in a community grounded in our Gospel values, and experiencing authentic learning environments of collaboration, inquiry and engagement, will become global citizens who transform God's world.

We maximize the God-given potential of each child when we welcome all students, believe in all students and instill hope in all students, basing our decisions on stated priorities.

In fostering students who meet the Ontario Catholic School Graduate Expectations we also produce successful and independent global 21st century learners who give witness to their faith.



The tapestry of Waterloo Catholic is one that is rich in its diversity and cherished for its legacy. It is not a historical artefact but a treasure that is dynamic and ever-evolving. Each year new depth is added, new threads that add to the complexity and strength of the fabric. With the Strategic Plan contained herein, the tapestry hopes to be enriched, and become stronger and more beautiful yet. The threads are an extension of the previous work and are intended to build from it. The plan begins with an acknowledgment that while our Catholic schools have an unchanging core, the stakeholders we serve and their needs continue to evolve.

Recently we have received the Assembly of Catholic Bishops of Ontario letter *Renewing the Promise*. It was a wonderful opportunity to consider our past, present and future not only in Catholic education, but more specifically as a board. We have reflected deeply on the letter and it has strongly informed this Strategic Plan and the goals and work contained therein.

As with our previous plan, a fidelity to our stated beliefs, mission and vision, which remain unchanged, will ensure that we experience a successful journey. The Waterloo Catholic District School Board Multi-Year Strategic Plan sets out to prioritize our work in the areas of:

Nurturing Our Catholic Community

Student Engagement, Innovation and Achievement

Building Capacity to Lead, Learn and Live Authentically.

Waterloo Catholic prides itself on being Heart of the Community, providing Success for Each and A Place for All. With this core to our Vision, we find that the evolving Strategic Directions directly respond to each aspect of this aspirational statement. Further, through our unchanging mission, we aspire to transform our school communities into learning spaces where Faith and gospel values are witnessed,

students are empowered, and leadership is distributed. There is no strategic direction or goal that is the sole responsibility of any one person or department. There is a collective responsibility embedded within each. A culture of high expectations informs each goal and is a hallmark which is exemplified in each articulated indicator we will track. The goals and actions identified within the plan speak to the specifics of how we aspire to bring the system forward, consistent with our Catholic social teachings and with our gospel values as our foundation.

We continue to see a place and a role for our staff and students, not only in the local and provincial community, but indeed in our global community. We have aspired to build a plan that places innovation at its core and which sets a foundation for building greater success for each of our students. We continue to acknowledge that creativity, boldness, relationship and inclusion will be hallmarks of the work in all our schools.

As Catholics we are a people of hope and we believe in connecting each child to a future with promise. We believe this is possible when we are called to be members of Christ's community, when we are nourished by our Faith and the teachings we find in the gospel of Christ, and when we go forth, enriched by the love of God and His great promise to us.

The road ahead holds awesome possibilities. The tapestry will continue to evolve in new and exciting ways. The threads will have to interweave – not only with the old but with the many and varied threads joining as one. The picture formed will exceed the previous, but at its core will be the inspiration of Christ and His gospel. Like any great masterpiece, time and perspective will unlock all its potential, but the true gift will come from the inspiration and the blending of all the threads.

Loretta Notten
Director of Education



Nurturing Our Catholic Community

- Bear witness to our Faith through joyful discipleship and our relationships with and in Christ
- Promote a culture of belonging and respect, that supports success for all

Building Capacity to Lead, Learn & Live Authentically

- Investment in global competency development and leading technologies
- Nurture the well being of all students and staff

Living In Faith

Student Engagement, Achievement & Innovation

- Nurture a Culture of Innovation
- Foster maximum opportunity for success for all

Nurturing Our Catholic Community

Bear witness to our Faith through joyful discipleship and our relationships with and in Christ:

- Provide opportunities to live out and inform our faith through implementation of our Pastoral Plan, which will be rooted in a response to the pastoral letter, *Renewing the Promise*
- Promote stewardship of the earth and its resources
- Increase parent and community engagement in all our Catholic school faith-related activities

Promote a culture of belonging and respect, that supports success for all:

- Successful Implementation of WCDSB equity action plan to facilitate organizational change
- 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/ educational partners and leverage the mutual learning

Foster maximum opportunity for success for all:

- Improve Numeracy Achievement
- Improve Graduation Rate
- Improve Secondary Literacy Achievement
- Increased Opportunity for Experiential Learning

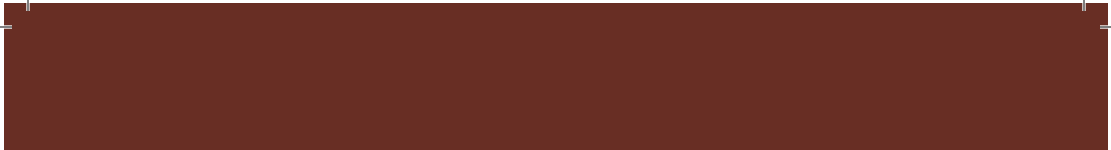
Building Capacity to Lead, Learn & Live Authentically

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

Nurture the well being of all students and staff:

- Decrease in staff absenteeism/sick leave usage, and health and safety incidents
- Increase in student attendance and engagement
- Provide opportunities to nurture faith and spirituality of staff and students



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Waterloo Catholic
District School Board



MYSP PRIORITY – NURTURING OUR CATHOLIC VALUES




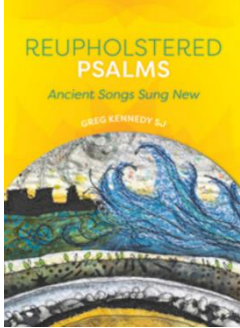
Strategic Direction	Bear Witness to our Faith through joyful discipleship and our relationship with and in Christ
Goals: (3)	<ul style="list-style-type: none"> • Provide opportunities to live out and inform our faith through implementation of our Pastoral Plan, which will be rooted in a response to the pastoral letter, <i>Renewing the Promise</i> • Promote stewardship of the earth and its resources • Increase parent and community engagement in all our Catholic school faith-related activities


Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
Provide opportunities to live out and inform our faith through implementation of our Pastoral Plan, which will be rooted in a response to the pastoral letter, <i>Renewing the Promise</i>	For each year of the pastoral plan, all schools will have artefacts reflective of the current theme.	Each school will participate in the key activities outlined in the Pastoral Plan. The Eucharist story will form the foundation for our call to Renew the Promise, as we explore the themes of Called to Belong (Year 1), Gathered to Become (Year 2), Sent to Build (Year 3). In year two of our three-year Pastoral Plan, Gathered to Become , the concept of	Video reflections for Catholic Education Week (CEW) by Fr. Joseph de Viveiros that were posted on WCDSB website had 600+ views per video. The CEW landing page had approximately 1700 views over the week. Ongoing Virtual Liturgical support for our system. This school year has seen the	The overnight retreat programs at Mount Mary and Camp Brebeuf have been paused since March 2020. In October 2019, over 30 WCDSB staff (including many NTIP teachers) attended When Faith Meets Pedagogy 2019, “See, Follow, Be: God’s Light for the World” conference. This conference which is the largest gathering of	The WCDSB, through our representation on the WFMP executive, is currently helping to plan for next year’s conference to run virtually October 21 – 23, 2021. The theme for the conference will be Guardians of Hope, Bearers of the Promise, Stewards of Creation . Although we are unable to host our Safe Spaces Retreat this year, plans are underway with Safe Space Staff Liaisons

		<p>Transformation was made known to students through our Becoming Butterfly and Chrysalis. These tangible representations of our Pastoral Theme contained images and ribbons from each school produced last year during our theme of Called to Belong.</p> <ul style="list-style-type: none"> From October to June, all WCDSB elementary and secondary schools (including St. Isidore) spent one week going ‘deep’ into our Gathered to Become theme. Along with hosting the Becoming Butterfly and Chrysalis, students participated in a series of activities where they Encountered the Word of God and experienced the opportunity for personal Transformation. Divisional videos created by chaplains, read-alouds from Learning Common staff, prayer services, 	<p>creation of a virtual liturgies to mark Advent, Ash Wednesday and Easter which were shared throughout our system and used in our classrooms.</p> <p>Approximately 1800 students and 90 staff were provided with access to a digital platform for the Grade 7 Growing in Faith, Growing in Christ Religious Education Resource, which includes parent and parish portal capabilities.</p> <p>As part of our ongoing effort make faith activities available to all students, staff, families and parish partners, we undertook adding the Growing in Faith and Growing in Christ digital platform access to our already existing Grades 1 – 3 programs. All staff were offered a virtual in-service on this new platform.</p> <p>Our D2L Sacred Spaces webpage has been</p>	<p>Catholic Educators in Canada, was cancelled this year.</p> <p>In the spring of each year, students from all our Safe Spaces clubs at our Secondary Schools participate in our WCDSB Safe Spaces Retreat. This gathering is held at St. Jerome’s University with approximately 50 students with staff supervisors enjoying prayer, fellowship, sharing updates from their Safe Spaces Clubs and hearing our guest presenters share their insights and encouragement. This year’s in person Retreat is cancelled.</p> <p>The last number of years, WCDSB Educators for Justice hosted an evening celebration at the Fresh Ground Café for all students in our Secondary Schools involved in the work of justice throughout our board. Groups of students were invited to eat, share and ‘encounter one another’ with their accounts of Witness, Compassion and Acts of</p>	<p>about how we can best connect with our students prior to June. We expect to be well positioned to host the LGBTQ+ retreat next spring, as well as return to a full complement of activities for our Safe Spaces Clubs.</p> <p>School, Home and Parish Partnership Retreats, anticipated to run in the fall of 2020 have been rescheduled to fall of 2021.</p> <p>Next year we are hoping for a robust return to action for our WCDSB Educators for Justice – including school-based activities and a spring gathering at Fresh Ground to ‘share out’ the Good News of their work!</p> <p>We are hopeful for a return to the <i>Culture of Life</i> Leadership Conference for our Secondary Students next year.</p>
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		<p>guided Laudato Si ecology lessons, and an animated look at 'Monarchs at Risk' through our partnership with the Cambridge Butterfly Conservatory were but a few of the Gathered to Become activities each week.</p> <ul style="list-style-type: none"> Over the course of the year, all Junior and Intermediate students throughout our system (as well as many secondary students) participated in a presentation and exploration of the Saint John's Bible by Bridget Ker, from the Bishop Farrell Library at the Diocese of Hamilton and John Murphy (Religion and Family Consultant). These presentations were tied to our Pastoral Plan visits to each school community. On November 23, 2020, all staff in Waterloo Catholic participated in board-wide Spiritual Development Day 	<p>accessed by staff and students (along with parents) almost 9900 times since September 2020 (until April 2021)</p> <p><u>Gathered to Become Activities to Animate School Communities</u></p>	<p>Mercy for making the world a better place. Once again, we were unable to host this event.</p> <p>Culture of Life Leadership Conference which is sponsored by Diocese of Hamilton, and held at the Henry Mancini Centre would have involved approximately 50 students from across our Secondary panel.</p>	
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		<p>that focused on the theme Gathered to Become. The morning was an intentional Faith Focus with acclaimed speaker David Wells leading us in three stirring reflections, Gathered to Become Nourished, Gathered to Become Challenged and Gathered to Become Virtuous. Our afternoon was dedicated to the work of Equity and specifically Challenging Systemic Barriers.</p> <ul style="list-style-type: none"> • Two online Staff Retreat opportunities were provided in March. These retreats were facilitated by Fr. Joseph de Viveiros and entitled "Walking in Lent as Joyful Disciples". • Two online Staff Retreat opportunities were provided in February. Artist, Lorraine Roy, and poet Fr. Greg 	<p>The Saint John's Bible</p> <p>Library - Diocese of Hamilton (hamiltondiocese.com)</p> 		
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		<p>Kennedy SJ took a contemplative look at our contemporary reality. All attendees received a complimentary copy of the book, <i>Reupholstered Psalms: ancient songs sung new.</i></p>  <ul style="list-style-type: none"> • This year we provided a weekly “Lenten Liftoff” support email for all CEC, Dutton and St. Louis staff. Each document contained virtual reflections from Fr. Joseph, prayers, music, Lenten Craft and Scripture suggestions, podcasts and ‘Friday Night Faith Flicks’ recommendations. • Ongoing Virtual Liturgical support for our staff. This school year has witnessed the creation of virtual liturgies to support Facilities, St. Louis and CEC staff. These live liturgical celebrations included an Opening Liturgy, <p>Lenten Liftoff Week 6</p> <p>Sample Reflection: Third Sunday of Lent</p>		
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		<p>an Advent Celebration, an Ash Wednesday Liturgy and finally an Easter Celebration. All of these Gathered to Become celebrations were live, interactive and involved music, readings, reflections and images from staff.</p> <ul style="list-style-type: none"> • Our Pastoral Team also provided staff with shorter, focused opportunities for directed prayer during Advent and Lent. In total we offered 10 Advent and Lent celebrations which were all marked by excellent staff attendance. • Presentation to the local Deanery to promote our <i>Growing in Faith and Growing in Christ</i> Religious Education Resource, and especially the Parish portal that allow parish teams to stay connected with Religious Education programming in the 	<p>Sample Liturgy Elementary Easter Liturgy</p> <p>Sample Reflection from Easter Sunday</p>  <p>#WCDSBLentenJourney.</p> <p>Parish Website http://www.pearsoncanada.ca/school/growinginfaith/parish/</p> <p>Teacher Website http://www.pearsoncanada.ca/school/growinginfaith/teacher/ user name: teacher_wcdsb</p>		
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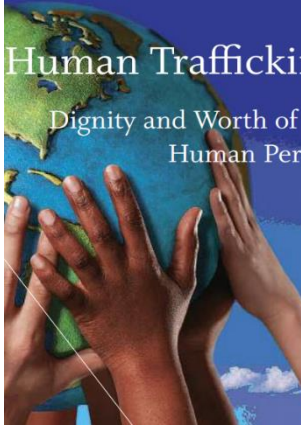
		<p>classroom. Parish Teams were provided with student manuals, and login materials.</p> <ul style="list-style-type: none"> Faith and Technology: We continue to work with the parish priests to develop a virtual tour of their church (St. Mary's, St. Francis, St. Teresa of Avila). We have also created a virtual Mount Mary Retreat tour for students and to present to parents. Students have been creating crosses and butterflies using a program called Tinkercad (Our Lady of Lourdes and St. Brigid). The final product will be to have the students 3d print their creations and paint them. 	<p>password: Teacher99</p> <p>Student-Home Website (http://www.pearsoncanada.ca/school/growinginfaith/student-home/) username: wcdsb99 password: Student99</p> <p>Parish Website (http://www.pearsoncanada.ca/school/growinginfaith/parish/) user name: wcdsb_parish password: Religion1</p> <p>Mt. Mary Virtual Retreat</p> <p>St. Francis Parish Tour</p> <p>Link: http://www.cambridgebutterfly.com/wcdsb/ Password: WCDSB (All Caps)</p>		
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Promote stewardship of the earth and its resources	<p>Achieve and maintain 100% Eco School Certification</p> <p>Attain commitment to Sustainable Waterloo Region to reduce our carbon footprint by 1% per year</p>	<p>Two training sessions were provided for EcoSchool teachers. One training was with Viessmann Centre for Engagement and Research in Sustainability at the evolve1 building and its focus was on building culture of sustainability. The other training was with rare Charitable Reserve which focused on partnership and collaboration with WCDSB.</p> <p>In April, a number of WCDSB staff participated in, and helped to lead the CARFLEO retreat entitled "Praying in, with and for Creation: A Spiritual Integration of Laudato Si" led by Sr. Mary Rowell and Les Miller. This retreat was held over three evenings and was conducted online and had participants from all Catholic Boards across Ontario.</p>	<p>Though the requirement for yearly certification has been suspended during pandemic, 22 schools have signed up for Eco Schools certification.</p> <p>CARFLEO Retreat April 6, 7 & 8, 2021 Online – CARFLEO</p>	<p>Certification process for Eco School Certification has been challenged during pandemic.</p>	<p>Will look to re-animate and re-invigorate once through the challenges of the pandemic.</p>
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This year is the 5th anniversary of Laudato Si' - the universal call from Pope Francis to Care for God's Creation. As an intentional connection between the Laudato Si' and our Gathered to Become, we have partnered with the Cambridge Butterfly Conservatory to help our students go deeper in their understanding of Stewardship. Each week that the Become Butterfly is hosted by one of our elementary schools, all students and staff are invited to visit the Cambridge Butterfly Conservatory's WCDSB page to learn more about Monarchs at Risk, watch the video made for our students, take a quiz earn a certificate and access the many resources found on this site. As part of this partnership, all our students have been provided with a unique WCDSB Gathered to Become bookmark which serves as a free pass to visit the Conservatory and be Transformed.



<p>Increase parent and community engagement in all our Catholic school faith-related activities</p>	<p>Increased outcomes on parent survey responses over three years of this plan</p> <p>Increased attendance by 5% at parent focused events</p> <p>Increased online tool statistics, (eg., Google Analytics for web pages/tools, D2L and School Messenger)</p>	<p>Lent to help them celebrate and reflect along their Lenten journey. These emails included short videos, prayers, music and Lenten crafts. Families were provided access to 'Formed' which offers great Catholic media resources. Each week families were provided specific shows from the Formed catalogue, along with guided questions to use at home to start the faith conversation. Families can continue to use this resource for the remainder of the year. Families were also provided.</p> <p>On January 18, we hosted an awareness evening on Human Trafficking. We partnered with the Multidisciplinary Response to Combat Human Trafficking Committee, Waterloo Region and the Waterloo Region Police Services for this presentation. We had 99 participants attend this evening. Both these events were virtual and</p>	<p>This is the first year this Lenten Lift-off outreach to parents came via a relationship with CPIC and the Faith team.</p>	<p>This is a passive arrangement as we send the information to the family and hope they watch/ take action. We did; however, receive several thank you notes expressing how helpful and uplifting the material was and only one person unsubscribed. We are surveying for more details.</p> <p>Improving outreach to families is always a challenge. We used QR codes, Newswire, central school Messenger, our CSAC and CPIC D2L site but due to tight turnaround between organizing and implementation did not translate our events into different languages for promotion.</p>	
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		<p>held in partnership with the Faith team.</p>	 <p>The poster has a blue background with a globe showing North and South America. Two hands, one light-skinned and one dark-skinned, are shown cupping the globe. Text on the poster includes 'Human Trafficking' at the top, 'Dignity and Worth of Human Per' in the middle, and 'Human Trafficking' at the bottom.</p>		
		<p>We also saw improved attendance at our October 28 Commissioning Ceremony this year from last year, ensuring veteran CSAC Chairs knew they were invited to attend. We had a total headcount of 187 individuals, including 88 parents, along with newly appointed administrators and staff who attended this year. D2L was launched and used for part of this communication.</p>	<p>There has been a 20% increase in attendance at our Commissioning Ceremony year over year. There were 66 parents commissioned in 2019 and 42 in 2018.</p>		

Overall Status Summary:

Key Growth	<ul style="list-style-type: none"> • Ongoing exploration and animation of <i>Gathered to Become</i>, Year Two of our three-year Pastoral Plan with key themes derived from <i>Renewing the Promise</i>. • Grade 7 implementation of digital religious education platform for <i>Growing in Faith, Growing in Christ</i> which begins our Intermediate division distribution of this Ontario Bishops' approved resource. • Our enhanced investment in the <i>Growing in Faith, Growing in Christ</i> digital platforms allowed for key delivery and access of Religious Education to elementary students and their families during all remote learning times. • 20% growth in parent attendance at Commissioning Ceremony each year for the past 3 years. • Through the development of a variety of digital resources, some internal and some external, we have been able to support the prayer and liturgical life of staff, students and families throughout the ongoing pandemic.
Next Steps	<ul style="list-style-type: none"> • Continue with Grade 8 implementation of <i>Growing in Faith, Growing in Christ</i> religious education resource. • Year three of Pastoral Plan, <i>Sent to Build</i>, will launch in September 2021 and continue to build on parish, school, home partnership that is grounded in <i>Renewing the Promise</i> and informed by Eucharistic stories, with a strong school focus on the theme of mission or service. • Spiritual Development Day scheduled for November 2021, will be prayerful and active reflection on the theme of <i>Sent to Build</i>. • Continue with goal of 100% of Eco Schools Certification aligned with other environmental stewardship initiatives (e.g. diversion of waste, energy conservation) and planning for a robust energy conservation program is underway. • Once pandemic restrictions are lifted, re-animate our Mount Mary and Camp Brebeuf Retreat programs for our intermediate students.



MYSP PRIORITY – NURTURING OUR CATHOLIC VALUES



Strategic Direction	Promote a culture of belonging and respect, that supports success for all
Goals: (2)	<ul style="list-style-type: none"> • Successful Implementation of WCDSB equity action plan to facilitate organizational change. • Equitable access to learning opportunities.

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
Successful implementation of WCDSB equity action plan to facilitate organizational change.	<p>Job posting audit will reflect implementation of APO 028</p> <p>Increased diversity in the materials used in schools, e.g., classrooms and</p>	<p>Six random postings across different employee groups were each auditing against 13 requirements found in hiring policies. Five deficiencies in total were found, most related to lack of documentation of a step or process. All deficiencies were reviewed with Human Resource Officers.</p> <p><i>My Place in this World</i> curriculum has been developed by our district teachers to address the</p>	<p>The audit led to the creation of a job posting checklist to be used by Human Resources Services to ensure compliance with all hiring policies.</p> <p>New Equity Officer hired in March 2021 to support equity initiatives in WCDSB.</p>		<p>APO028 has been updated requiring significant updates to hiring processes and training for individuals with responsibility for hiring.</p> <p>An ongoing audit process will be established under the responsibility of the Equity Officer.</p> <p>WCDSB first Student Census to be conducted in October 2021.</p>

	learning commons (representative of our student population)	<p>need for learning resources that reflect the diversity of our learners, especially racialized students.</p> <p>System-wide PD on unconscious bias-awareness and anti-black racism.</p> <p>Culturally Relevant and Responsive Practitioner Inquiry with the Ministry of Education. An equity audit tool to evaluate learning spaces, learning resources, current pedagogy is being developed for Spring 2021.</p>	<p>Approximately 45 district staff participated in book study for <u>White Fragility</u> by Robin D'Angelo over a six-week period.</p> <p>4 Focus Groups conducted to inform Workforce Census for launch on May 10th</p> <p>DRAFT communication and student census with workplan developed for implementation of student census following staff or workforce census</p>	Due to pandemic pivots plan for Student Census in Spring 2021 has been deferred to Fall 2021.	
Equitable access to learning opportunities.	<p>BYOD statistics and Board wide statistics (analyzed to ensure access in all classrooms to maintain consistent device: student ratio</p> <p>PD Statistics – e.g. online tools.</p>	<p>Mobile device authentication tracking enables IT to determine the number of BYOD devices that are connected to the WCDSB wireless network per school site. This informs IT Governance decisions on deployment of new devices.</p> <p>Secondary saw a drop of over 800 devices which is</p>	<p>There has been a considerable amount of professional development offered to all staff as we worked to amplify the skillset and understanding to leverage technology and innovative practices.</p> <p>September 8- April 2021 Professional development opportunities have been varied in terms of topics, modes of delivery ie,</p>		

	<p>Monitoring of the Encompass Data to assess the ELL, IEP, gender and FNMI achievement gaps</p> <p>Increase in affirmative responses on Student Survey Data (eg., Transition Survey, School Climate Survey, Exit Surveys)</p>	<p>offset by over 1200 at St Isidore.</p> <p>Elementary BYOD is up 33% with over 5000 new devices.</p> <p>300 elementary and 70 secondary staff (some as groups) attended Google Classroom & Meet, D2L and Teams PD sessions offered to launch this school year.</p> <p>Students with Special Education needs provided technology to access their learning</p>	<p>office hours, whole staff pd, family of school's administrator sessions, divisional and department and central staff development. To date over 1100 participants have engaged in various forms of professional development.</p> <p>1500 students with special education needs are supported with Chromebooks, laptops and iPads. 300 students who are nonverbal are supported with augmentative communication devices.</p> <p>All WCSDSB students and teachers have access to Google Read &</p>	<p>Over the past two years the average time our 1700 Encompass users were logged into the tool increased 15%. Due to our migration to Aspen, Encompass was temporarily unavailable but is now back online for educator use for data collection for 2020-2021.</p> <p>The implementation of data collection with respect to student well-being using the MDI tool was not administered in the 2020-2021 school year. It is our intention to continue to gauge our student well-being through our Student Census Survey in 2021 and through the administration of the MDI in 2022 and upcoming</p>	
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		<p>Write with a total of 14,000 accounts</p> <p>The number of SEA devices (Chromebook, laptops, ipads) totaled approximately 2,400 devices which consisted of both existing claims and new claims deployed this year. Training around the use of these devices consisted of 368 individual student training sessions and over 600 staff that received training. All WCDSB students and teachers continue to have access to Google Read & Write with a total of 14,000 accounts currently in place.</p> <p>As of April 2021 it had 1,486 site visits. Site visits spike when learning platform pivots to remote learning</p> <p>Student Services Created an Online Learning Website as a resource to both students and staff to support online learning</p>	<p>School Resource Officer Survey results.</p> <p>Reduced PD opportunities due to lack of supply coverage</p>	<p>Continue to record PD and post</p> <p>Revisit placements for T2 next school year.</p>
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		<p>ThoughtExchange for Community & ACTIVE Living Program Review – 82 Participants/115 Thoughts/1167 Ratings</p>	<p>improved functional Math and Literacy. JobPath Resource purchased for all Secondary Schools and staff in-serviced.</p> <p>Secondary Special Teachers in-serviced on BAS literacy assessment. Literacy Resources purchased for all secondary schools to support Program.</p> <p>Secondary Schools are running a PEERS group to support students who struggle with social skills</p> <p>Provides for ability to support and assess students in a remote or virtual platform.</p> <p>Of the 578 student users, since September 2020, 10% have moved into or above Grade Level Material</p> <p>Rationale for all SETs to use as an early</p>	<p>Due to Covid, minimal opportunities to secure placements.</p>	
		<p>Peers Group Training</p> <p>OTN (Ontario Telehealth Network) licenses for Psych, Social work and SLP. Psych and SLP group provided with technology to facilitate the completion of remote testing for students.</p> <p>Lexia Achievement Improvement</p>			

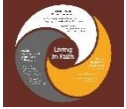
		<p>Jump Math: PD took place on September 16th</p> <p>Student Services created numerous online PD for staff and parents (e.g., Online Google Classroom for SETs, Return to Learn video and Parent Podcast for transitions)</p> <p>Newcomer Centre welcomed 143 students from world-wide destinations, linking them to appropriate educational programming, connections to settlement services</p> <p>Board team for De-streaming implementation has worked alongside Math Consultant to prepare</p>	<p>intervention tool for term two in grade one was that 100% of pilot agreed that it was effective.</p> <p>https://youtu.be/OgvHtr8y-Zk</p> <p>https://drive.google.com/file/d/1GIhPyNwVmCZ7cqB-hxZzGcjUK2wIh1pa/view?usp=sharing</p> <p>Presentations to Gr. 8 classes, mathematics teachers for Gr. 8 and 9, and secondary administrators have been offered by math consultant to prepare for de-streamed math course in Gr. 9</p>	Challenge to initially implement virtual assessments	
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		system for Gr. 9 Mathematics.		While this represents a 48% reduction in number of students compared to last year and despite the complications of ongoing pandemic and closed borders we have continued to welcome new students and families.	
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Overall Status Summary:

Key Growth	<ul style="list-style-type: none"> • Audit of job posting process has been completed • Re-launch of voluntary, anonymous Workforce Census • Development of <i>My Place in This World</i> curriculum to support diversity of learners, especially racialized students • Tracking of BYOD in schools informs IT Governance of equitable distribution of learning devices. • Professional development offered to all staff to amplify the skillset and understanding of how to offer effective remote learning lessons. • Student Services created numerous online PD for staff and parents (e.g., Online Google Classroom for SETs, Return to Learn video and Parent Podcast for transitions)
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	<ul style="list-style-type: none"> • Ongoing in school support for Community Active Living students and students with complex special education needs during school closure / remote learning.
Next Steps	<ul style="list-style-type: none"> • An ongoing audit process will be established for job posting under the responsibility of the Equity Officer. • Build awareness that Encompass is fully functional following our Aspen implementation as an important data tool for educator staff • Implementation of Grade 9 De-streamed Mathematics in September 2021. • Report on Workforce Census data collection. • Administer voluntary student census in October 2021. • Equity audits of classroom and school spaces, and instructional practices. • Ongoing utilization of equity data to facilitate distribution of Wi-Fi and devices to students and families. • Return to in-person or live Professional development for staff to support student learning. • Continue to utilize resources that have been developed through remote learning to support all students.



MYSP PRIORITY – STUDENT ENGAGEMENT ACHIEVEMENT & INNOVATION



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

Strategic Direction	Nurture a Culture of Innovation
Goals: (2)	<ul style="list-style-type: none"> Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success Continue to seek and support reciprocal partnerships with Community/ educational partners and leverage the mutual learning

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success	Increase in achievement for “marker students”	Math Coaching provided job-embedded & remote professional capacity building. Completed 3 cycles of math coaching that were driven by pre / post assessment student achievement data, daily engagement with the high impact instructional practices & implementation of the	<p>Leveraging Technology with the use of system-purchased resources (Knowledgehook, Mathology.ca & Brainingcamp.com)</p> <p>Cross-strand tasks to build capacity of Coding, Financial Literacy and Social Emotional Learning in Math</p> <p>Numeracy PD Days: Two Numeracy PD ½ Days which were asynchronously facilitated by self-directed</p>	Math coaches being reassigned to classrooms. Teachers engaging in the coaching model during a pandemic. Moving between job-embedded and remote coaching as needed in terms of school-closure.	<p>For this goal – as you look to Sept</p> <p>Continue with the remainder of the math coaching support model in cycle 4 with 2 math coaches and consultants. Conduct and analyse student achievement data from final assessments to set goals for year 2 of implementation of the 2020 math curriculum</p> <p>Continue to refine high</p>

		<p>2020 Math Curriculum, Math 1-8</p> <p>Targeted & Board Identified Support Impact: +28% avg. increase from pre to post in cycle one (in various grades from 1-8) +24% avg. increase from pre to post in cycle two (in various grades from 1-8) +24% avg. increase from pre to post in cycle three (in various grades from 1-8)</p> <p>Successful Classroom Strategies included: Use of Pre/entry assessments: to guide instruction & focus coaching work. Co-teaching, refining use of math discourse; the collaborative preparation of the lessons with a focus on conversations</p> <p>Leveraging Technology: mathology.ca. Knowledgehook, & brainiaccamp.com software:</p>	<p>educator learning modules</p> <p>Sept. 2 (n=359) & Oct. 9 (n=614) Elementary School participants submitted pre- and post- concept surveys rating their level of awareness of the components of the 2020 Math Curriculum. Large percentage increases were reported in the “growing in awareness” category for the following: Learning Areas / Strands</p> <p>Sept. 2: +44% avg. increase Oct. 9 : +56% avg increase Planning, Assessment & Resources: Sept. 2: +52% avg. increase Oct. 9: +56% avg. increase</p>		<p>impact instructional practices in the gradual release model. Use data to plan forward for future school improvement planning.</p> <p>We will continue to provide training and timely updates of these system-wide digital resources and to promote the gap closing teacher-resources in both Knowledgehook and Mathology.ca</p> <p>Increased coordination and collaboration with secondary schools, eLearning program, and virtual schools</p>
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	<p>Increase in number of experiential learning opportunities in the elementary panel (and the number of students connected to them)</p>	<p>To date we have 450 educators using Knowledgehook from Grades 3-10, we have increased our usership by 322 users since April 2020. To date we have 412 educators using Mathology.ca from K - 3(including some Spec. Ed. teachers as well) We began our subscriptions of brainiac.com in January 2021; it continues to provide instructional support of virtual tools in math across grades 1-8 classrooms</p>	<p>Paper Glider Skills Ontario Competition- 7 schools, 11 staff, and 251 students participated. Regional Competition our schools placed 1st, 2nd, and 3rd.</p> <p>Primary Make-do Skilled Trade Event- 11 schools participated, 44 teachers, and 852 students will participate in the event.</p> <p>Climate Action Event- Included 8 educators and 180 students who participated in the</p>	<p>Provide a solution to distribute resources to support virtual setting (St. Isidore)</p> <p>COVID has had a direct impact on the number of available placements to offer students and overall experiential learning opportunities for our students.</p>	<p>Increase primary, junior and intermediate experiential learning opportunities through virtual monthly STEM challenges.</p> <p>With the introduction of coding into the 2020 Elementary Math we anticipate seeing an increase in students interested in computer science/tech courses/pathways in secondary in the next 5</p>
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	<p>Qualitative survey data completed by students involved in experiential learning</p> <p>Assessment process for pilot projects tied to student engagement and achievement</p>	<p>By providing these experiences, we have encouraged the students to apply their learning to make more informed decisions for their future. Through the experiential learning cycle, we have</p>	<p>workshop in partnership with InkSmith and Tomatosphere learning about Global Sustainable Goals</p> <p>949 students participated in the Hour of Code Event 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.</p> <p>Technology and Innovation Class workshops and PD 233 staff and 2, 249 student participants</p>	<p>years, especially if coding continues as a focus within the new 2021 de-streamed Grade 9 Math</p> <p>Moving forward qualitative data surveys will be used to assess student involvement, engagement, and achievement. as we anticipate a more consistent learning environment that fosters deeper reflective practices.</p>
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	<p>Increase in enrollment of girls in science and computer science/communication tech related courses.</p>	<p>facilitated reflective conversations to consolidate the learning.</p>	<p>ICS2OE (eLearning computer science course available for reach ahead and secondary students) 12 females of 34 students enrolled.</p> <p>Girls Who Game- Partnership with DELL Canada, Microsoft, and Intel to provide an opportunity for 12 girls and 2 staff 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. Christ the King started the program this spring</p>		
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	Increase in eLearning course participation and successful completion of courses.	Based on OeLC reporting eLearning success rate 92% for Fall 2020 courses. This mirrors the provincial achievement rate.	465 female students participated in the Hour of Code	Transition of student information platforms led to gaps in metrics. Overlap of virtual school, adaptive learning and eLearning	
Continue to seek and support reciprocal partnerships with Community/ educational partners and leverage the mutual learning.	Increase in number of placements with local industry, community, and public organizations.	<p>Many partnerships were paused for the year due to COVID. Work sites shut down or were difficult to replicate in a virtual format.</p> <p>Despite these challenges over 600 students pursued coop pathways – a reasonable drop of nearly 25% considering the lack of opportunities.</p> <p>Despite a pandemic-caused drop in</p>	Partnership with the CTMA and OCTE – Skills Development Funds were secured with this partnership to help update and modernize the manufacturing facilities and programs. CTMA is offering placements for students coming through our program. \$1.3 million to spend over 6 boards. CTMA is comprised of 25 regional companies.	Due to the need for robust protocols in response to COVID, student placements were not consistently possible.	Develop processes to secure funds for capital expenditure from the Skills Development Funds with OCTE and the CTMA. Capital expenditures will align with the needs of the CTMA. We work with the CTMA in developing co-op placements to formally support the labour market needs of CTMA companies and the training that the students will receive.

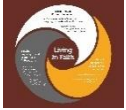
	<p>Increase in number of students in Specialist High Skills Major (SHSM) and the variety of opportunities connected to the SHSM Red Seal</p>	<p>enrolment, our SHSM footprint (25%) surpasses that of the province by 8%</p>	<p>Expanded partnership with the BEP in the promotion and marketing of OYAP (Ontario Youth Apprenticeship Program) and the skilled trades. Highlighting past OYAP students and their community partners to help recruit other placements.</p> <p>el.wcdsb.ca (Experiential Learning) website updated with videos, programs, and testimonials.</p>		<p>Hope to re-initiate Innovation in Leadership series next year.</p>
	<p>Evidence of Principal collaboration at</p>	<p>Principals have presented innovative practices at administrator meetings this year.</p>	<p>Innovation consultant provided lunch and afternoon office hours daily Sept. 8- Oct. 16 and on demand 1:1 or small group sessions October to December on various topics such as Jamboard, ReadandWrite troubleshooting, Teams,</p>		<p>Program Services is working to host all material in one consistent location</p>

	<p>Administrator meeting and Innovation in Leadership Series, as well as FOS meetings and Academic Council; and innovative practices are replicated in additional school sites.</p>	<p>Innovation in Leadership Series is on pause for 2020-2021. The overall focus for supporting innovative practices was on leveraging digital across the board. This was supported through the WCDSB Framework for Learning design and the many staff support sessions to support the increased requirement to leverage digital.</p> <p>When surveyed 32% of educators reporting feeling confident to use digital to increase engagement and motivation to amplify Learning and 58% reported emerging confidence.</p>	<p>Google Classroom, Aspen. These sessions continued January to April and included Flipgrid and individualized support videos. The Framework for Learning design site had 3300 plus clicks. This is a robust site with principles on learning design planning, leveraging digital, establishing a learning hub and building and maintaining a learning community in conventional, adapted, and remote scenarios.</p> <p>Over 360 digital tools and resources published on a searchable approved digital tools and resources list with usage notes for safe use.</p> <p>#WCDSBInnovates continues to be used to promote and support innovation and learning opportunities across WCDSB. Last year #STEAMDays was also used</p>	<p>There are a variety of locations where staff can access resource help for a variety of disciplines.</p>	<p>and working on how to promote to staff.</p> <p>Program Services working to create model wherein all curriculum support is delivered from a lens of innovation and global competency development</p>
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	#wcdsbInnovates website is populated with projects	https://www.wcdsb.ca/wcdsbinnovates populated with project ideas by a variety of staff	to share project ideas prior to the start of remote learning and through the spring of 2020. The #WCDSBInnovates wall is also located in the updated Innovates website for parents: https://innovate.wcdsb.ca/parents-and-students/		
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Overall Status Summary:

Key Growth	Staff and student facility with -- and effective use of – technology for learning, collaborating, and communicating. Increase in number of virtual experiential learning events and placements
Next Steps	Continue to promote eLearning options and track success. KPI plan for 2021-22: compare student achievement in F2F to eLearn Increase primary, junior and intermediate experiential learning opportunities through virtual monthly STEM challenges Continue to support secondary schools in marketing experiential learning opportunities, life in the skilled trades and the apprenticeship pathway to students. This will increase SHSM, OYAP and Co-op participation



MYSP PRIORITY – STUDENT ENGAGEMENT ACHIEVEMENT & INNOVATION



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

Strategic Direction	Foster maximum opportunity for success for all
Goals: (4)	<ul style="list-style-type: none"> • Improve Numeracy Achievement • Improve Graduation Rate • Improve Secondary Literacy Achievement • Increased Opportunity for Experiential Learning

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
Improve Numeracy Achievement	<p>Improvement in EQAO achievement by minimum of 5% over three years in our grade 9 Applied level students and our grade 6 students</p> <p>Decrease the gap in achievement between those students on an IEP and those who are not for EQAO numeracy assessments</p>	<p>For Grade 10 Applied, cohorts of marker students were identified, based on their Sem 2 schedule for Grade 9 Math in winter/spring 2020, and provided targeted intervention/remediation as documented by Gr 9 teachers due to remote learning circumstances the previous spring.</p> <p>Continual growth throughout the year of</p>	<p>Grade 9 Applied student survey data showed an increase of 13%-40% in comfort learning within the 3 different environments (F2F, synchronous, asynchronous) from beginning of Quadmester 1 to end. (survey conducted in Quadmester 1 only when students were new to secondary and new to 3 different learning environments)</p> <p>Grade 9 Academic students remained consistently comfortable with F2F & synchronous learning environments throughout the</p>	<p>In 2020-21, Grade 9 students did not participate in the EQAO Math field test due to tech challenges with the EQAO digital tool and cohort scheduling issues due to Covid situation. EQAO put assessing Grade 3 & 6 on hold for this year due implementation of the new elementary Math curriculum.</p>	<p>With the upcoming new de-streamed Grade 9 Math course for Sept 2021, EQAO achievement for Applied/Academic in all previous years will be a non-usable metric.</p> <p>New baseline data will begin in 2021-22 for student achievement within the Gr 9 de-streamed Math course and using data from the</p>

<p>Teacher survey data and feedback reflect increasing sense of professional efficacy</p> <p>Increase in achievement for Marker Student</p>	<p>educators' effective use of digital technology as pedagogical tools to enhance teaching & learning, as witnessed by math consultants and coaches within classroom settings & co-planning sessions. As well, increased demand for digital supports & tutorials indicates student & educator need is driving efficacy.</p> <p>Support the effective implementation of the NEW 2020 Elementary Math Curriculum (grades 1 to 8)</p> <p>Increase the performance of all students in targeted schools, including students with special education needs and students facing systemic barriers in their math learning (ex. Indigenous students, Black students and students in poverty)</p> <p>Continue to strengthen educator math content knowledge and pedagogy on the fundamentals of math.</p>	<p>quadrimester (variance of 1-2% pre & post data)</p> <p>Continuous attendance at optional PD sessions throughout the year, plus requests for 'just in time' PD, reflect teacher investment in improving their professional efficacy</p> <p><u>Math Coaching</u></p> <p>540 Students with 32 teachers in daily coaching</p> <ul style="list-style-type: none"> • Provided job-embedded & remote professional capacity building, through math coaching. • Completed 3 cycles of math coaching that were driven by pre / post assessment student achievement data, daily engagement with the high impact instructional practices & implementation of the 2020 Math Curriculum, Math 1-8 <p>Targeted & Board Identified Support Impact (marker student data):</p> <ul style="list-style-type: none"> • Cycle one N=151: +28% av. increase from pre to post (in various grades from 1-8) 	<p>Due to the nature of the remotely learning expectations for 3.5 months in Spring 2020, there was a greater range of prior knowledge, understanding, partial understandings, & skills for students entering subsequent grades/courses</p> <p>Challenges with Aspen have stalled significant data analysis of student achievement</p> <p>Loss of coaches: Math coaches being reassigned to classrooms</p> <p>Teachers engaging in the coaching model during a pandemic. Moving between job-embedded and remote coaching as needed in terms of school-closure</p> <p>There was no live / synchronous component to the learning in both Numeracy Days due to the covid protocols for gathering</p> <p>Engagement in job-embedded PD was slightly</p>	<p>new digital EQAO assessment.</p> <p>New opportunities for authentic and varied metrics of success related to IEP students & other targeted groups of learners, to support a more intentional and informed culture of equity, inclusion, diversity, particularly as we begin de-streaming in secondary with Grade 9 Math</p> <p>Continue with the remainder of the math coaching support model in cycle 4 with 2 math coaches and consultants.</p> <p>Conduct and analyse student achievement data from final assessments to set goals for year 2 of implementation of the 2020 math curriculum</p> <p>Continue to refine high impact instructional practices in the gradual release model. Use data to plan forward for future school improvement planning.</p>
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		<p>Ensure that students, parents, teachers, and leaders have the support, tools and resources they need to advance student learning and confidence in math.</p> <p>Guiding Principles for math coaching:</p> <ol style="list-style-type: none"> 1. Frequency & Consistency in the coaching support is key for transfer & gradual release 2. Schools with the highest need in math will be provided timely support with the most assigned coaching days 3. Focused & Iterative work is the goal (NEW Math Curriculum Implementation, SIPSA content punctuated, common high impact instructional strategies) 4. Student Learning Need drives Educator Learning Need in a coaching partnership (pre/post assessments for marker students) 	<ul style="list-style-type: none"> • Cycle two N=224: +24% av. increase from pre to post in cycle two (in various grades from 1-8) • Cycle three N=165: +24% av. increase from pre to post in cycle three (in various grades from 1-8) <p>Successful Classroom Strategies included:</p> <ul style="list-style-type: none"> • Use of Pre/entry assessments: to guide instruction & focus coaching work. • Co-teaching, refining use of math discourse; the collaborative preparation of the lessons with a focus on conversations. • Leveraging Technology with the use of system-purchased resources (Knowledgehook, mathology.ca & brainiac.com) • Cross-strand tasks to build capacity of Coding, Financial Literacy and Social Emotional Learning in Math <p><u>Numeracy PD Days:</u></p> <p>Two Numeracy PD ½ Days which was asynchronously facilitated by self-directed educator learning</p>	<p>lower than in past years, likely due to the stresses of the current situation</p> <p>Job embedded learning opportunities in kindergarten are limited as we currently do not have numeracy coaches for this program. This would support ppm 159.</p>	<p>Numeracy PD Day:</p> <p>We have and continue to build on the learning from these two PD days with monthly math-Tuesday-talks for building further capacity of and sharing implementation supports for the 2020 math curriculum.</p> <p>Plans to provide Math PJ AQs in the summer condensed courses again - July 2021. We received \$18,000 of subsidy funding to 100% subsidized these courses.</p> <p>We will continue to provide training and timely updates of these system-wide digital resources and to promote the gap tracker & teacher-resources in both Knowledgehook and mathology.ca</p> <p>We look forward to continuing to learn more about how the current kindergarten program aligns with the new Mathematics curriculum for grades 1-8.</p>
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		<p>Aligning the mathematics expectations in The Kindergarten Program, 2016 with the new mathematics expectations in Grades 1-8.</p> <p>Supporting mathematics learning and instruction for remote learning kindergarten classrooms with an intentional focus on the pedagogies as outlined in The Kindergarten Program, 2016. This supports ppm 164.</p> <p>Teacher feedback data from engagement with varied professional learning opportunities has shown significant growth in understanding of new expectations within elementary math curriculum as well as intentions for integration, equitable teaching, SEL; as well as High Impact Instructional Practices</p>	<p>modules</p> <p>For numeracy professional development in September 359 Elementary school educators reported a 48% increase in understanding Learning Areas / Strands and Planning Assessment & Resources.</p> <p>For numeracy professional development in October 614 Elementary school educators reported a 56% increase in understanding Learning Areas / Strands and Planning Assessment & Resources.</p> <p><u>Math AQ Subsidy (Primary/Junior):</u></p> <p>Math PJ Part 2 & 3 condensed courses ran July 2020 =19 participants (\$11,400 in subsidy funding)</p> <p>Math PJ Part 1 & 2 currently running in Spring 2021 (April 26 end date) = 23 participants (\$15,600 in subsidy funding)</p> <p><u>Leveraging Technology:</u> mathology.ca & Knowledgehook, brainiaccamp.com:</p> <ul style="list-style-type: none"> To date we have 450 educators using Knowledgehook from Grades 3-10, we have increased our 		<p>We will continue to support mathematics in remote learning classrooms with a focus on the pedagogies as outlined in The Kindergarten Program, 2016 (ppm 164) and High Impact Instructional Practices in Mathematics.</p>
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			<p>usership by 322 users since April 2020</p> <ul style="list-style-type: none"> To date we have 412 educators (including some special education teachers) using mathology.ca from K –3 <p>We introduced our subscription to brainiaccamp.com in January 2021, it continues to provide instructional support of virtual tools in math across grades 1-8 classrooms (C-R-A high impact practice).</p> <p>A half day professional development day was provided to all kindergarten educators to highlight content alignment from kindergarten to grade 1, pedagogical supports for inquiry and play, and resources to support remote learning classrooms.</p> <ul style="list-style-type: none"> Job embedded coaching in remote learning classrooms for St. Isidore and targeted schools upon request. Professional learning cycle in measurement for remote learning kindergarten classrooms at St. Isidore. Educators report growth in learning in measurement through remote learning experiences for students. Educators themselves report a 		
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			new understanding of the importance of size and space, learning through senses, integration of early number, and leveraging everyday mathematics as students learn from home as components that support student learning.		
Improve Graduation Rate	<p>Continued Improvement in the Graduation Rate – with a goal of 83% over 3 years for 4-year rate and a goal of 90% for the 5-year rate</p> <p>Increase in number of students captured in our 12+ re-engagement success statistics</p>	<p>More recent Internal graduation metrics demonstrate an increase to 85% for Year 4 students, and 89.5% for most recent Year 5 cohort as compared to most recent lagging Ministry data indicate 80% Year 4 and 85.9% Year 5</p> <p>Re-Engagement Team is comprised of a re-engagement officer and a work co-op teacher who are supported by secondary guidance teams and St. Louis Adult Learning Center.</p> <p>Highlights from 2019-2020 include:</p> <ul style="list-style-type: none"> • 149 total graduates which includes 38 – Year 5 grads and 53 – Year 6 and other grads. • 166 work co-op credits completed 	<p>Bridge to Success Gr. 9 Reach Ahead Summer Credit Course has grown 300% over the past 3 summers culminating in 197 students earning their first secondary school credit in July 2020.</p> <p>All registrants previous to summer 2020 were on track (or surplus) with credit accumulation at last monitoring period (Feb. 2020)</p>	Graduation requirements for OSSLT has been waived for graduates in the 2020-2021 school year. Community Service Hours have been reduced by half for those students graduating this school year.	School improvement program heads with literacy consultant are now working on preparation materials for the new online OSSLT for 2021-2022.

	<p>Student assessments (self and teacher) reflect progression on the global competency rubric (i.e. New Pedagogies for Deep Learning)</p>	<ul style="list-style-type: none"> • 29 students still engaged and enrolled at St. Louis to complete OSSD in 2020-2021. <p>Highlights from Quad 1&2, 2020-2021 include:</p> <ul style="list-style-type: none"> • 39 graduates in program which includes 31 – Year 5 students • 5 graduates through work co-op credits completed • 93 students engaged and enrolled at St. Louis to complete OSSD <p>PPM 164 Staff Data Survey confirmed that 30% of staff relied on the WCDSB Framework for Learning Design to seek support as they pivoted and supported students during remote learning. Additionally, WCDSB Framework for Learning Design has had over - 3300+ bitly clicks plus other access points by educators</p> <p>Global Competency</p>		<p>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</p> <p>Consultant work with six grade 7 and 8 classes to deliver the “Digital</p>	
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		<p>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</p>		<p>Drama” lesson in response to classroom and school needs</p> <p>Consultant work to present the <i>Common Sense</i> session “Plugged-in Parents: Grades K-8” to St. Gabriel Parent Council.</p> <p>Consultant work booked to present the <i>Common Sense</i> curriculum resources at staff meetings for St. Gabriel, St. Brigid, and Our Lady of Lourdes.</p> <p>92% of students reported feeling confident in de-escalating digital drama situations following the presentations.</p>	
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		a dimension of all six of the global competencies).			
Improve Literacy Achievement	<p>Increase to 82% over three years in OSSLT success rate for FTE students</p> <p>Increased success for our Applied level students on OSSLT; decreasing gap between boys and girls, applied and academic; decreasing gap between students on IEP and those not on IEP</p>	<p>Due to labour action and then pandemic with virtual and remote learning, this is now the second year that students have not engaged in EQAO assessments, therefore no EQAO data available from 2019-2021</p> <p>OSSLT - Most recent OSSLT achievement increased 3% (79% in 2018 to 82% in 2019); 2% above the Provincial average for 2019</p> <p>OSSLT 2021 Field Test – WCDSD decided not to participate in the EQAO field test for the following reasons:</p> <ul style="list-style-type: none"> - A further reduction to our fourth quadmester number of hours available for students to master course curriculum. - The choice to prioritize our students' overall wellbeing in this time of ongoing pandemic. - The new test format disadvantages and 	<p>One of the 5 Secondary Communication Program Areas has been trained in BAS as well; teachers will use BAS #2 (grades 3-8) in order to generate a reading level for their essential and applied level students (this will also be helpful for teachers once we move to de-streamed English classes)</p> <ul style="list-style-type: none"> • 10 schools have completed the BAS training • 30 educators have completed the on-demand BAS training • Educators have expressed gratitude for an updated reading assessment tool. • Junior and Intermediate educators frequently comment on the value of this tool for their reading instruction as it provides them with a standardized assessment that addresses decoding and fluency in reading which is not part of the CASI/OCA reading assessments. • Four of the 5 Secondary School Special Education Departments have received the BAS training, including a moderation session, using a sample reading record generated from a student in 	<p>For the second year in a row, students have not been able to attempt the OSSLT due to pandemic and remote learning, therefore current EQAO data is not available.</p> <p>Considering the new online OSSLT Test platform, we will have to consider how we will administer a mock test at schools in order to familiarize students with the question types and platform (use of Practice Test provided by EQAO)</p> <p>Professional development in literacy including BAS training is currently optional and not all schools have received training.</p> <p>Job embedded training supports are limited due to our current pandemic and lack of instructional coaches to support literacy.</p>	<p>Depending on the waiving of the Literacy Requirement next year, planning for the administration of the OSSLT for the various cohorts will take place, including:</p> <ul style="list-style-type: none"> • Training for teachers who will invigilate the test • Preparing students for the test (new online platform; identifying needs and strengths with regard to literacy skills in the various cohorts) <p>Mock Test and moderated marking of writing activities to identify students for extra help (Lunch and Learns, the use of the D2L Literacy modules, Google Classroom reminders with links to specific activities and incorporating instant feedback</p> <p>We will continue to promote reading for pleasure to address our EQAO data that identifies only 38% of Ontario</p>

		<p>excludes our distance learning students who are unable to come to their homeschool to take part in the test. As well, the loss of class time associated with administering the test also disproportionately affects our English language learners and special education students.</p> <p>Implementation of the Benchmark Assessment System (BAS) for K-Grade 8.</p> <p>Balanced Literacy Assessment Measures (BLAM), K-3 were provided digitally to support early literacy assessments and instruction (to support ppm164).</p> <p>Professional learning sessions to support early literacy in remote learning classrooms with a focus on phonemic awareness and reading behaviours (to support ppm 164)</p> <p>Heggerty pilot to learn more about their phonological and phonemic awareness</p>	<p>their program, and have commented on the value of discovering the student's specific reading level and reading behaviours in order to address learning needs</p> <p>Educators are noticing an increase in student's phonological and phonemic awareness skills according to the Rosner Assessment (BLAM).</p> <p>Educators are starting to see application of skills in reading behaviours when students work to decode words that are unfamiliar.</p> <ul style="list-style-type: none"> • 4 schools are involved in this project. • Educators have collected BLAM data and identified grade 1 students who are achieving below standard. Approximately 75% of grade 1 students were not producing a reading record in September 2020. Educators shared that this is much lower than a typical year. • Student strengths and next steps were determined. • 3 out of the 4 schools are using LEXIA to build early literacy skills. • All educators are implementing targeted strategies from Oral Language at Your Fingertips to address achievement gaps 		<p>students like reading. If more students read for pleasure, this would support academic achievement and civility. We will continue to message this to families and explore applications to our classroom instruction.</p> <p>Schools will be encouraged to continue developing competency and confidence using the programs. Other grade levels (3, 4, and 5) have been placed in the VLC to support students reading at those levels.</p> <p>We will continue BAS training in all schools and Secondary Communication Areas. As part of the training process and support for the new diagnostic system; moderation sessions of the reading records will be offered to support clearer understanding of the process. Next steps also include support in analyzing data to inform instruction</p>
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		<p>teaching strategies and its impact on student learning.</p> <p>LD in Literacy Pilot Project</p> <p>Promote reading for pleasure with <i>The Joy of Reading at Home</i> initiative</p> <p>LLI Intervention Reading Program (currently at 6 schools in our system)</p>	<ul style="list-style-type: none"> Goals of this work are to prioritize the well-being of both the educators and the students in combination with growth in early literacy skills according to BLAM data. <p><u>BLAM Priorities for St. Isidore:</u> 17 participants and 28 views</p> <p><u>Supporting Phonological Awareness:</u> 22 participants and 28 views</p> <p><u>Reading in Remote Learning Classrooms:</u> 16 participants and 30 views</p> <p><u>Reading Assessments in Remote Learning Classrooms:</u> 33 participants and 9 views</p> <p>Targeted phonemic awareness lessons were provided to students using both direct instruction in shared reading lessons and virtual play contexts for Summer Boost, K-Grade 1 classrooms. The virtual play portion of this work was supported by Our Place (EarlyOn).</p> <ul style="list-style-type: none"> 50% of students advanced one stage in their phonemic awareness 1 student advanced two stages in their phonemic awareness 33% of students maintained their current phonemic awareness stage 1 student decreased one stage in their phonemic awareness 		<p>We will continue to provide educators with professional learning on phonological and phonemic awareness. Our next step is to build an awareness of the importance of this for reading success and strategies/resources that will support student learning. We will continue to monitor the impact that Heggerty's is having on student learning.</p> <p>We will continue to prioritize early literacy supports to ensure our students experience reading success prior to grade 3. Assessment data and responsive instruction will continue to drive the work. We will purchase resources to support classroom instruction with an intentional focus on equity. These priorities will support long term academic achievement.</p>
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			<p>Phonemic Awareness and Reading Assessment Webinars (K-3) for remote learning were provided both live and on-demand:</p> <p>12 educators are piloting Heggerty's Kindergarten and Primary resources in both remote learning and in-person classrooms from K-Grade 2. This is being used in both large and small group contexts.</p> <p><i>The Joy of Reading at Home</i> Webinar was offered during Family Literacy Week in partnership with Our Place (EarlyOn), Early Literacy Alliance of the Waterloo Region (ELAWR), and Waterloo Region District School Board (WRDSB).</p> <ul style="list-style-type: none"> • 41 Participants • Feedback: "This was very informative. The ideas that came up are wonderful I'm definitely going to incorporate those into our reading routine." "Thanks for the great ideas for enhancing our reading...We love our books here and we can't wait for our next story time." 		
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			<i>Reading for Joy</i> e-flyer created in partnership with local school boards and libraries and distributed to families through social media on board and school websites and shared directly with families by educators as needed.		
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Increased Opportunity for Experiential Learning	<p>Full system statistics for My Blueprint, to assess full system implementation</p>	<p>Students in Gr. 7-12 continue to be supported and encouraged to annually develop their IPP (Individual Pathway Plans) created in myBlueprint.</p> <p>Support is provided by teachers, student success consultants and the pathway officer</p>	<p>To date 90% of our students have logged into myBlueprint and initiated completion of their IPP tasks. This represents 22% more student logins this year compared to the same period last year</p> <p>(Note: ESL students, Community Living or ACTIVE students and new registrants will make up most of the 10% who have not used myBlueprint this year)</p> <p>Over 7,000 Pathway Portfolios capturing student learning were created so far this year in myBlueprint. This represents a 15.5% increase in student Individual Pathway Plan Portfolio compared to the same period last year</p> <p>20% increase in the number of Who Am I Surveys completed this year vs. the same period last year</p>	<p>A very unsettling year with many teachers learning new curriculum, technology and online teaching strategies made striving for IPP completion a very difficult task this year.</p> <p>Constraints finding in person coop placements for students.</p> <p>Provide equitable solution to distribute resources to support virtual setting (St. Isidore).</p> <p>COVID has had a direct impact on the number of available placements to offer students and overall experiential learning opportunities for our students.</p>	<p>Set up a delivery model that can be used by teachers in Gr. 7 – 10 that will make it easier to engage students in completing 100% of their IPP tasks either independently or as part of a class.</p> <p>Increase primary, junior and intermediate experiential learning opportunities through virtual monthly STEM challenges and Tech kits</p> <p>Increase the Tiny Home Building project student participation though Father Toby.</p>
	<p>Increase in number of OYAP participants and apprenticeship opportunities for students of the board</p>	<p>Working with our community partners to set up meaningful employer connections either virtually or in person.</p>	<p>10+ OYAP students who have been signed on as apprentices. 10 OYAP students taking part in Level 1 Dual Credit trade school program.</p> <p>200+ student and families attended the “5 reasons to Consider a career in the Skilled Trades” evening event.</p> <p>Construction Class at Resurrection built and delivered 1 Tiny Homeless shelter for Lot 42 in</p>		

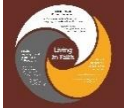
			<p>cooperation with St. Mary's Church and Father Toby.</p> <p>Indigenous students took part in the 3-day Opportunity Knocks Skilled Trades Career exploration event in cooperation with NPAMMB.</p> <p>D2L MSTR Co-op course created for all co-op program areas – Allows us to PIVOT from public health measures.</p> <p>Currently 172 OYAP participants. (81 from semester 1)</p> <p>4 students employed fulltime out of the Electrical OYAP Program with IBEW from previous school year. 4 students in current second semester cohort out of 16 regional spots.</p> <p>Semester 1 co-op numbers: 173 students for all 5 high schools. Second semester on track for 300+. Slight decline.</p> <p>Secured \$1.3 million (over 6 boards) for capital expenditures in manufacturing. This was funding was a joint submission with OCTE (Ontario Council for Technology Education) and the CTMA (Canadian Tooling and Manufacturing Association). The new funding will be used to upgrade our current manufacturing programs in the promotion of manufacturing</p>		
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	<p>Increase in K-8 experiential learning opportunities, as tracked by system experiential learning teacher</p>		<p>trades that will directly support local manufacturing companies looking to hire employees upon graduation.</p> <p>Technology and Innovation Class workshops and PD 233 staff and 2, 249 student participants</p> <p>Paper Glider Skills Ontario Competition- 7 schools, 11 staff, and 251 students participated. Regional Competition our schools placed 1st, 2nd, and 3rd.</p> <p>Primary Makedo Skilled Trade Event- 11 school participated, 44 teachers, and 852 students will participate in event.</p> <p>Climate Action Event- Include 8 educators and 180 students participated in workshop in partnership with InkSmith and Tomatoshpere learning about Global Sustainable Goals</p> <p>949 students participated in the Hour of Code Event 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.</p> <p><u>Girls Who Game-Partnership with DELL Canada, Microsoft, and Intel</u> to provide an opportunity for 12 girls and 2 staff at St. John's</p>		
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			<p>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. Christ the King started the program this spring</p> <p>465 female students participated in the Hour of Code</p> <p>250+ registrations for the Build A Dream Female Skilled trades event in Nov</p> <p>10 students competing in the secondary Skills competitions.</p> <p>200+ student and families attended the Fall Female Skilled Trades Build A Dream Event</p> <p>280 gr. 7/8 students took part in the OYAP car kit activities.</p> <p>51 Gr.6-8 Red Bin Arachnology kits signed out for classes.</p>		
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Overall Status Summary:

Key Growth	<ul style="list-style-type: none"> • Building content knowledge and pedagogical supports in mathematics with a focus on the new Ontario Mathematics curriculum, Grades 1-8 • Building capacity in effective teaching strategies that support student achievement and well-being in the remote classroom to support ppm164 • Grade 9 reach credit course grew by 300% in summer 2020 with all students successfully earning their credits • Professional Development/BAS training for Special Education Educators; their understanding of the process and value of the data provided by the reading records to inform instruction and help students achieve/progress • Educators learning more about early literacy and the importance of phonemic awareness and reading development. • Using new strategies to build phonological and phonemic awareness skills in K-Grade 2 • Collective impact work with community partners to target early literacy for families across the Waterloo Region • Despite challenges of remote learning, engaging experiential learning opportunities offered for elementary students • Cooperative education programs, OYAP opportunities, and dual credit programs continued despite pandemic restrictions
Next Steps	<ul style="list-style-type: none"> • Continue to learn more about effective teaching strategies that support student achievement and well-being for students in remote classrooms to support ppm164 • Build upon equity-lens approach for Gr. 9 De-streamed Mathematics in supporting educators when curriculum is released by the Ministry of Education • Continue to support grade 1-8 educators with effective delivery of the new Ontario Mathematics curriculum • As Aspen student information system is fully aligned with Ontario requirements, restore BI Tool Graduation Metric Dashboard • Provide additional support to the LLI Intervention schools in order to increase student achievement, and reduce gaps in reading and comprehension as the grade 7/8 students move to Secondary (and the OSSLT) • Complete BAS Training at all schools. Support analysis of reading record data to inform instruction for small group instruction • Prepare to support educators and students with early literacy development to increase the number of students reading at grade level by the end of grade 3 • Extend what we are learning about phonemic awareness to the system to support early literacy development. Provide resources to support responsive planning and lesson delivery • Continue to work with community partners on early literacy resources and supports for families. Build the capacity of educators and expand the work to reach more people • Increase primary, junior and intermediate experiential learning opportunities through virtual monthly STEM challenges • Continue to support co-op teachers with effective delivery of the new co-op curriculum • Increase OYAP participation and registration rates and co-op placements overall coming out of COVID




MYS PRIORITY – BUILDING CAPACITY TO LEAD, LEARN & LIVE AUTHENTICALLY



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

Strategic Direction	Investment in global competency development and leading technologies
Goals: (3)	<ul style="list-style-type: none"> • 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

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps

<ul style="list-style-type: none"> Increased awareness of and responsible implementation of Digital Citizenship 	<ul style="list-style-type: none"> Increase in usage stats in the WCDSB BYOD online environment. Classroom Evidence (pedagogical documentation) from Instructional coach reports & SO Visits Utilization statistics of private and public Innovation Online resource bank #wcdsbinnovates 	<p>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.</p> <p>Consultant work with six grade 7 and 8 classes to deliver the “Digital Drama” lesson in response to classroom and school needs.</p>  <ul style="list-style-type: none"> There have been 271 new engagements on the #wcdsbinnovates site 26% were unique parent and student views. 	<ul style="list-style-type: none"> More D2L usage highlights by tool and school https://create.piktochart.com/output/52805157-teltconepagerfeb2021-copy Increased collaboration on approved tools list with privacy committee including Privacy Officer, Purchasing, 	<ul style="list-style-type: none"> Aspen implementation has resulted in loss of some D2L functionality which will be addressed in the coming months. <p>School visits were restricted due to safety protocols</p>	<p>We continue to work with the vendor (Aspen) to improve functionality.</p> <p>-systematic inclusion of digital citizenship programming at all WCDSB with specific attention to target schools based on Student Aware Data identified needs through the pilot program “Kids in the Know” Program.</p>
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	<ul style="list-style-type: none"> • Monitor usage statistics of both red, yellow and green apps and web environments • Increase use (as measured by usage stats) within encompass, D2L, Google classroom • Meeting agendas that reflect promotion of green apps 	<ul style="list-style-type: none"> • Further development of approved tools list and workflow to approve tools. • D2L portfolio used sometimes for classroom evidence showing 20K-30K items added each month compared to 1200-1500 in previous school years • D2L professional learning educator site accessed approx.. 4000 times Sept – March 26 • More than doubled average daily D2L logins compared to previous school year. Average 9492 logins daily highest daily rate 19949 • Significant increase in Google Classroom usage including 2000 	<p>IT, Program Services</p> <p>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.</p> <p>Continued work on aligning the Common Sense lessons with Ontario Curriculum Expectations, Ontario Catholic Graduate Expectations, and Global Competencies.</p>	<p>These committee meetings could not occur as frequently as hoped due to other demands on committee members.</p>	
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		<p>more 14 day active classrooms and significant spikes in posts during remote learning periods.</p> <ul style="list-style-type: none"> • Significant Teams and Meet usage increase 	<p>This is a very time consuming process and only limited work on this has occurred so far this year due to competing priorities.</p> <p>Consultant work with six grade 7 and 8 classes to deliver the “Digital Drama” lesson in response to classroom and school needs.</p>		
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<p>Increase in precise student programming and use of New Pedagogies for Deep Learning (NPDL)</p>	<ul style="list-style-type: none"> • Increase in usage statistics for the EnCompass Environment • Students assessments (self and teacher) reflect progression on the competency rubric • Increase in school-based PD requests reflecting a focus on New Pedagogies for Deep Learning (NPDL) coaching and innovation 	<p>Encompass was not used to its fullest extent due to Aspen rollout data challenges in 1st 2 quadmesters. Encompass now has accurate data set and utilization is growing.</p> <p>-Significant PD provided to our System: Office Hours Individual requests 370+ participants re: Google Classroom and Meet D2L intro, Teams Sept-Oct. Lunch and afternoon office hours daily and some Saturdays 275 Participants</p> <p>Late October-December</p> <p>On Demand 1:1 or Small Group sessions Individualized support videos 50+ participants</p>	<p>Additional Professional Learning (Websites, Google Classrooms and D2L Courses):</p> <p>Return to School StaffNet Landing Page (formerly Educator-Led Learning@Home) - 5935 views</p> <p>WCDSB Framework for Learning Design -3300+ bitly clicks plus other access points)</p> <p>Special Education Resources -4552 views</p> <p>Google Apps - 711 views</p> <p>Elementary and Secondary documentation created 17 instructional videos created for Aspen</p> <p>Elementary and Secondary FAQ section created in response to needs identified by Help Desk after first reporting entry period</p>	<p>Aspen has caused Encompass environment to be on hold until January 2021.</p> <p>Year over year use of the NPDL teacher survey questions did not happen with the loss of the STEM PD Day and the specific PPM164 questions required.</p>	<p>Restore confidence in Encompass system and data. Encourage staff to submit IT Helpdesk requests for Encompass data and access errors.</p>
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	<p>Increase in qualitative staff responses to PD focused on precise student programming & NPD</p>	<p>January to April 400+ participants related to Teams, Meet, D2L Google Classroom, Jamboard, Flipgrid Attendance Strategies Aspen & Elementary Report Card Writing and, any other as needed.</p> <p>Thought Exchange and PPM164 survey data revealed staff thinking connected to leveraging digital;</p> <p>Use digital to increase engagement and motivation and amplify learning : 32% were very confident and 58% emerging confidence</p> <p>Facilitate student access to digital that enables timely and accurate feedback: 33% were very confident 50% expressed emerging confidence</p>	<p>Teacher efficacy has increased significantly.</p>		
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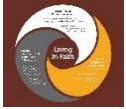
	<ul style="list-style-type: none"> • Discretionary School and system investments in “third teacher” learning environments • Completion of Years 2, 3 and 4 of the Learning Commons refresh plans 	<p>-Year 2 and 3 completed, Year 4 in progress.</p> <p>https://wcdsbca.sharepoint.com/:p/s/CorporateServices/Edqllc2Qm5JBlKgmX6EyLEgBiVXFPd1ke3tKIC2CWTpgGA?e=IwY1Vx</p>		<p>Rising prices for furniture, difficulty visiting schools due to Pandemic</p> <p>Due to pandemic restrictions collaborative working spaces have been dismantled in exchange for safely spaced work areas</p>	
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<ul style="list-style-type: none"> • Ensure technology is current and relevant to optimal teaching and learning practices 	<ul style="list-style-type: none"> • Increase in affirmative responses by Staff to Staff PD survey • Increase in affirmative responses by students to Student Voice/School Climate survey • Responsive investment reflected in annual IT strategic plan and budget 	<p>PPM 164 survey showed increased staff confidence with technology and with the Learning Design Framework</p> <p>In response to student and educator need additional Chromebook and Windows 10 Cloudbook devices have been made available to schools and families to support</p>	<p>-There are a significant number of board provided digital tools and resources as well as other board approved digital tools and resources that educators are finding and using in increasing numbers.</p>	<p>Based on responses to the Thought Exchanges and PPM164 surveys, there are still many educators who are still unaware of how to access the many provided safe digital tools and resources. We are updating the mandatory cyber security training to include how to use and access safe digital tools</p> <p>-Many resources that were paid for by the Ministry are no longer covered and we need to either pay for them, find alternatives, or lose access to the resource (e.g. Britannica, Mindomo, Turnitin, Gizmos etc.,)</p> <p>-Educators working from home have sometimes struggled with having access to the technology they need such as larger monitors, document cameras, and additional devices.</p>	<p>Continued communication campaign and educator awareness raising around how to find and successfully use the many WCDSB provided digital tools and resources in regular practice (e.g., WeVideo, Green Tools linked through D2L, VLC resources etc.,)</p>
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		<p>remote learning. The ratio of students to devices is now slightly better than 2:1.</p> <p>-In response to specific device needs for St Isidore educators needing to work from home a small fund was provided to support them in establishing an appropriate workspace</p> <p>-due to popular demand, additional licenses for WeVideo were purchased for the board to support educator and student learning and innovative pedagogies</p>			
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Overall Status Summary:

Key Growth	<p>Significant increase in staff and student facility with -- and effective use of – technology for learning, collaborating, and communicating: D2L portfolio used sometimes for classroom evidence showing 20K-30K items added each month compared to 1200-1500 in previous school years</p> <p>Elementary schools have seen an increase of over 5000 BYOD devices, or greater than 1/3rd increase.</p>
Next Steps	<p>Continued communication of approved digital tools and resources and targeted training offered on key tools that support leveraging digital for innovative pedagogies and stronger assessment and evaluation practices (e.g., D2L and D2L integrated tools, enCompass WCDSB created assessments in assessment area, updated cybersecurity training and WeVideo).</p> <p>Intentional use of Student Aware Data to identify school communities where specified programming and support regarding digital citizenship may be required.</p>



MYSP PRIORITY – BUILDING CAPACITY TO LEAD, LEARN & LIVE AUTHENTICALLY



Strategic Direction	Nurture the well being of all students and staff:
Goals: (3)	<ul style="list-style-type: none"> • Decrease in staff absenteeism/sick leave usage, and health and safety incidents • Increase in student attendance and engagement • Provide opportunities to nurture faith and spirituality of staff and students

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
Decrease in staff absenteeism/ sick leave usage, and health and safety incidents	<ul style="list-style-type: none"> • Decrease in reports of violent incidents 	Violent incident reports decreased significantly year over year from 732 in 2019-2020 to 352 in 2020-2021 as of April 30. A year over year comparison that excludes all school closure periods further demonstrate this decrease. From September 2019 to December 2019 486 incidents were			A committee is reviewing information and data associated with the sudden decrease in reported incidents so that best practices may be implemented to maintain fewer incidents as the factors created by the pandemic are removed.

	<ul style="list-style-type: none"> Decrease in WSIB claims 	<p>reported. From September 2020 to December 2020 215 incidents were reported.</p> <p>The reduction is likely due to factors caused by the pandemic – enforced distancing, decrease in clutter, increased regimentation, students attending virtually, etc.</p> <ul style="list-style-type: none"> Approved WSIB claims decreased significantly year over year from 119 in 2019-2020 to 60 in 2020-2021 as of April 30, 2021. A year over year comparison that excludes all school closure periods further demonstrates this decrease. There were 80 approved claims from 		<p>The ratio of approved lost time to health claims continues to be high, indicating the severity of injuries.</p> <p>Slips, trips and falls continue to be the largest cause of claims.</p> <p>Despite a significant decrease, musculoskeletal injuries for custodial and maintenance staff continue to be high</p>	<p>Increased training for custodial and maintenance staff associated with musculoskeletal injuries. E.g. proper lifting techniques.</p> <p>Increased training for administrators regarding injury prevention, especially in regards to slip, trip and fall prevention.</p>
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	<ul style="list-style-type: none"> Decrease in staff absenteeism 	<p>September 2019 to December 2020 and 40 approved claims from September 2020 to December 2020.</p> <p>The largest decrease in claims is connected to the decrease in violent incidents, however, there are significantly fewer claims within each of the most frequent causes of injury – aggression (-30), slips and falls (-19), struck by (-18) and musculoskeletal (-16).</p> <ul style="list-style-type: none"> Sick leave usage (% of absences against FTE) from September 2020 to April 2021 was low in comparison to previous years: 2020-21 – 4.07% 2019-20 – 3.15% (lower due to 	<ul style="list-style-type: none"> Per the annual School Board Cooperative Inc's absenteeism report, WCDSB had the 2nd lowest rate of absenteeism among 58 boards. WCDSB consistently ranks in 	<ul style="list-style-type: none"> Absenteeism related to the pandemic continue to be a concern, including both sick and quarantine leaves. The Employee Assistance Support 	<ul style="list-style-type: none"> Fully administer the EASP as the pandemic subsides
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		<p>school closure from March)</p> <p>2018-19 – 4.78%</p> <p>2017-18 – 4.46%</p> <p>A total of 3756 Quarantine leaves taken from September 2020 to April 2021. 1301 of these days were taken in March alone after Public Health changed their criteria for isolation and there was a general increase in COVID19 cases.</p> <ul style="list-style-type: none"> We provided 3 webinars featuring Dr. Jean Clinton during the summer of 2020 to address educator well-being (as well as student well-being and the well-being of families) to support early years educators as they prepare to reopen schools for 	<p>the top five each year.</p> <p>Almost 1700 early years educators across the Waterloo Region attended our webinars addressing well-being for the educator, the student, and families. After attending the webinars, many educators shared a new sense of comfort and enthusiasm to return to school.</p>	<p>Program (EASP) has been difficult to administer during the pandemic.</p> <p>The well-being of our educators is an ongoing priority due to the challenges we all face during the current pandemic.</p>	<p>Continue to prioritize the well-being of our educators and the importance of co-regulation for students and families.</p> <ul style="list-style-type: none"> Cuddle Up and Read community initiative will extend this message through the spring and summer of 2021 which will highlight the importance of
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		<p>September 2020. This was provided in partnership with WRDSB, Our Place (EarlyOn), and the Early Literacy Alliance of the Waterloo Region (ELAWR).</p> <ul style="list-style-type: none"> We created and shared 3 videos featuring Dr. Jean Clinton to support the messages of well-being from our early years webinars. 	<ul style="list-style-type: none"> <u>Lending Your Calm</u>: 269 Views <u>Conditions for Learning</u>: 41 Views <u>The Power of Play</u>: 45 Views 		<p>relationships and connecting through book reading.</p> <ul style="list-style-type: none"> We will continue to use and reference our videos as we move into the 2021/2022 school year.
Increase in student attendance and engagement	<ul style="list-style-type: none"> Increase in the number of schools implementing the Umbrella Project Increase in student qualitative responses on School Climate/ Student Voice/Resiliency surveys 	<p>Our Umbrella Project numbers increased this year with the addition of 3 more schools adopting the program, Umbrella Program is in 48/49 schools</p> <p>School Climate Survey (MDI) data collection will take place in 2021-2022 due to the pandemic. We elicited student voice through a "ThoughtExchange" in April 2020 and November 2020 to</p>	<p>Our Find the Umbrella social media campaign, in conjunction with The Umbrella Project saw a good uptake from families and schools.</p> <p>We have used a number of initiatives this year to help students, staff and families reflect on the resiliency skills/strengths that are guiding them through this difficult period (I.e. "12 Days of Christmas" family activity, Bell Let's</p>	<p>With the evolving needs of the pandemic it was not practical to carry out an in-depth survey this year.</p>	<p>We are preparing to administer the MDI in 2021-2022.</p> <p>SRO Survey data forthcoming</p>

	<ul style="list-style-type: none"> Decrease in student suspensions 	<p>inform and direct critical needs of the community.</p> <p>Controlling for the time range (up to and including February of each school year) for suspension and WCDSB enrollment, we are noticing that number of students who are suspended each year (recidivism) has decreased in both panels over the past 4 years: In the Elementary panel, there is a decrease of 0.96% when we compare the total number of students that had a suspension issued (note: a 0.96% decrease would approximate to 159 fewer students) in the 2020-2021 school year when compared to four years ago. In the Secondary panel, there is a decrease of</p>	<p>Day day theme, Find the Umbrella social media campaign, etc.) Administrators were encouraged to do well being surveys and mental health check-ins using the tools provided by School Mental Health Assist (SMHA).</p>		<p>To harnesses the power of students to prevent and stop bullying and mistreatment the WCDSB will be initiating the Safe School Ambassador Program as an innovative approach to improving school climate. This approach taps the power of students to change the social norms of a school culture to stop bullying and create schools and communities that are safe, welcoming, and inclusive</p>
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	<ul style="list-style-type: none"> Affirmative parent feedback on the alternative to suspension program 	<p>0.73% when we compare the total number of students that had a suspension issued (note: a 0.73% decrease would approximate to 50 fewer students) in the 2020-2021 school year when compared to four years ago and a decrease of 2.42% when we compare the total number of students that had a suspension issued (note: a 2.42% decrease would approximate to 168 fewer students) in the 2020-2021 school year when compared to last three school years</p>	<p>WCDSB has fully initiated the Student Aware platform to help identify at-risk online behaviour and support these students. It has received positive parent anecdotal feedback</p>	<p>The Alternative to Suspension Program in partnership with the Cambridge YMCA did not receive renewed provincial funding and has been discontinued</p>	
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	<ul style="list-style-type: none"> Improved student attendance metrics 	<p>To date, 7 Safe Schools students have been supported through St. Don Bosco Kitchener and Cambridge long term suspension program this is a decrease of 16 students from the prior year. Some students that are on a long-term suspension are also supported in attaining credits. To date, all 7 students are credit supported some also have been afforded a co-op opportunity to support credit accumulation.</p>		<p>Students supported through St Don Bosco Cambridge and Kitchener have decreased both in relation to SAL and Safe Schools due to remote learning models and pandemic restrictions which have impacted students</p>	<p>Development of Alternative support model for Gr. 10 Students for the 2021/22 school year supporting at risk students via our St Don Bosco School</p>
	<ul style="list-style-type: none"> Increase in OPHEA Healthy Schools certifications 	<p>Unable to meet this goal as this has not been a priority during the pandemic so our number of OPHEA certified schools is 7.</p>	<p>Although there has not been a focus achieving Healthy Schools certification, there is qualitative data indicating focus on healthy active living practices in schools (e.g., social media,</p>		

	<ul style="list-style-type: none"> • Increase in number of schools working with Region of Waterloo Public Health. • Increase in affirmative responses in qualitative student voice surveys (mapped to healthy living) 	<p>All schools are now supported by ROW Public Health Nurses</p> <p>Researcher works along board staff and Family of School Superintendents to unpack the MDI responses as they related to healthy active living and well-being.</p>	<p>school challenges, access to resources)</p> <p>Healthy School Champions and administrators were invited to take part in a ½ day in-service with the ROW Public Health nurses. 38 schools took part.</p> <p>ROWPH hosted online COVID19 Information sessions to communicate important safety protocols, testing and information about vaccines with Tigrinya speaking families</p> <p>Baseline data has been established to assist in establishing goals moving forward.</p>	<p>The COVID pandemic made it difficult for educators and administrators to continue with the completion of certification.</p> <p>Currently Public Health nurses are involved with supporting COVID contact tracing and protocol and are unable to be directly involved with the Healthy Schools project.</p>	<p>Strategize with School Champions regarding steps forward to prioritize certification in our schools.</p> <p>Work with ROW Public Health to see what their capacity will be in September, pending further pandemic developments. An additional step is to re-engage administrators and Healthy Schools champions.</p> <p>Utilize the baseline data to establish a logic model to support healthy active living and well-being goals.</p>
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				Due to the pandemic, the MDI will not be administered this year. This will cause an interruption in the ability to measure growth.	
Provide opportunities to nurture faith and spirituality of staff and students	<ul style="list-style-type: none"> • Surveys of staff following yearly event • # of attendees at workshops/ retreats on prayer/spirituality 	<ul style="list-style-type: none"> • 88% of staff who responded to survey affirmed that Spiritual Development Day was a positive and important experience for staff. 83% agreed that the virtual format was effective for program delivery. • These statistics are provided in the Bear Witness section of the MYP 			
Increase in student engagement - ELE. Math, 1-8	Increase in student qualitative responses on Student Voice surveys	<u>Math Confidence Survey</u> N=540 (students involved in survey) <ul style="list-style-type: none"> • The success of the implementation of the 	1. <i>"I like math"</i> : Range of 17-30% + increase (pre to post) to "most of the time" from "never & sometime", all grades report 50% + that they "like math" "most		<u>Equitable access to learning opportunities</u> 3. <i>"I am able to answer difficult math questions"</i> : We see the lowest increase from pre to post in students'

		<p>Math Strategy uses increased student confidence in math as one of its performance measures:</p> <ul style="list-style-type: none"> • Each cycle of math coaching includes a pre & post math confidence survey for all students involved in math coaching classrooms. 	<p>of the time” in the post survey</p> <p>2. <i>“I do my best when I do mathematics activities in class.”</i>: Range of 30 to 40% + increase (pre to post) to “most of the time” from “never & sometime”, all grades report between 35 to 80% + that they feel confident “most of the time” when they do math activities in class in the post survey - the students experience and the increase in the post survey could be a direct link to instructional approaches introduced in the math coaching cycle</p>		<p>ability to answer difficult questions, this questions also has the largest percentage of “never” and “sometime” responses</p> <p>We will continue a math confidence survey to gain more knowledge of how students feel and think about their math abilities with students in the coaching cycles and beyond.</p> <p>Continue to build capacity with students, teachers & parents to develop various strategies for persevering with difficult math problems.</p>
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Overall Status Summary:

Key Growth	<p>Continued growth in school investment in teaching well being as a skill through the Umbrella Project</p> <p>Significant reduction in Employee Violent Incident Reports</p>
Next Steps	<p>Development of Alternative support model for Gr. 10 Students for the 2021/22 school year supporting at risk students via our St Don Bosco School with expansion planned in future years.</p> <p>Determine root cause in reduction of Employee Violent Incident Reports to inform programming and best practices to sustain improved performance.</p>



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

Date: June 7 2021
To: Board of Trustees
From: Student Trustees
Subject: Student Trustee Report for June 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 II 011 Student Representation on the Board
Policy II 012 Student Trustee Role Description

Background/Comments:

As the 2021-2022 school year winds down to a close, students begin to look towards the upcoming school year ahead. Though graduations and celebrations are being pushed back, everyone is looking forward to the future. The response from students regarding the pride flag has been overwhelmingly positive and the student trustees feel that this is a milestone that truly allows for students to feel cared for and appreciated.

Common Activities Hosted by The Schools:

- **Pride Celebration Activities:** Each school is celebrating pride month in their own way (virtually). Some schools are posting educational videos while other are sharing inspirational quotes from members of the LGBTQIA2S+ community.
- **Relay for Life Virtual:** Kate as well as SMH Co-prez Dylan have worked for the past two months on a boardwide virtual Relay for Life event. This video has been shared with high schools as well as the SMH feeder elementary schools in order to raise awareness and money towards cancer research. At the time of this report, over \$6000 has been raised, beating the \$2000 goal. Dylan and Kate are very excited to be able to lead the board in this event and look forward to continuing their work with the Canadian Cancer Society as they enter post-secondary.

- **Indigenous Heritage Month:** This month is Indigenous Heritage Month and in light of the tragic findings at a former residential school site, we are seeing more and more educational and meaningful conversations and movements surrounding this topic.
- **End of Year Celebrations:** Graduation assemblies and initiatives such as game nights and movie nights have been enjoyed by grade 12s in our board community. As the countdown to summer has begun many students are looking forward to their future and what that might hold for them.

Student Trustee Role Update:

- **Student Senate:** As the school year comes to a close, so will this year's Student Senate. Abby and Kate are very grateful for the support and opportunity to work with such wonderful student leaders. To celebrate and thank the group, the final casual meeting will consist of interactive virtual games. The possibility of delivering handwritten thank-you cards, or an outdoor summer gathering are also being discussed (regulations permitting).
- **OSTA AECO:** A great deal of progress, and changes have occurred within the OSTA organization over the past month. For example, new elected executives have been chosen. Student Trustees of OSTA's general assembly have also been actively engaging with one another about board policies, and other topics in the Facebook group. Finally, the first two volumes of "Volumes of our Voices" have been released (2020-2021 Advocacy Project). These revolve around the topics of "Learning and Living in a Pandemic" and "Negative Space". Both of these documents will be available to Trustees, and sent out upon finalization. Volume three on the topic of gender, and sexuality will be released before the end of this school year. More information on the project can be found using the attached link. <https://osta-aeco.org/our-work/the-volume-of-our-voices/>
- **Incoming Student Trustee Mentorship:** As government restrictions loosen for the pandemic, the four Student Trustees are hopeful that in person meetings will soon be possible. Over the next two months Abby and Kate will continue to mentor the girls through both a casual and organized context (eg. ST handbook).
- **Developing Our Roots:** The final DOR package will include a thank you message from the current Student Trustees, as well as one last activity.

Year In Review for 2020-2021:

3 Proudest Accomplishments...

- **1) ESLC and SAC Unity Conferences:** This year's board leadership conferences looked anything but "typical". Despite all of this, and the other challenges the pandemic caused, the events were able to be put on and enjoyed by all involved. The tech skills learned by both the organizers and attendees will be useful in schooling, and future workplaces.
- **2) Developing Our Roots:** Abby and Kate are extremely proud of the results of this year's Senate theme, and associated projects. Developing our Roots has been a learning experience like no other for both Kate and Abby as well as students and staff who participated.
- **3) Harboursing Hope Scrapbook:** This year's senate board-wide initiative was Harboursing Hope, a scrapbook created to demonstrate the resilience and passion within our board. It was meaningful to see all the hard work put in by students of all ages and

we were all given the opportunity to engage with artwork that represents what hope looks like, especially in the pandemic.

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: June 14, 2021
To: Board of Trustees
From: Wendy Price, Chair
Subject: Trustee Pastoral Care Committee Annual Report

Type of Report: ☐ Decision-Making
☐ Monitoring
☒ Incidental Information

Type of Information: ☐ Information for Decision Making
☐ Monitoring Information
☒ Information Only

Origin:

Board Policy II 010, "Board Committee Structure"

Policy Statement:

2. Trustees who are assigned to chair a Board of Trustee committee will:
f) Facilitate the performance review of the committee and its work

Background/Comments:

The Pastoral Care Team Committee is composed of the following trustees: Jeanne Gravelle, Kevin Dupuis, Abby Barabosa, Wendy Price(Chair), Manuel da Silva, Greg Reitzel

The committee has worked on the following throughout the 2020-2021 school year;

- 1) Virtual paint night for Trustees and Senior Admin was organized by Trustee Gravelle and Alice Figueiredo.
- 2) A display depicting the Board's theme "Gathered to Become" created by Student Trustee Barbosa and Trustee Price for the Board room. However the display is still sitting in Trustee Price's basement waiting to be put into the Board room. Hopefully September when we return to in person meetings.
- 3) Thank you Trustee Gravelle for being Chair of the Pastoral Committee for several years. Trustee Price was elected Chair of Pastoral as Trustee Gravelle was elected Vice Chair of the Board in December.
- 4) Stocking Stuffers – Trustees supported Stocking Stuffers financially this year since we could not gather to actual stuff the stockings due to COVID.
- 5) Catholic Education Week - because of the Covid closure, we were limited in what could be done so each trustee was encouraged to participate with own social media posts.
- 6) Prayer Partners-Student Trustee Barbosa organized a monthly prayer partner/reflection between trustees and senior admin.
- 7) Tiny Home Takeout-a tour of this organization was organized and some trustees have been able to volunteer. If interested in volunteering please go to their website and fill out the request to be a volunteer.
- 8) Opening Prayer – prayers were rotated amongst committee members. All members were encouraged to consider prayers that reflect religious holidays, current events and relevant themes of that month.



Due to Covid and closures it was difficult to organize different activities. We hope that with a return to a more “normal” life in September we will be able to broaden the activities.

Recommendation:

- 1) That the Board of Trustees participate in team building and/or retreat ideas with the focus being awareness of our faith and getting to know new trustees and SO's.
- 2) Pastoral Committee to continue to make an effort to support local social justice issues by focusing on local groups and issues so that our actions are reflective of our Board Ends.
- 3) Pastoral Committee to consider inviting schools and students to lead the Board in prayer at Board meetings. This can be done virtually or using different forms of media.

This report is provided as monitoring information for the Board of Trustees.

Prepared/Reviewed By: Wendy Price, Chair

*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: Monday, June 14th, 2021
To: Board of Trustees
From: Tracey Weiler, Chair, Linkages Committee
Subject: Linkages Committee Annual 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 010
☐ Information only of day-to-day operational matters delegated to the CEO

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

Board Policy II 010, "Board Committee Structure"

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

Trustees who are assigned to chair a Board of Trustee committee will:

- Facilitate the performance review of the committee and its work

Background/Comments:

For the 2020/21 school year the Linkages Committee has consisted of four trustees:

- Bill Conway,
- Brian Schmalz,
- Melanie Van Alpen,
- Tracey Weiler (Chair).

The committee has worked on the following;

1. Letters sent in the fall to each school welcoming them to a new school year and to keep the Board of Trustees in mind as attendees when planning school events.
2. Virtual Commissioning Ceremony held on October 28th, 2020 with a focus on our theme of Gathered to Become. All school council chairs and newly appointed administrators were commissioned. Many thanks to staff who worked hard to make this evening a success, especially but not limited to, John Murphy, Fr. Joseph de Viveiros, Loretta Notten and Alice Figueiredo.
3. Letters were sent to the Chairs of the SEAC, and CPIC committees as an invitation to an upcoming Committee of the Whole meeting to discuss success and challenges. Both committee chairs attended the virtual May 10th, 2021 COWB meeting and gave excellent presentations. We will continue this annually as part of our Linkages work.



4. Winter walk to school day – We hosted a board wide winter walk to school day on February 10th, in partnership with *Student Transportation Services of Waterloo Region*. We had 22 schools participate in this fun and important event.
5. Congratulatory and thank you letters are in process to send out to all new clergy and any clergy that are retiring before the effective date of June 30th, 2021.
6. Appreciation letters are in process to be sent out to the following groups:
 - a. School Council Chairs thanking them for their hard work and dedication for the past year;
 - b. End of school year letters to principals and staff to thank them for another amazing school year at WCDSB;
 - c. St Mark's Catholic Elementary School to congratulate and recognize them for their fundraising success for the Terry Fox Foundation. This past fall our Board raised \$57,012.05 for cancer research and this year, not only was St Mark's once again in the top 25 for Ontario, but this year they came 3rd in Ontario – raising over \$14,000 dollars. Congratulations!
 - d. Letters of thanks to SEAC, CPIC, and Audit committee members for their work this past year;

Note: The following Linkages events were not scheduled this year due to Covid-19 and the safety of our community. We are looking forward to hosting them again during the 2021/2022 school year.

1. Catholic Education Centre (CEC) blessing
2. Community Leaders Breakfast

Future plans for the Linkages Committee:

- 6th Annual Community Leaders Breakfast during the 2022 Catholic Education Week;
- 6th Annual Commissioning ceremony and reception to be held in the fall of 2021;
- 3rd Annual Clergy Dinner;
- Trustees will participate in School Travel Planning to support ongoing assessment of conditions through a walkabout.
- Joint meeting with WRDSB to share information and to continue building our relationship together.
- Sending ongoing recognition and appreciation letters.

Recommendation:

This report is provided as monitoring information for the Board of Trustees.

Prepared/Reviewed By: Tracey Weiler, Chair, Linkages committee

*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: Monday, June 14th, 2021
To: Board of Trustees
From: Jeanne Gravelle
Subject: Governance Committee Annual 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 010
☐ Information only of day-to-day operational matters delegated to the CEO

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

Board Policy II 010, "Board Committee Structure"

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

2. Trustees who are assigned to chair a Board of Trustee committee will:
f) Facilitate the performance review of the committee and it's work

Background/Comments:

For the 2020-2021 school year the Governance committee consisted of trustees: Melanie VanAlphen, Greg Reitzel, Brian Schmalz, Jeanne Gravelle (Chair) and Administrative Official, Loretta Notten.

The committee met on October 19, 2021, January 18, 2021, May 3, 2021

A summary of tasks completed by the committee are listed below:

- 1) The following policies and processes were reviewed with minor changes:
 - Board Policy II 007 Board Members Code of Conduct was reviewed with minor recommended changes approved by Board.
 - Discussed Priorities and Work of the Board. Recommendations were made to tackle motions and trustee inquires internally and to hire a consultant to further review the effective Monitoring of Executive Limitations policies.
 - The Board Call Log process was reviewed with a decision to continue the practice with some minor updates to the database fields.
 - Board Policy II 001 General Governance Commitment. Recommendation to update wording.
 - Board Policy I 001 Ends - Broad Policy Provision. Recommendation to update wording to reflect more formal Monitoring in December.
 - Recommendations made that Monitoring Reports now include a reasonable interpretation of the policies.
 - Board Policy IV 010 Facilities Accommodations. Recommendation to update wording to reflect changes in protocol.



3) Outstanding items:

- Full review of Board Policy I 001 Ends.
- Continued review of changes to Monitoring Reports, the use of reasonable interpretations and evidence of compliance.
- Discussions will be ongoing with Trustees regarding what reports are placed in the consent agenda.

Recommendation:

This report is provided as monitoring information for the Board of Trustees

Prepared/Reviewed By:

Jeanne Gravelle – Governance Committee Chair



Date: June 14, 2021
To: Board of Trustees
From: Chair of the Board
Subject: Chair's Report for June 14, 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.

- Continue with weekly teleconference calls with Minister Lecce, DM Nancy Naylor, Dr. Tepper, Board Chairs and Directors.
- Attended the raising of the Pride flag at the CEC.
- Joined fellow trustees at the CCSTA AGM on June 4th
- Attended the Audit committee on June 9th
- Wrote a letter to the Minister of Education regarding concerns of the expansion of student access to online and remote learning.

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."



From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: Cardinal Collins' Statement Regarding Residential Schools
Date: Thursday, June 3, 2021 6:05:59 PM
Attachments: [image001.png](#)
Importance: High

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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

519-578-3660 | loretta.notten@wcdsb.ca



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

From: OCSTA - Sharon McMillan <SMcMillan@ocsta.on.ca>
Sent: Thursday, June 3, 2021 4:50 PM
To: OCSTA - Sharon McMillan <SMcMillan@ocsta.on.ca>
Subject: Cardinal Collins' Statement Regarding Residential Schools
Importance: High

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

To: All Chairs and Directors of Education, All CDSBs

Please see below a statement from His Eminence Thomas Cardinal Collins, Archbishop of Toronto regarding Residential Schools.

Best regards,

Sharon McMillan
Director of Communications
Ontario Catholic School Trustees' Association
416-460-7937
smcmillan@ocsta.on.ca
www.ocsta.on.ca



June 3, 2021

“If one member suffers, all suffer together with it.” (1 Cor 12:26)

In recent days, the country has been shocked, saddened and angered by the discovery of the remains of 215 children in unmarked graves who attended a residential school in Kamloops, British Columbia. We pray for the children who died in Kamloops and in residential schools throughout the country – they must not be forgotten. We must also recognize the betrayal of trust by many Catholic leaders who were responsible for operating residential schools, abandoning their obligation to care for young and innocent children.

We all seek the truth and this tragic discovery provides yet another opportunity for us to learn more about this dark chapter in our history and the painful journey experienced by so many of our Indigenous brothers and sisters.

There is much more work to be done. Since the 1990's, many of the Catholic entities responsible for the operation of residential schools have apologized publicly for their actions and have journeyed together with victims on the path to truth and reconciliation. This includes the Oblates of Mary Immaculate, the religious order that operated the residential school in Kamloops, which over the weekend again apologized for its role in the residential school system. Pope Benedict XVI also had the chance to meet with Indigenous leaders in 2009 to personally express his sorrow and anguish.

These actions do not erase our history; they acknowledge our past, force us to face the consequences of our behaviour and compel us to ensure that our sins are not repeated.

While the Archdiocese of Toronto did not operate residential schools, we join with the Indigenous peoples, the Catholic community and Canadians from coast to coast to coast in a period of collective grief for those who are physically, emotionally and spiritually wounded. This Sunday, I will offer Mass for those who died or were abused at residential schools and for all those who deal with the intergenerational trauma caused by this system. We must also continue to build on the tangible initiatives present throughout the country, like the Our Lady of Guadalupe Circle, where bishops and priests, women religious, laity and Indigenous peoples are committed to walking together on a path to reconciliation.

As I have stated previously when speaking of abuse in the Church, the real scandal is when evil festers in the darkness. Once in the open, evil can be rooted out. That must happen. Then new life can begin. Let us journey together to find light through the darkness once again.

Saint Kateri Tekakwitha, pray for us.

Thomas Collins
Archbishop of Toronto

Apology from the Missionary Oblates of Mary Immaculate

[Additional resources from the Canadian Conference of Catholic Bishops](#)

[Frequently Asked Questions re Catholic Organizations and Residential Schools](#)

Frequently Asked Questions Regarding Residential Schools – June 2021

There has been considerable media coverage and discussion in recent days following the discovery of children's remains at the former residential school in Kamloops, British Columbia. The discovery has reopened a painful wound for many in our country and has identified the need for all Canadians to learn more about our history, the role of residential schools as part of that journey and to seek the truth regarding all those who suffered and continue to do so to this day.

The abuse of Indigenous peoples is a dark chapter in the history of Canada and the Catholic Church. While the Church has cared for and served Indigenous people in many ways, it is undeniable that some members of the Church undermined the dignity of First Nations people. There is evidence that much of this abuse occurred at residential schools, which were largely operated by Christian denominations.

This communication is intended to provide some context and address some frequently asked questions about this important issue. We must all join in the collective efforts on the path to healing and reconciliation with Indigenous peoples.

1. I am deeply troubled by the discovery of children's remains in Kamloops on the site of a former residential school. Who operated the school?

The discovery of 215 unmarked graves in late May 2021 will require further

investigation to help seek the truth of who these children were, how they died and how they were buried so far from home. The school was built and initially operated by the federal government, opening in 1890. In 1892, the federal government asked a Catholic order, the Missionary Oblates of Mary Immaculate, to take over operations, which they did until 1969. The federal government resumed operations of the school from 1969 until its closure in 1979.

The religious order issued a formal apology in 1991 in addition to paying settlements to residential school survivors. An excerpt of the apology reads as follows:

“We wish to apologize in a very particular way for the instances of physical and sexual abuse that occurred in those schools...Far from attempting to defend or rationalize these cases of abuse in any way, we wish to state publicly that we acknowledge they were inexcusable, intolerable and a betrayal of trust in one of its most serious forms. We deeply and very specifically, apologize to every victim of such abuse and we seek help in searching for means to bring about healing.”

2. Is the Catholic Church assisting with the efforts to seek the truth in Kamloops and elsewhere?

Father Ken Thorson, current Superior of the Missionary Oblates of Mary Immaculate, has reached out to the Tk'emlups te Secwépemc Chief Rosanne Casimir to offer assistance and to express sympathies following the discovery of the remains of 215 children on the grounds of the former school. Father Thorson has communicated that records from the Kamloops Indian Residential School are with the Royal British Columbia Museum and has indicated the order will assist in sharing any information regarding records at this and other locations where the order operated schools.

Among the groups of dioceses and religious communities that operated residential schools, there is a spirit of cooperation with Indigenous peoples with regards to personal records and information relating to the former schools. At the same time, there are also privacy rights, including those of Indigenous peoples who attended these schools, which need to be taken into consideration on a case by case basis.

3. Why aren't we hearing an apology from the Catholic Church in Canada?

There is no such entity as the Catholic Church of Canada. Each Catholic diocese and religious order is an independent legal entity. Despite this reality, in 1991, Canadian Catholic Bishops, along with leaders of men and women religious communities, issued a statement that “We are sorry and deeply regret the pain, suffering and alienation that so many experienced” at residential schools.

Approximately 16 out of 70 Roman Catholic dioceses in Canada were associated with the former residential schools, in addition to about three dozen out of over one hundred Catholic institutes (commonly referred to as religious orders). Each diocese and institute is corporately and legally responsible for its own actions.

Many of the dioceses or orders operating schools have offered apologies, dating back to the early 1990s. In recent days, many bishops throughout Canada have offered statements and introduced other initiatives to continue our ongoing path to truth and reconciliation.

A listing of some of the numerous apologies and other resources can be found at:

<http://bit.ly/CCCBreconciliationDocuments>

4. Did the Archdiocese of Toronto operate residential schools?

The Archdiocese of Toronto did not operate residential schools yet we share the collective grief and sorrow as the result of any representative of the Catholic Church inflicting pain or abuse on an individual, especially vulnerable children.

5. Have Indigenous leaders met with the Pope?

Yes, in 2009, the National Chief of the Assembly of First Nations, Phil Fontaine, along with other Indigenous representatives, had a moving encounter with Pope Benedict XVI at the Vatican. In describing the meeting, Chief Fontaine told the media he hoped the expression of regret would “close the book” on the issue of apologies for residential school survivors.

Another attendee at the meeting with Pope Benedict, Edward John, Grand Chief of the First Nations Summit in British Columbia, said the Pope acknowledged the suffering of those who are still living with the effects of their

experiences at the schools. In comments to the media he said, “I think in that sense, there was that apology that we were certainly looking for.”

The Catholic Church continues to work alongside and with Indigenous communities in order to foster an ongoing culture of reconciliation. There have been, and continue to be, numerous initiatives by Catholic dioceses, institutes and organizations throughout Canada to assist with support the ongoing healing and reconciliation journey.

6. I understand there was a formal request in the Truth and Reconciliation Commission report for the Pope to personally apologize in Canada?

The Holy Father has already been invited to Canada by the present and previous Prime Minister. The Catholic Bishops of Canada, including the current and past Presidents of the Canadian Conference of Catholic Bishops, have assured the Pope they would joyfully and gratefully welcome him in a visit to Canada. Likewise, in a number of instances, Canadian Bishops, individually and collectively, have formally invited Pope Francis to visit, including with specific reference to Call to Action #58 (a recommendation of the 2015 Truth & Reconciliation Commission asking the Holy Father to apologize on Canadian soil within one year of the report being issued).

Pope Francis has encouraged the Bishops to continue taking leadership and assuming their proper role in pursuing their pastoral engagement and reconciliation efforts with Indigenous peoples, including ongoing conversations among the Bishops and Elders. This work builds on past apologies, dialogue and the desire to move forward together.

A formal papal visit involves a number of steps from both government and church leadership as well as significant logistical, financial commitments and other considerations. No papal visit has been publicly announced at this time.

7. Will the Catholic Church pay financial reparations to those harmed by residential schools?

The Catholic entities that operated residential schools were part of the 2006 Indian Residential School Settlement Agreement (IRSSA).

The Holy See and the Canadian Conference of Catholic Bishops were never involved in running the former schools. The “Roman Catholic Entities” named

as parties in the IRSSA were legally deemed to have fulfilled the requirements of the settlement agreement by a judicial review. Following this review, the former Conservative government released the entities from further obligations – a decision which the present Liberal government did not appeal.

The 50 or so individual entities which signed the IRSSA paid:

- i. **\$29 million in cash** (less legal costs);
- ii. **more than the required \$25 million of “in-kind” contributions;**
and
- iii. an additional **\$3.7 million** from a “best efforts” campaign.

Those same entities, together with other dioceses, institutes and national Catholic organizations, continue to be involved in efforts across the country to provide in-kind contributions, which go well beyond the scope of the Indian Residential School Settlement Agreement.

8. Where can I find additional resources?

Our Lady of Guadalupe Circle is a Catholic coalition of Indigenous people, bishops, lay movements, clergy and institutes of consecrated life, engaged in renewing and fostering relationships between the Catholic Church and Indigenous Peoples in Canada. For more information visit: www.ourladyofguadalupecircle.ca.





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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: Memo - Legislative Update, June 3, 2021
Date: Thursday, June 3, 2021 7:20:23 PM
Attachments: [image003.png](#)

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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

519-578-3660 | loretta.notten@wcdsb.ca



**Waterloo Catholic
District School Board**
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From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Thursday, June 3, 2021 1:38 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo - Legislative Update, June 3, 2021

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**Ontario Catholic School
Trustees' Association**

June 3, 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: Legislative Update

Today marks the end of the current legislative session at Queen's Park. This memorandum provides a summary of various Bills that are before the legislature that may be of interest to member boards.

Private Members' Bills

Bill 301 - introduced by Teresa Armstrong, NDP MPP on June 1, 2021

An Act to Proclaim April 2 in each year as Autism Awareness Day

The proposed legislation would proclaim April 2 of each year Autism Awareness Day.

Status: First Reading.

Bill 299 - introduced by Vincent Ke, PC MPP on May 20, 2021

Anti-Asian Racism Education Month Act, 2021

The proposed legislation would proclaim May in each year as Anti-Asian Racism Education Month.

Status: First Reading

Bill 298 - introduced by Michael Mantha, NDP on May 19, 2021

Abuse Prevention Week Act, 2021.

The Act proclaims the week beginning on the first Sunday in October in each year as Abuse Prevention Week. The Act establishes an Abuse Prevention Framework Advisory Committee to provide recommendations to the Minister of Education, and requires the Minister of Education to issue curriculum guidelines respecting abuse prevention in accordance with the Committee's recommendations. The curriculum is required to be taught during Abuse Prevention Week.

Status: First Reading.

Bill 297 - introduced by Marit Stiles, NDP Education Critic and Jessica Bell, Critic Housing Tenant Rights; Urban Planning, May 19, 2021

Centering Youth in Pandemic Recovery Act, 2021

Proposes to provides that the Premier of Ontario shall develop and publish a Post-Pandemic Child & Youth Action Plan in consultation with youth leaders and experts in education, child development and mental health. The Premier shall review the plan every two years.

The Bill also proposes to establish the COVID-19 Recovery Youth Secretariat, which shall assist the Premier with the development, revision and implementation of the Post-Pandemic Child & Youth Action Plan and review legislation and regulations to determine the potential effects on the well-being of children, youth and youth adults. Bill 297 also provides that a Standing Committee shall be appointed to review the development, revision and implementation of the Post-Pandemic Child and Youth Action Plan every two years, review data and research conducted by the COVID-19 Recovery Youth Secretariat and report to the Legislative Assembly.

Status: First Reading.

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

A handwritten signature in black ink, appearing to read 'PDaly', with a long, sweeping horizontal stroke extending to the right.

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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: Memo-ON News Release-Ontario Supporting Black Student Success
Date: Monday, June 7, 2021 3:11:16 PM
Attachments: [image005.png](#)
[image006.png](#)
[image002.jpg](#)
[image004.jpg](#)

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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

519-578-3660 | loretta.notten@wcdsb.ca



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From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Monday, June 7, 2021 2:25 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: Memo-ON News Release-Ontario Supporting Black Student Success

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June 7, 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: ON News Release – Ontario Supporting Black Student Success

Please see attached Ontario news release, sent to you for your information.



NEWS RELEASE

Ontario Supporting Black Student Success

New School Board Tool and Partnerships with Community Organizations to Help Break Down Systemic Barriers

June 07, 2021

[Ministry of Education](#)

TORONTO — To improve education outcomes for Black students and break down systemic barriers, the Ontario government is introducing a new tool for school boards and making available \$1.43 million in programs that help address policies and practices that have had adverse impacts on Ontario's Black students, as well as support anti-racism work underway in schools across Ontario.

The new Board Improvement and Equity Planning Tool, which will be in place for 2021-22 school year, will increase accountability and standardize commitments for advancing human rights and equity across the education system. School boards will be required to engage with parents and local communities on their actions to identify and dismantle systemic barriers facing underserved student populations. Boards will be required to submit their reports to the ministry as well as posting them publicly.

"Racism and discrimination have no place in our school systems – yet too many Black students continue to feel left behind," said Stephen Lecce, Minister of

Education. “We recognize that Black and racialized students have been disproportionately impacted by the pandemic, which is why we are partnering and investing to combat racism and promote the academic success of Black students.”

The COVID-19 pandemic has exacerbated existing inequalities and disproportionately impacted Indigenous, Black and other racialized students, as well as those from low-income backgrounds, LGBTQI2S students, and students with disabilities.

As part of the [Safe Return to Class Fund](#), the Ontario government has partnered with community groups and school boards to deliver culturally relevant supports for students to build the skills and knowledge for academic and future success. This includes providing:

- \$500,000 to the Lifelong Leadership Institute to develop and implement leadership, mentorship, academic, and entrepreneurship programs for Black youth in the GTA, including summer programs focused on academic excellence and career development.
- \$300,000 to Parents of Black Children to help create and foster conditions for Black student success by developing a bilingual toolkit to provide educators with an understanding of the Black experience in the education system and developing a virtual campus that will offer tutoring services for students and resources for parents.
- \$280,000 to ANCHOR (African-Canadian Coalition against Hate, Oppression & Racism) to support the creation of a culturally relevant summer learning program for students in Kindergarten to Grade 12 to increase the engagement of Black students in their education.
- \$50,000 for Parents for Diversity to develop and deliver a series of webinars in French and English to support the engagement of racialized and newcomer parents, guardians and caregivers. Webinars will provide parent-focused supports on anti-racism, equity and inclusive education, mental health and well-being through the provision of interactive learning opportunities.
- \$50,000 to Regroupement ethnoculturel des parents francophones de l'Ontario (REPFO) to increase involvement of parents from Black Francophone communities in their children's schools. The organization will deliver parent training workshops, host virtual parent cafés, and develop parent guides to support the use of digital resources and technology.

As part of the [Safe Restart](#) agreement, the Ontario government has partnered with community groups to support advocacy for educational issues and concerns related to Black students in the education system and address pandemic-induced issues and risks for Black youth. This includes providing:

- \$100,000 to the Black Health Alliance to develop a web-based peer-to-peer mental health promotion initiative for Black students ages 14 to 18.
- \$50,000 for the Hamilton Centre for Civic Inclusion to consult with Black

youth in Hamilton school boards on issues including combatting anti-Black racism, bullying and mental health supports.

- \$100,000 for Jaku Konbit to provide support for Black students in Ottawa to overcome academic barriers and cultural challenges.

To further support the success of Black students, the Ministry of Education is working with nine school boards to deliver the Graduation Coach Program for Black Students. The program provides intensive, culturally responsive support to Black students to help improve their academic achievement and well-being. The ministry has allocated \$1.57 million for the program in 2020-21 and is expanding the program by allocating a total of \$2.94 million in 2021-22.

Quick Facts

- For the upcoming school year, Ontario's Priorities and Partnership Funding (PPF) will include more than \$288 million in funding for approximately 150 initiatives that include a focus on strengthening math skills, access to mental health and well-being supports, combatting racism and other forms of discrimination and support for children with disabilities.
- In July 2020, the Ministry of Education announced a suite of changes to advance opportunities for Indigenous, Black and racialized students. This includes ending early streaming into applied and academic courses, eliminating discretionary suspension for students, strengthening sanctions for teachers who engage in behaviour of a racist nature, and providing teachers, school board leaders and trustees with additional anti-racism and anti-discrimination training.
- On June 4, 2020, the government launched the Premier's Council on Equality of Opportunity, a new advisory group which provides advice on how young people can overcome social and economic barriers and achieve success.
- In accordance with the *Anti-Racism Act, 2017* and Anti-Racism Data Standards, all school boards in Ontario will be required to collect race-based data by January 1, 2023.

Quotes

"The pandemic has created challenges for racialized students; Black students in particular. The READI program will create a positive environment where our children can reach their full potential, by ensuring that they are cared for, celebrated and affirmed. The READI Program will have educators working with children who may have become disengaged during the last school year. They will learn foundational skills using a holistic curriculum that honours their cultural heritage while teaching them the fundamentals from Kindergarten to grade 12, coupled with a healing and mental wellness component embedded in our cultural identity. We are grateful for the investments made by Minister Lecce through the Ministry of Education."

- Shernett Martin

Executive Director of ANCHOR (African-Canadian Coalition against Hate, Oppression & Racism)

"The Lifelong Leadership Institute is delighted to have the opportunity to offer programming for Ontario's Black youth this summer. Funding from the Ministry of Education has enabled us to offer a set of seventeen distinct programs in July and August under the banner, 'SummerUp'. These programs are aimed at accomplishing a set of objectives including offsetting the isolation and the disruption of the pandemic, reducing the erosion of skills in the summer break, ensuring students return to the fall semester with a higher degree of self confidence and building leadership capacity. The programs are organized under three categories — academic, arts and aspirations. Working with our partners, we hope to offer Black youth the chance to learn, explore, discover, aspire and be successful."

- Trevor Massey

Chair of Lifelong Leadership Institute

"For REFPO, the 21-week mentoring program for grades 7 and 8 is going well and we are proud to partner with the Ontario government. The students, their parents and members of the Black community in Ontario are pleased to receive such a supportive service at home for our youth. To date, a few teachers are offering support in French, math and science."

- Body Ngoy

Vice-President, Regroupement ethnocultural des parents francophones de l'Ontario

Additional Resources

[Historic Level of Public Education Funding With Additional Supports to Keep Students and Staff Safe](#)

[Ontario Taking Bold Action to Address Racism and Inequity in Schools](#)

[Education Funding, 2021-22](#)

[Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools](#)

Media Contacts

Caitlin Clark

Minister's Office

caitlin.clark@ontario.ca

Ingrid Anderson

Communications Branch
ingrid.e.anderson@ontario.ca
[437-225-0321](tel:437-225-0321)

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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA Memo: CCSTA Toonies for Tuition Challenge
Date: Monday, June 7, 2021 3:12:32 PM
Attachments: [Congratulations OCSTA Trophy Challenge 2021.pdf](#)
[image005.png](#)
[image002.jpg](#)

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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

519-578-3660 | loretta.notten@wcdsb.ca



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From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Sent: Monday, June 7, 2021 3:02 PM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA Memo: CCSTA Toonies for Tuition Challenge

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June 7, 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: CCSTA Toonies for Tuition Challenge

The attached letter from CCSTA Past President, Paula Scott is provided for your information. I would like to thank each of you, your students and staff for your generosity and support of the Toonies for Tuition Campaign.



CONNIE ARAUJO-DE MELO | Ontario Catholic School Trustees' Association | 1804-20
Eglinton Avenue West, Box 2064, Toronto, ON M4R 1K8 | t 416-932-9460 ext. 226



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CANADIAN CATHOLIC SCHOOL TRUSTEES' ASSOCIATION
ASSOCIATION CANADIENNE DES COMMISSAIRES D'ÉCOLES CATHOLIQUES

Catholic Education Centre, 570 West Hunt Club Road, Nepean, Ontario K2G 3R4
Phone: (613) 224-4455 ext. 2521 Web site: www.ccsta.ca Twitter: [@CCSTAconnect](https://twitter.com/CCSTAconnect)

June 4, 2021

Patrick J. Daly
President
OCSTA
Box 2064, Suite 1804
20 Eglinton Avenue West
Toronto, ON
M4R 1K8

Dear Mr. Daly,

On behalf of CCSTA and students from across the country, congratulations to the province of Ontario on winning the Toonies Challenge Provincial Trophy for the most money collected on a per capita basis. A plaque will be forwarded to your office within the next few weeks.

As you know, this money goes directly to students and their families to help offset tuition costs in the unfunded/partially funded provinces.

Please pass on our thanks to Anne O'Brien, Ashlee Cabral and all the trustees, boards, students and staff involved in fundraising for Toonies for Tuition.

Sincerely,

Paula Scott
Past President, CCSTA

cc: N. Milanetti, Executive Director, OCSTA
A. O'Brien, Director of Education, OCSTA
J. Hanlon, Executive Director, CCSTA

Enlivened by the Word of God and our tradition, we promote and protect the right to Catholic education in Canada.
We speak as one.

Animés par la Parole de Dieu et notre tradition, nous assurons la protection et la promotion du droit à
une éducation catholique au Canada. Nous parlons d'une même voix.

From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA Fall Regional Meetings - Save the Date
Date: Monday, June 7, 2021 4:18:08 PM
Attachments: [image004.png](#)
[image002.jpg](#)

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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

519-578-3660 | loretta.notten@wcdsb.ca



From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Sent: Monday, June 7, 2021 4:02 PM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA Fall Regional Meetings - Save the Date

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TO: Trustees, Student Trustees & Directors of Education
CC: Board Secretaries & Administrative Assistants
OCSTA Staff

Following are the dates for OCSTA's Fall Regional Meetings.
Further details will be provided as they become available.

OCSTA 2021 FALL REGIONAL MEETINGS

DATE & TIME	AREA	BOARDS / OCSTA REGION #	OCSTA DIRECTOR / REGION #
Tues, Sept. 21 9:30am – 12:00pm	CENTRAL	Brant-Haldimand Norfolk (11) Dufferin-Peel (7) Durham (9) Halton (13)	Nancy Crawford (6) Patrick Daly, President Luz del Rosario (7) Sharon Hobin (7)

		Hamilton-Wentworth (11) Niagara (11) Toronto (6) York (8)	Vincent Iantomasi (13) Rick Petrella (11) Garry Tanuan (6) Jennifer Wigston (8)
Sat, Sept. 25 9:30am – 12:00pm	NORTHEAST	Huron-Superior (1) Nipissing-Parry Sound (1) Northeastern (1) Sudbury (1)	Michael Bellmore, Vice President Leslie Cassidy-Amadio (3) Colleen Landers (1)
Mon, Sept. 27 9:30am – 12:00pm	EAST	Algonquin & Lakeshore (10) Eastern Ontario (10) Peterborough Victoria Northumberland & Clarington (9) Ottawa (12) Renfrew (10) Simcoe-Muskoka (9)	Linda Ainsworth (9) Todd Lalonde (10) Mark Mullan ((12)
Wed, Sept. 29 9:30am – 12:00pm	WEST	Bruce-Grey (4) Huron-Perth (4) London (5) Waterloo (4) Wellington (4) St. Clair (5) Windsor-Essex (5)	Beverley Eckensweiler, Past President Marino Gazzola (4) Linda Ward (5)
Fri, Oct. 1 9:30am – 12:00pm	NORTHWEST	Kenora (2) Northwest (2) Superior North (2) Thunder Bay (2)	Frank Bastone (2) Leslie Cassidy-Amadio (3)

CONNIE ARAUJO-DE MELO | Ontario Catholic School Trustees' Association | 1804-20 Eglinton Avenue West, Box 2064, Toronto, ON M4R 1K8 | t 416-932-9460 ext. 226



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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA News Release - Ontario Catholic Trustee Association Leader Elected National President
Date: Monday, June 7, 2021 4:24:46 PM
Attachments: [image001.png](#)

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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

519-578-3660 | loretta.notten@wcdsb.ca



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From: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Sent: Monday, June 7, 2021 9:54 AM
To: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Subject: OCSTA News Release - Ontario Catholic Trustee Association Leader Elected National President

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Ontario Catholic School
Trustees' Association

NEWS RELEASE

Ontario Catholic Trustee Association Leader Elected National President

FOR IMMEDIATE RELEASE

TORONTO-June 7, 2021—OCSTA is pleased to announce that our President, Patrick Daly was elected to the position of President of the Canadian Catholic School Trustees' Association during the group's Annual General Meeting on June 4. The

Canadian Catholic School Trustees' Association (CCSTA) is a national organization promoting excellence in Catholic education throughout Canada.

"What a tremendous honour it is for me to represent Catholic School trustees throughout Canada. I look forward to serving with them to protect, strengthen and promote the precious gift of Catholic Education," said Mr. Daly.

CCSTA represents seven provincial and territorial Catholic school trustees' associations nationwide. Collectively these associations represent over 90 Catholic school boards, which educate more than 850,000 students in almost 2,000 schools from Vancouver, British Columbia to St. John's, Newfoundland and Yellowknife, Northwest Territories to Windsor, Ontario.

Mr. Daly assumes this national role while continuing to serve as President of the Ontario Catholic School Trustees' Association – the official voice for publicly funded Catholic education in Ontario representing the interests of 29 English Catholic school boards that collectively educate almost 600,000 students throughout Canada's most populous province.

*For more information or to arrange an interview, please contact:
Sharon McMillan, Director of Communications, smcmillan@ocsta.on.ca/416-460-7937*

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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA: ON News Release - Modernized Math Course Prepares Students for Jobs of the Future and Life Skills, June 9/21
Date: Wednesday, June 9, 2021 1:20:58 PM
Attachments: [image009.png](#)
[image003.png](#)
[image002.jpg](#)

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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

519-578-3660 | loretta.notten@wcdsb.ca



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From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Wednesday, June 9, 2021 12:22 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: ON News Release - Modernized Math Course Prepares Students for Jobs of the Future and Life Skills, June 9/21

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June 9, 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: ON News Release – Modernized Math Course Prepares Students for Jobs of the Future and Life Skills

Please see attached Ontario news release, sent to you for your reference.



NEWS RELEASE

Modernized Math Course Prepares Students for Jobs of the Future and Life Skills

First update since 2005 will emphasize real-world applications and financial literacy

June 09, 2021

[Ministry of Education](#)

TORONTO — Ontario's Minister of Education, Stephen Lecce, announced the release of a new Grade 9 math course, as part of the province's four-year mathematics strategy to ensure all students can build the skills and confidence they need to succeed and excel. Intended to equip students with valuable learning opportunities that will support their success in the workforce, the course includes mandatory new learning on coding, data literacy, mathematical modelling and an emphasis on financial literacy.

The new course also ends the practice of streaming Grade 9 students into applied and academic courses, a practice that has in the past disadvantaged some students. Ending streaming will keep options open for all students to pursue postsecondary education and training in any pathway they choose. The Ministry of Education will also work with its education partners to ensure teachers and students are supported with the new math course.

The course represents a major update that reflects emerging job-market needs, emphasizes real-world applications and responds to key recommendations provided by employers and education experts. It is a significant shift in how Ontario teaches students about mathematics and represents the first update since 2005 – the same year YouTube was launched.

To better equip students with the skills they need to succeed, lift student math performance, and strengthen numeracy skills, the course:

- Ensures relevance to today's job market with an emphasis on practical life skills – from the concept of interest, debt, savings, personal budgeting and price comparisons.
- Builds on learning from the modernized and landmark Grade 1-8 math curriculum to better prepare students for more advanced math to allow students to pursue any postsecondary, skilled trade and pathway in science, technology, engineering and mathematics that they choose.
- Helps students prepare for the jobs of tomorrow by introducing new learning of how to apply coding skills to understand complex mathematics and to make predictions. In addition, the course builds on students' understanding of data to represent and analyze real-life situations.

“We are better preparing students with the life and job skills they require – with a focus on financial literacy, coding, and data literacy – to ensure Ontario students succeed,” said Stephen Lecce, Minister of Education. “With an emphasis on real-world applications for mathematics, this course will teach students valuable fundamentals that will give them a competitive advantage when they graduate. With new math-focused learning supports and a new curriculum, our government is taking the first step toward ending early streaming in Ontario, while promoting equal opportunities for all students.”

Youth unemployment in Canada remains well above the rate of the G7 average in 2020. Too many young people are out of work, in work unrelated to their skills or underemployed. As part of its efforts to ensure that our curriculum reflects the life and job skills young people need today, the Ontario government is releasing a new Grade 9 course that will show how math can be applied in real-life situations, for example, in making major purchases by examining how interest rates and other factors affect pricing.

“Canada's ability to compete in the global marketplace over the course of the next century will, in part, depend on our ability to provide young Canadians with the skills and training they need to succeed, including in mathematics,” said Mathew Wilson, Senior Vice-President, Policy, Government Relations, and Ontario

Division at Canadian Manufacturers & Exporters. “By updating its Grade 9 math course to include coding, data literacy and mathematical modelling, Ontario is taking key steps to ensure future prosperity through a growing and innovative manufacturing sector.”

This new curriculum is the next step of the government’s four-year, \$200-million math strategy to reverse a decade-long decline in performance of Ontario’s students. The new math course, which replaces the Grade 9 academic, applied and transfer courses, will be taught in Ontario’s publicly funded schools beginning in September 2021 and will provide students with key concepts and skills that build from the [new elementary math curriculum released in spring of 2020](#).

“The jobs of tomorrow demand a solid understanding of mathematics. As we see more jobs being created in coding, data management and engineering, proficiency in math will become even more important,” said FIRST Robotics Canada President David Ellis. “By giving Ontario’s math curriculum a much-needed update, the government is taking decisive action to help students succeed in the job market and allowing them to unlock their full potential. We are excited about this change!”

The new course is also part of the government’s bold plan to end streaming for Grade 9 students to address policies and practices to address the achievement gap and creation of barriers for students from historically marginalized groups, such as Black students, Indigenous students, students from low-income families and students with disabilities or special education needs. With the introduction of this curriculum, all high school students will take the same math course in Grade 9 which will allow for the same eventual opportunities for all and an improved ability to pursue the pathway of their choice after their K-12 education.

The ministry has been meeting with school boards and community partners over the winter to plan for de-streaming to ensure teachers and students will be supported with the implementation of the new curriculum. Supports include parent and educator guides, educator webinars and modules, as well as classroom-ready resources, such as lesson plans. The ministry will also be requiring all educators to participate in mandatory Professional Activity days focused on anti-racism, anti-discrimination training, as well as mathematics, including the new curriculum. The ministry is also continuing to provide students with access to one-on-one online tutoring services through Mathify and Eurêka!, as well as through school board-funded programs.

“Parents, students and community leaders have been asking for changes for decades, finally we have a Minister who has listened,” said Shernett Martin, Executive Director of ANCHOR. “Streaming had dire consequences for Black and Indigenous students. They were disproportionately streamed into applied math courses which in many cases limited their outcomes. What de-streaming does is remove the inequities that have marginalized Black students. Math is a fundamental skill that needs to include current trends that will benefit students upon graduation. This new curriculum includes a financial literacy component,

coding and fundamental concepts that will provide students with a broader knowledge to secure a better future."

The Ontario government also announced additional targeted investments to support all students to improve math performance, with an emphasis on under-represented students. Those investments include:

- \$2.9 million for school boards for the Targeted Math and Literacy Support Focused on De-streaming funding to prepare students for their transition to the new de-streamed Grade 9 math course and to address learning loss.
- \$550.5 million, through the Learning Opportunities Grant, to fund a range of programs to help students who are at greater risk of poor academic achievement, including for literacy and numeracy, student success in Grades 7 to 12, student success teachers and literacy and numeracy teachers for Grades 7 and 8, and tutoring.
- \$150,000 to the Pinball Clemons Foundation, in collaboration with the Youth Association for Academics, Athletics and Character Education, to support two programs: the Weekend Academy program, which will provide elementary students with alternative academic support to meet the provincial standard in literacy and numeracy, and the Summer Institute program, which will provide a customized learning program for students to enhance literacy and numeracy capacity.

Quick Facts

- The new Grade 9 math course is the first in Canada to include coding and the process of mathematical modelling as mandatory course expectations in math.
- In 2019, the Ministry of Education released a \$200-million math strategy that provides funding for math leads in school boards and training for teachers to ensure students have a strong understanding of math fundamentals and how to apply them.
- Ontario is the only jurisdiction in Canada that separates students into streams as early as Grade 9. The evidence is clear: The current system of streaming students into applied and academic courses is not working. It creates a system that disadvantages some students and leads to unequitable outcomes.
- The new Grade 9 math course has been informed by extensive research, advice and guidance from a wide range of stakeholders, including academics, subject matter experts, educators and industry partners.
- Research suggests that students benefit when they learn together with others who have a range of abilities and interests.
- Toronto District School Board's experience and research indicate that there was no reduction in the quality of student learning or engagement following the introduction of de-streamed math course.
- A review of the Peel District School Board in February 2020 found that disproportional numbers of Black students are enrolled into applied and

locally developed compulsory credit courses, including when they request to be placed in academic courses.

- In July 2020, the Ministry of Education announced a suite of new reforms to address racism and advance equity for Black, Indigenous and racialized students. This includes ending Grade 9 streaming into applied and academic courses, eliminating discretionary suspension for students, strengthened accountability against those who engage in behaviour of a racist nature in schools, and providing teachers and school board leaders with additional anti-racism and anti-discrimination training.
- The Ministry of Education is working with nine school boards to deliver the Graduation Coach Program for Black Students, a program that provides intensive, culturally responsive support to Black students to help improve their academic achievement and well-being. The ministry has allocated \$1.57 million for the program in 2020-21 and is expanding the program by allocating a total of \$2.94 million in 2021-22.
- The Indigenous Graduation Coach program has supported Indigenous students in obtaining an Ontario Secondary School Diploma since its implementation in 2018-19. The program is currently implemented in 21 school boards across the province, with a total of 29 Indigenous Graduation Coaches. The Indigenous Graduation Coach provides access and facilitates referrals to academic, social and community resources to support Indigenous student well-being and success. The ministry has allocated \$3.3 million for the 2020-21 school year.
- The ministry will continue to engage with school board leads responsible for parent engagement, Parent Involvement Committee chairs and the provincial parent organizations to identify implementation strategies for the new Grade 9 math course.

Additional Resources

- [Modernizing Grade 9 Math Education in Ontario Schools](#)
- [Ontario Supporting Black Student Success](#)
- [Ontario Taking Bold Action to Address Racism and Inequity in Schools](#)
- [New Grade 9 Math Course and Resources](#)
- [Grade 9 Math Overview for Parents](#)
- [Mathify](#)
- [Eurêka!](#) (formerly SOS Devoirs)

Media Contacts

Caitlin Clark

Minister's Office

caitlin.clark@ontario.ca

Ingrid Anderson

Communications Branch

ingrid.e.anderson@ontario.ca

[437-225-0321](#)

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Number: II 001
Subject: Global Governance Commitment

Approval Date: September 29, 2008
Effective Date: September 29, 2008
Revised: May 31, 2010, January 25, 2021

ACCESSIBILITY:

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

Policy Statement:

On behalf of the Catholic ratepayers of Waterloo Region, the board will govern the Waterloo Catholic District School Board with a faith-filled future focused perspective while achieving appropriate results at an appropriate cost and avoiding unacceptable actions and situations.

Governing Style:

The board will govern with an emphasis on:

- a) outward vision rather than an internal preoccupation,
- b) encouragement of diversity of viewpoints,
- c) strategic leadership more than administrative detail,
- d) clear distinction of board and chief executive roles,
- e) collective rather than individual decisions,
- f) future rather than past or present, and
- g) proactivity rather than reactivity.

Board Job Description:

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

- a) The link between the organization and the Catholic ratepayers of Waterloo Region.
- b) Clarity of values and vision in written governing policies which, at the broadest levels of all organizational decisions and situations, address: Aims/Ends: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which people and needs, at what cost), Governance Process: Description of how the board conceives, carries out and monitors its own work, Board-Director of Education Relationship: Delegation of power and its proper use monitored; the Director of Education role, authority and accountability, Executive



Limitations: Constraints on executive authority which establish the prudence and ethics boundaries within which all executive activity and decisions must take place.

- c) The assurance of Director of Education performance as described in all board policies and detailed in legal responsibilities.
- d) Advocacy for positive change to legislation and government policy that impact the organization.
- e) Orientation of all new Board member.
- f) The priorities of the Board will be set in September, with progress of the work of the Board reviewed in January and a report prepared and brought to June board meeting, of each year.
- g) Continuous improvement including a self-evaluation every year, to be presented at the May board meeting

Advocacy and Advertising:

The Board of Trustees has a responsibility to act as advocates on behalf of the owners. Advocacy involves telling our story with the purpose of soliciting support for our students, system and Catholic Education. As per Ministry of Education directive, advocacy activities will not use students, report cards or annual reports as vehicles for Board or school advocacy to the public, education partners or government. The Board will not expend Board funds for specific political party events, recruit students from other boards, provide inaccurate information, or use paid advertising or communications with parents, teachers, or students for the sole purpose of advocating the government or other education partners.

Action however may, result from the activities of the members of the Board of trustees directly, or indirectly through supporting the activities of groups like the Ontario Catholic School Trustees Association (OCSTA), the Ontario Catholic Supervisory Officers Association (OCSOA) or the Ontario Catholic School Business Officials (OASBO).

Consultation:

The Board of Trustees values a culture that holds consultation at its core. Consultation occurs to gain different perspectives. We believe that meaningful consultation is planned, purposeful, and equitable and that it contributes to enhanced decision making. Consultation occurs because the views and experiences of our owners, stakeholders and other partners in Catholic education are valued and informs the work of the board.

Celebration of Excellence:

As a Board that appreciates and recognizes the achievements of our staff and students and the contributions made by stakeholders in our Catholic education system, we wish to foster a culture of celebration of excellence.

Board Members' Code of Conduct:

Waterloo Catholic District School Board Trustees represent all the citizens of Waterloo Region and are responsible to separate school supporters through the democratic process. The separate school supporters of Waterloo Region have entrusted Trustees, through the democratic process, with the education of all students in its schools and serve as their advocates. The public is entitled to expect the highest standards from the school Trustees it elects.

The Role of the Chair:

The work of the Chair is primarily to be the Chief Governance Officer of the Board, assuring the integrity of the board's process and, secondarily, occasionally representing the board to outside parties. The Chair is first among equals and accords no special privileges or knowledge over other members of the board.

Board Committee Principles:

The Board of Trustees specifies the roles of committees and its relationship to them. It uses committees to facilitate effective and efficient governance. Committees do not do the work of the Board nor compromise the Board of Trustee integrity, authority and responsibility. Board of Trustee committees will be used sparingly and time limited and will be created to reinforce the wholeness of the board's job and to never interfere with delegation from the Board to Director.

Board Committee Structure:

A committee is a Board committee only if its existence and charge comes from the Board, regardless of whether Board members sit on the committee. Unless otherwise stated, a committee ceases to exist as soon as its task is complete.

Student Representation on the Board:

As per the Education Act and Regulation 7/07 it is the policy of the Waterloo Catholic District School Board that the interests of pupils be represented on the Board through the position of student trustee.

Student Trustee Role Description:

As per the Education Act, Regulation 7/07 and this policy, the position of Student Trustee of the Waterloo Catholic District School Board has three distinct roles; as members of the Board of Trustees, as school and student representatives and as leaders within the system.

Cost of Governance:

Because poor governance costs more than learning to govern well, the board will invest in its governance capacity.

Trustee Expenses:

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.

Ownership Linkages:

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.



Number: II 009
Subject: Committee Principles

Approval Date: September 29, 2008
Effective Date: September 29, 2008
Revised:

ACCESSIBILITY:

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POLICY STATEMENT:

The Board of Trustees specifies the roles of committees and its relationship to them. It uses committees to facilitate effective and efficient governance. Committees do not do the work of the Board nor compromise the Board of Trustee integrity, authority and responsibility. Board of Trustee committees will be used sparingly and time limited and will be created to reinforce the wholeness of the board's job and to never interfere with delegation from the Board to Director.

Accordingly:

1. Board committees will work under a specified terms of reference and timelines so that the duties and mandate of the committee are clearly understood.
2. Committee terms of reference will be carefully stated in order to avoid conflicting with authority delegated to the CEO.
3. Board committees may not speak or act for the board except when formally given such authority for specific and time-limited purposes.
4. Board committees may facilitate the use of resources, expert opinion and data information necessary to fully prepare the board on the topic before the committee.
5. Non-Board of Trustee Committees are committees that have been created and mandated by organizations, other than the Board of Trustees, where trustee representation has been requested. Board involvement provides opportunity for connecting with the community and bringing new information and understanding to the Board of Trustees. Involvement on Non-Board of Trustee Committees is subject to the following considerations:
 - a) availability of a trustee to participate
 - b) relevance of the committee work to the current work of the Board of Trustees
 - c) contribution that the Board and/or the individual trustee can bring to the committee
 - d) opportunity to foster on-going partnerships and community relationships
 - e) ability to raise the profile of the board
 - f) annual review of membership to ensure that involvement continues to be meaningful





Number: II 010
Subject: Board Committee Structure

Approval Date: September 29, 2008
Effective Date: October 1, 2008
Revised:

ACCESSIBILITY:

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

POLICY STATEMENT:

A committee is a Board committee only if its existence and charge comes from the Board, regardless of whether Board members sit on the committee. Unless otherwise stated, a committee ceases to exist as soon as its task is complete.

1. The Board of Trustees will assess the contribution of and need for each committee, reviewing committee terms of reference, objectives and work plans.
2. Trustees who are assigned to chair a Board of Trustee committee will:
 - a) oversee the activities delegated to the committee
 - b) ensure committee work adheres to board policy and committee terms of reference
 - c) schedule all meetings of the committee and prepare agendas
 - d) provide sufficient time during meetings to discuss adequately the agenda items
 - e) ensure committee minutes are completed
 - f) facilitate the performance review of the committee and its work





Date: June 14th, 2021
To: Board of Trustees
From: Director of Education
Subject: Board Policy IV 001 General Executive Limitation

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 001**
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

General Executive Limitation IV 001

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

Education Act Section 169.1
Achieving Excellence: A Renewed Vision for Education in Ontario
Education that Works for You, March 2019
Multi-Year Strategic Planning: A Guide for School Board Trustees, 2017
Communication Guidelines for Staff and Parents APC 001

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 CEO shall not cause or allow any practice, activity, decision or circumstance in the organization that is unlawful, imprudent, unethical, or contrary to the teachings and traditions of the Catholic Church.

CEO Interpretation:

This policy signals that the CEO must ensure that no decision that is made or action that is taken shall breach any and all applicable legislation and should be consistent with and informed by our Catholic values. Therefore – to me it signals that we must ensure all applicable laws have been considered, that thoughtful consideration is given to the consequences of all decisions, guided by a strong moral and ethical compass, that looks at the impacts to all WCDSB stakeholders and that we ensure we are consistent with Catholic teaching.



Evidence:

- a) A listing of legal liabilities is reviewed on a regular basis to the audit committee to ensure that any liabilities faced by the Board are both known and understood. Cases are usually related to matters related to Human Resource grievances.
- b) The CEO and senior team are guided by the regulations of the Education Act when making decisions and writing Administrative Procedure memos. All APs are reviewed within a three year cycle and are fully compliant with the most recent legal and ethical guidance. Any and all revisions to APs are vetted at the senior team table. The APs outline guidelines and process that staff and stakeholders must follow to ensure that the Board's obligations are discharged in compliance with common legislation applicable to all school boards.
- c) 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.

- d) Further, as of the 2019-2020 school year there has been and will continue to be a semi-annual report to Board listing those APs which have been revised, and summarizing with any significant changes, revisions or deletions of an Administrative Procedure. In this past year those reports came forward in September 2020 and March 2021.
- e) The Board regularly consults with the Vicar of Catholic Education and the Diocese of Hamilton on issues that arise where they is need for guidance to ensure compliance with the teachings and traditions of the Catholic Church.
- f) The Superintendent of Faith Development and our Religious Education Consultant attend meetings with our Catholic Consortium partners to ensure fulsome discussion of the topics of the day and to ensure best practices are followed and decisions are consistent with our Catholic Church Teachings.
- g) The CEO meets three times a year with the Bishop of the Diocese and other Directors of Education of the Diocese to ensure alignment and discussion regarding any challenges in relations to our Catholic Teaching, and to share promising practices.
- h) The CEO and other members of the Board team work in close partnership with the Board's Spiritual Animator to ensure a strong parish relationship, and to discuss issues of concern within our Waterloo Catholic region. We have benefitted greatly from this partnership and the Spiritual Animator works to further support and strengthen our relationship with the region's parishes, clergy and Catholic community. A significant example from this past year would be the meeting co-hosted by the CEO and the Faith Animator with the Deanery with an exclusive focus of looking at the Board's decision to fly the rainbow flag.
- i) The CEO attends Regional Deanery Meetings three times a year. These meetings are used as an opportunity to share key highlights from the Board, particularly those that are related to spiritual and faith development.
- j) The CEO regularly shares all memos and directives from the Ontario Catholic School Trustees Association sharing best practices or recommendations for prudent decision making faithful to the traditions of the Catholic Church.
- k) The CEO shares with all appropriate staff the guidance shared by the Institute for Catholic Education (ICE), intended to assist in strengthening the distinct ethos of Catholic schools within our publicly funded education system. This guidance informs our actions and curriculum delivery as a board.

Recommendation:

That the Board accept this report indicating compliance with General Executive Limitation Policy IV 001

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: June 14, 2021
To: Board of Trustees
From: Director of Education
Subject: Board Policy IV 007 Monitoring Report and 2021-22 Budget Approval

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 **IV007**
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

A monitoring report on how the proposed budget aligns with Board Policy IV 007 is required on an annual basis. This report satisfies this requirement.

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

IV 007 ["Financial Planning/Budgeting"](#)

Education Act [232 "Estimates"](#)

May 4, 2021 B11 [Learning Recovery and Renewal](#)

May 4, 2021 B10 [2021-22 Priorities and Partnerships Funding \(PPF\)](#)

May 4, 2021 B09 [Capital Funding for the 2021-22 School Year](#)

May 4, 2021 B08 [2021-22 Grants for Student Needs Funding](#)



May 4, 2021	B07	Planning for the 2021-22 School Year
May 4, 2021	SB10	2021-22 Applications for Approval of ECPP Education Programs for Children and Youth in Government Approved Education and Community Partnership Program (ECPP Allocation)
May 4, 2021	SB09	2021-22 Estimates Forms for Section 68 School Authorities
May 4, 2021	SB08	2021-22 Estimates (District School Boards)
May 4, 2021	SB07	Student Transportation - Grants for Student Needs, 2021-22
May 4, 2021	SB06	Special Education Grant and Mental Health Funding Changes for 2021-

Alignment to the MYSP:

The proposed budget aligns with the strategies and goals outlined in the 2018-21 MYSP. A new MYSP will be developed during the 2021-22 school year. Budget priorities are outlined in the budget report book and presentation documents.

Additional Resources:

2021-22 Budget Presentation
2021-22 Budget Report

Background/Comments:

Policy Statement:

Financial Planning for any fiscal year or the remaining part of any fiscal year shall not deviate materially from board's Ends priorities, established in the Board's Ends policy, risk fiscal jeopardy, violate the Education Act or Ministry of Education Guidelines, or fail to be derived from a multi-year plan.

Definition:

This policy statement is interpreted to mean that the Director of Education shall ensure that all published operational plans and commitments in the MYSP are supported through the proposed budget. Further, reserves will not be used to support on-going expenditures (i.e., structural deficit), and all applicable laws, regulations, and directives will be followed in the development of the budget.



Evidence:

The proposed budget supports the priorities outlined in the following plans:

- Multi-Year Strategic Plan (as outlined in budget documents and in anticipation of the next iteration)
- Board Improvement Plan for Student Achievement (program services priorities)
- Long Term Accommodation Plan (portable costs, planning, projections, program review)
- Information Technology Strategic Plan (hardware and software purchases as well as fees to support security, infrastructure renewal, privacy, and repairs)
- Energy Conservation and Demand Management Plan (capital renewal projects, infrastructure upgrades, personnel, programs)
- Well-Being Plan (committee work, professional development, surveys, services and supports, personnel, action plans)
- Pastoral Plan (spiritual development day, committee work, professional development, curriculum review, events)
- Equity Plan (committee work, hiring practice changes, professional development, resources, surveys, communication, personnel)

Confirmation of the use of no uncommitted reserves can be found on page 24 of the Budget Book.

Finally, the proposed budget is fully compliant with all regulations including class size, applicable sections of the education act, ministry priorities and directives, and legislation as applies to employers in general.

An example of budget compliance can be found on page 29 of the Budget Book.

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

1. Develop a budget without conducting a formal process for soliciting input on the needs and priorities of the system

Interpretation:

The Director of Education must engage stakeholders to obtain feedback on budget related priorities and investments. Where possible and appropriate this feedback should be reflected in the proposed budget.

Evidence:

Stakeholders were involved in the budget development process in the following ways:

- Parents, families, staff members, and the general public were invited to take part in an on-line survey. A total of 871 responses were obtained. Information on this process can be found in the appendices on page 47 of the 2021-22 Budget Report.
- A Budget Advisory Committee was established. The Committee assisted in vetting survey questions, establishing enrolment used to calculate revenues, and gave valuable feedback on our process and budget materials. Membership included Trustees, parents (via CPIC and SEAC), administrators, the Director, and staff from Corporate Services.

2. Develop a budget without employing credible projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosing planning assumptions

Definition:

This policy provision is defined to mean that the budget must be built on a foundation of verifiable and accurate information. Where estimates must be made, they must be realistic and conservative. This policy provision also



requires the Director of Education to provide summaries of proposed capital and operational budgets, planning assumptions, and to ensure the budget provisions for any expense associated with negative cash flow.

Evidence:

Revenues are based primarily on enrolment projections. Various enrolment projection scenarios were reviewed by the Budget Advisory Committee, and the numbers that were approved were believed to be realistic given prior years' trends and registration information.

Enrolment information can be found on pages 15, 18, and 20 of the Budget Book.

Detailed information on revenues can be found on pages 20, 22, 30, and 66 of the Budget Book.

Descriptions and details on expenditures can be found on pages 21, 23, 31, and 67 of the Budget Book. Planning areas contain additional details on spending.

A proposed budget dashboard has been provided to allow stakeholders to quickly assess projections of revenue and expense as well as key drivers – enrolment and staffing. This can be found on page 28 of the Budget Book.

A summary of capital and operating budgets can be found on page 33 of the Budget Book.

Cash flow has been considered based on payment schedules from the province, municipalities, and other funders. An amount to support interest expense has been incorporated into the budget based on these scheduled payments and a forecast of expenditures and capital projects. This amount is shown on page 57 of the Budget Book.

Planning assumptions are listed on page 46 of the Budget Book.

3. Develop a budget that does not include trend analysis and historical comparators

Definition:

The Director of Education must provide multiple years of historical and projected data to support trustee budget deliberation. Areas to be reported on include enrolment, revenues, and expenditures.

Evidence:

Throughout the Budget Book and Presentation, there are examples of historical and projected data.

Specific examples:

Expenditures: Page 31 of the Budget Book

Revenues: Page 30 of the Budget Book

Enrolment: Page 20 of the Budget Book.

4. Plan the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period

Definition:

This policy provision is defined to mean that uncommitted reserves will not be used to balance the budget.

Evidence:

The proposed budget does not consider the use of uncommitted surpluses/reserves for the 2021-22 school year. Apportioned surpluses/reserves will be requested in January 2022 to support expenses paid from floating balances – for example WSIB costs and grants carried forward from previous years.

The proposed use of surpluses can be found on page 24 of the Budget Book.



5. Provide less for board prerogatives during the year than is set forth in the Cost of Governance policy

Definition:

This policy is defined to mean that the trustees' proposed budget will be included in its entirety as submitted.

Evidence:

The budget has been included as requested.

The budget can be found on page 57 of the Budget Book.

6. Present a budget that does not allow sufficient time for decision-making

Definition:

This policy provision is defined to mean that the Director of Education will work with trustees to determine meeting dates including those related to budget presentation. The agreed upon dates will be used to define the time for decision-making.

Evidence:

The budget has been scheduled to be presented on June 7, 2021.

The budget has been scheduled for approval on June 14, 2021.

Questions can be asked of staff up to and including June 14th as trustees deem necessary.

To support awareness around budget related matters leading up to the presentation dates, management has provided Trustees with monthly updates on budget preparation and has also shared with Trustees a summary of the May budget announcement.

7. Present a budget that cannot be readily understood by persons without a financial/education background

Definition:

This policy provision is defined to mean that any budget materials presented to trustees and other stakeholders must not be overly technical and must incorporate the use of charts, graphs, pictures, and easy to read narratives with limited edu-jargon.

Evidence:

The budget materials and presentation have been developed with a non-financial user in mind. All materials are provided in easy-to-understand formats including pictographs, charts, and simple narratives. Limited jargon has been included where necessary and a glossary of terms is provided in the Budget Book.

Recommendation:

1. That the Board of Trustees accept this report as providing evidence that the CEO is compliant with Board Policy IV007 "Financial Planning/Budgeting".
2. That the Board of Trustees approve an operating budget of \$301,184,202 for the 2021-2022 school year as presented to the Board.
3. That the Board of Trustees approve a capital budget of \$21,173,828 for the 2021-2022 school year as presented to the Board.
4. That the Board of Trustees direct Administration to file this balanced budget with the Ministry of Education before the deadline of June 30, 2021.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services + CFO



*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: June 14, 2021
To: Board of Trustees
From: Chair of the Board
Subject: Trustee Vacancies

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

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

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

- By-laws – Article 8 Trustee Vacancies
- Education Act – Vacancies section 221

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

Alignment to the MYSP:

Not applicable

Background/Comments:

Trustees received a letter of resignation from the Board from Trustee Reitzel on Friday May 28, 2021, and Trustee Dupuis indicated his resignation from the Board in an email to Trustees on May 29, 2021. Both resignations were presented at the May 31, 2021, Board of Trustee meeting for ratification, which was carried.

According to the Education act section 221 (1) Subject to section 224, if the office of a member of a board becomes vacant before the end of the member's term,

- (a) The remaining elected members shall appoint a qualified person to fill the vacancy within 90 days after the office becomes vacant, if a majority of elected members remain in office; or



- (b) A by-election shall be held to fill the vacancy, in the same manner as an election of the board, if a majority of the elected members do not remain in office.

Furthermore, Board bylaws specify the process to fill the vacancies by appointment as follows:

8.3 Process to Fill Vacancy

Trustees have the discretion to decide the process which will be used to fill the vacancy. They may appoint a qualified individual of their choosing or request applications. Should Trustees decide to accept applications from the public, the process shall be governed as outlined below.

8.3.1 The Secretary of the Board shall advertise the office, qualifications and deadlines in a newspaper having circulation in the area to be represented and in the parishes located in the area.

8.3.2 A committee established by the board shall review the qualifications of applicants and report to the board.

8.3.3 Applicants will be interviewed by the Committee of the Whole Board open to the public at a date and time determined by the Chair in consultation with the Secretary.

At this point in time Trustees are required to specify the process to follow in filling the two vacancies as indicated. As outlined above Trustees can appoint a qualified individual of their choosing or request applications or indicate a by-election take place. Trustees must fill the vacancies no later than August 30, 2021.

Recommendation:

That the Board of Trustees discuss and provide direction of next steps to fill the two trustee vacancy positions.

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."





Date: June 14, 2021
To: Board of Trustees
From: Chair of the Board
Subject: Progress – Work of the Board

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

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

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

- Board Policy II 003 Board Job Description

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

- Item #6 - The priorities of the Board will be set in September, with progress of the work of the Board reviewed in January and a report prepared and brought to June board meeting, of each school year.

Alignment to the MYSP:

Not applicable

Background/Comments:

At the September 14th COWB meeting trustees discussed and set priorities as their work for the 2020/2021 school year. A SWOT analysis was completed as a follow up from the self-evaluations as discussed in May 2020. Two main priorities emerged through this discussion:

- 1) A review of monitoring reports
- 2) Trustee motions and trustee inquiries.

Trustees referred the priorities to Governance for further discussion to narrow down the work and recommend a plan going forward. Governance discussed the priorities on October 14th and suggested an outside consultant be hired to work with trustees to review monitoring reports while the work around motions and inquiries be led by trustees and discussed as a group. This



plan was brought back to the full board on October 28th direction provided to the Chair to hire the outside consultant.

Monitoring Reports

The Board of Trustees hired Shaughnessy Howell Inc. to lead them through a series of workshops on monitoring reports. Trustees participated in three sessions, January 26th, February 10th, and March 10th. Working with the Director and Sr. Staff, monitoring reports now include a reasonable interpretation of the policies. Further discussions were had with the whole board in a COWB and Governance meetings, and it has since been decided to continue the work going into next year. The goal is to review section four policies with the new reasonable interpretations embedded in the monitoring reports and to discuss any further changes or recommendations going forward.

Motions and Trustee Inquiries

At the April COWB meeting Trustees engaged in discussion around the process to bring forward motions or trustee inquiries which was led by Trustee Reitzel. Will continue to review on an as need basis.

Consent Agenda Items

Discussions were had with Trustees at the May Governance committee around what reports are placed in the consent agenda. It was decided this work and discussion would continue in the new school year during the COWB meetings.

Recommendation:

This report is offered as information for the Board of Trustees.

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."

