

Board of Trustees' Board Meeting

Date: Monday, April 25, 2022

Time: 6:00 p.m.

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

Location:

1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener

Attendees: Board of Trustees:

Bill Conway, Manuel da Silva, Jeanne Gravelle (Chair), Shannon Nash, Wendy Price,

Hans Roach, Brian Schmalz, Melanie Van Alphen (leave), Tracey Weiler

Student Representatives:

Sarah Simoes, Sarah Wilson

Senior Administration:

Loretta Notten, Jason Connolly, Gerald Foran, John Klein, Shesh Maharaj, Judy Merkel,

Jennifer Ritsma, Annalisa Varano

Special Resource:

Recording Secretary:

Alice Figueiredo

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Chair		
 1.1 Opening Prayer/Memorials 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. 1.3 Approval of Agenda 	Resurrection CSS Students Chair Board of Trustees		Approval
 1.4 Declaration of Pecuniary Interest 1.4.1 From the current meeting 1.4.2 From a previous public or in-camera meeting 1.5 Items for Action: Private, Private, Private meeting of March 7, 2022 regarding Human Resource Services Matters Private, Private, Private meeting of March 28, 2022 regarding Human Resource Services Matters Private, Private meeting of April 4th, 2022 regarding Student matter 	Individual Trustees Board of Trustees		Approval
2. Consent Agenda: Director of Education (e.g.: day -to -day operational matters from the Ministry of Education that the Board is required to do)			
3. Consent Agenda: Board (Minutes of meetings, staff report)			

ITEM	Who	Agenda Section	Method & Outcome
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Board of Trustee's Meeting – March 28, 2022 3.1.2 Special Board of Trustees Meeting – March 21, 2022 3.2 2022-2023 Estimates Budget Update 3.3 External Auditor Tender Award 3.4 Interim Financial Report - #2 of 3 3.5 Audit Committee Minutes – January 27, 2022 3.6 SEAC Minutes – March 2, 2022	Board of Trustees	pp.4-9 pp.10-12 pp.13-15 pp.16-17 pp.18-22 pp. 23-24 pp.25-26	Approval Approval Information Information Information Information
4. Delegations/Presentation			
5 A Live from the OFO			
5. Advice from the CEO 5.1 Director's Monthly Report 5.2 School Travel Planner Update 5.3 East Kitchener 7-12 Boundary Review 5.4 Update on Health and Safety Measures in Schools	L. Notten Leslie Maxwell, STSWR S. Maharaj/V. Elgawly/J. Passy L. Notten	pp.27-29 pp.30-76 pp. 77-99 pp.100-103	Information Information Approval Information
6. Ownership Linkage (Communication with the External Environment)			
7. Reports from Board Committees/Task Forces 7.1 Student Trustee Update	S. Simoes, S. Wilson	pp.104-106	Information
8. Board Education (at the request of the Board)			
8.1 Chair's Report 8.2 OCSTA/CCSTA Communications	Chair Chair	pp.107 pp.108-130	Information Information
9. Policy Discussion			
10. Assurance of Successful Board Performance			
10.1 Board Policy II 015 Ownership Linkage Is there a need to review the Policy?	Chair	pp.131	Approval
11. Assurance of Successful Director of Education Performance			
11.1 Board Policy IV 006 - Legal Responsibilities and Liabilities 11.2 Board Policy IV 008 - Financial Conditions and Activities 11.3 Board Policy IV 012 - Communication and Support to Board	S. Maharaj S. Maharaj L. Notten	pp.132-134 pp.135-144 pp. 145-149	Approval Approval Approval
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			
13. Announcements			
 13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): May 4 – CEW Province-Wide Mass (Virtual) May 17 – Staff Recognition Celebration May 30: Board of Trustees' Meeting June 6: Board of Trustees' Meeting – Budget June 13: Board of Trustee's Meeting 	Chair		Information

Who	Agenda Section	Method & Outcome
Committee/Task Force	<u>Due Date</u>	Action Taken
Trustees		
Chair		Information
Director of Education		
Recording Secretary Board of Trustees		Information Approval
Roard of Trustees	Motion	Approval
	Committee/Task Force Trustees Chair Director of Education Recording Secretary	Committee/Task Force Trustees Chair Director of Education Recording Secretary Board of Trustees

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 Monday, March 28, 2022 at 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

Trustees Present:

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

Student Trustees Present:

Sarah Simoes, *Sarah Wilson

*Via Teams

Administrative Officials Present:

Loretta Notten, Jason Connolly, Gerald Foran, John Klein, Shesh Maharaj, Judy Merkel, Jennifer Ritsma, Annalisa Varano

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 Monsignor Doyle CSS Students.

1.2 Territorial Acknowledgment

The Territorial Acknowledgement was declared by Monsignor Doyle CSS Students.

1.3 Approval of Agenda

Chair Gravelle noted amendments to the agenda. Opening prayer and Territorial Acknowledgment was led by students at Monsignor Doyle CSS and the addition of section 12.2 Leave of Absence for Trustee Van Alphen

2022-31 It was moved by Trustee Price seconded by Trustee Nash:

THAT the agenda for Monday, March 28, 2022, as amended, be now approved.

--- Carried by consensus.

1.4 Declaration of Pecuniary Interest

1.4.1 From the current meeting - NIL

1.4.2 From a previous public or in-camera meeting - NIL

1.5 Items for Action:

Chair Gravelle reviewed Items for Action and requested a mover and seconder.

2022-32- It was moved by Trustee da Silva and seconded by Trustee Conway:

THAT the Items for Action of the In-Camera meeting of:

- Private, Private Meeting of February 28, 2022, regarding HRS matters;
- Private, Private Meeting of March 7, 2022, regarding HRS Matters; and
- Private, Private, Private meeting of March 7, 2022, 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 of Trustee's Meeting February 28, 2022
- 3.2 2022-2023 Estimates Budget Update
- 3.3 SEAC Minutes February 2, 2022
- 3.4 CPIC Minutes January 26, 2022

2022-33- It was moved by Trustee Price and seconded by Trustee Roach:

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 Monthly Report

Director Notten provided an update on various meetings and events attended locally and provincially. Trustees asked clarifying questions.

5.2 Student Success Update/Plan

Superintendent Varano provided Trustees with a report on Student Success. Presentation included summary of consultants, programs/pathways, Experiential Learning, Specialist High Skills Major Program, Co-operative Education, Re-engagment Strategy/Learning Recovery and St. Don Bosco. Trustees asked clarifying questions and provided feedback.

5.3 2022 Catholic Trustee Determination and Distribution

Superintendent Maharaj presented the 2022 Catholic Trustee Determination and Distribution and requested approval.

2022-34- It was moved by Trustee Price and seconded by Trustee Schmalz:

- 1. That the Board of Trustees determine the number of Catholic Trustees to be elected in the 2022 Municipal Election is 9.
- 2. That the Board of Trustees not designate any municipality as an area of low population for the purposes of Trustee distribution in the 2022 Municipal Election.
- 3. That the Board of Trustees, for the purpose of the 2022 Municipal Election, distributes 9 Catholic Trustees as follows:

Kitchener / Wilmot – 4 Trustees Cambridge / North Dumfries – 3 Trustees Waterloo / Woolwich / Wellesley – 2 Trustees --- Carried by consensus.

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

7. Reports From Board Committees/Task Forces

7.1 Student Trustee Update

Student Trustees' Simoes and Wilson provided an update on events in the school community along with Student Trustee Role update for the month of March.

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

8.1 Chair's Report

Chair Gravelle provided a summary of events and meeting attended during the month of March.

8.2 OCSTA/CCSTA Communications

Trustee discussed OCSTA communications.

9 Policy Discussion

10 Assurance of Successful Board Performance

10.1 Board Policy II 008 Chairperson's Role

Trustee da Silva confirmed review of Board Policy II 008 Chairperson's Role and confirmed compliance.

2022-35 -- It was moved by Trustee da Silva and seconded by Trustee Schmalz:

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

--- Carried by consensus.

Trustee da Silva confirmed that there was no need to review the policy.

10.2 Board Policy II 013 Cost of Governance

Trustee Nash confirmed review of Board Policy II 013 Cost of Governance and confirmed compliance.

2022-36 -- It was moved by Trustee Nash and seconded by Trustee Weiler:

THAT the Board of Trustees reviewed Board Policy II 013 Cost of Governance and find that the Board is in compliance.

--- Carried by consensus.

Trustee Nash noted that first piece of policy speak to incoming Trustees and noted that there will be a need to review this policy in November, specifically November 14, 2022, as it will not be after that point.

Director Notten noted point of order with respect to Board Policy II 013, requested clarification on what was being back to be reviewed after November 14th as Linkages is working on training for incoming Trustees. Trustee da Silva confirmed that just the dates need to be updated in Board Policy II 013..

10.3 Board Policy II 014 Trustee Expenses

Trustees confirmed review of Board Policy II 014 Trustee Expenses and confirmed compliance.

2022-37 -- It was moved by Trustee Van Alphen and seconded by Trustee Price:

THAT the Board of Trustees Board Policy II 014 Trustee Expenses and find that the Board is in compliance.

--- Carried by consensus.

Trustee Van Alphen confirmed that there is no need to review the policy.

10.4 Board Policy III 005 Monitoring CEO Performance

Trustee Conway confirmed review of Board Policy Board Policy III 004 Delegation to the CEO and confirmed compliance. **2022-38 -- It was moved by Trustee Conway and seconded by Trustee Weiler:**

THAT the Board of Trustees reviewed Board Policy III 005 Monitoring CEO Performance and find that the Board is in compliance.

--- Carried by consensus.

Trustee Conway confirmed that there is no need to review the policy.

11 Assurance of Successful Director of Education Performance

11.1 Board Policy IV 002 Treatment of Public

Director Notten provided a report outlining evidence indicating compliance with communication and support to Board Policy IV 002 Treatment of Public.

Trustees asked clarifying questions and noted their struggle with voting compliance. Lack of data for MYSP, MDI survey made it difficult to cross reference along with current report outstanding with current issue at hand. Trustee discussed postponing the recommendation until June when all the data from surveys are complete along with the John Sweeney report. Trustees discussed how it was difficult to provide approval so early in year without the data.

Chair Gravelle read the motion requesting compliance with Board Policy IV 002 and requested a mover. As there were no movers, Chair Gravelled noted that the Motion was defeated. Trustee da Silva put forth a motion requested that Board Policy IV 002 Treatment of Public be deferred until June board.

2022-39 -- It was moved by Trustee da Silva and seconded by Trustee Weiler: That Board Policy IV 002 Treatment of Public be deferred to the June Board meeting. --- Carried by consensus.

11.2 Board Policy IV 003 Treatment of Students

Director Notten brought forth a report providing evidence to support compliance of Board Policy IV 003 Treatment of Students. Trustees again struggled to confirm compliance until Student Consensus and MDI Climate Survey data is reviewed. Trustee Price suggested that this policy be brought back to review in June. Director Notten noted that these two policies in the past were scheduled for review in May and the Trustee brought up to February Board and suggested a review of the timeline of policy review in Governance.

Chair Gravelle read the recommendation that the Board accept this report indicating compliance with Treat of Students Policy IV 003 and requested a mover. Trustees did not move this recommendation and the motion was defeated. Trustee Gravelle asked for a Trustee to put forth a motion to defer the motion. Trustee Price moved the motion to wait until June Board meeting.

2022-40 -- It was moved by Trustee Price and seconded by Trustee Weiler: It's recommended that the board defer Treatment of Students Policy IV 003 until the June Board meeting. ---Carried by consensus

Trustee Gravelle recommendation that the review of Policy placement be reviewed at an upcoming Governance meeting.

11.3 Board Policy IV 005 Hiring and Promotions

Superintendent Connolly presented a report outlining evidence that the Board is in compliance with Board Policy Iv 0005 Hiring Promotions. Trustees asked clarifying questions with respect to the Equity Committing and hiring practices, failure to fills and process of hiring non-Catholics. Chair Gravelle read the recommendation and requested a mover.

2022-41 -- It was moved by Trustee Conway and seconded by Trustee da Silva: That the Board accept this report indicating compliance with Hiring and Promotions Policy IV 005.

--- Carried by consensus.

11.4 Board Policy IV 10 Facilities Accommodation

Superintendent Maharaj presented a report supporting that the Board is in compliance with Bord Policy IV 10 Facilities Accommodation. Trustee Schmalz asked for clarification on whether the report was referring May 21, 2021 instead of 2022. Superintendent confirmed that was a typo and should be 2021. Chair Gravelle read the recommendations and requested a mover.

2022-42 -- It was moved by Trustee Price and seconded by Trustee da Silva:

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 010 for the 2021-22 school year.

--- Carried by consensus.

12 Potential Agenda Items

12.1 Notice of Motion Re: Menstrual Equity in Schools

Chair Gravelle noted that Trustee Conway brought forth a motion in which he was moving and being seconded by Van Alphen with respect to Menstrual Equity in Schools.

Trustee Conway provided a debrief on the motion and background and confirmed what they are seeking. Trustees provided feedback and support of motion. Chair Gravelle read the motion be sought and confirmed that Trustee Conway was the mover with Trustee Gravelle seconding the motion.

2022-43 -- It was moved by Trustee Conway and seconded by Trustee Van Alphen:

The Board of Trustees direct staff to initiate a menstrual equity pilot project at a minimum of 5 elementary schools and St Louis Adult Learning in addition to the dispensers provided in secondary. Staff are required to provide menstrual products in one or more elementary school washroom in an equitable and barrier free manner while collecting feedback from students and staff form elementary, secondary and Adult Education Centres.

Furthermore, staff are to provide a report to the Board of Trustees on or before the December 2022 Board meeting with a breakdown on costs involved, product distribution and usage, a summary of student and staff feedback as well as a recommended plan moving forward toward Board wide menstrual equity.

--- Carried by consensus.

12.2 Leave of Absence for Trustee Van Alphen

Chair Gravelle noted that Trustee Van Alphen has put forth her name to run for the Ontario Liberal Party in the upcoming election on June 2nd, 2022 and was seeking leave of absence while she campaigns. Chair Gravelle read the official request from Trustee Van Alphen and sought a mover and seconder.

2022-44 -- It was moved by Trustee Price and seconded by Trustee Roach:

That the Board of Trustees accept the request for a leave of absence for Trustee Van Alphen, from April 15th to June 5th, 2022.

--- Carried by Consensus

13 Announcements

13.1 Upcoming Meetings/Events

Trustees briefly discussed upcoming events.

13.2 Pending Items: N/A

13.3 Pending Items for OCSTA Consideration: N/A

14 Items for the Next Meeting Agenda

14.1 Trustees reviewed items for next meeting agenda.

15 Adjournment - Confirm decisions made tonight.

15.1 Confirm Decisions made tonight

15.2 Move into Private, Private

Chair Gravelle requested a mover and seconder to move into Private, Private.

2022-45-- It was moved by Trustee Weiler and seconded by Trustee Price:

THAT the meeting be moved into Private, Private at 8:48 p.m.

--- Carried by consensus.

2022-46-- It was moved by Trustee da Silva and seconded by Trustee Price:

That the Board Motion to Rise and Report at 9:52 p.m.

To Closing Prayer			
17 Motion to Adjourn			
2022-47 It was moved by Trustee Weiler and seconded by Trustee Nash: THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:53 p.m.			
Chair of the Board	Secretary		





Special Board of Trustees' Board Meeting

A public meeting of the Board of Trustees was held Monday, March 21, 2022, at 2nd floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

Trustees Present:

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

Student Trustees Present:

*Sarah Simoes, *Sarah Wilson

Administrative Officials Present:

Loretta Notten, Jason Connolly, Gerald Foran, Shesh Maharaj, *Judy Merkel, Jennifer Ritsma, Annalisa Varano

Special Resources For The Meeting:

Regrets:

John Klein

*Via Teams

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 5:02 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 Gravelle.

1.3 Approval of Agenda

Amendment to note Jeanne Gravelle as Chair of the meeting.

2022-28 It was moved by Trustee Weiler seconded by Trustee da Silva: THAT the agenda for Monday, March 21st, 2022, as amended, be now approved. --- Carried by *consensus*.

1.4 Declaration of Pecuniary Interest

1.4.1 From the current meeting - NIL

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

1.5 Items for Action:

NA

- 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 Update on Health and Safety Measures in Schools

Direction Notten provided Trustees with update on Health and Safety Measures in Schools based on the Ministry announcement of March 9th, 2022. Effective March 10th school boards are no longer required to have a vaccination disclosure policy. Also, effective March 21st, masks are no longer required for students, staff, and visitors in schools.

Trustees discussed concerns surrounding Ministry announcement including timing of removal of masks following March Break, no consideration by government to extend masking in schools for two weeks or longer and feeling that removal of masks are too soon.

Trustees discussed possible motion to write a letter to the Minister of Education on issue of extending masking for safety of staff and students and whether this was best venue. Trustees also discussed possibility of OCSTA advocating issue for Trustees. Trustees directed Chair Gravelle to contact OCSTA to see where they stand on this issue of masking. Chair Gravelle stated that she will contact OCSTA prior to the Monday March 28 Board meeting and will hope to have a response to share. Trustees stated that based on their response, they may craft a motion to OCSTA or the Ministry.

Trustees also questioned whether there was a need to rescind the motion of March 2020 supporting all students be required to wear masks indoors. Director Notten and Chair Gravelle noted that there was no need as it will be null and void.

- 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)
- **9 Policy Discussion**
- 10 Assurance of Successful Board Performance
- 11 Assurance of Successful Director of Education Performance
- **12 Potential Agenda Items**
- **13 Announcements**
- 13.1 Upcoming Meetings/Events

NA

- 13.2 Pending Items: N/A
- 13.3 Pending Items for OCSTA Consideration: N/A
- 14 Items for the Next Meeting Agenda

15 Adjournment – Confirm decisions made ton	ight.			
15.1 Confirm Decisions made tonight				
16 Closing Prayer				
17 Motion to Adjourn				
2022-29 It was moved by Trustee da Silva and seconded by Trustee Conway: THAT the meeting be now adjourned. The meeting was adjourned by consensus at 5:52 p.m.				
Chair of the Board	Secretary			



Report

Date:	April 25, 2022
To:	Board of Trustees

From: Director of Education

Subject: 2022-2023 Estimates Budget Update

Type of Report:	 ☑ Decision-Making ☐ Monitoring ☐ Incidental Information concerning day-to-day operations
Type of Information:	 ☑ Information for Board of Trustees Decision-Making ☑ Monitoring Information-Board Policy IV 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)

In order for the Board to meet Ministry deadlines for budget submission, staff must carefully plan the timing of the budget preparation and approval process. Board Executive Limitation IV007 dictates criteria to which the director must adhere in the preparation, planning, and presentation of the budget. Budget planning typically commences in January and concludes with the presentation of the budget to Trustees in June.

This year, administration will present a budget to Trustees on June 6, 2022 and request budget approval on June 13, 2022 in alignment with the Board's calendar of meetings.

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

Board Policy IV 007 "Financial Planning/Budgeting"

"The CEO shall not...

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

Alignment to the MYSP:

Priority: Student Achievement and Innovation

Strategic Direction: Foster maximum opportunity and success for all







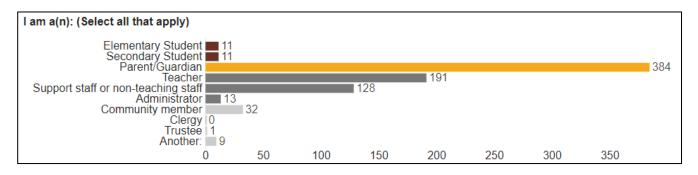
Background/Comments:

The 2022-2023 budget timeline to date:



Budget Survey

- The budget survey opened on February 28, 2022 and closed April 1, 2022
- There were 710 participant responses. The participant profile is summarized below:



• In addition to the traditional survey, management sent the following separate questions to employee group representatives in order to capture specific feedback related to their respective groups:

Question 1:

Given the Board priorities are graduation rates, well-being, equity, and innovation, please outline the key strategies that your group feels would be relevant in order to achieve these priorities. Please note that faith formation is a foundational priority of the Board, and as such, we are not seeking input on strategies for this area.

Question 2:

Are there other priorities that you feel the Board should consider when developing the 2022-2023 budget?

- Results were shared with management on April 11th and the Budget Advisory Committee on April 13th
- Management received 3 responses from an employee groups (APSSP, CUPE, OSSTF)
- The survey results will be made available in the June budget presentation materials

Elementary and Secondary Enrolment Committees (March 23rd & March 24th and April 5th)

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

Meeting highlights:

- Reviewed the 2022-2023 enrolment projections and in-year trending of variables such as registration and growth within the Region
- Reviewed methodologies, including retention rates for secondary, to determine if any changes should be implemented
- Discussed challenges in projecting enrolment due to Covid-19
- Selected preferred enrolments to provide to Budget Advisory Committee

Budget Advisory Committee Meeting #2 (April 13th)

- The group reviewed the results of the budget survey
- · The group discussed budget progress to date







• The group discussed and settled on the following enrolment for budget purposes:

Elementary: 17,300Secondary: 7,500

Overall Budget Development Status

- The Finance department is actively reviewing projected staffing allocations with Human Resource Services
- EFIS, the Ministry's revenue calculation and reporting tool was released March 25th
- Management has begun calculating revenues, which is primarily based on the enrolment determined by the Budget Advisory Committee

Upcoming Targets

- Initial budget position calculated and internal deliberation begins: early May
- Budget presentation: June 6th

Recommendation:

This report is provided as information on the development of the 2022-23 school year budget.

Prepared/Reviewed By: Loretta Notten

Director of Education

Laura Isaac

Senior Manager, Financial Services

Renee King

Manager of Budget

Shesh Maharaj

Chief Financial Officer

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











Date:	April 25, 2022
To:	Board of Trustees
From:	Director of Education

Subject: External Auditor tender award

Type of Report:	 □ Decision-Making □ Monitoring □ Incidental Information concerning day-to-day operations
Type of Information:	 ☐ Information for Board of Trustees Decision-Making ☐ Monitoring Information of Board Policy XX XXX ☑ Information only of day-to-day operational matters delegated to the CEO

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

Board approval is required to enter into an agreement that extends beyond 5 years. This report is for information only and outlines the process that was undertaken to request bids for the External Auditor Request for Proposal (RFP) which was completed in January 2022. The tender process was followed and the Audit Committee has reviewed and made the recommendation for the new auditors

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

Board Policy IV 008:

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 material deviation of actual expenditures from board priorities established in Ends policies.

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

10. Enter into any financial agreements over 5 years

Alignment to the MYSP:

Building Capacity to Lead, Learn & Live Authentically - Our decisions, actions and stewardship of resources are evidence based and responsive.

Background/Comments:

The Board is required to have an annual audit by the Ministry of Education to validate our year ending financial position as well as some other key assurances. Therefore, we request proposals on auditing services every 5 years to remain compliant with our Board policy as well as to ensure that the Board continues to receive competitive rates for services.

There were 2 proponents who bid on the contract when the RFP closed in January. The RFP was re-structured to rank pricing and public sector experience as the key drivers since all large audit firms are able to carry out the required audit function. We

did receive feedback from our incumbent auditor, PriceWaterhouseCoopers LLP, that they did not intend to bid on the RFP indicating that it was no longer cost effective for them to do so.

Ultimately, the successful proponent's pricing structure allowed them to win the tender.

The contract has been awarded to Grant Thornton LLP in the amount of \$366,525 over the next 5 years (2022-2026). Grant Thornton previously served as the Board auditors from 2011-2016.

Recommendation:

No recommendation - information only.

Prepared/Reviewed By: Loretta Notten

Director of Education

Shesh Maharaj

Executive Superintendent of Corporate Services

Laura Isaac

Senior Manager, Financial Services

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





Date:	April 25, 2022
То:	Board of Trustees
From:	Director of Education
Subject:	Interim Financial Report - #2 of 3
Type of Repo	rt: 🔀 Decision-Making

☐ 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)

Monitoring

Interim financial reports are presented to the Board to assist Trustees in their monitoring of the financial well-being of the school board. Interim 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 Lead, Learn and Live Authentically

Background/Comments:

Attached to this report are the following:

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

This report contains data up to and including February 28, 2022. Notes, where appropriate are included to provide the reader with additional information.







General Commentary:

Changes have been made to the approved budget as a result of updated enrolment projections and expense information. A summary of changes has been provided below:

Changes to budget:

- The enrolment change over the estimates budget is an increase of 32 students. The stable enrolment can be attributed to the use of conservative data-driven enrolment projections for the June 2021 estimates budget, as well as confirmation of the underlying projection assumption that families had become more comfortable sending their children to school as compared to the previous fiscal year.
- The Ministry of Education has provided additional COVID-related funding, which has been incorporated into the
 revised budget. These revenues have been partially offset by losses expected within the Extended Day program
 and Continuing Education due to enrolment.
- Some adjustments to operational budgets have been made where professional development will not take place. There is hope that some activities will resume since COVID restrictions have eased.
- Adjustments to staffing levels and budgets have been made where necessary to meet operational needs, collective agreement requirements, and legislative provisions. Sick leaves for staff and insufficient replacement staff continue to cause issues.
- Management will continue to closely monitor supply teacher costs, utilities, and EA costs as these are perennial areas of risk.
- 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 2021-2022 school year is **LOW**, given the continued uncertainty of the pandemic.

There have been no significant deviations from the budget priorities set in June 2021. Recommendation:

That the Board of Trustees receive this interim financial report as information on the financial well-being of the Board as at February 28, 2022.

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

2021-2022 Second Quarter Interim Financial Report For the Period Ended February 28, 2022

Summary of Financial Results

	Budget		In-Year Change	
		Forecast —	\$	%
Revenue				
Provincial Grants (GSN)	278,807,650	278,285,921	(521,729)	(0.2%)
Grants for Capital Purposes	7,559,580	7,616,424	56,844	0.8%
Other Grants	6,083,657	16,535,393	10,451,736	171.8%
Other Revenues	11,385,444	12,359,252	973,808	8.6%
Amortization of DCC	18,521,699	18,477,097	(44,602)	(0.2%)
Total Revenue	322,358,030	333,274,087	10,916,057	3.4%
Expenses				
Classroom	225,305,372	227,740,230	2,434,858	1.1%
Non-Classroom	41,740,500	44,922,525	3,182,025	7.6%
Transportation	7,552,215	7,768,054	215,839	2.9%
Pupil Accommodation	26,586,115	26,580,078	(6,037)	(0.0%)
Capital and In-Kind Expenditures	2,542,730	7,389,633	4,846,903	190.6%
Amortization/Write downs	18,631,098	18,591,024	(40,074)	(0.2%)
Total Expenses	322,358,030	332,991,544	10,633,514	3.3%
Balance before Accum Surplus	-	282,543	282,543	-
Accumulated surplus use	-	-	-	-
Surplus/(Deficit) - end of year	-	282,543	282,543	-

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

Changes in Revenue

GSN: Decrease due to lower teacher experience grants and reduced continuing education enrolment

Other Grants: Increase due to PPFs and in-kind grant provided since budget announced
Other Revenues: Increase due to day care capital lease construction projects and relaxed travel restrictions impacting the Short-term International program

Changes in Expenses

Classroom: Increase due to enrolment, additional PPFs announced, pandemic costs, missed planning time and final year of earned leave plan obligations

Non-Classroom: Increase due to PPFs provided since budget announced

Capital and In-Kind Expenditures: Increase due to in-kind grant provided by Ministry since budget was announced

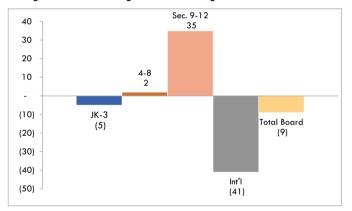
Summary of Enrolment

ADE	Budget Forecast		In-Year Change	
	buager	Forecast -	#	%
Elementary				
JK-3	8,338	8,333	(5)	-0.1%
4-8	8,697	8,699	2	0.0%
VISA Students	20	9	(11)	-55.0%
Total Elementary	1 <i>7</i> ,055	17,041	(14)	-0.1%
Secondary <21				
Pupils of the Board	7,245	7 , 280	35	0.5%
VISA Students	150	120	(30)	-20.0%
Total Secondary	7,395	7,400	5	0.1%
Total	24,450	24,441	(9)	0.0%

Note: ADE is comprised of actual enrolment reported at October 31, 2021 and projected enrolment as at February 28, 2022

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

Changes in Enrolment: Budget vs. Revised Budget



Highlights of Changes in Enrolment:

Secondary: Increase due to students returning to in person learning

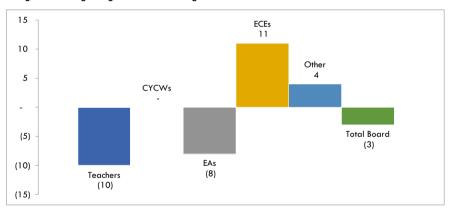
VISA Students: Decrease is due to travel restrictions as a result of the pandemic

Summary of Staffing

FTE	Decelorat	F	In-Year Change	
	Budget	Forecast —	#	%
Classroom				
Teachers	1,501	1,491	(10)	-0.7%
Child & Youth Care Workers (CYCWs)	54	54	-	0.0%
Educational Assistants (EAs)	372	364	(8)	-2.2%
Designated Early Childhood Educators	156	167	11	7.1%
Total Classroom	2,083	2,076	(7)	-0.3%
Other Support Staff				
School Administration	167	166	(1)	-0.6%
Board Administration	81	88	7	8.6%
Facility Services	206	201	(5)	-2.4%
Consultants/Co-ordinators	28	29	1	3.6%
Paraprofessionals	101	102	1	1.0%
Library & Guidance	64	65	1	1.6%
Total Other Support Staff	647	651	4	0.6%
Total Staffing	2,730	2,727	(3)	-0.1%

Note: FTE is calculated as of the average of Oct 31, 2021 and Feb 28, 2022

Changes in Staffing: Budget vs. Revised Budget



Highlights of Changes in Staffing:

Classroom Teachers: Decrease due to class size changes which did not materialize and vacant paid leaves offset with an increase for enrolment and operational changes required to accommodate the virtual school

Classroom Support - EAs: Decrease due to vacancies and paid sick leaves

Classroom Support Staff - DECEs: Increase due to enrolment

Other Support Staff - Board Administration: Increase need identified in Human Resources due to pandemic and Information Technology due to student information system transition

Other Support Staff - Facility Services: Decrease due to vacancies

Waterloo Catholic District School Board 2021-2022 Second Quarter Interim Financial Report Revenues

For the Period Ended February 28, 2022

	Budget Assessment				
		2021-2022			
		Change			
	Budget	Forecast	\$ Increase (Decrease)	% Increase (Decrease)	Material Variance Note
Grant Revenues					
Pupil Foundation	136,572,111	136,720,841	148,730	0.1%	
School Foundation	17,185,386	17,256,550	71,164	0.4%	
Special Education	35,602,021	35,616,187	14,166	0.0%	
Language Allocation	8,364,431	8,438,487	74,056	0.9%	
Learning Opportunities	6,711,883	6,686,961	(24,922)	(0.4%)	
Adult Education, Continuing Education	3,289,351	2,954,953	(334,398)	(10.2%)	
Teacher and DECE Q&E	28,948,873	28,507,254	(441,619)	(1.5%)	
Transportation	7,415,172	7,401,755	(13,417)	(0.2%)	1
Administration and Governance	7,701,298	7,707,655	6,357	0.1%	
School Operations	24,687,184	24,577,366	(109,818)	(0.4%)	
Community Use of Schools Grant	326,422	326,422	(107,010)	0.0%	
Indigenous Education	436,948	507,428	70,480	16.1%	
Safe Schools Supplement	716,596	717,309	713	0.1%	
New Teacher Induction program	227,157	243,920	16,763	7.4%	
Rural and Northern Education Fund	91,449	91,422		(0.0%)	
	•	397,975	(27)		
Permanent Financing - NPF	397,975		- 42	0.0%	
Support for COVID-19 Outbreak	133,393	133,436	43 (521,729)	(0.2%)	-
Regular Operating On-going Grants	278,807,650	278,285,921	(321,729)	(0.2%)] a.
Grants for Capital Purposes					1
School Renewal	309,487	374,055	64,568	20.9%	b.
		•	04,300	0.0%	D.
Temporary Accommodation	4,662,081	4,662,081	- (7.70.4)		
Short-term Interest	352,780	345,056	(7,724)	(2.2%)	
Debt Funding for Capital	2,235,232	2,235,232	- 54 044	0.0%	- 1
Total Capital Grants	7,559,580	7,616,424	56,844	0.8%	J
Other Grants					1
Continuing Education	2,441,622	2,420,893	(20,729)	(0.8%)	
Partnership and Priorities Fund (PPF)	3,642,035	9,763,062	6,121,027	168.1%	c.
In-Kind Grant	-	4,351,438	4,351,438	100.0%	d.
Total Other Grants	6,083,657	16,535,393	10,451,736	171.8%]
ou s		Т	П		,
Other Revenues	0.440.07.4	0.001.0.40	200.011	10.10/	
Continuing Education Fees	2,668,874	2,991,940	323,066	12.1%	e.
Rentals	667,359	578,126	(89,233)	(13.4%)	f.
Interest	300,000	320,000	20,000	6.7%	
Tuition Fees	3,054,750	3,285,875	231,125	7.6%	g.
Extended Day Fees	3,035,726	3,109,1 <i>77</i>	73,451	2.4%	
Other International Fees	925,950	623,988	(301,962)	(32.6%)	g.
Other	732,785	1,450,146	717 , 361	97.9%	h.
Total Other Revenue	11,385,444	12,359,252	973,808	8.6%]
Deferred Revenues	1	T	1		1
Amortization of DCC	18,521,699	18,477,097	(44,602)	(0.2%)	
Net Deferred Revenue	18,521,699	18,477,097	(44,602)	(0.2%)	
			, , ,		1
Total Revenue and Grants	322,358,030	333,274,087	10,916,057	3.4%	

Explanations of Material Grant Variances

- a. Decrease due to lower teacher experience grants and reduced continuing education enrolment
- b. Increase due to greater anticipated smaller, operating type of construction projects
- c. Increase due to PPFs announced since budget
- d. Increase due to In-Kind grant from Ministry for PPE, rapid test kits and menstrual products
- e. Increase due to program expansion (LINC, PSW and Summer Boost) offset with program closures and reduced ESL fees
- f. Decrease due to the pandemic affects on community use rental
- g. Increase due to relaxed travel restrictions impacting the Short-term International program offset with reduced homestay
 participation
 - Increase due to leased day care improvements completed

Waterloo Catholic District School Board 2021-2022 Second Quarter Interim Financial Report Expenses

For the Period Ended February 28, 2022

		Budget Assessment			
		2021-2022			
			Chan	ge	
	Budget	Forecast	\$ Increase (Decrease)	% Increase (Decrease)	Material Variance Note
OPERATING					
Classroom Instruction					
Teachers	163,908,112	163,532,059	(376,053)	(0.2%)	
Supply Teachers	4,734,250	5,339,427	605,177	12.8%	a.
Educational Assistants	18,393,181	18,370,093	(23,088)	(0.1%)	
Designated Early Childhood Educators	8,746,606	9,672,693	926,087	10.6%	b.
Classroom Computers	3,179,388	3,936,068	756,680	23.8%	c.
Textbooks and Supplies	5,937,019	6,159,214	222,195	3.7%	
Professionals and Paraprofessionals	13,206,465	13,529,626	323,161	2.4%	
Library and Guidance	5,455,206	5,498,644	43,438	0.8%	
Staff Development	1,207,139	1,203,230	(3,909)	(0.3%)	
Department Heads	538,006	499,176	(38,830)	(7.2%)	
Total Classroom	225,305,372	227,740,230	2,434,858	1.1%	=
	.,,	.,,	, . ,	, ,	
Non-Classroom					
Principal and Vice-Principals	10,326,692	10,660,596	333,904	3.2%	d.
School Office	6,304,864	6,165,626	(139,238)	(2.2%)	
Co-ordinators and Consultants	5,375,459	5,797,061	421,602	7.8%	e.
Continuing Education	9,363,388	11,140,876	1,777,488	19.0%	f.
Total Non-Classroom	31,370,403	33,764,159	2,393,756	7.6%	4
Administration					
Trustees	246,163	234,523	(11,640)	(4.7%)	
Director/Supervisory Officers	1,678,405	1,650,367	(28,038)	(1.7%)	
Board Administration	8,445,529	9,273,476	827,947	9.8%	g.
Total Administration	10,370,097	11,158,366	788,269	7.6%	
Transportation	7,552,215	7,768,054	215,839	2.9%	
Pupil Accommodation					
School Operations and Maintenance	26,276,627	26,206,023	(70,604)	(0.3%)	
School Renewal	309,488	374,055	64,567	20.9%	
Other Pupil Accommodation	2,542,730	7,389,633	4,846,903	190.6%	h.
Amortization and Write-downs	18,631,098	18,591,024	(40,074)	(0.2%)	11
Total Pupil Accommodation	47,759,943	52,560,735	4,800,792	10.1%	41
TOTAL OPERATING	322,358,030	332,991,544	10,633,514	3.3%	

Explanations of Material Budget Variances

- a. Increase due to anticipated missed planning time and final year of earned leave plan obligations
- b. Increase due to enrolment
- c. Increase due to additional PPFs announced and pandemic related technology costs
- d. Increase due to staff leaves, retro payments for contract settlement and additional support required
- e. Increase due to additional PPFs announced and increase in International Short-term stay program which was not anticipated
- f. Increase due to additional PPFs announced
- g. Increase due to additional staff hired, new PPFs announced and COVID absence management
- n. Increase due to additional PPFs announced and in-kind donation from Ministry for PPE, rapid test kits and menstrual products

Notes:

1. Budget is the 2021 - 2022 Estimates Budget as approved by the Board of Trustees in June 2021





Audit Committee Open Meeting

Date: **January 27, 2022**

Time: 6:00 p.m.

Location: Teams Meeting

Next Meeting: April 5, 2022

Attendees: Committee Members:

Wendy Price, Bill Conway

Community Members:

Jennifer Gruber, Zeynep Danis

Administrative Officials:

Loretta Notten, Laura Isaac, Shane Durham, Shesh Maharaj

Guests:

Andrea Eltherington (RIAT)

Regrets:

Manuel Da Silva

- 1. Welcome and Opening Prayer
- 2. Approval of Agenda

Motion: Wendy Price Seconded: Bill Conway Carried by consensus

3. Declared Pecuniary Interest

None

- 4. Approval of the Minutes
 - Meeting of November 17, 2021

Motion: Zeynep Danis Seconded: Wendy Price Carried by consensus

- 5. Discussion Items
 - 5.1 Q1 Dashboard Report
 - Laura presented the Q1 Dashboard as at November 30, 2021 reflecting Revised Estimates

Motion: That the Q1 Quarterly dashboard report for the period ended November 30, 2021 be sent to the Board of Trustees for approval, in the consent agenda.

Motion: Zeynep Danis Seconded: Wendy Price Carried by consensus

5.2 Regional Internal Audit Team (RIAT) Update

- January Status Report
 - RIAT has hired 3 staff which Andrea has been training over the last month

5.3 Audit Committee Meeting Closed Session

Motion: That the Audit Committee move into Closed Audit Committee agenda at 6:26pm

Motion: Bill Conway Seconded: Wendy Price Carried by consensus

5 Pending Items

6 Adjournment at 7:24pm Motion: Wendy Price Seconded: Zeynep Danis Carried by consensus

Jennifer Gruber



SEAC Committee Meeting Minutes

Date& Time:	March 2, 2022, at 6:00 p.m.
Location:	Teams Meeting
Next Meeting:	April 6, 2022

Committee Members: Kim Murphy, John Gilbert, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Sue Simpson,

Sarah Van Dyke, Cindy Benedetti

Administrative Officials: Gerald Foran, Erin Lemak Regrets: Tracey Weiler, Jeanne Gravelle, Sarah Van Dyke

1.	Opening Prayer	G. Foran
	Welcome	
2.	Approval of Agenda Motion by: Kim Murphy Seconded: Sue Simpson	
3.	Declared Pecuniary Interest N/A	
4.	Approval of the February 2 nd Minutes Motion by: Kim Murphy Seconded: Bill Conway	
	School System Operational Business 5.1. Assistive Technology SEA Funding (Special Equipment Amount – Ministry Grant) SEA Claims Based Funding SEA Per Pupil Grant Main Categories for Software Support Learning Disabilities (Read and Write for Google, Slides, PDF (OrbitNote), webpages, Livescribe pen) Physical Disabilities (word processing, Read and Write for Google (speech input) Visual Disabilities (Zoomtext, Jaws, Read and Write for Google, eyegaze) Cognitive Disabilities (ipad with apps 51+ Early Literacy & Numeracy aps, BoardMaker Online Picture Communication software) Communication Needs (ipads and Proloquo2go) Building Training Capacity to Support Assistive Technology Pivoting – Virtual Staff and Class Training. Bridges Canada – ipad /boardmaker staff training Virtual Class Wide Training Teacher/Student Training Accessible Coding Q&A	C. Runstedler
6.	Ministry Updates (10 min) RCCDSB letter to Minister of Education	G. Foran
0.	 In regard to concern for students that do not have access to wireless connections. 	

 6.2. DDSB letter to Minister of Education Current SIP funding amount of \$28,518.00 per student that is allocated by the Ministry covers only portion of the EA salary. Amount needs to be re-considered. 6.3. ADSB letter to Minister of Education Support for the Bill 172, the Education Statute Law Amendment Act for Fetal Alcohol Spectrum Disorder (FASD) 6.4. Ministry just released GSN numbers for the next year: Significant amount of funds allocated to the tutoring program that includes partnerships with community partners 6.5. Right to Read Inquiry: Ontario Human Rights Inquiry that was just published lot of recommendations to implement in schools to support reading 	
 7.1. PRO Grant discussion (\$2500) Paul Davis confirmed for Thursday, May 12th at 6:30 pm – virtual presentation Cost is \$1500+HST=\$1695 (\$805 remaining) Plans for the remaining \$805 	All
8. Policy Advice to the Board	
N/A	
9. Updates	
(20 minutes)	
9.1. Association Updates WRFN Update: Evening of Elegance Event – April 30, 2022, at 6 p.m. – St. George Banquet Hall Buy Tickets Here More information about the EVENT WWDSS Update: World Down Syndrome Day (WDSD) is on Monday March 21. This date signifies the triplication of the 21 Chromosome, which causes Down syndrome. WWDSS members can request a WDSD Package which includes bracelets, lawn signs, posters and a book to share with the community. 9.2. Trustee Updates Board of Trustees	
10. Pending Items	
N/A	
11. Adjournment Motion by: Karen Kovats Seconded: Kim Murphy 12. Action Items Place Holder	





Date: April 25th, 2022

To: Board of Trustees

From: Director of Education

Subject:

Type of Report: ☐ Decision-Making ☐ Monitoring

April Director's Report

Type of Information: Information for Board of Trustees Decision-Making

Monitoring Information of Board Policy IV 012

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:

It has been a quick month due to the March Break but eventful as always. We were pleased to see the impact of the omicron variant decline and that allowed even greater degrees of normalcy to return to our schools. As a result, we continue to be a board – like most of the province – in a state of flux and evolution, however fortunately this month the trend continues in a positive direction and we are starting to see the movement back to a more normalized school experience. We have continued to genuinely feel and offer gratitude to our staff for the myriad ways they have responded to the challenges of the pandemic. Everyone is centered on the core purpose of meeting the needs of our students, but we are also endeavouring to be attentive to the demands on our staff and all who serve our WCDSB system. We continue to deal with various layers of complexity and challenge, and a variety of different perspectives on the best course of action. The pandemic continues to make school and board life different from every other pre-pandemic school year. Staff at every level have been working exceptionally hard to ensure a positive learning experience for our students, with a full eye toward preserving the health, safety and wellbeing of all our WCDSB community members.

Some of the meetings that were common-place into March have included:



- Lengthy senior team meetings typically once a week but with the changes, more typically twice a week and more, while trying to preserve Academic Council once a week
- Meetings with Public Health and WRDSB Thursdays (may begin wrapping up now)
- CODE continuity of Learning sub-group now once a month
- CODE Continuity of Learning mtg with DM now once a month
- Chairs and Directors of Ed Teleconference with Minister Lecce now Tuesday afternoons (finished now until after election)
- Continuing in my role as Chair of ECCODE and continue to chair (now) monthly ECCODE meetings –
- I typically fielded 3-6 media inquiries a week; completed radio interviews, TV interviews and several newspaper interviews.
- Worked on various letters and videos as part of our ongoing communication plans

A few other quick highlights from these past few opening weeks include:

- Met a minimum of once a week with the Equity Officer to discuss strategy and resources; also attended
 meetings in relation to our staff and student census work, as well of some of our ongoing proposals in
 relation to advancement of EDI and professional development at WCDSB; this included additional meetings
 with prospective PD partners.
- Participated in meetings of various types with various people related to a school-based issue with board implications.
- Participated at ERDI Conference on 8 different panels, chairing 2
- Attended CODE Affiliate chair meetings
- Attended a Audit committee meeting
- Attended a Budget Advisory meeting
- Participated in interviews for Elementary Principal candidates (following a new process)
- Attended CODE PD events with an Equity focus and Knowledgehook PD event on Polarity Management.
- Participated with WCDSB Administrators in 2 PD sessions entitled Seeking Positive Solutions, with an equity focus, and the first with an Anti-Black Racism focus.
- Attended OCSOA Board of Directors' mtg
- Visited John Sweeney, St Anne Kitchener and St Clement's to speak with the administrator and tour/visit the building and staff.
- Chaired and participated in K-12 Administrator meeting (still virtual due to staffing pressures)
- Participated in local collective bargaining with our Administrators.
- Met with Dean of Social Work from Laurier University in relation to equity issues and possible support/partnership.
- Participated in meetings in relation to eLearning in Catholic schools; follow up meetings with OCSTA president and ED and OCSOA ED



- Engaged in ongoing work with Board researcher on the MYSP survey to inform report card and next iteration of the MYSP
- Participated in Wilfred Laurier Senate meeting
- Attended the CCFOWR Board meeting
- Participated in provincial level MOE+CODE committee on the Board Improvement and Equity Plan development
- Attended the OCSTA AGM and conference in Ottawa
- Sharing Points of Good News: St Mark's is once again in top 3 schools in all the province in terms of fundraising for Terry Fox Run and WCDSB has now surpassed \$900,000 raised for Terry Fox run.
- In a similar vein WCDSB sponsored a funding raising campaign in support of the Red Cross efforts in Ukraine, and all schools participated, some making their donation directly to the Red Cross, and 28 contributing to our total donation of \$ 23,552.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten

Director of Education

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







Date:	April 25, 2022
То:	Board of Trustees
From:	Director of Education
Subject:	School Travel Planning – Annual Report
Type of Rep	ort: Decision-Making

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)

Annually a report is provided to Trustees on the activities of the school travel planning team at Student Transportation Services of Waterloo Region. The attached report is for information and provides details on school travel planning for 2020-21.

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

WCDSB Active Travel Charter

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:









2020-21 Annual Report

SCHOOL TRAVEL PLANNING IN WATERLOO REGION

Prepared by the School Travel Planning Team at Student Transportation Services of Waterloo Region Bryden Eby and Leslie Maxwell November 5, 2021





This work was made possible through financial support from Green Communities Canada and the Government of Ontario, the City of Cambridge, the City of Kitchener, the City of Waterloo, the Region of Waterloo, the Waterloo Catholic District School Board, and the Waterloo Region District School Board. In-kind support was provided by Cycling Into the Future, Canadian Cancer Society, Block Parent Waterloo Region, CycleWR, a variety of community partners, and countless community volunteers.

Contents

Executive Summary	4
Mission	5
Mandate	6
Funding Partners	6
Objectives	6
Programs and Services	7
Programs	7
Program Descriptions	8
New Developments	10
Program Participation	11
Services	15
Schools Receiving Custom Services	17
School Rank and Status 2020-2021	20
Accomplishments	21
2019-20 Goals and Achievements	22
Other Support Activities	23
Financials	25
Funding	25
Uses	26
Trajectory	27
Risk Factors	28
Results	29
Mode Split	29
Mode Shift	30
Driver Behaviour	31
Parent Involvement	34
Future Development	35
2021-22 Goals	35
Beyond 2022	36
Conclusion	37
Appendix A: Stakeholder Remarks	38
Appendix B: Structure	39
Appendix C: Method and School Prioritization	41
Appendix D: Example Standard Operating Procedure	43

Executive Summary

This School Travel Planning annual report reflects the achievements and activities completed by the team over the past year.

The 2020-21 school year started with goals set during the blurred circumstances of the pandemic with the understanding that the work would likely be impacted by school closures. We could not know how this disruption of in-class days or the serious health threat would impact the school commute over the course of the year, or how rapidly changing circumstances would affect when and how we could resume our interactions with schools.

In that context, we set the following goals to deliver our core work and to leverage the disruption to focus on special projects during the 2020-21 school year:

- Motivate more schools to complete more action plan items
- Give parents more online resources
- Leverage Covid-19 interest in active transportation
- Inspire schools through a certification system
- Optimize Walking School Bus pilot project learnings

STP success with these goals means that Waterloo region is making a difference in more and more children's lives. In the past year, STP delivered certificates of achievement to 49 participating schools, created online Trailblazer training, promoted the Discover Your Superpower campaign, created 30+ new Drive-to-5 maps, and completed many school-level action plan items.

In addition to completing work towards those goals, we were also able to adapt, enable, and fuel activities where our partners, volunteers, and communities have shared their passion and power to do so. We mobilized students and their parents for classroom data projects, we developed a Community Road Model Program, we worked with the City of Cambridge on an Enhanced School Zone project, and we planned, scripted, casted, and scouted locations for a special video project.

In addition, we sought and were awarded grant funding and sponsorships totaling \$106,500 for special projects intended to deepen and broaden active school travel work over the next two years.

Although the past year was difficult in many ways, we have met goals and advanced School Travel Planning in Waterloo region. In the end, the space and time provided by the pandemic gave us an opportunity to explore and advance this work in ways that will continue to serve our region long after the pandemic fades.

With great hope,

Leslie Maxwell, STP Supervisor, Student Transportation Services of Waterloo Region "School Travel Planning in Waterloo region strives to create a community where the preferred means of transportation to and from school is by active and sustainable modes."

School Travel Planning (STP) works with its supervising organization, Student Transportation Services of Waterloo Region (STSWR), to support children as they move between home and school. STSWR's mission is: "To positively influence children's lives by coordinating their safe and efficient movement between home and school in support of their educational journey." STP supports the STSWR mission by extending the concept of school transportation to include active transportation.

Simply put, STP works to make active school transportation (AST) the easy choice for families.



Mandate

School Travel Planning strives to reach its mission through two (2) mandates:

- 1. Encourage more families to use AST
- 2. Decrease traffic near schools

These mandates are interrelated and complex and so STP depends on its many partners to help shift attitudes and to create safer and more welcoming travel environments.

Funding Partners

2020-2021 funding partners and STP Steering Committee comprise:

Municipalities
City of Cambridge
City of Kitchener
City of Waterloo
Region of Waterloo

School Boards

Waterloo Catholic District School Board Waterloo Region District School Board

To hear from some of our partners and other stakeholders, please see Appendix A: Stakeholder Remarks or watch our "Finding Common Ground" video at www.youtube.com/watch?v=UTCyV_hhqmo. Further information on the partnership structure is found in Appendix B: Structure.

Objectives

These objectives are applicable to all WRDSB and WCDSB schools as upheld by the STP Steering Committee:

- 1. Deliver hands-on STP services region-wide on a school-by-school basis.
- 2. Provide consultation to elementary schools regularly and secondary schools as necessary.
- 3. Work with school communities to address municipality concerns on streets near schools.
- 4. Identify gaps in policy and inform change where policy can encourage AST.
- 5. Work with municipalities and school board planning staff to implement and maintain programs and infrastructure for active transportation.
- 6. Seek funding opportunities to support school-based interventions.
- 7. Represent STP partners on committees and work groups.

To learn about the STP method employed at STSWR and the way schools are prioritized, see Appendix C: Method and School Prioritization.

Programs and Services

In Waterloo region, STSWR offers two (2) forms of STP support to schools;

- Programs available to all schools
- Services customized support for schools to create unique action plans

Standard Operating Procedures (SOPs) for many major programs and services give school administrators and school-based STP Committees an understanding of the benefits, risks, and inputs required for particular interventions before they agree to participate. The SOPs may also give readers of this report a greater vision into the kinds of STP projects that are commonly undertaken by schools in the Waterloo Region. An example SOP is included in Appendix D: Example Standard Operating Procedure, and others (highlighted in Table 1) are available at: https://www.stswr.ca/walkzone/school-travel-planning/solutions/.

Programs

STSWR offers some programs to all schools, and guides schools to participate in related programs offered by community organizations. These programs support a shift in region-wide AST culture by providing necessary education and encouragement opportunities to schools whether or not they are prepared to take on customized STP.

Programs are primarily designed to empower students to become independent active travelers and they have additional benefits including providing an opportunity to build and nurture partnerships with community partners and bringing greater media and/or school board attention that helps set an expectation of, and encourage a widespread cultural shift towards, AST.

In 2020-21, STSWR continued to coordinate and offer Trailblazers, CAA Standing Foot Patrol, Winter Walk Day, and milestone magnets to all Junior Kindergarten and Senior Kindergarten families. Sidewalk Smarts training (in-class and curbside pedestrian skills training at the Grade 3-4 level) was canceled due to school closures.

Having built 50+ Drive-to-5 maps to help manage a surplus of family vehicles at STP sites for school opening in spring of 2020, the team was surprised to receive a number of additional requests that required the development of 30+ Drive-to-5 maps throughout the year. By the end of the school year, there were 89 maps in the collection, and the team continues to receive requests for new ones every week or two.

In response to parent requests for a program targeting driver behaviours, the STP team developed the Community Road Model Program. The STP team consulted with a number of stakeholders including parents from the school, our funding partners, CAA, and the Ministry of Transportation to ensure that the program could be endorsed by all. That program was ready for a pilot test at four schools in the spring of 2021 but was postponed to the fall of 2021 due to school closures. The four schools include Chicopee Hills PS, Mary Johnston PS, Saginaw PS, and St. Teresa CES.

Program Descriptions

The following programs work in various ways to address barriers to active travel:

Active Transportation Celebration Events – Celebrates students who use active travel and encourages their peers to find ways to experience the active commute, sometimes for the first time. Events occur throughout the year (October, February, April, and June) focusing on different aspects of the active school commute.

BikeWalkRoll – Allows schools to discover their modal split so they know how many children are walking, cycling, rolling (includes scootering and mobility devices), riding city transit, riding school buses, or being driven to school. This information is particularly useful in the action planning stage of school travel planning.

CAA Standing Foot Patrol – Trains student leaders to monitor school crossings by ensuring students cross roads near their school in a safe and responsible manner. Unlike Adult Crossing Guards, Patrollers do not stop or direct traffic. This program is provided by CAA through STSWR in partnership with Waterloo Region Police Services, and the cities of Cambridge, Kitchener and Waterloo.

Community Road Model (Pilot stage) - Asks all road users to pledge to obey traffic laws, use active transportation more often, and to be courteous road users. Students take the pledge in class and a takehome discussion primer helps students encourage their parents or guardians to take the pledge and place decals in vehicle windows.

Cycling Into The Future – Trains grade 5 and 6 students to be safe, confident cyclists. STSWR promotes this program with all schools and connects them with the organization as appropriate. Cycling Into The Future's trained instructors deliver the program over a number of sessions, both in the classroom and on the street.

Drive-to-5 – Identifies safe and legal street parking a short distance away from the school to disperse congestion and leave school access points safer for children on foot. This program is a steppingstone towards active travel for hesitant parents.

Kindergarten Outreach – Introduces parents to the expectation that our smallest children can walk to the bus stop or to school, and helps parents teach their children about walking and road safety.

Sidewalk Smarts – Introduces grades 3 and 4 students to complex pedestrian skills. Students learn in-class and then practice skills curbside to get real life experience on familiar streets. Students take home a checklist that parents can use to gauge their child(ren)'s readiness to actively travel independently.

Trailblazers – Trains student walking experts who walk preferred routes to school wearing class II safety vests. This program provides greater visibility of active school commuters, provides a greater level of pedestrian skill knowledge on school routes, and helps to highlight preferred routes to other students.

Walking School Bus - An organized system of getting children to school on foot under the supervision of trained and screened adult volunteers.

2020-2021 Programs Available to All Elementary Schools

Table 1: Programs	Intervention	Target			
"E"	Program	Students	Parents	School	Community
	Sidewalk Smarts*†	✓			
Education	Trailblazers*	✓			✓
	Cycling Into The Future*†	✓			
	Drive to 5 Map Distribution*		✓		
	Kindergarten Outreach	✓	✓		
Encouragement	Walking School Bus	✓	✓		
Lincouragement	Active Transportation Celebration Events*	✓		✓	✓
	Community Road Model Project [†]	✓	✓		✓
Enforcement	CAA Standing Foot Patrol*	✓		✓	✓
Engineering					
Evaluation	BikeWalkRoll*†	✓		✓	

^{*}Standard Operating Procedures (SOP's) outlining details, risks, and expected outcomes are available at: https://www.stswr.ca/walkzone/school-travel-planning/solutions/

[†] Paused due to Covid impacts.



New Developments



The Community Road Model pledge program asks all road users to:

- 1. Follow road rules
- 2. Use active transportation more
- 3. Be courteous to other road users





Drive to 5 Maps
encourage parents to
plan alternate areas
to pick up and drop off
students, dispersing
traffic to safer levels,
increasing steps for
children, and inspiring
more to use active
transportation for
convenience.

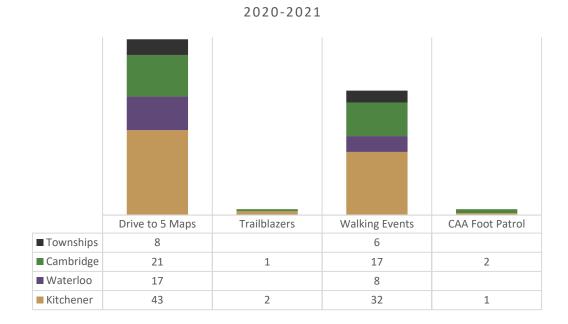
Learn more about all School
Travel Planning programs at:
stswr.ca/walkzone/school-
travel-planning/solutions

Program Participation

Despite school closures and fewer opportunities to run STP programs due to Covid-19 restrictions, 2020-21 saw solid participation from schools and students. School principals said they needed tools to help manage traffic (Drive to 5 maps), that they were glad to encourage active travel for the health of the students (Celebration Days), and they were pleased to offer some leadership opportunities to students (Trailblazers) in a year when there were few options to do so. The level of participation through the school year most impacted by Covid-19 closures is a testament to the permanent relevance of School Travel Planning's goals. The adaptability of STP programs and the relationships built with schools means we can shift quickly to serve the needs of our communities.

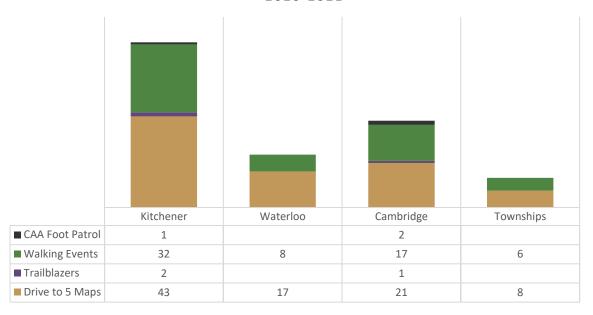
This snapshot of schools using programs in the 2020-21 school year reflects lower numbers in some programs due to Covid-19 constraints and school closures.

NUMBER OF SCHOOLS WITH SELECT PROGRAMS

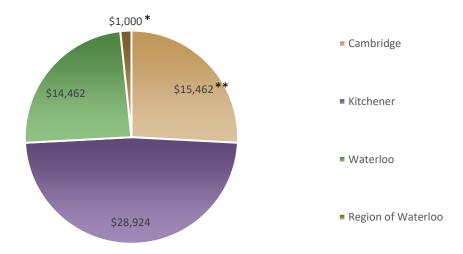


Data are collected by STP Facilitators working with schools, registration in various programs, and maps published at www.stswr.ca/walkzone/maps at the end of the school year.

DISPERSION OF PARTICIPATION BY MUNICIPALITY 2020-2021



Municipal Funding Split



^{*} Region of Waterloo funding is a portion of their contribution to the OAST matching fund to support sustained School Travel Planning over two school years.

^{**\$1000} of City of Cambridge funding is a portion of their contribution to the OAST matching fund for the Enhanced School Zones project taking place over two school years.

Dispersion between boards is not aligned with enrollment dispersion because event participation is markedly higher at WCDSB thanks to great efforts to promote Winter Walk Day. All other programs were higher at WRDSB; this disproportion will be explored when a survey can be distributed to schools, in the hopes that we can better meet WCDSB needs. Even without the survey, STP Facilitators are working to attract and retain more WCDSB schools.

DISPERSION OF PARTICIPATING SCHOOLS BY SCHOOL BOARD 2020-2021

	WRDSB	WCDSB
■ CAA Foot Patrol	3	
■ Walking Events	30	33
■ Trailblazers	3	
■ Drive to 5 Maps	60	29

Student participation was down in all programs during the pandemic and Sidewalk Smarts was not offered at all due to restrictions on visitors to schools. Remarkably, some schools did implement Trailblazer programs and Walking School Buses at least for some portions of the school year.

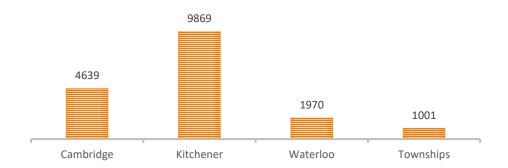
NUMBER OF STUDENTS IN REGISTERED PROGRAMS 2020-2021

	CAA	Trailblazers	WSB	Sidewalk Smarts
■ Townships				
■ Waterloo			15	
■ Kitchener	10	42		
■ Cambridge	27	2		

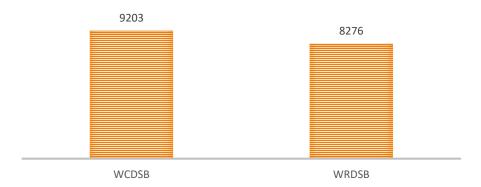
"Our Trailblazers started right up again every time we returned to school during the pandemic. They provided a constancy on the streets that lent families some sense of normalcy, and they were really leaders with the other students as they took up activities outside of the daily walk, too."

For a second year, Winter Walk Day was promoted by both WCDSB and WRDSB boards and supported by municipal leaders and staff. This resulted in messages reaching nearly 17,500 students who had just returned to class the week before the event. This stunning result is a clear indication that an enthusiastic, multistakeholder approach has tremendous impact on school communities.

WINTER WALK DAY STUDENT PARTICIPATION
BY MUNICIPALITY
2021



WINTER WALK DAY STUDENT PARTICIPATION
BY SCHOOL BOARD
2021



Services

Customized STP services are delivered on a school-by-school basis with the support of a focused STP Facilitator. Facilitators work with a combination of parents, school staff, community groups, community leaders, and students on school-level STP Committee. Together, these dedicated people determine a unique action plan to address travel and traffic goals at the school. Ontario Active School Travel asserts that through the community-based focus, STP "strengthens local commitment to active school travel" by lending power to communities to take action for themselves.

To succeed, STP requires:

- active support for at least two (2) years at each school
- a trained Facilitator who works directly with the school, liaises with community stakeholders, leads data collection and analysis, and guides action-planning and implementation

Committees are encouraged to be creative in their approach to action-planning, while the Facilitator distills those requests, supports requests for resources, and manages expectations or guides new solutions when some plans cannot be fulfilled.

A number of creative actions are suggested by committees across the region, and while we can't capture them all here, the ones that have found solid success at one school or more are outlined in Table 2 below. Standard Operating Procedure (SOP) documents are available at https://www.stswr.ca/walkzone/school-travel-planning/solutions/ for some actions in the table. Actions without SOPs are more creative in nature or require further development before standard operating procedures can be written.

Table 2: Services	Intervention		Target .	Audience	
"E"	Sample Action Plan Items*	Students	Parents	School	Community
Consultation	Initial Assessment*			✓	
	Parking Lot Assessment*			✓	
	STP Committee Meetings*	✓	✓	✓	✓
	Walkabout*		✓	✓	✓
Education	Bike Rodeo*	✓			
	Traffic Video*	✓	✓		
	Traffic Flow Maps*		✓		
	Letters/ Council Delegation		✓		✓
	School Presentation	✓	✓		
	STP Booth*	✓	✓		
	Poster Challenge	✓			
	Student Inquiry or Design Project	✓	✓		
	Radar Gun Project	✓	✓	✓	
	Walking Clinic*	✓			
	Road Safety Assembly*	✓			
Encouragement	Drive to 5*		✓		
	Staff or Student Carpool		✓	✓	
	Greening Tree	✓			

¹ Definition from Ontario Active School Travel website at https://ontarioactiveschooltravel.ca/school-travel-planning/. Extracted October 14, 2020.

15

Table 2: Services	Intervention		Target	Audience	
	Kindergarten Coaching	✓	✓		
	Monthly Parent Communications*		✓		
	Weekly Announcements*	✓			
	Letters to Parents		✓		
	Community Road Model Program	✓	✓	✓	✓
	Sidewalk Paint/ Wayfinding*	✓	✓	✓	✓
	Walking Buddy system	✓	✓		
	Walking Wednesdays	✓			
	Winter Clearance Thank You*				✓
Enforcement	Anti-idling Campaign		✓		
	Administrator Parking Lot		✓		
	Supervision*				
	Parking Attendants		✓		
	Parking Lot Blitz*		✓		
	Police or Bylaw Collaboration		✓		
Engineering	Add Storage Rack	✓		✓	
	Access Point Improvement (on school site)			✓	
	Neighbourhood Matching Grant				✓
	Request Infrastructure Review				✓
	Parking Signage		✓	✓	✓
	Temporary Tactical Urbanism		✓		✓
	Project				
Evaluation	Family Survey*		✓		
	Traffic Observations	✓	✓		
	Request for Speed Monitor / Traffic Counter	✓			✓

For actions marked with "*" within this table, SOP's are available here: https://www.stswr.ca/walkzone/school-travel-planning/solutions/

At Janet Metcalfe PS, students worked with their own parents in accordance with pandemic requirements to conduct a speed study, recording speeds caught on sportsstyle radar guns. Parents collated data to be analyzed by students in the classroom.

This kind of project can help students recognize the need to exercise caution on and near the streets, and parents to see how the perception of speed is much different experienced curbside from what they experience behind the wheel.



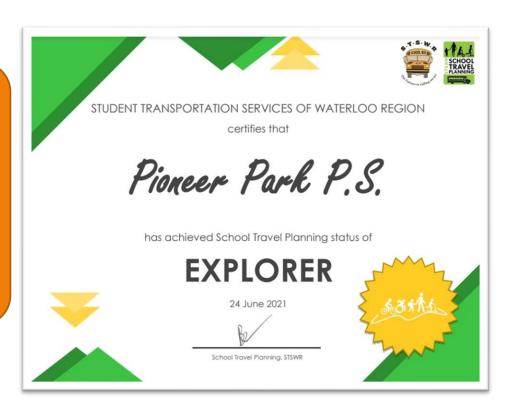
Schools Receiving Custom Services

During the 2020-21 school year, 49 elementary schools implemented action plan items from their school travel plans.

Four (4) new schools received at least an initial assessment and most of those started at least one action plan item by the end of the school year. Nineteen (19) schools were fully engaged in STP committee work, while many others completed a single action item such as participation in celebration events or sending active transportation messages to parents regularly.

All 49 schools received a certificate of participation in June 2021.

Certificates were issued to schools to celebrate their accomplishments with School Travel Planning. Schools were scored based on their activities and designated as either Explorer, Bronze, Silver, Gold, or Champion to incentivize progress and showcase their ranking.

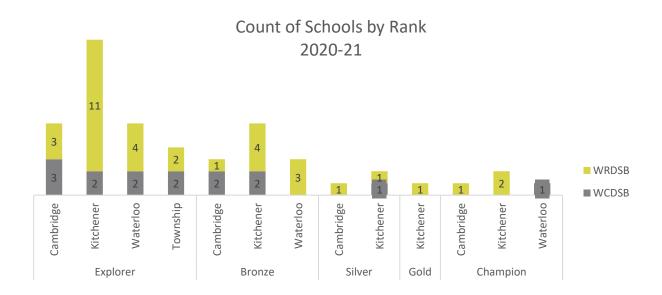


The certification program ranks participating schools by level of involvement determined by the breadth and number of action plan items they execute. Each item is worth points with consideration for the effort and impact of that item. Points lead schools to the various levels (**Explorer, Bronze, Silver, and Gold**) as they work through their action plans. Point data are collected by Facilitators working with each school.

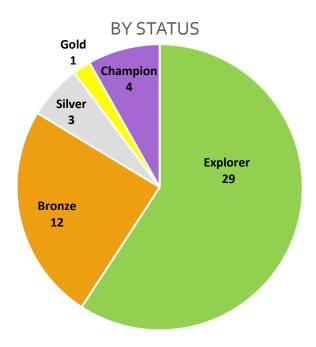
Schools remain in the Explorer range until they complete a breadth of actions from at least four (4) of the "5 E's". (Engineering actions are not a requirement since many school environments do not need them.) A breadth of action items is encouraged as it is well documented that a multi-pronged approach is significantly more likely to produce a sustained modal shift.

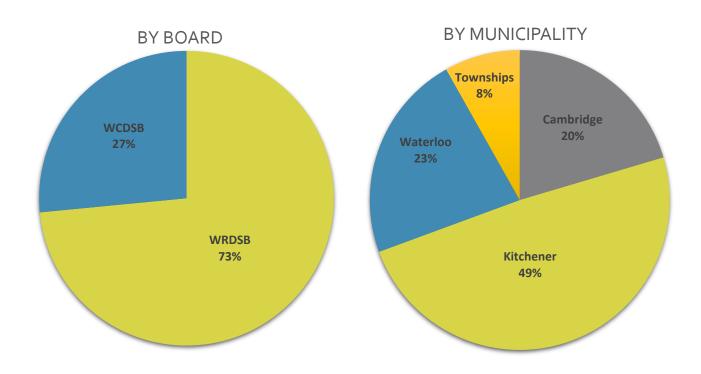
Once the action plan is achieved (typically after 2-3 years) a school may be considered a **Champion** school if they continue to participate in celebration, encouragement, and evaluation activities. No additional schools advanced to the Champion level during the 2020-21 school year, due to the many closures and the odd traffic patterns experienced by schools. The four Champion schools from 2019-2020 retain their Champion status and will be contacted this school year to identify whether further needs have emerged. Table 3 shows how all participating schools ranked at the end of the 2020-21 school year.

This ranking system also helps STP stakeholders quickly identify which schools within their jurisdiction are participating, and to what level. Schools continually improve their ranking throughout the year and final June rankings are awarded with certificates.



NUMBER OF SCHOOLS WITH CUSTOM SERVICES 2020-21





School Rank and Status 2020-21

Table 3: Status	School	Municipality	Board
Champion	Saginaw	Cambridge	WRDSB
Champion	Sandhills	Kitchener	WRDSB
	St. Matthew	Waterloo	WCDSB
	Wilson Avenue	Kitchener	WRDSB
Gold	Chicopee Hills	Kitchener	WRDSB
Gold	Avenue Road	Cambridge	
Silver			WRDSB
Silver	Janet Metcalfe	Kitchener Kitchener	WRDSB
	St. Anne (K)		WCDSB
	Brigadoon	Kitchener	WRDSB
	Edna Staebler	Waterloo	WRDSB
	Elizabeth Ziegler	Waterloo	WRDSB
	Groh	Kitchener	WRDSB
Bronze	Holy Spirit	Cambridge	WCDSB
biolize	Howard Robertson	Kitchener	WRDSB
	Mary Johnston	Waterloo	WRDSB
	Moffat Creek	Cambridge	WRDSB
	St. John	Kitchener	WCDSB
	St. John Paul II	Kitchener	WCDSB
	St. Peter	Cambridge	WCDSB
	Suddaby	Kitchener	WRDSB
Explorer	A.R Kaufman	Kitchener	WRDSB
	Blessed Sacrament	Kitchener	WCDSB
	Bridgeport	Kitchener	WRDSB
	Coronation	Cambridge	WRDSB
	Forest Hill	Kitchener	WRDSB
	Franklin	Kitchener	WRDSB
	Hespeler	Cambridge	WRDSB
	Hillcrest	Cambridge	WRDSB
	J.W. Gerth	Kitchener	WRDSB
	Jean Steckle	Kitchener	WRDSB
	John Mahood	Woolwich	WRDSB
	King Edward	Kitchener	WRDSB
	Lackner Woods	Kitchener	WRDSB
	Laurelwood	Waterloo	WRDSB
	MacGregor	Waterloo	WRDSB
	Millen Woods	Waterloo	WRDSB
	Our Lady of Fatima	Cambridge	WCDSB
	Our Lady of Lourdes	Waterloo	WCDSB
	Pioneer Park	Kitchener	WRDSB
	Riverside	Woolwich	WRDSB
	Shepphard	Kitchener	WRDSB
	Southridge	Kitchener	WRDSB
	St. Boniface	Woolwich	WCDSB
	St. Brigid	North Dumfries	WCDSB
	St. Daniel	Kitchener	WCDSB
	St. Margaret of Scotland	Cambridge	WCDSB
	St. Nicholas	Waterloo	WCDSB
	St. Vincent de Paul	Cambridge	WCDSB

Accomplishments

2020-21 brought some tough challenges to STP, including working remotely, limited access to schools, a moratorium on data collection, and the departure of an STP Facilitator in February. Through it all, the team was able to continue to connect school communities with resources, support creative ideas from the school committees (like student speed studies) and to complete many of the goals set in the 2019-20 annual report.

The team secured \$106,500 worth of temporary funding for special projects through grants from Ontario Active School Travel and the Ministry of Transportation and a sponsorship from Miller Waste. These funds inspired and allowed the team to create the Community Road Model Program, produce a "Monday Morning Traffic" video, and to plan and implement the Enhanced School Zones pilot project with the City of Cambridge.

Thanks to our WRDSB partners, STP was also able to benefit from student internships to explore the idea of an equity map that would layer active transportation infrastructure over layers indicating tree inventory, library, parks and greenspace, average household income, rivers, vehicle and pedestrian crashes, immigrant population, Indigenous-identity population, community centres, crossing guard locations and anything else that might indicate equity-deserving communities. While this project remains in its infancy, the STP team is hopeful that one day, such a map can inform STP work so that equity-deserving communities receive support as appropriate.



STSWR worked with CycleWR, Cycling Into The Future, and the Bike Mayor of Waterloo to promote the "Discover Your Superpower" campaign encouraging families to use active school transportation upon school opening in 2020 and again in the spring of 2021.

In Cambridge, four (4) school zones were enhanced with various treatments to increase visibility and awareness. The STP team applied for grant funding to cover infrastructure costs, developed the project with municipal staff, and planned a coterminous launch event with schools that they named "Looking Out for Each Other."



2019-20 Goals and Achievements

Table 4 below shows the outcome of goals outlined in the 2019-20 annual report plus some unexpected additional projects.

Table 4: Goals and Achievements	Outcome	Notes
Graduate more schools to next level of certification.	Schools did not advance as hoped. Four new schools initiated STP.	School closures and Covid limits meant fewer action plan items could be implemented.
Give parents resources to coach their children.	Trailblazer training online Parent resource toolbox online	School closures lent some time to focus on building tools. Resources did not allow for development of online games or apps.
Leverage Covid-19 interest in active transportation.	Discover your Superpower campaign and cycling workshop. Relaunch of route-finding project in spring.	Workshop was small (due to Covid requirements) but successful. Minimal uptake on route-finding.
Roll out a large-scale Drive-to-5 program.	89 Drive to 5 maps created overall.	Strong demand for these maps. Schools are finding new ways to promote them.
Share certification program to inspire and guide schools to implement action plans. Build online interface.	Certificates delivered to all schools. No online interface yet.	Schools are using status to motivate school council to support STP.
Evaluate Walking School Bus program and potentially transition Canadian Cancer Society tools into STSWR stewardship.	Tools will remain on CCS website. STSWR will support training, conduct university student recruitment, and issue traffic vests for any interested parent groups.	WSBs require heavy support from volunteers. Recruitment is biggest hurdle. They may be better used as temporary instructional tools.
+ Conduct speed radar studies with students	Two schools ran speed studies using family teams to collect data.	Parent idea. The resulting data sets were analyzed by students who used the data to make requests to municipalities for further studies and improvements.
+ Enhanced School Zones pilot in Cambridge	Improved visibility of 4 school zones in Cambridge. Co-terminus schools planned "Looking Out for Each Other" events together.	Ontario Active School Travel Grant.
+ Plan and produce drone video project	"Monday Morning Traffic" video to be released in fall, 2021.	Parent idea. Ministry of Transportation Road Safety Challenge Grant.
+ Develop Community Road Model program	Pilot in four schools – delayed until fall, 2021.	Soft launch. Data collection will inform expansion.
+ Prompt equity map project	Student project.	Incomplete; but learnings indicated a path forward by working with partnering organizations.

Other Support Activities

In 2020-21, the STP team provided the following support to funding partners and active school transportation interest groups.

Consultations

Organization	Topic
WRDSB, WCDSB	CMC Bus Decision Appeals
WCDSB	St. Boniface Relocation to Breslau
WRDSB and WCDSB	Drop-off Improvement Projects
City of Mississauga	STP Recruitment
MPP Stephen Blais (Orléans, ON)	Parent Perspective on Road Safety
Wilfrid Laurier University	Air Quality Near Schools Research
Climate Action Waterloo Region	Active Transportation
Children's Safety Village	Children's Road Safety Programs
City of Kitchener	40 km/h Speed Limit Review
STP Toronto, Winnipeg	STP Action Item Prioritization
Canadian Cancer Society	Walking School Bus Transition
Simcoe Muskoka Catholic District School Board	School Site Best Practices

Plan Examination (a sample)

Partner Organization	Project
City of Cambridge, WRDSB, WCDSB	Cambridge Joint Use Campus
City of Cambridge	Myers Road Reconstruction
City of Cambridge	Dunbar Road Multi-Use Trail Project
City of Kitchener, Region of Waterloo	Lancaster Subdivision
City of Kitchener	Huron Road Apartment
WRDSB	WCI Bus Loop Construction
Region of Waterloo, City of Cambridge, WCDSB	Avenue Road Reconstruction

Committees

Organizations Represented	Committee Title
All funding agencies	STP Steering Committee
Ontario Active School Travel	OAST Council - Chair
Region of Waterloo, Cycling Into The Future, Block	Road Safety Group
Parent, Walking School Bus Waterloo Region	
Area Municipalities, Universities, and Road Safety	Inter Municipal Partnership for Active
Authorities	Transportation (IMPAcT)
City of Kitchener	Vision Zero Planning Committee
Ontario Association of School Board Officials	Active Transportation Leading Practices
Active School Travel Canada	Stakeholder Committee
Western University, OAST	Supportive Policy for Active School Travel Working
	Group

Presentations

Organizing Agency	Topic
Ontario Traffic Council School Zone Symposium	Drive to 5
Ontario Association of School Board Officials	Tactical Urbanism in School Parking Lots
Ontario Association of School Board Officials Planning Committee	Expert Panel Session on School Zone Design
Waterloo Advisory Committee on Active Transportation	School Travel Planning
WRDSB, WCDSB Education Development Charge Meeting	Annual Report
Ontario Traffic Council Parking Symposium	Drive to 5



Financials

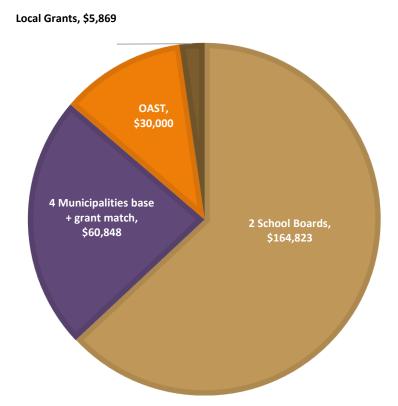
Waterloo region is a leader in active school travel because municipalities and school boards fund and support STP programming. Working together amplifies the contributions of each individual organization, making it possible to offer a wide array of tools and resources to address school traffic and inspire more active transportation by young community members.

Our model allows for a collective and coordinated approach to AST barriers that focuses on solution building to shift mode choices for healthier, safer, and more active communities.

Funding

Funding for the 2020-21 school year includes 63% from school boards, 23% from 4 municipalities, 12% from Green Communities Canada's Ontario Active School Travel (OAST) Fund and .02% from local grants and sponsorships. The funding continues to support the employment of two (2) STP Facilitators in 10-month positions and one (1) STP Supervisor in a 12-month position to provide custom school services and to support program development and delivery. Total program budget was \$261,540.

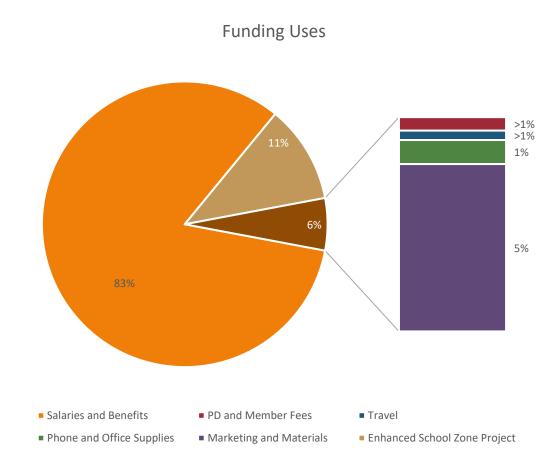
STP FUNDING 2020-21



Uses

The bulk of funding is used on personnel to provide the custom school service required to engage communities and motivate behavioural shifts, and to create and implement data studies, educational programs, and encouraging board-wide events. This year, 11% of the budget (OAST funding) was directed to the Enhanced School Zone project prepared and installed in advance of school opening.

Much of the remaining budget was used for marketing school walking events and creating materials for the Community Road Model Program.

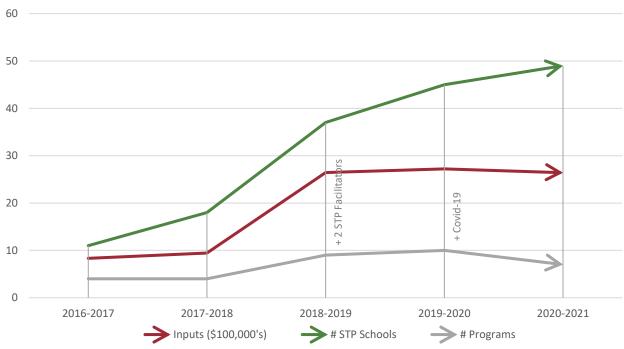


Trajectory

School Travel Planning strives to assess and implement action plans with all 150 Waterloo region elementary schools by 2027. By August 2021, STP assessments and some level of action planning had been started at 49 schools. STP continues to support all 49 STP schools after their early STP work is complete, offering consultations, programs, and special attention as needed.

Thanks to additional funding from the school boards, two Facilitators originally hired with grant money were retained through the pandemic, which has allowed consistent support to schools despite the enormous strains on their resources. This year, the STP team provided services for all schools requesting them and were able to focus on longer-term action plan items from previous years.





This graph illustrates how funding compares to the number of schools and programs supported, and how those outputs have grown over time.

Risk Factors

Table 5 outlines a number of risks that impacted STP work in Waterloo Region in 2020-21, ongoing controls for those risks, and actions STSWR took to respond to the actualization of those risks and/or to mitigate them in the future.

Table 5: Risks	Controls	2020-21 actions
In-school capacity weakens	 Gain school council buy-in for depth of support Build program delivery models that include alternatives Endorse or build in-school programs that support teachers' core work Engage teachers who are passionate about active travel 	 Train Trailblazers online Promote Sidewalk Smarts' passport tool instead of full program Cease in-class hands' up surveys due to moratorium on in-school research Expand traffic behaviour data collection Introduce speed study data projects
Partner funding capacity compromised	 Robust reports to build case for support Maximize grant and sponsorship options Expand funding partnership 	 Publish first annual report Use reporting tools Road Safety Grant awards \$6500 for video project (split between 2 years) OAST awards \$90,000 for STP and Enhanced School Zone project (split between 2 years) Miller Waste sponsors Community Road Model Program for \$10,000 Region of Waterloo matches portion of OAST grant \$3000 Boards of Education expand contributions
School closures	 Flexible programming and services Committee relationships to sustain work through lockdown Local partnerships 	 Plan and execute WWD through strong school connections, shift timing, use foam hands for distanced "high fives" Re launch Discover Your Superpower campaign in spring to help families practice find AST routes while home
Changes to traffic patterns	 Assessment process Work with school board Planning departments to prepare for accommodation and school program changes Create Drive to 5 Maps 	 Created 30+ Drive-to-5 maps Parking assessments/walkabouts at schools Community Road Model Program pilot
Facilitator turnover	 Transparency with Facilitators in quest for permanent funding 44-week job structure New contract in place as early as possible 	 New hire May 2021 with minimal disruption Second posting September 2021 Conduct exit interviews to identify reason for departure and controls for future

Results

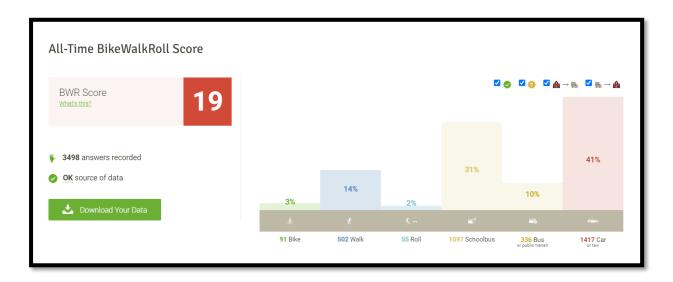
Mode Split

The STP team strives to collect data early in the STP process using a free software application called BikeWalkRoll to provide a snapshot of the modal split. In addition to providing information for action plan items, this exercise can be a wakeup call to school communities as parents are often surprised to find out just how many students are driven to school.

To execute the survey, students are asked in class how they got to school and how they will get home; and the data collector records aggregate numbers in the application. Schools and parents can see the survey data in real time on the app; and the School Travel Planning committee can use the data to inform action plan choices. This data is especially useful when planning traffic calming measures near schools.

This data could not be collected at all during the 2020-21 school year due to a moratorium on research in schools, so there is no current data to share.

It must also be noted that when data collection is possible, it is best used at individual school levels only and not as full school board measure because it is collected at different times of year and with different levels of participation at each school.



The BikeWalkRoll app displays instant feedback illustrating the modal split of participating classrooms.

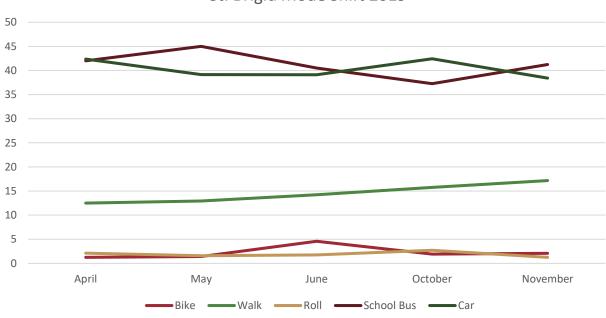
Mode Shift

Though schools have not been able to collect data over the past year and a half, it is important to understand what kind of impact STP interventions can have on a school-by-school level to the expanded audience reading this report. Therefore, the St. Brigid CES case study is being included for the second year in a row.

St. Brigid collected data in April 2019 as they started interventions and again six (6) months later in November 2019.

In April, just around 13% of students were walking at St. Brigid. This is an atypically low number, but because St. Brigid is a rural school and has a higher number of bused students at 56%, only 29.6% actually live in the walk zone; so, 13% is roughly half the students who live in the walk zone; a percentage similar to many schools.

By November of the same year, and thanks to interventions that addressed many of the 5 E's, more than 17% of students were walking. Through STP, they nurtured a new culture that encourages independent mobility, personal health and wellbeing, and environmental sustainability.



St. Brigid Mode Shift 2019

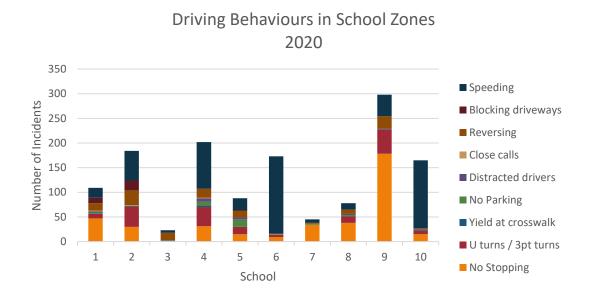
At St. Brigid CES in North Dumfries, data shows about a 4% increase of total population walking between April 2019 and November 2019. Interventions implemented by this school community include: Education – Sidewalk Smarts; Encouragement – celebration days, traffic and Drive to 5 Parking Maps, regular communication to parents; Engineering – none; Enforcement – CAA Standing Foot Patrol, parking lot supervision; Evaluation – BikeWalkRoll.

Driver Behaviour

Since 2018, the STP team has collected data on driving behaviours in select school zones. Each year, ten (10) schools are observed to count specific behaviours that, while not always illegal, have been consistently identified by stakeholders as dangerous near large groups of children. These behaviours create an unwelcoming and sometimes unsafe space for child pedestrians.

Three STP Facilitators record the behaviours that occur in one third of the school zone each. In 2020, the nature of traffic in school zones was heavily impacted by online learning that resulted in far fewer parent vehicles dropping off and picking up children. In addition, 2020 marked the first time that Facilitators used speed guns to substantiate suspected speeding, resulting in more recordable speeding incidents (observers were instructed to record all incidents of +5kph over the speed limit).

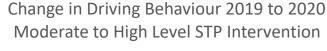
The data confirms that a significant number of these behaviours occur in almost every school, covering a variety of school contexts that include different road design characteristics, varying sizes of enrolments, and morning bell times both before and after typical work hours commence.

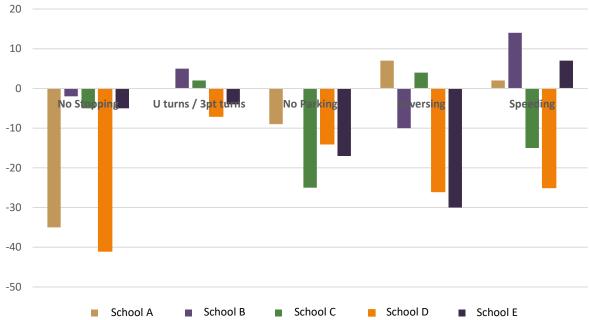




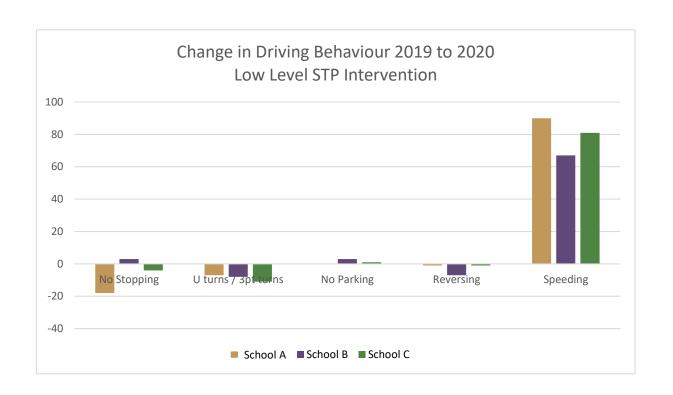
In 2020, seven (7) of the schools observed were repeated from 2019. Five (5) of those repeat schools were engaged in moderate to heavy STP interventions during the 2020-21 school year (from multiple "E's", and two (2) had only light engagement (e.g. joined Winter Walk Day). Though this sample is not large enough to draw full conclusions, for the second year in a row, the results were noticeably different between the two groups.

The engaged schools saw a marked decrease in many of the behaviours. These numbers could be influenced by factors other than STP but those same factors would have impacted all our schools so we would expect to see similar outcomes at schools that engaged in few STP interventions.





Surprising, though, was the fact that the schools less engaged with STP did not see the same results. These schools showed far less significant change in most areas, and a marked increase in speeding counts.





Parent Involvement

STP aims to engage parents because they are uniquely positioned to understand the way people move in their community, and they know the culture at their school and what may motivate other parents to shift their behaviours. The following data show some of the breadth of this impact across the region.

- 60 parents engaged in regular School Travel Planning Committee meetings or projects
- 8 Walking School Bus leaders
- 11,259 milestone magnets sent to parents of JK and SK students

Online engagement grew during the 2020-21 school year as we offered more online tools to accommodate Covid-19 restrictions.

- 3,166 users accessing Walk Zone webpage (increase of 839 over previous year)
- **898** users accessing Drive to 5 Maps
- **785** users accessing Trailblazer page

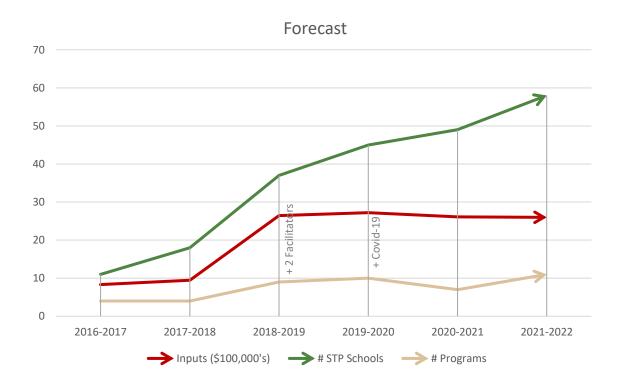


See our Trailblazer training package at www.stswr.ca/walkzone/programs/trailblazers.

Future Development

2021-22 Goals

- 1. Respond to demand for engagement with schools when it is requested.
- 2. Motivate STP schools beyond the Explorer level and graduate more schools to the Champion level.
- 3. Organize and promote online resources to parents.
- 4. Provide additional schools with Drive-to-5 maps, including high schools.
- 5. Involve students in more projects.
- 6. Advance Equity Map development.
- 7. Develop a public interface for the certification program.
- 8. Inspire and guide schools to implement a balanced mix of action plan items comprising the 5 E's to address their unique mix of AST barriers for a greater outcome.
- 9. Secure additional partner funding to ensure program sustainability and to reduce dependency on grant funding.

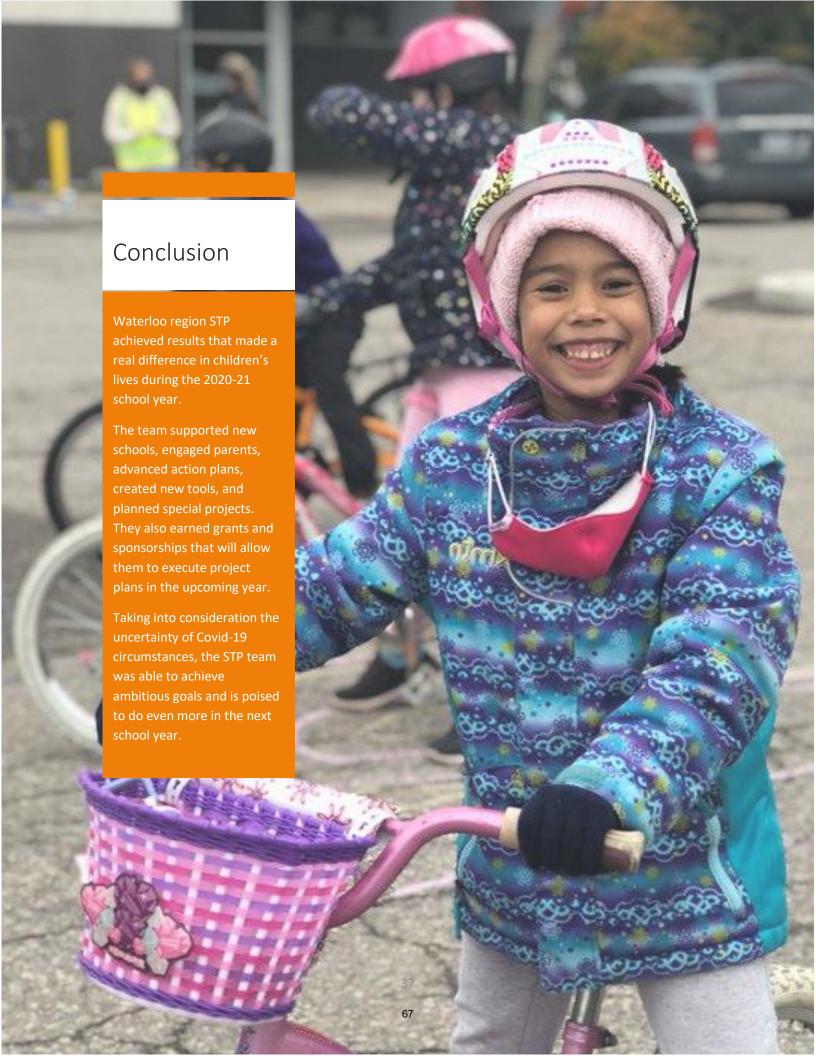


Beyond 2022

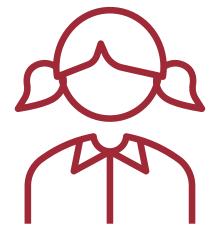
Long-term delivery of effective School Travel Planning is dependent on:

- 1. A permanent STP team.
- 2. Moving participating schools from Explorer towards Champion status.
- 3. Supporting schools that are highest in need of safety interventions.
- 4. Enhancing current programs to keep them relevant and accessible:
 - e.g. develop better tools for Trailblazer school coordinators.
 - e.g. create effective tools for teachers or parents to deliver in-class portions of Sidewalk Smarts.
- 5. Scaling delivery of region-wide programs (e.g. Sidewalk Smarts) to ensure equitable access and to give all students a chance to learn and participate.
- 6. Developing and celebrating AST champions in every school.
- 7. Developing more parent resources.
 - e.g. active travel preferred routes maps showing pedestrian/cycling facilities and identifying top routes
 - e.g. digital Sidewalk Smarts home course
 - e.g. online route planning tools
- 8. Tracking progress with better data collection practices and tools.
- 9. Expanding support activities like plan reviews, consultations, presentations, delegations, and committee membership.





Appendix A: Stakeholder Remarks



"Kids gain so much independence if they feel safe going through a city. It's not just about getting them safely to school with a crossing guard, it's about making the infrastructure safe for them to actually use the city."

- Katharina Broschek, Parent

"I am an engineer, and my colleagues are engineers or planners; so we know how to do many things, like how to build streets. But we may not necessarily understand what the needs of the children and the school boards are. And that's where STP comes in, because they better understand those needs and they can communicate with us and we can work together to understand how the Region can modify their programs."

- Kornel Mucsi, Manager, Transportation Planning, Region of Waterloo





"STP has really helped us work in more schools. They've been an advocate for us, and they've...really said that this is an excellent program as cycling education is important for kids, especially in the age where they may be starting to cycle to school on their own or with their friends. So it's really vital to their success when navigating their neighbourhoods and their way to school independently."

- Ashley Cullen, Program Director, Cycling Into The Future

Appendix B: Structure

Steering Committee

In 2020-21, STP in Waterloo Region was guided by a steering committee comprised of representatives from six (6) funding agencies in addition to its supervising organization, STSWR. These (total) seven (7) agencies met monthly in the spirit of building cooperative solutions towards greater safety and more uptake of AST.

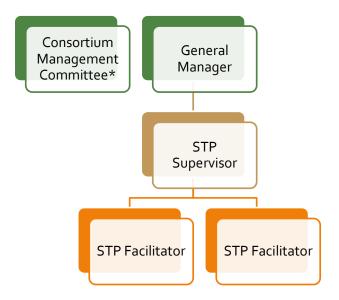


Operational Team

STSWR provides a home for STP in Waterloo region, with oversight by the STSWR General Manager. The 2021-21 team included one (1) fulltime STP Supervisor and two (2) fulltime STP Facilitators.

The STSWR home has many advantages:

- neutral station between and among funding partners
- ongoing communication with and accountability to the Consortium Management Team, which sets directives for STSWR
- opportunity to support busing decisions toward equitability of walk zones
- credibility with parents and school administrators
- access to walkshed data (i.e. where students are expected to walk)
- witness to depth of parent concerns raised to STSWR Busing Transportation Technicians with regards to transportation zones (i.e. bus and walk zones)
- awareness of busing changes and opportunities for supportive programming
- integration with school board information technology and financial systems
- eligibility for many grant programs due to not-for-profit status
- opportunity for integrated messaging to parents concerning transportation



*The Consortium Management Committee includes:

General Manager, STSWR
Chief Financial Officer, WCDSB
Senior Manager, Financial Services, WCDSB
Coordinating Superintendent, Business Services and Treasurer of the Board, WRDSB
Controller, Financial Services, WRDSB

Appendix C: Method and School Prioritization

Method

Ontario Active School Travel (formerly Active & Safe Routes to School) is a program of Green Communities Canada that promotes STP as the most effective approach to creating a culture of AST. They provide a toolkit and procedure that STSWR uses to guide STP processes. According to their website:

"School Travel Planning is a community-based model for implementing active school travel that systematically addresses barriers to and incentives for walking to school. School Travel Planning strengthens local commitment to active school travel.

"School Travel Planning (STP) is a proven cost-effective way to get more kids walking and wheeling to school. When effectively coordinated and implemented, it results in positive travel behaviour changes with health, safety, environmental, and economic benefits.

"Through STP, school and community stakeholders collaborate to create and implement school-level action plans that use all of the 5 E's to:

- address ongoing transportation and traffic safety problems
- increase the number of students using active and sustainable modes for all or part of the journey to school.²"

The 5 E's include:

- 1. **Education** teaching students and community members about active transportation options and ensuring they have the skills to be safe near traffic
- 2. Encouragement using events, activities, support systems, and incentives to promote AST
- 3. **Engineering** working with partners to make improvements to the built environment on and off school property to increase safety; "the majority of the studies finding null effects on AST only focused on non-infrastructure strategies through either educational (Ducheyne et al., 2014; McMinn et al., 2012) or encouragement tactics (Bungum et al., 2014; Sayers et al., 2012; Hunter et al., 2015) without addressing environmental barriers.³"
- 4. **Enforcement** partnering with police and bylaw officers on traffic and crime concerns in the neighborhoods around schools and along school routes, encouraging administrators to supervise traffic on school property, and encouraging parents to abide by traffic laws
- 5. **Evaluation** bringing attention to the mode split and assessing the effectiveness of the interventions

² https://ontarioactiveschooltravel.ca/school-travel-planning/ extracted October 28, 2020.

³ Mammen, George. *School Travel Planning in Canada: A Holistic Examination of Program Impact on Active School Travel*. University of Toronto, Graduate Department of Exercise Sciences. 2016; pp. 31.

School Prioritization

Understanding that delivering STP to every school would take more than ten years and that any given year may reflect an imbalance in delivery on a city level, a committee of representatives from each of the five (5) funding agencies was struck in 2016 to determine a prioritization scale that would determine which schools should be addressed first. The following priorities were set:

New Schools

Every newly built school would be offered STP prior to opening in order to establish walking culture as immediately as possible. Since 2016, four (4) new schools have been built and have benefitted from STP initiatives and support through their openings. All four continue to participate in active transportation celebration days, and three (3) hold regular STP Committee meetings to support longer-term initiatives.

Existing Schools

Criteria was chosen and weighted in order to evaluate which existing schools should get attention first. With the school boards contributing 60% of the funding and having an interest in supporting all their schools, Township schools were determined eligible for service regardless of the lack of municipal matching funds for these areas. The criteria included:

community engagement

 to gauge likelihood of uptake by the school community, and indicating a readiness to execute action items

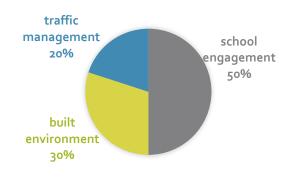
built environment

 indicating gaps in infrastructure showing opportunities for improvements toward supportive active travel environments

traffic management

 showing higher pedestrian/vehicle conflicts and an urgency for intervention

CRITERIA WEIGHTING PROJECT 2016



Expanded Capacity Since 2018

In 2018, with support of the STP Steering Committee, STSWR was awarded three (3) grants from the Ontario Active School Travel Fund thanks to matching funds from the City of Cambridge, the City of Kitchener, and the City of Waterloo, and to in-kind matching services from Waterloo Region District School Board and Waterloo Catholic District School Board.

The funds were directed towards the hire of two (2) additional Facilitators with some funding for STP activities so that STP could be delivered to meet full demands for service coming from municipal transportation staff, councilors, superintendents, schools, and the Consortium Management Committee. STSWR was empowered to deploy a Facilitator to conduct an initial assessment, to gauge school readiness, and to offer customized school travel planning services to every identified school, eliminating the need for prioritization. No school has been turned away since September 2018.

Appendix D: Example Standard Operating Procedure

Initial Assessment

Standard Operating Procedure



Student Transportation Services of Waterloo Region School Travel Planning
www.stswr.ca/walkzone

VERSION: 0.0.1

DATE: March 30, 2020

PARTY RESPONSIBLE: School Administrator

DOCUMENT INFORMATION			
VERSION NO	0.0.1	CURRENT VERSION DATE	March 30, 2020
EFFECTIVE DATE	March 30, 2020	EXPIRATION DATE	No expiry
PREPARED BY	Alex Ricci		
RESPONSIBLE PERSON	School Administrator	SIGNATURE	
SUBJECT MATTER EXPERT(S)	Leslie Maxwell, Alex Ricci, Dawn Cordeiro	SIGNATURE	
APPROVAL		PHONE NO	519-744-7575 x224

PROGRAM DESCRIPTION:

The initial assessment gathers information about the school including background, school and community engagement, built environment, and traffic management. The information collected serves as baseline data for the School Travel Plan as well as information to help identify next steps to increase active transportation for the school journey and to manage traffic in the school zone.

PURPOSE:

This SOP will describe the process the School Administrator would follow to procure an initial assessment and describe the tools and resources available to activate the School Travel Planning process at an individual school.

DEFINITIONS:

Initial assessment meeting: A first meeting between the School Travel Planning Facilitator and the School Administrator to discuss the state of traffic and active travel, and to discuss the potential for initiating a School Travel Plan.

Initial assessment document: A document that captures a snapshot of the school situation including: school and community engagement, built environment, and traffic management operations.

School Travel Planning interventions: Programs, strategies, tools or resources that can be used by schools to increase active transportation on the school journey and / or to manage traffic at the school site.

Desire lines: Erosion of natural areas that show the most easily navigated route from one point to another, representing an often used but not official pathway.

Traffic management practices: Supervision, signage, and blockades used to direct traffic or to ensure the safety of students near the school.

PROCESS:

In order to take part, a school administrator must:

- 1. Contact STSWR and ask for a School Travel Planning Facilitator.
- 2. Participate in the school site assessment and be prepared to discuss:
 - a. School zone crossing points
 - b. Rear entrances to school grounds
 - c. Desire lines
 - d. Bike / scooter racks
 - e. Traffic management practices
 - f. School and community engagement
- 3. Discuss next steps for School Travel Planning at the school.

RESOURCES:

- Ontario Active School Travel
 - o School Travel Planning Introduction for Parents
 - School Travel Planning Introduction for Teachers
 - School Agreement
- Student Transportation Services of Waterloo Region
 - o Sample school travel plan at stswr.ca/walkzone/schooltravelplanning/schools

Communications required

none

Associated SOPs

- Parking Lot Assessment
- BikeWalkRoll Survey
- Family Survey

Equipment/tools available from STSWR

- School Travel Planner
- Initial assessment document preparation
- Class 2 safety vest for physical site assessment

Links

- STSWR School Travel Planning: https://www.stswr.ca/walkzone/school-travel-planning/
- Ontario Active School Travel Overview: https://ontarioactiveschooltravel.ca/wp-content/uploads/2018/05/Overview-of-School-Travel-Planning-2018-En..pdf
- Ontario Active School Travel introduction for principals: https://ontarioactiveschooltravel.ca/wp-content/uploads/2018/05/STP-Introduction-for-Principals-2018-En..pdf

SAFETY AND SUCCESS PROVISIONS

1. Wear a class 2 safety vest while conducting site assessment.

EMERGENCY PROCEDURES

School Injury procedure for any injury

EXPECTED RESULTS

- Initiate connection between school and STSWR's School Travel Planning department.
- Gather background information on known issues the school is facing regarding active transportation or traffic management.
- Discuss next steps for School Travel Planning initiatives at the school.
- Promote further engagement in School Travel Planning at the school

Recommendation:

This report is provided as information.

Prepared/Reviewed By: Loretta Notten

Director of Education

Leslie Maxwell

School Travel Planner, STSWR

Shesh Maharaj

Executive Superintendent of Corporate Services

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









Report

Date: April 25, 2022

To: Board of Trustees

From: Director of Education

Subject: East Kitchener 7-12 Boundary Review – Initial Staff Report and Initiation of Review

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)

Administrative Procedures Memorandum APF008 - Pupil Accommodation Review Process

Part A - Boundary Review

The Boundary Review Process will ensure that the public has opportunity to comment on the proposed boundary solution, the impact on affected students has been considered, and that decisions are based on an efficient and equitable use of system resources.

The decision to proceed with a boundary review will be made by the Board of Trustees following the review of an initial staff report. This staff report may, but is not required to, include boundary options.

2021 Abridged Long Term Accommodation Plan

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:

The Waterloo Catholic District School Board (WCDSB) applied for Capital Priorities funding to address enrolment pressure at St. Mary's High School and East Kitchener area elementary schools (Canadian Martyrs CES, Saint John Paul II CES, St. Anne (K) CES, and St. Daniel CES).

In July 2020, the Ministry of Education confirmed the capital funding of a new 1,400 pupil place (400 elementary, 1,000 secondary) school for grades 7-12 in East Kitchener. Since this grade configuration is new to WCDSB, a Program Review was undertaken in 2020/2021 to examine how other boards in the province approach 7-12 schools and develop a series of key considerations for the approach to 7-12 learning environments in WCDSB. This East Kitchener 7-12 Boundary Review is the next phase to establish the Grade 7/8 and 9-12 boundaries for the new school.

Given the historic and projected enrolment growth in the area, the board also applied to the Ministry of Education for funding to construct another elementary school. In January 2022, the Ministry of Education confirmed the capital funding of a new 527 pupil place elementary school on the board owned site that previously housed St. Patrick Catholic Elementary School.

The purpose of this boundary review is to establish the school boundaries for both new schools in advance of their opening and redraw the boundaries of existing schools in the area. Staff must also consider the key considerations of the 7-12 Program Review.

The attached Initial Staff Report presents the analysis of a series of boundary options including a staff identified preferred option.

Recommendation:

That the Board of Trustees approve the initiation of the East Kitchener 7-12 Boundary Review to include Canadian Martyrs CES, Saint John Paul II CES, St. Anne (K) CES, St. Daniel CES, and St. Mary's High School with the purpose of creating boundaries for the new St. Patrick Catholic Elementary School and the East Kitchener Catholic 7-12 School.

That the Board of Trustees name two members to the East Kitchener 7-12 Boundary Review boundary review committee (BRC) in accordance with APF008.

Prepared/Reviewed By: Loretta Notten

Director of Education

Jennifer Passy

Manager of Planning

Virina Elgawly

Property/Planning Officer

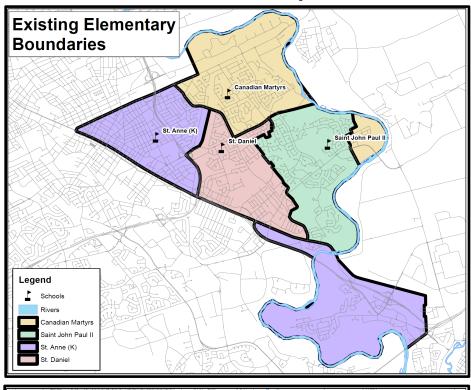
Shesh Maharai

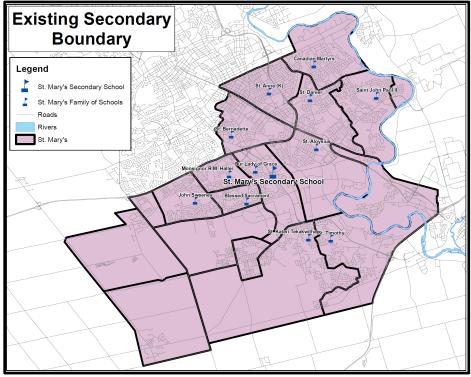
Executive Superintendent of Corporate Services

*Bylaw 4.2 "Where the Board receives from the CE0 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 CE0, subject in all instances to what otherwise actually occurred."



East Kitchener 7-12 Boundary Review Initial Staff Report





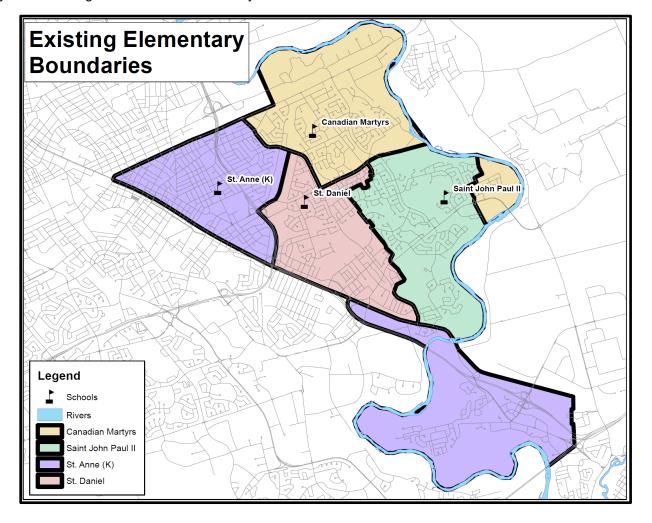
April 4, 2022

1 Introduction

The purpose of this report is to provide the Board of Trustees with sufficient information to initiate a boundary review involving Canadian Martyrs, Saint John Paul II, St. Anne (K), St. Daniel, and St. Mary's. The purpose of the boundary review is to establish boundaries for the new St. Patrick elementary and East Kitchener 7-12 Schools, which are anticipated to open September 2024.

The existing school boundaries in the review area are shown in Figures 1 and 2.

Figure 1 - Existing East Kitchener Elementary School Boundaries



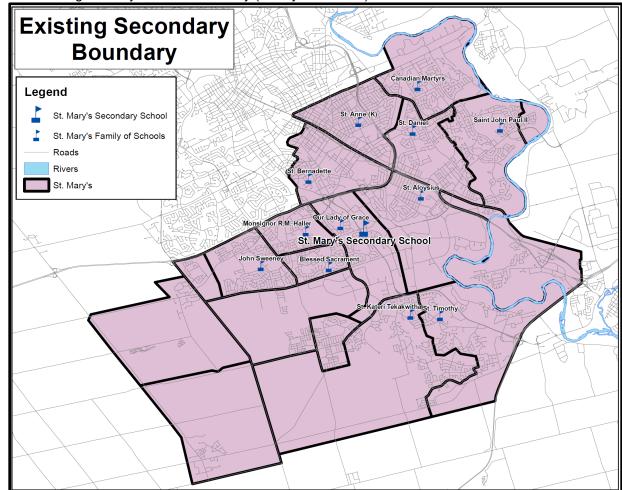


Figure 2 - Existing St. Mary's School Boundary (Family of Schools)

1.1 GOALS OF THE REVIEW

The following goals have been established for the East Kitchener 7-12 Boundary Review:

- Establish a boundary for the new St. Patrick elementary school in advance of its opening.
- Establish a boundary for the new East Kitchener 7-12 school in advance of its opening.
- Redraw the boundaries of existing schools in the review area to relieve over capacity pressures, where
 possible.
- Consider the recommendations of the 7-12 Program Review.
- Determine attendance boundaries that best meet board-wide accommodation review goals.

1.2 BOARD-WIDE ACCOMMODATION REVIEW GOALS

The following goals relate to every accommodation review and must be considered in the East Kitchener 7-12 Boundary Review.

- Provide the highest quality learning environment possible.
 - o Consider program environments and how they support student achievement.
- Ensure an efficient use of system resources by balancing enrolment and facilities.
 - Maximize the use of Board-owned facilities over the long term.
 - o Minimize the use of non-permanent accommodation (portables) as a long-term strategy while

recognizing that portables are part of any short-term solution.

- Provide a long-term (5 years +) accommodation solution.
- Create boundaries that maximize the number of students that can walk to school.
 - Consider the Board's existing transportation policy and how it may be impacted by or limit accommodation scenarios.
- Provide logical attendance boundaries.
 - o Follow logical divides such as major roads, physical barriers, etc.
 - o Recognize existing neighbourhoods wherever possible.
- Reduce operating costs (e.g., maintenance, operations, transportation, etc.)
- Develop accommodation options with consideration for Ministry of Education capital funding formulas and the Board's Long Term Accommodation Plan.

2 Boundary Review Process

The boundary review will follow administrative procedure APF008: Pupil Accommodation Review Process – Part A-Boundary Review. The Ministry of Education Pupil Accommodation Review Guideline (2018) applies only to reviews contemplating school closure or moving more than 50% of a school's enrolment, and therefore is not applicable to this review.

2.1 INITIAL STAFF REPORT

This report shall serve as the Initial Staff Report as per APF008. This report includes all relevant background information and six boundary options for consideration.

Once a decision is made by the Board of Trustees to begin the review, a Boundary Review Committee will be formed, and the community will be consulted.

2.2 BOUNDARY REVIEW COMMITTEE (BRC)

A Boundary Review Committee (BRC) will be assembled following a decision to proceed with a boundary review. The BRC will follow the process outlined in Part A – Boundary Review of APF008.

The BRC will consist of:

- Two (2) parent representatives from each school under review (One parent representative from each school will be selected by the school's principal and the other will either be the school's council chair or a designate.)
- · Principal of each school under review
- Two (2) Trustees
- Superintendent of the affected schools
- Executive Superintendent of Corporate Services
- One (1) student from each school under review (secondary only)

The role of the BRC is:

- To act as the official conduit for information shared between the school board and the school communities.
- Act as a consultation body, providing advice to staff.
- Review materials provided by board staff.
- Comment and provide suggestions on the boundary option(s) and materials provided.
- Consider the needs of the entire school system and resist advocating for any particular school or neighbourhood.
- Attend public meetings and review public comments.

2.3 PUBLIC CONSULTATION

In accordance with APF008, a minimum of one public meeting is required, which will be facilitated by Board staff. The purpose of the public consultation process would be to solicit feedback from the community on the options presented in this report or as developed by the BRC.

To ensure feedback is received throughout the process, two public meetings will be held. These meetings will be advertised in advance using a variety of methods to ensure interested parties are aware.

Boundary Review Committee and public meetings will initially be held via Teams to maximize participant availability and to respect varying comfort levels with the easing of public health restrictions. This engagement approach will be reviewed prior to the return to school in September in consultation with the BRC to determine how meetings will proceed for the remainder of the review.

2.4 RECOMMENDATIONS AND APPROVAL

After the conclusion of the public consultation phase, a Final Staff Report will be prepared for consideration by the Board of Trustees summarizing the process, the public consultation, and the recommendations.

The Final Staff Report will be available to the public and anyone interested may register as a delegation to address the Board of Trustees. The final decision will be made by the Board of Trustees.

2.5 TIMELINES

It is proposed that the Boundary Review would begin April 25, 2022 with the approval of this report and end in December 2022 (Appendix A). The Board of Trustees' final decision is tentatively scheduled December 12, 2022.

3 Analysis

3.1 STATUS QUO ENROLMENT

Tables 1 and 2 show actual and projected enrolment versus capacity for each school under review. On the Ground (OTG) capacity refers to a school's size as determined by loading all instructional spaces within a facility to current Ministry of Education standards (based on class size and room area). OTG does not include temporary capacity such as portables, and portables are not counted in the calculation of utilization.

Review area schools are currently over capacity and enrolment is projected to increase in the short, medium, and long term. As such, enrolment relief is necessary in both the elementary and secondary panels.

Table 1 - Status Quo Elementary Enrolment Projections

Elementary Schools	OTG	2021		2	2024	2	2027	2029		
Elementary Schools	(Capacity)	Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization	
Canadian Martyrs	314	400	127%	517	165%	532	169%	542	173%	
Saint John Paul II	611	761	125%	723	118%	749	123%	828	136%	
St. Anne (K)	521	611	117%	757	145%	865	166%	856	164%	
St. Daniel	317	513	162%	624	197%	699	220%	722	228%	
TOTAL	1763	2285	130%	2622	149%	2845	161%	2948	167%	

Table 2 - Status Quo Secondary Enrolment Projection

Secondary Schools	Capacity	2	2021	2	2024	2	2027	2029		
		Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization	
St. Mary's	1530	2171	142%	2383	156%	2818	184%	3230	211%	

3.2 SUB-AREAS

To analyze boundary options and enrolment patterns, each review area elementary school has been divided into sub-areas. The "Home Area" label refers to the sub-area that houses the subject school site.

The out of boundary students attending the subject school are included in the "Home Area" enrolment.

St. Mary's boundary was not divided into sub-areas since secondary school boundaries are based on elementary family of schools (i.e. follows elementary boundaries of feeder schools).

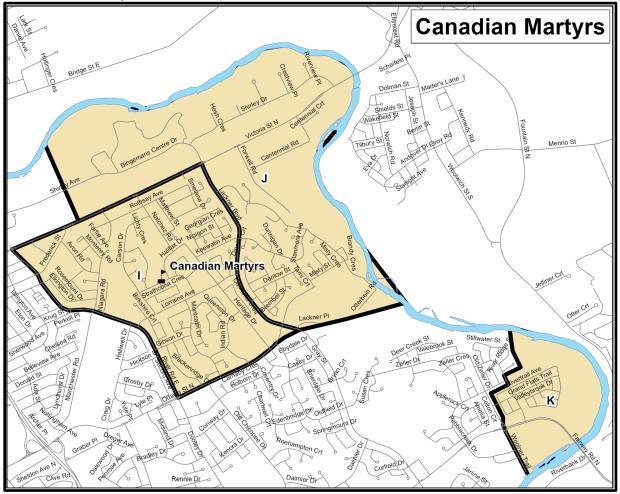
3.2.1 Canadian Martyrs

The Canadian Martyrs sub-areas map (Figure 3), and associated enrolment projections (Table 3) are shown below.

Table 3 – Canadian Martyrs Sub-Area Enrolment

Canadian Martyrs Sub-Areas	2024	2025	2026	2027	2028	2029	2034
Sub-Area I (MRT) - Home Area	309	313	312	300	298	299	291
Sub-Area J (MRT)	157	169	172	177	186	194	202
Sub-Area K (MRT)	51	52	55	54	50	50	45
TOTAL	517	534	539	532	533	542	538

Figure 3 – Canadian Martyrs Sub Area Map



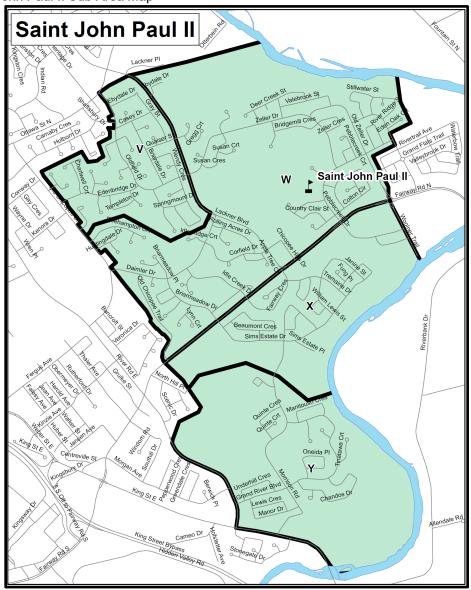
3.2.2 Saint John Paul II

Saint John Paul II sub-areas map (Figure 4), and associated enrolment projections (Table 4) are shown below.

Table 4 – Saint John Paul II Sub Area Enrolment

Saint John Paul II Sub-Areas	2024	2025	2026	2027	2028	2029	2034
Sub-Area V (SJP)	67	63	68	69	74	80	94
Sub-Area W (SJP) - Home Area	427	431	433	454	473	509	602
Sub-Area X (SJP)	153	144	145	151	149	165	204
Sub-Area Y (SJP)	76	74	74	76	77	74	73
TOTAL	723	711	719	749	773	828	973

Figure 4 – Saint John Paul II Sub Area Map



3.2.3 St. Anne (K)

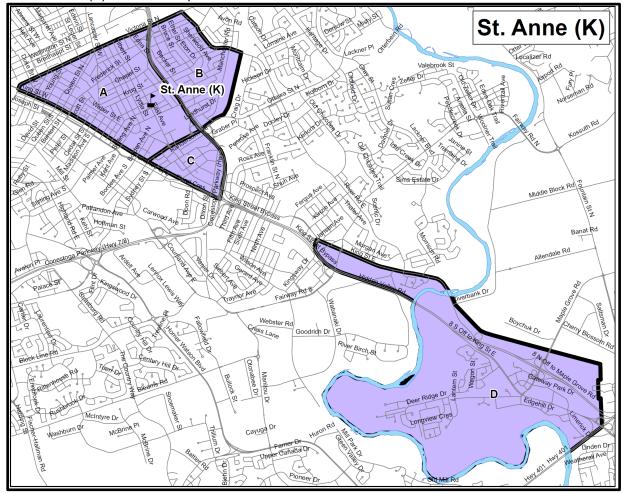
St. Anne (K) sub-areas map, and associated enrolment projections are in Figure 5 and Table 5.

French Immersion is offerd at St. Anne(K) and enrolment associated with this program is accounted for in the enrolment projections.

Table 5 – St. Anne (K) Enrolment

St. Anne (K) Sub-Areas	2024	2025	2026	2027	2028	2029	2034
Sub-Area A (ANK) - Home Area	501	531	544	556	546	535	510
Sub-Area B (ANK)	96	105	111	116	122	123	112
Sub-Area C (ANK)	47	54	59	63	68	69	74
Sub-Area D (ANK)	114	117	124	130	129	129	120
TOTAL	757	807	839	865	865	856	817

Figure 5 – St. Anne(K) Sub Area Map



3.2.4 St. Daniel

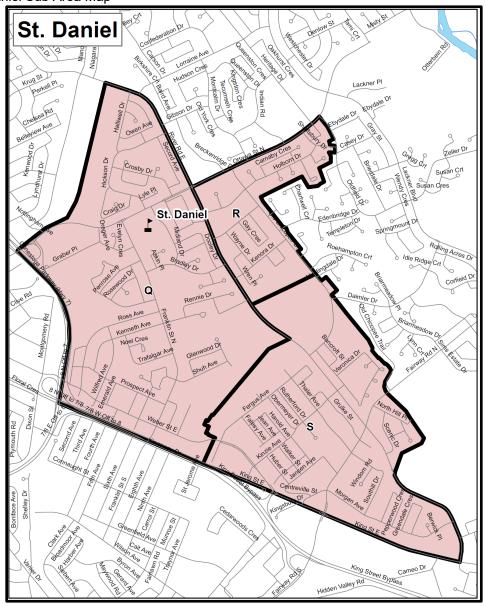
St. Daniel sub-areas map and associated enrolment projections are shown in Figure 6 and Table 6.

It should be noted that sub-area "S" is the "Home Area" for the new St. Patrick Catholic Elementary School.

Table 6 - St. Daniel Enrolment

St. Daniel Sub-Areas	2024	2025	2026	2027	2028	2029	2034
Sub-Area Q (DAN) - Home Area	149	156	160	158	162	165	169
Sub-Area R (DAN)	104	116	117	120	123	125	133
Sub-Area S (DAN)	372	395	409	421	443	432	461
TOTAL	624	667	686	699	728	722	764

Figure 6 - St. Daniel Sub Area Map



4 Elementary Panel Options

Six options are presented in this report, including staff's preferred option. The proposed implementation would be with the opening of the new St. Patrick Elementary and East Kitchener 7-12 Schools, anticipated to be September 2024.

Please note that projections associated with the options do not factor in any potential grandparenting provisions.

Following a decision to change boundaries, the Board will establish a separate committee to address the transition of students and staff. This committee will work with parents/guardians and staff.

4.1 OPTION 1 - PREFERRED OPTION

Option 1 is Staff's Preferred Option, primarily because it creates contiguous boundaries and reduces enrolment pressure on the existing schools the most. Table 7 and Figure 7 show enrolment projections and the proposed boundaries for Option 1. Specifically, Option 1 proposes to:

- move sub-area D from St. Anne (K) to St. Patrick.
- move sub-area K from Canadian Martyrs to Saint John Paul II.
- move sub-area S from St. Daniel to St. Patrick.
- move sub-area V from Saint John Paul II to St. Daniel.
- move sub-area Y from Saint John Paul II to St. Patrick.
- St. Patrick would be a JK-8 elementary school.
- Canadian Martyrs, Saint John Paul II, St. Anne (K), and St. Daniel would be JK-6 schools with grades 7/8 being directed to the East Kitchener 7-12 school.

Figure 7 - Option 1 Map/Preferred Option Map

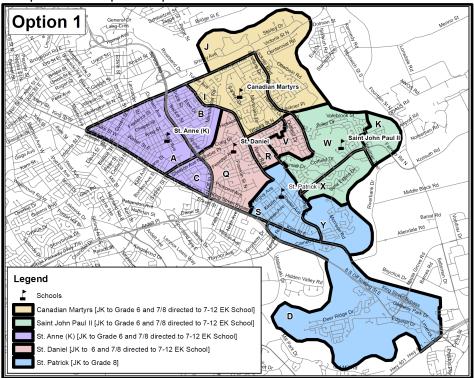


Table 7 - Option 1/Preferred Option Enrolment Projection

SCHOOL (Option 1/Preferred)	Capacity		2024	2027		2029		2034	
SCHOOL (Option I/Preferred)	Capacity	Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization
Canadian Martyrs - JK to 6	314	371	118%	373	119%	365	116%	378	121%
Saint John Paul II - JK to 6	611	483	79%	531	87%	604	99%	653	107%
St. Anne (K) - JK to 6	521	525	101%	556	107%	546	105%	534	102%
St. Daniel - JK to 6	317	255	80%	277	87%	291	92%	304	96%
New St. Patrick - JK to 8	527	562	107%	626	119%	635	120%	655	124%
East Kitchener (Elementary) - 7 & 8	400	425	106%	482	120%	507	127%	568	142%
TOTAL	2690	2622	97%	2845	106%	2948	110%	3092	115%

- Enrolment pressure is reduced significantly in all existing schools.
- Sub-Area K is located closer to Saint John Paul II which may reduce bus ride times and allow for active transportation if students can walk to school.
- A portion of Sub-Area V may be within walking distance to St. Daniel and could allow for active transportation if students can walk to school.

Disadvantages:

- St. Daniel doesn't reach full capacity, even in the long term.
- The 7-8 elementary panel in the new 7-12 East Kitchener school will have high utilization in the long term.

4.2 OPTION 2

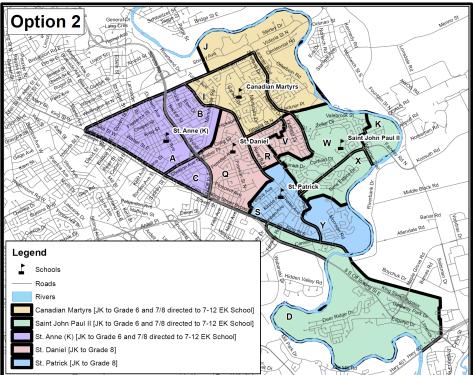
Table 8 and Figure 8 show enrolment projections and the proposed boundaries for this option. Specifically, Option 2 proposes to:

- move sub-area D from St. Anne (K) to Saint John Paul II.
- move sub-area K from Canadian Martyrs to Saint John Paul II.
- move sub-area S from St. Daniel to St. Patrick.
- move sub-area V from Saint John Paul II to St. Daniel.
- move sub-area Y from Saint John Paul II to St. Patrick.
- St. Daniel would continue to be a JK-8 elementary school.
- St. Patrick would be a JK-8 elementary school.
- Canadian Martyrs, Saint John Paul II, and St. Anne (K) would be JK-6 schools with grades 7/8 being directed to the East Kitchener 7-12 school.

Table 8 - Option 2

SCHOOL (Ontion 2)	Consoitu	2024		2027		2029		2034	
SCHOOL (Option 2)	Capacity	Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization
Canadian Martyrs - JK to 6	314	371	118%	373	119%	365	116%	378	121%
Saint John Paul II - JK to 6	611	573	94%	631	103%	699	114%	745	122%
St. Anne (K) - JK to 6	521	525	101%	556	107%	546	105%	534	102%
St. Daniel - JK to 8	317	319	101%	347	109%	370	117%	396	125%
New St. Patrick - JK to 8	527	448	85%	496	94%	506	96%	535	101%
East Kitchener (Elementary) - 7 & 8	400	385	96%	443	111%	462	116%	504	126%
TOTAL	2690	2622	97%	2845	106%	2948	110%	3092	115%

Figure 8 - Option 2



- Although all schools remain over capacity in the long term, it significantly reduces enrolment pressure for all existing schools.
- Sub-Area K is located closer to Saint John Paul II which may reduce bus ride times and allow for active transportation if students can walk to school.
- A portion of Sub-Area V may be within walking distance to St. Daniel and could allow for active transportation if students can walk to school.

Disadvantages:

• The new St. Patrick school doesn't reach full capacity until the long term.

4.3 OPTION 3

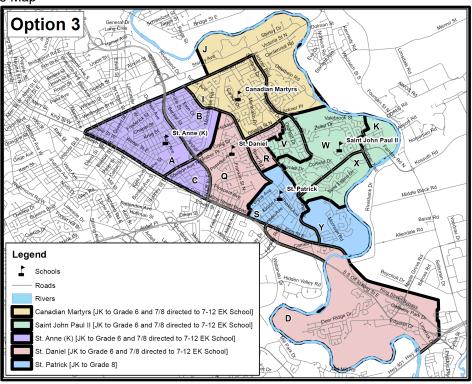
Table 9 and Figure 9 show enrolment projections and the proposed boundaries for Option 3. Specifically, Option 3 proposes to:

- move sub-area D from St. Anne (K) to St. Daniel.
- move sub-area K from Canadian Martyrs to Saint John Paul II.
- move sub-area S from St. Daniel to St. Patrick.
- move sub-area Y from Saint John Paul II to St. Patrick.
- St. Patrick would be a JK-8 elementary school.
- Canadian Martyrs, Saint John Paul II, St. Anne (K), and St. Daniel would be JK-6 schools with grades 7/8 being directed to the East Kitchener 7-12 school.

Table 9 - Option 3 Enrolment Projection

SCHOOL (Option 3)	Consoitu		2024	2027		2029		2034	
SCHOOL (Option 3)	Capacity	Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization
Canadian Martyrs - JK to 6	314	371	118%	373	119%	365	116%	378	121%
Saint John Paul II - JK to 6	611	535	87%	590	97%	670	110%	725	119%
St. Anne (K) - JK to 6	521	525	101%	556	107%	546	105%	534	102%
St. Daniel - JK to 6	317	295	93%	317	100%	320	101%	324	102%
New St. Patrick - JK to 8	527	448	85%	496	94%	506	96%	535	101%
East Kitchener (Elementary) - 7 & 8	400	449	112%	512	128%	541	135%	596	149%
TOTAL	2690	2622	97%	2845	106%	2948	110%	3092	115%

Figure 9 - Option 3 Map



- Enrolment pressure is reduced significantly in all existing schools.
- Sub-Area K is located closer to Saint John Paul II which may reduce bus ride times and allow for active transportation if students can walk to school.

Disadvantages:

- The new St. Patrick school doesn't reach full capacity until the long term.
- The 7-8 elementary panel in the new 7-12 East Kitchener school will have high utilization in the long term.

4.4 OPTION 4

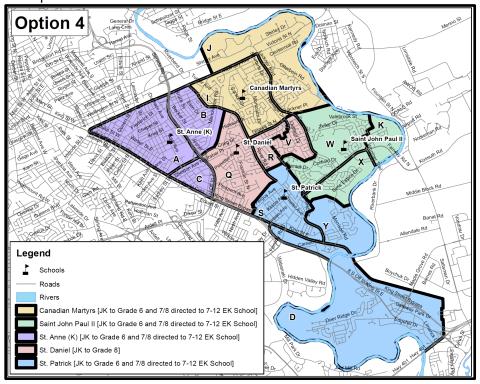
Table 10 and Figure 10 show enrolment projections and the proposed boundaries for Option 4. Specifically, Option 4 proposes to:

- move sub-area D from St. Anne (K) to St. Patrick.
- move sub-area K from Canadian Martyrs to Saint John Paul II.
- move sub-area S from St. Daniel to St. Patrick.
- move sub-area V from Saint John Paul II to St. Daniel.
- move sub-area Y from Saint John Paul II to St. Patrick.
- St. Daniel would continue to be a JK-8 elementary school.
- Canadian Martyrs, Saint John Paul II, St. Anne (K), and St. Patrick would be JK-6 schools with grades 7/8 being directed to the East Kitchener 7-12 school.

Table 10 - Option 4 Enrolment Forecast

SCHOOL (Option 4)	Capacity		2024	2027		2029		2034	
SCHOOL (Option 4)	Capacity	Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization
Canadian Martyrs - JK to 6	314	371	118%	373	119%	365	116%	378	121%
Saint John Paul II - JK to 6	611	483	79%	531	87%	604	99%	653	107%
St. Anne (K) - JK to 6	521	525	101%	556	107%	546	105%	534	102%
St. Daniel - JK to 8	317	319	101%	347	109%	370	117%	396	125%
New St. Patrick - JK to 6	527	449	85%	478	91%	491	93%	502	95%
East Kitchener (Elementary) - 7 & 8	400	474	119%	560	140%	572	143%	628	157%
TOTAL	2690	2622	97%	2845	106%	2948	110%	3092	115%

Figure 10 - Option 4 Map



- Enrolment pressure is reduced significantly in all existing schools.
- Sub-Area K is located closer to Saint John Paul II which may reduce bus ride times and allow for active transportation if students can walk to school.
- A portion of Sub-Area V may be within walking distance to St. Daniel and could allow for active transportation if students can walk to school.

Disadvantages:

- The new St. Patrick school doesn't reach full capacity, even in the long term.
- The 7-8 elementary panel in the new 7-12 East Kitchener school will have high utilization in the long term.

4.5 OPTION 5

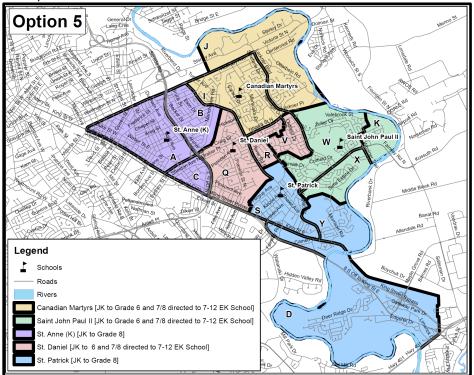
Table 11 and Figure 11 show enrolment projections and the proposed boundaries for Option 5. Specifically, Option 5 proposes to:

- move sub-area D from St. Anne (K) to the new St. Patrick school.
- move sub-area K from Canadian Martyrs to Saint John Paul II.
- move sub-area S from St. Daniel to St. Patrick.
- move sub-area V from Saint John Paul II to St. Daniel.
- move sub-area Y from Saint John Paul II to St. Patrick.
- St. Anne (K) would continue to be a JK-8 elementary school.
- St. Patrick would be a JK-8 elementary school.
- Canadian Martyrs, Saint John Paul II, and St. Daniel would be JK-6 schools with grades 7/8 being directed to the East Kitchener 7-12 school.

Table 11 - Option 5 Enrolment Forecast

SCHOOL (Ontion 5)	Consoitu	2024		2027		2029		2034	
SCHOOL (Option 5)	Capacity	Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization
Canadian Martyrs - JK to 6	314	371	118%	373	119%	365	116%	378	121%
Saint John Paul II - JK to 6	611	483	79%	531	87%	604	99%	653	107%
St. Anne (K) - JK to 8	521	643	123%	735	141%	727	139%	696	134%
St. Daniel - JK to 6	317	255	80%	277	87%	291	92%	304	96%
New St. Patrick - JK to 8	527	562	107%	626	119%	635	120%	655	124%
East Kitchener (Elementary) - 7 & 8	400	307	77%	303	76%	326	81%	405	101%
TOTAL	2690	2622	97%	2845	106%	2948	110%	3092	115%

Figure 11 - Option 5 Map



- Enrolment pressure is reduced significantly in most of the existing schools.
- Sub-Area K is located closer to Saint John Paul II which may reduce bus ride times and allow for active transportation if students can walk to school.
- A portion of Sub-Area V may be within walking distance to St. Daniel and could allow for active transportation if students can walk to school.

Disadvantages:

- St. Anne's utilization remains high in the short, medium, and long term.
- St. Daniel doesn't reach full capacity, even in the long term.
- The 7-8 elementary panel in the new 7-12 East Kitchener school doesn't reach full capacity, until the long term.

4.6 OPTION 6

Table 12 and Figure 12 show enrolment projections and the proposed boundaries for Option 6. Specifically, Option 6 proposes to:

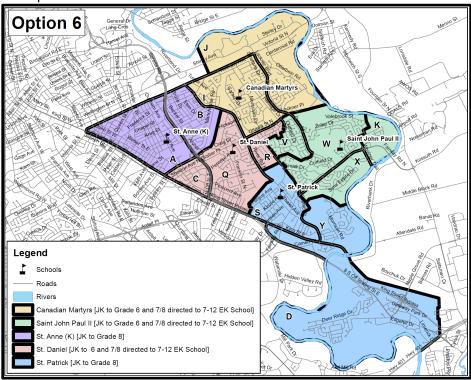
- Move sub-area C from St. Anne (K) to St. Daniel
- move sub-area D from St. Anne (K) to St. Patrick.
- move sub-area K from Canadian Martyrs to Saint John Paul II.
- move sub-area S from St. Daniel to St. Patrick.
- move sub-area Y from Saint John Paul II to St. Patrick.
- St. Anne (K) would continue to be a JK-8 elementary school.

- St. Patrick would be a JK-8 elementary school.
- Canadian Martyrs, Saint John Paul II, and St. Daniel would be JK-6 schools with grades 7/8 being directed to the East Kitchener 7-12 school.

Table 12 - Option 6 Enrolment Forecast

SCHOOL (Option 6)	Consoitu		2024		2027		2029		2034																
SCHOOL (Option 6)	Capacity	Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization																
Canadian Martyrs - JK to 6	314	371	118%	373	119%	365	116%	378	121%																
Saint John Paul II - JK to 6	611	535	87%	590	97%	670	670 110%		670 110%		119%														
St. Anne (K) - JK to 8	521	597	115%	672	129%	658	658 126%		658 126%		119%														
St. Daniel - JK to 6	317	245	77%	270	85%	283 89%		289	91%																
New St. Patrick - JK to 8	527	562	107%	626	119%	635	635 120%		635 120%		635 120%		635 120%		124%										
East Kitchener (Elementary) - 7 & 8	400	313	78%	314	78%	337	337 84%		337 84%		337 84%		337 84%		337 84%		337 84%		337 84%		337 84%		337 84%		106%
TOTAL	2690	2622	97%	2845	106%	2948	110%	3092	115%																

Figure 12 - Option 6 Map



- Enrolment pressure is reduced significantly in all existing schools.
- Sub-Area K is located closer to Saint John Paul II which may reduce bus ride times and allow for active transportation if students can walk to school.

Disadvantages:

- St. Daniel doesn't reach full capacity, even in the long term.
- The 7-8 elementary panel in the new 7-12 East Kitchener school doesn't reach full capacity, until the long term.

5 Secondary Panel

The preferred option for the secondary panel proposes to split St. Mary's boundary into two boundaries. East Kitchener schools (i.e. the four schools involved in this boundary review) would be directed to the new East Kitchener 7-12 School. The remaining elementary schools in south west Kitchener would remain part of St. Mary's family of schools.

Implementation would be with the opening of the new East Kitchener 7-12 School, anticipated to be September 2024. Following a decision to change boundaries, the Board will establish a separate committee to address the transition of students and staff. This committee will work with parents/guardians and staff.

5.1 STATUS QUO ENROLMENT

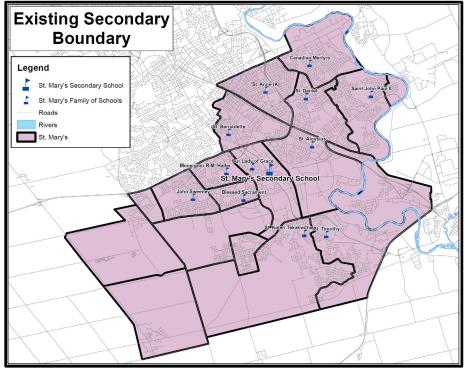
St. Mary's current boundary (family of schools) is comprised of Blessed Sacrament, Canadian Martyrs, John Sweeney, Our Lady of Grace, Monsignor Haller, Saint John Paul II, St. Aloysius, St. Anne (K), St. Bernadette, St. Daniel, St. Kateri Tekakwitha, and St. Timothy. Table 13 and Figure 13 show the status quo enrolment projections and current boundary.

As the numbers illustrate, St. Mary's is currently over capacity and enrolment is projected to continue increasing. It should be noted that the current grade 8 to 9 retention is low in the East Kitchener area due to other competing public board secondary schools within closer proximity. As such, the enrolment projections shown in the option section are higher than those shown for the status quo projections as it is assumed that our grade 8 to 9 retention will increase once there is presence in the area.

Table 13 - St. Mary's Status Quo Enrolment

Cocandom, Cobcolo	Consoitu		2021 2024 2027					2	2029
Secondary Schools	Capacity	Total	Utilization	Total	Utilization	Total	Utilization	Total	Utilization
St. Mary's	1530	2171	142%	2383	156%	2818	184%	3230	211%

Figure 13 - St. Mary's Current Boundary



5.2 PROPOSED SECONDARY OPTION

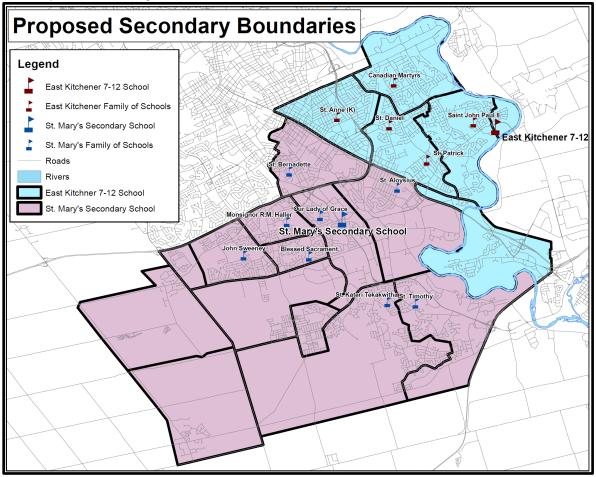
Table 14 and Figure 14 show enrolment projections and the proposed boundaries for the secondary panel. Please note that these projections assume a higher grade 8 to 9 retention for both St. Mary's and East Kitchener school. It also assumes a grade configuration of 7-10 when the 7-12 East Kitchener school opens and then higher grades growing in each year. In this option, it is proposed that:

- Canadian Martyrs, Saint John Paul II, St. Anne (K), St. Daniel, and St. Patrick be redirected from St. Mary's Family of Schools to East Kitchener 7-12 Family of Schools.
- The 7-12 East Kitchener school would open with grades 7-10 as per the 7-12 Program Review recommendations (i.e. Grades 7-10 in 2024, 7-11 in 2025, and 7-12 in 2026).
- Blessed Sacrament, John Sweeney, Our Lady of Grace, Monsignor Haller, St. Aloysius, St. Bernadette, St. Kateri Tekakwitha, and St. Timothy remain part of St. Mary's Family of Schools.
- St. Mary's would continue to be a 9-12 secondary school.

Table 14 - Enrolment Projections based on Proposed Secondary Boundaries

SCHOOL	Capacity		2024		2025		2026		2027		2029	2034		
(Secondary Option)	Сарасну	Total	Utilization											
St. Mary	1530	1908	125%	1782	116%	1656	108%	1769	116%	2080	136%	2703	177%	
East Kitchener (Secondary) - 9 to 12	1000	535	53%	820	82%	1210	121%	1314	131%	1484	148%	1768	177%	
TOTAL	2530	2442	97%	2602	103%	2866	113%	3083	122%	3564	141%	4471	177%	

Figure 14 - Proposed Secondary Boundaries



6 Conclusion

Staff's preferred elementary option attempts to balance enrolment across all the elementary schools in the review area.

Subject to approval by the Board of Trustees to commence a boundary review on April 25, 2022, it is anticipated that the review will be completed no later than November 7, 2022.

Once a decision is made to move students (effective September 2024), a separate committee will be established to support students, families, and staff as they transition to their new schools.

Appendix A

2022/2023 EAST KITCHENER 7-12 BOUNDARY REV	/IEW TIMELINES													
	Toward Dates		April	202	2	May 2022					June 2022			,
	Target Dates		11	18	25	2	9	16	23	30	6	13	20	27
Present Initial Staff Report to Board	April 4, 2022 Committee of the Whole Meeting	-												
Initiation of Boundary Review	April 25, 2022 Board of Trustees Meeting				•									
Notice Regarding Parent Representative Selection	week of April 25, 2022				*									
Parent Representative Application Due to Principals	due to principals May 4, 2022					•								
Selection of Parent Representatives	due May 6, 2022					•								
BRC Meeting #1 - Process, report, options	week of May 23, 2022								A					
BRC Meeting #2 - Narrow options	week of May 30, 2022									A		П		
Public Meeting #1 - Background, options	week of June 6, 2022										\bigstar			
BRC Meeting #3 - public meeting feedback, ontions	week of June 13, 2022					************								

	Toward Dates	September 202						ber	2	November 2022					
	Target Dates	5	12	19	26	3	10	17	24	31	7	14	21	28	
BRC Meeting #4 - overview, public meeting feedback,	week of September 5, 2022														
select preferred option	week of September 5, 2022	A													
Public Meeting #2 - preferred option & recommendations	week of September 12, 2022		*												
BRC Meeting #5 - Finalize recommendations	week of September 19, 2022			A											
BRC Meeting #6 (if needed)	week of September 26, 2022				A										
Prepare BRC's Final Report	week of September 26, 2022														
Recommendations to EC	Monday, October 3, 2022					•									
Board Meeting #1 (Board Presentation)	October 11 or 17, 2022 Board of Trustees Meeting						-								
Board Meeting #2 (Clarification)	October 24, 2022 Committee of the Whole Meeting								•						
Board Meeting #3 (Board Decision)	November 7, 2022 Special Board of Trustees Meeting										•				

Legend								
Holidays								
Internal Staff Work								
Public Consultations	*							
BRC Meetings	▲							
Board of Trustee Meetings	•							
Deadlines	•							

School Holidays & Key Dates							
Family Day	Monday, February 21, 2022						
March Break	Monday, March 14, 2022 to Friday, March 18, 2022						
Holy Week	Monday, April 11, 2022 to Friday, April 15, 2022						
Good Friday	Friday, April 15, 2022						
Easter Monday	Monday, April 18, 2022						
Victoria Day	Monday, May 23, 2022						
Last Day of School	Wednesday, June 29, 2022						
Labour Day	Monday, September 5, 2022						
*First Day of School	Tuesday, September 6, 2022						
Thanksgiving	Monday, October 10, 2022						





 Date:
 April 25th, 2022

 To:
 Board of Trustees

 From:
 Director of Education

 Subject:
 Update on Health and Safety Measures in Schools

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

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

Type of Information:

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:

On Wednesday March 9th, 2022 the Ministry of Education provided all school boards with an update on the lifting of health and safety measures in schools. We continue to receive direction through the Ministry of Education, as well as our local Public Health department. We are continuing meetings with Waterloo Region Public Health and Waterloo Region District School Board to attain a measure of understanding and alignment regarding the most prudent courses of action. There has been no significant change in direction to school boards since the March announcements.

We have continued to make updates to our <u>Operational Guidelines</u>, based on the most recent guidance we are receiving from both the Ministry and WR Public health. They have not changed since the significant updates of March.

The changes that the government has adopted since March have been presented to us and are informed by the following rationale – the first being that we are transitioning to a different phase of the pandemic, and that with the level of vaccination and broader exposure/incidence of covid throughout the population, that we are no longer in a place where the highest levels of health and safety measures are required. The second is the notion that our students (and staff) have been affected in multiple ways by the pandemic – and the constraints that have been placed upon them and their classroom learning environments have affected their wellbeing in other ways. Indeed in my visits to schools, students are sharing their happiness with some of he relaxation of covid protocols, and many staff are also happy to see things like carpets return to their (elementary) classrooms.

Some of the highlights of progress and pandemic management in our schools are the following:

Vaccination Disclosure Policy:

Effective March 10th, all school boards are no longer required to have a vaccination disclosure policy – it is now revoked. As a result, all screening requirements for individuals who do not provide proof of vaccination is no longer required and reporting to the Ministry of Education regarding vaccination policy implementation is no longer required.

Masking and Staff Personal Protective Equipment:

Effective March 21st, 2022, in alignment with community masking requirements, masks are no longer required for students, staff and visitors in schools, school board offices and on student transportation. Eye protection is also no longer required for staff. With that said – communication through the Director's office is still highly encouraging the use of masks by both staff and students.

The Ministry has indicated it will continue to provide PPE for those staff who still choose to wear masks. Dr Kieran Moore in the Minister's call with Chairs of school boards on April 19th, 2022 continued to assert his position that he was not prepared to reinstate a mask mandate and indicated that the sixth wave has already peaked and is now improving. He indicated that he believes we are headed toward the endemic phase of the pandemic. The Minister reiterated that school boards should not be looking at local mask policies.

Lifting of Cohorting and Distancing:

As reported in March, effective March 21st, 2022 cohorting and distancing is no longer required in schools. Elementary students are now permitted to play and learn together across cohorts, classes and grades. Schools are being encouraged by the CMOH and the Ministry to immediately return to normal conditions within school settings.

Screening:

All staff and students have been asked to continue screening on a daily basis, but confirmation of schools is no longer required. The screening tool remains available at: COVID-19 school and child care screening tool

Enhanced Cleaning and Disinfecting / Hand Hygiene:

Enhanced cleaning and disinfecting are expected to continue with enhanced cleaning protocols in place. Appropriate hand hygiene and respiratory etiquette will continue to be promoted and integrated throughout the school day.

Absence Reporting:

Schools will continue to use the daily absence reporting tool and the ministry will continue to review and monitor absenteeism. 30% absenteeism (above the baseline) will remain the threshold that invites a conversation. Currently – at the time of writing this report – almost all WCDSB schools remain below 15% and only 2 schools were between 15 and 20%.



Staffing:

The one area of pressure for our schools has been in staffing. This is not a new area of challenge, but the pandemic and current conditions have caused a pressure in our system. At the peak of the 6th wave (end of March, first week of April) the staffing challenge had never been more pronounced. The failure to fill positions was being experienced across roles. Our staff and in particular our administrators are to be commended for their efforts to problem solve and trouble-shoot so that all classes are covered.

We did have to close one school for 2 days. It was not because of an overall staff absence rate, (though it was high at the time) but rather one position that was experiencing a disproportionate number of absences, and it was felt that programming could not be safely provided for all students of the school. As a result, we made the decision to pivot the school to remote learning for 2 days and in combination with the Easter break, that was enough to get the school back to a good place. While we don't make these decisions lightly, the good news is – we are fully capable of pivoting a whole school to remote/virtual learning. We have grown and adapted well during this time of pandemic.

As mentioned – our staff was most challenging during the last week of March and first week of April. As a result on April 11th we made a decision to redeploy our central staff to schools to help with classroom coverage. This has been welcome by the schools, but even as we made the decision, the trend was turning and over the past two weeks the absences and failure to fills have been steadily improving. As mentioned by Dr Moore – we feel that the sixth wave was a steep and quick one and its decent is seemingly going just as quickly down. Again – he points to the level of vaccination and exposure in the community as the rationale.

Below is a table showing the weekly absences and failure to fills for the month:

Teacher

	Sick	Unfilled
W/O	Leave	Jobs
28-Mar	784	328
4-Apr	946	341
11-Apr	763	331
Apr 19-21	481	157

Apr 8 PD day (200 abs Apr 8) Good Fri

Easter Mon

EAs

	Sick	Unfilled
W/O	Leave	Jobs
28-Mar	315	201
4-Apr	357	219
11-Apr	277	199
Apr 19-		
21	159	105

Apr 8 PD day G Fri

Easter Mon

Update on Learning Choice for the 2022-2023 School Year:

Families and students have been given the choice for next year as to whether they wish to learn remotely or in person. Overwhelmingly families are choosing in person. Even families who had chosen remote initially now seem to be changing their minds and moving to the in person option. We have approx. 175 students registered for St Isidore (our virtual elementary school), and 87 secondary students looking for remote/virtual learning next year. We are exploring joining a consortium to assist in our delivery for the secondary students, in the hopes that we will not



have to utilize hybrid learning next year (or use it to a very limited amount). Where courses cannot be accommodated in the consortium, students may be referred to eLearning courses, which are not synchronous, but are virtual.

Responding to Provincial Direction:

We at WCDSB have had a guiding principle throughout the pandemic to follow the direction of the CMOH and that of Waterloo Region Public Health. Throughout the pandemic there have been varying levels of agreement and comfort with various health and safety measures. Throughout the past 2 years, WCDSB has strictly enforced the mask mandate. In some cases there was significant pushback and in some cases, students or families withdrew from the system as a result. We held the line because this was the guidance of the Chief Medical Officer of Health and Waterloo Region Public Health.

On Wednesday March 16th, Waterloo Region Council – supported by a recommendation from Public Health, followed the province in revoking the mask mandate in Waterloo Region. We consulted with Public Health proactively and had an indication that they would support the provincial direction.

All staff and students who wish to wear masks still have that option available to them. In two letters from the Director's office to parents and the system, this was highly encouraged...as was tolerance for those who may have differing views or practices in relation to masking.

Legal counsel was also sought and the Board was provided with an opinion that articulated that "boards are not empowered to prescribe public health and safety policies, such as imposing a masking or vaccine disclosure requirement in response to a pandemic." Further it articulated that in the opinion of legal – "boards of trustees do not have authority to impose restrictions that the Ministry has directed must be revoked. Further, any previous resolutions relating to the imposition of local measures which were contingent on but exceeded the Ministry's minimum standards must be reconsidered and revoked."

As a result, some Boards have already authored letters asking the Ministry to reconsider its direction and/or to extend the mask mandate for a prescribed period of time in schools. Those Boards have received very firm responses indicating that the CMOH and Ministry are not currently considering such a request.

Waterloo Catholic has adopted a prudent and responsible approach throughout the pandemic. The health and safety of our staff and students has always been paramount. For the past two years many staff and students have made significant sacrifices and compromises. They have worked and learned in ways that are truly heroic. We are enormously grateful to all for supporting us on this journey. With that said, we must also acknowledge that learning conditions were not ideal and we must also acknowledge that the wellbeing of some staff and students has suffered as a result. The impact of the pandemic goes far beyond the physical effects of contracting covid.

As an Easter people we can now embrace the rebirth that will happen in our system. The more fulsome joy of the classroom and the ability to enjoy a more normalized experience has returned to our schools. The full transition will not happen overnight, but that does appear to be the direction in which we are headed. We embrace this change with full hearts, tolerance and understanding. Our students who have lost so much and suffered in ways we may not fully appreciate can now begin the journey to healing and recovery.

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: April 25, 2022

To: Board of Trustees

From: Student Trustees

Subject: April 2022 Student Trustee Report

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:

April was the month of Easter and outdoor activities at our Waterloo Catholic schools. Students hosted easter egg hunts, school liturgies, stations of the cross reenactments, and several sport team tryouts took place. Student councils have been brainstorming several ways in which they can bring back school spirit moving into our warmer months. Students and staff are looking forward to what May has in store for school activities and school events.

Common Activities Hosted by The Schools:

- **April Fools Day:** Doyle hung up decorations of random holidays around the school and played holiday music on the announcements to trick students into thinking it wasn't April. Doyle also had a school spirit week with an "anything but a backpack day" and free hot chocolate given out.
- Easter Activities: All schools celebrated Easter in some way, with St. Mary's having a classroom egg hunt and Easter food drive for their Nutrition for Learning program, David's having a charity dodgeball tournament, Egglympics tournament, and food drive, and Bennies having an Easter egg hunt.

- Mental Health Week: April 25th-29th was Mental Health Week, with St. Mary's doing Christian
 meditation and yoga, Doyle doing gratitude prayers, and David's focusing on physical activities as
 stress relievers. Schools also made awareness posts and had a crazy sock day for World Autism
 Awareness Day on April 2nd.
- Co-Prez Applications: High schools released Co-President applications for the 2022-2023 year. Administration and guidance will be screening applicants before campaign weeks begin in May.
- **Eco Week:** Doyle celebrated Eco Week from April 18th-22nd where they had chalk drawings, blue/green shirt day, and an after school clean-up.
- Arts Showcase: Rez created an art display on the 1st and 2nd floors where visual art, media art, photography, and arts & crafts were displayed for all students to see. Trivia was posted on social media for the grade wars competition that had to do with the arts showcase.

Student Trustee Role Update:

- Elementary Student Leadership Conference On Thursday April 14th Student Senate hosted his years ESLC conference virtually! All of the grade 7/8 students who attended were full of energy and enthusiasm. This conference provided a great space for students to network, learn more about their future high school, and feel as though there was a place for them to continue developing into leaders within our board. The feedback from this event was overwhelmingly positive and the Student Trustees are incredibly thankful to Student Senate for helping to make this day as seamless as possible!
- **SAC Unity: SPARK** Our annual SAC Unity conference has now been confirmed. The event will be taking place on Thursday May 26th and will provide an opportunity for WCDSB high school leaders to show off their spirit, network with other students, and develop their own leadership skills in a day of fun at Canada's Wonderland.
- Student Body Outreach Following the Co-President elections Student Senate has decided to put together two videos for each of our high schools explaining the roles of Co-President and Student Trustee. These videos will be shared at year end gatherings, in classrooms, and over social media with the hopes of educating the student body on the student supports that exist within their schools. We hope that through this initiative in the coming year student voice is more easily expressed to our Student Senate and brought to the attention of our administrators and board staff.
- Menstrual Equity Information Student Senate understanding the lack of awareness
 regarding menstrual equity in our high schools has decided to put together an informative post for
 our high school social medias. This post will explain "what is menstrual equity" and where
 students can find menstrual products within their school. The hope is for this information to serve
 as temporary awareness as other initiatives are able to get off the ground for the coming year.
- **Student Town Hall** On May 11th the Student Town Hall will be taking place. This is an opportunity for students across our board to ask questions directly to the Director of Education. Trustee Wilson has been working hard throughout the month of April to gather up students for the event day and we are looking forward to hearing the questions to come!
- Monthly Senate Meeting On Wednesday April 13th Student Senate was able to meet in person at Resurrection high school for their monthly senate meeting! The two incoming Student Trustees Chloe and Anika were able to attend and get a feel for what takes place during a

meeting. They are looking forward to hosting their very own senate meeting in May with the new high school Co-Presidents.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Sarah Simoes and Sarah Wilson, Student Trustees

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





Date: April 25, 2022

To: Board of Trustees

From: Chair of the Board

Subject: Chair's Report

Type of Report:
☐ Incidental Information

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:

- Attended weekly teleconference calls with Minister Lecce, prepared summaries for Trustees
- Wrote Board correspondence to Minister of Education regarding Trustee concerns.
- Participated in several meetings and calls with Director regarding board matters and on-going items.
- Crafted media statement from Trustees on several news items.
- Attended FACE meeting to discuss current and future concerns in Catholic Education
- Attended Information session on on-line/e-Learning hosted by OCSTA

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Jeanne Gravelle, 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: OCSTA: Memo re: ON News Release - Ontario Expanding Access to Student Mental Health Supports

Date: Friday, April 1, 2022 3:51:28 PM

Attachments: image005.png

image004.jpg

From: OCSTA - Marie Palombi < MPalombi@ocsta.on.ca>

Sent: Friday, April 1, 2022 12:30 PM

To: OCSTA - Marie Palombi < <u>MPalombi@ocsta.on.ca</u>>

Subject: OCSTA: Memo re: ON News Release - Ontario Expanding Access to Student Mental Health

Supports

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

April 1, 2022

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 Expanding Access to Student Mental Health

Supports

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





NEWS RELEASE

Ontario Expanding Access to Student Mental Health Supports

Investments Will Help Set Up Students for Success

April 01, 2022

Ministry of Education

TORONTO — The Ontario government is continuing to support students with expanded access to targeted mental health and well-being programs and services within local communities. Over the past two school years, the COVID-19 pandemic has had a significant impact on children and students across the world, including right here in Ontario. These investments reinforce the government's commitment to ensuring every student in the province can reach their full potential, and they build on historic funding announced in February to overcome the disruptions of the COVID-19 pandemic.

"We recognize that more than ever before, many students face mental health challenges, and we want them to know help is here," said Stephen Lecce, Minister of Education. "While our government increased school mental health funding to the highest levels, we are going further by supporting community partners to expand critical mental health resources, initiatives to reduce drug use and supports that will keep students safe on the road and in the classroom."

Ontario's investments will help create new or sustain existing mental health and well-being programs and resources led by community organizations. The investments, which are part of the government's Priorities and Partnerships Funding COVID-19 Equity Supports, include:

- \$150,000 to Women's Brain Health Initiative to deliver Brainable, a free education program about brain health for students in Grades 5 to 8. Taught in both official languages by an Ontario Certified Teacher, the program includes follow-up guides and activities that reinforce healthy brain habits for students, parents and teachers.
- \$92,105 to the <u>Centre for Addiction and Mental Health</u> (CAMH) to gain a
 better understanding of substance use trends including the effect of
 substance use on school participation on school-aged youth from an
 equity perspective. Funding will also go toward resources for those working
 with youth who are disconnected from school due to substance use
 difficulties in order to support their re-engagement with the school system.
- \$50,000 to the ministry's implementation partner, <u>School Mental Health</u>
 <u>Ontario</u>, to collaborate with Eating Disorders Ontario (EDO) to develop
 promotion- and prevention-based resources in the area of eating disorders
 for use in Ontario's Kindergarten to Grade 12 schools. This work aligns with
 efforts underway in other sectors being led by EDO.
- \$50,000 to MADD Canada to present an interactive harm-reduction program
 that informs young people of the risks associated with using cannabis and
 driving.
- \$25,000 to the Ontario Physical and Health Education Association (Ophea) to develop a vaping education resource, which includes options for educators and school community partners, including parents/caregivers, to navigate based on their individual needs (e.g., text-based resources, videos, short modules, etc.).

In addition to these investments, as part of Ontario's \$600-million Learning Recovery Action Plan for 2022-23, the province reaffirmed its commitment to support student resiliency and mental well-being by announcing it will invest more than \$90 million, including \$10 million in new funding, of which \$5 million is to be used for evidence-based mental health programs and resources. This funding will help retain the existing mental health workers in schools, including the 180 mental health professionals who are providing critical supports directly to students in secondary schools across the province.

Furthermore, this investment will support the resiliency and mental well-being of all students and will enable school boards to continue to assist students who are experiencing mild to moderate mental health challenges that impact their learning.

The mental health components of the learning recovery plan include:

- Mandatory professional development on mental health for educators
- Working with the Ministry of Health to consult with stakeholders, including
 parents and students, to leverage the best available evidence on emerging
 student mental health needs and the potential of a graduation requirement
 on resilience and mental well-being

- Continuing to support student resilience and well-being with the following goals:
 - mentally healthy classrooms and learning environments
 - effective and responsive school mental health and addictions supports
 - connections to the broader comprehensive system of mental health care.

Quick Facts

- As part of its Priorities and Partnerships Funding COVID-19 Equity Supports, the province previously announced investments toward mental health initiatives, including:
 - \$200,000 to the <u>Pinball Clemons Foundation</u> to provide comprehensive social, athletic and academic programming and activities to marginalized and racialized youth
 - \$150,000 to the <u>Muslim Association of Canada</u> to create new resources that address mental health and well-being issues in connection with racism, discrimination and the pandemic, including online courses, training modules, videos and a web-based tool for educators, mentors, newcomer students and parents
 - \$48,950 to the <u>Canadian Tamil Academy</u> to provide Tamil students with information and resources to address mental health issues, cope with stress, build resilience and implement self-care strategies, while reducing the stigma around mental health in the Tamil community.
- As part of the Safe Return to Class Fund, the Ontario government directed \$6.4 million to support equity-related projects. This included funding to community organizations to address anti-Asian hate, antisemitism and Islamophobia, support for Black, Indigenous and 2SLGBTQI+ students, support for newcomer youth, parents and families to enhance access to school and community resources, and culturally appropriate mental health and well-being supports for youth, families and educators.
- In addition to community-based mental health and addictions services,
 Ontario students have access to a strong foundation of school-based mental health supports across all 72 school boards.

Quotes

"This is a critically important initiative because we know that youth with substance use difficulties face disproportionate challenges in school contexts, and there is more we can do to provide effective supports. By hearing directly from impacted youth, we will be better able to build meaningful solutions that reflect the diversity of Ontario's youth."

- Dr. Joanna Henderson Director, Margaret and Wallace McCain Centre for Child, Youth & Family

Mental Health; Senior Scientist, Child, Youth and Emerging Adult Program, Centre for Addiction and Mental Health

"Supportive, weight inclusive, classroom wellness promotion — and knowledge building about risk factors and early warning signs — is an important part of eating disorder prevention. School Mental Health Ontario appreciates the opportunity to work alongside global leaders at Eating Disorders Ontario to support school-based eating disorder prevention efforts."

- Dr. Kathy Short Executive Director, School Mental Health Ontario

"Investing in the brain health of our children is essential for achieving not only healthy minds of today, but also healthy minds in the years to come. Research has shown that how we treat our brains as children can have a huge impact on our brain health as adults. With the demand to re-establish healthy habits after two years of social isolation and virtual learning, this investment in Brainable comes at a critical time. The Brainable program will bring invaluable information to students across Ontario, getting them back on track to protecting their brain health and decreasing their chances of developing brain-aging disease like dementia down the road."

- Lynn Posluns President, Women's Brain Health Initiative

"Two years into the pandemic, we better understand the mental health impacts on children and students. This investment from the government of Ontario represents an opportunity to support educators and school community partners, including parents/caregivers, with opportunities to develop skills and strategies of children and students that will contribute to their ability to make healthy decisions now and into the future."

- Chris Markham Executive Director & CEO, Ophea

"Having opportunities for meaningful dialogue with young people about the effects of cannabis consumption, and especially the dangers of driving after cannabis use, are key to minimizing risk among youth. With this funding, MADD Canada will deliver the Weed Out The Risk educational program to thousands of Ontario students in Grades 9 through 12, providing them with the information and the inspiration to protect themselves and their peers from impaired driving."

- Dawn Regan Chief Operating Officer/Acting CEO, MADD Canada

"Teaching students about the dangers of impaired driving at a young age will enhance road safety. MADD Canada continues to conduct important work in my riding and across the province. The interactive program by MADD Canada will enhance safety through a greater understanding of risks involved

to all road users."

- Stephen Crawford Member of Provincial Parliament for Oakville

Additional Resources

Find mental health support

Kids' Help Phone

School Mental Health Ontario

Media Contacts

Grace Lee
Minister's Office
grace.lee3@ontario.ca

Ingrid Anderson
Communications Branch
ingrid.e.anderson@ontario.ca
437-225-0321

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

April 4, 2022

MEMORANDUM

TO: Chairpersons and Directors of Education

- All Catholic District School Boards

FROM: Patrick J. Daly, President

SUBJECT: Legislation and Policy Monitoring Update

Centering Youth in Pandemic Recovery Act, 2022

(Note: This Bill has yet to be posted and numbered due to technical errors in drafting)

This legislation was re-introduced on March 24, 2022 by NDP Education Critic Marit Stiles. It would establish an action plan to address pandemic impacts on youth and children. It would also create a COVID-19 recovery youth secretariat to ensure that government Bills are looked at through the lens of their impact on children and youth.

Status: First Reading.

Bill 88, Working for Workers Act, 2022

This proposed legislation was introduced on February 28, 2022 by Minister of Labour, Training and Skills Development, Monte McNaughton. It contains five Schedules or changes to various Acts, including Schedule 2, *Employment Standards Act*, 2000. The Bill did not have any public hearings and proceeded directly to clause-by-clause review on March 9, 2022.

Status: Referred to the Standing Committee on Social Policy on March 23, 2022.

Further to our memorandum on March 10, 2022 we continue to monitor the following Bills:

<u>Bill 67 Racial Equity in the Education System Act</u> (NDP Private Member's Bill). The Bill proposes to make various amendments to the *Education Act*.

Status: Referred to Social Policy Standing Committee but no hearings have been scheduled.

<u>Bill 87 Black Mental Health Day</u> (NDP Private Member's Bill). The Bill proclaims the first Monday in March in each year as Black Mental Health Day.

<u>Bill 85 Smoke Free Ontario Amendment Act (Vaping for Kids)</u> (NDP Private Member's Bill). The Bill makes various amendments to the *Smoke-Free Ontario Act*, 2017.

<u>Bill 86 Our London Family Act</u> (Working Together to Combat Islamophobia and Hatred) 2022 (NDP Private Member's Bill). This Bill seeks to amend the *Education Act* to eliminate racism and hatred in the school system.

Status: Referred to the Justice Standing Committee but no hearings have been scheduled.

NDP Mental Health Plan

On April 4, 2022 the NDP released, as part of its election campaign platform, a comprehensive publicly-funded mental health plan at a cost of \$1.15 billion. Key features of the plan related to children include:

- New investments and policy changes to give the mental health and addictions sector more staff, resources and coordination, including the creation of Mental Health Ontario;
- Reduce wait times for mental health services for children to 30 days;
- Implement the *Make Kids Count Action Plan* as laid out by the Children's Health Coalition. The plan calls for an investment of \$130 million over the next three years to build intensive treatment and specialized consultation services, increase access to psychotherapy and counselling, family therapy and supports and to scale 24-hour crisis support services to ensure children and youth experiencing a crisis have an alternative to going to the emergency department.

(For details see https://www.ontariondp.ca/news/horwath-releases-universal-mental-health-care-plan).

Green Party Student Mental Health Strategy

On March 29, 2022, the Green Party released its children's mental health strategy. Key aspects of the plan include:

- Reduce children and youth mental health wait times to 30 days or less by hiring more frontline workers;
- Ensure students can connect to community mental health professionals that are located at or near schools;
- Establish Youth Wellness Hubs province-wide to provide for employment, health, education, recreation and housing support, with the goal of at least one hub in each community across Ontario;
- Ensure that mental health, wellness and resiliency training is included across the entire education system, including implementing a comprehensive curriculum that covers issues such as mental wellness, coping skills, and stress management.

Liberal Party Autism and Special Education Strategy

On April 2, 2022 the Liberal party announced, as part of its election campaign strategy, a new needs-based policy framework for children with autism spectrum disorder. The plan includes the following components:

- Implement a needs-based Ontario Autism Program for every child, including Applied Behavioral Analysis, occupational therapy, mental health and speech and language pathology;
- Hire 5,000 more special education workers and reduce wait times for school services for students with autism;
- Implement a direct billing option for autism therapy;
- Conduct a comprehensive reform of special education, including a review of the Individual Education Plan framework and better transition people into adult services.

If you have any questions, please contact me at pdaly@ocsta.on.ca or Steve Andrews at sandrews@ocsta.on.ca

From: <u>Loretta Notten</u>
To: <u>Alice Figueiredo</u>

Subject: FW: OCSTA: Memo re: MOE Consultation on Early Mandatory Screening for Reading

Date: Thursday, April 7, 2022 5:06:23 PM
Attachments: MOE Memorandum re Right to Read.pdf

Consultation Guide Early Screening for Reading Difficulties 4April2022 AODA.pdf

From: OCSTA - Marie Palombi < MPalombi@ocsta.on.ca >

Sent: Thursday, April 7, 2022 3:40 PM

To: OCSTA - Marie Palombi < MPalombi@ocsta.on.ca>

Subject: OCSTA: Memo re: MOE Consultation on Early Mandatory Screening for Reading

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April 7, 2022

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, Nick Milanetti, Executive Director

SUBJECT: Ministry of Education Consultation on Early Mandatory Screening for

Reading

We would like to express our deep gratitude and commend Catholic school trustees, system and school leaders, teachers and other staff for their heroic service. Beyond giving priority to the health and safety and well-being of students and staff, you have served as shining

examples of "placing Christ and the teachings of the Catholic Church" at the centre of publicly funded Catholic education.

As you know, on Monday April 4, 2022 the Ministry of Education sent the attached memorandum and consultation guide to members of the Ministry Initiatives Committee seeking feedback on mandatory early screening for students' reading skills. This follows from the recommendations of the Ontario Human Rights Commission's Right to Read Inquiry which states that the Ministry mandate early, evidence-based screening on foundational reading skills and require school boards to screen all students twice a year from Kindergarten to Grade 2.

The Ministry is seeking input on the following questions:

- **Mandatory for K-2:** What are the considerations, for mandating screening for students in Kindergarten Grade 2 from the perspective of your organization?
- **Frequency:** Would your organization support screening twice a year? If not, what alternative(s) would you recommend?
- **Data collection:** How might data be gathered to best support student reading progress across grades, and potentially schools/boards?
- **Usage:** How might data be used to inform implementation of reading interventions?
- **Equity considerations:** How can we ensure that groups of students are not adversely affected by over-identification or under-identification?
- **Professional learning:** What are the considerations for identifying and supporting teacher learning needs?
- **Other:** Is there anything else you would like to comment on as the Ministry considers the implementation of screening tools for students?

OCSTA will develop a submission on these questions and the concerns of Catholic boards. We will continue to advocate for flexibility and recognition that one size does not fit all regarding the programs and services designed to support students with reading challenges and excellence in learning.

In that regard, we ask that you share with us your boards' practices/programs with regard to early screening interventions and any other matters related to the consultation. Please send responses to Steve Andrews, Director of Legislative and Political Affairs, at sandrews@ocsta.on.ca by

May 10, 2022.

If you have any questions or concerns, please do not hesitate to contact us at pdaly@ocsta.on.ca and/or nmillanetti@ocsta.on.ca.

MARIE PALOMBI
Ontario Catholic School Trustees' Association
1804 – 20 Eglinton Avenue West
Toronto, ON M4R 1K8
416-932-9460 Ext. 234 | Website: www.ocsta.on.ca



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Memorandum to: Member organizations of the Ministry Initiatives Committee

Date: April 4, 2022

From: Yael Ginsler

Assistant Deputy Minister Student Achievement Division

Denys Giguère

Assistant Deputy Minister

French-Language Teaching, Learning and Achievement Division

Subject: Consultation on Right to Read Recommendation: Early Reading

Screening, Assessment, and Identification

On February 28, 2022, the Ontario Human Rights Commission released its Right to Read inquiry report, which recommends the ministry mandate early, evidence-based screening on foundational reading skills and require school boards to screen all students twice a year from Kindergarten to Grade 2. The report also recommends providing stable, enveloped yearly funding for evidence-based screening, and comprehensive, sustained and job-embedded professional learning on the specific screening tools. Further recommendations propose communication with students and parents about when and what intervention will be provided if the student is identified as at risk for reading difficulties.

We are inviting education partners to provide their input regarding the implications for implementing the OHRC's recommendations regarding early screening.

The ministry is seeking input on the following questions:

- Mandatory for K-2: What are the considerations, for mandating screening for students in Kindergarten – Grade 2 from the perspective of your organization?
- **Frequency:** Would your organization support screening twice a year? If not, what alternative(s) would you recommend?
- **Data collection:** How might data be gathered to best support student reading progress across grades, and potentially schools/boards?
- Usage: How might data be used to inform implementation of reading interventions?
- **Equity considerations:** How can we ensure that groups of students are not adversely affected by overidentification or under-identification?
- **Professional learning:** What are the considerations for identifying and supporting teacher learning needs?
- Other: Is there anything else you would like to comment on as the Ministry considers the implementation of screening tools for students?

Please see the additional information provided in the attached Consultation Guide. To ensure the feedback from your organization is considered, please forward your electronic submission by June 30, 2022 at 4:00 pm to casspb@ontario.ca. If you have questions about this consultation, please send them to the email address noted above no later than April 20, 2022.

Thank you for your ongoing support.

Sincerely,

Yael Ginsler Assistant Deputy Minister Student Achievement Division

Denys Giguère Assistant Deputy Minister French-Language Teaching, Learning and Achievement Division

Consultation Guide to Support Early Reading Screening

About this Consultation

On February 28, 2022, The Ontario Human Rights Commission (OHRC) released its report on the Right to Read. The report made 157 recommendations to the Ministry of Education and other partners to help address disparities in learning achievement among students—including those facing reading disabilities and other barriers to reading success. The report makes recommendations on implementing mandatory screening of all Kindergarten to Grade 2 students, among other recommendations.

According to the Education Quality and Accountability Office most recent report indicates 25 percent of Grade 3 students in Ontario did not meet provincial expectations in reading. The OHRC report states that around half of students in special education (excluding gifted), do not meet provincial standards in grade 3 and 6 reading and students who are Black, Indigenous or come from lower socioeconomic backgrounds are under-performing. Learning disruptions as a result of the COVID-19 pandemic have further created a critical need for learning recovery supports, particularly for students who face additional barriers. Research shows that when reading interventions are early, evidence-based, fully implemented, and closely monitored, they are highly effective in reducing reading failure.

The ministry is interested in hearing from education partners regarding implications for implementing the OHRC's recommendations regarding early screening. The ministry is committed to supporting all students in learning to read and recognizes that understanding where students are in their learning is critical.

The OHRC's report on the Right to Read recommends the Ministry mandate early, evidence-based screening on foundational skills and require school boards to screen all students twice a year from Kindergarten to Grade 2 (Ontario Human Rights Commission, 2022). Recommendations 59-67 and 81 related to screening emphasize:

- Focusing the assessment content on foundational skills focused on word-reading accuracy and fluency (60).
- Ensuring that early scientifically validated screening and evidence-based interventions are equally implemented within French-language instruction (61).
- Revising PPM 155: Diagnostic assessment in support of student learning to reflect the current scientific research consensus on early identification of students at risk for reading disabilities (62).
- Collecting data on the selected screening tools to improve accountability, and ensure clear standards are in place to communicate with students and parents about the screening tool, the timing, and how to interpret the results (63, 64).

- Using results to communicate when and what intervention will be provided if the student is identified as at risk for reading difficulties and not use the results of screening to performance manage teachers (64, 65).
- Implementing stable, enveloped yearly funding for evidence-based screening, and comprehensive, sustained and job-embedded professional learning on the specific screening tools (59, 66).
- Mandating that school boards track the effectiveness of interventions for individual students through standardized individual assessments/progress monitoring and require school boards to input this data into a centralized system and break down the information by demographics to identify and address any equity gaps (81).

Goal

The government is committed to discussing early reading screening, through a consultation process that allows partners, including labour partners, to provide the benefit of their expertise, experience, and ideas to determine options for implementing the OHRC's recommendations on early screening to support students' reading skills.

Consultation Questions

The Ministry is seeking input on the following:

- **Mandatory for K-2:** What are the considerations for mandating screening for Kindergarten to Grade 2 from the perspective of your organization?
- **Frequency:** Would your organization support screening twice a year? If not, what alternative(s) would you recommend?
- **Data collection:** How might data be gathered to best support student reading progress across grades, and potentially schools/boards?
- Usage: How might data be used to inform implementation of reading interventions?
- **Equity considerations:** How can we ensure that groups of students are not adversely affected by overidentification or under-identification?
- Professional learning: What are the considerations for identifying and supporting teacher learning needs?

• Other: Is there anything else you would like to comment on as the Ministry considers the implementation of screening tools for students?

In order to ensure the feedback from your organization is considered, please forward your electronic submission by June 30, 2022, at 4:00pm to: casspb@ontario.ca. If you have questions about this consultation, please send them to the email address noted above no later than April 20, 2022.

References

Ontario Human Rights Commission. (2022). *Right to Read: Inquiry Report.* Toronto. Retrieved from https://www.ohrc.on.ca/en/right-to-read-inquiry-report/early-screening

From: <u>Loretta Notten</u>
To: <u>Alice Figueiredo</u>

Subject: FW: 2022 Catholic Trustee Election Resources

Date: Thursday, April 7, 2022 5:23:30 PM

Importance: High

From: OCSTA - Sharon McMillan < SMcMillan@ocsta.on.ca>

Sent: Thursday, April 7, 2022 1:22 PM

To: OCSTA - Sharon McMillan < SMcMillan@ocsta.on.ca>

Subject: 2022 Catholic Trustee Election Resources

Importance: High

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To: All Catholic Trustees Cc: Directors of Education

Good afternoon:

Catholic Trustees play a key leadership role in setting the strategic direction for their local Catholic school boards and supporting efforts to enhance academic achievement and well-being of students. That is why educating potential trustee candidates and encouraging civic engagement is so important.

With the Nomination and Campaign Period for the next Municipal Election beginning early next month on May 2, we wanted to let you know the following resources are now available for Catholic school boards and their communities. This includes OCSTA publications and many updated resources from the Ontario Education Services Corporation. OESC, on behalf of the four school board/trustee associations, is coordinating a series of resources to support trustee candidates and communities in the upcoming October 24, 2022 Municipal and School Board Elections:

- Becoming a Catholic Trustee https://www.ocsta.on.ca/ocsta/wp-content/uploads/2019/06/Becoming-a-Catholic-School-Trustee.pdf
- Making a Difference: Running for Election as a School Board Trustee a PDF guide
- Printable public awareness posters to encourage nominations and get out the vote
- A revised and updated school board elections website
- Catholic Education Brochure: https://www.ocsta.on.ca/ocsta/wp-

<u>content/uploads/2019/10/Ontarios-Publicly-Funded-Catholic-Schools-175-Years-of-Success-Brochure.pdf</u>

- Catholic Ratepayer Brochure: https://www.ocsta.on.ca/ocsta/wp-content/uploads/2020/04/OCSTA-Brochure.pdf
- A website button (attached) that can be linked to https://elections.ontarioschooltrustees.org/.

The website (developed and managed by the Ontario Education Services Corporation – OESC) includes an overview of the role of trustees, how to become a trustee, how to vote, education in Ontario, as well as archived 2018 and 2014 election information and results. As 2022 candidates provide information, it will be added to the revised website.

Additional important notes:

• Similar to past elections, please share the following information with all school board candidates when they pick up their nomination forms and/or are seeking information.

All candidates are welcome to submit their profiles to TrusteeCandidateInfo@oesc-cseo.org. Please include your name, school board and ward. You may also include a photo, a brief biography, your social media handles, email address and website URL with your profile.

- Please use the attached website button on your board website if possible, with a link to https://elections.ontarioschooltrustees.org/
- We would appreciate your assistance in sending this information to the following contacts: PICs, SEACs, Catholic School Councils, parent and community groups, and your Catholic school board equity leads.

Thank you for your continued support.

OCSTA Communications

Sharon McMillan

DIRECTOR OF COMMUNICATIONS

Ontario Catholic School Trustees' Association <u>www.ocsta.on.ca</u>

Cell: 416.460.7937 T: 416.932.9460 ext. 232

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April 14, 2022

Box 2064, Suite 1804 20 Eglinton Avenue West Toronto, Ontario M4R 1K8 T. 416.932.9460 F. 416.932.9459 ocsta@ocsta.on.ca www.ocsta.on.ca

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

MEMORANDUM

TO: Chairpersons and Directors of Education

- All Catholic District School Boards

FROM: Anne O'Brien, Director of Catholic Education

SUBJECT: REVISED TIME: Catholic Education Week 2022 – Province-Wide Mass

We are pleased to announce that His Eminence, Thomas Cardinal Collins will be celebrating the Catholic Education Week Mass scheduled for **Wednesday**, **May 4**, **2022 at 10:00 a.m. EST**. All students, families, board staff, trustees, and the broader Catholic community are invited to participate "virtually" in this celebration of the Eucharist.

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

Following is the link to view the Provincial Mass live-stream from St. Michael's Cathedral: https://www.stmichaelscathedral.com/live/.

Thank you.





Number: II 015
Subject: Ownership Linkage

Approval Date: November 29, 2010 Effective Date: November 29, 2010

Revised: May 27, 2013; May 25, 2015; October 30, 2017

ACCESSIBILITY:

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

POLICY STATEMENT:

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

Such opportunities will include, but not be limited to:

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









Report

Date:	April 25, 2022		
То:	Board of Trustees		
From:	Director of Education		
Subject:	Monitoring Report – IV 006 "Legal Responsibilities and Liabilities"		
Type of Repo	rt: Decision-Making Monitoring Incidental Information concerning day-to-day operations		
Type of Inform	mation: ☐ Information for Board of Trustees Decision-Making ☐ Monitoring Information of Board Policy IV 006 ☐ Information only of day-to-day operational matters delegated to the CEO		

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

This report will provide Trustees with information to assess the Director of Education's compliance with Board Policy IV 006 "Legal Responsibilities and Liabilities".

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

Executive Limitation IV 006, "Legal Responsibilities and Liabilities"

Alignment to the MYSP:

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

Background/Comments:

Policy Statement:

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

Definition:

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

Evidence:

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







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

Management works closely with:

- 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
- Ontario School Boards' Insurance Exchange
- employee groups
- legal firms
- other school boards

to ensure operational practices are in alignment with expectations set out in legislation and in common law, and equally as important, that leading practices are employed throughout the organization.

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

Management maintains a comprehensive all-risks insurance policy with the Ontario School Boards' Insurance Exchange. This policy provides coverage for almost every claim submitted to the Board.

For those claims not covered by insurance, management provides the Board of Trustee's Audit Committee with a summary of outstanding claims against the Board where financial exposure may exist. With this listing, management provides an opinion on the veracity of each claim as well as a potential liability amount. Where claims are likely to be payable and can be estimated, amounts are set aside at year end to manage these future costs.

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

- One claim from alleged incidents from the early 1960s
- One claim from a subcontractor who performed work for a general contractor at a WCDSB site
- Details of a potential future claim in relation to alleged incidents from the mid-1970s.

In each case, staff evaluate the issues, assess likely outcomes, and attempt to resolve issues with the complainant(s). If a liability is confirmed, it is satisfied as required.

Recommendation:

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 006 for the 2021-22 school year.

Prepared/Reviewed By: Loretta Notten

Director of Education

Shesh Maharai

Executive Superintendent of Corporate Services







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









Date:	April 25, 2022		
То:	Board of Trustees		
From:	Director of Education		
Subject:	Monitoring Report – IV 008 "Financial Conditions and Activities"		
Type of Repo	rt: [Decision-MakingMonitoringIncidental Information concerning day-to-day operations	
Type of Inform	_	☐ Information for Board of Trustees Decision-Making ☐ Monitoring Information of Board Policy IV 008	

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

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

This report will provide Trustees with information to support decision-making on the Director of Education's compliance with Board Policy IV 008 "Financial Conditions and Activities".

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

Executive Limitation IV 008, "Financial Conditions and Activities"

Alignment to the MYSP:

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

Background/Comments:

Policy Statement:

Policy Statement:

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

Definition:

This policy statement is defined to mean that management will engage in active monitoring of the approved annual school year budget including ongoing analysis of financial activity, development of regular forecasts of revenues and expenditures, and provision of financial reports to both the Board's Audit Committee and Board of Trustees.







Similarly, the CEO shall not make decisions that will create financial hardship, annual in-year deficits, or structural deficits.

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

Evidence:

Management engages in active and regular analysis of financial activity as part of its operations. Formal forecasts are prepared and submitted to the Audit Committee on a quarterly basis which summarize in a reader-friendly format how expenses are tracking against the approved budget. In addition to financial information, key drivers of revenue and expense are identified to ensure stakeholders are aware of any significant changes in expectations. These key drivers are enrolment and staffing changes.

Finally, appended to each quarterly financial forecast is a narrative outlining any areas of concern which may be affecting finances in a negative way, provincial issues with funding or expenses, how management is addressing any issues, and a summary of any deviations from the financial and system priorities set out in the approved board budget.

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

Quarter 1: January 24, 2022

Quarter 2: April 25, 2022 (part of today's Board Meeting Agenda)

Quarter 3: June 13, 2022 (scheduled)

Quarter 4: Presented as part of year end audit report in the fall of 2022

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

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

Definition:

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

Evidence:

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







From: Popov, Snezana <<u>Snez.Popov@cibc.com</u>>
Sent: Friday, April 15, 2022 2:52 PM
To: Laura Isaac <<u>Laura.Isaac@wcdsb.ca</u>>

Subject: RE: Line of Credit

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

Hi Laura,

Hope you are doing well.

The Board has a \$30 Million operating line of credit.

Please let me know if you need anything else.

Regards,

Snez

Snezana Popov, CPA CMA | Director & Team Leader | Public Sector and Not-for-Profit Group | Commercial Banking | CIBC 21 King St. W., Suite 300, Hamilton, ON L8P 4W7 | Tel: 905 572-3137 | Cell: 905 902-2855 | snez.popov@cibc.com



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From: Laura Isaac <\(\text{Laura.Isaac@wcdsb.ca}\)
Sent: Friday, April 15, 2022 8:38 AM
To: Popov, Snezana <\(\text{Snez.Popov@cibc.com}\)
</pre>

Subject: Line of Credit

[EXTERNAL]

Snez

For our annual monitoring report to Trustees, I just need confirmation from you as to what the Boards' available line of credit is.

If you could please let me know, that would be appreciated. Confirmation replying to this email is sufficient.

Thanks!

Laura Isaac

Senior Manager, Financial Services Waterloo Catholic District School Board 35 Weber St. W.

Kitchener, ON N2G 4G2 Phone: 519-578-3660 x2322

Web: www.wcdsb.ca

General Inquiries: Finance@wcdsb.ca







2. Use any reserves

Definition:

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

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

Evidence:

A report providing a summary of available operating reserves was provided to Trustees in December of 2021. Contained in that report were formal requests to use specific reserves.

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

- 1. That the CEO be given permission to use up to \$343,389 from the WSIB surplus to service WSIB related costs.
- 2. That the CEO be given permission to use up to \$241,870 from the Student Support Fund surplus to offset related costs.

No other amounts have or will be used from reserves for the 2021-22 school year.

3. Acquire, encumber or dispose of real property

Definition:

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

Evidence:

On January 24, 2022, a report was brought to Trustees outlining recent and future property transactions.

In February of 2022, Trustees approved the purchase of land for the Board's new Rosenberg School in south west Kitchener and for the purchase of land in relation to a shared campus build in south east Cambridge.

Details of a lien placed on one of WCDSB's properties were brought to an Audit Committee meeting in April 2022. The lien has since been removed.

There were no other acquisitions, dispositions, or encumbrances placed on WCDSB's properties during 2021-22.

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





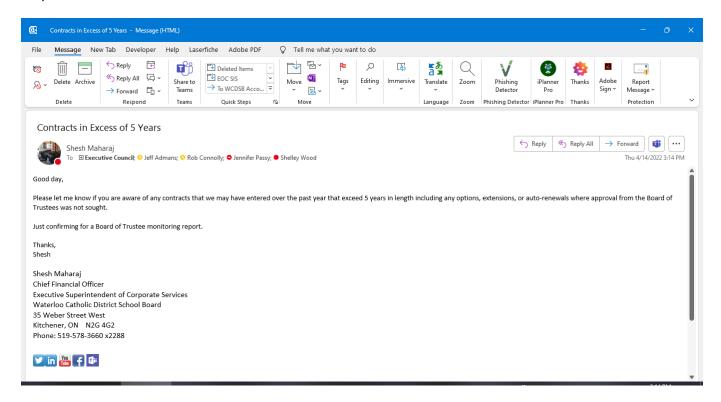


Definition:

This policy provision is defined to mean that any contract that exceeds 5 years in length including any extensions, renewals, and options, must be formally approved by the Board of Trustees.

Evidence:

Management has conducted a review of all contracts signed since September 2021 and none exceed the specified 5 year period. This information was verified through inquiries of senior management and corporate leaders.



Responses to this e-mail confirmed compliance and are available upon request.

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

Definition:

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

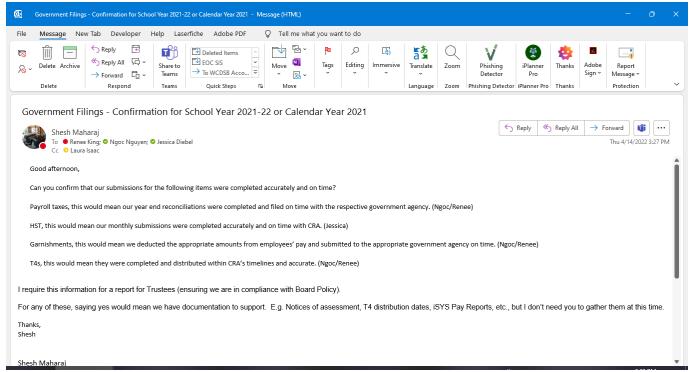
- Payroll taxes Canada Pension Plan (CPP), Employment Insurance (EI), Employer Health Tax (EHT)
- Harmonized Sales Tax (HST) returns
- Payroll garnishments
- T4s







Evidence:



Responses from the staff in this e-mail were received confirming compliance and are available upon request.

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

Definition:

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

Evidence:

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

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







One payment dispute was brought to Audit Committee's attention in April of 2022 which related to a subcontractor of a WCDSB general contractor indicating they were not paid. This has since been resolved. The subcontractor also performs work directly for WCDSB and continued to deliver services during the dispute period.

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

Definition:

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

Evidence:

PricewaterhouseCoopers (PwC) completed their audit of the 2020-21 financial statements in November 2021. In their findings report (presented to Audit Committee in a closed meeting), no commentary was offered regarding control deficiencies on cash handling and management of cash. Further, there were no qualifications on the <u>audit opinion</u> provided by PwC that relate to management of funds.

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

Definition:

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

Evidence:

APO 006 "Purchasing Procedures" contains the following sections which address this policy provision:

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

<u>APB 011 "Signing Authorities"</u> provides information to stakeholders on who has the authority to sign on behalf of the Board (where Board of Trustee approval is not required).

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

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







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

Definition:

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

Evidence:

Management is not aware of any contract or grant that does not align with the Board's values or Catholic faith.

The MYSP is used as an important primary decision filter for new contracts. Any arrangements that fall outside of the scope of normal activities are brought forward for review at an Executive Council meeting, which ensures the partners and funders we work with align with our shared values.

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

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

Definition:

This policy provision is defined to mean that strong internal controls and supports must be in place to guide staff and stakeholders in their efforts to increase the resources available for students. Further, in addition to published ethical standards, a culture of responsibility and resource stewardship is required to mitigate the risk of fraud, theft, and misappropriation of assets.

Evidence:

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

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

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

Ethical resources made available to staff and stakeholders include:

- The WCDSB Professional Standard of Ethics
 - https://www.wcdsb.ca/wp-content/uploads/sites/36/2017/03/WCDSB-Professional Standards of Ethics.pdf
- APB 006 "Fraud and Accountability Management"
 - https://www.wcdsb.ca/about-us/policies-and-administrative-procedures/fraud-and-accountability-management-apb006/







Recommendation:

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 008 for the 2021-22 school year.

Prepared/Reviewed By: Loretta Notten

Director of Education

Shesh Maharaj

Executive Superintendent of Corporate Services

*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."







Appendix A

Cash Handling

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

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

The Board has the ability to accept funds via online banking, pre-authorized withdrawal or credit card. These notifications are received by the Accounts Receivable Officer and entered into NAV via journal entry approved by the Accounting Supervisor. Schools are also trying to eliminate cash and cheques from parents by using an online payment module called School Cash Online. This allows families which are registered to submit online payments to the schools for items which the school has set up. Where cash or cheques are received, the schools have a "cash received" form which must be completed by the person collecting the cash (usually the teacher). The form and cash is then taken to the Administrative Assistant in the office who verifies the amounts indicated on the cash received form. The Administrative Assistant then signs off on the form and puts the funds and form in the safe until the deposit is completed. Deposits are generally completed weekly however where there are minimal funds, this time may be extended. The Principal does not sign or review the deposit prior to it being taken to the bank unless anomalies are found.

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











Date: April 25th, 2022 To: **Board of Trustees** From: Director of Education Subject: Communication and Support to Board IV 012 Type of Report: **Decision-Making** Monitoring Incidental Information concerning day-to-day operations Type of Information: Information for Board of Trustees Decision-Making Monitoring Information of Board Policy IV 012 Information only of day-to-day operational matters delegated to the CEO

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

Executive Limitation IV 012 Communication and Support to the Board

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

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

Alignment to the MYSP:

Nurturing Our Catholic Community

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

Background/Comments:

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

CEO Interpretation:

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

- a. Waterloo Catholic has a well-articulated Multi-Year Strategic Plan, with three strategic priorities, six strategic directions and seventeen aligned goals that map to the desired priorities. This plan has been approved by trustees and well referenced in all meetings of the Board.
- b. Each month reports are brought forward that map back to the Multi-Year Strategic Plan and in each case the specific strategic Direction and Goal that is addressed by the report is identified. Greater emphasis has been placed in the past year in ensuring that KPIs identified in the MYSP are clearly identified in the regular updates to Board.
- c. Each Year a Director's Annual Report is provided in compliance with section 169.1 of the Education Act, with an increased focus on providing relevant evidence mapped to our strategic priorities, directions and goals. Trustees have opportunity when that report is presented to assess to what degree priorities are being met and to clarify any points of understanding. It is also a public document shared broadly with stakeholders so the work of trustees as governors is widely understood.
- d. In June of each year, a MYSP Annual Report will be provided, giving a "report card" on system progress on Strategic Directions and goals articulated in the MYSP. The report is typically informed by system stakeholder survey feedback (in years when the system survey is administered), strategic actions completed and evidence that staff can identify as progress against articulated goals.
- e. Throughout the time of the pandemic the CEO has provided regular updates to trustees. This has included daily case management reports, in time updates on relevant Ministry or government direction, as well as Public Health guidance or answers, and monthly updates at Board meetings regarding all significant developments of the past month.
- f. As trustees flag any questions or concerns that are brought to them from a constituent or parent in the community, the matter is promptly clarified and/or responded to, and in most cases quickly resolved, by the Director or her designate (relevant superintendent).
- g. Any trustee inquiry or motion which is brought to Board and for which there is consensus to proceed, results in a further report back to the Board.
- h. The Chair of the Board is always supported by the CEO (and/or her designate) in any media inquiry where a statement is required. Minimally with background and often in assisting with the specific recommended response.
- i. The statutory committees are used to bring forward all relevant information and concerns.
- Trustees benefit from the services of the Executive Assistant to the Director and Trustees, and the CEO ensures that trustees are registered for any and all PD and AGM



- sessions to which they are entitled to attend and for which they express interest.
- k. Trustees receive in a timely manner all communication that are received from OCSTA and they are further included in each meeting package so that there is no opportunity to miss all relevant communications that come to the m from the trustee association.

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

1. Neglect to submit monitoring data required by the board that is timely, accurate, understandable, and directly addresses provisions of board policies being monitored

CEO Interpretation:

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

- a. As noted above monitoring reports are received in three formats: the June report card, the December's Director's Annual Report and every report that comes to Board that clearly identifies the goal to which it maps and includes metrics to map back to that goal.
- b. (In addition to items above), Per discussions and plan developed at Governance Committee, Monitoring reports on Section IV policies are brought forward over the course of the year. Evidence is embedded within those monitoring reports to provide trustees with the confidence that adherence to the policies is being observed and achieved.
- c. Any exceptions to policy are brought to the Board's attention either in public session or In Camera as is appropriate.
- 2. Let the board be unaware of relevant trends, anticipated adverse media coverage, threatened or pending lawsuits, material external and internal changes, particularly changes in the assumptions upon which any board policy has previously been established.

CEO Interpretation:

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

- a. The Director of Education provides trustees proactive communication in regards to any matter that is likely to garner media attention or that will be of general interest or concern, including but not limited to lawsuits, budget, material staffing or operational/procedural changes.
- b. Trustees are provided in a timely manner, with all relevant media stories where Waterloo Catholic is mentioned or profiled.



- c. As noted above, the CEO or her designate responds directly to many media inquiries but also ensures that the trustees, and specifically the Chair of the Board, is supported in providing media statements/responses to inquiries that are received.
- d. Within the context of the Audit Committee information is provided regarding any risk or liability to the board and its assets.
- 3. Deny the board access to, or be uninformed by, a range of relevant perspectives, including staff and external viewpoints, as needed for fully informed board decisions.

CEO Interpretation:

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

- a. A system survey related to the MYSP has allowed all Waterloo Catholic stakeholders to comment on all of our strategic goals and that feedback in turn is provided to Trustees as one of the filters applied to the June MYSP report card. That survey has just closed for the 2021-2022 school year and will help to inform the June 2022 report card and thus trustees will be provided with the breadth of stakeholder viewpoints.
- b. In the 2019-2020 school year, the WCDSB invested in *Thought Exchange*. The product does allow us to garner stakeholder feedback on any number of issues or events, including system wide consultations on significant occurrences, such as major boundary reviews and distance learning due to COVID-19.
- c. Further, a number of system surveys are used to inform Board reports and decision making, including but not limited to the WCDSB Budget Survey, Facilities Condition Survey, the School Climate Survey, the student grade 9 Transition Survey, staff wellness survey and EDI data, as well as the staff and student census.
- d. The Board has hired a researcher and a junior data analyst. Both are instrumental in preparing many reports that come to board and in addition to internal data and insights, external research is also used to inform reports as relevant.
- e. Further, both the Director and senior staff participate in provincial and Diocesan networks, and bring the opinions, research and intelligence gained in those networks to our decisions and as needed to the attention of Trustees.

Recommendation:

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