# Committee of the Whole Meeting

**Date:** Monday, October 3, 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, Shesh Maharaj, Judy Merkel, Kerry Pomfret, Jennifer Ritsma, Annalisa Varano  
| Special Resource:  
| Recording Secretary:  
| Alice Figueiredo, Executive Administrative Assistant |

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Who</th>
<th>Agenda Section</th>
<th>Method &amp; Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Call to Order</td>
<td>Chair</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>1.1 Opening Prayer, Memorials &amp; Blessing for Student Trustees</td>
<td>Fr. Joseph de Viveiros</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>
| 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 | | |
<p>| 1.5 Items for Action: N/A | | | |</p>
<table>
<thead>
<tr>
<th>ITEM</th>
<th>Who</th>
<th>Agenda Section</th>
<th>Method &amp; Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Consent Agenda: Director of Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Consent Agenda: Board (Minutes of meetings)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Approval of Minutes of Regular and Special Meetings</td>
<td>Board of Trustees</td>
<td>pp.4-6</td>
<td>Approval</td>
</tr>
<tr>
<td>3.1.1 COW Minutes of September 12, 2022</td>
<td></td>
<td>pp.7-9</td>
<td></td>
</tr>
<tr>
<td>3.2 CPIC Minutes – May 4, 2022</td>
<td>Board of Trustees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Delegations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Advice from the CEO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1 Pastoral Plan Update</td>
<td>T. Dowling</td>
<td>pp.10-16</td>
<td>Information</td>
</tr>
<tr>
<td>5.2 IT Summer Update</td>
<td>C. Demers</td>
<td>pp.17-31</td>
<td>Information</td>
</tr>
<tr>
<td>5.3 Learning Renewal Plan</td>
<td>J. Ritsma</td>
<td>pp. 32-41</td>
<td>Information</td>
</tr>
<tr>
<td>5.4 Re-engagement Strategy</td>
<td>A. Varano</td>
<td>pp. 42-46</td>
<td>Information</td>
</tr>
<tr>
<td>5.5 Re-Engagement Strategy Update (12 / 12+)</td>
<td>A. Varano</td>
<td>pp. 47-49</td>
<td>Information</td>
</tr>
<tr>
<td>6. Ownership Linkage (Communication with the External Environment related to Board’s Annual Agenda; ownership communication)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1 Linkages Activity</td>
<td>Trustees</td>
<td>--</td>
<td>Discussion</td>
</tr>
<tr>
<td>6.2 Pastoral Care Activity</td>
<td>Trustees</td>
<td>--</td>
<td>Discussion</td>
</tr>
<tr>
<td>6.3 Newly Elected Trustee Onboarding Discussion</td>
<td>Trustees</td>
<td>--</td>
<td>Discussion</td>
</tr>
<tr>
<td>7. Reports from Board Committees/Task Forces</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Board Education (at the request of the Board)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.1 OCSTA Communications</td>
<td>Chair</td>
<td>Link</td>
<td>Information</td>
</tr>
<tr>
<td>OCSTA Communications Link</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Policy Discussion (Based on Annual Plan of Board Work)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Assurance of Successful Board Performance (monitoring)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Assurance of Successful Director of Education Performance (monitoring)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.1 Monitoring Reports &amp; Vote on Compliance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITEM</td>
<td>Who</td>
<td>Agenda Section</td>
<td>Method &amp; Outcome</td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>13. Announcements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.1 Upcoming Meetings/Events</td>
<td>Chair</td>
<td>--</td>
<td>Information</td>
</tr>
<tr>
<td></td>
<td>(all scheduled for the Catholic Education Centre unless otherwise indicated):</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Oct 12: FACE Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Oct 17: Governance &amp; Special Board Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Oct 18: RCSS Academic Awards Night</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Oct 25: Board of Trustees’ Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Nov 3: Commissioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Items for the Next Meeting Agenda</td>
<td>Trustees</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Board of Trustees Meeting:</td>
<td>Chair</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>October 17, 2022 – Special Board</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Presentation of East Kitchener Boundary Review Recommendations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>October 25, 2022 - Board</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Well-Being Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• BIEPSA Update</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Learning Commons Update</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Census Recommendation Updates</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Delegations / Q&amp;A - East Kitchener Boundary Review Recommendations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Adjournment/ Confirm decisions made tonight</td>
<td>Director of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.1 Confirm Decisions</td>
<td>Recording Secretary</td>
<td>--</td>
<td>Information</td>
</tr>
<tr>
<td>16. Closing Prayer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Motion to Adjourn</td>
<td>Board of Trustees</td>
<td>Motion</td>
<td>Approval</td>
</tr>
</tbody>
</table>

**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, September 12, 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, Brian Schmalz, Tracey Weiler

Student Trustees Present:
Chloe Armstrong, Anika Fejerpataky

Administrative Officials Present:
Tyrone Dowling, Gerald Foran, John Klein, Shesh Maharaj, Judy Merkel, Kerry Pomfret, Jennifer Ritsma, Annalisa Varano

Special Resources For The Meeting:

Regrets:

Absent:
Hans Roach

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 called the meeting to order at 6:01 p.m.

1.1 Opening Prayer & Memorials/Para-liturgy
The opening prayer was led by Trustee Price.

1.2 Territorial Acknowledgement
The Territorial Acknowledgement was led by Chair Gravelle.

1.3 Approval of Agenda
Chair Gravelle requested a motion for approval of the agenda with no amendments.

2022-22 -- It was moved by Trustee da Silva and seconded by Trustee Schmalz:
THAT the agenda for Monday, September 12, 2022, 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)
Chair Gravelle requested a motion for approval of the Consent Agenda. Trustee Van Alphen noted that there was a Motion in March Board meeting requesting that a report with respect to Menstrual Equity be brought forth by the December Board. Director Dowling will amend the Reports to Board to reflect same.

Chair Gravelle asked if there was any more discussion and noted consensus.

2022-23 -- 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

5.1 Summer Equity Update
Director Dowling introduced the Summer Equity report and presenter, Lynn Garrioch, Senior Manager of Equity Services. Ms. Garrioch confirmed the new Equity department consisting of an Equity Systems Navigator, Human Resources/Equity Officer, and Senior Manager of Equity Services. Professional Development over the summer was shared along with upcoming campaigns.

Trustees asked clarifying questions and provided feedback.

5.2 Update on Summer Boost/ Summer Programming
Superintendent Foran introduced the Summer Boost report and presenters Principal Pat Runstedler and Vice-principal Sherrie Rellinger. The presentation discussed the program learning goals, funding, changes, and celebrations. Trustees asked clarifying questions and provided feedback. Trustees confirmed their ongoing commitment to advocate to OCSTA for the continued funding of the Summer Boost program.

5.3 2022-2023 Re-Opening Update
Director Dowling reported on the start of the 2022-2023 school year including in person learning, masking, hand hygiene, daily screening, sports, and ventilation.

Trustees asked clarifying questions and concerns including ventilation going forward and ongoing transportation delays. Superintendent Maharaj confirmed that the Board has made significant upgrades to ventilations systems and our staff is working hard to keep the systems inspected and properly maintained. Superintendent Maharaj also noted that the Board is working closely with STSWR and noted all the initiatives for new bus drivers.

6. Ownership Linkage (Communication with the External Environment)

6.1 Linkages Activity
Trustees reported back from the Linkages Committee. Highlights include:
- Confirmation that appreciation letters were sent out over the summer.
- Looking at preparing a welcome back message from Trustees at Thanksgiving.
- Discussed New Trustee orientation. Debated on session for candidates vs newly elected. See value in spending resources and energy on newly elected.
- Thanked Trustees for their participation in Links for Learning.
- Acknowledged Trustees participation in their participation in the silent auction at the recent Tiny Homes Takeout fundraiser.
- Chair Gravelle discussed whether all Trustees should come together for the newly elected Trustee orientation vs Linkages and the advantages. Trustees requested that 6.3 Onboarding Discussion be added to the October 3rd Committee of the Whole meeting.
6.2 Pastoral Care Activity
Trustees reported back from the Pastoral Care Committee. Highlights include:
- Resurrection and Monsignor Doyle chaplains will provide prayer for September and October. Will leave to newly elected Trustees if they wish to continue.
- Trustees were informed of a Crosswalk event on Friday and if anyone issues to be involved to contact Trustee Price.
- Discussed social with incoming Trustees, perhaps combining with orientation.
- Trustees noted interest of being invited to the upcoming Inaugural meeting on November 21st, 2022.

7. Reports From Board Committees/Task Forces

8. Board Education (at the request of the Board)
8.1 OCSTA Communications
Chair Gravelle asked if there were any questions with respect to the OCSTA Communications. No Questions.

8.2 September 19 Regional Meeting Preparation
Trustees reviewed the OCSTA questions and answers for the upcoming Fall Regional meeting on September 19th. Chair Gravelle brought up an ongoing issue that the SEAC Committee has been faced with for several years. They are having a hard time retaining and recruiting SEAC members as the Ministry states members must be from the Board in which they direct their taxes. SEAC is seeking exceptions to this rule to fill the seats. It was discussed that this issue be brought forward on September 19th to determine if it is a local issue or provincial.

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
2022–24 It was moved by Trustee Nash and seconded by Trustee Price:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:36 p.m.
Catholic Parent Involvement Committee - MINUTES

<table>
<thead>
<tr>
<th>Date:</th>
<th>Wednesday, May 4, 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time:</td>
<td>6:00 p.m. – 7:30 p.m.</td>
</tr>
<tr>
<td>Location:</td>
<td>MS teams</td>
</tr>
</tbody>
</table>

### Attendees:

<table>
<thead>
<tr>
<th>Committee</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Judy Merkel</td>
</tr>
<tr>
<td></td>
<td>Kim Snage</td>
</tr>
<tr>
<td></td>
<td>Margaret Ingoldsby</td>
</tr>
<tr>
<td></td>
<td>Monica Czagan</td>
</tr>
<tr>
<td></td>
<td>Samantha Murray</td>
</tr>
<tr>
<td></td>
<td>Wilma Laku</td>
</tr>
<tr>
<td></td>
<td>Bree Almeida</td>
</tr>
</tbody>
</table>

### Regrets:

<table>
<thead>
<tr>
<th></th>
<th>Fr. Joseph de Viveiros</th>
<th>Diocesan Rep</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Shannon Nash</td>
<td>Trustee</td>
</tr>
<tr>
<td></td>
<td>Sharon Adie</td>
<td>Administrator, elementary</td>
</tr>
<tr>
<td></td>
<td>Dave Perlaky</td>
<td>Parent Representative</td>
</tr>
<tr>
<td></td>
<td>Andrea Snyder</td>
<td>WCDSB Mental Health Lead</td>
</tr>
<tr>
<td></td>
<td>Jennifer Staats</td>
<td>WCDSB Indigenous Lead</td>
</tr>
<tr>
<td></td>
<td>Manuel DaSilva</td>
<td>Trustee</td>
</tr>
<tr>
<td></td>
<td>Shana McTurk</td>
<td>Parent Representative</td>
</tr>
<tr>
<td></td>
<td>Ayo Owodunni</td>
<td>Parent representative</td>
</tr>
<tr>
<td></td>
<td>Wendy Ashby</td>
<td>Parent representative</td>
</tr>
</tbody>
</table>

### Recorders:

|          | Jessey Fraga | Executive Admin Assistant |

### Action Items

Noted in Green
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Presenter</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Opening Prayer &amp; Welcome, Call for additional Agenda Items</strong></td>
<td>Judy</td>
<td>5 mins</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Approval of Agenda</strong></td>
<td>Kim</td>
<td>2 mins</td>
</tr>
<tr>
<td>Monica moved that the agenda, as distributed, be accepted. Samantha seconded the motion. CARRIED.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Approval of the Minutes</strong></td>
<td>Kim</td>
<td>2 mins</td>
</tr>
<tr>
<td>Bree moved that the February 23, 2022, Minutes be accepted as presented. Wilma seconded the motion. CARRIED.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. Parent Engagement/Pro Grants finalization (parental portal launch and indigenous initiatives)</strong></td>
<td>Kim / Judy</td>
<td>40 mins</td>
</tr>
<tr>
<td>On April 4, 2022, Kim presented to the Committee of the Whole (to trustees) about our progress this year. Link to the presentation is here: <a href="#">CPIC Whole committee presentation 040422.pptx</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Budget $25,600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- SEAC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- English as a Second Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- St. Louis Adult Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Indigenous Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Faith Formation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- School Distribution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Mental Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Wellness series (painting, meditation, exercise)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Safely navigating the internet and social media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Home reading program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Equity and social justice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Themes and Goals this Year:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Mental Health &amp; Wellness – creation of Parent Hub</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Indigenous Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Diversity and Inclusivity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. School Parent Connection &amp; Communications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Details for launch to be sent out for sharing with school communities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5. Superintendent Update</strong></td>
<td>Judy</td>
<td>5 mins</td>
</tr>
<tr>
<td>- Catholic Education Week events/celebrations in schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Beacon of Hope celebration held virtually</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Survey links to families: budget and MYSP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Survey results</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Specialist High Skills Major – numerous winners
- Innovative Practices around Thinking Classrooms

<table>
<thead>
<tr>
<th>6. Commitment for the Fall, 2022:</th>
<th>Kim / Judy</th>
<th>5 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>- possibly recommitting:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kim Snage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monica Czagan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bree Almeida</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wilma Laku</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Goal Planning:</th>
<th>Kim</th>
<th>2 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Host meeting early in September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Suggestion to create goals at end of prior school year instead of September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Suggestion to create a three-year plan instead of re-inventing wheel each year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Survey feedback tied to those themes/tactics specifically to allow us to get traction earlier in the year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Fall Planning</th>
<th>Kim/Judy</th>
<th>10 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>- CSAC must be in place by September 30th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Survey to be done early in September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Commissioning in late October</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Onboarding in early November</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 12. Next CPIC meeting: 3rd Week in September | Kim/Judy | 5 mins |

| 13. Gratitude and Closing Prayer | Judy | 2 mins |

<table>
<thead>
<tr>
<th>12. Adjournment</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjourned at 6:56pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Report

Date: October 3, 2022
To: Board of Trustees
From: Director of Education
Subject: Pastoral Plan Update

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

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

Origin: (cite Education Act and/or Board Policy or other legislation)
Board Governance Policy I:001 Ends
Ontario Catholic School Graduate Expectations (OCSGE, 2011): [Institute for Catholic Education]

Policy Statement and/or Education Act/other Legislation citation:
Administrative Policy (APA001): Elementary Admissions
Administrative Policy (APA002): Secondary Admissions

Alignment to the MYSP:
Priority Area: Nurturing our Catholic Community
  o Strategic Direction: Bear witness to our faith through joyful discipleship and our relationships with and in Christ
✓ Goal: 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
Background/Comments:

Catholic schools exist to support the evangelizing mission of the Church. Catholic parents send their children to Catholic schools with certain expectations. The overriding expectation is that their child will experience education permeated with religious values, religious instruction and be invited to participate in the sacramental life of the church. They also expect that Catholic values will be held, modeled, expressed and taught within the Catholic educational community. Our three-year pastoral plan supports and animates the faith life of students and staff in the WCDSB.

Additionally, our Multi-Year Strategic Plan indicates that nurturing our Catholic community will be a priority area with opportunities to bear witness to our faith through joyful discipleship and our relationships with and in Christ as an essential strategic direction. To this end, we endeavor to provide opportunities to live out and inform our faith through implementation of our Pastoral Plan, which is informed by the Ontario Bishops’ pastoral letter, Renewing the Promise.

Having been gathered, blessed and fed in the first two years of our three-year Pastoral Plan, the focus of last year, and the third and final year of our Pastoral Plan, was to intentionally look outward. We took our direction, once again, from Christ. In the Gospel of Mark, Jesus gives the Great Commission – telling his disciples to Go into the world and proclaim Good News to all of creation. (Mark 16:15) During our 2021 Spiritual Development Day, we celebrated and reflected upon the final Year 3 Year 1 theme, Sent to Build.

In the morning we gathered school communities to listen to the live presentation from Father James Martin, SJ. In his talk for staff, Fr. Martin explored how the Catholic Church, the WCDSB and the LGBTQ community can continue enter into a relationship of respect, compassion and sensitivity. We were challenged by Fr. Martin’s reflections and
advocacy on behalf of LGBTQ staff and students, as we continue to unpack the specific ways we can proclaim the good news of equity and inclusion to all our school communities.

In the afternoon all staff had the opportunity to participate in activities related to our pastoral theme, including The Great Canadian Faith Race, and the opportunity to participate in a staff Synod on Synodality activity.

Inspired by our Spiritual Development Day – the work of Building Bridges began in earnest with our FOS Unity Bridges visiting each school site (by family of schools) for two weeks throughout the 2021-2022 school year with accompanying support activities. These Unity Bridges were constructed by each secondary school and then animated, artistically and spiritually by our students. Now that their work is done...or maybe just beginning....these Unity Bridges reside at Mt Mary Retreat Center and will be used and witnessed by thousands of students in the years to come.

As our three-year pastoral plan, Called to Belong, Gathered to Become and Sent to Build came to a successful conclusion, we embarked upon a deep dive into developing another spirit led, three-year Pastoral Plan to animate our system. With the help of a diverse staff, representing all employee groups, we went to work, meeting, listening, and praying to ascertain where the spirit was moving up. It soon became apparent that the next WCDSB three-year Pastoral Plan needed to provide an encouraging and uplifting message to our staff, students and families that would help usher us from pandemic, and provide healing, and spark. With a profound consensus we arrived at our Year One Theme, AWAKEN, fueled by scripture “It is now the moment for you to wake from sleep” (Romans 13:11), and animated by the charge, “We are the People of God, diverse yet united, awakened to heal in Community! With this in mind, we move forward into our next Three-Year Pastoral Cycle!
Highlights of A W A K E N activities will include the following:

Three Year Pastoral Plans, graphics and banners designed and imagery ready to animate all our WCDSB efforts.

AWAKEN and THREE-YEAR Pastoral Plan banners placed in the entranceways of all WCDSB schools

✓ AWAKEN Pastoral Launch Video with Fr. Joseph to be launched at the start of October.

✓ Picking up on the Walking Together, Pope Francis Reconciliation Visit to Canada and Indigenous Reconciliation theme we have commissioned an art project to help us our pastoral efforts. Dianne Montreuil – a Métis Knowledge keeper and artist is finalizing an AWAKEN art piece which will reflect our Pastoral Year and some of the broader Reconciliation efforts currently underway. Diane has done work for some Catholic organizations in
the past, including the Institute for Catholic Education, and she is deeply invested in this work with students.

✓ Each school will receive the Pastoral AWAKEN painting, and during that time they will have the opportunity to engage with some hopeful and age-appropriate resources to support the work Pope Francis has asked us to do with respect to Walking Together.

✓ Each school community will receive a signed PRINT of the painting which will reside at their school – and which will be auctioned off on or around Catholic Education Week, with funds going to support the Diocesan Reconciliation Fund and the Native Women’s Association who has done much work around the issue of Human Trafficking and Indigenous women.

✓ A practical social justice outreach will be part of this initiative – classes/students will be encouraged to come up with a fundraiser (in addition to the silent auction for the artwork) to raise money for the Native Women's Association -- collect all monies and donate at end of school year

✓ Each School will be encouraged to visibly share how their communities have AWAKENED this year with respect to healing and other faith initiatives with their own AWAKEN art project.

✓ The AWAKEN theme lends itself to raising awareness around local, national, and international issues which pertain to our faith and student’s wellbeing. Difficulties with Covid restrictions last year prevented us from going deeper into the work of Human Trafficking…but that is what we are prepared to do this year. We will be providing elementary and secondary schools with a face-to-face, hands-on presentation through the combined efforts of the Safe Schools office and Religion and Family Life office. We will center these presentations around the recent artistic effort, “Let the Oppressed Go Free” by the modern-day Michelangelo – Kitchener's very...
own Timothy Schmalz, which now resides at the Vatican!

- Re-AWAKEN School Pastoral Teams by ‘calling them forward’ and providing Family of School Pastoral workshop/meetings to support their formation and critical work of animating our faith in their schools.


- AWAKEN activities intentionally connected to our Catholic Education Week theme, “We Are Many, We Are One.”

- Minister of Holy Communion Formation Workshops for staff to support liturgical celebrations.

- Gr. 8 Retreats based on the theme and mission of AWAKEN, incorporating meaningful activities to support and connect with pastoral theme to support the faith development of our students.

- Video Read Alouds of Pastoral Support Books - by our Learning Commons staff for primary students.

- Continue and build upon Google meet experience with Saint John’s Bible to explore how and where the Word of God calls us to Awaken and to begin the work of Healing.

- Kindergarten Virtual Tours of Parish Churches continue with new and enhanced software providing opportunities for schools and parishes to partner, and especially to promote the connections and importance of the Sacraments. This year we are partnering Gr 7 students receiving the Sacrament of Confirmation with Gr 2 students receiving Eucharist to work on developing these virtual tours together!
✓ Adult faith formation activities including Retreats, Theology on Tap nights and opportunities to encounter the Word and one another with the Jesuit Forum and some of their recent publications including *Listening to Indigenous Voices*

**Summary:**

As we transition to *AWAKEN* and our new three-year Pastoral Plan, we recognize the difficulties from which we are only now beginning to emerge. Reminded that "**We are the People of God, diverse yet united, awakened to heal in community,**" – we look to respond to needs of our present time and situation to bring about a material and spiritual *AWAKENING* in our communities. As we look forward to our upcoming years of *STRENGTHEN* and *IGNITE*, we keep our efforts this year firmly rooted in the fertile soil of our Faith as we call forth into life all who have experienced a particularly difficult time these past few years. With great hope and conviction, we are reminded in Paul’s Letter to the Romans, that despite great difficulties, “That it is now the moment for you to wake from sleep!”

**Recommendation:**

This report is for the information of the Board.

**Prepared/Reviewed By:**  
Tyrone Dowling  
Director of Education  
John Klein  
Superintendent of Learning

---

*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.*
Report

Date: October 3, 2022
To: Board of Trustees
From: Director of Education
Subject: Information Technology Services Update Summer 2022

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)
This report is being provided to update Trustees on projects carried out since the Innovation and IT Board report of May 9th, 2022 and over the Summer in Information Technology Services (ITS).

Policy Statement and/or Education Act/other Legislation citation:
- WCDSB Responsible Use of Information Technology and Electronic Data - APS017
- WCDSB Responsible Use of Information Technology and Electronic Data – Student – APC052
- WCDSB Electronic Mail and Social Media Use Guidelines - APS035
- WCDSB Procedure for the Purchase of All Electronic Computing Devices - APS015
- Ontario Broadband Modernization Project (BMP)
- Waterloo Region Education Public Network (WREPNet) - https://www.wrepnet.on.ca/
- Accessibility for Ontarians with Disabilities Act (AODA) https://www.aoda.ca/
- Learning Innovation and IT Governance Board Report May 9, 2022 https://docs.google.com/document/d/1r5tPmY5Sv2E_6lzeQy4wLbF_UWFR8xJYQcHf5sRyZA/edit?usp=sharing
- Ontario Rural Schools Grant - http://www.edu.gov.on.ca/eng/parents/rural_schools.html

Alignment to the MYSP:

Strategic Priority-1: Nurturing Our Catholic Community
  Strategic direction-a: Bear witness to our Faith through joyful discipleship and our relationships with and in Christ
  Goal-iii: Increase parent and community engagement in all our Catholic school faith related activities

Strategic Priority-1: Nurturing Our Catholic Community
  Strategic direction-b: Promote a culture of belonging and respect, that supports success for all
  Goal-ii: Equitable access to learning opportunities
Strategic Priority-2: Student Engagement, Achievement & Innovation
   Strategic direction-a: Nurture a Culture of Innovation
       Goal-i: Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success

Strategic Priority-3: Building Capacity to Lead, Learn & Live Authentically
   Strategic direction-a: Investment in Global Competency development and leading technologies
       Goal-i: Increased awareness of and responsible implementation of Digital Citizenship
       Goal-iii: Ensure technology is current and relevant to optimal teaching and learning practices

Background/Comments:
The Information Technology Services (ITS) department has had a very busy Summer preparing for the 2022/23 school year. The focus in the classroom was preparing for a full return to in person learning and having technology updated and ready for this. Security has been a big focus in educating WCDSB staff and digital citizenship for students. ITS successfully completed many technology related projects and initiatives that aligned with the Multi-Year Strategic Plan which will enable staff and students to excel in the coming year in these unique times.

IT Department Vision, Mission and Organization Chart - (MYSP 1.b.ii, 3.a.iii)

Vision
An empowered community that embraces innovation to achieve success.

Mission
Enrich our community and foster a culture of innovation and trust by facilitating dynamic solutions and services.
Major 2021/2022 ITS Projects - (MYSP 1.b.ii, 3.a.iii)

Over the last year, the Information Technology Services department has worked on and completed many projects. Below are major projects in the 2021/22 that were substantially completed over the Summer months.

<table>
<thead>
<tr>
<th>Initiative</th>
<th>2021/22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Internet Capacity</td>
<td>Internet bandwidth optimization</td>
</tr>
<tr>
<td>School Mobile Device Management &amp; Monitoring</td>
<td>Improved Management and Monitoring Mobile Devices</td>
</tr>
<tr>
<td>Movement to Cloud Service/Storage</td>
<td>Cloud storage/service optimization (Azure)</td>
</tr>
<tr>
<td>Network Switch Refresh</td>
<td>Network Switch refresh</td>
</tr>
<tr>
<td>Photocopiers</td>
<td>Refresh</td>
</tr>
<tr>
<td>Wireless Evergreen</td>
<td>Wifi Refresh, Clearpass Authentication Pilot</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiative</th>
<th>2021/22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email &amp; Electronic Records Retention Automate</td>
<td>Laserfice Automation</td>
</tr>
<tr>
<td>LaserFiche Process Automation and Forms</td>
<td>Continued Automation of Workflows</td>
</tr>
<tr>
<td>Parent and Student Portals</td>
<td>Aspen Parent Portal, D2L Parent Portal</td>
</tr>
<tr>
<td>Print Optimization &amp; Reduction</td>
<td>Print Reduce printing by Implementing Quotas</td>
</tr>
<tr>
<td>Sparkrock Finance transition to Cloud</td>
<td>Investigating Transition</td>
</tr>
<tr>
<td>Unification of Admin &amp; Classroom Apps &amp; Imaging</td>
<td>SCCM Shared Classroom and Admin computer images</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiative</th>
<th>2021/22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Azure Labs</td>
<td>Azure Labs setup Com Tech labs online pilots</td>
</tr>
<tr>
<td>Chromebook/Mobile Device Refresh</td>
<td>Chromebook/Mobile Device Refresh</td>
</tr>
<tr>
<td>Elementary Admin Desktop and Printer Refresh</td>
<td>New Desktops, Laptops and Printers</td>
</tr>
<tr>
<td>Elementary Classroom Desktop Refresh</td>
<td>Desktop Refresh from deferred</td>
</tr>
<tr>
<td>Monitor Refresh</td>
<td>Monitor Refresh</td>
</tr>
<tr>
<td>School Administrator Laptop Refresh</td>
<td>New Laptops for Principals</td>
</tr>
<tr>
<td>Secondary Classroom Desktop Refresh</td>
<td>Desktop refresh Plus Azure Labs</td>
</tr>
<tr>
<td>Secondary Desktop and Printer Refresh</td>
<td>New Desktops, Laptops and Printers</td>
</tr>
<tr>
<td>Secondary Printer Refresh</td>
<td>Printer refresh</td>
</tr>
<tr>
<td>Smart Phone Refresh</td>
<td>Smartphone refresh</td>
</tr>
<tr>
<td>Technician device refresh</td>
<td>Tech device refresh</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiative</th>
<th>2021/22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyber Security/Privacy Training Expanded</td>
<td>Yearly</td>
</tr>
<tr>
<td>Data Systems Training</td>
<td>Training for ConEd, Online Registration, Parent Portal</td>
</tr>
<tr>
<td>Green Application Catalog</td>
<td>Continuous</td>
</tr>
</tbody>
</table>

**IT Department Task Status Tracking, Strategic & Operational, 2021/22 (MYSP 1.b.ii, 3.a.iii)**

The IT Major projects and tasks which require significant effort and time commitment are tracked in the IT Plans Microsoft Planner. This planner environment is shared with all ITS staff where they can share task status, issues and completion.

Task status snapshot at from May 2022:
A screen shot of a small segment of the IT Plans environment:

Status of IT Help Desk Service Overview Summer 2022: (MYSP 1.b.ii, 3.a.iii)

All WCDSB staff can submit IT Help Desk service requests through our internal ticket tracking system. These service requests can range from simple break/fix request, password recovery to long term request that require programming and setup of environments. Tickets are broken down by site and category and are assigned to the
appropriate ITS staff for efficient and timely resolution. This environment allows us to keep track of thousands of requests, prioritize requests by impact and assure that important needs do not fall through the cracks.

These graphs show the service distribution by site and category:

![Graph showing service distribution by site and category for May 22 to Sep 22]

This graph shows a sample of service request tickets closed in a day for school startup:

![Pie chart showing service distribution with names and percentages]

- Teresa Kostecki = 2 (0.99%)
- Snezana Cvetkovic = 12 (5.91%)
- Scott Lowrie = 1 (0.49%)
- Mitchell Mongeon = 5 (2.46%)
- Milan Schnack = 3 (1.48%)
- Maria Serpa = 2 (0.99%)
- Marco Curry = 34 (16.75%)
- Marc Charette = 21 (10.34%)
- Kristopher Johnson = 9 (4.43%)
- none = 1 (0.49%)
- Chris Aultman = 5 (2.46%)
- Chris Fernick = 5 (2.46%)
- Darren Webster = 14 (6.9%)
- David Begbie = 17 (8.37%)
- Jamil Ahmed = 1 (0.49%)
- Jeremy Dorst = 10 (4.93%)
- Kelly Yanke = 20 (9.85%)
- Kim Ingraham = 41 (20.2%)
Highlighted Projects:

1) Cyber Security Training for All Staff & Resources for Students (MYSP 2.a.i, 3.a.i)

To assure the safety of WCDSB systems, staff, and student personal data, we provide all staff comprehensive mandatory yearly training on cybersecurity. This training is updated yearly and sent to all staff the end of August to complete. The focus of the training is to raise awareness of new threats and exploits staff should be aware of. This program consists of several videos covering topics that include, but are not limited to, creating strong passwords, avoiding phishing attempts and authenticating using multi-factors. These cybersecurity resources can also be used by educators with students as a digital citizenship learning tool. Ongoing privacy training resources are also kept up to date and made available to staff to understand requirements and prevent breaches.

2) Safe Applications (MYSP 1.a.iii, 1.b.ii, 2.a.i, 3.a.i, 3.a.iii)

Many applications on the Internet have significant privacy and security issues. The Digital Tools and Resources Committee continues to support responsible acquisition and use of digital tools and resources by reviewing requests through a pedagogical, procurement, privacy, security, and deployment lens. Privacy of the Board’s staff and students is paramount. The committee uses a process to determine pedagogical value and the safety of applications is essential for our staff, students and community. The ECNO VASP program also helps guide our app vetting process: https://ecno.org/projects/vasp/.

Currently a list of WCDSB vetted (Green) applications are listed...
Many new applications had been requested by our educators since May 2022 through the IT Help Desk and many have been updated vetting process over the Summer. Internally the current information on the 378 safe apps can be accessed through the StaffNet portal. Each application has been categorized and important directions for safe use of these applications are also list.

3) Aspen Parent Portal (MYSP 1.a.iii, 1.b.ii)

Presently implemented and emerging web technology is providing WCDSB with the opportunity to engage parents and students from anywhere at any time. Web environments such as our provincial virtual learning environment (D2L), Google Guardian, School Messenger, School Cash Online and now the Aspen Parent Portal have enabled parents to become more engaged in classroom activities and their children's long-term achievement information. We will continue to grow and consolidate these environments to ease access for engaged parents and students under the new Aspen parent portal. The Aspen Parent Portal has seen great growth and enhanced features. We look to expand the roll out in 2022/23 and add new features such as distributing electronic report cards plus the ability for parents to confirm and update their demographic data. The Aspen Parent portal currently has 12,118 parents registered as of September 23rd representing close to 70% of WCDSB families.

Portal Goals:
- Update demographic data
- Access student schedules
- Report cards
- Student assignments
- School communications
- Important information and parent resources
- Central resource for all parent online tools

Roll out status:
- 22,377 invitations were sent out to WCDSB custodial parents and guardians

4) Repairs, Updates and New devices (MYSP 1.b.ii, 3.a.iii)

School cleaning and the many summer construction projects, moves and renovations require the removal of computer hardware and technology at the beginning of the summer break. All this equipment needs to be setup and working before our educators and students return.

Throughout the summer, new systems are prepared for roll out, existing systems are reimaged with up-to-date security measures and new required software. Spec Ed devices for students are also prepared for distribution.

All Board classrooms and learning commons have their computer equipment disconnected to allow for the cleaning of the room. These computers need to then be setup again by IT, upgraded and tested.

Work done this Summer includes:

- Rural Grant: 370 New devices to rural schools St. Clements, St. Brigid, and St. Boniface. Older devices distributed across the system to schools in need;
- Refreshed 600 secondary and 350 elementary classroom data projectors;
- Updated the operating system and software on 4500 classroom desktops;
- Onboarded, offboarded and transitioned about 100 administrative staff;
- Setup data projectors, classroom computers, networking, phones and WiFi for 15 new and 12 moved portables;
- Approximately 300 new Spec Ed student devices were imaged and prepared;
- Over 200 learning devices were repaired;
- Created 1489 classes in Google and D2L;
- Allocated 2500 WeVideo and Adobe Creative Suite design related classes and projects;
- School Cleaning: all classrooms and learning commons have their computer equipment disconnected to allow for the cleaning of the room. This technology was then setup again, upgraded and tested by IT;
- And so much more…

5) Networking Backend to Meet Growing Demand (MYSP 1.b.ii, 3.a.iii)

School network switches and network infrastructure control the flow of all data, information, and content across the school networks. Many critical switches have been recently refreshed over the Summer which has enabled us to optimize the network backend. This refresh is staged by areas of need every year to assure availability and responsiveness of required equipment.

Over the Summer, ITS worked at many schools to:

- Upgrade to school network infrastructure
- Dedicated virtual LAN to improve performance of BYOD and board WiFi devices
- Better analytics for optimizing wireless infrastructure
- Clean up network closets for easy support
- Speedy access to web apps like Desire 2 Learn, Minecraft, Adobe Creative Cloud, WeVideo, Google Classroom, Flip, Microsoft Teams…

Quality, Inclusive, Faith Based Education | wcdsb.ca
Cyber security is one of our biggest challenges especially in Education. Education is currently the biggest target for cyber attacks. Many centralized security measures and solutions were put in place to assure equitable and uninterrupted access to technology. This includes new network device implementations and related security architecture at schools. These solutions help us to quickly identify potential security issues, block active security threats, assure equitable access to learning resources and protect private data. We have begun to implement the FIDO2 Key method and Multi Factor Authentication for all staff over the Summer starting with ITS and senior administration. This will be implemented for students also over the next two years.

6) Security Optimization (MYSP 1.b.ii)

Cyber security is one of our biggest challenges especially in Education. Education is currently the biggest target for cyber attacks. Many centralized security measures and solutions were put in place to assure equitable and uninterrupted access to technology. This includes new network device implementations and related security architecture at schools. These solutions help us to quickly identify potential security issues, block active security threats, assure equitable access to learning resources and protect private data. We have begun to implement the FIDO2 Key method and Multi Factor Authentication for all staff over the Summer starting with ITS and senior administration. This will be implemented for students also over the next two years.
ITS is already begun implementing the highest level of security that includes Windows Hello, FIDO2 Security Keys and using Authenticator apps.

How password use has evolved over time

7) Web Resources & Social Media-Community (MYSP 1.a.iii, 1.b.ii, 2.a.i, 3.a.i, 3.a.iii)

Extensive web resources and social media resources are continuously optimized to provide support for both in school and remote instruction, facilitate web-based tools for in classroom pedagogy and for community communications. Key Performance Indicators (KPI) are tracked to gauge the effectiveness of our web resources and social media tools. Below shows the results of the Summer update to our staff portal and KPI’s for these environments over the Summer and over the past year.

StaffNet:
Our current internal staff environment was implemented in 2016 on our Office 365 SharePoint platform. The SharePoint platform has vastly improved within Office 365 since 2016. IT has consulted with stakeholder staff groups, schools and departments to build the requirements for a better environment. We starting with the IT Helpdesk site in June and transitioned the rest of StaffNet over the Summer. The new StaffNet is more efficient and feature rich to better meet requirements for staff resources and communication.

StaffNet main page updates:
- Staff news and administrator announcements optimization
- Easier access to staff and department resources
- Modern visualizations
- Forms and template portal
- IT Help Desk optimizations
- Staff events calendar aggregating all department calendars into one location
- Integration into Microsoft Teams
- Far easier to create and edit pages and news items
Staffnet News and Administrator Announcements Update:

Website Quality Assurance:

With a multitude of website authors at WCDSB, monitoring and correcting Accessibility for Ontarians with Disabilities Act requirements (AODA) and web errors is automated for quality assurance. The monitoring system was upgraded over the Summer.
Website KPI September 2021-September 2022 [https://www.wcdb.ca/](https://www.wcdsb.ca/)

 Youtube KPI September 2021-September 2022 [https://www.youtube.com/c/WCDSBTube](https://www.youtube.com/c/WCDSBTube)
Facebook and Instagram KPIs September 2021-September 2022 [https://www.facebook.com/wc dsb](https://www.facebook.com/wc dsb) and [https://www.instagram.com/wat erloocdsb/](https://www.instagram.com/wat erloocdsb/)

### Reach

**Facebook Page reach**

- Reach: 56,978
- Change: 3.65%

**Instagram reach**

- Reach: 4,597
- Change: 75%

### Page and profile visits

**Facebook Page visits**

- Visits: 10,984
- Change: 1.18%

**Instagram profile visits**

- Visits: 6,537
- Change: 75%

### New likes and follows

**Facebook Page new likes**

- Likes: 630
- Change: 12.3%

**Instagram new followers**

- Followers: 592

---

Quality, Inclusive, Faith Based Education | wc dsb.ca
Twitter KPI's @WCDSBNewswire

8) IT Services Cultural Rejuvenation Project (MYSP 2.a.i)

ITS staff gathered over the last year, both virtually and in person, to embark on a department cultural rejuvenation project. The project has been led by ITS staff with participation from the ITS supervisors. The goal of this project is to restore team and community within IT Services post-pandemic, optimize ITS services and helpdesk performance, provide better system and internal communication, and identify ITS Staff professional development opportunities. As a collaborative project with all ITS staff, we have made over 100 goals which are tracked in Microsoft Planner.

Focus areas:
- Time Management
- Communications
- Staff Development
- Team Building
Recommendation:
Report is being provided as information only

Prepared/Reviewed By:  Chris Demers,
Chief Information Officer

Shesh Maharaj
Executive Superintendent of Corporate Services
Treasurer and Chief Financial Officer

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.
Date: October 3, 2022
To: Board of Trustees
From: Director of Education
Subject: Renewal

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)
- Education Act Section 169. (1) Every Board shall: (a) promote student achievement and well-being; (b) ensure effective stewardship of the board’s resources; (c) deliver effective and appropriate education programs to its pupils; (d) develop a multi-year plan aimed at achieving the goals of student achievement and well-being, positive school climate, inclusive and accepting schools, stewardship of resources, and effective and appropriate education programs to its pupils
- Education Quality and Accountability Office Act, 1996

Policy Statement and/or Education Act/other Legislation citation:
- Mathematics, Grade 9, MTH1W De-streamed, 2021
- The Ontario Curriculum, Grades 1-8: Mathematics, 2020
- Program Theme: Supporting Student Potential- Project Plan- Tutoring Supports Program
- The Kindergarten Program, 2016
- Growing Success, the Kindergarten Addendum, 2016
- The Ontario Curriculum, Grade 1-8-Language

Alignment to the MYSP:
Priority Area: Nurturing Our Catholic Community | Strategic Direction: Promote a culture of belonging and respect, that supports success for all | Goals:
- Equitable access to learning opportunities
- Provide appropriate supports for students and ensure goals in SIPSAs related to students where there are achievement gaps
- Focus on fostering Belonging/ Inclusion in all school environments

Priority Area: Building Capacity to Lead, Learn, Live Authentically | Strategic Direction: Nurture the wellbeing of all staff and students | Goal:
- Increase in Student Engagement
Table of Contents:

1. Tutoring Supports Program
2. Integrating Science and Technology with Math and Literacy: Sept. 2, 2022, Cross-Curricular Learning
3. Supporting the Development of Foundational Early Reading Skills Through Evidence-Based Systematic and Explicit Instructional Strategies

Tutoring Supports Program

The outcome for the Tutoring Supports Program is to support academic achievement and well-being for students at risk who have been impacted by learning disruptions caused by the COVID-19 pandemic. The short-term outcomes for the program included:

- Achievement of students as measured by the tutoring program
- Improve literacy and math skills in students to promote learning recovery and help address achievement and skills development gaps.
- Increase students’ engagement in learning
- Increase students’ confidence and positive attitudes to learning

Elementary: Tutoring Support Program (April - June 16, 2022)

- 521 students registered to take part in the in-school tutoring program.
- 38 Elementary schools participated
- 5622 1-hour sessions occurred

Student Exit Feedback Survey Data | N=85 Grades 3-8:

<table>
<thead>
<tr>
<th>I like going to at-school tutoring?</th>
<th>Tutoring helps me with my schoolwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very much</td>
<td>Yes, very much</td>
</tr>
<tr>
<td>I liked it</td>
<td>Yes, most of the time</td>
</tr>
<tr>
<td>It was okay</td>
<td>Yes, a little</td>
</tr>
<tr>
<td>I didn’t like it</td>
<td>No, not at all</td>
</tr>
<tr>
<td>I don’t know</td>
<td>I don’t know</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutoring helped me to feel more confident with my schoolwork.</th>
<th>What subjects did you have tutoring in? Select all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, very much</td>
<td>mathematics</td>
</tr>
<tr>
<td>Yes, most of the time</td>
<td>reading</td>
</tr>
<tr>
<td>Yes, a little</td>
<td>writing</td>
</tr>
<tr>
<td>No, not at all</td>
<td></td>
</tr>
<tr>
<td>I don’t know</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What subjects did you spend the most time on in the tutoring program?</th>
<th>What was your favourite learning in the tutoring program? Select one.</th>
</tr>
</thead>
<tbody>
<tr>
<td>mathematics</td>
<td>mathematics</td>
</tr>
<tr>
<td>reading</td>
<td>reading</td>
</tr>
<tr>
<td>writing</td>
<td>writing</td>
</tr>
</tbody>
</table>
Would you want to do the tutoring program again next year if it were offered?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>16</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

The experience was really great because of my teacher and tutoring so that way I got most of my work done and I really improved.”

“I liked tutoring because I got to see my friends and do writing and reading. I liked to play math games with my friends too.”

Parent Exit Feedback Survey Data | N=88 Sent to All Parents of K-8 Students in Tutoring:

Select a statement that best describes the frequency of your child’s participation in the at-school tutoring program?

<table>
<thead>
<tr>
<th></th>
<th>Once every other week</th>
<th>Once a week</th>
<th>Twice a week</th>
<th>More than twice a week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>53</td>
<td>25</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>

The tutoring my child received met my expectations

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral/No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>25</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

My child liked going to at-school tutoring.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral/No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>28</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Tutoring helped my child’s engagement, confidence, and improved achievement in math, reading and writing.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral/No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>29</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Would you enroll your child in Tutoring-At-School again next year if you had the opportunity?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>87</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

“My child has improved his reading this year tremendously and absolutely loves tutoring days ❤️”

“I think this was a great way to help boost or close the gaps on learning due to Covid interruption in schools.”

“I have seen a dramatic change in my child’s reading and math.”

Suggestion: “I would love to receive feedback on my child’s progress from the instructor.”

Educator Feedback:

“This program really helped students solidify what they learned this year and helped with their confidence.”

“I am very happy with the overall progress of the students and their level of work.”

“Students made a lot of gains this year and the tutoring was a bonus! They did very well.”

“This extra support really helped to build confidence for our students. They benefited a great deal from the one-to-one support they received in their small groups.”

Quality, Inclusive, Faith Based Education | wcdsb.ca
Improvements in Literacy Skills Based on Pre/Post Data Collection:
- K-Grade 3 students showed improved phonological and phonemic awareness skills as measured by the Rosner Test of Auditory Skills.
- K-Grade 3 students showed improved phonics and spelling skills as measured by Words Their Way, Primary and Elementary Spelling Inventories.
- K-Grade 8 students showed improved decoding, fluency and reading comprehension skills as measured by running record assessments.
- Educators also reported growth in the following language skills for K-Grade 3 students: oral language, vocabulary, letter/sound correspondence, blending CVC words, sight words, writing, and self-monitoring.

Improvements in K-8 Mathematics Based on Pre/Post Date Collection | N=316:

Grades K to 3 PRE and POST

<table>
<thead>
<tr>
<th>Grade</th>
<th># of students</th>
<th>% Incr. from Pre to Post “Got It”</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>34</td>
<td>+37%</td>
</tr>
<tr>
<td>1</td>
<td>68</td>
<td>+22%</td>
</tr>
<tr>
<td>2</td>
<td>37</td>
<td>+21%</td>
</tr>
<tr>
<td>3</td>
<td>47</td>
<td>+34%</td>
</tr>
<tr>
<td>4</td>
<td>37</td>
<td>+21%</td>
</tr>
<tr>
<td>5</td>
<td>31</td>
<td>+42%</td>
</tr>
<tr>
<td>6</td>
<td>35</td>
<td>+19%</td>
</tr>
<tr>
<td>7</td>
<td>9</td>
<td>+2%</td>
</tr>
<tr>
<td>8</td>
<td>18</td>
<td>+44%</td>
</tr>
<tr>
<td>Total Students</td>
<td>316</td>
<td>+23%</td>
</tr>
</tbody>
</table>

Grades 4 to 8 PRE and POST

For the student you are entering data, select a statement that best describes the frequency of their participation (attendance) in the Tutoring-At-School Program April-June 2022.

- low/infrequent (less than once a week)
- low/regular (once a week)
- medium/consistent (twice a week)
- high/very frequent (more than twice a week)
Secondary: School Tutoring Drop-In Program (April - June 16, 2022)
- 1246 students utilized the drop in tutoring support
- 5 Secondary schools participated in the in-school tutoring program

By Grade Level

<table>
<thead>
<tr>
<th>School</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mons. Doyle</td>
<td>35</td>
<td>100</td>
<td>53</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>14%</td>
<td>41%</td>
<td>21%</td>
<td>24%</td>
</tr>
<tr>
<td>Resurrection (of 246)</td>
<td>98</td>
<td>72</td>
<td>33</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>42%</td>
<td>31%</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>St. Benedict’s (of 232)</td>
<td>146</td>
<td>117</td>
<td>51</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>44%</td>
<td>36%</td>
<td>15%</td>
<td>5%</td>
</tr>
<tr>
<td>St. David’s (of 332)</td>
<td>77</td>
<td>139</td>
<td>65</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>26%</td>
<td>40%</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>St. Mary’s (of 311)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

While specific grades were not collected, observations showed that grade 9 and 10 were the majority of participants.

Overall, system-wide, our Grade 9 and 10 students access the tutoring program most consistently and to a greater extent than our senior students.

Percentage by grade, according to our survey: Gr. 9 = 30%; Gr. 10 = 36%; Gr. 11 = 16%; Gr. 12 = 16%

Attendance Secondary: April - June 2022

<table>
<thead>
<tr>
<th>Secondary School</th>
<th>Number of Student Participants</th>
<th>Weekly average of participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mons. Doyle</td>
<td>124</td>
<td>14 students</td>
</tr>
<tr>
<td>Resurrection</td>
<td>246</td>
<td>27 students</td>
</tr>
<tr>
<td>St. Benedict’s</td>
<td>232</td>
<td>23 students</td>
</tr>
<tr>
<td>St. David’s</td>
<td>332</td>
<td>37 students</td>
</tr>
<tr>
<td>St. Mary’s</td>
<td>311</td>
<td>31 students</td>
</tr>
</tbody>
</table>

Student Voice: Assistance/Confidence in Subject

- Yes, a lot: 69%
- Yes, somewhat: 22%
- Yes, a little: 6%
- No, not at all: 0%
- I don’t know: 1%

An extremely positive response from students regarding the usefulness of the tutoring sessions.

While this is student final perception data, we may want to collect pre-data (potentially when students come for tutoring for the first time in a semester), then a post-in the last week (as was done this time).
Integrating Science and Technology with Math and Literacy: Sept. 2, 2022, Cross-Curricular Learning

Integrated Learning: Integrated learning engages students in a rich learning experience that helps them make connections across subjects and brings the learning to life. Integrated learning provides students with opportunities to work towards meeting expectations from two or more subjects within a single unit, lesson, or activity. It can be a solution to the problems of fragmented learning and isolated skill instruction because it provides opportunities for students to learn and apply skills in meaningful contexts across subject boundaries. In such contexts, students have opportunities to develop their ability to think and reason and to transfer knowledge and skills from one subject area to another.

Today's Learning Intentions

- Understanding why we need a new Ontario Science and Technology Curriculum
- Exploring similarities and differences to our previous curriculum.
- Develop ideas to support implementation; integrating literacy and math with science and technology
- Engage in learning conversations to share ideas and resources, make connections to our current work, gather feedback and set next steps.
Looking at the Scientific Experimentation Process Through the Lens of Equity, Diversity, and Inclusion

Exploring the benefits of an inquiry-focused approach for students’ science learning, STEM capabilities and identities. Student-driven inquiry using accessible materials, learn new strategies to engage diverse learners by providing **multiple entry points** into STEM learning through inquiry experiments.

Rich, high-quality instruction and tasks are the foundation of culturally relevant and responsive pedagogy (CRRP) in science & technology. In CRRP classrooms, teachers learn about their own identities and pay attention to how those identities affect their teaching, their ideas, and their biases. Teachers also learn about students’ identities, identifications, and/or affiliations and build on students’ ideas, questions, and interests to support the development of an engaging science & tech classroom community.

Employing pedagogical strategies to increase access and equity for all students as in:
- multiple entry points
- accessible materials for engineering design and scientific experimentation
- being aware of identities and biases and how they affect instruction
- celebrating contributions to science and technology from a variety of communities, cultures, and countries

The Sept. 2, 2022 provided opportunities to learn more about:
- Equity, Diversity and Inclusion in STEM Ed
- Black Youth Thriving in STEM
- Gender Inclusion in STEM Classrooms
- The Importance of the Indigenous Perspective in STEM

17.9% of licensed engineers in Canada are women (Engineers Canada 2020)

24.2% of undergraduate enrolment in engineering programs are women with the highest proportion in biosystems program, chemical engineering, and geological engineering (Engineers Canada 2020)

0.6% of undergraduate engineering students enrolled in accredited engineering programs in Canada identify as Indigenous people (Engineers Canada 2020)

94% of Black youth in Canada aged 15-25 said they would like to get a bachelor’s degree or higher but only 60% thought they could (Statistics Canada 2016 Census)

71,365 Black Canadians 25 years and older had a postsecondary certificate, diploma or degree in science, technology, engineering and mathematics (STEM) ** (Statistics Canada 2016 Census)

<5% Women representation in many trades, including automotive service technician, electrician and carpenter (Macleans 2020)
Supporting Equity, Diversity, and Inclusion

Educators can build an equitable, inclusive and antiprocessive learning community within the framework of Culturally Responsive and Relevant Pedagogy (CRRP) “educators in Ontario schools embrace culturally responsive and relevant pedagogy (CRRP), which recognizes that all students learn in ways that are connected to background, language, family structure, and social or cultural identity. (program-planning/human-rights-equity-and-inclusive-education)

Ensuring that all students see themselves as confident, effective science and technology learners and practitioners is at the forefront of the program. Educators will provide students with valuable ways in which to investigate how diverse perspectives enrich science and technology practices. (The Ontario Curriculum, Grades 1-8: Science and technology, 2022)

Teachers must actively work to create science and technology learning spaces that give all students the opportunity to see themselves as science and technology practitioners and become capable and competent science and technology learners.

Participants:

Kindergarten-Grade 3: 239 participants (whole school/school divisions) K-Grade 3 logged into this virtual event.

Grade 4-8: 186 participants (whole school/school divisions) Grade 4-8 logged into this virtual event.

Pre & Post Learning Educator Survey N=503 | 1-Not very, 2-Somewhat, 3-Growing and 4- Very

<table>
<thead>
<tr>
<th>How familiar/aware are you with the NEW Science and Technology and why (equity &amp; access) we need a new curriculum?</th>
<th>How confident / comfortable are you with the purposeful integration of literacy and math (on ramps to learning) in support of the 2022 Science and Technology Curriculum?</th>
<th>How aware / familiar are you with resources and ideas that are available to assist educators with integrating Science &amp; Technology with Math &amp; Literacy to open pathways for learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PRE</td>
<td>POST</td>
</tr>
<tr>
<td>1-Not very</td>
<td>37.6%</td>
<td>4.1%</td>
</tr>
<tr>
<td>2-Somewhat</td>
<td>37.3%</td>
<td>25.1%</td>
</tr>
<tr>
<td>3-Growing</td>
<td>22.1%</td>
<td>64.3%</td>
</tr>
<tr>
<td>4-Very</td>
<td>3.0%</td>
<td>6.5%</td>
</tr>
</tbody>
</table>

Literacy Renewal

Supporting the Development of Foundational Early Reading Skills Through Evidence-Based Systematic and Explicit Instructional Strategies

Evidence-Based Assessment:

- Phonics and spelling assessments have been updated to now include The Phonics Companion Screener and Words Their Way respectively
 Evidence-based literacy assessments have been built in Compass for Success and data entry for Rosner Test of Auditory Skills, Words Their Way, and Instructional Reading Level, K-Grade 3 occurred during the spring/summer 2022.

Administrators and educators will continue to be supported with data entry/analysis/and planning for responsive instruction.

Evidence-Based Resources:

- Implementation of The Phonics Companion Scope and Sequence to support early reading instruction
- Implementation of Words Their Way Scope and Sequence to support word study, morphology, and vocabulary development
- The Phonics Companion and Bug Club Decodables have been purchased for K-Grade 1 classrooms to support early phonics instruction
- We will continue to support the implementation of Heggerty mini lessons to support phonemic awareness development.
- Early Literacy Support Teachers are meeting with all K-Grade 1 teachers to support initial implementation of The Phonics Companion
- We continue to support the development of early literacy skills using quality, culturally responsive texts and read alouds and have invested in text sets for schools and digital text collections for classrooms.
- Literacy consultants and Early Literacy Support Teachers are providing professional development opportunities to support the implementation of evidence-based assessments and resources within literacy rich experiences and environments
- D2L Literacy, K-8 resource site has been set up and houses links to support all areas of literacy.

Effective Early Reading Strategy Update: PD Day, Fall 2022:

Professional development was provided for all K-Grade 3 educators providing an overview of Effective Early Reading Instruction: A Guide for Teachers (MOE, Spring 2022). This was an opportunity to share evidence-based strategies to support oral language, phonemic awareness, phonics, word study, morphology and vocabulary within literacy rich learning experiences and environments.

Participants: 239 participants, joined by K-Grade 3 divisions, logged into this virtual event.

Educator Feedback/Next Steps: Based on feedback from participants, the following professional learning supports will be implemented as our next steps to support early literacy:

- Supporting the implementation of new resources to support reading instruction including Heggerty, The Phonics Companion, and Words Their Way
- Using the environment as the third teacher to support evidence-based practices
- Classroom routines to support phonemic awareness, phonics, word study, morphology and vocabulary
- Classroom routines to support play-based learning in kindergarten
- Planning for the literacy block alongside integrated learning throughout the day
- Differentiating instruction and supporting our multilingual learners

---

Quality, Inclusive, Faith Based Education | wcdsb.ca
Background/Comments:

Recommendation:

Prepared/Reviewed By:  Tyrone Dowling  
Director of Education

Jennifer Ritsma  
Superintendent of Learning

Kim DeGasperis  
Student Achievement Consultant, Literacy 1-6

Petra LeDuc  
Student Achievement Consultant, Mathematics 1-8

*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: October 3, 2022
To: Board of Trustees
From: Director of Education
Subject: Re-engagement Strategy – Results for 2021-2022 and Plan for 2022-2023

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)
APC 050 - Assessment, Evaluation & Reporting, Grades 1-12

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

Alignment to the MYSP:
Nurturing Our Catholic Community
- Promote a culture of belonging and respect, that supports success for all
  - Equitable access to learning opportunities
- Successful Implementation of WCDSB equity action plan to facilitate organizational change
  - Increased use of culturally relevant and responsive pedagogy
  - Implementation of Identity based surveys and corresponding data
- Equitable access to learning opportunities
  - Provide appropriate supports for students and ensure goals in SIPSAs related to students where there are achievement gaps
  - Focus on fostering Belonging/Inclusion in all school environments

Student Engagement, Achievement and Innovation
- Nurture a culture of Innovation
✓ Continue to seek and support reciprocal partnerships with Community/educational partners and leverage the mutual learning
  - Foster maximum opportunity for success for all
  - Improve Graduation Rate
  - Increased Opportunity for Experiential Learning

Building Capacity to Lead, Learn and Live Authentically
  - Investment in global competency development and leading technologies
    ✓ Increase in precise student programming and use of New Pedagogies for Deep Learning (NPDL)
  - Nurture the well-being of all students and staff
    ✓ Increase in student attendance and engagement

Well-Being Strategy
  - Called to Belong
    ✓ Decrease in high student absenteeism rates year over year
    ✓ Obtain a year over year upward trend of students who express a positive sense of belonging

Background/Comments:

The 2020-2021 school year was like no other. Students were impacted by many school closures and the transition to online learning. Across the province many more students, than in years past, disengaged from their learning; exhibiting an increase in truancy, a drop in achievement and observed changes in their attitude towards school. Many groups of students were disproportionately affected by the pandemic. Students identifying as Indigenous, Black and racialized, children and youth in care, students from low-income households, those with disabilities, special education needs, mental health needs as well as English language learners were identified as those who would benefit from additional support. The Ministry of Education provided funding for the 2021-2022 school year to school boards to increase support to families to address gaps in learning, systemic barriers and disconnection with the school community. In budget deliberations during the Spring of 2021 the senior team made the decision to augment these funds and create a specialized team that would provide concentrated support to families and students by identifying needs and assets, collaborating with all stakeholders and supporting the development and facilitation of an individualized re-engagement plan.

2021-2022 WCDSB Re-engagement Team – Grades 7 to 12

The initial Re-engagement team consisted of two teachers and a social worker. The team was unique as both teachers had lived experience of disengagement and systemic barriers; the social worker on the team was assigned specifically for this strategy, and the team was multi-lingual. In February 2022, two more teachers (Re-engagement/Student Success) were added to the Re-engagement strategy to support student achievement and credit accumulation.

Their goals for the 2021-2022 school year were to:
- Provide support to students experiencing disadvantages as a result of systemic barriers and COVID-19
- Build on existing supports by providing concentrated intervention, collaboration with stakeholders and community resources
- Develop individualized plans for students to reconnect with their school community
- Re-engage students who have languished in their learning and attendance

The Re-engagement team identified and worked with students who were referred to them by school administration and other appropriate staff. See Appendix 1 for Re-engagement referral form.

The Re-engagement team worked with students in grades 7-12 with a focus on those who face systemic barriers such as race, language, income, special education needs, disability, mental health, etc. Priority was given to students that presented signs of disengagement (e.g. reduction in achievement, increase in absenteeism, and languishing-type behaviour) after March 2020.
The Re-engagement Team’s plan was responsive to local needs and involved undertaking activities connected to supporting inclusion and belonging, community outreach and supporting families, individualized student-centred approaches, students having a caring adult, and addressing learning disruption.

**Results of the 2021-2022 Re-engagement Strategy**

The Re-engagement team created a logic model to guide them in planning, implementing, and evaluating their program. See Appendix 2 for the Logic Model for Re-engagement Strategy 2021/2022.

In total, there were 121 referrals made for re-engagement services. The majority of the referrals were made at the start of the school year and the majority of students referred were in Grade 10 followed closely by Grade 11.

<table>
<thead>
<tr>
<th>Re-engagement Referrals by Month</th>
<th>Student Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 2021</td>
<td>10</td>
</tr>
<tr>
<td>Oct 2021</td>
<td>41</td>
</tr>
<tr>
<td>Nov 2021</td>
<td>12</td>
</tr>
<tr>
<td>Dec 2021</td>
<td>16</td>
</tr>
<tr>
<td>Jan 2022</td>
<td>10</td>
</tr>
<tr>
<td>Feb 2022</td>
<td>9</td>
</tr>
<tr>
<td>Mar 2022</td>
<td>10</td>
</tr>
<tr>
<td>Apr 2022</td>
<td>10</td>
</tr>
<tr>
<td>May 2022</td>
<td>3</td>
</tr>
</tbody>
</table>

The majority of the students that the Re-engagement team worked with were identified as coming from disadvantaged populations mainly connected to mental health concerns, low-income households, and special education needs. While some students identified with one population, others identified with a variety of them, and some students did not identify at all. The identification categories in the graph below were provided by the Ministry of Education. It is important to note that of the 121 students that were served, 75 identified as being white.

**Identification with a Systemic Barrier (as provided by the Ministry of Education)**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous</td>
<td>1</td>
</tr>
<tr>
<td>Black</td>
<td>14</td>
</tr>
<tr>
<td>Rejected</td>
<td>16</td>
</tr>
<tr>
<td>Child in Care</td>
<td>1</td>
</tr>
<tr>
<td>Low Income, Southern</td>
<td>56</td>
</tr>
<tr>
<td>Homeless</td>
<td>1</td>
</tr>
<tr>
<td>Special Education</td>
<td>47</td>
</tr>
<tr>
<td>Moderate Limited</td>
<td>10</td>
</tr>
<tr>
<td>Mental Health Needs</td>
<td>72</td>
</tr>
<tr>
<td>LGBTQ</td>
<td>4</td>
</tr>
<tr>
<td>Unknown</td>
<td>13</td>
</tr>
</tbody>
</table>

A variety of activities were undertaken to help re-engage students. Using the categories provided by the Ministry of Education, students were supported to feel included and belong at school, engaged in ways that are student centered, connected to caring adults in their learning community, deal with their learning disruption, and connect with supports in the greater community. See Appendix 3 for more details regarding the specific activities undertaken to assist with student re-engagement.

Overall, two thirds of the disengaged students who were referred for Re-engagement support showed an increase in student achievement with respect to their attendance, credit achievement, reconnecting with their home school, alternative program placements, and their mental health. The supports provided by the Re-engagement Social Worker to the students and their families helped build capacity in addressing barriers to re-engagement and find appropriate supports within the community to address their specific needs.
Credit Accumulation by High School Students

Re-engagement Strategy for the 2022-2023 School Year

For the 2022-2023 school year the Re-engagement Strategy has shifted to include a centrally assigned re-engagement teacher dedicated to grade 7 and 8 students, re-engagement sections assigned at each secondary school, and a re-engagement social worker. Based on the collaboration, consultation, and learning that came from the 2021-2022 Re-engagement strategy, it became clear that there is a greater need for re-engagement support. To best meet the needs of the students we examined options and decided that the secondary schools have a variety of supports in place that can assist in continuing the mission of re-engaging students for success.

The re-engagement teacher responsible for serving grade 7 and 8 students will provide transitional pathways, guidance, and student engagement support for students in-risk or at-risk. They will assist in identifying, engaging, and supporting students who have become disengaged and struggle with regular attendance. Using a student-centred approach, they will provide site-based support in our family of schools based on needs.

The re-engagement teachers in our secondary schools will use Power BI data and local information to determine the students who have not achieved the required number of credits to remain on track to graduate. Once this determination is made, the re-engagement teachers can work with the identified students to get them back on track. The re-engagement teachers will be responsible for supporting inclusion and belonging, community outreach and supporting families, individualized student-centered approaches, ensuring that students have a caring adult at school, and addressing learning disruption. See Appendix 4 for more details regarding secondary re-engagement activities/strategies.

Appendix

Appendix 1
- 2021-2022 Re-engagement referral form
  (https://drive.google.com/file/d/1geR4Wosj4u55BysbEn7vxEQoG-FaOt6b/view?usp=sharing)

Appendix 2
- Logic Model for Re-engagement Strategy 2021/2022
  (https://drive.google.com/file/d/15cl33Q1Am31J5ZxTsc05HroZqstUV2W2/view?usp=sharing)

Appendix 3
- Re-engagement Activities Undertaken - Per Program Category
  (https://docs.google.com/document/d/1YbsvAVPZAQNdUkFl5yO6eW9C7VcYAYOOkcPg9dJMN0M/edit?usp=sharing)
Appendix 4
  - Secondary Re-engagement Activities/Strategies
    (https://docs.google.com/document/d/1hDaReDaT1soJ55zt7oWchm7RhaH-SyERGXAhvwtq5_0/edit?usp=sharing)

Next Steps:
We will continue to monitor the success of the Re-engagement Strategy throughout the 2022/2023 school year.

Recommendation:
This report is prepared for the information of the Board.

Prepared/Reviewed By:
Tyrone Dowling
Director of Education

Annalisa Varano
Superintendent of Learning

Rolland Chidiac
Re-engagement Teacher

Graciamaria Roque
Re-engagement Teacher

Aislinn Clancy
Re-engagement Social Worker

*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: October 3, 2022
To: Board of Trustees
From: Director of Education
Subject: Student Re-Engagement (12+) 2021-2022

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

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

Origin: (cite Education Act and/or Board Policy or other legislation)
Board Policy I 001 - Ends

Policy Statement and/or Education Act/other Legislation citation:
Strategic Priority: Student Engagement, Achievement & Innovation
Strategic Direction: Students are achieving at their highest potential in a 21st century world

Alignment to the MYSP:
Nurturing our Catholic Community: Promote a culture of belonging and respect, that supports success for all.
Student Engagement, Achievement & Innovation: Nurture a culture of Innovation; Foster maximum opportunity for success for all.
Building Capacity to Lead, Learn & Live Authentically: Investment in global competency development and leading technology; Nurture the well-being of all students and staff

Background/Comments:

- Lists are generated (Early Leavers Reports) of Year 5 Cohorts who have not graduated and are currently not on roll. Year 6 and 7 Cohorts lists generated as well.
- Lists are generated from each school of Year 5 cohorts currently on roll at each school.
- Individual Reports are generated for each high school (WCDSB, Non-WCDSB, Early Leavers, and Year 6 and 7 Cohorts).
- Meet with Guidance department at each high school to review potential re-engagement students. A brief history of the former student and a potential Pathway to Graduation.
- Re-Engagement Officer attempts to connect with all potential re-engagement students from Year 5, 6 and 7 Cohort lists.
• Prior to contacting Credit Counseling Summary is consulted to check the needs of the school board leaver. This will identify if the leaver needs compulsory and/or elective credits. Is the OSSLT and/or Community Involvement hours completed. Is there a potential for a credit swap or a credit recovery?

• When contacting a student, options are presented will generally be St Louis for compulsory credits and OSSLT.

• If working and Elective credits are needed, they are directed to an Experiential Learning Coop program. If a credit swap is an option – Re-Engagement Officer connects with the Guidance contact at the home school.

• The co-op teacher also supports students in finding work, resumes, tracking hours completed, and submitting credits with the home school.

• The Re-Engagement Officer follows each individual throughout the program.

• Support is also given with Volunteer opportunities in the community.

• The program is now available to Year 4 and even Year 3 students on roll who are falling behind in credits (in collaboration with school re-engagement and caseload teams). If they are working their Pathway will be blended with in-school programming for compulsory credits and Coop for elective credits.

<table>
<thead>
<tr>
<th>Totals</th>
<th>Number of Students</th>
<th>Credits Accumulated</th>
<th>CSH</th>
<th>OSSLT</th>
<th>Graduates</th>
<th>Currently ON-Roll St. Louis</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCDSB Students</td>
<td>102</td>
<td>255</td>
<td>36</td>
<td>12</td>
<td>65</td>
<td>4</td>
</tr>
<tr>
<td>Other Board Students</td>
<td>68</td>
<td>308.5</td>
<td>18</td>
<td>14</td>
<td>35</td>
<td>0</td>
</tr>
<tr>
<td>Early Leavers</td>
<td>121</td>
<td>53</td>
<td>9</td>
<td>1</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Miscellaneous Re-Engagement</td>
<td>262</td>
<td>294</td>
<td>32</td>
<td>5</td>
<td>59</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>553</td>
<td>910.5</td>
<td>95</td>
<td>32</td>
<td>171</td>
<td>23</td>
</tr>
</tbody>
</table>

Program Highlights 2021-22

171 Graduates in program (19 Grads Year 4 - 112 Grads Year 5 - 40 Grads Year 6 and 7)
65 WCDSB Graduates Year 5 (Started with WCDSB in Grade 9)
35 Graduates from other school boards (Year 5)

****145 Coop credits completed through Bosco Coop Program - 56 Students, supported 37 Grads.
39 Students ready to finish up in the fall
Program Challenges 2021-2022

- Work availability (co-op placements)
- Students struggling with anxiety and other mental health concerns
- Another Covid pause
- Hybrid learning
- Year 5 students – more significantly affected by COVID (job loss, lack of connection to school)

Next Steps:

- Continue to support students in pursuit of their OSSD who may be in or at risk.
- Continue to focus on Year 5 Cohort but will look to become more proactive in supporting Year 4 Cohort students that are in-risk of not graduating
- Work collaboratively with school re-engagement teachers to ensure the needs of all students are met.
- Ensure PLAR changes have been implemented and students are able to access credits where applicable.

Recommendation:

This report is prepared for the information of the Board.

Prepared/Reviewed By:  
Tyrone Dowling  
Director of Education

Annalisa Varano  
Superintendent of Learning

Shaun Reagan  
Re-Engagement Officer

*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.”*