



Board of Trustees' Board Meeting

Date: Monday, June 13, 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, 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	Resurrection CSS Students		
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.	Resurrection CSS Students		
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest	Individual Trustees		
1.4.1 From the current meeting			
1.4.2 From a previous public or in-camera meeting			
1.5 Items for Action: N/A			
2. Consent Agenda: Director of Education (e.g.: day –to –day operational matters from the Ministry of Education that the Board is required to do)			

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board (Minutes of meetings, staff report)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Board of Trustee's Meeting – May 30, 2022 3.1.2 Special Board of Trustees Meeting – June 6, 2022 3.2 SEAC Minutes- May 18, 2022 3.3 SEAC Minutes – June 1, 2022 3.4 Interim Financial Report #3 3.5 Audit Committee Minutes- April 5, 2022	Board of Trustees Board of Trustees Board of Trustees Board of Trustees Board of Trustees Board of Trustees	pp.4-8 pp.9-11 pp.12-14 pp.15-17 pp.18-22 pp.23-24	Approval Approval Information Information Information Information
4. Delegations/Presentation			
4.1 John Sweeney Award Presentation	B. Schmalz		Information
5. Advice from the CEO			
5.1 Director's Monthly Report 5.2 Student Census Update 5.3 Proposed 2022-23 School Year Budget 5.4 MYSP Report	L. Notten J. Ritsma/L. Garrioch S. Maharaj L. Notten	pp.25-27 pp.28-39 pp.40-41 pp.42-124	Information Information Discussion Approval
6. Ownership Linkage (Communication with the External Environment)			
7. Reports from Board Committees/Task Forces			
7.1 Student Trustee Update 7.2 Pastoral Care Committee Annual Report 7.3 Linkages Committee Annual Report 7.4 Governance Committee Annual Report	S. Simoes, S. Wilson W. Price T. Weiler B. Schmalz	pp.125-127 pp.128-129 pp.130-131 pp.132-133	Information Information Information Information
8. Board Education (at the request of the Board)			
8.1 Chair's Report 8.2 OCSTA/CCSTA Communications	Chair Chair	pp.134 pp.135-165	Information Information
9. Policy Discussion			
10. Assurance of Successful Board Performance			
10.1 Board Policy Review 10.1.1 Board Policy II 001 General Governance Commitment Is there a need to review the Policy? 10.1.2 Board Policy II 009 Board Committee Principles Is there a need to review the Policy? 10.1.3 Board Policy II 010 Board Committee Structure Is there a need to review the Policy?	Board of Trustees B. Conway S. Nash	pp.166-168 pp.169 pp.170	Approval Approval Approval
11. Assurance of Successful Director of Education Performance			
11. Monitoring Reports 11.1.1 Board Policy IV 001 - General Executive Limitation 11.1.2 Board Policy IV 002 - Treatment of Public 11.1.3 Board Policy IV 003 - Treatment of Students 11.1.4 Board Policy IV 007 Monitoring Report and 2022-23 Budget Approval	L. Notten L. Notten L. Notten S. Maharaj	pp.171-173 pp.174-177 pp.178-183 pp.184-188	Approval Approval Approval Approval

ITEM	Who	Agenda Section	Method & Outcome
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): <ul style="list-style-type: none"> June 15: Resurrection Convocation June 21: St. Mary's Convocation June 23: Monsignor Doyle Convocation June 27: St. Benedict Convocation June 28: St. David Convocation Sept 12: Committee of the Whole 	Chair	--	Information
13.3 Pending Items: 13.4 Pending Items for OCSTA Consideration	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
14. Items for the Next Meeting Agenda	Trustees		
N/A	Board of Trustees	--	Information
15. Adjournment Confirm decisions made tonight	Director of Education		
15.1 Confirm Decision made tonight	Recording Secretary	--	Information
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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



Board of Trustees' Board Meeting

A public meeting of the Board of Trustees was held Monday, May 30, 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, Tracey Weiler

**Via Teams*

Student Trustees Present:

Sarah Simoes, Sarah Wilson

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:

Melanie Van Alphen (Leave)

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 6:05 p.m.

1.1 Opening Prayer & Memorials

The meeting opened with prayer by Trustee Price.

1.2 Territorial Acknowledgment

Declared by Chair of the Board.

1.3 Approval of Agenda

Chair Gravelle noted amendment to agenda, 3.6 should be noted for approval not information.

**2022-63 It was moved by Trustee Roach and seconded by Trustee Weiler:
THAT the agenda for Monday, May 30, 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:

2022-64 It was moved by Trustee Conway and seconded by Trustee Price:

That the Items for Action regarding:

- In-camera meeting of May 9, 2022, regarding HRS Matters
- In-camera meeting of April 25, 2022, regarding HRS matters & Awards, 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)

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Board of Trustee's Meeting – April 25, 2022

3.1.2 Special Board of Trustees Meeting – May 9, 2022

3.2 2022-2023 Board Meeting Dates

3.3 CPIC Minutes – February 23, 2022

3.4 SEAC Minutes – April 6, 2022

3.5 2022-2023 Estimates Budget Update

3.6 Governance Minutes – Mar. 21, 2022

3.7 Governance Minutes – May 16, 2022

Chair Gravelle noted that a couple items will be pulled out of consent agenda for discussion. Trustees discussed Board meeting dates for 2022-2023 specifically the October Board meeting date as it lands on Halloween or the October 24th municipal election date. After discussion, Trustees decided on Tuesday, October 25th as the October Board date. Also of note, Monday, June 5th (not 6th as noted) will be the Special Board Budget presentation in 2023.

The Governance Minutes of March 21st and May 16th will be discussed after 9.1, By-law Amendments, from the Governance Committee.

2022-65- It was moved by Trustee Price and seconded by Trustee Weiler:

THAT the Consent Agenda Board of Trustees and the recommendations contained therein be now approved with the amendment of Tuesday, October 25, 2022, as the Board meeting and Monday, June 5, 2023.

--- 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.

5.2 Multi-Year Capital Renewal Plan

Superintendent Maharaj introduced the Multi-Year Capital Renewal Plan and introduced presenter Terri Pickett, Senior Manager of Facility Services. Presentation discussed funding sources, development of the plan and upcoming capital projects.

Mrs. Pickett was acknowledged for her years of services as she will be retiring at the end of the school year.

5.3 Energy Conservation Plan

Superintendent Maharaj introduced the Energy Conservation Plan and presenter Ronnie Magar, Construction Coordinator. Presentation included energy consumption data, goals, and upcoming projects. Trustees asked clarifying questions.

5.4 2022 Abridged Long Term Accommodation Plan

Superintendent Maharaj introduced the 2022 Abridged Long Term Accommodation Plan and presenter Jennifer Passy, Manager of Planning. Presentation discussed plan Highlights, Enrolment projections, Community Planning/Facility Partnerships Evaluations, Accomplishments, Submitted Capital Priorities, Ministry Approvals and future priorities. Approval of the 2022 Abridged Long Term Accommodation Plan was being sought by Trustees. Trustees provided feedback and Chair Gravelle requested a mover and seconder.

2022-66- It was moved by Trustee Price and seconded by Trustee Schmalz:

That the Board of Trustees approve the “2022 Abridged Long Term Accommodation Plan.”

--- Carried by consensus.

5.5 Special Education Update/Plan

Superintendent Foran presented the Special Education Update to Trustees. Presentation discussed Achievement Gap, Staff Professional Development, SEA Device Data, celebrations, and additional support for summer 2022. Trustees asked clarifying questions and provided feedback.

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

7. Reports From Board Committees/Task Forces

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

Congratulations was giving to Sarah Wilson for being awarded with the Schulich Leader Scholarship from the University of Waterloo.

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 May.

8.2 OCSTA/CCSTA Communications

Trustee discussed OCSTA communications.

9 Policy Discussion

9.1 By-law Revisions

Chair Gravelle read all the By-law recommendation from the Governance Committee and deemed them to be read three times. Chair Gravelle requested a mover and seconder.

2022-67- It was moved by Trustee Conway and seconded by Trustee da Silva:

That the Board of Trustees approve the recommendations to the by-laws from the Governance Committee.

--- Carried by consensus.

Chair Gravelle brought forward the Governance minutes for approval.

2022-68- It was moved by Trustee Schmalz and seconded by Trustee Weiler:

THAT the Governance minutes of March 21, 2022, and May 16, 2022, be now approved.

--- Carried by consensus.

10 Assurance of Successful Board Performance

10.1 Board Policy Review

10.1.1 Board Policy II 011 Student Representation on the Board - Is there a need to review the Policy?

Trustee Conway confirmed review of Board Policy II 011 Student Representation on the Board and confirmed compliance.

2022- 69 -- It was moved by Trustee Conway and seconded by Trustee Price:

THAT the Board of Trustees reviewed Board Policy II 011 Student Representation on the Board and find that the Board is in compliance.

--- Carried by consensus.

There is no need to review the policy.

10.1.2 Board Policy II 012 Student Trustee Role Description - Is there a need to review the Policy?

Trustee da Silva confirmed review of Board Policy II 012 Student Trustee Role Description and confirmed compliance.

2022-70 -- It was moved by Trustee da Silva and seconded by Trustee Schmalz:

THAT the Board of Trustees reviewed Board Policy II 012 Student Trustee Role Description and find that the Board is in compliance.

--- Carried by consensus.

Student Trustees noted that in their opinion review of policy not necessary.

10.1.3 Board Policy III 001 Global Governance-Management Connection - Is there a need to review the Policy?

Chair Gravelle confirmed review of Board Policy III 001 Global Governance-Management Connection and confirmed compliance.

2022- 71 -- It was moved by Trustee Gravelle and seconded by Trustee Conway:

THAT the Board of Trustees reviewed Board Policy III 001 Global Governance-Management Connection and find that the Board is in compliance.

--- Carried by consensus.

It was confirmed that there was no need to review the policy.

10.2 Student Trustee Feedback

Student Trustee Feedback was discussed. Comments include that mentoring could be done earlier in the year and in-person so they get a better handle of the role earlier in the school year. Student Trustee Wilson noted that other Boards have an additional Indigenous student trustees on the Board.

10.3 Board of Trustees Self-Evaluation

Trustee discussed the Self-Evaluation. Trustees commented that it would helpful if new incoming Board reviewed comments as they discuss work of the Board.

11 Assurance of Successful Director of Education Performance

11.1.1 Treatment of Staff – Monitoring Report IV – 004

Superintendent Connolly presented a report on Treatment of Staff and sought approval. Trustees asked clarifying questions and provided feedback including whether there is data on how staff feel about the future, this was taken into consideration. Trustees also discussed workload impact, staff moral and how they can lobby these issues at OCSTA.

2022-72 -- It was moved by Trustee Conway and seconded by Trustee da Silva:

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

--- Carried by consensus.

11.1.2 Asset Protection – Monitoring Report IV – 009

Superintendent Maharaj presented a report to Trustees on Asset Protection with recommendations that the report be approved demonstrating compliance. Chair read recommendations and requested mover and seconder.

2022-73 -- It was moved by Trustee Price and seconded by Trustee Schmalz:

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 009 for the 2021-22 school year.

--- Carried by consensus.

12 Potential Agenda Items

13 Announcements

13.1 Upcoming Meetings/Events

Trustees 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, Private

**2022-74-- It was moved by Trustee Price and seconded by Trustee da Silva:
THAT the meeting be moved into Private, Private, Private at 8:44 p.m.
--- Carried by consensus.**

**2022-75-- It was moved by Trustee Conway and seconded by Trustee Price:
THAT the Board of Trustees Rise and Report at 9:37 p.m.
--- Carried by consensus.**

16 Closing Prayer

17 Motion to Adjourn

**2022-76-- It was moved by Trustee da Silva and seconded by Trustee Schmalz
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:38 p.m.**

Chair of the Board

Secretary



Board of Trustees' Board Meeting

A public meeting of the Board of Trustees was held Monday, June 6, 2022, at 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

Trustees Present:

Bill Conway, 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:

Manuel da Silva

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 video by John Murphy and prayer led by Trustee Price.

1.2 Territorial Acknowledgment

Declared by Chair of the Board.

1.3 Approval of Agenda

**2022-77 It was moved by Trustee Conway and seconded by Trustee Schmalz:
THAT the agenda for Monday, May 30, 2022, 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:

2022-78 It was moved by Trustee Conway and seconded by Trustee Weiler:

That the Items for Action regarding the In-Camera meeting of May 30, 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)

4 Delegations

5 Advice from the CEO

5.1 Middle Years Index and Student Well-Being

Superintendent Merkel introduced the Middle Years Index and Student Well-Being report along with presenter, Kelly Roberts, Research Co-ordinator. The presentation discussed School Climate Survey data including risk factors, focus, school reporting and action. Trustees asked clarifying questions and provided feedback.

5.2 Proposed 2022-23 School Year Budget

Superintendent Maharaj introduced the Proposed 2022-23 School Year Budget along with presenters, Renee King, Manager of Budget and Financial Reporting and Laura Isaac, Senior Manager, Financial Services. The Board of Trustees were presented with a \$333.6 Million Balanced Budget. Key funding areas of the operating budget include Learning Services — \$215.9 M, Special Education — \$40.2 M, School Operations & Maintenance — \$27.2 M, Student Transportation — \$7.9 M, Adult & Continuing Education — \$9.5M and Board Administration — \$11.2M. The 2022-23 budget has the dual aim of both helping schools recover a sense of normalcy following the tumultuous 2 years of the COVID-19 pandemic, while also seizing on myriad new opportunities for innovation as we move forward in a vastly changed educational landscape.

Trustees asked clarifying questions and provided feedback. Proposed budget will be brought back to Board on June 13, 2022 for approval by Trustees.

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

7. Reports From Board Committees/Task Forces

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

8.1 OCSTA/CCSTA Communications

Trustee discussed OCSTA communications.

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

Trustees 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

16 Closing Prayer

17 Motion to Adjourn

2022-79-- It was moved by Trustee Price and seconded by Trustee Conway

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:26 p.m.

Chair of the Board

Secretary



SEAC Committee Meeting Minutes

Date& Time:	May 18, 2022, at 6:00 p.m.
Location:	Teams Meeting
Next Meeting:	June 1, 2022
Committee Members: Kim Murphy, John Gilbert, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Sue Simpson, Cindy Benedetti Administrative Officials: Gerald Foran, Erin Lemak Regrets: Sue Simpson, Tracey Weiler, John Gilbert	

1. Opening Prayer Welcome	E. Lemak
2. Approval of Agenda Motion by: Kim Murphy Seconded: Jeanne Gravelle	
3. Declared Pecuniary Interest N/A	
4. Approval of the April 6th Minutes Motion by: Kim Murphy Seconded: Cindy Benedetti	
5. School System Operational Business 5.1. Special Education Budget Presentation <ul style="list-style-type: none"> Budget overview Grant Announcement Special Education funding Special Education expenditures Q&A Motion to accept 2022-2032 Special Education Budget Estimates as presented to SEAC Committee Motion: Karen Kovats Seconded: Cindy Benedetti Motion passed	R. King

<p>6. Ministry Updates (10 min)</p> <p>6.1. Tutoring funds received:</p> <ul style="list-style-type: none"> • Tutoring program started in our schools • Summer programs enhanced by these funds • Looking into option to hire private tutoring companies to support students this summer <p>6.2. Special Education Grant Funding Changes</p> <p>6.3. KCDSB letter to Minister of Education re: decrease in SIP claim funding</p> <p>6.4. YCDSB letter to Minister of Education re: decrease in SIP claim funding</p> <p>6.5. YCDSB letter to Minister of Education re: nurse shortages</p> <p>6.6. Letter from the Ministry of Education re: PPM 167</p> <p>6.7. NNDSV letter to Minister of Education re: providing on-line learning resources and platforms used to access these resources</p> <p>6.8. HWCDSB letter to the Ministers of Education and Health re: PPM 81</p> <p>6.9. UGDSB letter to the Ministers of Education and Health re: PPM 81</p> <p>6.10. SGDSB letter to the Minister of Education re: SEAC Virtual meetings</p>	<p>G. Foran</p>
<p>7. SEAC Committee Functions</p> <p>7.1. Feedback about the Paul Davis presentation.</p> <p>7.2. Unused funds Pro Grant- \$805 Takeaway: Contact Paul Davis regarding materials that could possibly be shared with the parents.</p>	<p>All</p>
<p>8. Policy Advice to the Board N/A</p>	
<p>9. Updates (20 minutes)</p> <p>FASD Presentation: May 19, 2022, at 6 p.m.</p> <p>9.1. Association Updates</p> <ul style="list-style-type: none"> • WWDSS Updates <ul style="list-style-type: none"> ➢ WWDSS continuing with online classes ➢ Speech & Music Social Group ➢ Cooking Class ➢ Teen a& Adult Hangouts • Evening Speaker Series that is Putting the Pieces Together Toward Independence in Self Care and Life Skills DATE: Thursday, May 26, 2022 TIME: 7pm – 9pm WHERE: ZOOM (A zoom link and password will be sent to those who register) COST: Members \$5 each, Non-Members \$15 each <p>Waterloo Wellington Down Syndrome Society: Evening Speaker Series PRESENTER: Sheri Martin Soosaar has been an Occupational Therapist for 30 years working for a variety of community and private practice organizations. DESCRIPTION: This is a workshop designed for families who would like to learn more about fostering self-help skills in their loved ones with Down syndrome. Sheri strongly believes in the importance of teaching building blocks of many skills to create a firm foundation upon which those skills can be developed. The building blocks featured in this workshop can be applied to self-care skills for any age group. Sheri will also touch on life skills such as taking the bus and money concepts. The key concepts that will be addressed are outlined below:</p> <ul style="list-style-type: none"> ➢ Sensory systems (including sensory processing challenges) 	

<ul style="list-style-type: none"> ➤ Gross motor skills ➤ Postural control/stability, muscle tone and strength ➤ Fine Motor ➤ Bilateral coordination/dexterity ➤ Self-Care skills: toothbrushing, toileting, grooming and dressing ➤ Life Skills (such as taking the bus, money concepts) <p>9.2. Trustee Updates</p> <ul style="list-style-type: none"> • Board of Trustees 	
<p>10. Pending Items</p> <ul style="list-style-type: none"> • June meeting to be held in person. 	
<p>11. Adjournment</p> <p>Motion by: Jeanne Gravelle Seconded: Karen Kovats</p>	
<p>12. Action Items Place Holder N/A</p>	



SEAC Committee Meeting Minutes

Date& Time:	June 1, 2022, at 6:00 p.m.
Location:	Teams Meeting
Next Meeting:	September 7, 2022
Committee Members: Kim Murphy, John Gilbert, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Sue Simpson, Cindy Benedetti	
Administrative Officials: Gerald Foran, Erin Lemak	
Regrets: Cindi Benedetti, Gillian Haden, Gerald Foran	

1. Opening Prayer Welcome	E. Lemak
2. Approval of Agenda Motion by: Jeanne Gravelle Seconded: Kim Murphy	
3. Declared Pecuniary Interest N/A	
4. Approval of the May 18th Minutes Amendment: Section 5: <i>Motion to accept 2022-2023 Special Education Budget Estimates as presented to SEAC Committee (update the year)</i> Motion to accept amended minutes: Kim Murphy Seconded: Jeanne Gravelle	
5. School System Operational Business <u>WCDSB Special Education Plan 2022-2023</u> <ul style="list-style-type: none"> Updated Special Education plan presented to the committee. Q&A Special Education Plan 2022-2023 <i>It was moved by Karen Kovats and seconded by Kim Murphy THAT SEAC approve a motion to recommend to the Board of Trustees that the Special Education Plan 2022-2023 be approved as presented at the SEAC meeting</i> Carried by consensus <ul style="list-style-type: none"> PD Planning 2022-2023 Q&A 	E. Lemak
6. Ministry Updates (10 min)	E. Lemak
6.1. KPRDSB Letter to Ministers of Health and Education re: shortage of nurses	

<p>6.2. Add new community organizations accepted this year as this is the election year. Committee suggestions:</p> <ul style="list-style-type: none"> • Contact the public board and extend invitations to organizations that are members of their SEAC committee • Re-send invitations to the organizations that were contacted last year • Add requirements to the invitation letter • Offer hybrid meeting options • Personally reach out to the organizations • Reach out to the parents of the students with the special needs to fill the Member at large seats 	E. Lemak
<p>6. SEAC Committee Functions</p> <ul style="list-style-type: none"> ➤ Pro-Grant Update Reminder of funds (\$805) from pro Grant to be spent on: <ul style="list-style-type: none"> ➤ 200 copies of Paul Davis Book ➤ Top Online Safety Tips for Grade 3 to 8 – pdf document with the author's approval to be shared with the WCDSB community <i>Committee agreed to accept this offer.</i> 	All
<p>8. Policy Advice to the Board N/A</p>	
<p>9. Updates (20 minutes)</p> <p>9.1. Association Updates</p> <p>WWDSS Updates</p> <ul style="list-style-type: none"> ➤ WWDSS continuing with online classes ➤ Speech & Music Social Group ➤ Cooking Class ➤ Teen a& Adult Hangouts <p>WRFN Updates</p> <ul style="list-style-type: none"> ➤ A New Chapter ➤ June Meeting Self-Care: Beyond the Bubble Bath The A New Chapter group will host an evening with well-being coach Jessie-Lynn MacDonald on June 7 at 7:30pm. The focus will be on you, the caregiver/parent. In a kind and thoughtful approach, you will be provided with ideas to help lift you up on those difficult days. The meaningful self-care inspiration provided by Jessie-Lynn will last far longer than a bubble bath. Jessie-Lynn is a very experienced coach, having counselled individuals (children, adolescents, and adults), families, leaders, and organizations throughout Canada as well as internationally. To find out more about her approach you may google her at: jessielynnmacdonald.com. Please RSVP to Mary Pike at maryjpike@hotmail.com to attend this zoom event. ➤ Reminder that we have added a new feature to our monthly meetings. This is a half hour (9-9:30pm) session called Ask Us Anything where you can stay on the Zoom Call to ask questions pertaining to the topic of the evening or any other questions you may have. In July, we are looking forward to our first in-person ANC gathering in several years: Tuesday, July 5 we are planning a group walk on one of the trails at Huron Natural Area in Kitchener. More details to come. Please RSVP to Mary Pike at maryjpike@hotmail.com. <p>9.2. Trustee Updates Public Board Meeting – May 30, 2022</p>	
<p>10. Pending Items</p> <ul style="list-style-type: none"> • EA PD Training 	

<ul style="list-style-type: none"> Next year topics 	
11. Adjournment Motion by: John Gilbert Seconded: Jeanne Gravelle	
12. Action Items Place Holder N/A	



Date: June 13, 2022
To: Board of Trustees
From: Director of Education
Subject: Interim Financial Report - #3 of 3

Type of Report:

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

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information-Board Policy IV 008 "Financial Conditions and Activities"
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

Interim financial reports are presented to the Board to assist Trustees in their monitoring of the financial well-being of the school board. 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 May 31, 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, government initiatives announced in-year, and expectations for other expenses. A summary of changes has been provided below:

Changes to budget:

- The enrolment change over the estimates budget is an increase of 43 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 transferred additional COVID-related funding during the school year. This has been incorporated into the Revised Estimates budget. These revenues have been partially offset by losses expected within the Extended Day and Continuing Education programs.
- Adjustments to operational budgets have been made where professional development will not take place.
- Adjustments to staffing levels and budgets have been made where necessary to meet operational needs, collective agreement requirements, and legislative provisions.
- High levels of absenteeism in certain employee groups where no replacement staff member is available has created some uncertainty in salary and benefit forecasts.
- Lawsuits, grievances, and 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**. The province has been generous in the provision of grants to offset pandemic-related expenses, and the use of contingencies in areas where controlling costs is difficult has helped to buffer unexpected spending variances.

Recommendation:

That the Board of Trustees receive this interim financial report as information on the financial well-being of the Board as at May 31, 2022.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Laura Isaac
Senior Manager of 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."



Waterloo Catholic District School Board
2021-2022 Second Quarter Interim Financial Report
For the Period Ended May 31, 2022

Summary of Financial Results

	Budget	Forecast	In-Year Change	
			\$	%
Revenue				
Provincial Grants (GSN)	278,807,650	277,933,589	(874,061)	(0.3%)
Grants for Capital Purposes	7,559,580	7,617,574	57,994	0.8%
Other Grants	6,083,657	17,363,803	11,280,146	185.4%
Other Revenues	11,385,444	13,153,568	1,768,124	15.5%
Amortization of DCC	18,521,699	18,477,097	(44,602)	(0.2%)
Total Revenue	322,358,030	334,545,631	12,187,601	3.8%
Expenses				
Classroom	225,305,372	229,357,119	4,051,747	1.8%
Non-Classroom	41,740,500	44,416,534	2,676,034	6.4%
Transportation	7,552,215	7,769,143	216,928	2.9%
Pupil Accommodation	26,586,115	27,215,134	629,019	2.4%
Capital and In-Kind Expenditures	2,542,730	6,889,638	4,346,908	171.0%
Amortization/Write downs	18,631,098	18,595,554	(35,544)	(0.2%)
Total Expenses	322,358,030	334,243,122	11,885,092	3.7%
Balance before Accum Surplus	-	302,509	302,509	-
Accumulated surplus use	-	-	-	-
Surplus/(Deficit) - end of year	-	302,509	302,509	-

Note: GSN - Grants for Student Needs

Note: DCC - Deferred Capital Contribution

Note: Targeted Grants are also referred to as Priority and Partnership Funding (PPF)

Changes in Revenue

- GSN:** Decrease due to lower teacher experience grants, reduced continuing education enrolment and
- Other Grants:** Increase due to targeted grants 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 targeted grants announced, pandemic costs, missed planning time and final year of earned leave plan obligations
- Non-Classroom:** Increase due to targeted grants provided since budget announced
- Capital and In-Kind Expenditures:** Increase due to in-kind grant provided by Ministry since budget was announced

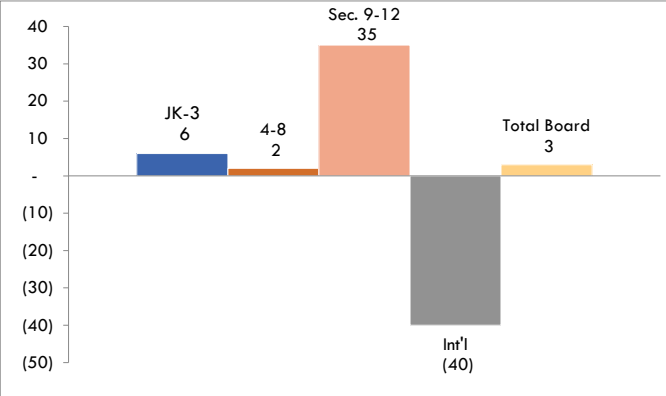
Summary of Enrolment

ADE	Budget	Forecast	In-Year Change	
			#	%
Elementary				
JK-3	8,338	8,344	6	0.1%
4-8	8,697	8,699	2	0.0%
VISA Students	20	10	(10)	-50.0%
Total Elementary	17,055	17,053	(2)	0.0%
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	24,453	3	0.0%

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

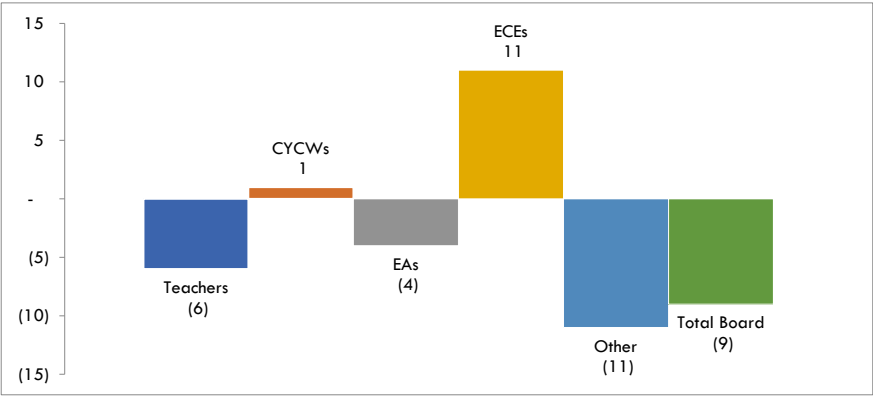
- Secondary:** Increase due to students returning to in person learning
- VISA Students:** Decrease is due to travel restrictions as a result of the pandemic

Summary of Staffing

FTE	Budget	Forecast	In-Year Change	
			#	%
Classroom				
Teachers	1,501	1,495	(6)	-0.4%
Child & Youth Care Workers (CYCWs)	54	55	1	1.9%
Educational Assistants (EAs)	372	368	(4)	-1.1%
Designated Early Childhood Educators	156	167	11	7.1%
Total Classroom	2,083	2,085	2	0.1%
Other Support Staff				
School Administration	167	166	(1)	-0.6%
Board Administration	81	83	2	2.5%
Facility Services	206	195	(11)	-5.3%
Consultants/Co-ordinators	28	28	-	0.0%
Paraprofessionals	101	100	(1)	-1.0%
Library & Guidance	64	64	-	0.0%
Total Other Support Staff	647	636	(11)	-1.7%
Total Staffing	2,730	2,721	(9)	-0.3%

Note: FTE is calculated as of the average of October 31, 2021 and March 31, 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 and paid sick leave

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 May 31, 2022

	Budget Assessment				Material Variance Note
	2021-2022				
	Budget	Forecast	Change		
			\$ Increase (Decrease)	% Increase (Decrease)	
Grant Revenues					
Pupil Foundation	136,572,111	136,480,683	(91,428)	(0.1%)	
School Foundation	17,185,386	17,263,377	77,991	0.5%	
Special Education	35,602,021	35,628,181	26,160	0.1%	
Language Allocation	8,364,431	8,437,841	73,410	0.9%	
Learning Opportunities	6,711,883	6,543,384	(168,499)	(2.5%)	
Adult Education, Continuing Education	3,289,351	2,954,953	(334,398)	(10.2%)	d.
Teacher and DECE Q&E	28,948,873	28,507,254	(441,619)	(1.5%)	
Transportation	7,415,172	7,408,889	(6,283)	(0.1%)	
Administration and Governance	7,701,298	7,709,634	8,336	0.1%	
School Operations	24,687,184	24,587,264	(99,920)	(0.4%)	
Community Use of Schools Grant	326,422	326,422	-	0.0%	
Indigenous Education	436,948	501,460	64,512	14.8%	
Safe Schools Supplement	716,596	717,488	892	0.1%	
New Teacher Induction program	227,157	243,920	16,763	7.4%	
Rural and Northern Education Fund	91,449	91,413	(36)	(0.0%)	
Permanent Financing - NPF	397,975	397,975	-	0.0%	
Support for COVID-19 Outbreak	133,393	133,451	58	0.0%	
Regular Operating On-going Grants	278,807,650	277,933,589	(874,061)	(0.3%)	
Grants for Capital Purposes					
School Renewal	309,487	375,205	65,718	21.2%	a.
Temporary Accommodation	4,662,081	4,662,081	-	0.0%	
Short-term Interest	352,780	345,056	(7,724)	(2.2%)	
Debt Funding for Capital	2,235,232	2,235,232	-	0.0%	
Total Capital Grants	7,559,580	7,617,574	57,994	0.8%	
Other Grants					
Continuing Education	2,441,622	2,420,893	(20,729)	(0.8%)	
Partnership and Priorities Fund (PPF)	3,642,035	10,591,472	6,949,437	190.8%	b.
In-Kind Grant	-	4,351,438	4,351,438	100.0%	c.
Total Other Grants	6,083,657	17,363,803	11,280,146	185.4%	
Other Revenues					
Continuing Education Fees	2,668,874	3,033,585	364,711	13.7%	d.
Rentals	667,359	588,427	(78,932)	(11.8%)	e.
Interest	300,000	370,000	70,000	23.3%	
Tuition Fees	3,054,750	3,784,651	729,901	23.9%	f.
Extended Day Fees	3,035,726	3,199,256	163,530	5.4%	
Other International Fees	925,950	636,890	(289,060)	(31.2%)	f.
Other	732,785	1,540,759	807,974	110.3%	i.
Total Other Revenue	11,385,444	13,153,568	1,768,124	15.5%	
Deferred Revenues					
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%)	
Total Revenue and Grants	322,358,030	334,545,631	12,187,601	3.8%	

Explanations of Material Grant Variances

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

Notes:

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

Waterloo Catholic District School Board
2021-2022 Second Quarter Interim Financial Report
Expenses
For the Period Ended May 31, 2022

	Budget Assessment				
	2021-2022				Material Variance Note
	Budget	Forecast	Change		
\$ Increase (Decrease)			% Increase (Decrease)		
OPERATING					
Classroom Instruction					
Teachers	163,908,112	163,693,700	(214,412)	(0.1%)	
Supply Teachers	4,734,250	5,207,589	473,339	10.0%	a.
Educational Assistants	18,393,181	18,316,336	(76,845)	(0.4%)	
Designated Early Childhood Educators	8,746,606	9,685,159	938,553	10.7%	b.
Classroom Computers	3,179,388	4,271,059	1,091,671	34.3%	c.
Textbooks and Supplies	5,937,019	6,470,007	532,988	9.0%	
Professionals and Paraprofessionals	13,206,465	14,546,958	1,340,493	10.2%	d.
Library and Guidance	5,455,206	5,475,530	20,324	0.4%	
Staff Development	1,207,139	1,192,938	(14,201)	(1.2%)	
Department Heads	538,006	497,843	(40,163)	(7.5%)	
Total Classroom	225,305,372	229,357,119	4,051,747	1.8%	
Non-Classroom					
Principal and Vice-Principals	10,326,692	10,692,753	366,061	3.5%	
School Office	6,304,864	6,145,024	(159,840)	(2.5%)	
Co-ordinators and Consultants	5,375,459	6,132,268	756,809	14.1%	e.
Continuing Education	9,363,388	10,351,984	988,596	10.6%	d.
Total Non-Classroom	31,370,403	33,322,029	1,951,626	6.2%	
Administration					
Trustees	246,163	234,066	(12,097)	(4.9%)	
Director/Supervisory Officers	1,678,405	1,648,876	(29,529)	(1.8%)	
Board Administration	8,445,529	9,211,563	766,034	9.1%	f.
Total Administration	10,370,097	11,094,505	724,408	7.0%	
Transportation	7,552,215	7,769,143	216,928	2.9%	
Pupil Accommodation					
School Operations and Maintenance	26,276,627	26,839,929	563,302	2.1%	
School Renewal	309,488	375,205	65,717	21.2%	
Other Pupil Accommodation	2,542,730	6,889,638	4,346,908	171.0%	g.
Amortization and Write-downs	18,631,098	18,595,554	(35,544)	(0.2%)	
Total Pupil Accommodation	47,759,943	52,700,326	4,940,383	10.3%	
TOTAL OPERATING	322,358,030	334,243,122	11,885,092	3.7%	

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 targeted grants announced and pandemic related technology costs
- d. Increase due to additional targeted grants announced
- e. Increase due to additional targeted grants announced and increase in International short-term stay program
- f. Increase due to additional staff hired, targeted grants announced, COVID absence management and IT software
- g. Increase due to additional targeted grants 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: April 5, 2022

Time: 6:00 p.m.

Location: Teams Meeting/CEC

Next Meeting: June 8, 2022

Attendees: **Committee Members:**
Wendy Price, Bill Conway, Manuel Da Silva

Community Members:
Jennifer Gruber, Zeynep Danis

Administrative Officials:
Loretta Notten, Laura Isaac, Shane Durham, Shesh Maharaj

Guests:
Andrea Eltherington (RIAT)

Regrets:

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 as amended
Amendment requested to correct RIAT hiring of 3 staff and not 2 as minutes indicate
- Meeting of January 27, 2022
- Motion: Wendy Price*
Seconded: Wendy Price
Carried by consensus

5. Discussion Items

- 5.1 Q2 Dashboard Report
- Laura presented the Q2 Dashboard as at February 28, 2022 reflecting the forecasted position to the end of the year

Motion: That the Q2 Quarterly dashboard report for the period ended February 28, 2022 be sent to the Board of Trustees for approval, in the consent agenda.

Motion: Wendy Price
Seconded: Bill Conway
Carried by consensus

5.2 External Auditor Award

- Laura provided details as to the process that was undertaken to obtain a new external auditor
- PWC's contract ended and they are no longer wanting to audit school boards
- Grant Thornton LLP was the successful proponent

5.3 Audit Committee Administration

- Audit Committee Self-Assessment
- Shane has prepared the self-evaluation and sought feedback on when to send out the survey
- It was decided that the survey would be sent the beginning of May so that Shane had time to tabulate results prior to June meeting

5.4 Audit Committee Meeting Closed Session

Motion: That the Audit Committee move into Closed Audit Committee agenda at 6:25pm

Motion: Zeynep Danis

Seconded: Manuel DaSilva

Carried by consensus

5 Pending Items

6 Adjournment at 7:17pm

Motion: Bill Conway

Seconded: Manuel DaSilva

Carried by consensus

Jennifer Gruber



Date: June 13th, 2022
To: Board of Trustees
From: Director of Education
Subject: June Director's Report

Type of Report:

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

Type of Information:

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

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

Executive Limitation IV 012 Communication to Board

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

Policy 1 001 Ends
Policy IV 013 Leadership

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic Priority: Student Engagement, Achievement and Innovation

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

Background/Comments:

June has been a month that has passed quickly but there are definitely some events waiting in the wings of the final days of this year. We were pleased to see the impact of the omicron variant continues to decline and that continues to allow for even greater degrees of normalcy to return to our schools. We saw staffing challenges not fully subside but certainly improve. 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, both reflecting on this year and looking ahead to next year. We are noting that people are feeling somewhat tired, which is a trademark of this time of year but is perhaps compounded by the nature of the past two years. 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 May 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
- 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. Focus is shifting.
- Worked on various letters 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. The contract for next year was signed. We have also added 2 people to our equity department (or will through our postings) and promoted our Equity Officer to the Senior Team as a Senior Manager.
- Participated in meetings of various types with various people related to a school-based issue with board implications.
- Attended the OCSOA Board of Directors meeting.
- Attended CODE Affiliate chair meetings; continued process of meeting with search firm in relation to CODE E.D. replacement
- Attended an Audit committee meeting
- Participated in the EF Educational Tours Advisory Council
- Participated in interviews for Elementary Principal candidates (following a new process) – confirmed our shortlist and our newest appointments
- Participated in several meetings and conversations with the Chair of the Board.
- Chaired the spring meeting of Directors of Education of the Hamilton Diocese with Bishop Crosby. Was presented with the Medal of Honour for service to Catholic Education by Bishop Crosby.
- Chaired the FACE Committee Steering Committee for WCDSB
- Chaired the Collaborative Professionalism Steering Committee for WCDSB – looked at Strategic accomplishments and challenges and observations for the new strat plan.
- Participated in the K-12 Administrators' mtg and provided my last Director's Update.
- Visited and Toured St Dominic Savio, St Margaret, St Teresa Kitchener, St Teresa Elmira and St Gregory to speak with the administrator and tour/visit the building and staff.
- Attended SWCODE meeting

- Attended CCSTA AGM (virtually)
- Participated in Laurier University Senate Meeting.
- Hosted our CEC Blessing and Community Leaders' celebration
- Attended WCDSB Administrators' End of Year Social
- Went to Resurrection Secondary to participate in an equity event and class presentation with Student Trustee Sarah Wilson
- Completed Media interviews including my regular CTV feature. Focused on our Safe Schools Ambassadors' Program and June as Indigenous Heritage Month
- Engaged in ongoing work with Board researcher on the MYSP survey to inform report card and next iteration of the MYSP
- Attended the CCFOWR Board meeting
- Attended the Secondary Administrators' meeting
- Participated in VP interviews for Diversity candidates
- Will interview for new Supt of H.R.
- Will attend all 5 graduations for our secondary schools.
- Will attend CEC End of Year Celebrations

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: Monday June 13th, 2022
To: Board of Trustees
From: Director of Education
Subject: Student Census: Phase I

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)

Anti-Racism Act (ARA 2019)

Ontario Ministry of Education issued the Policy/Program Memorandum 165 (2021)

Ontario Catholic School Graduate Expectations (OCSGE, 2011): [Institute for Catholic Education]

Board Governance Policy I:001 Ends

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

Ontario's Equity and Inclusive Education Strategy (2009)

Ontario's Well-Being Strategy for Education: Discussion Document (2016)

Anti-Racism Act (ARA 2019)

Ontario Ministry of Education Equity Action Plan (2017)

Ontario Ministry of Education issued the Policy/Program Memorandum 165 (2021)

AP0028: Fair and Equitable Hiring Promotions (revised 2021)

APC037: Equity and Inclusive Education Policy

Alignment to the MYSP:

Nurturing Our Catholic Community

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

Background/Comments:

As a Catholic learning community, we are inspired and guided by the Gospel in our pursuit of equity and justice as a value rooted in our faith. In our Catholic/Christian tradition, we have a moral imperative to act intentionally to ensure those we serve – staff, students, and communities – are treated with respect and dignity as brothers and sisters in Christ. To achieve this vision, we use the following as our guiding, spiritual principles: Collaboration, Equity, Excellence and Accountability, Holism, Life-Long Learning, Reflection, and Reconciliation.



The Ministry of Education made a commitment to every student in the province of Ontario that regardless of 'ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, socio-economic status, or other factors (Equity Action Plan, p. 8)', all students should be able to access the curriculum, feel safe at school, and also have a sense of belonging.

The 2021 Student Census was an online survey that collected data specifically related to self-identity, demographics, and experiences at school. The census included questions about Indigenous identity, ethnic/cultural background, racial identity, citizenship status, religious/spiritual affiliation, gender at birth/identity, sexual orientation, (dis)abilities, household characteristics, and school experiences.

The Board was authorized to collect personal information from students by the Anti-Racism Act (ARA s.6(2)), Municipal Freedom of Information and Protection of Privacy Act (MFIPPA s.28(2)), and the Education Act (265(1)(d), 169.1(1)). Our process was developed in accordance with the guidance and legislation provided by the Ministry of Education, the Anti-Racism Directorate, the Ontario Human Rights Commission, and the Municipal Freedom of Information and Protection of Privacy Act.

This census was implemented by using the online survey platform Qualtrics. The Board's Privacy Records and Information Management and Research Coordinator assessed the privacy and security practices of Qualtrics and determined we can ensure the data from the census will remain secure. Further, WCDSB's Research & Data Services Department developed a data management plan to comply with Board policies, MFIPPA and the ARA. All identifiable Student Census data will be kept on encrypted servers and password protected devices with role-based access restrictions. Data will be securely disposed of as per the WCDSB Records Retention Schedule.

Please note, the 2021 Student Census was voluntary. Each student could choose if one wanted to complete the survey. Further, the student could stop answering questions at any time. Students could skip any question they did not wish to answer. All students at the WCDSB were invited to participate in the Student Census between Grades 4 and 12. The survey was available online. Teachers, educational assistants, vice-principals, and principals were available to help students access the survey. Staff were asked to ensure student privacy whenever possible as the students were taking the survey. Accommodations were made available for students. For example, if a student required a pen-and-paper version of the census, it was provided by the administrator of the school. Further, if a student had regular and recurring classroom supports to complete schoolwork and assessments (e.g., EAs, CYWs, SERTs, ESLs), those supports would be in place to access the census. The census was available in six languages: English, Arabic, Portuguese, Spanish, Russian, and French.

The Board engaged in a multi-year process to develop and administer the 2021 Student Census in compliance with the Anti-Racism Act. Specifically, during the 2020/2021 academic year, the Equity, Diversity, and Learning Committee (now, called the Equity, Diversity, and Inclusion Committee) worked with the Board's Research Coordinator to review other boards' completed Student Census (e.g., Durham District School Board, Peel District School Board, Waterloo Regional District School Board, York Catholic District School Board) and then developed both demographic and school experiences questions for our census. Executive Council provided feedback and recommendations throughout the process. In September and October, we held public consultations for parents/guardians, students, and staff to receive their feedback as well. After the consultations, we finalized the wording of the Student Census with an eye on using age-appropriate language and administered it during the month of November. For more information on the Student Census, you can access the website: [Student Census 2021](#).

There are two phases for the public dissemination of the 2021 Student Census data and interpretation:



1. Phase I: Summary of Student Demographics and Students Experiences across the Board
2. Phase II: Summary Student Census data linked with Personal Information already held by the Board in our Student Information System (i.e., student achievement, credit accumulation, graduation rate, suspensions/expulsions, special education services, and academic/extra-curricular program participation) across the Board

This report is highlighting Phase I: Below are links to the relevant documents for Phase I:

1. [Student Census \(paper version for review only\)](#) (10 pages)
2. [Summary of Phase I data: Univariate](#) (39 pages)
3. [Summary of Phase II data: Disaggregated by Gender](#) (25 pages)
4. [Summary of Phase II data: Disaggregated by Race](#) (25 pages)
5. [Summary of Phase II data: Disaggregated by Socioeconomic Status \(SES\)](#) (25 pages)
6. [All Summary Data in one document](#) (114 pages)
7. [PowerPoint Presentation for Board Presentation](#) (44 slides)

Preliminary Observations

Because this report is focused on Phase I, we offer a few preliminary observations that will shape how we use the information to make data-informed decisions and programming.

1. Our 2021 Staff Census occurred May/June 2021 and approximately 38% of the staff completed the survey. Our 2021 Student Census occurred November 2021 and 71.6% of the students completed the survey.



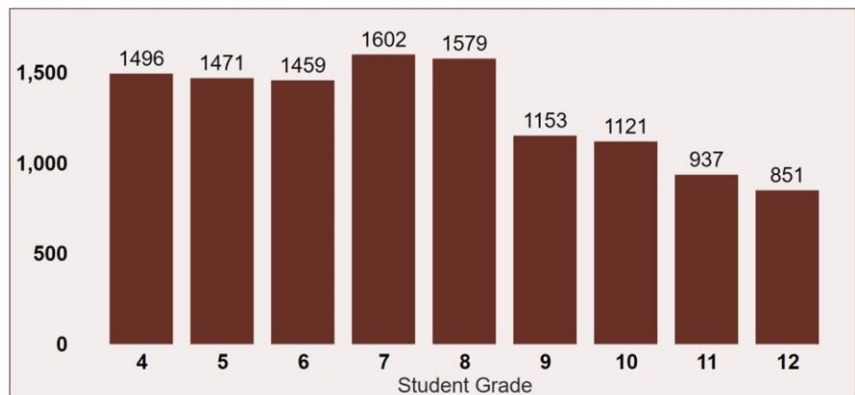
Student Participation by Grade

This figure shows the number of respondents who participated from each grade. Overall, 71.6% of respondents who were eligible to participate in the census participated.

11,669 responses represents approximately

71.6%

of our students who engaged in the student census.



2. When we compare the data from our 2021 Staff Census with our 2021 Student Census, we have more racial diversity in our student population than our staff population. In our Staff Census, 89.2% of the staff respondents identified as White whereas 63.4% of our student respondents identified as White. Further, our OECTA respondents were 92.0% White. Below is a figure representing the racial makeup of our student body based on our student respondents' self-identification.





Which racial category best describes you?

The racial makeup of the student body at Waterloo Catholic District School Board is rich. This table represents the racial makeup of the student body.



There were

1,123

students answered "I am not sure", "I do not understand this question" or "I prefer not to answer".

Student response:	#	%
Black	1144	11.6%
Black / ESE Asian	10	0.1%
Black / Indigenous	too small to report	
Black / Middle Eastern	10	0.1%
Black / Latino	28	0.3%
Black / South Asian	10	0.1%
Black / White	135	1.4%
ESE Asian	646	6.5%
ESEAsian / White	157	1.6%
Indigenous	42	0.4%
Indigenous / White	107	1.1%
Latino	516	5.2%
Middle Eastern	260	2.6%
Middle Eastern / White	44	0.4%
South Asian	337	3.4%
South Asian / White	40	0.4%
White	6272	63.4%
More than 3	49	0.5%
Another	81	0.8%

3. When we compare the data from our 2021 Staff Census with our 2021 Student Census, we have a different proportion of respondents who are Canadian citizens. Specifically, 85.9% of staff respondents were born in Canada and 98.1% the staff respondents are Canadian citizens. Whereas 82.0% of our student respondents were born in Canada and 88.8% of student respondents are Canadian citizens.

$$\frac{\text{Canadian Citizens}}{\text{All respondents}} = \frac{9217 + 764}{9217 + 2019} = 88.8\%$$

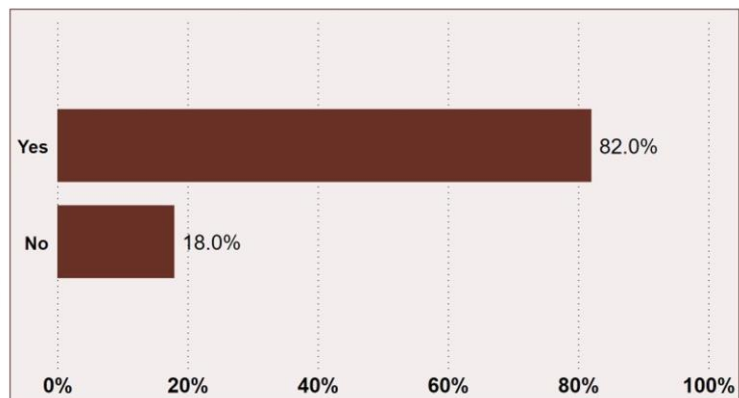


Were you born in Canada?

Most of our respondents were born in Canada. This table and figure represents the percentage of respondents born in Canada and outside of Canada.



Student response:	#	%
Yes	9217	82.0%
No	2019	18.0%



There were

192

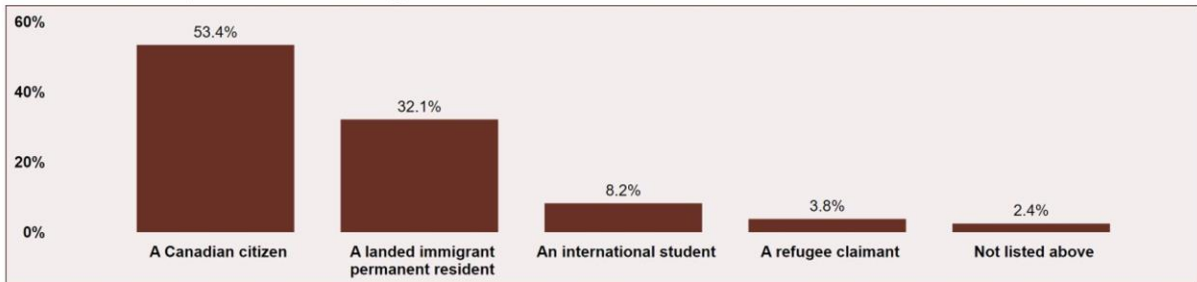
students who chose "I am not sure", "I do not understand this question" or "I prefer not to answer".





Are you currently:

This table and figure represent respondents' citizenship and residency status for respondents who were not born in Canada. Over 85% of these respondents are Canadian citizens or landed immigrants (i.e., permanent residents). Approximately 8.2% of our respondents are international respondents and 3.8% of our respondents are refugee claimants.



Student response:	#	%
A Canadian citizen	764	53.4%
A landed immigrant permanent resident	460	32.1%
A refugee claimant	54	3.8%
An international student	118	8.2%
Not listed above	35	2.4%



There were

515

students answered "I am not sure", "I do not understand this question" or "I prefer not to answer".

4. When we compare the data from our 2021 Staff Census with our 2021 Student Census, we have a different sex assigned birth ratio for staff than students. Specifically, the staff breakdown is 79.7% female and 30.3% male whereas the student breakdown is 51.6% female and 48.4% male.



What is your Gender at Birth (Grades 4-8) / Assigned sex at Birth (Grades 9-12)?

Respondents in grades 4 to 8 were asked to identify their assigned gender at birth. Respondents in grades 9 to 12 were asked to identify their assigned sex at birth.



There were

135

students answered "I am not sure", "I do not understand this question" or "I prefer not to answer".



5. In the 2021 Staff Census, we inquired about sexual orientation, but had only a few respondents who did not identify as heterosexual. Thus, we did not report sexual orientation in the Staff Census Report. In our 2021 Student Census, 13.8% of the respondents did not identify as straight (i.e., heterosexual).



Are you STRAIGHT (i.e., heterosexual)?

(revealed to all students Grades 7-12)

This question was presented to respondents in grades 7 to 12 only. The table represents student sexual orientation.

Student response:	#	%
No	843	13.8%
Yes	5280	86.2%
Total	6123	100.0%

There were
788
students answered "I am not sure", "I do not understand this question" or "I prefer not to answer".

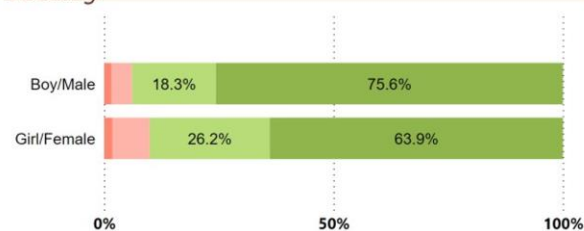


6. In the 2021 Student Census we disaggregated data by gender, race, and socioeconomic (SES). Surprisingly, when we disaggregated the data by gender, we generally did not observe gender differences. Refer to the figures below for examples.

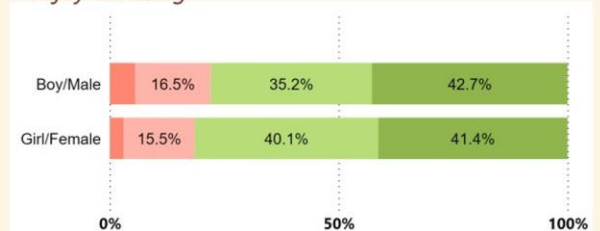
Disaggregation by Gender:

When I am at school... (Grade 4-8 only)

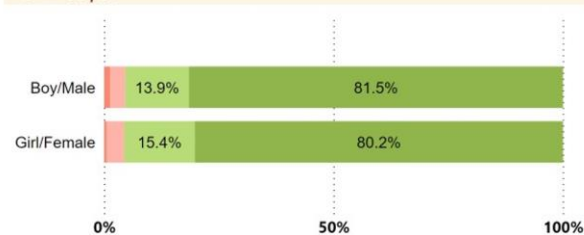
I belong.



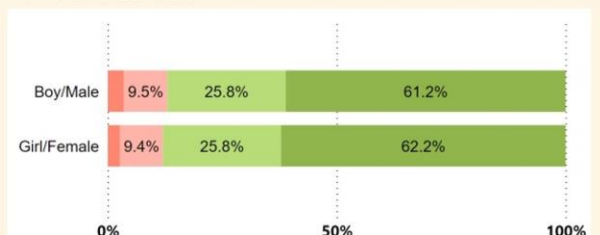
I enjoy learning.



I am safe.



I like this school.



Disaggregation by Gender:

To what extent do the following statements reflect your personal experiences about your school, either in person or online, since September? (Grade 9-12 only)

A look forward to coming to school.



I find schoolwork interesting.



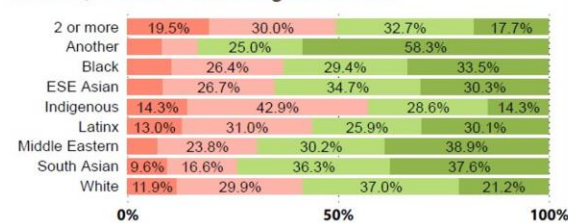
- When we look at the disaggregated data by race, we observe the Indigenous respondents, and sometimes students who identify as having more than 2 racial identities, have more negative responses on many of the constructs in comparison to the other racial groups. Refer to the figures below for examples.

*

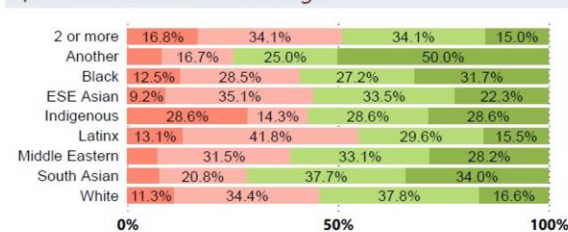
Disaggregation by RACE:

To what extent do the following statements reflect your personal experiences about your school, either in person or online, since September? (Grade 9-12 only)

A look forward to coming to school.

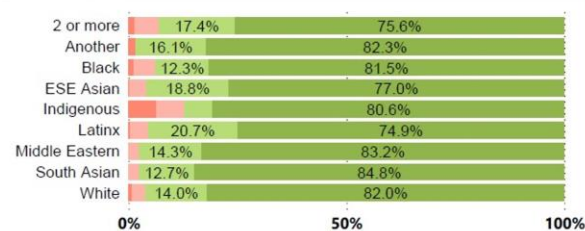
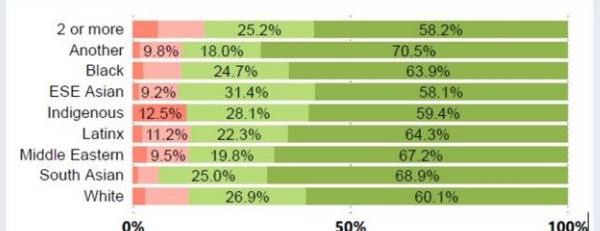


I find schoolwork interesting.



Disaggregation by RACE:

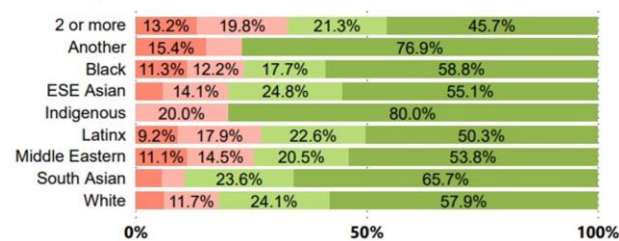
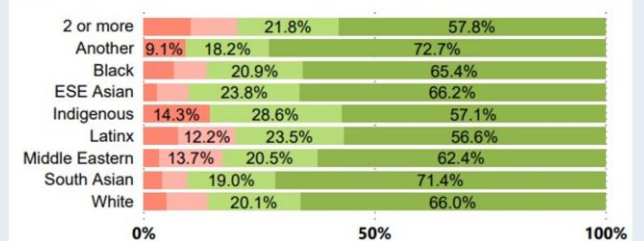
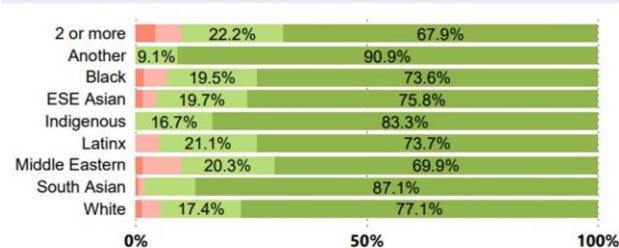
When I am at school... (Grade 4-8 only)

I belong.*I enjoy learning.**I am safe.**I like this school.*

8. It is important to note, however, not all the constructs rated by our Indigenous respondents had high levels of "Never" and "Some of the time" in comparison to the other racial groups. Refer to the figures below for examples.

Disaggregation by RACE:

To what extent do the following statements reflect your personal experiences about your school, either in person or online, since September? (Grade 9-12 only)

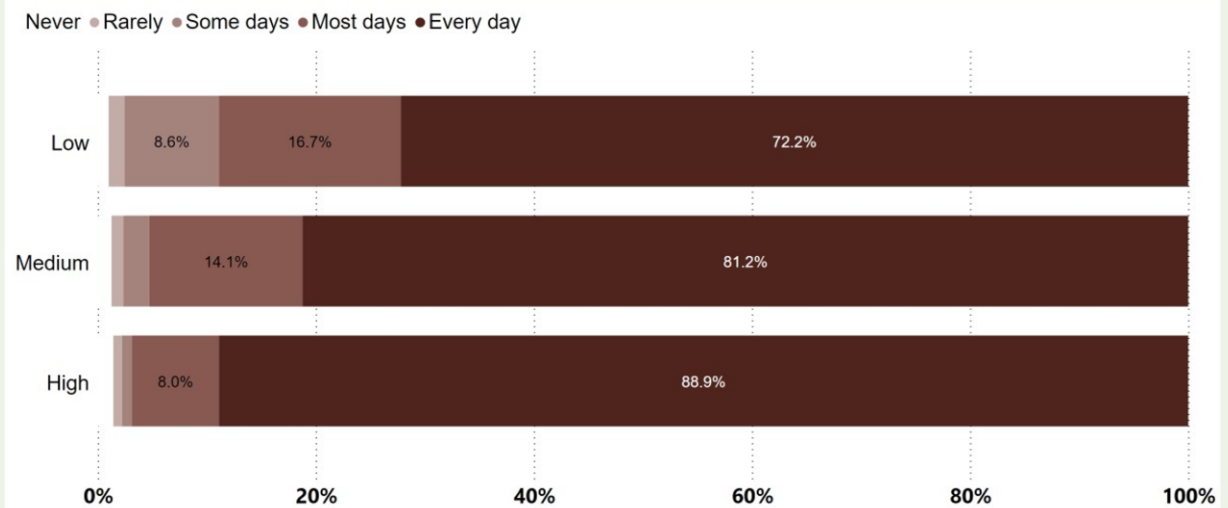
A caring adult at school listens to me.*Adults at my school encourage me to "reach beyond my current goals" after high school.**Adults at my school believe I can learn.**I am challenged to do my best.*

9. There were a few constructs where we observed an effect of SES. Specifically, students in the low SES have more negative responses in comparison to the students in the higher SES groups. Refer to the figures below for examples.

Disaggregation by Socioeconomic Status (SES) Variable:

How often do the following statements apply to you?

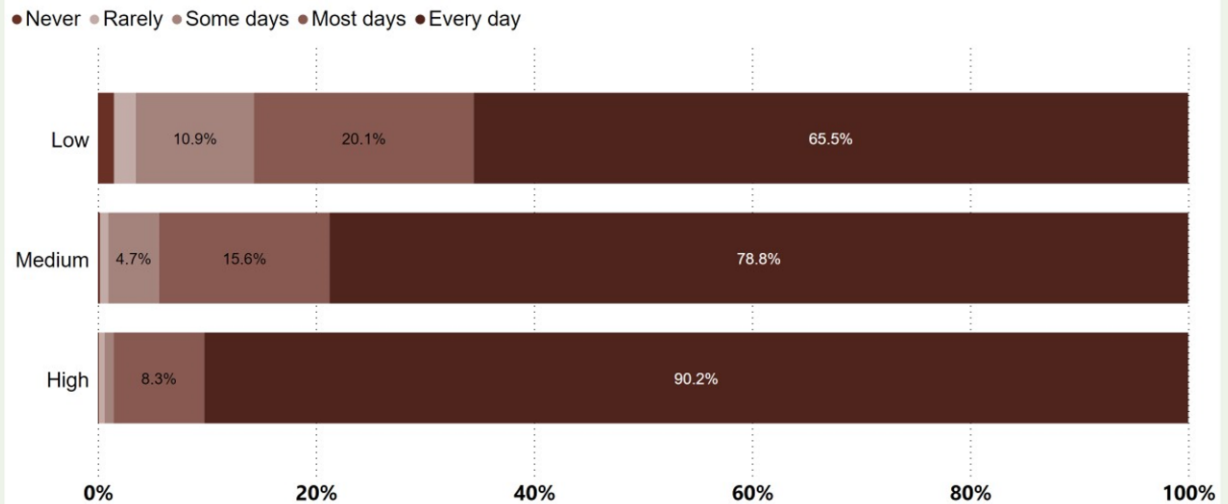
There is enough food at home.



Disaggregation by Socioeconomic Status (SES) Variable:

How often do the following statements apply to you?

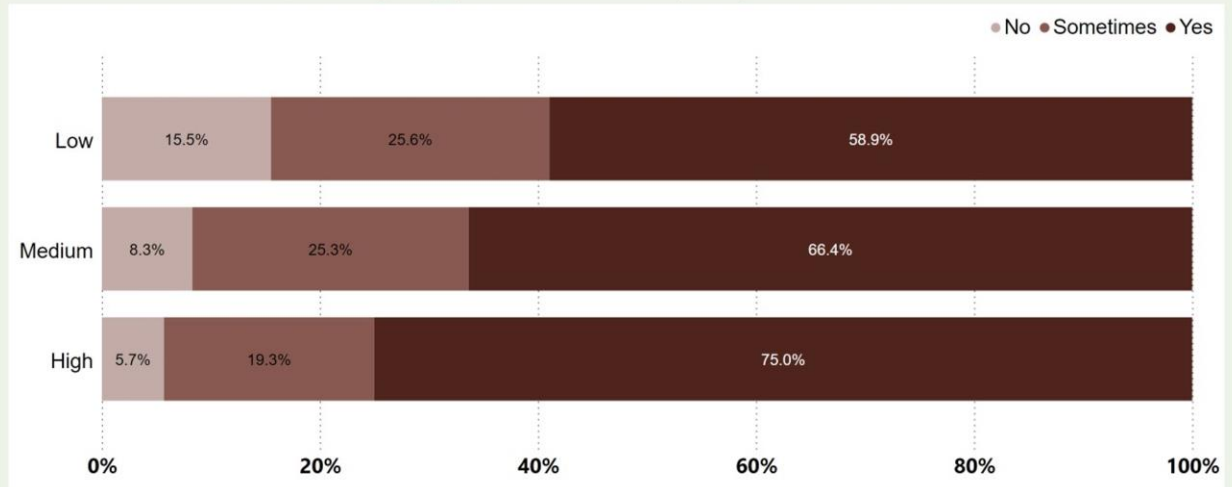
I am offered nutritious food at home.



Disaggregation by Socioeconomic Status (SES) Variable:

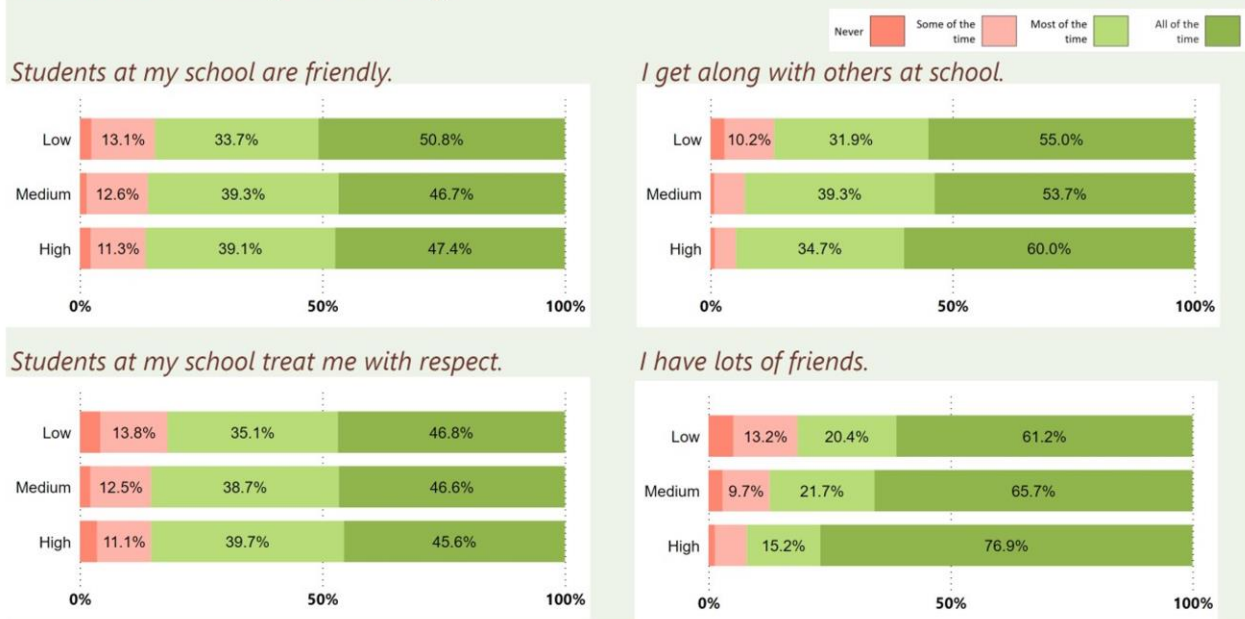
Do you agree with the following statements? Please select your responses from the dropdown menus beside each statement. (Grade 7-12 only)

Do have someone who can actually help you at home to complete your schoolwork.

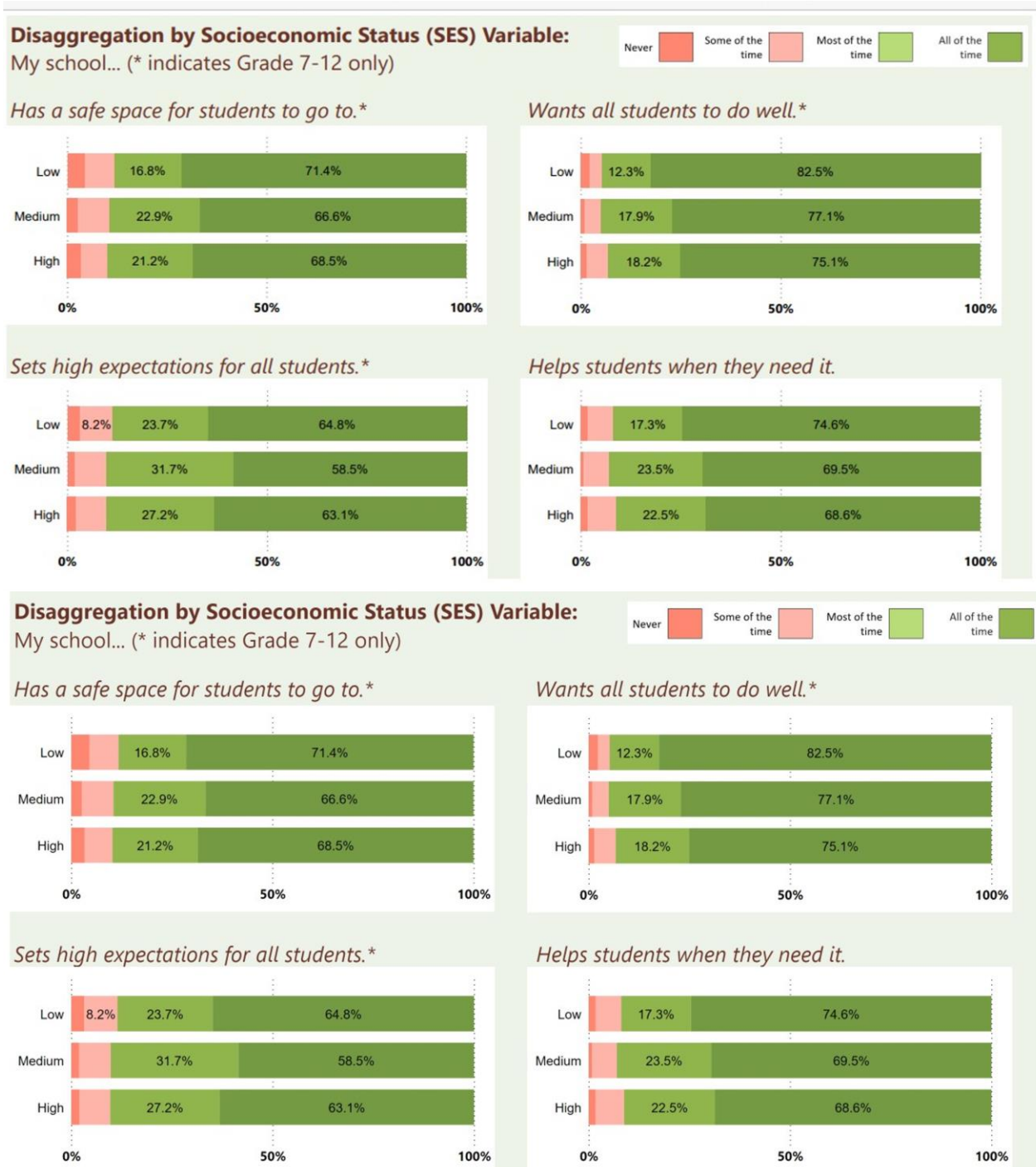


Disaggregation by Socioeconomic Status (SES) Variable:

When I am at school... (Grade 4-8 only)



10. It is important to note, however, not all the constructs rated by our students who fall into our low SES group had high levels of “Never” and “Some of the time” in comparison to the other SES groups. Refer to the figures below for examples.



Next Steps

1. With the comparison of student demographic data with staff demographic data, we will continue to refine our hiring practices to increase the likelihood of having a representative staff



2. In alignment with Anti-racism act:
 - Further disaggregation/analysis (intersectional analyses) in the census
 - Join student census responses with student outcome measures (e.g., achievement, graduation, credit accumulation, MDI, etc.)
3. Provide the report to administrators
4. Create and report school level dashboards (Kelly Roberts)
5. Use data to inform decision and practices throughout the system

By conducting the 2021 Student Census, WCDSB will continue to progress in fostering equity through informed measures. The collection and analysis of data on demographic information including race, ethnicity, first language, gender at birth (or assigned sex at birth), gender identity, and (dis)ability, informs the decision-makers about the changing needs of its employees and the students, families, and communities they serve.

Recommendation:

This is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

L. J. Garrioch
Equity Officer

Kelly Roberts
Research Coordinator

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



Date: June 6, 2022
To: Board of Trustees
From: Director of Education
Subject: Proposed 2022-23 School Year Budget

Type of Report:

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

Type of Information:

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

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

Trustees are required to approve a budget based on estimates of enrolment, revenues, and expenses on an annual basis. Management is proposing a budget which is outlined in the Budget Book and presentation materials.

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

IV 007		"Financial Planning/Budgeting"
Education Act		232 "Estimates"
February 17, 2022	2022: B02	Learning Recovery Action Plan
February 17, 2022	2022: B03	2022-23 Grants for Student Needs Funding (GSN)
February 17, 2022	2022: B04	Capital Funding for the 2022-23 School Year
February 17, 2022	2022: B05	2022-23 Priorities and Partnership Funding (PPF) Appendix A 2022-23 Priorities and Partnership Funding Allocations
April 20, 2022	2022: B11	2022-23 Grants for Student Needs (GSN) and Related Regulations
February 17, 2022	2022: SB04	Student Transportation - Grants for Student Needs 2022-23
March 25, 2022	2022: SB08	Special Education Grant Changes for 2022-23
March 25, 2022	2022: SB09	2022-23 Estimates (District School Boards)



Alignment to the MYSP:

The proposed budget aligns with the draft priorities for the 2022-2026 MYSP:

- Improving Graduation Rates
- Equity, Diversity, and Inclusion
- Wellbeing
- Innovation

Additional Resources:

2022-23 Budget Presentation

2022-23 Budget Report

Both can be found at <https://www.wcdsb.ca/financial-information/>

Background/Comments:

Trustees are required by legislation to approve a school year budget on annual basis, based on estimates of enrolment, revenue, and expenses.

This year, a balanced budget for the 2022-23 school year must be submitted to the Ministry of Education by June 30, 2022.

The budget proposed by management is balanced and does not rely on the use of uncommitted reserves.

It meets all legislative requirements, government directives, and honours existing contracts and agreements.

Allocations to support portfolio level multi-year plans have been incorporated into the proposed budget.

Finally, the proposed budget aligns with all elements of Board Policy IV 007 “Financial Planning/Budgeting”. A formal monitoring report will be brought to Trustees on June 13, 2022.

Management will respond to Trustee questions on the proposed budget between June 6th and June 13th with a request for approval on June 13, 2022.

Recommendation:

This report is provided as information only.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services + CFO

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





Date: June 13, 2022
To: Board of Trustees
From: Director of Education
Subject: WCDSB MYSP 2018-2022 Report Card

Type of Report:

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

Type of Information:

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

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

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

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

Education Act Section 169
Policy 1 001 Ends

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic Priority: Student Engagement, Achievement and Innovation

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

Background/Comments:

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



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

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

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

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

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

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

With all of that said, it is impossible to consider the strategic plan and its Key Performance Indicators (KPIs) without acknowledging the global – and more pointedly, provincial - journey we have been on for the past 28 months. With the arrival of the pandemic every aspect of our lives has had to be adjusted, and certainly education has been at the top of that list. Many of the goals and KPIs were mapped to a time when more was possible and constraints were not in place. Throughout the report and more detailed Strategic Direction reporting template, there will be an attempt to discuss how we have fared against the initially articulated KPI but also to point to other compensating highlights which have allowed us to have some fidelity to the original intent.

Further, in 2021 when we looked ahead into this school year, we looked to adapt and evolve our goals to be responsive to a reality we could not reasonably anticipate when the original Strategic Plan was conceived. In that spirit, it should be noted that this plan was initially intended to conclude in December 2021, with a new plan commencing January 2022. That timeline was adjusted by one year, due to the impacts of the pandemic. The new plan will now be brought to Board in December of 2022.

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



As mentioned, as we entered into the 2021-2022 school year, we predicted that the evolving response to the COVID crisis and its impact to school systems across the province would impact our planning and implementation – as well as potentially our outcomes, and that we would encounter challenges, but as we strive to apply an asset lens to the year, we also saw the potential for some true opportunities.

Comments on Action Plans

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

Executive Summary

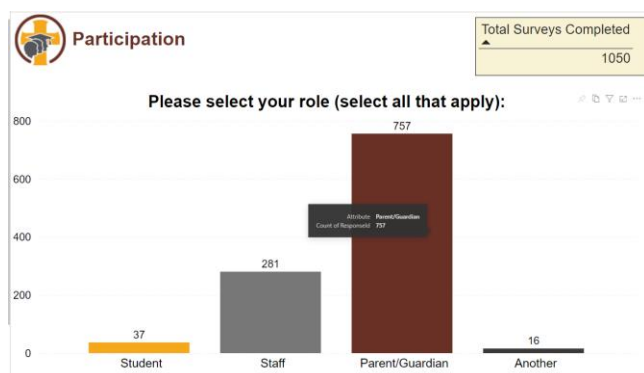
While it is hard to quantify a firm result against our total number of goals, it is a fair statement to say that, despite some very significant setbacks and challenges that characterized the year, there was solid progress made in each of the six strategic directions. With that said, it is also fair to say that the greater part of the year occurred under the cloud of some significant challenges related to the pandemic, and that impeded the ability of staff to be fully successful against a good number of their articulated plans and goals. It is also fair to say that some of the challenges connected to last year – in relation to the combination of the pandemic and the reality of changing the Student Information System (SIS) and its impact on our ability to have reliable data, has also continued to be a notable hurdle to our progress as a system.

Reading and Understanding MYSP Stakeholder Survey Results:

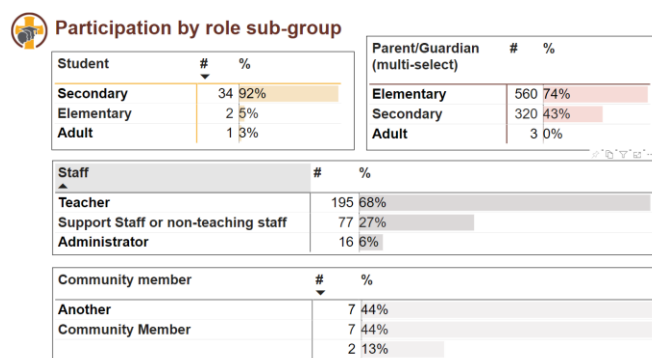
Within each of the Strategic Direction areas, the commentary below will touch upon the stakeholder feedback we received, as one of our 3 key metrics in our report card. For each of the MYSP goals, our stakeholders were asked to provide feedback on the degree to which we were making progress on the stated goal. There was a 5 star rating system, as reflected below.

Star Score Range	Average		Overall Priority
	Min	Max	
1 = Strongly Disagree	1	1.8	Low
2 = Disagree	1.81	2.6	Medium-Low
3 = Neither Agree or Disagree	2.61	3.4	Medium
4 = Agree	3.41	4.2	High-Medium
5 = Strongly Agree	4.21	5	High

We had a relatively strong response to the survey which was administered in April 2022 for two weeks. The cross section of participants was fairly reflective of our stakeholders, and it was good to see a relatively strong response by our parents. Please see the table below to see the participation by stakeholder group:



Further – the participation can be understood by role sub-group. We note that there is a reflective distribution across staff roles and a reflective balance between elementary and secondary parents.



Strategic Direction Report Highlights:

Bearing Witness to our Faith Through Joyful Discipleship

The 2021-2022 school year continued our journey into our new Pastoral Plan, rooted in our year three theme of *Sent to Build*, which was a culmination of the previous two years of *Called to Belong* and *Gathered to Become*. The whole year was framed by the Year 3 theme, as our pastoral plan years will now coincide with the transition of the school year calendar, as opposed to the liturgical or calendar year. Across all 3 goals within this Strategic Direction, the survey results were strong, all falling within the “high medium” category.

Despite the pandemic setback, schools were exceptionally successful in animating the theme of *Sent to Build*, as was our well affirmed Spiritual Development Day in November. Our theme for the year was grounded in our desire to marry our pastoral work to our work in equity, and thus the symbolic work of building bridges as we build the kingdom of God was central to our activity this year. Our Spiritual Development Day was exceptionally well received, as we welcomed Fr. James Martin who has worked in his ministry to build bridges to the LGBTQ community. It is also worth noting that WCDSB continued its significant investment in the online platforms for *Growing in Faith*, *Growing in Christ*, now right up to Grade 8. Further, *Building Bridges Faith Grants* were made available to schools, which supported the transformative work of ensuring we were “building bridges” beyond the symbolic ones that were painted and toured our system. The development and subsequent engagement with our “Pray@Home” and D2L Sacred Spaces sites have been a true gift to the system during this pandemic time.

KPI Highlights:

For each year of the pastoral plan, all schools will have artefacts reflective of the current theme.

- The MYSP Survey stakeholder feedback reflected an average score of 3.8 (or **High Medium**) for this indicator.
- This year the Bridge was our symbol for the pastoral year “*Sent to Build*”. The journey of the six bridges throughout the system became a powerful metaphor for the work of building the kingdom of God



	<p>through the bridge building that characterizes our work in the area of equity and otherwise.</p> <ul style="list-style-type: none"> • There were also several “<i>Building Bridges Faith Grants</i>” awarded. • The <i>Sent to Build</i> video launched in the fall had 1000 unique views.
Achieve and maintain 100% Eco School Certification	<ul style="list-style-type: none"> • The MYSP Survey reflected an average score of 3.6 (or High Medium) for this indicator • Only 50% of schools reached certification this year which was a drop from the 98% of schools have attained eco-certification the year before. There was no central champion for this work this year (Our sustainability lead position was in flux and not replaced) and the pandemic continued to pose a challenge to this progress and work. • That said - Waterloo Catholic made several submissions to OCSTA celebration of the 5 year Anniversary of <i>Laudato Si</i> and a number of WCDSB staff participated in the CARFLEO retreat “<i>Praying in, with and for Creation.</i>”
Attain commitment to Sustainable Waterloo Region to reduce our carbon footprint by 1%	<p>WCDSB set a target to reduce energy consumption by 1% per year and greenhouse gas emissions by 20% from a baseline year of 2014. This target has now been met (and exceeded), well ahead of the original 2024 timeline. WE met the GHG emissions target of 20% reduction in 2020. We can report that we have seen a reduction from 8,542,400 kg CO2 emissions in 2014 to 6,931,900 kg CO2 emissions in 2021.</p>
Increased outcomes on parent survey responses over three years of this plan	<ul style="list-style-type: none"> • Stakeholder responses for MYSP survey rated this at 3.4 or “High-Medium” and more specifically parents themselves rated this at 3.4.
Increased attendance by 5% at parent focused events	<ul style="list-style-type: none"> • There was another 10% increase in attendance at our Commissioning Ceremony year over year. This builds on the increase of 20% realized last year, so we have well exceeded the 5% goal of this strategic plan.
Increased online tool statistics, (eg., Google Analytics for web pages/tools, D2L and School Messenger)	<ul style="list-style-type: none"> • Through analytic tools within Google Suite, Microsoft Office 365 and Google Analytics website monitoring, D2L and School Messenger we can monitor activity of both who and when for utilization of tools, website and resources. We are able to determine which are being heavily utilized and which need more promotion or modification to meet staff, student and community needs. Data from the 21-22 reports include: <ul style="list-style-type: none"> • School Messenger, April 2022: 7313 student families secondary, 13,431 student families elementary • Google Classroom April 2022: 3199 active classes, 1696 have Google Guardian parent alert tool enabled. • Aspen Parent Portal April 2022: 9766 parents registered • WCDSB Parent website: 8,993 unique page views • WCDSB Student website: 230,261 unique page views • 13,700 D2L Sacred Space course accesses Sept 2021- Apr 7, 2022 • Over 5400 accesses to Sacred Space D2L during semester 2



As we look forward in this Strategic Direction connected to *Bearing Witness to our Faith through Joyful Discipleship*, we look forward to the launch of a new 3 Year Pastoral Plan, acknowledging that over the course of this pandemic reality our pastoral plan has been a source of great strength. As we emerge from the pandemic we will – *Awaken, Strengthen and Ignite* – our faith throughout the WCDSB. *Awakening* will also be the foundational theme for our Spiritual Development Day. Bridge building will continue in our equity work, as schools solidify their collective commitments in their equity work. One small example would be the partnership we forged this spring with *Tiny Home Take-Out* where our staff and students have the opportunity to be engaged in true community building with those who are less fortunate. This initiative has quickly taken root and is fully booked for the entirety of the next school year. In the fall, we will aspire to see our achievement of 100% eco certification for all of schools resume. We will also see our Mount Mary and Camp Brebeuf Retreat programs for our intermediate students return.

Culture of Belonging

Our second strategic direction within Nurturing our Catholic Community, is our articulated desire to promote a culture of belonging and respect, that supports success for all. At its core, much of this strategic direction focuses on issues of equity. Much work and planning went into launching our first student census, which is also being reported back to the community this June, with school level results also being disseminated. In combination with the Staff Census which was reported upon this winter, we have the ability to more nimbly respond to key demographic indicators in our equity, well being and student engagement indicators, as we work to triangulate data to analyze outcomes and plan for next steps. The WCDSB integrated Well-Being Plan work continued this year, and was intended to support staff and student needs across the four pillars of well-being. Well-being was very much a focus in our schools and in the work rolled out and prioritized at the system level, and as we look to the School Learning Plans, we see that equity is now purposefully embedded so that this key lens is core to all work within our student engagement and achievement plans.

KPI Highlights

Stakeholder Feedback	<ul style="list-style-type: none"> The MYSP survey revealed a 3.6 (High-Medium) rating for this goal, averaged across all stakeholder groups.
Job posting audit will reflect implementation of APO 028	<ul style="list-style-type: none"> An audit of 5 random, different employee groups was completed against 13 requirements. 6 deficiencies were noted, with most related to lack of documentation of a step or process. All deficiencies reviewed with HR officers. Over the course of the year a job posting checklist has been utilized to ensure compliance. Further there has been training for all individuals with hiring responsibilities and human resource staff on policy requirements.
Increased diversity in the materials used in schools, e.g., classrooms and learning commons (representative of our student population)	<ul style="list-style-type: none"> <i>My Place in this World</i> curriculum was implemented to support racialized students A \$400,000 investment in CRRP books for elementary classroom library and diverse books for school library commons was made. Spark Reading was purchased for all Kindergarten classrooms so that students might see themselves in the material. System wide PD on unconscious bias and anti-black racism was deployed Books valued at \$52,000 with an indigenous content were purchased K to 8

	<ul style="list-style-type: none"> Staff census was implemented spring 2021, with reports this fall/winter and the student census was implemented in the fall of 2021, with a report to Board in June 2022. WCDSB Equity Office will be expanded with 2 more positions – with an HR and System Navigation focus; the current equity officer has joined the senior team and will now be promoted to a Senior Manager position.
<p>BYOD statistics and Board wide statistics (analyzed to ensure access in all classrooms to maintain consistent device: student ratio</p> <p>PD Statistics – e.g. online tools.</p> <p>Monitoring of the Encompass Data to assess the ELL, IEP, gender and FNMI achievement gaps</p> <p>Increase in affirmative responses on Student Survey Data (eg., Transition Survey, School Climate Survey, Exit Surveys)</p>	<ul style="list-style-type: none"> The WCDSB is at approximately a 2:1 ratio at the current time, but complemented by a robust call for parents to avail themselves of a BYOD plan; it should be noted that 10,000 devices were deployed over the course of the year to ensure all schools, classrooms and students were served. 300 elementary and 70 secondary staff (sometimes in groups) attended Google Classroom & Meet, D2L and Teams PD To date 1100 participants have engaged in various forms of PD The implementation of a new SIS (Aspen) has caused challenges with our ability to track student data. That said in Appendix B we see a healthy number of SEA devices in the system supporting students. We also note a new website to assist with special education forms and processes, with 390 visits to date. All PD related to Special Education has been posted and the videos therein have had 1007 visits. Lexia Student achievement reflects that of the 572 users there has been a 5% movement into or above grade level, and 893 levels have been passed. The Newcomer Center welcomed a record number 430 students YTD from across the world. We had an increased participation rate of 9 % in our Transition Survey. From 2019 to 2022 students reflected comparable data regarding the important metric that there is an adult who believes in their success. However, the MDI data reflected that students have been missing their after-school activities and there was an increase in students who felt there was not an adult to whom they felt connected. Nonetheless, our student census data is yet another metric which presented some encouraging data regarding students' sense of belonging with 92% indicating most of the time (22.2%) or all of the time (69.7%). 47.5% of students surveyed were identified as being in the "low" well-being category using the MDI established algorithm that even one low

	<p>rating/measure places an individual as “low” overall. If this metric is changed to 2 categories rated as low, the group is cut in half, though still clearly concerning. This does represent an increase of 6.8% since 2019. Given the pandemic reality our students/youth have experienced for the past few years, this is to be expected to some degree.</p> <ul style="list-style-type: none"> • On the positive side – the ratings for Victimization and Bullying at school were very strong for “not at all this year” (75%) and very low for “many times a week” (3%) • Similarly on a positive note, in terms of Academic Self Concept, only 6% were in the low range and there was only a 2% drop from 77% to 75% in the high range. Again within the Student Census, 85.1% indicated they find their school a good place to be.
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As we look to the fall we will be further redoubling our efforts in the area of equity. This year we saw significant PD delivered in a variety of forums, and schools were asked to adopt an explicit equity goal/focus which was monitored throughout the year. As we look to next year, a significant PD contract has been signed to work with all our administrators to build their capacity and further tackle, issues of anti-Black racism, unconscious bias and system prejudices. We will also be placing an increased focus on well-being and its critical role as a foundation to engaged learning and working. The Student Census and our MDI results will assist in informing our key strategic goals within our new strategic plan in the fall.

Culture of Innovation

While there are still a number of successes to share within our third strategic direction, it is notable that several of our “marque events” continued to be adversely affected by our pandemic realities. Further, with central staff redeployed to schools more than once over the school year, some activities were impacted. Amongst our successes, it must be noted that our WCDSB students have continued to learn as a result of the considerable efforts of our teachers to learn, adapt and innovate. We have seen strong and steady enrolment in our pathways programs, and there was good momentum in our spring programming and events, as we saw a stronger return to a more normalized experience. Of significance was the incorporation of co-op experiences for all secondary schools, for our Community Active Living students. We have also seen the practice of marker students being used to good effect, as increases in literacy and numeracy achievement were noted.

KPI Highlights

<p>Stakeholder Feedback:</p> <p>Increase in number of experiential learning opportunities in the elementary panel (and the number of students connected to them)</p>	<ul style="list-style-type: none"> • The MYSP survey revealed a 3.7 (High-Medium) rating for this goal, averaged across all stakeholder groups (with students rating it highest of the various groups a 3.9). • As outlined in appendix B various activities took place, and while the increase may be hard to fully quantify, it is clear that year over year there was an increase, with 3082 students across 138 classrooms participating in experiential learning opportunities; 1312 students participating in 56 Micro:bit workshops, 320 students in our Earth Day Climate Action event; and 540 students in grades 3-8 in our Junk Drawer races.
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<p>Assessment process for pilot projects tied to student engagement and achievement</p> <p>Increase in eLearning course participation and successful completion of courses.</p>	<ul style="list-style-type: none"> The Non-for-Profit Education stream will be launched next year at Resurrection and Environmental stream at Monsignor Doyle – both we were well-received and 622 grade 10 students have already signed up for the programs for next year. Our eLearning enrolment year over year has generally continued to grow, however this past year it was essentially stable, but that is offset by online learners who are not counted as eLearners. As we look to next year we again start to see increases, with our April 28th snapshot was at 1200. WCDSB success rates in eLearning for this year reflect fairly consistent outcomes regardless of whether the study is face to face or in eLearning. Most recent data reflects an avg of 92% success.
<p>Increase in number of placements with local industry, community, and public organizations.</p> <p>Increase in number of students in Specialist High Skills Major (SHSM) and the variety of opportunities connected to the SHSM Red Seal</p> <p>Evidence of Principal collaboration at Administrator meeting and Innovation in Leadership Series, as well as FOS meetings and Academic Council; and innovative practices are replicated in additional school sites.</p> <p>#wcdsbInnovates website is populated with projects</p>	<ul style="list-style-type: none"> Co-op placements have increased this year, as have accelerated OYAP placements. While there were 183 coop placements in semester 1, there were 300+ in semester 2. There are currently 260 OYAP participants. Enrolment in SHSM remained steady and our 25% surpasses that of the province by 8%; we have 2 new sectors that have been approved for next year. We have 1282 students enrolled in 51 SHSM programs. SHSM students have earned 2431 certifications. A regular feature at our K-12 Administrator meetings was inviting Principals to share best practices; virtual breakout rooms were utilized (more so in the spring) to allow for more meaningful collaboration. Family of Schools (FOS) meetings allowed for deeper collaboration and sharing of promising practices. Innovation and the Thinking Classroom were key foci points in both forums, as were strategic equity practices and leadership. Sessions of various types were facilitated throughout the year by our Innovation consultants which allowed for the sharing of best practice. Over 360 digital tools and resources were published, with usage notes for safe use; The #WCDSBInnovates wall is also located in the updated Innovates website for parents: https://innovate.wcdsb.ca/parents-and-students/ The webpage continues to received views with a total of just under 500 views this year within the public and private site.

As we look to the fall, we see a return of our UCEP program, with a further strengthening and re-acceleration of our coop, OYAP, Dual Credit and SHSM programs, which have seen some decline the past two years. As we look to next year we are buoyed by our fledgling partnership with CTMA (Canadian Tooling and Machining Association) and OCTE (Ontario Council for Technology Education) – where placements are now possible with over 25 regional companies. As well, we are implementing Experiential Learning and Innovation Leads in each school to champion opportunities. We are also seeing significant interest and growth in the implementation of the Thinking Classroom, which we are positioning as a key strategy within the expansion of destreaming. With that said – our culture of innovation has been nothing short of excellent as we have made the transition to distance learning and navigated the pandemic. We have seen our board innovation plan have an exponential acceleration as a result and we wish to utilize this asset lens as we tackle the learning agenda heading into the Fall of 2022.



Maximum Opportunity for Success for All

Within our fourth Strategic Direction of fostering maximum opportunity for success for all, we endeavoured to see numeracy remain as a key focus for our system this year, and despite the pandemic, much work was done to build capacity. Further, the pandemic highlighted that there was the potential for early literacy skills to be impacted, and thus an equal focus emerged in the area of early literacy development. A focus was placed on assessment literacy, ensuring sound early literacy data, as well as turning an eye to the potential impact of the *Right to Read* report. Further itinerant literacy teachers joined our numeracy coaches in providing local support and capacity building. The ministry funded tutoring initiative saw 1000+ students a week served from April to June 2022. Throughout the year there was a focus on the “thinking classroom”, which began in mathematics classrooms, but expanded across the curriculum. Similarly, math coaches and itinerant literacy teachers were reduced in their ability to be impactful – due to the pandemic and their redeployment to backfill absent teachers – however our strategy of support evolved accordingly and significant gains with marker students were still realized. Their focus was on evidence based High Impact Strategies.

The focus on graduation that had been truly gaining traction in the beginning of the 19-20 school year, continued to be somewhat impacted this year due to our transition to a new Student Information System and the implementation of the quadmester model, which were not particularly complementary. We saw significant impact and implications to the reliability and validity of our school-based data. Nonetheless, by spring this work was gaining traction once again, though our confidence in fully reliable data has been slow in coming.

KPI Highlights

Stakeholder Feedback	<ul style="list-style-type: none"> There was an average of 3.5 in <i>each</i> of the four goals found in this strategic direction. (Students generally rating it higher at 3.9 versus parents who were closer to the 3.5) This represents a High-Medium rating across the four goals in this strategic direction.
Improvement in EQAO achievement by minimum of 5% over three years in our grade 9 Applied level students and our grade 6 students	<ul style="list-style-type: none"> This metric was achieved the last year EQAO was implemented but with EQAO only returning this spring we do not have a KPI to report. That said, we can report minimum increases of 20% in each of the numeracy coaching pre-and-post assessments. There was a 19% increase in educator awareness regarding appropriate strategies within their destreamed grade 9 classroom and 28% increase in relation to strategies to teach social emotional learning.
Decrease the gap in achievement between those students on an IEP and those who are not for EQAO numeracy assessments	<ul style="list-style-type: none"> EQAO was not implemented. PD throughout the year assisted teachers in building confidence and how to apply differentiated instruction within the new math curriculum. Data presented in the special education report to board indicated that gaps in mathematics were decreasing slightly over time according to report card data, (from 22% gap to a 19% over time.)
Teacher survey data and feedback reflect increasing sense of professional efficacy	<ul style="list-style-type: none"> For numeracy professional development in September 375 Elementary school educators reported a 20% average <i>increase</i> in understanding Learning Areas / Strands and Planning Assessment & Resources and 87% of comments reported learning was highly worthwhile. There were 30 participants in Math PJ Parts 1 and 2 (an increase of 11 participants) last summer and another 12 participants this spring 2021.

<p>Increase in achievement for Marker Student</p>	<ul style="list-style-type: none"> With 500 educators using Knowledgehook, an increased usership of 50 over 2021, where it was also up by 322 educators since April 2020. 2 cycles of coaching were completed (with a 3rd underway) across a number of schools, impacting 813 students; identified support impacts was +27% avg increase from pre to post in cycle 1; +24% avg increase in cycle 2. (Across various grades in all cases)
<p>Continued Improvement in the Graduation Rate – with a goal of 83% over 3 years for 4-year rate and a goal of 90% for the 5-year rate</p> <p>Increase in number of students captured in our 12+ re-engagement success statistics</p> <p>Self-assessments (student and teacher) reflect progression on the global competency rubric (i.e. New Pedagogies for Deep Learning)</p>	<ul style="list-style-type: none"> Internal metrics show an increase to 87.7% for our 4-year rate and 93.9% for our 5-year rate; Ministry metrics indicate 79.7% for the 4 year rate and 85.7% for the 5 year rate. Through Quad 1 and 2 (or semester 1) of this year there were 61 graduates (which compares to 45 the year before), with an additional 45 students enrolled at St Louis to complete their OSSD. Staff assessments based on the 72 workshops on the Thinking Classroom reflect that virtually all respondents felt more empowered to develop a learning environment that was interactive and student centered – that they were very confident and able to develop more robust learning tasks. Artefacts suggest deep professional learning on how to facilitate deep student learning.
<p>Increase to 82% over three years in OSSLT success rate for FTE students</p> <p>Increased success for our Applied level students on OSSLT; decreasing gap between boys and girls, applied and academic; decreasing gap between students on IEP and those not on IEP</p>	<ul style="list-style-type: none"> The OSSLT was written twice this year, and thus are results are not fully known as we do not have the spring sitting results as yet. We are optimistic regarding our ability to attain our stated goal. Again with no complete OSSLT results, this metric is difficult to identify. That said, much work has been done this year building capacity with the BAS (Benchmark Assessment System). It has been implemented K-8, along with all secondary school special education departments. WCDSB also implemented the BLAM (Balanced Literacy Assessment Measures) in all schools digitally, hiring a contract staff person to assist in its implementation. Lexia has been employed to address learning gaps to good effect, with a 5% movement into or above grade level, and 893 levels being passed. A number of other strategies as outlined in the Strategic Direction report are underway and making impacts. Further supports are being contemplated for next year.
<p>Full system statistics for My Blueprint, to assess full system implementation</p> <p>Increase in number of OYAP participants and apprenticeship opportunities for students of the board</p>	<ul style="list-style-type: none"> 91% of students have logged onto My Blueprint and initiated completion of their IPP tasks. This is a 40% increase in student logins year over year, (with a 22% increase last year). 65% of grade 10 students had completed 70% of their IPP between Sept 2021 and April 2022. OYAP students have increased, with 11 students being signed on as Apprentices; new program offerings are growing and attracting increased enrolment, and 200+ students and families attended “5 reasons to consider a career in the skilled trades” on March 7, 2022.

<p>Increase in K-8 experiential learning opportunities, as tracked by system experiential learning teacher</p>	<ul style="list-style-type: none"> • 300+ elementary students took part in the OYAP construction day in October 2021. • Indigenous students took part in 3-day Opportunity Knocks Skilled Trades Career exploration in November 2021 • 1,312 student participated in coding Micro:bits • 320 students participated in Earth Day Climate Action Event • 540 students participated in the elementary Ontario Skills Competition Junk Drawer races program. • 645 students from 8 schools participated in the Skilled Trades and Makedo Workshops. • 1014 students participated in Earth Day Hydroponic Garden and Food Sustainability Workshop • \$50,000 worth of manufacturing equipment was installed at both St Mary's and St Benedict's. Further there was an investment of \$400,000 across all technology classrooms.
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In the new school year we will redouble our focus on graduation metrics and tools for tracking and predicting graduates, through our Graduation Dashboard. As well, many of our programs that are intended to support a stronger graduation metric had been successful and showing growth, (such as the grade 9 Reach Ahead Summer Credit Course, OYAP, our improved OSSLT strategy, our participation in Ontario Skills competition, our increase in UCEP enrolment and our improved re-engagement metrics), and the pandemic slowed many of these interventions and strategies. Thus, as we look to next year and what we hope will be a more normalized year, we will hope to re-strengthen the use of the graduation dashboard and continue to strengthen our experiential learning opportunities as much as possible, building on the solid growth of this year. Further – our results (and those provincially) suggest that with the *Right To Read* report and its implications, coupled with the impacts of the pandemic, a focus on early literacy is very much called for and will continue as a focus of our work next year. Finally – the evolving expansion of a destreamed curriculum in grade 9 will require significant focus and professional development to ensure that the stated aims of such a direction are achieved – that is, that all students are given the maximum opportunity for success.

Investment in Global Competency Development

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

KPI Highlights

<ul style="list-style-type: none"> • MYSP Survey Stakeholder Feedback 	<ul style="list-style-type: none"> • Once again across all 3 goals within this Strategic Direction there was a solid over of 3.4 to 3.6. (3.6 for Digital citizenship, 3.4 for programming on NPDL and 3.5 for current and relevant teaching and learning practices) representing a “High Medium” rating in all areas.
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<ul style="list-style-type: none"> • Increase in-usage stats in the WCDSB BYOD online environment. • Increase use (as measured by usage stats) within encompass, D2L, Google classroom • Classroom Evidence (pedagogical documentation) from Instructional coach reports & SO Visits • Utilization statistics of private and public Innovation Online resource bank #wcdsbinnovates • Monitor usage statistics of both red, yellow and green apps and web environments • Meeting agendas that reflect promotion of green apps 	<ul style="list-style-type: none"> • We have increased usage of D2L throughout this time of the pandemic, with our overall usage averaging 8000 average access daily. We have had high usage of our Sacred Spaces D2L site at 42,000 accesses. • Three SO visits did continue throughout the year and pedagogical documentation was shared at those times. Despite the challenges of redeploying central staff, results of 2 cycles of math coaching were shared and there was a 28% average increase from pre to post in cycle one and a 24% average increase from pre to post in cycle two. • There were significant improvements to the approved digital tools found at #wcdsbinnovates – which includes usage notes to further support responsible implementation. The k-12 Community of Practice had 2,848 accessed events. And the site averages 650-700 views per month. • There was robust work done this year in the monitoring and approval of apps and exploring a process for reliable approval. Within a 30 day period the site average is 200 unique viewers. Further, APS017 and APC052 were both updated to address responsible use not only for staff but for students; both were published to Staffnet and the WCDSB website. • Executive Council and Administrator agendas have covered the process connected to green apps several times this year. • Additional Innovation Committee team agendas also reflect discuss regarding optimal processes. (per appendix B) • Throughout the year we completed early implementation of the Common Sense Digital Citizenship Curriculum
<ul style="list-style-type: none"> • Increase in usage statistics for the EnCompass Environment • Students assessments (self and teacher) reflect progression on the competency rubric 	<ul style="list-style-type: none"> • The transition to Aspen created problems for Encompass use last year and into this year; it is now operational and utilization is once again growing. A junior data analyst was hired to support a user friendly Early Literacy environment within Encompass. Further a retired principal (JD) was also hired to assist in ensuring validity and reliability in data and to assist in re-training end users. • The competency rubric was not effectively implemented pre-pandemic and since they the Framework for Learning Design is where our energy has gone. • Subgroup logic models for innovative pedagogies and a culture of innovation have both been a focus of work for the Innovation Committee over the course of this year.

<ul style="list-style-type: none"> • Increase in school-based PD requests reflecting a focus on New Pedagogies for Deep Learning (NPDL) coaching and innovation • Discretionary School and system investments in “third teacher” learning environments • Completion of Years 2, 3 and 4 of the Learning Commons refresh plans 	<ul style="list-style-type: none"> • The Thinking Classroom was a focus in both central K-12 Administrator meetings and in Family of Schools meetings. As a result 20 schools offered 49 workshops on the <i>Thinking Classroom</i>, with PD in their local staff mtgs. There were also 24 book club studies, for a total of 72 PD events, so that capacity in the strategy is widely growing. Further, an investment of \$94,000 has been made in vertical white spaces for classrooms (installation to be completed by August 2022) to complement the strategy. • System investments were well underway with Third teacher learning environments but third teacher principles are generally antithetical to pandemic management so that was paused this year (with the exception of standing desks) • Years 2, 3 and 4 of the Learning Commons refresh are completed and year 5 is underway. This successfully completes the full Learning Commons refresh for WCDSB.
<ul style="list-style-type: none"> • Increase in affirmative responses by Staff-to-Staff PD survey • Increase in affirmative responses by students to Student Voice/School Climate survey • Responsive investment reflected in annual IT strategic plan and budget 	<ul style="list-style-type: none"> • Several post-PD surveys (per Appendix B) suggest that PD is positively impacting practice. Workshops on the Thinking classroom have consistently produced feedback that demonstrates a strong staff belief in their capacity to now engage in deep learning practices. • The MDI survey was implemented this year and while reporting of bullying and victimization was generally much improved and a point of celebration, there was an increase in students reporting cyber-bullying. This will be a focus for the Safe Schools action plan for next year. • Continued investment has occurred over the course of this year, with 10,000 devices deployed to students, new laptops deployed to all admin and the ratio of students to devices is now slightly better than 2:1 in elementary and working toward 1:1 by the next two years in secondary. A significant invest of 2 million dollars was made in the 2021-22 school year with another 2.7 million dollars committed in this year's budget for next year.

Our 5-year plan to refresh all our library spaces to updated Learning Commons is almost complete, with 37 schools completed in years 1 - 4, and we are on track for completion of year 5. Our work on the Thinking Classroom has been grounding our work in New Pedagogies for Deep Learning, and this spring Academic Council had a learning session with Michael Fullan to further discuss how we re-energize the work of New Pedagogies for Deep Learning that were taking root before the pandemic, but somewhat derailed by COVID protocols. Our Chromebook strategy served us well heading into the pandemic and with the support of the additional funds received, we are now at a ratio of better than 2:1 in elementary and are working toward a goal of 1 to 1 in secondary. As we look forward we do not want to lose the momentum that has been realized over the course of this school year in relation to NPDL and innovation. We will utilize an asset lens to continue to build transferable skills that will serve our students well as they leave our system, but that will also serve them well as we progress to greater destreaming and greater innovation in our classrooms. We realize responsible digital citizenship will have to be a key element of any plan going forward. We are in the process of moving to Brightspace by D2L as the primary LMS for all classes, so that students and parents have one consistent platform. Finally, it is worth mentioning that Student Aware data will be helpful in targeting communities that may benefit from more intentional programming to address this concerns that have emerged with cyber-bullying.

Well-Being of Staff and Students

Each and every day and in all aspects of our planning and work, the well-being of our staff and students is of paramount importance. That continued to be more true this past year, where that became the primary lens that drove our highest level of decision making, particularly in the first half of the school year. Violent incident reports for the year were down year over year, when factoring in/correcting for the pandemic, and there is an overall decrease in WSIB claims within our trend data. There is an increase in sick leave usage from previous years, perhaps reflecting the impact of the pandemic on all staff. We do however continue to consistently be within the top 5 boards provincially for our sick leave usage data, (i.e., we perform strongly when compared to other boards). Mental health claims are at a high level – again a reflection perhaps of the impact of the pandemic. Student well-being was a key priority and virtually all schools leaned into the supports and learning available through implementation of The Umbrella Project. Our mental health lead and our social workers have been a strong source of support to our system during this time of increased anxiety. Our MDI data suggests that these efforts generally had a positive impact, as student asset results were strong and given the pandemic, results were relatively stable. Further, decreases were observed in suspensions, specifically as it applies to recidivism.

KPI Highlights

<ul style="list-style-type: none"> • MYSP Stakeholder Survey Feedback • Decrease in reports of violent incidents • Decrease in WSIB claims • Decrease in staff absenteeism 	<ul style="list-style-type: none"> • This was the one area of the MYSP Stakeholder Survey data that had an average with a “medium” rating as a result of staff giving “decrease in staff absenteeism” a 2.3 or “medium low” rating. This is objectively true as a result of the pandemic. The overall average for this indicator was 2.9 or “medium”. The other two goals were rated at 3.3 and 3.4 which place them on either side of Medium and High Medium. • Adjusting for closures, there was a 20% decrease in violent incident reports, with a total of 684 reports by staff. Most results are with younger students, especially kindergarten. • There is a demonstrated decrease in WSIB claims when adjusting for closures, with 72 in 2021-2022 and 117 in 2019-2020. • Sick leave usage is up this year from previous years, with a rate of 5.77%, which compares to a rate of 4.09% last year. Mental health related claims are at 43% for 21/22 in the YTD.
<ul style="list-style-type: none"> • Increase in the number of schools implementing the Umbrella Project • Increase in student qualitative responses on School Climate/ Student Voice/Resiliency surveys 	<ul style="list-style-type: none"> • 100% of schools are now participating in the Umbrella Project, including St Isidore. • The MDI survey was implemented this year (as was the Transition Survey). Data suggests fairly positive responses by students, with a positive perception of their potential for academic success, a general perception of less bullying and victimization, however there was a perceived increase in cyber bullying.



<ul style="list-style-type: none"> • Decrease in student suspensions • Affirmative parent feedback on the alternative to suspension program • Improved student attendance metrics • Increase in OPHEA Healthy Schools certifications • Increase in number of schools working with Region of Waterloo Public Health. • Increase in affirmative responses in qualitative student voice surveys (mapped to healthy living) 	<ul style="list-style-type: none"> • Recidivism has decreased in both panels over the past 4 years. Further there were 32% fewer students suspended in elementary and 16% fewer students suspended in secondary, when compared to 2018/19. • We did not receive renewed funding for the Cambridge YMCA program; the Student Aware platform to help identify at-risk students has received positive anecdotal feedback from parents. • This has continued to be an extremely difficult year to track reliable student attendance metrics, as a result of the pandemic. • OPHEA certification has not been a focus during the pandemic; the hope would be to re-energize this work in the coming year. • All schools are now supported by WR Public Health and School Public Health Nurses, and we saw the Mental Health and Addiction Nurses emerge as our WCDSB Community Partner Winner, however the traditional work of PH nurses was not possible this year due to the pandemic and we hope to see this return next year. • All schools have received the MDI survey results and have begun the work of unpacking the implications for their local school. We are cautioned by our researcher that because the first implementation of the MDI was in 2019 (pre-pandemic) and the second implementation was in Feb 2022 (within the pandemic), a third data point at the next implementation is needed to determine a trend, or reliable analysis of results. 85% of elementary students and 74% of secondary students report to being “medium to high” on the wellness scale.
<ul style="list-style-type: none"> • Surveys of staff following yearly event of SDD • # of attendees at workshops/ retreats on prayer/spirituality 	<ul style="list-style-type: none"> • 85% of staff participated in the Spiritual Development Day survey indicated it was a positive and important experience for them, and found the keynote speaker Fr James Martin engaging. • D2L Sacred spaces webpage has been accessed 42,000 times between Sept 2020 and April 2022 • All staff attended the Spiritual Development Day in November and CEW videos and our Beacons of Hope videos had approximately 400-500 views per video, with total activity for the week at 4,706 views.

As we look to next year, we will look to augment and strengthen the current system well-being plan to be more responsive to the current climate and landscape in our region and province. We have committed, with the support of OECTA, to well-being ambassadors in every school and they will help to champion the work that will strengthen staff well-being. The addition of Student Safe School Ambassadors in all of schools this year has been a positive strategy and will only gain momentum in the new year. (This was a direct response to the removal of the explicit SRO program – and places more locus of control in the hands of the students to impact their own safe schools environment.) Similarly, as we look to the launch of our new 3 year pastoral plan, we will look to enhance the spiritual support offered to our staff and students during this time of rebirth, as we forge a path forward to a new found re-awakening, a new strength and as we ignite our full potential as children of God.

Key Messages regarding the New MYSP:

The MYSP Survey also had a component that invited stakeholders to offer critical feedback that would be helpful to the development of the new WCDSB Strategic Plan.

Critical points of feedback were the following:

- A very strong average score of 3.9 regarding the current Mission and Vision remaining as we develop the new MYSP. This was consistent across all stakeholder sub-groups.
- In the ranking of themes for consideration of the next MYSP (2022-2025) the following were the top three themes:
 - EDI for Students and Staff
 - Well-Being for Students and Staff
 - Learning Recovery
- That said – it is perhaps notable that literacy, supporting experiential learning opportunities, destreaming and the pastoral plan were the lowest, and arguably the stated purpose of destreaming is to bring a more equitable approach to student success, that a focus on early literacy is key to learning recovery and that the pastoral plan has been understood as a significant motivator of positive staff and student wellbeing – spiritual and otherwise. Thus a thoughtful approach to seeing the inter-relation of our work and themes is critical to a strong plan that is strategic and responsive to the needs of the time.

Key Next Steps:

We will launch and implement a new Pastoral Plan – *Awaken, Strengthen, Ignite*, and hope to see it as a source of support and spiritual nourishment as we aspire to emerge from this time of challenge to a time of rebirth and re-engagement.

Continue to bring a strong critical eye to equity issues and ensure support for all of our learners and all our staff. Particular renewed focus will fall to those students who have been harshly impacted by the pandemic, to those students who have historically been disadvantaged, perhaps by unconscious bias, such as our indigenous and racialized youth. Planned professional development for all administrators has a strong focus on combatting anti-Black racism. Further this equity focus may include our students with special needs, those with ELL backgrounds, our LGBTQ students and other marginalized staff and/or students. We will continue to look at our organizational structures and extend the work of this year, as we redoubled our efforts toward delivering CRRP.

We will enhance and strengthen anew our use of Encompass and the Graduation Dashboard, to better assist in improving student achievement and our overall graduation rate.

Invest in and refocus our efforts back on key student achievement metrics such as early literacy and numeracy. The implications of the *Right to Read* report, and the expansion of destreaming will be critical factors in influencing strategy and direction.

Continue to consider how to utilize our educators and multi-disciplinary teams to heighten our re-engagement strategies as we emerge from this pandemic time when some students became more disconnected from their learning and their schools than they might have once been.

Capitalize on the innovation and instructional strategies which have emerged over the course of this year, and renew our focus on New Pedagogies for Deep Learning. Critical to this work is the foundation that has been established this year with the work of the Thinking Classroom. With eLearning taking on greater importance for secondary students, we will have to continue building comfort with our online platform, and support the Catholic Virtual Ontario consortium, to ensure Catholic courses taught by Catholic teachers. We will continue to promote a culture of innovation, building our capacity not only with eLearning but also in other areas of innovation.

We commit to updating and strengthening our Well-Being Plan, and inviting schools to do the same – with particular focus on wellness as we re-emerge from the pandemic. Our Wellness Ambassadors will assist in this regard.

Summary:

As we navigate toward what should be the closing months of our 2018-2021 (2022) Strategic Plan, we find that progress is being made in all of strategic direction areas despite the considerable challenges of the past few years and that majority of goals are reporting positive gains, although most have seen some setbacks as a result of the pandemic. The MYSP survey and this report card assist in setting the foundation for the new MYSP, with a clear focus on wellbeing, equity and learning recovery.

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

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

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

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

Recommendation:

That the Board approve the Multi-Year Strategic Plan Report Card Update for the 2021-2022 school year, as presented in this report and found in Appendices A and B.

Prepared/Reviewed By: Loretta Notten
Director of Education

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

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Strategic Plan

Waterloo Catholic District Schools

Living In Faith

Our Vision

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

Our Mission

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

Our Beliefs

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

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

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



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

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

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

Nurturing Our Catholic Community

Student Engagement, Innovation and Achievement

Building Capacity to Lead, Learn and Live Authentically.

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

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

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

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

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

Loretta Notten
Director of Education



Nurturing Our Catholic Community

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

Building Capacity to Lead, Learn & Live Authentically

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

Living In Faith

Student Engagement, Achievement & Innovation

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

Nurturing Our Catholic Community

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

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

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

- Successful Implementation of WCDSB equity action plan to facilitate organizational change
- Equitable access to learning opportunities

Student Engagement, Achievement & Innovation

Nurture a Culture of Innovation:

- Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success
- Continue to seek and support reciprocal partnerships with Community/ educational partners and leverage the mutual learning

Foster maximum opportunity for success for all:

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

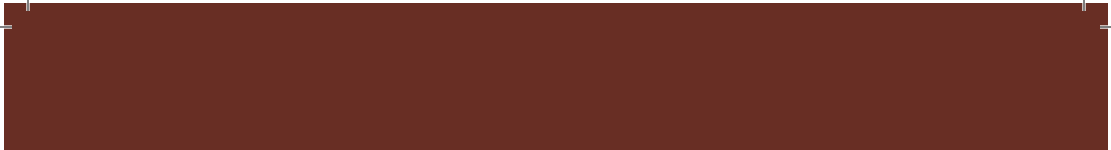
Building Capacity to Lead, Learn & Live Authentically

Investment in global competency development and leading technologies:

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

Nurture the well being of all students and staff:

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



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Waterloo Catholic
District School Board



MYSP PRIORITY – NURTURING OUR CATHOLIC VALUES



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

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
Provide opportunities to live out and inform our faith through implementation of our Pastoral Plan, which will be rooted in a response to the pastoral letter, <i>Renewing the Promise</i>	For each year of the pastoral plan, all schools will have artefacts reflective of the current theme, supported by System Faith Formation Council (SFFC).	<p>Each school will participate in the key activities outlined in the Pastoral Plan. The Eucharist story will form the foundation for our call to <i>Renewing the Promise</i></p> <p>In Year Three of our three - year Pastoral Plan, Sent to Build, the concept of Building Bridges was made known to students through our Family of Schools Unity Bridge outreach. These tangible representations of our Pastoral Theme were constructed by each FOS</p>	Sent to Build School Resource	<p>Culture of Life Leadership Conference which is sponsored by Diocese of Hamilton, and held at the Henry Mancini Centre, would have involved approximately 50 students from across our system</p> <p>The last number of years, WCDSB Educators for Justice hosted an evening celebration at the Fresh Ground Café for all students in our</p>	<p>School, Home and Parish Partnership Retreats, anticipated to run in the fall of 2021 have been rescheduled to fall of 2022.</p> <p>Next year we are hoping for a robust return to action for our WCDSB Educators for Justice – including school-based activities and a spring gathering at Fresh Ground to ‘share out’ the Good News of their work!</p>

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
		<p>Secondary School and then animated in Spirit and paint with images reflective of the outreach schools engaged in during this pastoral year of Sent to Build.</p> <p>From October to May, all schools spent two weeks going 'deep' into our <i>Sent to Build</i> theme. Along with hosting and animating their Family of Schools Unity Bridge, students participated in a series of activities in which they encountered the Word of God and experienced the opportunity for personal transformation. Divisional videos created by chaplains, read-alouds from Learning Commons staff, prayer services, guided <i>Visio Divina</i> sessions on various Faith Bridges, were but a few of the weekly activities</p> <p>On December 5, 2021, all WCDSB participated a Spiritual Development Day focusing on the theme Sent to Build: Building Bridges to</p>		<p>Secondary Schools involved in the work of justice throughout our board. Groups of students were invited to eat, share and 'encounter one another' with their accounts of Witness, Compassion and Acts of Mercy for making the world a better place. Once again, we were unable to host this event.</p>	<p>We are hopeful for a return to the <i>Culture of Life</i> Leadership Conference for our Secondary Students next year.</p>

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
		<p>Unite Communities. This featured an opening liturgy and a keynote talk by internationally noted author and speaker, Fr. James Martin S.J. (Author of <i>Building a Bridge: How the Catholic Church and the LGBTQ Community can enter into a Relationship of Respect, Compassion and Sensitivity</i>) to whom staff directed several questions. The afternoon was dedicated to unpacking the Synod on Synodality, a community building Faith Race, and closing liturgy, led by Fr. Joseph de Viveiros C.R.</p> <p>As part of the culmination of our three-year pastoral plan, Sent to Build, many schools applied for our Building Bridges Faith Grants to ensure their communities had enough resources to do this transformative work.</p> <p>We undertook adding the <i>Growing in Faith, Growing</i></p>			


Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
		<p><i>in Christ</i> program to Gr 8. Approximately 1800 students and 90 staff were provided access to a digital platform for the Gr. 8 Growing in Faith, Growing in Christ Religious Education Resource, which includes parent and parish portal access and capabilities. All staff were offered a virtual in-service on this platform and on these Gr 8 Religious Education materials.</p> <p>Through a partnership with the Diocese of Hamilton, All Junior and Intermediate students (including many secondary students) enjoyed a presentation that connected the Saint John's Bible across Space and Time to Scripture. In Oct 2021, many WCDSB staff attended <i>When Faith Meets Pedagogy</i>.</p> <p>Hundreds of students from all our Secondary virtually</p>			

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
		<p>attended the Youth Forum, When Faith Meets Pedagogy entitled, <i>"Guardian of Hope, Bearers of the Promise, Stewards of Creation."</i> Students participated as a School Delegate or as part of their morning or afternoon (or both) classes!</p> <p>This school year has witnessed the creation of virtual liturgies. All of these celebrations were live, interactive and involved music, readings, reflections and images from staff. Attendance was excellent.</p> <p>Presentation to the local Deanery to promote our <i>Emerging from the Pandemic: Navigating the School - Parish Partnership</i> plans as well as well as this year's pastoral plan.</p> <p>We also continued to share with clergy and parish</p>			

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
		<p>partners our <i>Growing in Faith and Growing in Christ</i> Religious Education Resource, in particular the Parish portal which allows parish teams to stay connected with Religious Education programming in the classroom. Parish Teams were provided with student manuals, and login materials for the new updated Grade 8 GIFGIC program.</p> <p>Faith and Technology: We continue to work with the pastors to develop virtual tours of their parishes (St. Mary's, St. Francis, St. Teresa of Avila, Christ the King Cathedral, St Patrick's Parish).</p> <p>We have also created a virtual Mount Mary Retreat tour for students and to present to parents. Students in our Secondary Schools constructed Unity Bridges this year that have travelled from school to school where</p>	<p>Parish Website (http://www.pearsoncanada.ca/school/growinginfaith/parish/)</p> <p>Teacher Website (http://www.pearsoncanada.ca/school/growinginfaith/teacher/) user name: teacher_wcdsb password: Teacher99</p> <p>Student-Home Website (http://www.pearsoncanada.ca/school/growinginfaith/student/)</p>		

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
		<p>students have animated them throughout the year.</p> <p>Nearly a dozen WCDSB staff participated in the two virtual (Advent & Lent) retreats.</p> <p>All elementary schools were engaged in some form of retreat experience for students in Gr. 8. Chaplains along with partners at Mt. Mary and Camp Brebeuf, partnered with school staff to create engaging retreat experiences that allowed a differentiated response.</p> <p>During Catholic Education Week this year, Catholic speaker and musician Chris Bray joined us as we visited well over 1400 students across selected schools from each Family of School community, as we gathered students safely and intentionally to Rebuild, Restore and Renew together.</p>	<p>nada.ca/school/growinginfaith/student-home/)</p> <p>username: wcdsb99</p> <p>password: Student99</p>	<p>COVID19 Restrictions prevented the overnight residential retreat experience for Gr. 8s for most of the year.</p>	<p>Looking to return to fully realized residential retreat experience</p>

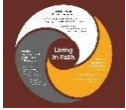
Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
Promote stewardship of the earth and its resources	<p>Achieve and maintain 100% Eco School Certification</p> <p>Attain commitment to Sustainable Waterloo Region to reduce our carbon footprint by 1% per year</p>	<p>22 schools were able to meet the certification challenges this year.</p> <p>Energy Intensity reduction of 12% from 2017-2018</p> <p>Implement the core teachings of <i>Laudato Si</i> (Pope Francis' teaching on Care for our Common Home)</p> <p>Faith Leadership programming includes workshops on stewardship of creation</p>		<p>Led by the Board's Sustainability Committee we will strive to Achieve and maintain 100% Eco School certification</p> <p>Some schools were unable to complete their certification due to the school shut down</p>	
Increase parent and community engagement in all our Catholic school faith-related activities	Increased outcomes on parent survey responses over three years of this plan	<p>CPIC worked on this goal/these KPIs Through website engagement, social media and portals</p> <p>Through increased parent engagement activities</p> <p>Through reciprocal partnerships with our parishes</p>			We will be focusing on adding more features to the parent portal and to increase its usage. Will use CSAC's and CPIC to increase parent awareness as to the tools available to them.

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
		<p>Provided approximately 100 families a weekly “Lenten Liftoff” to help them celebrate and reflect along their Lenten journey. These emails included short videos, prayers, music and Lenten crafts. This included access to ‘Formed’ which offers great Catholic media resources including guided questions that can be used throughout the year.</p>			
	Increased attendance by 5% at parent focused events	<p>We saw increase of nearly 10% parental attendance at our Catholic School Council Commissioning Ceremony this year.</p>			
	Increased online tool statistics, (eg., Google Analytics for web pages/tools, D2L and School Messenger)	<p>School Messenger, April 2022: 7313 student families secondary, 13431 student families elementary</p> <p>Google Classroom April 2022: 3199 active classes, 1696 have Google Guardian parent alert tool enabled.</p>			

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
		<p>Aspen Parent Portal April 2022: 9766 parents registered</p> <p>WCDSB Parent website: 8,993 unique page views</p> <p>WCDSB Student website: 230,261 unique page views</p> <p>The Benn St Benedict newsletter: 1746 subscribers</p> <p>St David Instagram, 1464 subscribers</p> <p>Resurrection Instagram: 2273 subscribers</p> <p>13,700 D2L Sacred Space course accesses Sept 2021-Apr 7, 2022</p> <p>Over 5400 accesses to Sacred Space D2L during semester 2</p>			

Overall Status Summary:

Key Growth	<p>Highly success Pastoral Plan, providing engagement throughout the system that was a strong complement to our equity work at WCDSB.</p> <p>Engagement of parents and parishes via resource portals and use of communiques, and strong CPIC activitiy</p> <p>Impressive steps forward in energy management and environmental footprint mitigation.</p> <p>Opportunities for schools and staff to learn more about the evangelical mission of Catholic schools.</p>
Next Steps	<p>While the theme of bridge building may not be as prevalent, the work of building bridges will strongly continue as schools solidify their collective commitments to bridge building.</p> <p>Launch of new Pastoral Plan – Awaken, Strengthen and Ignite.</p> <p>Full return of grade 8 retreat programs at Camp Brebeuf and Mount Mary.</p> <p>WCDSB will be migrating to a single LMS system in 2023. While staff and students will continue to have access to some google apps, D2L will be the system platform that all staff will use.</p>



MYSP PRIORITY – NURTURING OUR CATHOLIC VALUES



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

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

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
Successful Implementation of WCDSB equity action plan to facilitate organizational change	Increased diversity in the materials being used in schools, eg., classrooms and learning commons (representative of our student population)	<p>The purchase CRRP books for elementary classroom libraries and diverse books for school library learning commons.</p> <p>(\$400,000)</p> <p><i>Spark Reading</i> was purchased for all kindergarten and primary classrooms this year. This is a collection of leveled digital texts to replace <i>RAZKids</i> as a culturally responsive resource to ensure all students see themselves in the books they read. Training was provided to all interested</p>	<p>Staff at The Learning Commons, CEC carefully selected books and created a master book list to support this initiative. Classroom teachers and library technicians will select books through a survey. Staff at The Learning Commons, CEC will order the books and the books will be delivered to schools. All primary classrooms have been provided with new culturally</p>	<p>We have currently paused the purchasing of leveled guided reading text sets until further direction from the Ministry on the Right to Read Recommendations. We will need to continue to learn more about culturally responsive approaches to ensure all purchases reflect our diverse population of students</p>	<p>For this goal – as you look to Sept</p> <p>We will continue to learn more about our diverse student populations. We will continue to learn more about all research that will inform our practices to ensure we are supporting all students, especially students from marginalized populations and students that struggle to</p>

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
		<p>educators on using this new resource. This resource is being used to encourage reading at home and online literacy instruction.</p> <p>The purchase of books by indigenous authors with a focus on indigenous content for K-Grade 8 as part of our initiative on indigenising the curriculum.</p> <p><i>Diversity Book Club, K-8:</i> Kindergarten educators are developing collections of culturally relevant and responsive texts along with support materials for educators highlighting themes, big ideas, sample lessons, media connections, and potential triggers for students</p> <p>Fountas and Pinnell Guided Reading Text Sets have been purchased for Grade 1 and Grade 2 for all schools. Some schools have also received the Grade 3 texts. These texts were chosen to ensure that students from diverse groups would see themselves in the texts they read in their classrooms</p>	<p>responsive text collections for instructional purposes</p> <p>The books purchased that focus on indigenous content for our K-8 students come with sample lesson plans to support educators with content knowledge.</p>		<p>learn to read using current practices.</p> <p>We will continue to add to the lists of diverse books to offer for selection within our classrooms and school learning commons</p>

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
Successful Implementation of WCDSB equity action plan to facilitate organizational change	Job posting audit will reflect implementation of APO 028	In May 2022 five random postings across different employee groups were each audited against 13 requirements found in hiring policies. Six deficiencies in total were found, most related to lack of documentation of a step or process. All deficiencies were reviewed with Human Resource Officers.	A previous audit led to the creation of a job posting checklist to be used by Human Resources Services to ensure compliance with all hiring policies Training has been implemented to all individuals with hiring responsibilities and human resource services staff on policy requirements.		An ongoing audit procedure will be developed under the responsibility of the expanded Equity Department..
Equitable access to learning opportunities	BYOD statistics and Board wide device statistics (analyzed to ensure equitable access in all classrooms to maintain consistent device: student ratios)	Tracked in extensive Spreadsheets. Chromebook Inventory by school: https://docs.google.com/document/d/1Z5x0Se99K92Wo8_Lp5PUtzWyAo1iHGVw/edit BYOD By School: Unique WiFi Devices on WCDSB Internet-2021-October.xlsx	WCDSB was responsive to the needs of all students that required devices during the pandemic. Currently approximately 10K devices have been distributed.		
Equitable access to learning opportunities	Monitoring the EnCompass data to assess the ELL, IEP (Individual Education Plan), gender and FNMI achievement gaps	Less than 50% fewer staff are using the enCOMPASS data portal to “know their learners” when compared to usage statistics from 3 and 4 years ago. Decrease is likely due to the data flow complexities with	.7 FTE bilingual teaches of MLs (increase of 0.7) welcoming multilingual		

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps																																																			
		<p>ASPEN and no central dedicated staff allocated to this system and PD for staff.</p> <table><tr><th>School Year</th><th>Number of Users</th></tr><tr><td>2017</td><td>1329</td></tr><tr><td>2018</td><td>1714</td></tr><tr><td>2019</td><td>1676</td></tr><tr><td>2020</td><td>344</td></tr><tr><td>2021</td><td>887</td></tr></table> <p>Based on feedback from staff/Administrators who are using the tool, the majority are using it for retrieving past assessment data, parent/guardian contact information and assessment entry:</p> <table><tr><th>Field</th><th>Yes</th><th>No</th></tr><tr><td>Printing class lists</td><td>40%</td><td>60%</td></tr><tr><td>Creating seating plans</td><td>33%</td><td>67%</td></tr><tr><td>Retrieving IEP pdf</td><td>32%</td><td>54%</td></tr><tr><td>Assessment Data (e.g., BLAM)</td><td>64%</td><td>36%</td></tr><tr><td>Retrieving parent/guardian contact information</td><td>55%</td><td>42%</td></tr><tr><td>Retrieving past achievement data (e.g. report card, EQAO, etc.)</td><td>77%</td><td>23%</td></tr><tr><td>Adding notes/comments to student profile pages</td><td>43%</td><td>57%</td></tr><tr><td>Recording student achievement / Gradebook</td><td>43%</td><td>57%</td></tr><tr><td>Setting alerts (e.g. when students have 5+ absences)</td><td>0%</td><td>81%</td></tr><tr><td>Messaging Parents (e-mail)</td><td>14%</td><td>76%</td></tr><tr><td>Inviting Parents to Parent Portal</td><td>0%</td><td>89%</td></tr><tr><td>Inviting Students to Student Portal</td><td>0%</td><td>89%</td></tr></table> <p>Proposed new position to support the data flow and utilization of the tool for the 2022-2023 school year.</p>	School Year	Number of Users	2017	1329	2018	1714	2019	1676	2020	344	2021	887	Field	Yes	No	Printing class lists	40%	60%	Creating seating plans	33%	67%	Retrieving IEP pdf	32%	54%	Assessment Data (e.g., BLAM)	64%	36%	Retrieving parent/guardian contact information	55%	42%	Retrieving past achievement data (e.g. report card, EQAO, etc.)	77%	23%	Adding notes/comments to student profile pages	43%	57%	Recording student achievement / Gradebook	43%	57%	Setting alerts (e.g. when students have 5+ absences)	0%	81%	Messaging Parents (e-mail)	14%	76%	Inviting Parents to Parent Portal	0%	89%	Inviting Students to Student Portal	0%	89%	<p>learners and their families.</p>		
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Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
Equitable access to learning opportunities	Increase in affirmative responses on Student Survey Data (eg., Transition Survey, School Climate Surveys, Exit Surveys)	<p>We implemented the Grade 9 Transition Survey, Student MDI, Student Census etc. Data is continuing to be analyzed and will be used to develop next rounds of strategic plans (MYSP, Well-being, SIEPSA)</p> <p>We had an overall increase of 9% participation rate compared to 2019 survey.</p> <p>MDI measures: "School belonging is the degree to which children feel connected and valued at their school. e.g., "In my school there is an adult that believes I will be a success."</p> <p>2019: 7% Low, 29% Medium, 64% High</p> <p>2022: 7% Low, 28% Medium, 65% High</p> <p>Students have experienced a great deal of disruption in their educational experience over the past number of months. Pivots to virtual learning, the inability to collaborate in a natural fluid way with their peers, and an unstable classroom setting with</p>		Students responded to the MDI survey promptly after spending another period of time learning from home. This may have had an immediate impact on survey results	

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps				
	Monitoring of the Encompass Data to assess the ELL, IEP, gender and FNMI achievement gaps	<p>prolonged student and staff absences due to covid and quarantine measures, along with masking that can interfere with seamless communication may be factors that are affecting a student's sense of belonging however feedback from students suggests that we have been able to maintain a sense of connectedness compared to 2019</p> <p>1. Well-being Index 2. Assets 3.</p> <p>Students with Special Education needs provided technology to access their learning</p> <p>Total Number of SEA supported devices in WCDSB Schools</p> <table><tr><td>Total SEA Chromebooks in system</td><td>1979</td></tr></table>	Total SEA Chromebooks in system	1979	<p>Total Number of SEA devices deployed to schools from September 1 to April 30, 2022.</p> <table><tr><td>Devices</td><td>totals to Date</td></tr></table>	Devices	totals to Date		
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Goal	Stated KPI	Current Status / Outcome		(Additional) Highlights/ Celebrations (Informed by evidence)		Challenges	Next Steps																
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		<p>over video of all professional development created for Special Education Teachers. The Teacher Toolkit, with active links, was created in September, 2021 has received 1007 visits. This site continues to be accessed weekly by staff.</p> <p>Lexia Achievement Improvement</p> <p>Of the 572 student users, since September 2021, 5% have moved into or above Grade Level Material and 893 levels have been passed.</p> <p>Special Education Professional Development sessions for our Special Education Teachers have focused on continuing development in Empower Spelling and Decoding, Empower Comprehension, supporting our students with hearing needs, transitions, alternative programming, and a secondary focus in literacy and numeracy.</p>		<p>Due to staffing needs within schools, some of our Professional Development sessions for Special Education Teachers have been postponed to next year.</p>	

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
Equitable access to learning opportunities	Focusing on fostering a sense of belonging and inclusion in our school communities	<p>The Newcomer Reception Centre welcomed 364 (at April 12) which is a record number of students from world-wide destinations to WCDSB in a school year. The NRC links newcomer families to appropriate educational programming, connections to settlement services.</p> <p>The diversity of families and parent communities is affirmed by providing equitable access to school information and consent forms in the Tigrinya language through PRO-grant funds</p> <p>Newcomer students continue to receive programming support from a teacher of MLs and the team will continue to be responsive to system needs and shifts</p>		<p>This increased support reduces assessment wait times.</p> <p>The School Cash Online platform offers Google Translate (right click), however, Tigrinya is not available on Google Translate. Tigrinya forms will be available in paper format for families</p> <p>Number of teachers supporting an increased need (see NRC data) and students who enrol in schools whereby low(er) multilingual representation is present</p> <p>Changing of schedules to support needs involves reductions to other schools</p>	

Overall Status Summary:

Key Growth	<ul style="list-style-type: none"> • purchase of CRRP books for school library learning commons including those from indigenous authors with indigenous content • Spark Reading Fountas and Pinnell Guided reading text sets provided for all students to see themselves in the books they read • Job posting auditing of 13 requirements found in hiring policies - deficiencies reviewed. • Tracking Chromebook inventory by school, BYOD by school to ensure equitable access in all classrooms to maintain consistent device: student ratios • Monitoring the enCompass data to assess the ELL, IEP, gender and FNMI achievement gap - a focus on encompass support will ensue for the 2022-2023 school year. • Grade 9 Transition Survey, Student MDI, Student Census - data is being analyzed and will be used to develop next round of Strategic Plans. Understanding this data will support our goals to ensure student belonging, mental health support and the impacts of learning disruption. • Newcomer Reception Centre welcomed 364 as of April, 2022 - increased equitable access, translation of forms etc to ensure newcomer students continue to receive programming support • Ongoing in school support for Community Active Living students and students with complex special education needs during school closure / remote learning.
Next Steps	<ul style="list-style-type: none"> • The MDI data will be used to drive School Improvement Wellness Planning • MDI and Student Census data will help inform the new MYSP • The Board Level MDI data will be used to springboard the Board Wellbeing Strategy and Tier 1 Mental Health Lead Support • A contract with an outside provider has been signed to provide significant and ongoing professional learning to our administrators in the area of EDI capacity building.



MYS PRIORITY – STUDENT ENGAGEMENT, ACHIEVEMENT & INNOVATION



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

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
	Increase in number of experiential learning opportunities in the elementary panel (and the number of students connected to them)	<p>Building capacity for staff and students in the areas of skilled trades, STEAM, Innovation, and experiential learning opportunities from K-12. We implemented a co-learning model where classroom teachers and their students participate in inquiry based activities and presentations (computational thinking through coding, design thinking through build challenges, skilled trade events, and robotics).</p> <p>Professional development opportunities were provided for staff during lunch and learn sessions, divisional</p>	<p>Coding Micro:bits continues to be the most popular workshop this school year. 56 Micro:bit workshops with approximately 1,312 students. Workshops have been extended this year to include building and coding cardboard boats, cars, and robot challenges for every division.</p> <p>Earth Day Climate Action Event included 14 educators and 320 students. They participated in workshops in partnership with InkSmith learning about UN SDGs.</p> <p>Earth Day Hydroponic Garden and Food Sustainability</p>	Ongoing pandemic with required safety protocols, limits on social gatherings and staffing challenges, have caused a number of planned activities to be paused or canceled.	<p>Increase primary, junior, intermediate and secondary experiential learning opportunities through virtual monthly STEM challenges.</p> <p>Continued support of educators around the area of coding as there is an increase in students interested in computer science/tech courses/pathways in secondary in the next 5 years, especially as coding continues to be a focus.</p> <p>Experiential Learning and Innovation Lead chosen from each school/department to champion opportunities</p>

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
		<p>planning, and staff meetings. From September 2021-March 2022 there were 25 different schools and program areas, 138 classrooms, and 3082 students who participated in a variety of experiential learning opportunities.</p>	<p>Workshop included 42 educators and 1014 students. They participated in a workshop in partnership with Sucseed learning about UN SDGs specifically sustainable food production and consumption and food security.</p> <p>Continued participation in the Skills Ontario Challenges. This year Holy Spirit Catholic Elementary School placed 2nd for the second year in a row in the western region Paper Glider Plane competition as part of the Junk Drawer Races program. 540 students from grades 3-8 participated in the gravity robot walker, paper glider, cardboard car, or the hydraulic crane Junk Drawer Races activities.</p> <p>Snow Sculpture Competition began and took place throughout the winter season, creating a community connected experiential learning event for 9 different classes from grade 6-8. Snow pounders were created and assembled by students from St. Benedict and Monsignor Doyle</p>		<p>provided inside and outside the classroom.</p> <p>WCDSB Skills Competition to return widening reach from K-8.</p>

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
			<p>with guidance from local snow sculptor Matthew Morris.</p> <p>Skilled Trades & Makedo Workshops were extended to K-9 students. These events involved learning how to use the Makedo tools to build a structure that aligned with learning the skilled trades. Students worked through the design thinking process and experiential learning cycle. We had 645 students from 8 schools, participating in these events.</p> <p>Partnerships with DELL Canada, Microsoft, and Intel to provide an opportunity for girls at St. John's Elementary School to participate in the Girls Who Game (GWG) program. This is an extra-curricular program that provides an opportunity for young girls and underserved students across North America to learn more about gaming and the use of Minecraft as a learning tool, while developing their global competencies. This fall we had 12 girls and 2 educators participate in the first session.</p>		

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
Continue to seek and support reciprocal partnerships with Community/ educational partners and leverage the mutual learning	<p>Increase in number of placements with local industry, community and public organizations</p> <p>Increase in number of students in Specialist High Skills Major (SHSM) and the variety of opportunities connected to the SHSM Red Seal</p>	<p>WCDSB has secured a partnership with St. Mary's Hospital & KW Habilitation to implement Project Search</p> <p>Enrollment in Co-op has increased this year as we come out of COVID restriction.</p> <p>Community Living and Active Living co-op programs have started up in Semester 2</p> <p>Accelerated OYAP programming has increased</p> <p>Enrollment in SHSM has remained steady</p> <p>Two new sectors were approved for next year</p> <p>Promotion has been a huge success</p> <p>Funding was secured for 2021-2022 to support the</p>	<p>10 month co-op program at St. Mary's Hospital for students with developmental and intellectual needs. Classroom teacher and job coaches on site to support students.</p> <p>Semester 1 co-op numbers: 183 students for all 5 high schools. Second semester on track for 300+. Slight decline</p> <p>Community and Active Living students are participating once again in CO-OP. Current breakdown</p> <p>St. David's - 3 students</p> <p>St. Mary's - 23 students</p> <p>Resurrection - 6 students</p> <p>St. Benedict - 7 students</p> <p>Mon. Doyle - 9 students</p> <p>Currently 260 OYAP participants. (Semester 1 and Semester 2)</p> <p>4 students were employed full time out of the Electrical OYAP Program with IBEW from the previous school year.</p>	<p>Companies are slowly coming back and employing our students in co-op. Finding quality placements has been a struggle.</p> <p>SHSM has not run in-person training centrally for the past 2 years due to Covid 19; our current students in the program have no experience of the rich potential of this program</p> <p>Much of the certification options have been online, synchronous or asynchronous</p> <p>Most Dual Credit courses were offered in person and there were capacity limits set by</p>	<p>In process of student selection and planning for implementation for September 2022</p> <p>Continue to build out Accelerated OYAP by increasing opportunities with local union and Level 1 trade school participation.</p> <p>Continue to increase the numbers of skilled trade community partners.(SOY- Support Ontario Youth, Unions....)</p> <p>Increase the OYAP participants and programming through St. Louis.</p> <p>Build co-op resources for Special Education teachers who support the Community Living / Active Living co-op students</p> <p>We will begin planning for class-specific certification opportunities for September</p> <p>We are continuing to promote SHSM to increase enrollment</p>

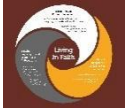
Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
		<p>expansion of SHSM programs related to technological education and the skilled trades.</p> <p>SHSM students are earning industry recognized certifications in diverse ways</p> <p>91 participants in <i>Culturally Responsive Teaching and the Brain</i> book club (across multiple employee groups including a large proportion of principals and vice-principals); 40 participants in LIFT, 54 <i>Thinking Classrooms</i> book club participants including principals (since then we have had requests for over 100 books); <i>Thinking Classrooms</i> Admin meetings, Program Council meetings, FOS meetings, staff meetings, AC meeting etc. resulting in communities of proactive focused on the pedagogy of Thinking Classrooms; Co-creation of Equity Design Process for</p>	<p>10+ OYAP students who have been signed on as apprentices. 5 OYAP students taking part in Level 1 Dual Credit trade school program. 5 students working as electrical pre-apprentices with local IBEW 804</p> <p>New!!!: 2 students working as plumbing apprentices with local UA 527 in Waterloo</p> <p>Across the 5 secondary schools 1282 students in grade 11 and 12 are involved in one of the 51 SHSM programs</p> <p>61 students across the WCDSB are involved in a Dual Credit program, and 64% of those students are involved in SHSM</p> <p>Non-Profit Education Stream at Resurrection Catholic Secondary School and Environment at Monsignor Doyle will expand opportunities for our students</p> <p>There are 622 grade 10 students already signed up for the program for next year</p>	<p>Conestoga College due to Covid-19</p>	<p>We are making a plan for SHSM Expansion Funding that has been approved for 2022-2023; including a Board Level SHSM marketing strategy, additional Cooperative and Technological Education sections, and Innovation funding</p> <p>We are continuing to expand the teacher-led certifications for our students to increase SHSM completion rates</p> <p>New Dual Credit courses are being offered in 22-23 with the potential for growth in the skilled trades and technologies</p> <p>Make connections between Thinking Classroom, NPDL, equity to show that our pedagogical practices support our system priorities</p> <p>Continue to go deep with the first three practices of the Thinking Classroom practices</p>

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
	Evidence Principal collaboration at Administrator meeting and Innovation in Leadership Series, as well as FOS meetings and Academic Council; and innovative practices are replicated in additional school sites	WCDSB and implementation at EDI Committee, Innovation Committee, Leadership, and small scale in some classrooms.	<p>SHSM Expansion funding supported the implementation of 2 SHSM Enhanced Co-op classes at Resurrection (Horticulture and Construction); Soup and Bread initiative (Hospitality) at St. Benedict; addition of a greenhouse at Resurrection (Horticulture); and Trim Carpentry expansion (Construction) at Resurrection.</p> <p>SHSM students have earned a total of 2431 certifications to date, including CPR-C and Standard First Aid.</p> <p>The Dual Credit success rate of students enrolled in Semester 1 was 91%</p> <p>A regular feature at our K-12 Administrator meetings was inviting Principals to share best practices; virtual breakout rooms were utilized (more so in the spring) to allow for more meaningful collaboration. Family of Schools (FOS) meetings allowed for deeper collaboration and sharing of promising practices. Innovation and the Thinking Classroom</p>		<p>Use Equity Design Process to create SIEPs and BIEPs.</p> <p>Thinking Classroom, NPDL, and equity need to be part of the MYSP, BIEP and SIEPs.</p>

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
	#wcdsbInnovates website is populated with projects		<p>were key foci points in both forums, as were strategic equity practices and leadership.</p> <p>Link to Defying Pandemic Gravity Webinar where the book club strategy was highlighted as a way to get started building deep learning leaders again.</p>		

Overall Status Summary:

Key Growth	<ul style="list-style-type: none"> ● Marker students are being identified and an increase in literacy achievements gains noted ● IELST as a pilot project includes an assessment process for gathering pre and post student data ● Co-op participation for Community and Active Living students is active in all five high schools ● UCEP (University Co-op Program) is planned for Sept 2022 ● Accelerated OYAP program numbers are increasing ● Increased number of dual credit courses being offered, with a 91% success rate.
Next Steps	<ul style="list-style-type: none"> ● Further development and implementation to eLearning readiness course and skills for students and eLearning teachers. Further adjustment to the eLearning support plan as we move to mandatory online learning with much higher sections. ● Hiring of 4 IELST to provide literacy support to our marker students and build capacity with the educators in those classrooms ● SHSM expansion plans ● Experiential Learning and Innovation Leads in each school/department to champion opportunities ● Modification of resources to support the reasoning and understanding of destreaming with parents and students



MYSP PRIORITY – STUDENT ENGAGEMENT, ACHIEVEMENT & INNOVATION



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

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

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
Improve Numeracy Achievement Gr. 1-8	<p>Improvement in EQAO achievement by minimum of 5% over three years in our grade 6 students</p> <p>Decrease the gap in achievement between those students on an IEP and those who are not for EQAO numeracy assessments</p> <p>Increase in achievement for Marker Students</p>	<p>Math Coaching Provided job-embedded & remote professional capacity building, through math coaching.</p> <p>Completed 2 cycles of math coaching that were driven by pre / post assessment student achievement data, daily engagement with the high impact instructional practices & implementation of the 2020 Math Curriculum, Math 1-8</p> <p>Currently in cycle 3 which revisits targeted-support schools & board-identified support schools</p>	<p>Targeted & Board Identified Support Impact n=813 students: +27% av. incr. from pre to post in cycle one (in various grades from 1-8) +24% av. incr. from pre to post in cycle two (in various grades from 1-8)</p> <p>The success of the implementation of the Math Strategy uses increased student confidence in math as one of its performance measures:</p> <p>Each cycle of math coaching includes a pre & post math confidence survey for all</p>	<p>Math coaches being reassigned to cover fail-to-fill daily absences pausing all math coaching work.</p> <p>School administrators willing to engage in the coaching model during times of multiple staff absences.</p>	<p>To continue with the remainder of the math coaching support model in cycle 3 hopefully with 4 math coaches and the gr. 1-8 & 7-10 consultants.</p> <p>Conduct and analyse student achievement data from final assessments to set goals for year 3 of implementation of the 2020 math curriculum.</p> <p>Continue to refine high impact instructional practices in the gradual release model.</p>

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
		<p>Successful Classroom Strategies included:</p> <p>Use of Pre/entry assessments: to pinpoint instruction & focus coaching work.</p> <p>Co-teaching, refining use of math discourse</p> <p>Math modelling through multiple strands</p> <p>Leveraging Technology with the use of system-purchased resources (Knowledgehook, mathology.ca & brainiaccamp.com)</p> <p>Playful instruction - through games, curious prompts, physically learning through movement and embodied cognition</p> <p>Cross-strand tasks to build capacity of Coding, Financial Literacy and Social Emotional Learning in Math</p>	<p>students involved in math coaching. (n= 813)</p> <p>Av. % Incr. from Pre to Post "Most of Time"</p> <ol style="list-style-type: none"> 1. "I like math" +10% av. incr. 2. "I do my best when I do mathematics activities in class." +16% av. incr. 3. "I am able to answer difficult math questions" +9% av. incr. 4. "I think about the steps I will use to solve a mathematics problem." +13% av. incr. 		<p>Use data to plan forward for future school improvement planning in terms of particular content areas (i.e., fractions, expressions & inequalities)</p>

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
Improve Numeracy Achievement Gr. 1-8	Teacher survey data and feedback reflect increasing sense of professional efficacy	Numeracy PD ½ Day: which was asynchronously facilitated by self-directed educator learning modules	Sept. 2: 375 Elementary School participants submitted pre-and post-concept surveys rating their level of awareness of Social Emotional Learning & Math Instruction. All survey questions reported a 20%+ av. incr. to “growing awareness” from pre to post. 87% of the comments in the feedback mentioned the learning as highly worthwhile and significantly important for building confidence and positive identities as math learners. We concluded that the focus on Social Emotional Learning was timely and relevant as we returned to in person learning.	There was no live / synchronous component to the learning during the Numeracy ½ -Day due to the covid protocols for gathering.	We have and continue to build on the learning from this PD day with monthly math webinars, in the math coaching work & supports during staff & div. meetings for building further capacity of and sharing strategies for developing SELs in math instruction.
Improve Numeracy Achievement Gr. 1-8	Math AQ Subsidy (Primary/Junior)	Math PJ Part 1 & 2 condensed courses ran July 2021 = 30 participants Math PJ Part 1 & 2 currently running in Spring 2022 (April 22 end date) = 12 participants	High engagement in course material and regular attendance in virtual-synchronous sessions.	Enrolment was slightly lower than in past years; likely due to the stresses of the current illness/absence situations.	Plans to provide Math PJ AQs in the summer condensed courses again - July 2022. We received \$30,000 of subsidy funding to subsidize these courses at 100% upon successful completion.

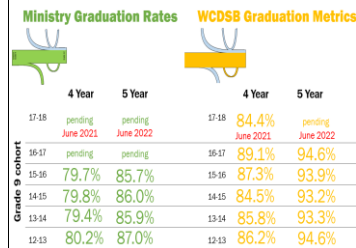
Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
	Leveraging Technology	Integrating mathology.ca, Knowledgehook, brainiac.com into daily math coaching and math instruction.	<p>To date we have 500+ educators using Knowledgehook from Gr. 3-10</p> <p>To date we have 525 educators using mathology.ca from K -6 (including some Spec. Educators & ML teachers as well)</p> <p>Brainiac.com is accessed through our board's D2L and continues to provide instructional support of virtual tools in math across grades 1-8 classrooms.</p>	Adequate support to all schools in terms of training for all digital resources due to the low number of math coaches, math consultant availability and intermittent reassignment of coaches and consultants.	We will continue to provide training and timely updates of these system-wide digital resources and to promote the gap tracking/closing teacher-resources & DI supports in both Knowledgehook and mathology.ca
			WCDSB partnered with Binogi the digital multilingual mathematics & literacy platform. Providing equitable access to academic content by using a student's first language as a resource. To date we have 169 educators using Binogi and 639 students		

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
Improve Numeracy Achievement 9-12	Improvement in EQAO achievement by minimum of 5% over three years in our grade 9 Applied level students.	<p>Grade 9 students participated in EQAO in quadmester 1 semester 2 students will participate in June</p> <p>Support the effective implementation of the new 2021 grade 9 de-streamed math course (MTH1W)</p>	<p>Results from the year's Grade 9 EQAO assessment will be available in the fall.</p> <p>Grade 9 math teachers participated in a summer writing team to develop lessons, plans, and materials for delivering the new MTH1W curriculum</p> <p>In-class support and just in time support as per teacher request were (and continue to be) provided to all MTH1W teachers</p> <p>Resources for MTH1W continue to be shared across our 5 high schools. Cross-strand activities are being promoted to create connections for students and deepen their understanding of course concepts (Shared list of MTH1W cross-strand lessons)</p>	<p>Quadmester 2 students did not participate in EQAO as a response to school closures following the Christmas break</p> <p>Teacher supports, including examples, for the new MTH1W curriculum were not released until April 2022 making it challenging for teachers to interpret the curriculum expectations</p> <p>The quadmester format provided a short time frame for teachers to try and help students close gaps</p>	<p>As this year was the first grade 9 EQAO assessment with the new curriculum, data collected will serve as a baseline and we will work to increase the achievement from this baseline level.</p> <p>With the teacher supports released and more experience with the course, grade 9 math teachers are eager to refine their original plans and lessons</p>

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
Improve Numeracy Achievement 9-12	Decrease the gap in achievement between those students on an IEP and those who are not for EQAO numeracy assessments	Program services consultants have been working with special education liaisons to revise and enhance protocols to follow when students are having difficulty meeting course expectations. For students on IEPs this includes implementing accommodations and developing modifications when appropriate. (Special Education Process at the Secondary Level)	From the PD day data, educators who felt they knew all about the history of de-streaming increased by 62%. The number of educators who felt de-streaming would benefit students increased by 19%. Educator awareness of strategies to teach social emotional learning in the classroom increased by 28%. In a teacher confidence survey conducted in quadmester 2 of MTH1W teachers (n=14), all educators indicated that they were at least very comfortable with creating a learning environment that develops self-regulation, perseverance, and belonging; encouraged collaboration and communication; is interactive, student-centred and productive; promotes well-being and equity for all students.		

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
Improve Numeracy Achievement 9-12	Teacher survey data and feedback reflect increasing sense of professional efficacy	In September, secondary teachers participated in ½ PD day on de-streaming which focused on why Ontario is de-streaming, the benefits of de-streaming, and effective pedagogical practices to use in de-streamed classrooms. Math teachers received additional training on the new grade 9 de-streamed curriculum and the supports available (Key Changes , Alignment Chart , OAME Long range plans)			Onboard math departments at Res and SMH to the Binogi platform (particularly those who are in the ML Subject Adapted X coded courses) by working with department heads, teachers and Binogi Canada
Improve Graduation Rate	Continued Improvement in the Graduation Rate – with a goal of 83% over 3 years for 4-year rate and a goal of 90% for the 5-year rate Student assessments (self and teacher) reflect progression on the global competency rubric (i.e. New Pedagogies for Deep Learning) Increase in number of students captured in our 12+ re-engagement success statistics	Ministry Graduation Rates represent lagging data with the most recent graduation rates from June 2019 (e.g., 2012-2013 cohort). When we consider only the students that begin with us in Grade 9 and graduate from WCDSB, rates increase by approximately 4 percentage points (e.g., June 2019 Ministry Graduation rate was 79.7%, and our internal Graduation Metric becomes 87.3%).	Since the onset of the COVID-19 pandemic in March 2020, schools have faced new and varied challenges: multiple school closures with quick pivots to remote learning and instruction; the addition of St. Isidore and hybrid learning as virtual opportunities for students who chose it; cohorting with reduced numbers of in-school learning hours for our bricks & mortar students, quadesters vs semesters and lack of face to face learning opportunities.	Internal data indicates that students who begin in Grade 9 and continue through to Grade 12 in the Waterloo Catholic District School Board graduate at a significantly higher rate than those students who arrive in Gr. 9 and leave before year 4 or 5. It is clear from our data that students who are mobile – either entering WCDSB after the beginning of Grade 9 or	Various precise programming strategies being utilized in schools to address student need: Credits at work (co-op) Credit recovery/rescue Re-engagement support SWAC, SAL, Dual Credit opportunities, CCEP Access and utilization of Power BI data and a comprehensive student achievement data dashboard

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
		<p>This indicates two important factors: first, we do exercise positive influence on the students who remain in our system as they move to graduation in 4 or 5 years; second, it is clear our students who are mobile, either in or out of our system, require additional support to achieve graduation in 4 or 5 years.</p> <p>We are observing that there are many groups of students who are actually performing much higher than our Board average (e.g., students who meet grade specific credit requirements, students within specialized programs).</p>	<p>Also, as a result of the pandemic the Ontario Secondary School Literacy Test (OSSLT) requirement for graduation was waived for all students graduating in 2019-2020 and 2020-2021.</p> <p>The community service hours requirement for 2019-2020 was also waived, while the service hours requirement for graduating students in 2020-2021 and 2021-2022 has been reduced from 40 to 20 with allowances made for different methods of accumulating hours including virtual volunteer experiences and home-based or school-day opportunities also available.</p>	<p>leaving and then returning – do not graduate at the same rate as our consistently enrolled students. Students success teams, re-engagement leads and caseload teams led by school administrators will continue to work diligently with creative and supportive programming for students who are mobile.</p>	



Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
		<p>There are smaller groups of students who are underperforming when compared to our Ministry Graduation Board average (e.g., students who do not meet grade specific credit requirements, students supported with an IEP).</p> <p>This tells us two things: It is imperative that we are able to drill down into our real-time data to identify groups of students that are likely to have unfavorable graduation outcomes and re-engage these students to get them back on track to graduation. Secondly, the Ministry is published too late for our system to respond in real-time. Building a data dashboard for schools to monitor in REAL time allows our school caseload teams to identify students who may have lost their pathway to graduation and quickly work to identify a plan to ensure the student is able to fill learning gaps and re-align their goals to graduation.</p>			

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
Improve Secondary Literacy Achievement	<p>Increase to 82% over three years in OSSLT success rate for FTE students</p> <p>Increased success for our Applied level students on OSSLT; decreasing gap between boys and girls, applied and academic; decreasing gap between students on IEP and those not on IEP</p>	<p>All students in the grade 10 and 11 cohort engaged in the fall of 2021 in the OSSLT, a first attempt in October using the new online platform</p> <p>Preparation for the test was completed at each high school; lunch and learns, after-school learning sessions, the Literacy Blitz week, helping students to become familiar with the types of questions students would be expected to answer during the administration of the test</p> <p>In-class instruction focused on the development of the skills needed to be successful was encouraged in the Applied level classes</p>	<p>Final results for the OSSLT will be provided by EQAO in late June, after the second attempt at the test is complete</p> <p>Teachers rose to the challenge of learning the new platform in order to provide an environment which was calm for our students who were writing the test.</p> <p>Students who were not successful during the October attempt will receive a second opportunity in May to complete the test successfully without penalty</p>	<p>During the window of completion for the Online test, there were several technical issues; most importantly, difficulties for our IEP students using Google Read and Write in the EQAO platform; this was an ongoing problem until almost the end of the testing window (it has now been addressed).</p>	<p>Students and teachers will continue to prepare for the next writing of the OSSLT this May; once we have final results, students will be consulted by our SST teachers about their next steps (for example: attempt the test in the next school year; enrolling in the OSSLC).</p>
Increased Opportunity for Experiential Learning	<p>Full system statistics for My Blueprint, to assess full system implementation</p> <p>Increase in number of OYAP participants and apprenticeship opportunities for students of the board</p>	<p>Students in Gr. 7-12 continue to be supported and encouraged to annually develop their IPP (Individual Pathway Plans) created in myBlueprint.</p> <p>Support is provided by teachers and typically by</p>	<p>Sept. to April 1st data shows 91% of our students have logged into myBlueprint and initiated completion of their IPP activities.</p> <p>The myBlueprint “by the numbers report” indicates there has been a 40% increase in student logins vs.</p>	<p>Lower Completion rates impacted by ongoing stresses of COVID, teacher absenteeism, turnover. Consultants and Pathways Officer being pulled to support schools.</p>	<p>Set up a focused delivery model and support system for Gr. 7, 8 and 9 teachers that will make it easier to engage students in completing 100% of their IPP tasks either independently or as part of a class.</p>

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
		<p>student success consultants (2) and the pathway officer</p> <p>Continue to work with our community partners to set up meaningful employer connections either virtually or in person.</p> <p>Expansion of elementary technology kits in the promotion of the skilled trades.</p> <p>Continue to participate in the Skills Ontario Provincial Competition</p>	<p>the same period last school year.</p> <p>Additional data from myBlueprint reveals the by Grade the % of students who have completed greater than 70% of their IPP Tasks year to-date (Sept. to April 1st, 2022)</p> <p>Grade 7 - 20% Grade 8 - 60% Grade 9 - 5% Grade 10 - 65%</p> <p>Comparison data for previous school year not available.</p> <p>200+ student and families attended the “5 reasons to Consider a career in the Skilled Trades” evening event on March 7th</p> <p>Construction Class at Resurrection are building 2 Tiny Homes in cooperation with St. Mary’s Church and Father Toby. Home are for a “Better Tent City”</p>	<p>CPS/myBlueprint not a priority given increased changes and challenges presented by COVID and Ministry program curriculum changes (destreaming).</p> <p>Number of Student Success Consultants reduced from (5) to (2).</p> <p>Elementary schools do not have enough computers readily available - computers were deployed and not recalled.</p> <p>Best success in Grades 8 and 10 suggest the resources in place are working: Gr. 8 Transition activities supported by the Student Success Consultants Gr. 10 Careers course which has the IPP tasks embedded and teachers are inserviced and supported by the Pathways Officer.</p>	<p>Implementation of a revised Exit Survey. Combine Gr. 9 Transition Survey with the myBlueprint Exit Survey.</p> <p>More computers available in Elementary schools.</p> <p>Increase Skills Ontario school board participants</p>

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
			<p>20+ students enrolled in the OYAP/SHSM Horticultural program at Resurrection</p> <p>Indigenous students took part in the 3-day Opportunity Knocks Skilled Trades Career exploration event youth conference in Nov 2021. The event was called “Fanning the Flame Within”.</p> <p>Ongoing development of D2L MSTR Co-op course created for all co-op program areas – Allows us to PIVOT from public health measures.</p> <p>50K worth of manufacturing equipment has been installed in both St. Mary’s and St. Benedict’s technology areas. This funding was a joint submission with OCTE (Ontario Council for Technology Education) and the CTMA (Canadian Tooling and Manufacturing Association). The new funding will be used to upgrade our current manufacturing programs in the promotion of manufacturing trades that will directly support local manufacturing companies</p>	<p>Red Bin Kits are experiencing larger bookings to date. We are experiencing bottle neck with turning the red kits around so that they are ready to be signed out again. Our main concern is the sustainability of the program in future years. Staffing reductions and COVID will impact the viability of the gr 6/7/8 Red Bin STEM Kits.</p>	

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
			<p>looking to hire employees upon graduation.</p> <p>OYAP and Apprenticeship presentations are ongoing to the school community in cooperation with the BEP, Build A Dream. These evening sessions have been well attended virtually(100-200 registrants on average). Other presentations to students in career studies classes, staff through OECTA PD and guidance are ongoing and well attended.</p> <p>Students competed in the Skills Ontario Provincial competition in multiple categories. One of our participants was awarded Gold in Plumbing. 6 WCDSB students were awarded Silver medals in these competitions: Prepared Speech, Job Skills Demonstration, IT Office Applications, Horticulture & Landscape (Team), Graphic Design Presentation, and Auto Service. A Bronze medal was awarded in Landscape Design.</p> <p>Red Bin kits have been signed out on average. 70 times as of March 1, 2022.</p>		

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
			300+ elementary students have participated in the OYAP construction day on Oct 27th, 2021. Students were taught about general carpentry and the apprenticeship pathway as they build a small foam picnic table in class,.		
	Increase in K-8 experiential learning opportunities, as tracked by system experiential learning teacher	<p>To build capacity for staff and students in the areas of skilled trades, STEAM, Innovation, and experiential learning opportunities from K-12 , we implemented a co-learning model where classroom teachers and their students participate in inquiry based activities and presentations (computational thinking through coding, design thinking through build challenges, skilled trade events, and robotics).</p> <p>Professional development opportunities were provided for staff during lunch and learn sessions, divisional planning, and</p>	<p>Coding Micro:bits continues to be the most popular workshop this school year. 56 Micro:bit workshops with approximately 1,312 students. Workshops have been extended this year to include building and coding cardboard boats, cars, and robot challenges for every division.</p> <p>Earth Day Climate Action Event included 14 educators and 320 students. They participated in workshops in partnership with InkSmith learning about UN SDGs.</p> <p>Earth Day Hydroponic Garden and Food Sustainability Workshop</p>	Ongoing pandemic with required safety protocols, limits on social gatherings and staffing challenges, have caused a number of planned activities to be paused or canceled.	<p>Increase primary, junior, intermediate and secondary experiential learning opportunities through virtual monthly STEM challenges.</p> <p>Continued support of educators around the area of coding as there is an increase in students interested in computer science/tech courses/pathways in secondary in the next 5 years, especially as coding continues to be a focus.</p> <p>Experiential Learning and Innovation Lead chosen from each school/department to</p>

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
		staff meetings. From September 2021- March 2022 there were 25 different schools and program areas, 138 classrooms, and 3082 students who participated in a variety of experiential learning opportunities.	<p>included 42 educators and 1014 students. They participated in a workshop in partnership with Succeed learning about UN SDGs specifically sustainable food production and consumption and food security.</p> <p>Continued participation in the Skills Ontario Challenges. This year Holy Spirit Catholic Elementary School placed 2nd for the second year in a row in the western region Paper Glider Plane competition as part of the Junk Drawer Races program. 540 students from grades 3-8 participated in the gravity robot walker, paper glider, cardboard car, or the hydraulic crane Junk Drawer Races activities.</p> <p>Snow Sculpture Competition began and took place throughout the winter season, creating a community connected experiential learning event for 9 different classes from grade 6-8. Snow pounders were created and assembled by students from St. Benedict and Monsignor</p>		<p>champion opportunities provided inside and outside the classroom.</p> <p>WCDSB Skills Competition to return widening reach from K-8.</p>

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
			<p>Doyle with guidance from local snow sculptor Matthew Morris.</p> <p>Skilled Trades & Makedo Workshops were extended to K-9 students. These events involved learning how to use the Makedo tools to build a structure that aligned with learning the skilled trades. Students worked through the design thinking process and experiential learning cycle. We had 645 students from 8 schools, participating in these events.</p> <p>Partnerships with DELL Canada, Microsoft, and Intel to provide an opportunity for girls at St. John's Elementary School to participate in the Girls Who Game (GWG) program. This is an extra-curricular program that provides an opportunity for young girls and underserved students across North America to learn more about gaming and the use of Minecraft as a learning tool, while developing their global competencies. This fall we had 12 girls and 2 educators</p>		

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
			participate in the first session.		

Overall Status Summary:

Key Growth	<ul style="list-style-type: none"> • Implementation of destreamed grade 9 mathematics, with significant capacity building and preparation for the expansion of the destreamed curriculum. • Successful use of the new EQAO e-Assessment platform • Expanded summer boost program and successful implementation of a tutoring program serving 1000+ students per week. • Continue to focus on specific instruction for skills development for our Applied level students • Understanding key understandings of equitable access to curriculum through deep learning and particularly in the area of de-streaming
Next Steps	<ul style="list-style-type: none"> • Ongoing preparations for September 2022 and the One-Streaming of Grade 9 English; educators are in discussion re. the implementation of the academic curriculum and how using differentiated instruction, differentiated assessment will help students achieve success; we are assuming competency. • Summer Writing Teams - Communication (English/Modern Languages) teachers have been invited to participate in Grade 9 Summer Writing projects • Grade 9 educators are evaluating new resources for use in September 2022. • Summer Writing Teams to enhance the Grade 6,7,8 Red Bin Kit program. To restructure it to ensure its sustainability. • Continue to find ways to promote OYAP and the Apprenticeship pathway within the region.

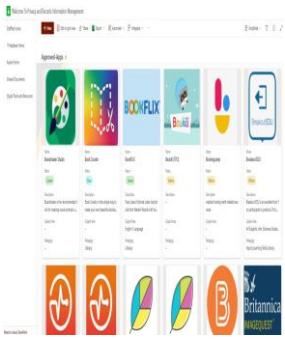


**Waterloo Catholic
District School Board**
Quality, Inclusive, Faith Based Education

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

Strategic Direction		Investment in global competency development and leading technologies			
Goals: (3)		<ul style="list-style-type: none"> Increased awareness of and responsible implementation of Digital Citizenship Increase in precise student programming and use of New Pedagogies for Deep Learning (NPDL) Ensure technology is current and relevant to optimal teaching and learning practices 			
Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
Increased awareness of and responsible implementation of Digital Citizenship	<p>Increase use (as measured by usage stats) within encompass, D2L, Google classroom</p> <p>Increase in-usage stats in the WCDSB BYOD online environment</p>	<p>Increased adoption of D2L during remote learning and overall compared to pre-Covid data including over 8000 average daily accesses, 80-96 of secondary students accessing D2L this year</p> <p>Full D2L usage update</p>	<p>High usage of common D2L sites such as Sacred Space with over 42,000 accesses</p>		<p>Further promotion of D2L (provincial vLE) with a focus on K-8 schools</p> <p>Yearly training for teachers related to privacy, cybersecurity, and digital citizenship.</p> <p>Targeted digital citizenship programming communication campaign for the month of October and collaboration with Library Staff on implementation of at least one lesson per grade as it aligns with library visits.</p>

	Classroom Evidence (pedagogical documentation) from Instructional coach reports & SO visits.	<p>Based on a completion of 2 math cycles: Targeted & Board Identified Support Impact:</p> <p>+28% av. increase from pre to post in cycle one (in various grades from 1-8)</p> <p>+24% av. increase from pre to post in cycle two (in various grades from 1-8)</p> <ul style="list-style-type: none"> • The success of the implementation of the Math Strategy uses increased student confidence in math as one of its performance measures: • Each cycle of math coaching includes a pre & post math confidence survey for all students involved in math coaching. 			
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	<p>Utilization statistics of private and public Innovation Online resource bank #wcdsbinnovates</p> <p>Monitor usage statistics of both red, yellow and green apps and web environments</p>	<p>Significant usability improvements to the approved digital tools and resources list including visuals, filtering, and searchability. The updated list also includes usage notes to support training on the tool and integration of VASP educator reports where available Integrated ECNO-VASP request and reports into the WCDSB system for review. WCDSB staff request VASP review and use reports to support the internal process.</p> <p>Updated Responsible Use of Information Technology and Electronic Data - Staff - APS017 and created Responsible Use of Information Technology and Electronic Data Student - APC052 to clarify distinct staff and student responsibilities and ensure that policies can easily be accessed on our public site.</p>		<p>Enforcement of approved digital tools and resources over non-approved digital tools</p> <p>Review process for digital tools and resources is labor intensive and not timely enough for some requests. Significant process improvements have been made but it is not yet sustainable.</p> <p>Tracking school-based implementation of Digital Citizenship curriculum is a challenge as schools often do not voluntarily share this information.</p>	
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	Meeting agendas that reflect promotion of green apps	<p>Meeting agendas reflect discussion regarding process and optimal practices regarding apps</p> <p>https://docs.google.com/document/d/1JH9H_3r6DJ79uq_BbJV1RJPuwlJhCBpmNmH2bp2egoI/edit</p> <p>Early implementation stage across elementary schools of Common Sense Digital Citizenship Curriculum</p>			Appendix B
Increase in precise student programming and use of New Pedagogies for Deep Learning (NPDL)	<p>Increase in usage statistics for the Encompass Environment</p> <p>Students' assessments (self and teacher) reflect progression on the competency rubric</p>	<p>Hired a junior data analyst to support the development of a user friendly Early Literacy data environment within Encompass.</p> <p>Analyst works with the Literacy consultant, administrators, educators on what literacy data to capture, how to best set it up within Encompass to make it user friendly</p> <p>Hired a retired principal to ensure competency with Encompass and reliability with the data.</p>	<p>In schoolwork alongside the administrators and teachers to input data, get feedback, revise and redo to promote use.</p> <p>Teacher feedback indicates an appreciation of working alongside, listening, adjusting the platform based on feedback and having a voice in the process.</p>	<p>Timely and complete primary literacy data gathering routines</p> <p>Board wide capture of ongoing and consistent tracking of primary students struggling to succeed in literacy.</p> <p>Uptake of the NPDL tools beyond the Innovation Consultants continues to be low as NPDL is seen as only part of the Innovation portfolio. Broadening this scope is required for further implementation.</p>	<p>Continued promotion of Encompass as a useful and stable platform for storing collected literacy data</p> <p>In the school, on the groundwork alongside educators to gather and support literacy data gathering</p> <p>An expectation to have access to this valuable and necessary data to efficiently identify and better support students struggling to achieve in literacy</p>

	<p>Increase in school-based PD requests reflecting a focus on New Pedagogies for Deep Learning (NPDL) coaching and innovation</p> <p>Increase in qualitative staff responses to PD focused on precise student programming & NPDL</p>	<p>Introduction of Thinking Classrooms as a pedagogical, learning environment, and learning partnership strategy to strengthen understanding of the elements of learning design as part of NPDL. Secondary strategy included book club (approx 45 participants), Secondary Admin meetings, Program Council meetings and upcoming May and June professional learning.</p> <p>Feedback from staff indicated a that professional development is positively impacting practice. 2021-2022</p>	<p>The Thinking Classroom Strategic Approach has been foundational as a destreaming methodology that is being used in multiple curriculum areas.</p> <p>Author Peter Liljedahl will be coming to offer additional professional development in January 2023 to a select team from each Secondary School</p>		<p>Commitment to the use of the NPDL tools beyond the Innovation portfolio is required for further NPDL implementation.</p>
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	<p>Completion of Years 2, 3 and 4 of the Learning Commons refresh plans</p> <p>Discretionary School and system investments in “third teacher” learning environments</p>	<p>Innovation Collections: - Google Docs 2021-2022 Innovation Collections: - Google Docs</p> <p>The Library Learning Commons project is in year five, the final year of a five-year implementation plan. To date, four secondary school libraries and thirty-three elementary school libraries have transformed into library learning commons.</p> <p>All grade 9 classrooms will be outfitted with additional whiteboard space to support new pedagogical practices related to the Thinking Classroom. All boards will be installed by August 2022. In the meantime, wipe books have been provided to participants in the</p>			
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	Responsive investment reflected in annual IT strategic plan and budget	<p>learning (both secondary and elementary). At the elementary level, this learning has occurred through Admin meetings, FOS meetings, and staff meetings.</p> <p>1:1 device for secondary achieved through a combination of BYOD, Learn@Home, and school assigned devices.</p> <p>2:1 elementary device ratio achieved with Learn@Home and school assigned devices +BYOD for older grades at some schools</p> <p>Educator devices provided to support educators requiring a WCDSB provided device beyond the classroom computer (approx. 1:1 classroom as of spring 2021)</p>	WCDSB was able to ensure that all families that required a device or internet connection were responded to in a timely manner		We will continue to invest in devices to ensure equitable access for all students.
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Overall Status Summary:

Key Growth	<p>All students requiring devices for learning were provided Chromebooks and/or internet access throughout the pandemic. This provided WCDSB with a stronger understanding of student (and in some cases staff) need that was previously not understood.</p> <p>All educators implemented the use of a LMS in both 2020-2021 and 2021-2022 and learned how to use online meeting tools for learning purposes.</p> <p>Educators have much greater capacity for leveraging digital than they had prior to the pandemic. A concerted effort to refocus on the other three elements of NPDL (pedagogical practices, learning partnerships, and the learning environment) has been made throughout 2021-2022 to support staff and students as they transition out of the most urgent parts of the pandemic.</p>
Next Steps	<p>WCDSB is in the process of moving to Brightspace by D2L as the primary LMS for all classes. Next steps include the development of a clear communication and support plan for the transition to be completed by September 2023.</p> <p>Continued focus in 2022-2023 on strengthening pedagogical practices, learning partnerships, and the learning environment will support student development of transferable skills (6Cs) required to tackle areas where 'learning loss' or older benchmarks are not yet met. These practices will support an asset lens, de-streaming, and specific supports needed to help learners in this pandemic recovery period.</p>



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



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

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

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
Decrease in staff absenteeism/ sick leave usage, and health and safety incidents	Decrease in reports of violent incidents	684 violent incidents have been reported in 2021-2022 as of May 2 vs 353 in 2020-2021. However, 2020-2021 incidents were the lowest in four years due school closures and pandemic measures (physical distancing and class size reductions). After adjusting for the March to June closure in 2020, 2021-2022 incidents are projected to be 20% lower than those in 2019-2020.	Learnings from the 2020-2021 decrease in reported incidents were applied in 2021-2021 and have achieved a sustainable and consistent decrease in reports when compared to 2019-2020.	The majority of reported incidents continue to be due to interactions with younger students, especially kindergarten.	Continued training for staff on supported dysregulated students and enforcing the need for proximity in order to sustain and achieve greater improvement.

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
	<p>Decrease in WSIB claims</p> <p>Decrease in staff absenteeism</p>	<p>For 2021-2022 Sept to April there are 72 approved claims as compared with Sept to April for previous years :</p> <ul style="list-style-type: none"> ○ 20/21 - 65 ○ 19/20 - 117 ○ 18/19 - 84 <p>When adjusting for closures in 20/21 and 19/20, there is a demonstrated decrease in claims from previous years</p> <p>For 2021-2022 YTD, the rate of sick leave is 5.77% as compared with previous years:</p> <ul style="list-style-type: none"> ● 20/21 - 4.09% ● 19/20 - 3.15% ● 18/19 - 4.79% <p>When adjusting for closures in 20/21 and 19/20, there is a demonstrated increase in</p>		<p>The costliest and most complex claims are due to concussions. These are most often caused due to interactions with students and ball play.</p> <p>The prevalence of COVID-19 in the broader community has had a significant impact on sick leave usage in 21/22.</p> <p>The prevalence of mental health-related long term claims is high at 43% for 21/22 YTD.</p>	<p>Continued training for staff on supported dysregulated students and enforcing the need for proximity in order to sustaining and achieve greater improvement.</p> <p>Continued training and enforcement of use of yard safety plans to mitigate injuries due to ball play.</p> <p>Implementation of Wellness Champions initiative.</p> <p>Continued efforts to increase and improve staffing and continued advocacy for a provincial strategy.</p>

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
		sick leave usage from previous years			
Increase in student attendance and engagement	<p>Increase in the number of schools implementing the Umbrella Project</p> <p>Increase in student qualitative responses on School Climate/ Student Voice/Resiliency surveys</p> <p>Decrease in student suspensions</p>	<p>100% of schools are implementing the Umbrella Project including our virtual school St Isidore.</p> <p>On MDI datas students response rate was largely positive with regards to decreased perception of bullying with a decrease in all areas except cyber bullying</p> <p>In the Elementary panel, 32% fewer students were suspended this school year when compared to four years ago (i.e., 202 students were suspended</p>	<p>WCDSB staff member, a student and school are being recognized for their achievements with the Umbrella Project on May 4th, 2022</p> <p>The WCDSB has a newly organized wellbeing link wherein resources for students, families and staff is more accessible</p>		<p>We will continue to link the Umbrella skills to the SMHA resources that are available to all staff so there is a seamless integration of all resources . Staffs are also looking at integrating the 7 Sacred Teachings into teaching wellbeing as a skill</p>

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps																													
	Increase in affirmative responses in qualitative student voice surveys (mapped to healthy living)	<p>MDI survey was implemented in 2022 to collect baseline measures to conduct a needs assessment as we navigate out of the pandemic. All schools have received local data and Board level results will inform the well-being strategy and allocation of central resources (e.g., resources, staff, programs). Overall, 75% of students between grades 4-12 participated in 2022, an increase from 66% in 2019. 85% of elementary students and 74% of secondary students report being medium to high on the wellness scale.</p> <p>DEMOGRAPHICS OF RESPONDENTS STUDENT POPULATION BREAKDOWN</p> <table><thead><tr><th rowspan="2"></th><th colspan="2">2019</th><th colspan="2">2022</th></tr><tr><th>Student Responses (N)</th><th>Approximate Response Rate (%)</th><th>Student Responses (N)</th><th>Approximate Response Rate (%)</th></tr></thead><tbody><tr><td>Grade 4 to 6</td><td>~4,000*</td><td>89%</td><td>4812</td><td>93%</td></tr><tr><td>Grade 7 to 8</td><td>3,114</td><td>93%</td><td>1004</td><td>92%</td></tr><tr><td>Grade 9 to 12</td><td>2,309</td><td>91%</td><td>4102</td><td>56%</td></tr><tr><td>Total**</td><td>9,389</td><td>66%</td><td>12,308</td><td>75%</td></tr></tbody></table> <p>*Approximate number of participants due to methodological design for Grades 4 through 6. The MDI survey was administered to two separate anonymous surveys with different response counting and a word count. **Total survey reflects the total number of students who responded to this survey. Students are included in the number if they completed a survey, but the data are not reported. Some students did not indicate their grade and are included in the total.</p>		2019		2022		Student Responses (N)	Approximate Response Rate (%)	Student Responses (N)	Approximate Response Rate (%)	Grade 4 to 6	~4,000*	89%	4812	93%	Grade 7 to 8	3,114	93%	1004	92%	Grade 9 to 12	2,309	91%	4102	56%	Total**	9,389	66%	12,308	75%	Engagement response rate from the MDI was extremely high in elementary 92% which contributes to data validity. In the secondary panel, student response rate was 56% which still provides a good student voice to be considered.	This data is relatively young and will need 3 additional data points to assist with data trending. This is a long-term consideration.	
	2019			2022																														
	Student Responses (N)	Approximate Response Rate (%)	Student Responses (N)	Approximate Response Rate (%)																														
Grade 4 to 6	~4,000*	89%	4812	93%																														
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Total**	9,389	66%	12,308	75%																														
Provide opportunities to nurture faith and spirituality of staff and students	Surveys of staff following yearly event # of attendees at workshops/ retreats	A great majority (85%) of staff surveyed after the Board Nov. 19 th , 2021 Spiritual Development Day valued the			The launch of the New 3 Year Pastoral Plan is set to be introduced to the System.																													

Goal	Stated KPI	Current Status / Outcome	(Additional) Highlights/ Celebrations (Informed by evidence)	Challenges	Next Steps
	on prayer/spirituality	importance of the day's liturgy. A great majority (85%) of staff surveyed after the Board Nov. 19 th , 2021 Spiritual Development Day found the keynote speaker (Fr. James Martin S.J.) an engaging presenter. Board staff and students when surveyed agreed that their school/community provided opportunities to live out their faith, and promoted stewardship of the earth.			

Overall Status Summary:

Key Growth	100 Students trained as Safe School Ambassadors Decrease suspension rates 100% of schools implementing Umbrella Program 20% decrease in violent incident reports as compared to 2021/22 to 2019/2020 (85%) of staff surveyed after the Board Nov. 19 th , 2021 Spiritual Development Day valued the importance of the day's liturgy.
Next Steps	Inclusion of the Sacred Teachings to infuse well being skills



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

Date: June 13th, 2022
To: Board of Trustees
From: Student Trustees
Subject: June 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:

June was a month filled with fun and soon to be farewells for our students. Schools have found ways to honor their graduates, celebrate the achievements of their students throughout the past year, and set students up for their coming futures. Students are excited to dive into the summer months and will take all that they learned over the past ten months with them.

Common Activities Hosted by The Schools:

- **Pride Month & Pink Shirt Day:** June is Pride Month, where schools raised their pride flags and made informative posts on social media about the history of pride month or how students can be more inclusive towards 2SLGBTQIA+ students. June 1st was also Pink Shirt Day, where students were encouraged to wear a pink shirt to take a stand against bullying.
- **Relay for Life:** Many of our schools participated in or are still planning Relay for Life, an event to raise money for the Canadian Cancer Society. Monsignor Doyle had theirs on June 9th with 172 students registered and a \$10,000 goal. St. Mary's had theirs on June 10th and raised over \$43,000. There were food trucks, tuck shops, raffle prizes, and activities throughout the day!

- **School Spirit Events:** Many schools are having a year-end athletic banquet and barbeque for grads, SAC, all students, or some sort of combination of these few. Resurrection and St. David had student versus teacher volleyball games, anything but a backpack day, and themed days such as Hawaiian Day. Resurrection also had a half-day carnival and school-wide dodgeball tournament, and Monsignor Doyle is planning a Grade 8 Social on June 27th, similar to Grade 8 Day where grade 8s will be led through fun activities and icebreakers.
- **Grad Events:** Schools had a grad liturgy followed by a breakfast and voting for the 2022 valedictorian. Resurrection, St. David, and Monsignor Doyle are planning “Commitment Day,” a day for graduating students to wear spirit wear from their future university or college. Convocation for all schools are also scheduled for the last few weeks of June.
- **Multi-Cultural Celebrations:** St. Benedict had a culture day where students were encouraged to wear clothing from their culture, St. Mary’s had a cultural week fashion show in the cafeteria, and Resurrection is having a multicultural show called “Coming Together” featuring singing, dancing, food, and information booths about different countries and cultures around the world.

Student Trustee Role Update:

- **Student Body Outreach Videos:** During the first two weeks of June, Student Senate placed the final touches on our student body outreach videos. These videos highlighting who the Co-Presidents and Student Trustees are, as well as the supports they can provide, will be posted to all five of our high school social media accounts in the coming week.
- **Student Mental Health Lead Meeting:** On Monday June 20th, Trustee Simoes will be meeting with the WCDSB Mental Health Lead Andrea Synder and the five incoming Mental Health Executives from the five high schools. This meeting is going to be the start of a Mental Health committee that will directly connect students on their high school student council to a board member. Trustee Simoes’ hope is that this committee will be able to bring more Mental Health initiatives to our board, students, and staff, as well as create more impactful resources. In the 2022-2023 school year this committee will meet once a month to discuss relevant issues and bring about change.
- **Incoming Student Trustees Board Meeting:** On Monday June 13th, the two incoming Student Trustees, Chloe and Anika, attended their first in person board meeting! We are all excited to see the change and initiatives they are going to bring to the Waterloo Catholic Board in the coming year!
- **Transitional Meeting with Superintendent Varano:** On Monday June 13th, both the incoming and outgoing Student Trustees had the opportunity to meet with Superintendent Varano for a transitional meeting. At this meeting the Student Trustees were able to provide feedback on the supports they received this year as well as determine ways to help make next year’s Student Trustees as successful as possible!
- **OSTA-AECO Work:** Trustee Wilson wrapped up her work for the Ontario Student Trustee Association as the Chair of the Ontario Student Voice Awards. She worked with her team of Student Trustees from all across Ontario to select six scholarship winners after assessing over 250 applications, and the Sports Leadership award went to a student at Resurrection! Trustee Wilson will continue to stay connected with OSTA-AECO as she mentors the incoming OSVA Chair this summer.

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: June 13, 2022
To: Board of Trustees
From: Wendy Price, Chair
Subject: Pastoral Care Committee Annual Report

Type of Report:

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

Type of Information:

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

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

Board Policy II 010 Board Committee Structure

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

2. Trustees who are assigned to chair a Board of Trustee Committee will:
- f) Facilitate the performance review of the committee and it works

Background/Comments:

The Pastoral Care Team Committee is composed of the following trustees: Manuel Da Silva, Jeanne Gravelle, Wendy Price(Chair), Hans Roach, Sarah Wilson, and Melanie VanAlphen.

The committee has worked on the following throughout the 2021-2022 school year.

- 1) A number of trustees participated in the awareness walk on the Day of Truth and Reconciliation in Kitchener.
- 2) Helped to organize a retreat with Father Joseph de Viveiros and dinner was shared before hand with trustees and senior team.
- 3) Participated in the Student Senate Christmas Activity.
- 4) Christmas hampers were created for families in each of the high schools, including St Don Bosco, thanks to the generosity of trustees and senior team.
- 5) Trustees and senior team supported the walk for the Coldest Night-Long Walk in the Cold in support of Ray of Hope and \$1,425 was raised.
- 6) Trustees participated in decorating a step for the CEC/St Louis Bridge displaying the pastoral theme-Sent to Build.
- 7) Lenten Calendar created for trustees and senior team to use for Lenten reflection.
- 8) Trustees attended Catholic Education Week mass at St Mary's.
- 9) Prayers were lead by students from Monsignor Doyle and Resurrection for Board meetings. This was done virtually. Members of the Pastoral Committee lead prayers for Committee of Whole meetings.



- 10) John Murphy kindly put together a power point called “These Hands” in celebration of the good work done by Waterloo Catholic Schools in celebration of pastoral theme-“Sent to Build.”

Even though there was a return to more normal routine as the pandemic improved, visits to schools were again few, as were activities within the community. We hope this will change in September.

Recommendation:

- 1) That the Board of Trustees pursue further team building and/or retreat ideas with the focus being awareness of our faith and wellness.
- 2) Pastoral Committee to continue to make an effort to support local social justice issues by focusing on local groups and issues so that our actions are reflective of our Board Ends.
- 3) Hopefully will be invited back into schools to participate in activities.
- 4) Pastoral committee to consider inviting elementary schools to lead Board meeting prayer and territorial acknowledgment.

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

Prepared/Reviewed By: Wendy Price
Chair

*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.”

Delete before creating document.

DIR013F, AUG 2019





Date: Monday, June 13th, 2022
To: Board of Trustees
From: Tracey Weiler, Chair, Linkages Committee
Subject: Linkages Committee Annual Report

Type of Report:

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

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
☒ Monitoring Information of Board Policy **II 010**
☐ Information only of day-to-day operational matters delegated to the CEO

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

Board Policy II 010, "Board Committee Structure"

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

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

- Facilitate the performance review of the committee and its work

Background/Comments:

For the 2021/22 school year the Linkages Committee has consisted of five trustees:

- Bill Conway,
- Shannon Nash,
- Brian Schmalz,
- Sarah Simoes (student trustee)
- Tracey Weiler (Chair).

The committee has worked on the following;

1. Letters sent in the fall to welcome newly appointed school administrators.
2. Welcome back message from Trustees to start the new school year
3. Virtual Commissioning Ceremony held on October 27th, 2021 with a focus on our theme of Sent to Build. All school council chairs and newly appointed administrators were commissioned. Many thanks to staff who worked hard to make this evening a success, especially but not limited to, John Murphy, Fr. Joseph de Viveiros, Loretta Notten and Alice Figueiredo.
4. Trustees prepared a Christmas video message for the system to celebrate the season.
5. Letters were sent to the Chairs of the SEAC, and CPIC committees as an invitation to an upcoming Committee of the Whole meeting to discuss success and challenges over the past year. Committee chairs



attended either the April or May Committee of the Whole meeting and gave excellent presentations. We will continue this annually as part of our Linkages work.

6. Winter walk to school day – We hosted a board wide winter walk to school day on February 16th, in partnership with *Student Transportation Services of Waterloo Region*. We had 15 schools participate in this fun and important event.
7. Linkages jointly hosted Community Leaders Gathering & Blessing / Dedication of the "New" Waterloo Region Catholic Education Centre on June 9th, 2022. This special event was postponed due to COVID in 2020.
8. Congratulatory and thank you letters are in process to send out to all new clergy and any clergy that are retiring before the effective date of June 30th, 2022.
9. Appreciation letters are in process to be sent out to the following groups:
 - School Council Chairs thanking them for their hard work and dedication for the past year;
 - End of school year letters to principals and staff to thank them for another amazing school year at WCDSB;
 - Letters of thanks to SEAC, CPIC, and Audit committee members for their work this past year;

Future plans for the Linkages Committee:

- 6th Annual Community Leaders Breakfast during the 2023 Catholic Education Week;
- 8th Annual Commissioning of CSAC Chairs and New Administrators - Ceremony and reception to be held in the fall of 2022;
- 3rd Annual Clergy Dinner;
- Trustees will participate in School Travel Planning to support ongoing assessment of conditions through school walkabouts.
- Sending ongoing recognition and appreciation letters.

Recommendation:

This report is provided as information only

Prepared/Reviewed By: Tracey Weiler
Chair, Linkages committee

*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: Monday, June 13th, 2022
To: Board of Trustees
From: Brian Schmalz
Subject: Governance Committee Annual Report

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

Type of Information: ☐ Information for Board of Trustees Decision-Making
☒ Monitoring Information of Board Policy II 010
☐ Information only of day-to-day operational matters delegated to the CEO

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

Board Policy II 010, "Board Committee Structure"

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

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

Background/Comments:

For the 2021-2022 school year the Governance committee consisted of trustees: Melanie VanAlphen, Jeanne Gravelle, Tracey Weiler, Brian Schmalz (Chair) and Administrative Official, Loretta Notten.

The committee met on Oct. 18, 2021, Feb. 3, 2022, Mar.21, 2022, Mar. 30, 2022, May 16, 2022

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

- 1) Trustees participated in a governance workshop facilitated by representatives from Miller Thompson LLP focusing on legal aspects and the role of trustees.
- 2) A complete review of the by-laws with changes and recommendations.
- 3) Outstanding items:
 - On-going review of the timing of the Monitoring reports
 - Discussions will be ongoing with Trustees regarding what reports are placed in the consent agenda.

Recommendation:

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

Prepared/Reviewed By:



Brian Schmalz – Governance Committee Chair





Date: June 13, 2022
To: Board of Trustees
From: Chair of the Board
Subject: Chair's 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 I 001 Ends
Policy II 003 Board Job Description
Policy II 004 Advocacy and Advertising

Background/Comments:

- Participated in several meetings and calls with Director Notten regarding board matters and on-going items.
- Worked with media outlet on good news articles
- Attended Catholic Education Centre Blessing/Community Leaders Gathering.
- Attended last FACE meeting of the school year
- Together with all trustees, began the process of selecting a New Director of Education.

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: 2022 Provincial Election Statement and Results
Date: Friday, June 3, 2022 12:16:47 PM
Attachments: [image002.png](#)
[image006.jpg](#)
[image007.jpg](#)
Importance: High

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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

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



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

From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Sent: Friday, June 3, 2022 11:35 AM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA Memo: 2022 Provincial Election Statement and Results
Importance: High

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

June 3, 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: 2022 Provincial Election Statement and Results

In response to the 2022 provincial election results, OCSTA has issued the following statement:

“On behalf of the Ontario Catholic School Trustees’ Association, I congratulate Premier Doug Ford and all newly elected and re-elected members of Provincial Parliament. We look forward to continuing to work with the provincial government and all MPPs in support of the faith formation, academic achievement and well-being of the 550,000 students who attend publicly funded Catholic schools throughout Ontario.

For over 90 years, the OCSTA has worked with successive provincial governments in a spirit of collaboration and partnership. The priorities we advance are informed by Ontario’s 29 Catholic School Boards, and the 237 Catholic School Trustees who serve on them. While the health and safety of students and staff remain of utmost priority, Catholic School Trustees across Ontario look with much hope as their schools return to a state of normalcy and as they continue to “place Christ and the teachings of the Catholic Church at the centre” of publicly funded Catholic education.”

Provided for your reference and information are the following election results details:

PARTY	SEATS
Progressive Conservative:	83
New Democrat	31
Liberal	8
Green	1
Independent	1

For riding by riding results please visit: <https://www.elections.on.ca/en/election-results.html> .

Patrick J. Daly
President

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



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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA:: Catholic Education Week 2023 - We are Many, We are One
Date: Monday, June 6, 2022 5:43:56 PM
Attachments: [image006.png](#)
[Memo-Theme Announcement.pdf](#)
[image001.png](#)

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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

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



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

From: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Sent: Monday, June 6, 2022 3:34 PM
To: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Subject: OCSTA:: Catholic Education Week 2023 - We are Many, We are One

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Ontario Catholic School
Trustees' Association

June 6, 2022

MEMORANDUM

TO: Chairpersons and Directors of Education
Adult Faith Animators and Religious Education Consultants
• All Catholic District School Boards

FROM: Patrick J. Daly, President

SUBJECT: Catholic Education: *We are Many, We are One*
L'éducation catholique: *À plusieurs, nous sommes un*
APRIL 30 – MAY 5, 2023

Catholic Education Week is held each year in May in our 29 Ontario Catholic School Boards. Catholic Education Week 2023 is scheduled to take place during the week of April 30 – May 5. It is our pleasure to announce the theme for Catholic Education Week 2023:

Catholic Education: *We are Many, We are One*
L'éducation catholique: *À plusieurs, nous sommes un*

Our spiritual quote for Catholic Education Week 2023 is:

“We, who are many, are one body in Christ, and individually we are members, one of another.”
(Romans 12:5)
«Nous qui sommes plusieurs, nous sommes un seul corps dans le Christ, et membres les uns des autres.» (Romains 12, 5)

With the complexities of our world and our communities today, we can stray from the peace that comes when we are in communion with each other. In our unity, we celebrate our diversity, all uniquely created by God. We read in Corinthians that if one member suffers, we all suffer. Unity brings us to peace and understanding. The theme for Catholic Education Week 2023 was inspired by the following considerations:

- The Church worldwide has embarked on a synodal process, “a synod on synodality,” which centres on intentional listening: listening to each other and listening to the Holy Spirit. We have each been asked to actively reach out and listen to the voices and experiences of people where they are at and consider what steps the Holy Spirit is inviting us to take as we walk together. As the Catholic Bishops of Ontario highlighted in *Renewing the Promise*, “It is about taking the time to walk alongside one another, to listen and to teach, and in doing so, to transform.”
- Ongoing recognition of the Truth & Reconciliation Commission and the importance of Indigenous culture and spirituality as we move forward together.
- The Ministry of Education’s focus on Inclusion and Equity resonates with all educators and administrators as we desire to serve all of God’s children and Pope Francis’ encyclical entitled, *Fratelli Tutti*, will guide us in this good work.
- The challenges to personal and spiritual well-being posed by the uncertainty of the current global crisis makes the timing and the concerns of Mental Health Week, which takes place during the same week as Catholic Education Week, all the more relevant.

Catholic Education Week Prayer

We are many, we are one; we all form one body in Christ.

Lord,
when we see the one before us, let us reverence your presence within;
when we listen to one another, let us hear with our hearts;
when we reflect on each encounter, may we discern to understand;
when we learn from those around us, let us respect our differences with joy;
and when we act, may we be kind and generous to all,
for each person is a member of your body, with all that they are.
We are many, we are one.
Amen.

Prière pour la semaine de l'éducation catholique

À plusieurs, nous sommes un; dans le Christ, nous ne formons qu'un seul Corps.
Seigneur,
lorsque nous voyons l'autre devant nous,
puissions-nous reconnaître ta présence qui l'habite;
lorsque nous nous écoutons les uns les autres,
que nous entendions avec le cœur;
lorsque nous réfléchissons à chaque rencontre,
puissions-nous discerner pour comprendre;
lorsque nous apprenons des personnes qui nous entourent,
puissions-nous respecter nos différences avec joie;
et lorsque nous agissons,
que nous soyons bienveillants et généreux envers tous,
car chaque personne est membre de ton Corps avec tout ce qu'elle est.
À plusieurs, nous sommes un.
Amen.

Sub-Themes for Catholic Education

The five sub-themes for Catholic Education Week illuminate the path to being many and one. We achieve this unity...

Monday:	When we see / En voyant
Tuesday:	When we listen / En écoutant
Wednesday:	When we reflect / En réfléchissant
Thursday:	When we learn / En apprenant
Friday:	When we act / En agissant

Scriptural Passages for each day of Catholic Education Week

Monday: When we see / En voyant

"Blessed are the pure in heart for they will see God." Matthew 5:8

«Heureux les cœurs purs, car ils verront Dieu.» Matthieu 5, 8

Tuesday: When we listen / En écoutant

"Be quick to listen and slow to speak." James 1:19

«Que chacun soit prompt à écouter et lent à parler.» Jacques 1, 19

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"I considered these things inwardly, and pondered them in my heart." Wisdom 8:17

«J'ai raisonné ainsi en moi-même, j'ai pesé dans mon cœur les réflexions que voici...» Sagesse 8, 17

Thursday: When we learn / En apprenant

"Let the wise also hear and gain in learning, and the discerning acquire skill." Proverbs 1:5

«Que le sage écoute, il progressera encore, et l'homme intelligent apprendra à diriger.» Proverbes 1, 5

Friday: When we act / En agissant

"I by my works will show you my faith." James 2:18

«C'est par mes œuvres que je te montrerai ma foi.» Jacques 2, 18

We would like to thank the members of the 2023 Catholic Education Week writing team for their work establishing these themes for our Catholic schools. Many thanks to:

Janet Bentham, Ottawa
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Nancy Davie, York CDSB
Laura Hughes, Office provincial de l'éducation de la foi catholique de l'Ontario
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Murray Watson, Simcoe Muskoka CDSB
Julie Webster, Dufferin-Peel CDSB

Please stay tuned for more information pertaining to Catholic Education Week 2023!

If you have any questions, please contact Anne O'Brien, Director of Catholic Education, OCSTA – aobrien@ocsta.on.ca.

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

CATHOLIC EDUCATION: *Rebuild, Restore, Renew Together*



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Ontario Catholic School
Trustees' Association

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

June 6, 2022

MEMORANDUM

TO: Chairpersons and Directors of Education
Adult Faith Animators and Religious Education Consultants
- All Catholic District School Boards

FROM: Patrick J. Daly, President

SUBJECT: **Catholic Education: *We are Many, We are One***
L'éducation catholique: *À plusieurs, nous sommes un*
APRIL 30 – MAY 5, 2023

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PROMOTING AND PROTECTING CATHOLIC EDUCATION

- Ongoing recognition of the Truth & Reconciliation Commission and the importance of Indigenous culture and spirituality as we move forward together.
- The Ministry of Education's focus on Inclusion and Equity resonates with all educators and administrators as we desire to serve all of God's children and Pope Francis' encyclical entitled, *Fratelli Tutti*, will guide us in this good work.
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Please stay tuned for more information pertaining to Catholic Education Week 2023!

If you have any questions, please contact Anne O’Brien, Director of Catholic Education, OCSTA – aobrien@ocsta.on.ca.

From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA Memo: Pope Francis' Upcoming Pastoral Visit to Canada - July 24-29, 2022
Date: Thursday, June 9, 2022 7:18:24 PM
Attachments: [image010.png](#)
[image002.png](#)
[image004.jpg](#)

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

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

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



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

From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Sent: Thursday, June 9, 2022 1:07 PM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA Memo: Pope Francis' Upcoming Pastoral Visit to Canada - July 24-29, 2022

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June 9, 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: Pope Francis' Upcoming Pastoral Visit to Canada – July 24-29, 2022

*“...I ask for God’s forgiveness and I want to say to you with all my heart: I am very sorry.
And I join my brothers, the Canadian bishops, in asking your pardon.”*

Pope Francis – April 1, 2022



The Holy Father issued this apology following private encounters between March 28th and April 1st with 32 Indigenous Elders, knowledge keepers, residential school survivors and youth from across Canada. In Rome, the delegates shared a range of lived experiences including from their time in residential schools, the resulting loss of culture and language, and complex relationships with the Catholic faith that continue to this day. Through shared prayers, the exchange of gifts and the telling of powerful stories, Pope Francis was moved by their courage, their commitment, and their resilience in the face of suffering. He emphasized his shame for the Catholic Church’s role in the residential school system and re-committed to visiting with them on Canadian soil.

The OCSTA is pleased to recognize Pope Francis’ upcoming pastoral visit to Canada from July 24 to 29, 2022. The Pope’s visit will provide a unique opportunity for him, once again, to listen and dialogue with Indigenous Peoples, to express his heartfelt closeness and to address the impact of colonization and the participation of the Catholic Church in the operation of residential schools throughout Canada. The papal visit will also provide an opportunity for the shepherd of the world’s 1.2 billion Catholics to connect with the Catholic community in Canada.

“Acknowledging this significant step on the road to truth, understanding and healing,” the Ontario Catholic School Trustees’ Association is committed to journeying with our Indigenous brothers and sisters in a true spirit of truth and reconciliation through active listening, prayer, and right action. We invite prayers for Pope Francis’ continued good health and a visit that advances truth and reconciliation for Indigenous Peoples in Canada.

The OCSTA invites you to explore the many resources available at the website created by the Canadian Council of Catholic Bishops <https://www.papalvisit.ca/>. Here, you will discover various videos, Frequently Asked Questions, the Papal Visit Schedule, and the full text of the Holy Father's remarks in Rome on April 1st. In addition, people who want to pray for this visit are directed to the Our Lady of Guadalupe Circle page of resources found here: <https://ourladyofguadalupecircle.ca/spiritual-resources/prayers-and-rituals-of-reconciliation/>

We ask for God's abundant blessings to protect the Holy Father and strengthen him as he prepares for this special journey of truth and reconciliation.



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



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From: [Loretta Notten](#)
To: [Alice Figueiredo](#)
Subject: FW: OCSTA Memo: Mandatory Sexual Abuse Prevention Program
Date: Thursday, June 9, 2022 7:20:10 PM
Attachments: [Memo-Mandatory Sexual Abuse Prevention Program.pdf](#)
[OCSTA PowerPoint.pptx](#)
[SexualAbuse_program_NEW.pdf](#)
[image001.png](#)

Loretta Notten

Director of Education

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From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Sent: Thursday, June 9, 2022 11:32 AM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA Memo: Mandatory Sexual Abuse Prevention Program

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MEMORANDUM

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

CC: OCSTA Directors and Staff
Board Secretaries and Administrative Assistants

Please see the attached joint memo and supporting materials sent on behalf of OCSTA President Patrick Daly and OECTA President Barb Dobrowolski.

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



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June 8, 2022

Chairpersons and Directors of Education
All Catholic District School Boards

Re: Sexual Abuse Prevention Program

*In the end, everything has been entrusted to our protection, and all of us are responsible for it.
Be protectors of God's gifts! - Pope Francis*

This memo is a follow up to the memo issued on February 8, 2022 regarding the mandatory *Sexual Abuse Prevention Program*, mandated by the Ontario government for all certified teachers. As you know, the Ontario College of Teachers has worked with the Canadian Centre for Child Protection (C3P) to develop the program, which consists of various online modules. The OCT's goal for the *Sexual Abuse Prevention Program* is to provide teachers with updated information on professional boundaries, societal standards, and potential warning signs, so teachers will be better able to identify and report situations where a student may be at risk of harm.

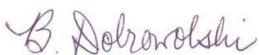
The Ontario Catholic School Trustees' Association (OCSTA) and the Ontario English Catholic Teachers' Association (OECTA) have worked together to implement this requirement in our Catholic schools. We have created sample materials for your consideration with our distinct Catholic identity for Catholic School Boards and local Ontario English Catholic Teachers' Association Units to accompany the training including:

- Sexual Abuse Prevention Program: Resource for Catholic Teachers
- Sexual Abuse Prevention Program: Power Point

All Ontario Certified Teachers are expected to complete this one-time, online program on a Professional Activity Day prior to the September 15, 2022 deadline. Teachers new to the profession and teachers returning must pass it to be eligible for certification by the College. There is no cost to complete the program.

OCSTA and OECTA are steadfast in our commitment to protecting our students and agree sexual abuse prevention is of such high importance that this requires a consistent approach across the province. We thank you in advance for your commitment to supporting students with this important new initiative. Please see the attached sample materials provided to accompany the *Sexual Abuse Prevention Program*.

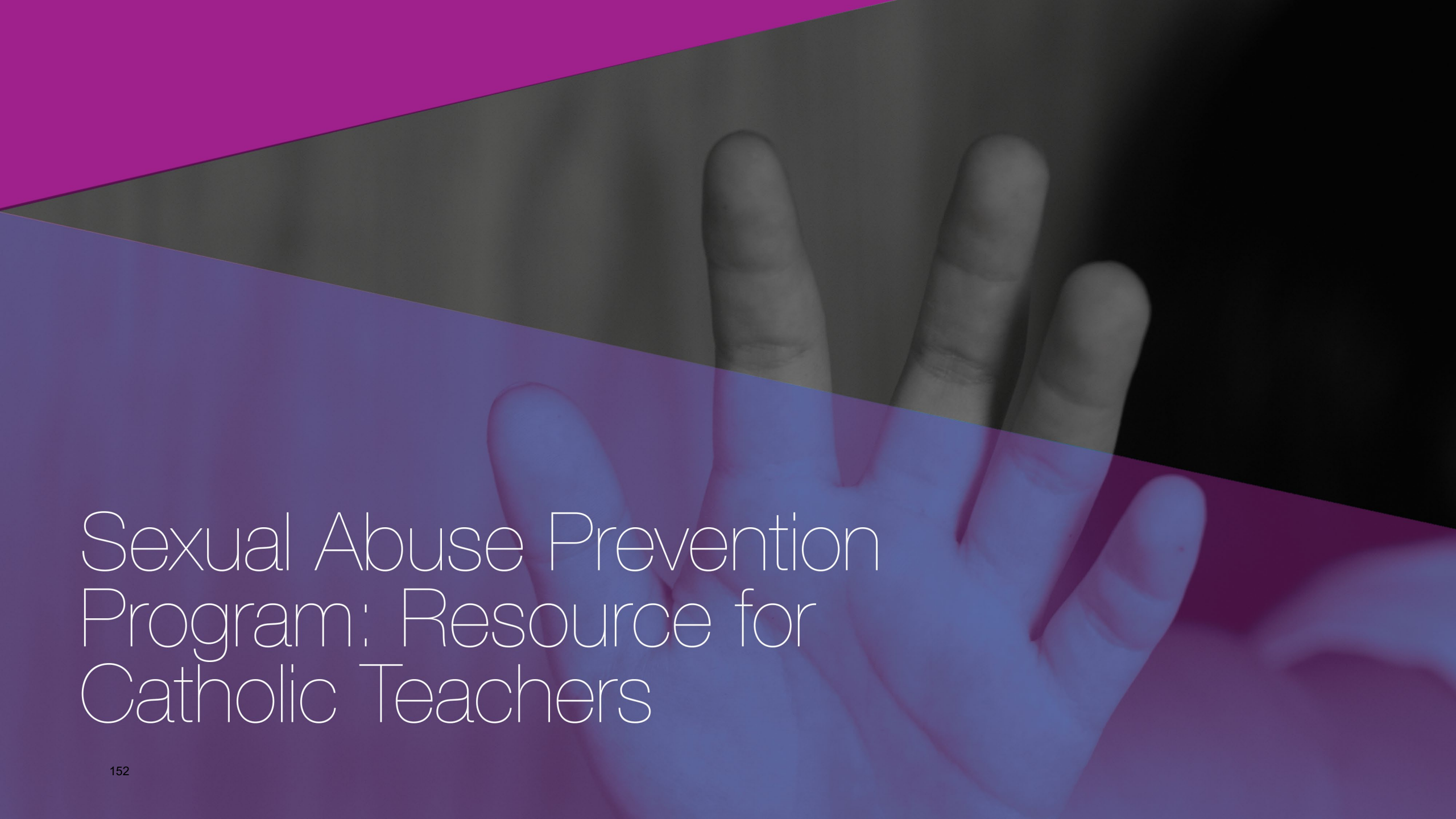
Sincerely,



Barb Dobrowolski
President
Ontario English Catholic Teachers' Association



Patrick Daly
President
Ontario Catholic School Trustees' Association



Sexual Abuse Prevention Program: Resource for Catholic Teachers

Before We Begin

Before you begin the Sexual Abuse Prevention Program required by the Ministry of Education and administered through the Ontario College of Teachers, this is to acknowledge that trauma, including sexual abuse does not just affect our students:

- Many staff learning in these modules may have or know someone who has experienced trauma and/or abuse.
- Please have a plan for your well-being if you feel this may bring up difficult feelings for you.



Opening Prayer



Select a prayer from the resource;

Complimentary Resource for Personal Use: Sexual Abuse Prevention Program

~♡ self care ♡~

Importance of Self-Care

Trauma, including sexual abuse does not just affect our students.

Many staff learning in these modules may know someone or have personal experiences of trauma and/or abuse.

Please have a plan for your well-being if you feel this may bring up difficult feelings for you.



Self-Care During Learning Modules

If at any time, you are feeling that material in this presentation is overwhelming or upsetting for you, please pause the module and do what you need to do for self-care and access your supports.

Take a break

Connect with a member of your Support Services Team

EAP service;

Call 211 (Ontario Community & Social Services Help

Line) ; <https://211ontario.ca/>

Call Connex Ontario at 1-866-531-2600; [Connex Link](#)

Connect with your local CMHA: <https://ontario.cmha.ca/>

Contact your local crisis response line; [Find Mental Health Support](#)

Seek out support from a trusted friend, advisor, colleague or guide.



Building Resiliency

Education staff who have the knowledge to understand what trauma is, how it manifests in children, and how to support students who have experienced it, will help strengthen resilience in children.

With resiliency we can build hope.



”

In the end, everything
has been entrusted to
our protection, and all
of us are responsible
for it. Be protectors
of God's gifts!

Pope Francis

Sexual Abuse Prevention Program: Resource for Catholic Teachers

This guide is available for use in conjunction with the Sexual Abuse Prevention Program required by the Ministry of Education and Ontario College of Teachers

”

**Let us not sound-proof
our hearts. Let us not remain
barricaded in our certainties.
So often our certainties
can make us closed.
Let us listen to one-another.**

Pope Francis

+

All Catholic educators who are certified by the Ontario College of Teachers (OCT) are required to complete the Sexual Abuse Prevention Program by September 15th, 2022.

The content of this program is sensitive.

As Catholics we have the obligation to address injustice and unfortunately, childhood sexual abuse has increased in Canada in the last years, necessitating this training.

All Catholic educators certified by the OCT come to this course with a variety of lived experiences. Some may know little about the topic of sexual abuse. Some may have a loved one who is a survivor. Some may be survivors themselves. We encourage you to take care of yourself as you complete these modules. It is important to recognize that Black, Indigenous, and racialized, 2SLGBTQIA+ identified people and those with exceptional needs have been disproportionately victimized due to systemic inequalities. **As such, this resource is offered as a compliment, not a requirement.**

Catholic organizations have also responded to the issue of sexual abuse. For a detailed review of the Canadian Conference of Catholic Bishop's work to address sexual abuse, see **"Protecting Minors from Sexual Abuse: A Call to the Catholic Faithful in Canada for Healing, Reconciliation and Transformation. CCCB Publications, Ottawa, 2018."**

As stated on the **OCT website** upon logging in to the program, consider which of the following might best suit your personal needs:

- Completing the program alone, in groups, or with a trusted person.
- Completing the program in multiple sessions instead of all at once.
- Not listening to the survivor testimonials, which are not required for completion.
- Contacting a crisis centre if you experience distress.

Faith can be a source of healing and strength. This guide is given as an additional support for you as you progress through the modules. You may wish to begin with a prayer and end with a prayer to pause after each section. We offer this as a compliment to those who find it helpful - it is not a requirement.

UNDERSTANDING THE CONTEXT		
Module	Catholic Teaching	Prayer
<p>1) Introduction The Canadian Centre for Child Protection (Canadian Centre) operates Cybertip.ca, Canada's tipline for reporting the online sexual exploitation of children. On average, the tipline now receives over 4,000 reports monthly and it's through these reports Cybertip.ca gleans important information to help protect children from sexual exploitation.</p> <p>2) Child Sexual Abuse Child sexual abuse includes a range of behaviours, from obvious contact offences, such as sexual touching, to the less obvious non-contact offences, such as making sexually explicit comments, voyeurism, exposing a child to pornography or inviting a child to touch themselves.</p> <p>3) Grooming Offenders often use a process called grooming to gain sexual access to children. The purpose of grooming is to manipulate the perceptions of children and adults around the children to gain their trust and cooperation. Offenders may use a combination of attention, affection, kindness, privileges, recognition, gifts, alcohol, drugs, status and/or money as part of the process to coerce the child to help gradually move the relationship to a sexual level.</p>	<p>These Catholic Social Teachings align with modules 1, 2, and 3.</p> <p>Dignity of the Human Person The foundation of all Catholic Social Teaching is the inherent dignity of the human person, as created in the image and likeness of God. The Church, therefore, calls for Integral Human Development, which concerns the wellbeing of each person in every dimension: economic, political, social, ecological, and spiritual.</p> <p>Preferential Option for the Poor The moral test of any society is based on how the most vulnerable are treated. God's love is universal, so this principle does not intend that we should focus on the poor to the exclusion of others, but rather that we are called to prioritize those who are in most need of our Solidarity.</p> <p>Rights and Responsibilities We all have a right to those things which are required by Human Dignity. Rights arise from what we need to live as God intended us to. These are innately linked with our responsibility to ensure the rights of others—that we do not take more than is needed to fulfill our rights at the expense of another's.¹</p>	<p>The following prayer is from <i>Listening as an Act of Love</i> by Chris Koellfer, Sister Immaculate Heart of Mary</p> <p>Listening as an Act of Love In this century and in any century, our deepest hope, our most tender prayer, is that we learn to listen. May we listen to one another in openness and mercy. May we listen to plants and animals in wonder and respect. May we listen to our own hearts in love and forgiveness. May we listen to God in quietness and awe. And in this listening, which is boundless in its beauty, may we find the wisdom to cooperate with a healing spirit, a divine spirit, who beckons us into peace and community and creativity. We do not ask for a perfect world, but we do ask for a better world. We ask for deep listening.</p>

DEEP LISTENING		
Module	Catholic Teaching	Prayer
<p>4) Disclosure Most personal safety programs instruct children to tell a safe adult if someone touches them inappropriately. However, disclosure is not always obvious, and can be missed by adults. It is important to know how to recognize the signs of a child who may be in distress.</p> <p>5) Impact There is an emotional, cognitive, physical and social impact on children who experience child sexual abuse. The impact of child sexual abuse on its victims is differential. A child may suppress the abusive experience and cope with the significant emotional disruption in a variety of ways. Some children show few to no symptoms, some show significant impairment (e.g., missing school, inability to focus or self-regulate) and others may cope with adaptive behaviour (e.g., overachieving).</p>	<p>The following Catholic teachings align with modules 4 and 5.</p> <p>The Bishop Fabbro, on his experience listening to survivors: “One of the key lessons I learned is that the survivors and their families should be the centre of our attention. Our highest priority needs to be our care for them. If we had listened to them and their cries for justice, many tragic failures of the past could have been avoided.”²</p> <p>Cardinal Sean O’Malley on EU Day Against Child Sexual Abuse, November 18th, 2021. “We cannot repair what we do not recognize. We cannot restore a broken trust if we do not address the heart of the matter. This requires honest investigation, independent inquiry, and informed action... Learning from each other, we can become a Church and a society that puts the protection of children among the highest priorities. This requires investment in creating relationships of trust and cross-institutional support.”</p>	<p>The following prayer, by and unknown author, is entitled Deep Listening.</p> <p>Deep Listening God of silence and God of all sound, help me to listen. Help me to do the deep listening to the sounds of my soul, waiting to hear your soft voice calling me deeper into you. Give me attentive ears that begin to separate the noise from the sounds that are you; you who have been speaking to me and through me my whole life, for so long that you can seem like background noise. Today help me hear you anew.</p>

¹ Canadian Catholic Organization for Development and Peace, “10 Principles of Catholic Social Teaching.” University of St. Michael’s College, University of Toronto, n.d. stmikes.utoronto.ca/wp-content/uploads/2020/07/180-Catholic-Teaching-v2.pdf

² Canadian Conference of Catholic Bishops. “Protecting Minors from Sexual Abuse: A Call to the Catholic Faithful in Canada for Healing, Reconciliation and Transformation. CCCB Publications, Ottawa, 2018, p. 8-9.

TAKING ACTION

Module	Catholic Teaching	Prayer
<p>6) Code of Conduct & Reporting A child protection code of conduct is a set of guidelines that outlines the expectation of adult boundaries between staff personnel and children for all employees/ volunteers in an organization. A key component of a child-safe organization is the code of conduct.</p> <p>7) Policies and Procedures Module 7 is optional and is only recommended for individuals who are responsible for creating policies and procedures within their organization.</p> <p>8) Closing: Case Studies</p>	<p>The following Biblical passages relate to justice and our call as educators to serve the children in our care, and compliment the content in modules 6, 7, and 8.</p> <p>“Finally, beloved, whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things. Keep on doing the things that you have learned and received and heard and seen in me, and the God of peace will be with you.” From the Letter of Paul to the Philippians 4: 8-9</p> <p>Therefore, my beloved, be steadfast, immovable, always excelling in the work of the Lord, because you know that in the Lord your labour is not in vain... Keep alert, stand firm in your faith, be courageous, be strong. 1 Corinthians 15: 58, 16:13</p> <p>As God’s chosen ones, holy and beloved, clothe yourselves with compassion, kindness, humility, meekness, and patience. Bear with one another and, if anyone has a complaint against another, forgive each other; just as the Lord has forgiven you, so you also must forgive. Above all, clothe yourselves with love, which binds everything together in perfect harmony. And let the peace of Christ rule in your hearts, to which indeed you were called in the one body. And be thankful. Let the word of Christ dwell in you richly; teach and admonish one another in all wisdom; and with gratitude in your hearts sing psalms, hymns, and spiritual songs to God. And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him. Colossians 3: 12-17</p>	<p>The following prayer, entitled <i>Your Heart Today</i>, is by Fr. Manoling Francisco, SJ.</p> <p>Your Heart Today Where there is fear I can allay, Where there is pain I can heal, Where there are wounds I can bind, And hunger I can fill: Lord, grant me courage, Lord, grant me strength, Grant me compassion That I may be your heart today. Where there is hate I can confront, Where there are yokes I can release, Where there are captives I can free And anger I can appease: Lord, grant me courage, Lord, grant me strength, Grant me compassion That I may be your heart today. When comes the day I dread To see our broken world, Protect me from myself grown cold That your people I may behold. And when I’ve done all that I could, Yet, there are hearts I cannot move, Lord, give me hope, That I may be your heart today.</p>

Self-Care is extremely important, and might be especially so when you have completed the Sexual Abuse Prevention Program, **School Mental Health Ontario** has a list of suggestions to promote wellness.

Consider reviewing these and doing the ones that work for you.

The **Ontario Teacher's Federation** also provides useful links for wellbeing.

The **Canadian Mental Health Association** offers 'Six ways to practise self-care.'

Additionally, consider the following self-care suggestions:

- Take a break
- Connect with a member of your Support Services Team
- EAP service
- Call 211 in Ontario for Support
- Call Connex Ontario at 1-866-531-2600
- Connect with your local **CMHA**
- Seek out support from a trusted friend, advisor, colleague or guide







Number: II 001
Subject: Global Governance Commitment

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

ACCESSIBILITY:

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

Policy Statement:

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

Governing Style:

The board will govern with an emphasis on:

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

Board Job Description:

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

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



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

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

Advocacy and Advertising:

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

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

Consultation:

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

Celebration of Excellence:

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

Board Members' Code of Conduct:

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

The Role of the Chair:

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

Board Committee Principles:

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

Board Committee Structure:

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

Student Representation on the Board:

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

Student Trustee Role Description:

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

Cost of Governance:

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

Trustee Expenses:

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

Ownership Linkages:

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



Number: II 009
Subject: Committee Principles

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

ACCESSIBILITY:

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

POLICY STATEMENT:

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

Accordingly:

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





Number: II 010
Subject: Board Committee Structure

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

ACCESSIBILITY:

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

POLICY STATEMENT:

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

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





Date: June 13th, 2022
To: Board of Trustees
From: Director of Education
Subject: Board Policy IV 001 General Executive Limitation

Type of Report:

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

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of Board Policy **IV 001**
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

General Executive Limitation IV 001

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

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

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic Priority: Student Engagement, Achievement and Innovation

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

Background/Comments:

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

CEO Interpretation:

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



Evidence:

- a) A listing of legal liabilities is reviewed on a regular basis to the audit committee to ensure that any liabilities faced by the Board are both known and understood. Cases are usually related to matters related to Human Resource grievances.
- b) Complaints to the Ontario Human Rights Commission are also possible, though typically rare. Such cases are always immediately shared with the Chair of the Board. Legal council will advise regarding any potential liability and as CEO, all decisions regarding direction in such cases are reviewed with Chair and/or full Board of Trustees as need be. Currently there is one pending case.
- c) The CEO and senior team are guided by the regulations of the Education Act when making decisions and writing Administrative Procedure memos. All APs are reviewed within a three year cycle and are fully compliant with the most recent legal and ethical guidance. Any and all revisions to APs are vetted at the senior team table. The APs outline guidelines and process that staff and stakeholders must follow to ensure that the Board's obligations are discharged in compliance with common legislation applicable to all school boards. The recent addition of the Equity Officer to the Senior team table further ensures that an even more rigorous equity, diversity and inclusion (EDI) lens is brought to all policies and administrative procedures as they undergo this cyclical review.
- d) As the volume of legislation and common law in the education sector cannot be contained in a concise primer for senior leaders, management relies on several sources for advice, direction, and guidance.

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

- e) Further, as of the 2019-2020 school year there has been and will continue to be a semi-annual report to Board listing those APs which have been revised, and summarizing with any significant changes, revisions or deletions of an Administrative Procedure. In this past year those reports came forward in September 2021 and February 2022.
- f) The Board regularly consults with the Vicar of Catholic Education and the Diocese of Hamilton on issues that arise where they is need for guidance to ensure compliance with the teachings and traditions of the Catholic Church.
- g) The Superintendent of Faith Development and our Religious Education Consultant attend meetings with our Catholic Consortium partners to ensure fulsome discussion of the topics of the day and to ensure best practices are followed and decisions are consistent with our Catholic Church Teachings.
- h) The CEO meets two times a year with the Bishop of the Diocese and other Directors of Education of the Diocese to ensure alignment and discussion regarding any challenges in relations to our Catholic Teaching, and to share promising practices. The CEO has chaired this committee for the past two years.
- i) The CEO and other members of the Board team work in close partnership with the Board's Spiritual Animator to ensure a strong parish relationship, and to discuss issues of concern within our Waterloo Catholic region. We have benefitted greatly from this partnership and the Spiritual Animator works to further support and strengthen our relationship with the region's parishes, clergy and Catholic community. An example from the past year include the videos created for this year's pastoral plan, the communications for Catholic Education week and the updated video related to flying the Pride flag.
- j) The CEO attends Regional Deanery Meetings three times a year. These meetings are used as an opportunity to share key highlights from the Board, particularly those that are related to spiritual and faith development. A significant example from this past year would be the mid-year meeting where the CEO and the vicar for Catholic education shared with the deanery the new process for pastoral references, allowing members of the deanery time to process the changes and to ask any relevant questions.

- k) The CEO regularly shares all memos and directives from the Ontario Catholic School Trustees Association sharing best practices or recommendations for prudent decision making faithful to the traditions of the Catholic Church.
- l) The CEO shares with all appropriate staff the guidance shared by the Institute for Catholic Education (ICE), intended to assist in strengthening the distinct ethos of Catholic schools within our publicly funded education system. This guidance informs our actions and curriculum delivery as a board.

Recommendation:

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

Prepared/Reviewed By: Loretta Notten
Director of Education

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



Date: June 13th, 2022
To: Board of Trustees
From: Director of Education
Subject: Board Policy IV 002 Treatment of Public

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 002**
- ☐ 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 002

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

Education Act Section 169.1
Education that Works for You: A new vision for education in Ontario (March 2019)
Communication Guidelines for Staff and Parents APC 001

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Background/Comments:

IV 002 Policy states:

With respect to interactions with the public, the CEO shall not cause or allow conditions, procedures, actions, or decisions that are undignified, unprofessional, or contrary to the preservation and promotion of Catholic values and teachings and to a positive image of the Board.

CEO Interpretation:

This policy signals that the CEO must ensure that no reputational damage comes to the Board in the broader community and that in particular, that the direction given to our school staff, students and communities should be consistent with and informed by our Catholic values so that the WCDSB is not cast in a negative light within the region or the province. Therefore – to me it signals that I need to demonstrate how we assess people's understanding of our reputation, indicate if we have not had negative stories associated with Catholic teaching and speak to ways we ensure we are consistent with Catholic teaching.

- a) The Board regularly consults with the Vicar of Catholic Education and the Diocese of Hamilton on issues that arise where there is need for guidance to ensure compliance with the teachings and traditions of the Catholic Church.
- b) The CEO administered both an interim survey and a supplementary survey in spring of 2018 and the spring of 2019 of the WCDSB MYSP to all stakeholders of the board. The expressed purpose of the survey was to signal to all stakeholders that their feedback and impressions are important to the overall governance and operation of the board. This survey was not implemented in the 2019-2020 school year due to a combination of the labour action during this year, as well as the fallout from commencement of the pandemic, which significantly disrupted the system. We had hoped to do an MYSP survey the spring of 2021 to assess stakeholder feedback but again the pandemic was causing significant disruption and stood in the way of a valid and reliable implementation of stakeholder feedback on our MYSP goals. This spring (2022) the survey was implemented for 2 weeks in mid-April. It provided us with feedback from the current MYSP as well as assisting with the process of initiating a foundation for the new MYSP – using the voice of our public / stakeholders.
 - i. 1050 surveys were completed, with 757 parent/guardians and 16 “another” offering feedback to represent “the public”. Further, 281 staff and 37 students participated.
 - ii. The only goal which was rated in the “medium low” range was “*successfully implement the WCDSB equity action plan to facilitate organization change*” – in the “Another” category (eg., 16 respondents), however parents rated this in the high-medium category (757 respondents) and the overall rating averaging all groups was “high-medium” for this goal.
 - iii. Typically for all goals and answers, the “Another” group (representing 16 people) was always one or two rating levels lower than all other groups, except for the two goals related to “*our school has made efforts to improving secondary literacy achievement*” and “*increased awareness of and responsible implementation of Digital Citizenship*” in which case the rating was higher by the “Another” stakeholders versus all other stakeholders.
 - iv. The only goal “Staff” rated in the “medium-low” category was “decrease in staff absenteeism and sick leave usage”, which objectively is true and, at least in part, due to the pandemic.
- c) The current MYSP has a goal expressly tied to explicit metrics related to increased parent engagement and attendance, and the Board report received in January 2022 on Parent Engagement reflected increased parent involvement in our Parent Commissioning and CPIC/CSAC on boarding event.
 - i. In the MYSP survey parents themselves rated this goal is “high-medium” or “agree”.
- d) The CEO shares with the Board of Trustees, in a timely manner, any items of interest that are likely to garner media attention and that may, in any way, cast a negative light on the WCDSB. Those items have been (for the most part) limited.
- e) In the last year, there have been primarily positive media stories that have promoted the reputation of the board and in one case more recently where the integrity and commitment of the board was called into question, there was a strong and transparent statement was issued, where there was an acknowledgement of existing realities, as well as an articulation of next steps. This was further supported by a report to Board on April 4th, 2022 in which the full staff response was articulated. This response further outlined the substantive work that has been undertaken in the WCDSB over the course of the past year alone to combat anti-Black racism.
- f) Throughout the COVID-19 crisis the CEO has made herself available to the media for countless interviews and provided statements that hold the WCDSB in good stead in the community. In particular the regular bi-weekly TV interview on CTV throughout this school year has allowed for a strong interaction with our public on matters of the highest interest and importance to our stakeholders
- g) An audit by an external Marketing firm a few years back has produced evidence that our Board is noted for the strength of its community and the broader perception that we are inclusive and strongly faith-based. The coverage the board received last spring when we became the first Catholic board to fly the Pride flag at the board office and our schools was well received by the broader public and strongly signalled our commitment to inclusion and equity issues. This has been supported by a strong commitment to action as reported in the equity report to Board in December 2021. The steady growth in enrolment over the past 7 years, COVID notwithstanding, and popularity of the board, suggests a high degree of public confidence. We have seen a .0496% increase in market share this past year.

- h) Within the WCDSB Administrative Procedures there is an express Communication Guideline for Parents and Staff, that ensures that feedback and information to stakeholders is timely, and shared in a clear, concise and easily followed manner. (APC 001) During this school year regular communications have been shared with both staff and with parents regarding WCDSB's response to the Covid-19 crisis, as well as our response through Distance Learning. Further we implemented our MDI school climate survey in February 2022, which in addition to student voice, elicits feedback from our parents and those results will be shared with Trustees, staff and our parents. Finally, we have ensured that our public facing website it always current, containing the CEO's communications and all other relevant updates.
- i) Currently the CEO is working with the Equity Officer to consider supports – community based and full time who can support parents and the public navigate the system, particularly if there are cultural, racial or diversity issues which may be impeding full understanding and engagement in WCDSB processes. This is being further supported by ensuring that we expand the translation of key surveys and communications to our parents.
- j) This past year, through the efforts of our Student Services department and Anishnabeg Outreach, we have created a new Educational Community Partnership Program to support indigenous youth.
- k) The CEO supports the Board of Trustees Linkages Committee and spearheads other efforts that bring community leaders into the board for special functions that celebrate our presence in the community, e.g., Community Leaders' Breakfast, proposed CEC blessing, Bishop's Banquet, Beacons of Hope (adapted to video last year and this year), Winter Walk to School Day, etcetera. While some of these have been postponed, altered or cancelled due to COVID, we continue to find ways to redefine that presence.
- l) The CEO chairs the Board's FACE committee which oversees three sub-committees related to communications, political advocacy and School-Parish relationships. Within the meeting the cause of Catholic education and constructive ideas are generated which will enhance the reputation of the board as a representative of the Catholic community in Waterloo Region.
- m) All employees of the Board are governed by APS 017, an Acceptable Use Policy – "Responsible Use of IT and Electronic Data - Staff" - when using the communication tools of the WCDSB, which ensures that WCDSB social media presence does not adversely affect the reputation of the Board or conflict with our Catholic values.
- n) The Superintendent of Faith Development and our Religious Education Consultant attend meetings with our Catholic Consortium partners to ensure fulsome discussion of the topics of the day and to ensure best practices are followed, and decisions are consistent with our Catholic Church Teachings.
- o) The CEO meets three times a year with the Bishop of the Diocese and other Directors of Education of the Diocese to ensure alignment and discussion regarding any challenges in relations to our Catholic Teaching, and to share promising practices. Currently and for the past 2 years, the CEO has been the Chair of this meeting.
- p) The CEO and other members of the Board team, work in close partnership with the Board's Faith Animator to ensure a strong parish relationship, and to discuss issues of concern within our Waterloo Catholic region.
- q) The CEO and/or superintendent designate attend Regional Deanery Meetings three times a year. Reciprocal knowledge sharing is a feature of these meetings, with Waterloo Catholic regularly providing updates to the group.
- r) In order to ensure that the reputation of the Board is protected and decisions are well informed, the CEO regularly shares all memos and directives from the Ontario Catholic School Trustees Association, sharing best practices or recommendations for prudent decision-making, faithful to the traditions of the Catholic Church.

Recommendation:

That the Board accept this report indicating compliance with communication and support to Board Policy IV 002 Treatment of Public.

Prepared/Reviewed By: Loretta Notten
Director of Education

*Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the



minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”



Date: June 13th, 2022
To: Board of Trustees
From: Director of Education
Subject: Board Policy IV 003 Treatment of Students

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 003**
☐ 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 003

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

Education Act Section 169.1

Achieving Excellence: A Renewed Vision for Education in Ontario

APH APs: APH 004, APH 005, APH 028, APH 027, APH 015, APH 021, APH013, APH 026, APH 029, APH022, APH 008, APH 012, APH 016, APH 001, APH 002, APH 017, APH 019, and APH 010

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Background/Comments:

IV 003 Policy states:

In addition to all of the policy direction that applies to the public, with respect to interactions with students, the CEO shall not cause or allow conditions, procedures, actions, or decisions that are unsafe, or unhealthy or inherently inequitable.

CEO Interpretation:

This policy signals that the CEO must ensure that consistent with the policy on the treatment of public, that there should be no reputational damage comes to the Board in the broader community and that in particular, that the direction given to our school staff, students and communities should be consistent with and informed by our Catholic values so that the WCDSB is not cast in a negative light within the region or the province. Further – it signals to me as CEO that we have to ensure our schools are places where all children can excel and be treated fairly regardless of their background or identity, while also having the confidence that they will not come to any harm.



- a) In addition to all those measures which ensure compliance with IV 002 (found in items b-r below), the following would also be offered as evidence of compliance:
- i. The CEO has ensured that data be more detailed when looking at sub-groups of students when reporting on academic performance, resiliency/MDI data, and suspensions and expulsions, which will guard against any unnoticed inequities in terms of service or results. There is an explicit Key Performance Indicator in the Multi-Year Strategic Plan which monitors this data. The implementation of the Student Census in the fall of 2021 will further assist in this valuable work – with an initial report to Board planned for June 2022 (coinciding with this report). That said, the Board's transition to Aspen has worked against effective production of detailed data during both the 2020-2021 school year and to some degree this school year. Additional staffing has been brought on board to assist in remedying the challenges.
 - ii. Plans are currently underway to not only share board level data related to the student census (June 2022), but by the fall of 2022 to have school level data and recommended practices for analysis, which will allow for a more robust consideration of biases or impediments to the full success of all students at the local level. This census work will assist in ensuring that WCDSB continues to improve in meeting the needs of its diverse and evolving population.
 - iii. The welfare of students is governed by a number of Administrative Procedures dealing with Health and Safety, including but not limited to: APH 004, APH 005, APH 028, APH 027, APH 015, APH 021, APH013, APH 026, APH 029, APH022, APH 008, APH 012, APH 016, APH 001, APH 002, APH 017, APH 019, and APH 010. These APs are listed as evidence that the safety of our children is well considered in the administrative procedures by which are schools are bound.
 - iv. In this school year a new AP – APC052 – Responsible Use of Information Technology and Electronic Data – Student has been added to make explicit the requirement for students for students in terms of responsible use of technology and social media. Further we have added APH036 in relation to Human Trafficking, also aimed at increasing awareness and education for our students on this heinous crime that victimizes too many youth.
 - v. In addition to the Education Act, and APH 024 – Health and Physical Education Safety Guidelines, staff are informed and governed by regulations and best practice shared by OPHEA which ensures that practices in all Health and Active Living settings is safe.
 - vi. The COVID crisis / pandemic has posed a unique threat to the health and safety of our students. The CEO ensured the development of rigorous Operational Guidelines and enforced throughout the pandemic adherence to the same. Communications have been frequent and explicit, and our COVID metrics, coupled with the results of WR Public Health IPAC and Ministry of Labour assessments, in which no significant concerns have been identified, would suggest that our schools are safe places for our staff and students.
 - vii. In the current pandemic environment, brought about due to COVID, staff went to great lengths to ensure both the provision of learning devices, as well as connectivity support for any student where it was identified that either might be lacking. In the time immediately following Christmas in January 2022, all students of the board were able to learn despite the pivot to fully remote learning for the full day for 2 weeks. The distribution of devices ensured that no student was disadvantaged due to their personal circumstance, in relation to a learning device or access to internet.
 - viii. There is an Equity and Inclusive Education Learning Committee comprised of educators and staff who are offering a critical eye and guidance regarding the advancement of equitable practices in the WCDSB. There is now formal alignment to the WCDSB Wellness Strategy, with a Well-Being Steering Committee and aligned well-being (equity) goals now in place. This year we have seen a strong investment in and deployment of culturally responsive resources, as well as the requirement for school-based goals related to equity at the local level. Further “environmental audits” are taking place in our schools to ensure they are appropriately and sensitively reflective of the population our schools serve.
 - ix. The WCDSB hired an Equity Officer this past year who has explicitly assisted in guiding the work of equity in the culture of our board, and more directly the impact on our student population. This February 2022 we also hired a temporary marketing individual to explicitly work with our Equity Officer to support her work and plans are being considered in the upcoming budget cycle to expand the department with potential key additional positions.



- x. The WCDSB initiated a review of its School Resource Officer (SRO) program. This review was initiated after the concerns that were surfaced after the spring of 2020 and the *Black Lives Matter* protests. It is part of the CEO's commitment - on behalf of the Board – that we wish to ensure this program is meeting the needs of all students and not adversely impacting our racialized student population. The review results were brought to Board in June of 2021, with an update in the fall of 2021. Currently the program has been terminated in the format we previously experienced, and the WRPS is considering how to evolve the program with “community engagement officers”.
- xi. This February our students in grades 4-12 completed the MDI School Climate survey, which was last implemented in the spring of 2019. This survey allows for the analysis of both board and school level data regarding student impressions of safety and inclusion. The results were brought to Board on June 6th, 2022. Previous results (2019) were made available to all school administrators by the fall of 2019 and informed action forward. This was intended as a bi-annual process, but it was not implemented in the spring of 2021 on the advice of our researcher and Chief Social Worker. It was felt that the pandemic would not allow for reliable trend data to be identified. The survey will now fall back into its bi-annual pattern. It is perhaps notable that parents also complete a companion survey with respect to schools and their perceptions of bullying, that also reflecting on their perceptions of the treatment of students.

Our 2022 MDI survey results provided both reasons for optimism and celebration, as well as points for significant consideration and action. In considering the comparisons from 2019 to 2022, two points should be noted: that 2 points of data do not form a trend (we need three for a trend line) and 2019 was a pre-pandemic reality and 2022 was a pandemic reality. That said – some notable results:

- 47.5% of students surveyed were identified as being in the “low” well-being category using the MDI established algorithm that even one low rating/measure places an individual as “low” overall. If this metric is changed to 2 categories rated as low, the group is cut in half, though still clearly concerning. This does represent an increase of 6.8% since 2019. Given the pandemic reality our students/youth have experienced for the past few years, this is to be expected to some degree.
- When looking at the asset indices – we note the following patterns across the 4 assets children could report were present in their lives:
 1. Adult relationship were down 5.2%
 2. Peer Relationships were down 2%
 3. Nutrition and sleep was improved by 2.5% but still at a low level of 51.5% reporting this as an asset.
 4. After-school activities were down 9.9% - which is clearly a function of the pandemic and is hopefully now returning.
- Another notable area where the low rating was elevated was on the questions measuring the “absence of sadness” – this category went up 4% to 25% of students indicating they feel unhappy a lot of the time”. Again – the pandemic can be seen to play a role in such a reflection.
- Similarly 35% noted that they worry other people might not like them – an increase of 2%. And a 4% increase in those reporting “low” for perseverance – their belief that once they make a plan they can get something done.
- Finally of most concern was the rating for connectedness which saw the most dramatic drop – going from 57% to 35% of students who could identify important adults at school. The amount of time spent online could be impacting this result, as was the practice of covid cohorting which limited interaction to a few adults and also limited extra-curriculars. It is also important to note that this is a student perception but not necessarily a fact – that is, there are likely many adults who care deeply about the students.
- On the positive side – the ratings for Victimization and Bullying at school were very strong for “not at all this year” (75%) and very low for “many times a week” (3%)
- Similarly on a positive note, in terms of Academic Self Concept, only 6% were in the low range and there was only a 2% drop from 77% to 75% in the high range.



- xii. Staff have now instituted an annual Student Transition Survey which allows students to share their experience of transition from grades 8 to 9. Due to the pandemic this was the first re-administration of the survey since the fall of 2019. (It was not implemented in 2020) This year it was implemented in October 2021 and results were shared in December 2021 with both secondary and elementary school-based staff to assist in planning and action forward. This ensures that students have the opportunity to identify ways in which they feel unsafe or not included in their new secondary school communities. When 2021 results were compared to 2019 results there were a few key points of observation:
- A slight reduction in the perception that teachers were interested in them as a person and the perception that their teacher had high expectations
 - Similarly strong perceptions that teachers noticed a good job or was willing to help when they were struggling.
 - Strong results in terms of when they felt welcomed in high school
 - Only 13% of students indicated that the pandemic had not impacted their readiness for grade 9; with 24% saying it had impacted them a lot.
- xiii. In order to be responsive to this survey data, and to be proactive in responding to the survey results, the MDI report of June 6th outlined a number of next steps. This included providing individual school reports to allow for a localized and precise response in each setting. The report points to the generous sharing of School Mental Health Assist (SMHO) resources that are shared, along with a Trauma informed Classroom Practices Guide. Further our Faith and Wellness Daily Classroom Practices are an additional support to this work. Finally, our re-engagement strategy has both a central and local component to the strategy as we look ahead to next year, (i.e., central position and sections in each secondary school).
- xiv. There are 2 student Trustees who have ample opportunity to share the voice of students within the Boardroom but also in a variety of forums throughout the WCDSB. There is also an active Student Senate which provides students a forum for discussion and advancement of their thoughts and opinions.
- xv. The CEO has previously hosted 3 student Town Halls in which the voice of students was shared and opinions sought regarding the treatment of students and their aspirations. This event did not proceed this past year due to the events of Covid-19 and the transition to distance learning, but the Director did receive a series of questions from students – gathered by the Student Trustees of 2019-2020 – and formulated responses to each which were delivered by video. The Director implemented a student town hall this spring, in early May of 2022, so that student voice could be directly delivered to the Director. Thanks to Student Trustees Wilson and Simoes for the assistance in organizing this event.
- There was representation from each of the family of schools, and both secondary and elementary students. Topics ranged from commentary on programming opportunities, to how we establish priorities, to budget, to mental health supports, to how we ensure a diversity of voices (and how surveys should be administered) to the great value they see in our secondary schools.
- xvi. Through Dec 2021 and February 2022 the senior team worked with IBM. The focus of the dedicated time was to elicit views of the pandemic and what was needed for students as we emerge from this time: *Looking Back to Learn Forward*. After dedicated time with the senior team – a series of 6 focus groups were formulated – included 2 teacher focus groups (elementary and secondary) and 2 student focus groups (elementary and secondary). While the sample set was relatively small it was noteworthy that students had very positive impressions of their learning during the pandemic and noted higher levels of engagement than their teachers perceived.
- b) The Board regularly consults with the Vicar of Catholic Education and the Diocese of Hamilton on issues that arise where there is need for guidance to ensure compliance with the teachings and traditions of the Catholic Church.
- c) The CEO administered both an interim survey and a supplementary survey in spring of 2018 and the spring of 2019 of the WCDSB MYSP to all stakeholders of the board. The expressed purpose of the survey was to signal to all stakeholders that their feedback and impressions are important to the overall governance and operation of the board. This survey was not implemented in the 2019-2020 school year due to a combination of the labour action during this year, as well as the fallout from commencement of the pandemic, which significantly disrupted the system. We had hoped to do an MYSP survey the spring of 2021 to assess stakeholder feedback but again

the pandemic was causing significant disruption and stood in the way of a valid and reliable implementation of stakeholder feedback on our MYSP goals. This spring (2022) the survey was implemented for 2 weeks in mid-April. It provided us with feedback from the current MYSP as well as assisting with the process of initiating a foundation for the new MYSP – using the voice of our public / stakeholders.

- i. 1050 surveys were completed, with 757 parent/guardians and 16 “another” offering feedback to represent “the public”. Further, 281 staff and 37 students participated.
 - ii. The only goal which was rated in the “medium low” range was “*successfully implement the WCDSB equity action plan to facilitate organization change*” – in the “Another” category (eg., 16 respondents), however parents rated this in the high-medium category (757 respondents) and the overall rating averaging all groups was “high-medium” for this goal.
 - iii. Typically for all goals and answers, the “Another” group (representing 16 people) was always one or two rating levels lower than all other groups, except for the two goals related to “*our school has made efforts to improving secondary literacy achievement*” and “*increased awareness of and responsible implementation of Digital Citizenship*” in which case the rating was higher by the “Another” stakeholders versus all other stakeholders.
 - iv. The only goal “Staff” rated in the “medium-low” category was “decrease in staff absenteeism and sick leave usage”, which objectively is true and at least, in part, due to the pandemic.
- d) The current MYSP has a goal expressly tied to explicit metrics related to increased parent engagement and attendance, and the Board report received in January 2022 on Parent Engagement reflected increased parent involvement in our Parent Commissioning and CPIC/CSAC on boarding event.
- i. In the MYSP survey parents themselves rated this goal is “high-medium” or “agree”.
- e) In the last year, there have been primarily positive media stories that have promoted the reputation of the board and in one case where the integrity and commitment of the board was called into question, a strong and transparent statement was issued. This was further supported by a report to Board on April 4th, 2022 in which the full staff response was articulated. This response further outlined the substantive work that has been undertaken in the WCDSB over the course of the past year alone to combat anti-Black racism.
- f) Throughout the COVID-19 crisis the CEO has made herself available to the media for countless interviews and provided statements that hold the WCDSB in good stead in the community. In particular the regular bi-weekly TV interview on CTV throughout this school year has allowed for a strong interaction with our public on matters of the highest interest and importance to our stakeholders
- g) An audit by an external Marketing firm a few years back has produced evidence that our Board is noted for the strength of its community and the broader perception that we are inclusive and strongly faith-based. The coverage the board received last spring when we became the first Catholic board to fly the Pride flag at the board office and our schools was well received by the broader public and strongly signalled our commitment to inclusion and equity issues. This has been supported by a strong commitment to action as reported in the equity report to Board in December 2021. The steady growth in enrolment over the past 7 years, COVID notwithstanding, and popularity of the board, suggests a high degree of public confidence. We have seen a .0496% increase in market share this past year.
- h) Within the WCDSB Administrative Procedures there is an express Communication Guideline for Parents and Staff, that ensures that feedback and information to stakeholders is timely, and shared in a clear, concise and easily followed manner. (APC 001) During this school year regular communications have been shared with both staff and with parents regarding WCDSB’s response to the Covid-19 crisis, as well as our response through Distance Learning. Further we implemented our MDI school climate survey in February 2022, which in addition to student voice, elicits feedback from our parents and those results will be shared with Trustees, staff and our parents. Finally, we have ensured that our public facing website it always current, containing the CEO’s communications and all other relevant updates.
- i) Currently the CEO is working with the Equity Officer to consider supports – community based and full time who can support parents and the public navigate the system, particularly if there are cultural, racial or diversity issues which may be impeding full understanding and engagement in WCDSB processes. This is being further supported by ensuring that we expand the translation of key surveys and communications to our parents.
- j) This past year, through the efforts of our Student Services department and Anishnabeg Outreach, we have created a new Educational Community Partnership Program to support indigenous youth.



- k) The CEO supports the Board of Trustees Linkages Committee and spearheads other efforts that bring community leaders into the board for special functions that celebrate our presence in the community, e.g., Community Leaders' Breakfast, proposed CEC blessing, Bishop's Banquet, Beacons of Hope (adapted to video last year and this year), Winter Walk to School Day, etcetera. While some of these have been postponed, altered or cancelled due to COVID, we continue to find ways to redefine that presence.
- l) The CEO chairs the Board's FACE committee which oversees three sub-committees related to communications, political advocacy and School-Parish relationships. Within the meeting the cause of Catholic education and constructive ideas are generated which will enhance the reputation of the board as a representative of the Catholic community in Waterloo Region.
- m) All employees of the Board are governed by APS 017, an Acceptable Use Policy – "Responsible Use of IT and Electronic Data" - when using the communication tools of the WCDSB, which ensures that WCDSB social media presence does not adversely affect the reputation of the Board or conflict with our Catholic values.
- n) The Superintendent of Faith Development and our Religious Education Consultant attend meetings with our Catholic Consortium partners to ensure fulsome discussion of the topics of the day and to ensure best practices are followed, and decisions are consistent with our Catholic Church Teachings.
- o) The CEO meets three times a year with the Bishop of the Diocese and other Directors of Education of the Diocese to ensure alignment and discussion regarding any challenges in relations to our Catholic Teaching, and to share promising practices. Currently and for the past 2 years, the CEO has been the Chair of this meeting.
- p) The CEO and other members of the Board team, work in close partnership with the Board's Faith Animator to ensure a strong parish relationship, and to discuss issues of concern within our Waterloo Catholic region.
- q) The CEO and/or superintendent designate attend Regional Deanery Meetings three times a year. Reciprocal knowledge sharing is a feature of these meetings, with Waterloo Catholic regularly providing updates to the group.
- r) In order to ensure that the reputation of the Board is protected and decisions are well informed, the CEO regularly shares all memos and directives from the Ontario Catholic School Trustees Association, sharing best practices or recommendations for prudent decision-making, faithful to the traditions of the Catholic Church.

Recommendation:

That the Board accept this report indicating compliance with Treatment of Students Policy IV 003

Prepared/Reviewed By: Loretta Notten
Director of Education

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



Date: June 13, 2022
To: Board of Trustees
From: Director of Education
Subject: Board Policy IV 007 Monitoring Report and 2022-23 Budget Approval

Type of Report:

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

Type of Information:

- ☒ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of Board Policy **IV007**
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

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

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

IV 007 "Financial Planning/Budgeting

Alignment to the MYSP:

The proposed budget has been aligned with the priorities anticipated to be in the next multi-year strategic plan:

- Wellbeing and Mental Health
- Graduation Rates
- Equity, Diversity, and Inclusion
- Innovation

Additional Resources:

[2022-23 Budget Presentation](#)
[2022-23 Budget Report](#)

Background/Comments:



Policy Statement:

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

Definition:

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

Evidence:

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

- Board Improvement and Equity Plan for Student Achievement
- Information Technology Strategic Plan
- Energy Conservation and Demand Management Plan
- Wellbeing Plan which includes the Pastoral Plan
- Equity, Diversity, and Inclusion Plan
- Long Term Accommodation Plan

Page 24 of the Budget Report contains a table of reserves/accumulated surpluses including a projection for the 2022-23 school year. The only draw is from a committed capital reserve set aside to service long term debt.

Accumulated Surpluses

Accumulated surpluses are amounts from prior years which have no external restrictions. Most amounts are apportioned internally and all are available for use by the Board.

The Ministry assesses board financial health based on the amount of accumulated surpluses maintained.

	2019-2020 Actual	2020-2021 Actual	2021-2022 Estimates	2022-2023 Estimates
Opening balance	\$ 7,998,388	\$ 8,134,551	\$ 9,071,530	\$ 8,957,601
Contributions	244,562	1,052,744	-	-
Draws	(109,399)	(115,765)	(113,929)	(113,929)
Closing balance	\$ 8,134,551	\$ 9,071,530	\$ 8,957,601	\$ 8,843,672

Finally, the proposed budget is fully complaint with all regulations including class size, applicable sections of the Education Act, ministry priorities and directives, and legislation that applies to employers in general.

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

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

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

Interpretation:

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

Evidence:

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



- Parents, families, staff members, and the general public were invited to take part in an on-line survey. A total of 780 responses were obtained. Information on this process can be found on page 47 the 2022-23 Budget Report.
- A Budget Advisory Committee was established. This Committee assisted in vetting survey questions, establishing enrolment used to calculate revenues, and gave valuable feedback on our process and budget materials. Membership included Trustees, parents (via CPIC and SEAC), administrators, the Director, and staff from Corporate Services.

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

Definition:

This policy provision is defined to mean that the budget must be built on a foundation of verifiable and accurate information. Where estimates must be made, they must be realistic and conservative. This policy provision also requires the Director of Education to provide Trustees with summaries of proposed capital and operational budgets, planning assumptions, and ensure the proposed budget contains estimates for interest revenues and expense related to forecasted cashflows for the year.

Evidence:

Revenues are based primarily on enrolment projections. Various enrolment projection scenarios were prepared by management's enrolment committees. These were presented to the Budget Advisory Committee, who selected projections which were believed to be realistic given prior years' trends and current registration information.

Enrolment information can be found on 20 of the Budget Book.

Enrolment

Total day school enrolment for 2022-2023 is projected to be 24,800 (2021-2022: 24,280). This is an increase of 488 full time students over the 2021-2022 forecast. The 2.0% increase is both a realistic and conservative estimate given the interest that has been displayed in students coming back to brick and mortar classrooms and moving past the pandemic.

	2020-2021 Actual	2021-2022 Estimates	2021-2022 Forecast	2022-2023 Estimates
Junior Kindergarten	1,490	1,510	1,458	1,463
Senior Kindergarten	1,648	1,659	1,710	1,616
Grades 1-3	5,079	5,169	5,165	5,435
Grades 4-8	8,494	8,697	8,699	8,786
Total Elementary	16,711	17,035	17,032	17,300
Total Secondary	6,982	7,245	7,280	7,500
Total Enrolment	23,693	24,280	24,312	24,800

Detailed information on revenues can be found on page 30 of the Budget Book.

Descriptions and details of expenditures can be found throughout the Budget book and are specifically listed on pages 31 of the Budget Book.

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

A summary of capital and operating budgets can be found on pages 34 and 35 of the Budget Book.

Cashflow and expense forecasts (including upcoming construction projects) were analyzed. As a result, interest expense of \$94,100 (page 59) and interest revenue of \$135,160 (Page 30) have been included in the budget.



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

Appendix II: Planning Assumptions

External assumptions:

- Compliance with the Education Act and Public Sector Accounting Board (PSAB) standards
- Achievement and maintenance of class size ratios
- Administration and governance envelope cannot be overspent
- Targeted funds received must be used for the intended initiatives
- Separation of operating and capital funds
- Special Education funding must be spent on related activities or placed into deferred revenues for future use, and
- Accumulated surpluses, to a maximum amount of 1.0% of operating revenue, may be used to balance the budget without ministerial approval

Internal assumptions:

- A conservative enrolment projection must be used
- Compliance with Board Policy IV007: Financial Planning/Budgeting, contracts, and collective agreements
- Staff and student safety must not be compromised
- Non-committed accumulated surpluses will not be used to balance the budget, and
- The budget must be both realistic and balanced

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

Definition:

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

Evidence:

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

Specific examples:

Expenditures: Page 31 of the Budget Book

Revenues: Page 30 of the Budget Book

Enrolment: Page 20 of the Budget Book.

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

Definition:

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

Evidence:

The proposed budget does not consider the use of uncommitted operational surpluses/reserves for the 2022-23 school year. Apportioned surpluses/reserves will be requested in January 2023 to support expenses paid from floating balances – for example WSIB costs and grants carried forward from previous years.

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

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

Definition:

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

Evidence:

The budget has been included as requested.

The expense total can be found on slide 43 of the Budget Presentation.



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

Definition:

This policy provision is defined to mean that administration must work within the budget presentation and approval timelines established by the Director of Education and Trustees.

Evidence:

- The budget was scheduled to be presented on June 6, 2022.
- The budget is scheduled for approval on June 13, 2022.
- Staff were available to respond to questions on the budget between June 6th and June 13th.
- To support awareness around budget related matters leading up to the presentation date, management provided Trustees with monthly updates on budget preparation.

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

Definition:

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

Evidence:

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

Recommendation:

1. That the Board of Trustees accept this report as providing evidence that the CEO is compliant with Board Policy IV007 "Financial Planning/Budgeting".
2. That the Board of Trustees approve an operating budget of \$311,946,001 for the 2022-23 school year as presented to the Board.
3. That the Board of Trustees approve a capital budget of \$21,691,822 for the 2022-23 school year as presented to the Board.
4. That the Board of Trustees direct Administration to file this balanced budget with the Ministry of Education before the deadline of June 30, 2022.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services + CFO

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

