



## Committee of the Whole Meeting

**Date:** Monday, September 12, 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:**  
Chloe Armstrong, Anika Fejerpataky

**Senior Administration:**  
Tyrone Dowling, Gerald Foran, John Klein, Shesh Maharaj, Judy Merkel, Kerry Pomfret, Jennifer Ritsma, Annalisa Varano

**Special Resource:**

**Recording Secretary:**  
Alice Figueiredo, Executive Administrative Assistant

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Chair		
1.1 Opening Prayer & Memorials	Board of Trustees	--	--
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Chair	--	--
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest 1.4.1 From the current meeting 1.4.2 From a previous public or in-camera meeting	Individual Trustees		
1.5 Items for Action: N/A			

ITEM	Who	Agenda Section	Method & Outcome
<b>2. Consent Agenda: Director of Education</b> (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)			
<b>3. Consent Agenda: Board</b> (Minutes of meetings)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 COW Minutes of May 9, 2022 3.2 Reports to Board 2022-2023	Board of Trustees Board of Trustees	pp.4-6 pp.7-12	Approval Information
<b>4. Delegations</b>			
<b>5. Advice from the CEO</b>			
5.1 Summer Equity Update 5.2 Update on Summer Boost/ Summer Programming 5.3 2022-2023 Re-Opening Update	T. Dowling/L. Garrioch G. Foran/A. Varano/P. Runstedler  T. Dowling	pp.13-22 pp.23-30  pp.31-33	Information Information Information
<b>6. Ownership Linkage</b> (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Linkages Activity 6.2 Pastoral Care Activity	Trustees Trustees	-- --	Discussion Discussion
<b>7. Reports from Board Committees/Task Forces</b>			
<b>8. Board Education</b> (at the request of the Board)			
8.1 OCSTA Communications <a href="#">8.1 OCSTA Communication Link</a>  8.2 September 19 Regional Meeting Preparation	Chair  Trustees	Link  --	Information  Discussion
<b>9. Policy Discussion</b> (Based on Annual Plan of Board Work)			
<b>10. Assurance of Successful Board Performance</b> (monitoring)			
<b>11. Assurance of Successful Director of Education Performance (monitoring)</b>			
11.1 Monitoring Reports & Vote on Compliance			
<b>12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries</b>			

ITEM	Who	Agenda Section	Method & Outcome
<b>13. Announcements</b>			
<b>13.1 Upcoming Meetings/Events</b> (all scheduled for the Catholic Education Centre unless otherwise indicated): <ul style="list-style-type: none"> <li>Sept 19: OCSTA Fall Regional Meeting</li> <li>Sept 22: 2022 Diocesan Mass (Guelph)</li> <li>Sept 26: Board of Trustees' Meeting</li> <li>Oct 1: Feast of St. Jerome</li> </ul>	Chair	--	Information
<b>14. Items for the Next Meeting Agenda</b>	Trustees		
Board of Trustees Meeting (September 26, 2022) <ul style="list-style-type: none"> <li>Enrollment/Staffing Report</li> <li>Summer Construction Update</li> <li>Policy Update</li> <li>Headstart / Summer Transition Programs</li> <li>Extended Day update</li> <li>Board Policy II 002 Governing Style</li> <li>Board Policy III 006 CEO Compensation and Benefits</li> </ul>	Chair	--	Information
<b>15. Adjournment/ Confirm decisions made tonight</b>	Director of Education		
15.1 Confirm Decisions	Recording Secretary Board of Trustees	-- --	Information Approval
<b>16. Closing Prayer</b>			
<b>17. Motion to Adjourn</b>	Board of Trustees	Motion	Approval

### CLOSING PRAYER

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

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

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

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

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

Amen

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



## **Committee of the Whole Meeting**

A public meeting of the Committee of the Whole was held Monday, May 9, 2022, 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 Wilson & Sarah Simoes

**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)

**Absent:**

**Recorder:**

Alice Figueiredo, Executive Administrative Assistant

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

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

The Chair called the meeting to order at 6:37 p.m.

#### **1.1 Opening Prayer & Memorials/Para-liturgy**

The opening prayer was led by Trustee da Silva.

#### **1.2 Territorial Acknowledgement**

The Territorial Acknowledgement was led by Chair Gravelle.

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

Chair Gravelle requested an amendment to the agenda to have 7.1 come before 5.1 to allow our guests to present.

**2022-19 -- It was moved by Trustee da Silva and seconded by Trustee Price:**

**THAT the agenda for Monday, May 9, 2022, as amended, be now approved. --- Carried by consensus.**

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

1.4.1 From the current meeting

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

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

##### **3.1.1 COW Minutes of April 4, 2022**

**2022-20 -- It was moved by Trustee Conway and seconded by Trustee Price:**

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

**--- Carried by consensus.**

## **4 Delegations**

## **5 Advice From the CEO**

**As Audit Committee guest had not arrived, Chair Gravelle called 5.1 to be spoken to first.**

### **5.1 Learning Innovation and IT Update**

Chris Demers, Chief Information Officer along with his team shared the Learning Innovation and 5 Year IT Strategic Plan and next steps. Trustees asked clarifying questions and provided feedback.

**Audit Committee guest had not arrived, 5.2 was called.**

### **5.2 Mathematics Report (Math Strategy Update)**

Petra Le Duc and Sarah Gonzalez-Day, Student Achievement Consultants presented the Mathematics report. The report included priority areas, goals, data, programs, and next steps.

**At this time 7.1 was brought forward and Chair Gravelle introduced Jennifer Gruber of the Audit Committee.**

### **5.3 Well-Being Update – Safe Schools**

Superintendent Merkel presented the Well-Being and Safe School Update. The presentation included data/trends, programs and next steps. Trustees asked clarifying questions and provided feedback.

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

### **6.1 Linkages Activity**

Trustees reported back from the Linkages Committee. Highlights include:

- Appreciation letters to be sent to chaplains for prayers.
- Congratulations letters to schools for top fundraising.
- Confirmed Blessing/Community Leaders gather of June 9.
- Discussed Candidate Trustee orientation, looking to book in Fall when candidates are confirmed.

### **6.2 Pastoral Care Activity**

Trustees reported back from the Pastoral Care Committee. Highlights include:

- Trustees thanked for attending Catholic Education Mass at St. Mary's.
- Looking at scheduling an Environmental day for Trustees.
- Looking at Christian mediation/workshop for Trustees.

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

### **7.1 Audit Committee Update**

Jennifer Gruber Chair of Audit Committee provided Trustees with an update on the work of the Audit Committee.

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

### **8.1 OCSTA Communications**

Chair Gravelle briefly 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 (all scheduled for the Catholic Education Centre unless otherwise indicated)**

### **13.1 Upcoming Meetings/Events**

Trustees discussed upcoming events.

## **14. Items for the Next Meeting Agenda/Pending Items**

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

### **15.1 Confirm Decisions**

The Recording Secretary confirmed the meeting decisions.

## **16. Closing Prayer**

## **17. Motion to Adjourn**

2022--21 It was moved by Trustee da Silva and seconded by Trustee Price:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:47 p.m.

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Chair of the Board

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Secretary

**REPORTS TO BOARD SCHEDULE: 2022-2023**

DATE	Due to EC	REPORT	Senior Staff	STAFF	TIME (min)	NOTES
09/12 (COW)	09-06	Update on Summer Boost/ Summer programming	Foran / Varano	Runstedler	15	
		Summer Equity Update	Dowling	Lynn Garrioch	15	
		2021-2022 Re-Opening Update (COVID focus etc)	Dowling		15	
09/26 (Board)	09/19	Enrollment/Staffing Report	Pomfret/Foran		10	
		Summer Construction Update	Maharaj/Frigula		20	
		Administrative Procedure Update	Dowling/Shewchuk		5	Consent
		Headstart / Summer Transition Programs	Varano /Foran	Breault	20	
		Extended Day update??	John Klein		20	
10/3 (COW)	09/26	(Pandemic) Re-engagement Strategy Update/ Learning Renewal Plan (BIEPSA Update)	Ritsma / Merkel/Varano		20	BIEPSA update?
		Re-Engagement Strategy Update (12 / 12+)	Varano	Shawn Regan	15	
		IT Summer Update	Demers		20	
		Pastoral Plan Update	Klein	Murphy	20	
10/17 Special Board	10/11	Presentation of East Kitchener Boundary Review Recommendations	Maharaj		20	
10/25 (Board)	10/17	Well-Being Plan	Merkel		20	
		Learning Commons Update	Maharaj	Wood	15	
		Census Recommendation Updates	Dowling/ Garrioch/ Ritsma	Garrioch	15	

DATE	Due to EC	REPORT	Senior Staff	STAFF	TIME (min)	NOTES
		Delegations / Q&A - East Kitchener Boundary Review Recommendations.	Maharaj		20	
11/07 (COW)	10/31	Community Planning & Partnerships (CPPG)	Maharaj	Passy	10	
11/07 Special Board	10/31	Presentation of East Kitchener Boundary Review Recommendations.	Maharaj	Passy/Elgawly	20	Approval
11/21		<b>INAUGURAL</b>				
11/28 (Board)	11/21	Spec Ed Update	Foran		15	
		Well Being – Mental Health Update	Foran		15	
		ESL	Klein	McCourt	15	
		Year End Financial Results	Maharaj/Isaac			Consent
		Audit Committee Annual Report	Maharaj	Durham	10	Consent
		Financial Statements/Year End Report	Maharaj/Isaac		10	Consent
		SRO Update	Merkel		10	
		Sweeney Recommendations Update	Dowling		20	
12/12 (Board)	12/05	Well-Being Plan – Equity Action Plan	Ritsma	Garrioch / Staats	20-30	
		New MYSP	Dowling		30	2022 – 2025 Plan
		Director's Annual Report	Dowling for Notten		20	
		Revised Estimates Report	Maharaj	Isaac	10	
		Annual Report on Surpluses	Maharaj	Isaac	10	
01/9 (COW)	12/19 Due to Xmas break	Learning Recovery Strategy Update	Ritsma	DeGasperis/ Le Duc/ Gonzales-Day	30	
		Well Being – Healthy Active Living	Klein	B. Webster	20	
		FSL	Klein	Kruithof	20	
01/30 (Board)	01/23	Leadership Strategy Update	Varano		20	
		Monitoring Report IV-13	Varano			
		Early Literacy Strategy	Ritsma	DeGasperis/Wolf	20	



DATE	Due to EC	REPORT	Senior Staff	STAFF	TIME (min)	NOTES
		Audit Report on Trustee Expenses	Maharaj	Durham		To A/C, then Consent
		Audit Report on Director's Expenses	Maharaj	Durham	0	To A/C, then Consent in Private
		Annual Report on Properties and Major Construction Projects	Maharaj	Passy	10	
		Approval of Budget Plan	Maharaj/Isaac	King	10	
		Interim Financial Report #1	Maharaj/Isaac			To A/C, then Consent
02/06 (COW)	01/30	Parent Engagement Update	Merkel		20	
		Early Years Report	Ritsma /Klein	DeGasperis	20	
		Annual Report on STSWR	Maharaj	Bourgault	20	TO STSWR Board first
02/27 (Board)	02/21 Family Day 02-/20)	Emergency CEO Replacement – Monitoring Report IV – 011	Dowling		10	
		Update on Budget Preparation	Maharaj/Isaac	King	0	Consent
		Treatment of Public – Monitoring Report IV – 002	Dowling		10	
		Treatment of Students - Monitoring Report IV – 003	Dowling		10	
		Semi-Annual Administrative Procedure Update	Dowling			Consent
		Guarding Minds Update	Merkel/Garrioch	Roberts	20	
03/06 (COW)	02/27	Adult Education Update	Varano	McKay	20	
		Update on SEEC	Garrioch		15	

03/27 (Board)	03/20	Student Success Update/Plan	Varano	SS Team	25	
		School Year Calendar	Ritsma		10	
		Hiring and Promotions – Monitoring Report IV – 005	Pomfret		10	
		Update on Budget Preparation	Maharaj/Isaac	King	0	Consent
		Monitoring Report IV010 "Facilities Accommodations	Maharaj		10	
04/03 (COW)	03/27	Well-Being Update – Safe Schools	Merkel		20	
		School Travel Planner Update	Maharaj	Maxwell	20	

04/24 (Board)	04/17	Legal Responsibilities – Monitoring Report IV – 006	Maharaj		10	
		Monitoring Report IV008 "Financial Conditions"	Maharaj		10	
		Communication & Support to Board – Monitoring Report IV-012	Dowling		10	
		Update on Budget Preparation	Maharaj/Isaac	King	0	Consent
		Interim Financial Report #2	Maharaj/Isaac		0	Consent
		Extended Day Update	Klein		10	
05/1 (COW)	04/24	Final Math Strategy Update (KPIs)	Ritsma/Varano	Le Duc/Gonzales-Day	20	Present, approval on 05/30
		Long Term Accommodation Plan Presentation	Maharaj	Passy	15	
		Innovation / IT Board report	Demers/Merkel	Smart/Anderton	20	
		School Travel Planner Update	Maharaj	Maxwell	20	
		Well-Being Update – Safe Schools	Merkel			
05/29 (Board)	05/23 (05/22 Victoria Day)	Long Term Accommodation Plan Approval	Maharaj	Passy	5	Approval
		Special Education Update/Plan	Foran	Lemak	20	
		Treatment of Staff – Monitoring Report IV – 004	Pomfret		15	
		Energy Conservation Plan	Maharaj/Frigula	Foss	10	
		Asset Protection – Monitoring Report IV – 009	Maharaj		10	
		Update on Budget Preparation	Maharaj/Isaac		0	Consent
06/05 Special Board	05/29	Budget Presentation	Maharaj/Isaac	King	90	

06/12 (Board)	06/05	General Exec Limitations IV – 002 and 003	Dowling		10 +10	Approval
		Student Census Update	Garrioch/Ritsma	K Roberts	20	
		MYSP Report	Dowling		30	
		General Exec Limitations – Monitoring Report IV – 001	Dowling			Approval
		Financial Planning/Budgeting – Monitoring Report IV – 007	Maharaj		10	Approval
		CPIC Committee Report to Board	Merkel	TBD	10	
		SEAC Committee Report to Board	Foran	TBD	10	
		Linkages/Pastoral Committee Report to Board	TBD		10	
		Interim Financial Report #3	Maharaj/Isaac			To A/C, then Consent

**Other Pending Items to consider:**

- Capital Submissions
- Update on new school construction
- Sale/purchase of properties
- Student Voice



**Date:** September 12<sup>th</sup>, 2022  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Summer and Fall Equity Work

**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 2017 S.O. 2017 c. 15  
Three-Year Pastoral Plan: Called to Belong—All of one in Christ Jesus  
The first year of the Three-Year Pastoral Plan: Awaken

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

Ontario's Equity and Inclusive Education Strategy (2009)  
APC037: Equity and Inclusive Education Policy  
Ontario's Well-Being Strategy for Education: Discussion Document (2016)  
Ontario Ministry of Education Equity Action Plan (2017)  
APO028: Fair and Equitable Hiring and Promotions Policy (2021)

**Alignment to the MYSP:**

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

**Background/Comments:**

As a Catholic educational institution, we are guided by the Gospel in our pursuit of equity and justice as a value rooted in our faith. In our Catholic 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. There was extensive equity and faith work done throughout the board during the 2021 and 2022 academic year. For example, school administrators were tasked with creating an equity commitment that could be prominently displayed in their schools. While the guidelines were broad, there was one specific request of administrators. This request was to make sure they involved as many people as possible as they created their commitment, including staff, students, and parents/guardians. St. Peter Elementary School shared their working draft and their finished product with the Senior Manager of Equity. See Figure 1 for the working draft and Figure 2 for the display at St. Peter Elementary School.





Figure 1: Working Draft of St. Peter Elementary Schools Equity Display



Figure 2: St. Peter Elementary Equity Commitment

## **Summer Equity Work**

### **New Department: Three New Positions in Equity Services**

In March 2021, WCDSB hired an Equity Officer. This past spring, the Equity Officer position was converted to a Senior Manager of Equity Services position at the direction of the Director, Superintendent of Human Resources, and the Trustees. Executive Council approved two additional positions to build the foundation of an Equity Services Department. These positions are the Equity Systems Navigator and the Human Resources and Equity Officer.

#### *Senior Manager of Equity Services*

The Senior Manager of Equity Services reports to the Director of Education and oversees the Equity Services Department and serves as a member of senior staff. With Executive Council, the Senior Manager of Equity Services leads the continued development and implementation of proactive equity, diversity, and inclusion initiatives in support of the Board's strategic plans to create a safe learning and working environment where all have an opportunity to succeed. The Senior Manager of Equity champions the importance and value of a diverse and inclusive school district environment and leads the continual development of a salient and effective strategy to create a culture of equity, diversity, and inclusion. The Senior Manager of Equity engages staff, students, and families to adopt behaviors, attitudes, and policies that support equity, diversity, and inclusion.

This position supports the implementation of the Equity Action Plan from the Ministry of Education as well as our internal equity vision and goals. In concert with the other members of the Equity Services department, the Senior Manager of Equity Services audits all departments (schedule to be determined), policies, and procedures to ensure alignment with OHRC and stated organizational goals outlined in the MYSP. This role also works closely with school administrators to advance equity initiatives in their schools, and when appropriate provides consultation on issues of race, gender, sexual orientation, and socioeconomic status throughout the board. The Senior Manager of Equity leads a small team to fulfill this portfolio. Currently, this department includes, the Equity and Systems Navigator, the Human Resources and Equity Officer, and the Senior Manager of Equity Services. This department is affiliated with the Superintendent of Learning and Equity, the K-12 Indigenous and Equity Consultant, and the Multimedia Designer for Equity. While the Superintendent of Learning and Equity supervises K-12 Indigenous and Equity Consultant, that consultant works closely with the Senior Manager of Equity and attends the weekly Equity Services departmental meetings.

The Senior Manager of Equity Services, in collaboration with HR and Equity staff, designs, develops, and implements equity training for staff. The Senior Manager of Equity Services conducts community consultations with key stakeholders to support the development and implementation of programs to support the wellbeing and success of students and staff who represent equity-seeking groups.

The Senior Manager of Equity Services works with many departments and sits on CEC committees to represent the equity lens on those committees. Currently, the position is sitting on 13 committees/subcommittees: (1) Equity, Diversity, and Inclusion (2) Multilingual Learning Steering Committee, (3) Leadership Committee, (4) Thinking Classroom Committee, (5) HR Subcommittee of EDI Committee, (6) Professional Development Subcommittee of EDI Committee, (7) FNMI Representative Committee, (8) De-streaming Committee, (9) Innovation Committee, (10) Re-Engagement Committee, (11) SEEC Committee, (12) Academic Council, and (13) Executive Council. The Senior Manager of Equity Services leads the Professional Development Subcommittee of Equity, Diversity, and Inclusion Committee. Listed below are some of the duties of the Senior Manager of Equity Services.

- with Executive Council, leads the implementation of strategic initiatives that promote a culture of equity, diversity, and inclusion throughout the board
- with Executive Council, revises, creates, and maintains the administrative procedures and policies through an equity, diversity, and inclusion lens



- with Executive Council, represents the Board to external community, organizations, and agencies that are supporting equity-seeking groups
- collaborates with the Director to create, implement, and monitor programs designed to ensure fair and equitable treatment of staff, students, and families
- makes research-informed recommendations to the Director and Board leaders to ensure the effectiveness and enhancement of strategies and programs that advance inclusion and belonging
- develops and implements policies and guidelines on matters related to EDI that will bring best practices into the organization as well as ensure compliance with legislation such as the Ontario Human Rights Code
- partners with leaders throughout the Board to ensure programming supports the Board's equity values and strategic goals
- provides strategic direction for training initiatives on cultural competency, cultural humility, gender diversity, (dis)ability, sexual harassment, building a climate of equity, diversity, and inclusion, and other topics designed to increase awareness and build capacity of equity, diversity, and inclusion values and actions
- proactively identify gaps and potential requirements for education and training programs to promote a healthy, safe, learning and working environment
- designs, develops, and implements equity training for staff, especially new hires
- engages in case management at the school level as part of a team (i.e., analyzes, and identifies issues, provides mediation and conflict resolution services, to achieve early resolution, and determine appropriate recommendations)
- conducts community consultations with key stakeholders to support the development and implementation of programs to support the wellbeing and success of all students and staff, especially those from equity-seeking groups
- assists with diversity analytics, including benchmarking, tracking metrics, analyzing, and reporting to various stakeholders
- develops organization-wide scorecard and systems to collect input, analyze data (both qualitative and quantitative), and monitor/report on progress (i.e., long-term goal)
- directs the work of the members in the Equity Services Department

#### *Equity Systems Navigator*

This position seeks to bridge the gap between equity-seeking communities, students, families, and the school system to prevent, address, and resolve real or perceived issues of bias, discrimination, racism, sexism, homophobia, and transphobia. The Equity System Navigator works as part of the Equity Services Department to provide support to students and families from equity-seeking communities to help them navigate a complex school system and have access to the programs and services intended to support them. The Equity System Navigator will work with students and families from Indigenous, Black, racialized, and 2SLGBTQ+ communities and act as a liaison, advocating for them, and serving as guides through the school system. With the members of the Equity Services Department, the Equity Systems Navigator supports and enables meaningful partnerships with under-served and under-represented groups in the design and delivery of educational programs that are culturally safe and responsive to meet the needs of the students we serve. As part of one's role, the Equity Systems Navigator will address system-level barriers within the schools which have differential impacts on children from equity-seeking groups. The Equity Systems Navigator reports directly to the Senior Manager of Equity Services. Listed below are some of the duties of the Equity Systems Navigator.

- aids students and families from equity-seeking groups by helping them to understand and navigate the school system and other systems (e.g., family, child, and youth services, immigration systems)
- responds to requests for assistance from equity-seeking individuals and families to deal with conflicts that have arisen in the school system (e.g., victim of discriminatory behavior, feel disciplinary action is unfair)
- works with administrators to find resolutions, so both the school and individual (or family) feels like the issue has been resolved
- engages in case management in the schools as part of a team, analyzing, and identifying issues, providing mediation and conflict resolution services, achieving early resolution, and determining appropriate recommendations
- develops personalized plans based on diverse needs of individuals and families in consultation with school administrators and other school personnel





- assists with the creation and maintenance of parent and community groups from equity-seeking groups
- assists with the maintenance of SEEC (Student Equity Engagement Council)
- connects to resources and supports in the Waterloo Region
- creates inclusive opportunities, partnerships, and collaborations across systems
- advises school staff on fostering stronger family and community connections
- assesses system-level barriers, including racism, bigotry, homophobia, and transphobia, which needs to be addressed within the school system
- collaborates with schools to create inclusive spaces and culturally responsive programming
- facilitates a wide variety of activities to build a culture of respect for human rights and equity within the school community
- designs and creates marketing materials with our communication team to promote inclusion and equity awareness in schools
- supports the maintenance of the public equity, diversity, and inclusion website
- creates content for webpages for significant observances (e.g., Black History Month, Asian Heritage Month, Pride Month, etc.)
- works with the Communications Department to keep equity in the social media realm

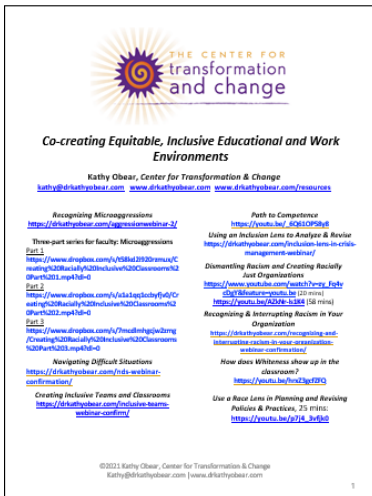
#### *Human Resources and Equity Officer*

Reporting to the Sr. Manager of Equity with a dotted line reporting relationship to the Superintendent of Human Resources, the Human Resource and Equity Officer supports the implementation of the Equity Action Plan, including supporting equity, diversity and inclusion through recruitment and selection strategies, auditing of job postings, retention, policy review and development, wellness, training and support for managers and administrators, and consultation on complaints and investigations. The Human Resources and Equity Officer identifies the need for, develops and implements policies and guidelines on matters related to diversity, equity and inclusion that will bring best practices into the organization as well as ensure compliance with legislation such as Ontario Human Rights. Listed below are some of the duties of the Human Resources and Equity Officer.

- supports recruitment and employee retention
- makes recommendations to identify barriers to employment and provides recommendation to either eliminate or modify policies, practices and systems that hinder retention, development, and advancement of under-represented groups
- monitors, evaluates, and assesses adequacy of diversity of candidates in the hiring and screening process
- works with Human Resources to develop recruitment strategies that attract equity-seeking groups
- with members of the Equity Services Department, develops and leads training related to equity, diversity, and inclusion for staff
- assists with the management, processing, and investigating when needed, staff experience, feedback, and grievances
- builds and maintains networks of support for human rights and equity for staff throughout the Board
- engages in case management as part of a team for staff issues (i.e., analyzes and identifies issues, provides mediation and conflict resolution services, to achieve early resolution, and determine appropriate recommendations)
- designs, implements, and ensures ongoing proactive support for employee groups that seek to enhance and support the development of a culture of belonging

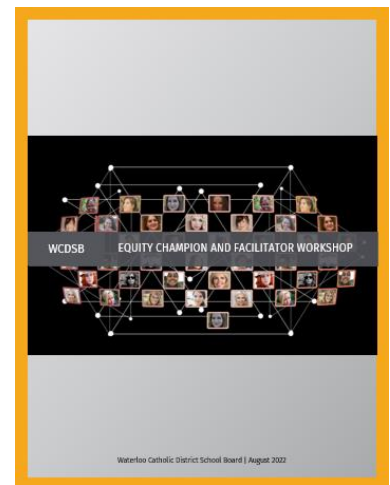


## Building Equity Capacity: Leadership



During the spring and into the summer, the Director, the Superintendent of Learning and Equity, and the Equity Officer worked with Dr. Kathy Obear to design a 1½ day workshop on equity with an emphasis on microaggressions and workplace dynamics. Dr. Kathy Obear is a consultant, trainer, speaker, and executive coach. She started her career in K to 12 education. After completing her doctorate, she worked in post-secondary education. While working in higher education, Obear started her consulting business in organizational change. Through her consulting business, Obear supports leaders and staff in organizations, primarily educational organizations, to develop the skills and practices to make more inclusive policies, programs, and services and to create the organizational infrastructure necessary for sustainable, systemic change. Obear created a 70+ page workbook for senior staff to complete over the summer in preparation for the August 22<sup>nd</sup> and 23<sup>rd</sup> workshop. Senior staff explored their identities, privilege, unwritten rules in the workplace, microaggressions and common racist attitudes. Obear expected openness, honesty, and deep reflection. Members of the senior staff were fully engaged and willing to learn. Kathy Obear set the stage for the equity work senior staff will be developing with staff across the Board.

Immediately following the Kathy Obear workshop, the Equity Officer (now Senior Manager of Equity) designed a 3-day workshop for interested staff across the Board. This EDI training was a compilation of interactive presentations designed to explore how systemic inequities manifest in our educational environment and ways staff across the Board can move toward an inclusive and equitable culture. As we begin to build capacity throughout the school board on equity issues, we used the train-the-trainer model to provide participants with the background knowledge, techniques, and materials to successfully teach others throughout the Board on equity in education. All equity trainers need two different sets of skills and knowledge. First, our future trainers will need to develop a strong background and contemporary knowledge base on equity, diversity, and inclusion (i.e., content-related expertise). Second, our future trainers will need to develop strategies and skills on how to convey the content to people who are beginning their equity journey (i.e., instruction expertise). This workshop provided future equity trainers with handouts, PowerPoint slideshows, readings, resource lists, and videos. Thirty-seven participants signed up for the workshop. However, some folks who signed up were not able to participate in the end. Participants joined the workshop either in-person or online and the participation ranged from 24 participants to 32 participants across the three days. While most of the participants were teachers and educational assistants, we had many different roles represented in the workshop. The following topics were covered in the workshop:



- Introduction to Equity, Diversity, and Inclusion: Words Matter
- Exploring Individual Power, Privilege, and Positionality
- Unpacking Oppression
- Deep Dive into Racism with an emphasis on Anti-Indigenous Racism
- The Experiences of 2SLGBTQ+ Students in Schools: Creating Inclusive School Communities
- Human Resources and Equitable Hiring Policies
- Trauma-Informed Classrooms and Schools

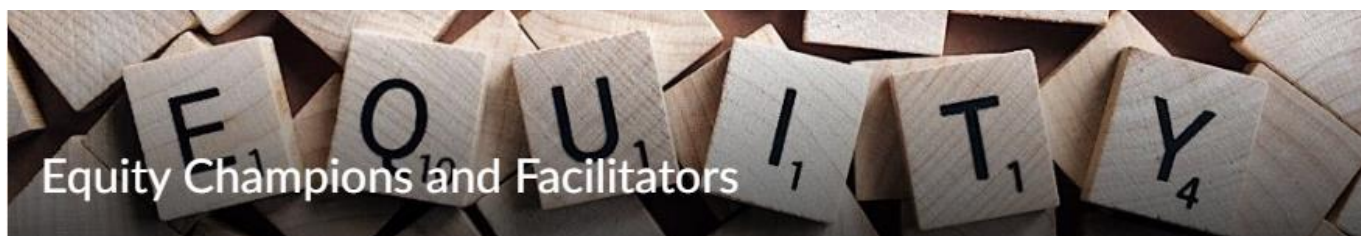
There was so much material, conversation, and workshoping that we were not able to talk about implicit bias, microaggressions, and family engagement through an equity and inclusion lens. The Equity Services Department will make sure we address these missed topics over the next few months. We hope to have a similar workshop for new participants next year.



## Building Capacity Across the Board: Internal Websites and Resources

### *D2L Equity Champion and Facilitator Site*

D2L is a learning management tool used by educators to personalize learning, increase engagement, and help learners reach their academic potential. As teachers transition from using Google classroom to D2L, the Equity Services Department, thought it would be a great platform to house our internal equity resources and to host online discussions. Thus, staff who participated in the Equity Champion and Facilitator Workshop will have access to a D2L site designed to meet their needs as they work with their colleagues to build capacity in equity, diversity, and inclusion. Our equity champions and facilitators will have access to PowerPoints, readings, activities, and videos that they can use with their departments.



### *D2L Equity Site for All Staff*

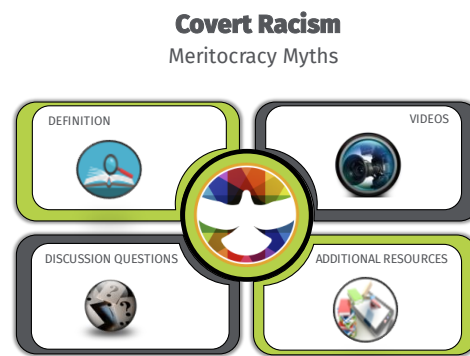
September 2021, WCDSB launched an extensive equity public-facing website. This fall, we will launch a D2L site for all staff who can peruse the site at their leisure. It is meant to be an internal site to help staff adopt an equity, diversity, and inclusion lens to their work. This site will archive our equity newsletter as well as videos, PowerPoints, and readings on basic equity issues.



### *Equity Modules for Administrators*

In the D2L site for Equity Champions and Facilitators, there will be equity modules for school administrators. They will have access to the site. Last year, the Director of Education and Academic Council asked all school administrators to devote part of their staff meetings to equity. The Equity Services Department wants to support school administrators as they facilitate discussions with their staff. Thus, we have created approximately 50 modules that administrators can use during their staff meetings. We will continue to create additional modules for their use throughout the academic year.

Click here to see a sample module: [Module on Meritocracy Myths](#).



### *FNMI and Equity Newsletter*



We launched the first volume of the FNMI and Equity Newsletter last January. Each month of the academic year, we disseminate this newsletter to staff across the Board through our announcements. The purpose of the newsletter is to remind staff about the observances and celebrations that occur in Canada and around the world. We offer topical articles on First Nations, Métis, Inuit and Equity issues and we recommend books, videos, and websites that will help staff build their capacity in equity. We have launched a second volume on September 7<sup>th</sup>, 2022, with a new look. We are looking forward to colleagues reading and responding to the newsletter. Ultimately, we hope this newsletter continues to clarify some wonderings you may have regarding appropriate language and the teaching of Indigenous and Equity content.

Click here to see a sample module: [June 2022 Newsletter](#).

### Multimedia Projects

There were many multimedia projects initiated last spring. In this report, we will just highlight a few of the projects.

#### *Human Resources Videos and 40,000 Journeys*

We confirmed through our workforce and student censuses, that our student body demographics do not align with our staff demographics, especially in our schools. February 22<sup>nd</sup>, 2021, the Ontario Ministry of Education issued the Policy/Program Memorandum 165. This memo recommitted to, "...the best education system in the world to prepare students for success, now and in the future". Based on research, the Ministry has suggested it is critical to have "a well-prepared, qualified, and diverse teacher workforce with the knowledge, skills, and attributes needed to ensure that all students reach their full potential, regardless of their background or social identity." To achieve diversity of the staff in the education system, including the teaching workforce, Ontario school workforces should reflect the diversity in the province. It was necessary, but not sufficient, that we collected workforce demographic data and allow the data to serve as the foundation for well-informed discussions and decision-making around equity.

One concrete action we have taken as a Board is to ensure we attract talented applicants who reflect the changing community around us without implementing barriers. Our multimedia designers interviewed many colleagues who have fantastic stories about being students at WCDSB and returning home to work at WCDSB. We are working on short videos to be posted on our career page website. We will also create videos that can be placed on our social media platforms. The theme of these videos are 40,000 journeys and why WCDSB is a great place to work. We have interviewed principals, vice principals, custodians, administrative assistants, and many more. We hope these videos will show the rich diversity we already have and our commitment to further diversifying our workforce at every level of the Board, including our teaching faculty and leadership.

#### *LEAD Campaign*

The LEAD campaign will be starting in schools. It is an anti-racism campaign. LEAD stands for:

- Listen and do something
- Empathize and do something
- Analyze and do something
- DO SOMETHING!



We are creating dynamic infographics with the acronym LEAD to encourage students, teachers, and administrators to become anti-racists. The posters will direct readers to learn more information through the above QR code.

### *Diversity Characters for Social Media Projects*

Our multimedia team now has 30 animated characters to use in social media videos, posters, infographics, and cartoons. The characters range in their identities, including age, race, gender, ethnicity, and physical abilities. Each of these characters comes with their personality reflected in their posture, facial expressions, and dress. Below are a few of our characters in Figure 3.



Figure 3: Animated Characters for Social Media Campaigns

### **Looking Forward**

This fall, Senior Staff and School Administrators will be working with facilitators from Anima to further build capacity in equity. Anima Leadership uses a unique approach to help organizations achieve racial justice and inclusive environments. The facilitators from Anima have worked with thousands of employees and hundreds of organizations teaching, consulting, and coaching transformative change. The Anima facilitators will ask the leaders at this board to consider our thinking and actions as we consider our roles in recognizing, naming, and eliminating racism at our Board, including , our workplaces, schools, and classrooms.



We will continue our work with the recommendations from the Workforce Census. One of the recommendations was to administer the full scan of the Guarding Minds at Work Survey. We will administer this survey in November and report the findings in early spring. This survey provides a comprehensive set of resources to help assess and address the psychological health and safety of workplaces. It has been used as a reference for the National Standard of Canada on Psychological Health and Safety in the Workplace. Another recommendation was to provide resources to minimize workplace incivility. We have begun developing a webpage on workplace incivility. We hope to unveil that webpage with rich resources by December.

With the comparison of student demographic data with workforce demographic data, we will continue to refine our hiring practices to increase the likelihood of having a representative staff. We have completed Phase I of the Student Census work. We know the basic demographics of our students. We collected and analyzed data on student school experiences by race, gender, and socioeconomic status. We will continue to do further disaggregation analyses and consider intersectionality (e.g., race X gender, socioeconomic X race). We have begun the process to join student census responses with student outcome measures (e.g., achievement, graduation, credit accumulation, MDI, etc.). This fall we will map out the process for unrolling our findings in Phase II.

Our Communication Department will continue with multimedia campaigns to support equity, diversity, and inclusion in our schools. We have begun working on two campaigns, but they are in the early stages of conception. The first campaign will be to explore the impact of the N-word on members of the community. Many principals have called the Senior Manager of Equity to discuss ways to deal with the N-word being expressed on school campuses or at school events. There are no easy answers. The N-word is pervasive in our society and there are many different meanings and impacts on individuals. We want to tread carefully, but we do want to explore this issue. We are also working on a poster campaign to identify common microaggressions and help members of our community avoid such transgressions.

Ultimately, the equity work done this summer will help build the capacity of our staff throughout the Board, but particularly our leaders in schools and at the board office. As we move forward, more and more staff will adopt an equity, diversity, and inclusion lens and embed it into the work they do.

#### **Recommendation:**

This is for the information of the Board.

**Prepared/Reviewed By:** Tyrone Dowling  
Director of Education

Lynn Garrioch  
Senior Manager of Equity Services

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





**Date:** September 12, 2022  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Summer Boost Update

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

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

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

Regulation 306 Special Education Programs and Services

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

Policy 1001 - Ends

**Alignment to the MYSP Goals:**

- Equitable access to learning opportunities
- Improve Numeracy & Literacy Achievement
- Ensure technology is current and relevant to optimal teaching and learning practices
- Increase in student attendance and engagement
- Increase parent and community engagement in all our Catholic school faith related activities

**Background/Comments:**

Similar to last year, the Council of Ontario Directors of Education (CODE) provided school boards with funding to deliver 2022 Summer Learning Programs (SLP) with the intent to meet the needs of our most vulnerable students, parents, and communities. Key focus areas included Numeracy and Literacy. The funding directly supported the WCDSB Summer Boost Program that has run each summer for the past several years. After two summers of online learning, WCDSB was excited to return to an in-person mode of instruction and offered the program at three



elementary schools: St. Peter in Cambridge, St. John in Kitchener, and Sir Edgar Bauer in Waterloo. In total, 320 students participated in the program this summer which was a significant increase from last year.

The Summer Boost program initiatives addressed the following MYSP Key Performance Indicators (KPI) regarding student achievement, staff professional development and parent engagement:

- Increase in achievement for “marker students”
- Decrease the gap in achievement between those students on an IEP and those who are not
- Increase in affirmative responses by staff-to-Staff PD
- Increased diversity in the materials being used in schools

The 2022 Summer Boost program consisted of 16 classes and ran from July 5<sup>th</sup> – July 23<sup>rd</sup> inclusively for 3 hrs/day for a total of 45 hrs for the duration of the program.

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**Breakdown of Classes:**

Grade/Division	Program Focus (e.g., Literacy, Numeracy, Blended)	Total Number of Classes	Total Number of Students	Total Number of Hours of Student Instruction Per Day
Kindergarten-Grade 3	Literacy/ Numeracy	9	180	3 hours
Grades 4, 5, 6	Literacy/ Numeracy	3	60	3 hours
Combined Classes K-6	Literacy/ Numeracy	4	80	3 hours

In creating the Summer Boost model this year, we combined both CODE and Tutoring funds to build a model that better supported students. In doing so, it allowed for a team-teaching approach based on a minimum of 20:2 or 10:1 student/teacher ratio. The ratio was calculated by combining the minimum Summer Learning ratio of 15:1 with the Tutoring of 5:1.

The team-teaching model was quite successful and created more opportunities for individual and small group support. This also allowed the ability to grow class size to 20 from 15 while still allowing for precision programming with the added bonus of serving more students.

To ensure the program was serving the appropriate target audience, student selection was based on the student learning profile (e.g., whether student has an IEP), date/time of registration and siblings. With our target audience being students on an IEP and Level 2 students approaching the provincial standard, an education assistant was allocated to each classroom.

Tutoring funds also provided the ability to hire special education and assistive technology teachers which provided the human resources necessary to serve those most vulnerable with precision and one-to-one support.

The program consisted of daily in person instruction with a blend of large group, small group break outs and individualized instruction. Time allotted to each was flexible and varied from class to class based on students’ needs





and learning profiles. Time was allotted for parent-student teacher-meetings for a half hour at the beginning of the day and an additional half hour at the end of the day was scheduled for staff professional development.

Virtual parent sessions were also a part of the Summer Boost program and focused on the following areas:

- Assistive Technology – Focus of the Read/Write application
- Literacy – Tools/Resources/Strategies for parents to support child(ren) in literacy
- Mental Health/Wellness - Tools/Resources/Strategies for parents to support child(ren) in their social-emotional development

### **Planning and Preparation**

Due to short timeline of the program, it was important to establish a narrow curriculum focus in the areas of Literacy and Numeracy. In consultation with resource teacher leads, we determined that the Literacy focus for Kindergarten – Grade 1 would be phonemic awareness and the building of Tier 2 vocabulary from Grade 2-6. This focus was based on research showing that vocabulary size and richness, and the speed of accessing word meanings from memory are strong predictors of reading comprehension and overall academic success.

The following areas were identified as gaps as we transition from the 2005 to 2020 numeracy curriculum and therefore became our focus:

- Kindergarten: early number & counting, introduce a fair share / equal parts
- Grades 1-3: Number, Operations & Fractions (fair sharing)
- Grades 4-6: Number, Operations Fractions/Decimals/Percents, Operations with Partial Number, Integers (gr. 6)

Chromebooks were made available at each of the three teaching sites with a 1:1 ratio. An Assistive Technology teacher and Educational Assistant were hired to provide training sessions for students and staff as well as learning-embedded support while students are working.

Administrators created and shared a Summer Boost D2L site whereby daily posts, announcements, calendar links and Monday morning memos were housed. This drew educators to the site from a “user” perspective. Our Summer Learning Tech Support teacher provided a session of professional learning for all educators. In an informal survey of educators on staff for the SLP, some teachers noted they would attempt D2L for the 2022-23 school year.

The use of the Heggerty resource was promoted and professional learning sessions were provided to staff by our Literacy Support Teacher. The Math4Love resource was shared, along with accompanying math tools to support the use of this resource. Additionally, Knowledgehook and Mathology.ca were promoted as digital resources. Professional learning sessions were provided by our Numeracy Consultant.

In preparation for learning a variety of professional development sessions were provided for staff. Tools, resources and strategies, and a program focus were identified in consultation with resource teachers in the areas of Numeracy, Literacy, Special Education, assistive technology, e-learning technology support and mental health. Specialized teachers were hired for the duration of the program to support a variety of program offerings and provide professional development for staff and parents as needed.

### **Student Engagement Strategies & Outcomes**

All students received a learning kit which maximized equity among students. All three sites began and ended their day with a prayer and/or reflection with the students. Andrea Snyder, WCDSB Mental Health Lead, provided



professional development around visualization strategies and how to build mentally healthy classroom environments. Focus was on the 5 priorities of creating a trauma-informed classroom through the School Mental Health Ontario website.

The team-teaching model allowed for teachers to work with small groups based on need, driven by data collected in literacy and numeracy. All classes, grades 2-6 received a minimum of one whole class lesson on how to use Google Read and Write and several requested follow up sessions to support small groups and individual sessions for students with SEA claims and/or on IEPs with assistive technology included as an accommodation.

Mentor texts to support vocabulary development were made accessible at all 3 sites. Teachers were provided with an opportunity to purchase arts supplies in addition to the individual learning kits.

FNMI contact, Quincy Mack, presented to all 3 of our sites in an engaging, student-friendly format about:

- The meaning behind Orange Shirt Day
- Why residential schools existed
- How residential schools sought to change Indigenous children
- Why residential schools were not acting kindly

Other plans and strategies for keeping students motivated and interested included:

- **Daily Phys. Ed. and movement** (e.g., Fitness challenges, nature walks, obstacle course, scavenger hunts, DPA led by teachers and using digital resources)
- Weekly **STEM challenges** including Scratch **Coding**, **Microbits**, **Minecraft** through our Experiential Learning and Innovation lead
- Introduction of Literacy Games Bins and
- See *Student Engagement* section above for additional strategies and approaches.

Activities that allowed for STEAM integration generated excitement in students and supported literacy and numeracy development. Microbits and coding were leveraged extensively in the junior grades. Timely daily physical challenges and meditation/prayer/yoga helped students remain focused and provided purposeful mindfulness moments and breaks. Posting 'in-action' pictures/videos on twitter and during our *Celebration of Learning* served as a natural reinforcer

In an effort to build community and engagement as well as reward students for their hard work, approximately 280 students attended the year end African Lion Safari trip on one of two dates.

### Parent Engagement Strategies & Outcomes

Teachers were encouraged to use time before and after the program to connect with parents. As many parents came to pick up their child(ren), it was natural to engage in conversations about supporting their child(ren). Educators also emailed or called parents to celebrate progress, growth or address a concern. A Welcome and End of Program letter were also provided to all parents via email.

In order to provide opportunities for parents to engage with their children in the areas of Literacy and Numeracy, the team provided easily accessible tools and resources. Literacy and Numeracy web links and a slideshow explaining a variety of math games were shared electronically. A Literacy/Numeracy parent session ran on July 14th for 1 hour and had 38 parent/guardians in attendance. Similarly, an Assistive Technology parent session ran on July 18th for 1 hour and had 14 parent/guardians in attendance.

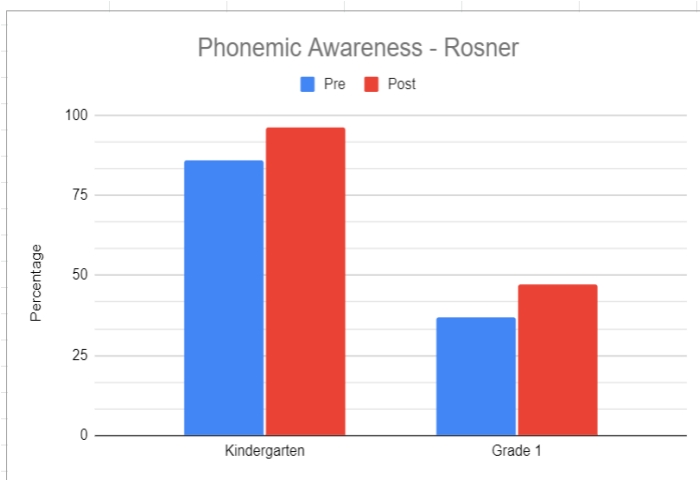


Additionally, Math games to play with their children were provided. These focused on easily accessible tools at home or virtual tools (i.e., cards, dice) were provided to parents. Consumable kits were created for Primary students and Junior students with a variety of learning tools depending on the division. For example, notebooks, highlighters, pencils, pencil crayons, etc. were provided.

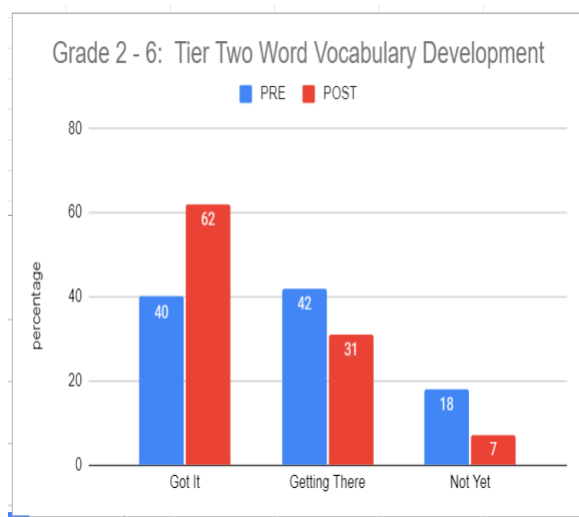
Educator teams used Google/D2L virtual classroom environments to engage with parents and provide communication. Parents/guardians were asked for permission to access IEP documents to better serve each individual child's needs. A parent/guardian survey was shared with all families of Summer Boost students.

### **Overall Academic Outcomes**

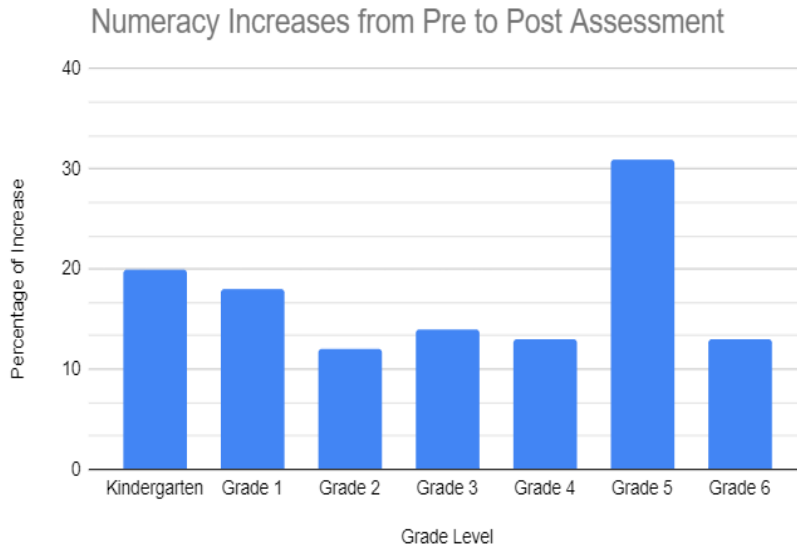
Literacy pre and post-test assessment of the Rosner tool measuring phonemic awareness increased by 10% in kindergarten and in Grade 1.



Grades 2-6 literacy assessment focused on vocabulary development targeting “Tier 2” words, using a scale of “not yet,” “getting there,” and “got it.” Post assessment data showed an increase in the “got it” column of 22%, along with decreases in “getting there” and “not yet.”



In Numeracy we witnessed an increase in all classes between pre and post-test assessments. Increases were between 13%-31% based on questions targeting the Number strand.



Finally, in an effort to allow for student voice and feedback, student FlipGrid testimonials reflecting what students liked and learned through the program were collected.

### **Connecting Summer Learning to Regular School Programs**

A brief student report highlighting Literacy/Numeracy accomplishments will be shared with home school teacher and Principal. Results of pre-post diagnostic and in-class assessments will also be included. I.T support will be creating a marker/flag within Aspen that will highlight student participation in Summer Boost or have it added as an intervention strategy.

Plans are to share student Summer Learning Progress Reports through our Board's data integration platform, EnCompass. Home schools administrators and current classroom and special education teachers would then have access to these reports. Plans are to highlight for staff that a student attended the Summer Boost program through an icon in our main student data system, Aspen.

A video highlighting classroom teacher sharing how the summer learning experience will impact their practice in September (resources, strategies, tools) will be shared with Senior Administration, Trustees and colleagues incidentally.

### **Other Summer Programs**

In addition to Summer Boost, there were several successful programs that took place this year including Bridge to Success, Exploring Engineering, Secondary Credit, Summer Co-op, Summer Expedition, International Languages and HeadStart.



A few highlights include:

### **Bridge to Success (Grade 9 Reach Ahead Credit : HIF1O)**

Exploring Family Studies is a summer school credit course for grade 8 students who were entering grade 9 at WCDSB this September. 85 students registered in the program across three sites.

This program is designed to support students to learn how individuals relate to others, how to manage resources, and how to become responsible members of society. Students explored adolescent development and worked on interpersonal, decision-making, and practical skills related to daily life. Students learned about the diverse ways in which families function in Canada and used research skills to explore topics related to individual and family needs and resources. In addition, students participated in related activities and community outreach with Play with Clay, iBowl, Grand River Rocks and St. Mary's Church. All students attended a 2-hour workshop presented by Crow Shield Lodge. <https://www.crowshieldlodge.com/>

In addition to classroom teachers, tutors were hired to support student achievement and well-being as they participated in the 4 week program.

### **Exploring Engineering (Grade 9 Reach Ahead Credit TDJ1O)**

This program introduced student Engineering Design, Fundamentals, Automotive Engineering, Architectura/Civil Engineering, and Career exploration.

- Field trips
  - Tour of the Eclipse Automation facility
  - Tour of the University of Waterloo Faculty of Engineering
- Introduction and development of skills in CAD and MasterCAM
  - This included projects in 3D printing, CNC, and F1 Car modelling
- Introduction to Manufacturing equipment and processes
  - Complete process from blueprint reading, measurement, and use of the metalworking lathes
- Introduction to various Engineering disciplines with hands-on project-based challenges.
  - Aerospace Engineering
  - Civil Engineering
  - Electrical Engineering
  - Mechanical Engineering

The 34 students enrolled in this 4 week program were able to build their communication, teamwork, and leadership skills by collaborating with students from schools across our region. The inaugural program allowed students to explore their initial interest in Engineering and perhaps spark interest in our senior Engineering Certification Program.

A full detailed summary of all summer programming including Secondary credit data will be available in the Adult and Continuing Education report presented in the Spring.



**Recommendation:**

Prepared for the information of the Board.

**Prepared/Reviewed By:** Tyrone Dowling  
Director of Education

Gerald Foran  
Superintendent of Learning

Pat Runstedler  
Principal of Summer Boost

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





**Date:** September 12, 2022  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Update on School Re-Opening and WCDSB Pandemic Management Education Models

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

**Type of Information:** ☐ Information for Board of Trustees Decision-Making  
☐ Monitoring Information of Board Policy **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)**

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:**

As we begin the 2022-2023 school year the schools of Waterloo Catholic are opening and operating within a pandemic reality that sees a return to operation as close to pre-pandemic conditions as we have experienced in the past three years. During the last week of the summer, updated guidance was provided by the Chief Medical Officer of Health and more specifically through the Ministry of Education.

On August 31<sup>st</sup>, 2022, the Ministry released its most recent draft of provincial Operational Guidelines, Version 15. Further direction regarding updated self-isolation requirements were shared in this communication.

Informed by this communication, [Our Ongoing Response to the Challenges of Covid-19](#), for a safe return to school, is found on our WCSB homepage.

Our return to school is similar to the manner in which our schools were operating in the spring of 2022. As we begin September some of the highlights are the following:



### **In Person Learning**

All schools will be open this September and St Isidore (our virtual school, for those who enrolled last June) will operate dedicated classes at the elementary level. For our elementary students, their classroom continues to be their main cohort and students will be able to access specialized supports where needed. 148 students have enrolled for St. Isidore. 27 students from St. Clair Catholic, Huron-Perth Catholic and the Northeastern Catholic District School Board have registered with Waterloo Catholic for this school year, to attend St. Isidore. Students returning to St. Isidore retained their devices. New students requiring this support received their devices prior to school or last week

At the secondary level, we will continue with the 4-period day throughout semester 1 and 2. For those students who have selected virtual learning, they remain registered at their home school and will have their classes delivered through a consortium of Catholic school boards within the province. We have 34 students enrolled in virtual learning at the secondary level.

### **Masking**

Continuing with the protocols in place in June and based on the advice of the Office of the Chief Medical Officer of Health, masks will remain optional for students, staff and visitors in schools, and on student transportation. We continue to support a mask-friendly environment in our schools and workplaces and recognize there are times when staff or students may need to wear masks in alignment with provincial or federal guidance or may choose to wear masks if there is a high incidence of illness in our community. Masks will continue to be available to staff and students in the 2022-23 school year. Additional guidance in the most recent Ministry of Health communication suggests practices for mask wearing should someone test positive.

### **Hand Hygiene**

As in the spring of 2022 year there will be access to all resources and learning materials. School staff will continue to work with students to reinforce the strong hand hygiene habits that ensure a robust and safe learning environment for all. Outdoor playgrounds will be open to begin the school year, with hand hygiene before and after play times being strongly reinforced.

### **Daily Screening**

Staff and students are asked to continue to screen each morning before school using the [COVID-19 school screening \(ontario.ca\)](https://www.ontario.ca/covid19-school-screening) and stay home when feeling unwell or exhibiting symptoms. We have asked that screening become part of each family's daily routines. The daily screening tool and related guidance may change throughout the year and notification of any changes will be communicated to our community.

### **Lockers, Lunches and Recess**

The use of lockers and cubbies will be permitted this year. Once again hand hygiene will be reinforced for all students.

In secondary, use of the cafeteria for all students is permitted. Students will also have the option to leave the school building for the lunch period. There will be no food service in the secondary cafeterias via the server, instead updated vending machines (e.g., sandwich availability) will be installed in each school.

### **Sports**

We are preparing for a full return to sports in both elementary and secondary. For league competition there are no Covid-19 requirements in place at the elementary or District 8 level. Players and coaches have and, for upcoming seasons, will be notified that they are expected to follow health and safety guidelines for any third-party hosts of events or competitions. At this time none of our third-party event facilities have any additional health and safety guidelines related to Covid-19 requirements in place.





## Ventilation

Over the past several years, significant upgrades have been made in school ventilation systems to support a healthy learning environment. Our custodial and maintenance staff have been working throughout the summer to ensure our schools are safe, clean and that the ventilation systems have been inspected and properly maintained to welcome staff and students back. UV or combination UV/HEPA filtration units will continue to be present in all classrooms and learning spaces throughout this school year. Per Ministry requirements – we have a ventilation dashboard now prominently displayed on our corporate website, which allows all stakeholders to see not only our board level investments but also a school-by-school ventilation overview. [www.wcdsb.ca](http://www.wcdsb.ca)

The return of students and staff to fully in-person learning in a context similar to that pre-pandemic is a positive sign. We are aware that we may encounter challenges, however, and we will continue to rely on the advice of the Chief Medical Officer of Health and guidance from Waterloo Region Public Health. As a community, we will continue to rely on each member, student, family and staff, to assist us to maintain a safe environment that continues to allow our students to reach their full potential – *heart of the community, success for each and a place for all*.

## Recommendation:

This report is for the information of the Board.

**Prepared/Reviewed By:** Tyrone Dowling  
Director of Education

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

