



Board of Trustees' Board Meeting

Date: Tuesday, October 25, 2022

Time: 6:00 p.m.

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

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

Attendees:

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

Student Representatives:
Chloe Armstrong, Anika Fejerpataky

Senior Administration:
Tyrone Dowling, Gerald Foran, Gerry Clifford, Shesh Maharaj, Judy Merkel, Kerry Pomfret, Jennifer Ritsma, Annalisa Varano

Special Resource:

Recording Secretary:
Alice Figueiredo

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Chair		
1.1 Opening Prayer/Memorials	Board of Trustees		
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Chair		
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest	Individual Trustees		
1.4.1 From the current meeting			
1.4.2 From a previous public or in-camera meeting			
1.5 Items for Action:			
1.5 Items for Action: NIL			
2. Consent Agenda: Director of Education (e.g.: day –to –day operational matters from the Ministry of Education that the Board is required to do)			
3. Consent Agenda: Board (Minutes of meetings, staff report)			

ITEM	Who	Agenda Section	Method & Outcome
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Board of Trustee's Meeting Minutes – September 26, 2022 3.1.2 Special Board of Trustee Meeting Minutes – October 17, 2022 3.2 SEAC Minutes- September 7, 2022 3.3 Governance Minutes – October 17, 2022 (Approval by Governance Committee)	Board of Trustees Board of Trustees Board of Trustees Board of Trustees	pp. 4-8 pp. 9-10 pp. 11-15 pp. 16-17	Approval Approval Information Approval
4. Delegations/Presentation			
4.1 Delegation	Starr LoFranco	pp. 18-19	Information
5. Advice from the CEO			
5.1. Well-Being Plan 5.2. BIEP Update 5.3. Learning Commons Update 5.4. Census Recommendation Updates 5.5. East Kitchener Boundary Review Recommendations 5.6 Trustee Honoraria 2022-2026 5.7 Director's Report	J. Merkel J. Ritsma S. Maharaj T. Dowling S. Maharaj S. Maharaj T. Dowling	pp.20-25 pp. 26-31 pp. 32-34 pp. 35-39 pp. 40-43 pp. 44-46 pp. 47-48	Information Information Information Information Information Decision Information
6. Ownership Linkage (Communication with the External Environment)			
7. Reports from Board Committees/Task Forces			
7.1 Student Trustee Update		pp.49-52	Information
8. Board Education (at the request of the Board)			
8.1 Chair's Report 8.2 OCSTA/CCSTA Communications OCSTA-CCSTA Communications Link	Chair Chair	pp. 53 Link	Information Information
9. Policy Discussion			
10. Assurance of Successful Board Performance			
10.1 Board Policy Review			
10.1.1 Board Policy II 003 Board Job Description Is there a need to review the Policy?	T. Weiler	pp. 54-55	Approval
11. Assurance of Successful Director of Education Performance			
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): <ul style="list-style-type: none"> Nov 3: Commissioning Nov 7: Committee of the Whole Nov 21: Inaugural Nov 28: Board of Trustees' Meeting 	Chair	--	Information
13.2 Pending Items: 13.3 Pending Items for OCSTA Consideration	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>

ITEM	Who	Agenda Section	Method & Outcome
14. Items for the Next Meeting Agenda	Trustees		
November 7, 2022 – Committee of the Whole <ul style="list-style-type: none"> Community Planning & Partnerships (CPPG) November 7, 2022 – Special Board <ul style="list-style-type: none"> Presentation of East Kitchener Boundary Review Recommendations 	Board of Trustees	--	Information
15. Adjournment Confirm decisions made tonight	Director of Education		
15.1 Confirm Decision Made Tonight	Recording Secretary	--	Information
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

Grant us the wisdom of your Spirit so that we might always be faithful to our responsibilities.

We make this prayer through Christ our Lord.

Amen

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



Board of Trustees' Board Meeting

A public meeting of the Board of Trustees was held Monday, September 26, 2022, at 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

Trustees Present:

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

Student Trustees Present:

Chloe Armstrong

Administrative Officials Present:

Tyrone Dowling, Gerald Foran, John Klein, Shesh Maharaj, Judy Merkel, Kerry Pomfret, Jennifer Ritsma

Special Resources For The Meeting:

Regrets:

Anika Fejerpataky, Annalisa Varano

Recorder:

Alice Figueiredo, Executive Administrative Assistant

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

1. Call to Order:

The Chair of the Board called the meeting to order at 6:03 p.m.

1.1 Opening Prayer & Memorials

The meeting opened with prayer by Trustee Price.

1.2 Territorial Acknowledgment

Declared by Chair Gravelle.

1.3 Approval of Agenda

Chair Gravelle noted amendments to the agenda, specifically 5.1 and 5.2 will be introduced by Superintendent Foran and requested a mover.

2022-95-- It was moved by Trustee Weiler and seconded by Trustee Schmalz:

THAT the agenda for Monday, September 26, 2022, as amended, be now approved.

--- Carried by *consensus*.

1.4 Declaration of Pecuniary Interest

1.4.1 From the current meeting – NIL

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

1.5 Items for Action:

Chair Gravelle read the Items for Action along with the motion appointing Tyrone Dowling as the Director of Education and requested a mover.

2022-96- It was moved by Trustee Van Alphen and seconded by Trustee Price:

THAT the Items for Action of Private, Private, Private meeting of Aug 4, 2022, regarding Human Resource Services Matters and Private, Private, Private meeting of Aug 10, 2022 regarding Human Resource Services Matters be now approved.

--- Carried by consensus.

2 Consent Agenda: Director of Education (e.g. day-to-day operational matters from the Ministry of Education that the board is required to do)

3 Consent Agenda: Board of Trustees (Minutes of meetings)

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Board of Trustee's Meeting – June 13, 2022

3.2 SEAC Minutes- June 1, 2022

3.3 Audit Committee Minutes- June 8, 2022

3.4. Administrative Procedure Update

Chair Gravelle requested a mover for approval of Consent Agenda items.

2022-97- It was moved by Trustee Weiler and seconded by Trustee da Silva:

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

--- Carried by consensus.

4 Delegations

5 Advice from the CEO

5.1 Summer Transition Programs

Superintendent Foran presented the Summer Transition Report which included the Summer Boost Special Education Support Program, Ready, Set, Kindergarten and Student Transition Fall Program.

Trustees discussed the importance of making funding for these programs permanent and the importance of Trustees to continuing advocating to OCSTA. This issue is currently on OCSTA resolution for the upcoming AGM. Trustee also noted the importance of advocating to the Minister of Education. Trustee da Silva moved a motion to direct Chair Gravelle to write a letter the Minister of Education with respect to special education funding and transitions programs. Chair Gravelle also noted that she will follow up with OCSTA president to see where their motion is at.

2022-98- It was moved by Trustee da Silva and seconded by Trustee Weiler:

That the Chair be directed to write a letter to the Minister of Education to increase special education funding and specifically targeting transitions programs.

---Carried by Consensus

5.2 Headstart

Superintendent Foran introduced Principal Lisa MacKay and Vice-principal Rich Stehlik who presented on the 2022 Headstart program. Presentation included keys to successful participation, connection to MYSP, challenges and strengths. Data was shared along with looking ahead.

Trustees praised program and would love to see even more students participate. Trustees noted importance of this program, questioned funding and noted importance of Trustees continuance of advocating for programs such as these.

5.3 Summer Construction Update

Superintendent Maharaj introduced Adrian Frigula, Senior Manager of Facility Services. Mr. Frigula presented on the construction projects for 2021-2022 and funding.

Trustees asked clarifying questions and provided feedback.

5.4 Enrollment/Staffing Report

Superintendent Pomfret provided Trustees with an updated on student enrollment for the fall of 2022. Trustee asked clarifying questions and noted the impact on staffing. Superintendent Pomfret discussed current hiring strategies. Trustees noted that they would like to see numbers of non-Catholic admissions on future reports. Trustee da Silva moved the motion, and it was seconded by Trustee Price requesting a report on non-Catholics admissions into our elementary schools for this school year. Trustee Van Alphen requested amendment to the wording.

**2022-99- It was moved by Trustee Van Alphen and seconded by Trustee Weiler:
That the Board of Trustees request that non-Catholics admissions into our elementary schools for the current year be added to this future enrollment staffing report.
---Carried by Consensus**

5.5 Transportation Update (Verbal Update)

Superintendent Maharaj introduced Benoit Bourgault, General Manager of Student Transportation Services of Waterloo Region (STSWR). Mr. Bourgault provided Trustees on the current situation of buss drivers, challenges the region is facing and initiatives they are taking to attract drivers.

Trustees asked clarifying questions and provided feedback and ideas on initiatives.

5.6 Appointment of Members to Election Expense Compliance Audit Committee

Superintendent Maharaj discussed the Appointment of Members to Election Expense Compliance Audit Committee and requested approval.

**2022-100- It was moved by Trustee Van Alphen and seconded by Trustee Weiler:
That Jennifer Gruber, Zeynep Danis, Sharmilla Rasheed, and Jeff Weir be appointed to the Board's Election Expense Compliance Audit Committee effective November 15, 2022, until the next municipal election.
--- Carried by consensus.**

5.7 Director's Report

Director Dowling shared events attended locally and provincially during the month of September.

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

7. Reports From Board Committees/Task Forces

7.1 Student Trustee Update

Student Trustees Armstrong provided an update on events in the school community along with Student Trustee Role update for the month of September.

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

8.1 Chair's Report

Chair Gravelle provided a summary of events and meetings attended during the month of September. During the September 19th OCSTA Fall meeting, Trustees discussed with OCSTA the hardship Waterloo Catholic faces in obtaining SEAC community presentation as committee members must be rate payers of the Board they serve. It does not seem to be a provincial issue. Trustee wondered what neighbouring Catholic Board best practices were and motioned for Director Dowling to reach out to obtain information.

**2022-101- It was moved by Trustee Van Alphen and seconded by Trustee Weiler:
That the Board of Trustees direct Director Dowling to reach out to neighbouring Catholic Boards to discuss current practices of recruiting SEAC memberships.
--- Carried by consensus.**

Trustees hoped to have the information by the Governance Meeting of October 17th, 2022.

8.2 OCSTA/CCSTA Communications

Chair Gravelle reviewed OCSTA communications.

9 Policy Discussion

10 Assurance of Successful Board Performance

10.1 Board Policy Review

10.1.1 Board Policy II 002 Governing Style - Is there a need to review the Policy?

Trustee Weiler confirmed review of Board Policy II 002 Governing Style and confirmed compliance.

2022-102 -- It was moved by Trustee Weiler and seconded by Trustee da Silva

THAT the Board of Trustees reviewed Board Policy II 002 Governing Style and find that the Board is in compliance.

--- Carried by consensus.

Trustee Weiler noted that while there was no need to review the policy, it would be beneficial to review through equity lens to not just this policy but to all.

10.1.2 Board Policy III 006 CEO Compensation and Benefits- Is there a need to review the Policy?

Chair Gravelle confirmed review of Board Policy III 006 CEO Compensation and Benefits and confirmed compliance.

2022-103 -- It was moved by Trustee Chair Gravelle and seconded by Trustee Schmalz:

THAT the Board of Trustees reviewed Board Policy III 006 CEO Compensation and Benefits and find that the Board is in compliance.

--- Carried by consensus.

Chair Gravelle confirmed that there is no need to review the policy.

11 Assurance of Successful Director of Education Performance

12 Potential Agenda Items

13 Announcements

13.1 Upcoming Meetings/Events

Trustees discussed upcoming events. As it was 9:00 p.m. Trustee Schmalz motioned to extend the meeting past 9:00 p.m.

2022-104 -- It was moved by Trustee Schmalz and seconded by Trustee Weiler:

That the meeting be extended past 9:00 p.m.

--- Carried by consensus.

13.2 Pending Items: N/A

13.3 Pending Items for OCSTA Consideration: N/A

14 Items for the Next Meeting Agenda

Chair Gravelle noted items for next meeting.

15 Adjournment – Confirm decisions made tonight.

15.1 Confirm Decisions made tonight

15.2 Move into Private, Private

2022-105-- It was moved by Trustee Conway and seconded by Trustee Schmalz:

THAT the meeting move into Private, Private at 9:08 p.m.

--- Carried by consensus.

2022-106-- It was moved by Trustee da Silva and seconded by Trustee Conway:
THAT board of trustees should Rise and Report. – Carried by consensus. The meeting moved back into public session at 9:40p.m.
--- Carried by consensus.

16 Closing Prayer

17 Motion to Adjourn

2022-107-- It was moved by Trustee da Silva and seconded by Trustee Weiler
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:41 p.m.

Chair of the Board

Secretary



Special Board of Trustees' Board Meeting

A public meeting of the Board of Trustees was held Monday, October 17, 2022, at 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

Trustees Present:

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

Student Trustees Present:

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:

Recorder:

Alice Figueiredo, Executive Administrative Assistant

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

1. Call to Order:

The Chair of the Board called the meeting to order at 6:02 p.m.

1.1 Opening Prayer & Memorials

The meeting opened with prayer by Trustee Price.

1.2 Territorial Acknowledgment

Declared by Chair Gravelle.

1.3 Approval of Agenda

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

THAT the agenda for Monday, October 17, 2022 be now approved.

--- Carried by *consensus*.

1.4 Declaration of Pecuniary Interest

1.4.1 From the current meeting – NIL

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

There were no declarations of pecuniary interest.

1.5 Items for Action: N/A

There were no items for action.

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)

NIL

3 Consent Agenda: Board of Trustees (Minutes of meetings)

NIL

4 Delegations

There were no delegations

5 Advice from the CEO

5.1 East Kitchener 7-12 Boundary Review

S. Maharaj, J. Passy and V. Elgawly presented the East Kitchener 7-12 Boundary Review Report. Trustees asked questions of clarification.

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

7. Reports From Board Committees/Task Forces

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

9 Policy Discussion

10 Assurance of Successful Board Performance

11 Assurance of Successful Director of Education Performance

12 Potential Agenda Items

13 Announcements

13.1 Upcoming Meetings/Events

13.2 Pending Items: N/A

13.3 Pending Items for OCSTA Consideration: N/A

14 Items for the Next Meeting Agenda

15 Adjournment – Confirm decisions made tonight.

15.1 Confirm Decisions made tonight

16 Closing Prayer

17 Motion to Adjourn

2022-94-- It was moved by Trustee Price and seconded by Trustee Van Alphen

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 7:10 p.m.

Chair of the Board

Secretary

- Thoughts on opening-up to other members that may not meet all of the criteria?
- Trustees support?
- Amend residency clause or faith-based clause?
- Any person representing an organization, (e.g., Autism Ontario), sitting at our table would represent every individual that Autism Ontario represents. Being Catholic, or not, or a ratepayer, or not, should not come into play as to whether they qualify to sit at this table.
- What is the actual purpose of that criteria? Is it to keep the influence local? Because of regional differences (e.g., dynamics, social economics)
- What is the process, timeline, what do we have to prepare?
 - Committee support
 - Trustee support – they can write to Ministry to push in support
- Gerald to reach out to Ministry contact for special education out of the London office.
- Gerald to bring matter to Board for trustee input. Chair to write to express advocacy.
- Exceptions can be made by the trustees to the new member applying and have that part of the approval process. Sample wording:
 - ***“Exemptions may be made and evaluated case by case under board approval to ensure appropriate organization representation.”***
- Another option, for OCSTA meeting coming up (trustees) - talk about challenges. See if other boards have come up on this issue.

It was moved by Karen Kovats and seconded by John Gilbert THAT SEAC approve a motion to direct Gerald Foran to present a change to the eligibility criteria for a SEAC member that will potentially exempt a member from being a member of the school board.

Carried by consensus

Gerald Foran

5.2 Finalizing Meeting Items for Year

Gerald reviewed topics for the year

Erin Lemak

Erin Lemak provided Project Search – 6 students accepted into program. 18-21 years of age. Amazing start up. Expand number for next year – more of an update in April. Hope to have interns come and speak about Project Search.

Gerald Foran

Potential Topics by Month:

- June - Social
- May – 2 days for budget
- April – Project Search (Erin Lemak)
- November - BIEPSA (Board Improvement Equity Plan for Student Achievement) Jennifer Ritsma

Topics/Ideas of the Committee:

- Spec Ed and the Sacraments – brochure Diocese of Hamilton puts out for parents. Opportunity to refresh Diocese on this issue. Revisit as a topic at SEAC or bring up with Bishop again? Create a presentation – reach out to families in our schools and do special invites? Priests/parish, families and classroom teachers. Need to refresh that spark.
- If SEAC, to start the balling rolling, it's better to do it earlier in the year in order to impact this school year. October, November, December. Tack onto BIEPSA. [Gerald to email John Murphy and cc Jeanne.](#)
- Assistive Tech – Ewelina Mazan
- Mental Health great presentation. Suicide prevention strategies. Brought to police stations to resource officers for their information.
- ASD related (Tee came in and spoke)
- EA and CYCW Roles– Get Tee to compile it all together. - Support and Resources
- Supervised Alternative Learning Placement Option
- Demonstration Schools - EC Drury, W Ross MacDonald
- Equity and Inclusion – Lynn Garrioch
- Post-Covid Mental Health – how to support children in self-regulation (Tee Battistella and Andrea Snyder) SMHO, Erin Schreiter
- CICE through Conestoga College

Meetings:

- Hybrid, virtual, in-person? Hybrid great for flexibility. Makes touring a bit more challenging. Agenda ahead of time – can determine. Meetings in person – Link will be sent with the agenda. RSVP with virtual or in-person.

Other Locations for Meetings

- Organizations to host SEAC meetings
- John Gilbert can reach out to Carizon.
- KidsAbility Room Available
- 10 minutes information about organization and tour
- St. Louis
- [Gerald to also chat with internal team to see if there are any other programs/organizations](#)

5.3 Summer Programs Update

- Used spec ed and tutoring funds
- Summer boost ran in person this past summer
- 180 students online last year
- 320 students in person
- Ratio increased from 1:15 to 2:10
- Pre/post diagnostic for reading/math

Gerald Foran

<ul style="list-style-type: none"> • Preference given to students on IEPs to come into the program • Hired CYCW and EA's to support Head Start • Transition meetings to high school were held • Ran a program at two schools of 28 students for SK with special needs • Added a few CYCWs to support transitions until October 15th 	
<p>6. Ministry Updates (10 min)</p> <p>6.1 Upper Canada District School board letter to the Minister of Health and Minister of Education</p> <ul style="list-style-type: none"> • Ministry Revision to PPM 81 	Gerald Foran
<p>7. SEAC Committee Functions</p> <ul style="list-style-type: none"> • Paul Davis books – Olja has received the resources • Gerald to confirm if resources have been received at the schools <p>WRFN/WCDSB/WRDSB: IEP: Wed, Sept 28 at 6:30 – will be posting to our website and sent out through newswire, hosted at WRDSB office, purpose of the IEP, Development of the IEP, implementation of the IEP, on-going assessment and feedback and opportunities, overview of the IPRC process. Attach to the minutes</p> <p>Special Education Plan: do we want to create an info graphic highlighting important piece of the section, post it on newswire, board website, etc. How to bring to parents and community. Conestoga media student for hire? Next meeting – focus on areas we need to communicate. Don't want to overwhelm parents. Create monthly infomercials to parents? Tools Newswire or Mental Health – sign up for it. Subscribe to this extra information? Have a table at school BBQ's? Secondary communication for people who don't have access to technology. Give principals a number of print copies. Cash Online? Everyone is in unless you opt out.</p> <p>As a group, review what we want to communicate. As a parent what do you think other parents would benefit from.</p> <p>Send Jelena a template to fill in details on her own behalf and send back to SEAC. Be an observer or be a member with voting rights. Gerald to check how many members to have – see which groups are represented. Then we will get back to Jelena. 4-year commitment – more information can be provided to her.</p>	Gerald Foran
<p>8. Policy Advice to the Board</p>	
<p>9. Updates (20 minutes)</p> <p>9.1. Association Updates</p>	

<p>Kim Murphy – Down Syndrome Society - Kim will forward for meeting minutes.</p> <p>9.2. Trustee Updates</p> <ul style="list-style-type: none"> • Had no active board meetings over summer • Hiring of new Director of Education, Tyrone Dowling • Typical board meeting starting next week • Budget presented and approved. 	
<p>10. Pending Items</p>	
<p>11. Adjournment</p> <p>Motion by: John Seconded: Jeanne</p>	
<p>12. Action Items Place Holder</p>	



Governance Committee Meeting

Date:	Monday, October 17, 2022
Time:	5:00 p.m.
Location:	
Next Meeting Date(s):	Monday, January 16, 2023 (all) Monday, March 20, 2023 Monday, May 15, 2023
Board of Trustees: Bill Conway, Manuel da Silva, *Jeanne Gravelle, Shannon Nash, Wendy Price, Hans Roach, *Brian Schmalz (Chair), *Melanie Van Alphen, *Tracey Weiler * = Governance Committee Members	
Regrets:	
Administrative Officials: Tyrone Dowling	

1. Welcome and Opening Prayer

2. Approval of Agenda

Motioned: Melanie Van Alphen
Seconded: Tracey Weiler

3. Declared Pecuniary Interest

4. Approval of the Minutes

Governance Minutes of May 16, 2022, were approved at the May 30, 2022 Board meeting.
(Attached for reference)

5. Discussion Items

5.1 Review of Board Policy I 001- End (from May 16, 2022 Minutes)

5.2 SEAC Recruiting/Best Practices

Review of staff information collection from neighbouring Catholic boards and discussion of how to move forward with membership concerns. Return this item to SEAC for further discussion. Director Dowling to update new board on this conversation.

5.3 Actions for 2022-2023

Recommendations for new Board of Trustees

Review of all Board Policies with an EDI lens

Committee of the Whole meetings – 2/3 OCSTA modules per CoW meeting

5.4 Newly Elected Trustee Onboarding

Review of Trustee Orientation plan for November 8.

Recessed at 5:54 pm

Reconvened at 7:23 pm

6. Pending Items

7. Recommendations to the Board



8. Adjournment

Motioned: J. Gravelle

Seconded: M. Van Alphen

Starr LoFranco

Good evening. Before I begin, thank you in advance for your thoughtful consideration of this boundary review and change. I can appreciate that these decisions are complex, with a number of factors and opinions involved. I am sure there are many political and financial pressures that are on the school board and you the trustees. But I plead with you to set those aside, hear me out, and make a decision that is first and foremost in the best interest of our children. I am a parent in your school board, representing a number of families. Please hear the spirit of what I am trying to say.

I still feel the need to advocate for my zone, which is subzone Y, currently attending Saint John Paul and proposed to be rezoned to St Patricks. Many parents in this neighbourhood, including myself, have gone through all the channels to give feedback to the Boundary Review Committee, but we feel like a number of concerns have been unheard or disregarded.

Being in SJP's school zone factored into our decision when we moved to the area 4 years ago. We knew it was a great school, and we were told there had been a boundary review done recently. We were excited to grow our family and raise our kids here. In spite of the difficulties and stress of the pandemic, our children connected with wonderful friends and staff at SJP. I connected with other parents as well, who became valued friends who look out for my children and are quick to offer a lending hand when I need it.

The communication regarding this boundary review has been misleading, especially back in the spring. The emails that were sent out all last year were titled grades 7-12 boundary review. Imagine my disappointment when I was able to locate the proposed boundary changes and in ALL options, our zone is planning to be relocated to a new elementary school. Option 8 was presented at a later date by someone in our neighbourhood, and was the only one in which we weren't rezoned, but ultimately wasn't strongly considered.

Obviously no parent welcomes this sort of unexpected change, however being in such a small boundary zone impacts us even more. From a high level, the less students that are relocated, the better, I can understand that train of thought. However, in reality, the children in larger zones that get moved will have more friends changing schools alongside them. If our zone is forced to change schools, my children would each have just 1 friend in their grades that they would know at St Patrick's, a new school of over 600 students.

Once again, I am asking that if Option 6 proceeds, that zone Y be allowed to apply for legacy status for the families currently enrolled at SJP, so that they continue their education without disruption.

I would like to bring to the Trustee's attention that Zone Y has 76 students, from JK to 8, and the number of students in our area is projected to decrease over time, (one of the few subzones projected to do so). The students in grades 7 & 8 would attend the new East Kitchener 7-12 school, making the number of children from our neighbourhood even smaller, likely around 60. 60 students. That is all.

It was stated by the Boundary Review Committee that we need to be relocated to give Saint John Paul II enrolment relief. However, once the grade 7 & 8 students are relocated to the new school and SJP becomes a JK-6 school, it will be under capacity, providing immediate relief. Even if the current families in subzone Y are granted legacy status, SJP will remain under capacity for 5 years, until around 2029, by then the majority of our *small and declining* number of students will have graduated SJP.

The Boundary Review Committee also stated that the new St. Patrick CES school will be under capacity if we are not included as part of the new school's boundary. SJP and St Daniel are projected to be under capacity as well. At the open house, we were outright told that the desire is to keep St Patrick's at or over capacity because it will be better for the ministry to see the money being used for a full school. Making the decision to move students to show the worth of financial investment is not in the best interest of the students and should not be the motivating factor behind the decisions that are made.

In response to the argument that giving our children legacy status to finish their education at SJP would create division in the neighbourhood. I would like to share that in our neighbourhood, we know families who send their kids to Franklin Public School, Chicopee Hills Public School, Saint John Paul, Grand River Collegiate Institute, and two different private schools. We knew all of these families before our children were at SJP. There are many more ways to meet neighbours and be a neighbourhood than just having our children attend school together. I'm sure there will be many parents who are excited for their children to attend a brand new school like St Patrick's. We are not asking to attend a "better" school; we are asking for our established relationships to continue and not be ripped away from us and our children.

At this point in the discussion, we are asking for legacy status only, as it is clear that the boundary review committee has never considered any location for sub-area Y other than St. Patricks, even when other options were presented.

During the first Online Thought Exchange, 80% of the participants were from SJP, with most of them advocating for the small subzones V and Y, even if they lived outside of the zones. In the 2nd Thought Exchange, 50% of the participants were from SJP, the majority of which from our small subzone Y. We attended public meetings, wrote emails, and attended the open house. We showed up. And yet, we have felt unheard and defeated.

Change is difficult for children - this cannot be understated, especially in light of the pandemic, and the Ministry of Education's directive that decisions be made in a trauma-informed way. My children are finally enjoying a sense of security and strong relationships with teachers and friends, and I am upset that they will be forced to attend a new school with minimal or no friends, against our choice.

Not once throughout this process has it been acknowledged that change is hard for our children. Our children are struggling, as we all are, as a result of the pandemic over the last few years. Our children are more than numbers in a chart.

I feel that this additional legacy option for these precious 60 students will show families that the WCDSB listens, cares, and makes an effort to put the wellbeing of our students as the top priority.

Thank you for your consideration.



Date: October 25, 2022
To: Board of Trustees
From: Director of Education
Subject: Well-Being-Mental Health Update

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

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

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

Regulation 306 Special Education Programs and Services

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

Policy 1001 - Ends

Alignment to the MYSP:

- Nurturing Our Catholic Community: Promote a culture of belonging and respect, that supports success for all.
- Student Engagement, Achievement & Innovation: Foster maximum opportunity for success for all.
- Building Capacity to Lead, Learn & Live Authentically: Nurture the well-being of all students and staff

Background/Comments:

Early in 2022, The Waterloo Catholic District school board administered the Middle Years Development Instrument (MDI) as a School Climate measure requirement by the Ministry of Education. The MDI uses a strengths-based approach to assess areas of development that are strongly linked to wellbeing, health and academic achievement. Our 2022 data suggests that our students have experienced an overall decline in positive wellbeing since our pre-covid survey in 2019. The data can be used to understand the overall wellbeing of students and to plan interventions.

Two primary mental health practices and approaches that can be linked to MDI measures such as Social and Emotional Well-being, Connectedness, and School Experiences are Trauma Informed Classroom Practices, and Social Emotional Skill Building. These two practices are complementary and both essential for classrooms in terms of student mental health and wellbeing. Trauma Informed Practices are 'Good for All' Classroom approaches that focus on how we understand how students' brains are impacted by stress, how we see and relate to them with



curiosity and compassion. Social Emotional Learning are skills that we support students in building, ideally in everyday classroom interactions. Years of research have demonstrated that Social Emotional Learning promotes academic learning and achievement in addition to fostering social and emotional competencies (Corcoran et al, 2018). Embedding both of these practices and approaches in WCDSB Classrooms are a primary focus of the work of the Mental Health Lead in 2022-2023. Our annual plan [2022-2023 Mental Health and Addictions Action Plan](#) provides the broader objectives of what we hope to achieve over the course of the year, while remaining flexible and adaptive as the needs of our students and system evolve.

Summary of 2021-2022 Mental Health Supports

WCDSB 2021-2022 Mental Health and Addictions Action Plan was aligned with key elements of School Mental Health Ontario's Action Plan during the COVID 19 Recovery Phase as follows:

- 1) Amplify and promote the protective influence of schools
- 2) Identify and address emerging and escalating student mental health problems.
- 3) Mobilize focused support for those disproportionately impacted by COVID-19
- 4) Build and sustain strong safety nets.
- 5) Provide hopeful and aligned communication

Mental Health Leadership Development for Student Wellbeing

As the new Mental Health Lead became oriented with the WCDSB, and in order to ensure that supports were based on need, Mental Health Champions were gathered from each school to engage in mutual learning and to collaborate on the key priorities of Social Emotional Skill Building and Trauma Informed Classroom Principles.

- The *Elementary SEL Subcommittee* launched and promoted School Mental Health Ontario (SMHO) Resources throughout the school year, and built a board-wide set of materials to launch SMHO's Virtual Field Trips; Stress and Coping modules for Mental Health Week
- The *Secondary SEL Subcommittee* collaborated in their support of secondary student mental health and wellness. For mental health week, the team built and delivered daily lessons and activities built from SMHO's Virtual Field Trips; Stress and Coping. Additionally, this group planned the development of a Student Mental Health Lead Committee for the 2022-2023 school year
- The *Trauma Informed Classroom Practices Subcommittee* collaborated in the planning of a Live, Virtual April Mental Health PD focused on Trauma Informed Classrooms and the implementation plan for Trauma Informed lessons for 2022-2023 school year

Tier 1 Mental Health Lead Support

In the spring, 2022, the Mental Health Lead collaborated with the Research Coordinator in disseminating what we learned from the Middle Years Report (MDI) and provided tools to link Social Emotional Curriculum from School Mental Health Ontario, as well as Trauma Informed Classroom Principles for schools along-side their unique report. Ongoing interpretation of the 2022 Census data will also be instrumental in ensuring that a clear understanding of the racial and cultural backgrounds of our students are considered in designing a plan that is equitable and culturally responsive.

Ongoing promotion continued with the existing initiatives that have been serving our students well such as; GoZen!, the Umbrella Project, and School Mental Health tools, materials and strategies.

Some additional Mental Health Activities in 2021-2022 included:

- Launched School Mental Health Ontario (SMHO) Resources including: the Mentally Healthy Back to School Support Package, Start Well: 5 Days of activities to Connect, Calm and begin your day, Mentally



Healthy Return to School Following Winter Break, Virtual Field Trips, MHLit, Ways to Support Students during World Events, Black Mental Health Week,

- Provided Mental Health presentations at School Staff Meetings, Administrator Meetings, Family of School Meetings and to additional staff groups about Mental Health and Wellness and Trauma Informed Classroom Strategies
- Provided resources for Board wide initiatives to promote knowledge, help-seeking and combat stigma: Bell Let's Talk Day, Mental Health Week, Safe Schools Ambassadors training
- Staff and families, upon educator or social work recommendation, were provided GoZen licenses to promote mental health literacy programming in elementary schools.
- Collaborated with community partners to launch family focused resiliency activities during school breaks (12 Days of Christmas Activity).
- Collaborated with CPIC (Catholic Parent Involvement Committee) to design & launch a 'Parent Hub' based on their goals and themes for the year; Indigenous Education, Diversity & Inclusivity, Mental Health, School & Parent Connection. The hub houses videos prepared by local community organizations to answer parents' questions about how to support their children's mental health as well as information about how to access their services
- Maintained and updated the Board's Mental Health and Wellbeing webpage including content for staff, students and families
- Help seeking and mental health/wellbeing information made accessible through virtual flyer sent through school messenger, D2L, school newsletters, social media. As well, a BeWell bookmark was provided to administrators translated into four additional languages.
- LivingWorks START suicide alertness and prevention online training was licensed to 23 staff.

Tier 2 and 3 Mental Health Supports

During the 2021- 2022 school year, Tier 2 and 3 supports for students were delivered through school mental health professionals namely school social workers and psychoeducational consultants. Psychoeducational consultants delivered their services using a hybrid model of online meetings and in-person testing facilitated by IPAD technology. Access through the Ministry of Education to the OTN platform allowed both social work and psychology ongoing access to a remote meeting modality as needed. We observed a shift over time increasing the percentages of students served solely in-person by school social workers from 25% during Sept to December to 45% between April and June. The percentages of students served using a hybrid or fully remote model declined between September and June, likely reflective of the changes with COVID-19. Between April and June, 27% were served remotely, while 28% were served using a hybrid model. Between September and December 2021, mental health professionals served 895 unique students, 595 were served between January and March, while 582 were served between April and June 2022.

The top three areas of concern that elementary students were referred to social work services for were: parenting support, anxiety, panic & worry concerns, and attendance. At secondary, the top three areas were attendance & truancy, anxiety, panic & worry concerns, and depression & low mood. Social workers referred 1033 students to community agencies for support, 72 were referred to hospital. Social workers also provide a compassionate care response in partnership with WCDSB chaplains and school administrators. Social work contributed to responding to 46 tragic events during the 2021-2022 school year.



Student Aware is a digital program from Imagine Everything, which in keeping with supporting our students' safety, mental health, and wellbeing and in the context of prioritizing safe schools provides a level of oversight within our schools' online communities. The program identifies high risk, vulnerable students presenting signs of suicide, violence, child exploitation, abuse, and other dangerous online activity. During the 2020-2021 school year, the Student Aware Coordinator facilitated a response to 364 flags. During 2021-2022 we responded to 252 flags, 223 of which were from the regular learning modality and 22 were identified from the virtual learning environment. Across the elementary and secondary panels the same pattern emerged



with self-harm and then violence as the top two flags. The decline in number of flags between the school years was expected and predicted by Imagine Everything to be in correlation with Tier 1 interventions in response to the data. The supportive response led by the Student Aware Coordinator, a regulated mental health professional, includes connection by Administrator to the parent, the potential for a school social work referral on a case-by-case basis, as well as connection to community agencies, including hospital when needed, and or the implementation of other board protocols. At a Tier 1 preventative level, a focus on building stress and coping skills was highlighted throughout the school year through the release of School Mental Health Ontario Classroom resources, such as Virtual Field Trips.

2022-2023 Mental Health Supports

WCDSB 2022-2023 Mental Health and Addictions Action Plan was updated to align with the key elements of School Mental Health Ontario's new Action Plan as follows:



School
Mental Health
Ontario

Santé mentale
en milieu scolaire
Ontario

1. **Centre the needs of students who have been disproportionately impacted.**
2. **Amplify the promotive and protective influence of home, school, and community.**
3. **Elevate student participation and leadership in mental health promotion and stigma reduction.**
4. **Equip school staff to identify emerging and escalating student mental health problems and make connection to appropriate supports.**
5. **Work in collaboration with partners to enhance the system of care for child and youth mental health.**

In Preparation for fall, 2022; Mental Health and Trauma Awareness presentations were made for both NTIP (New Teacher Induction Program) Educator and Equity Champions in August. This fall, SMHO's Mentally Healthy Back to School Support Package was launched by way of Slide deck with Voiceover to administrators for PD, Slide deck with links for teacher reference as well as social media posts and links for students. The importance of relationship, re-establishing a sense of safety, belonging and connection were again highlighted in [The First Ten Days](#), [Start Well](#), [Listen, Believe and Act](#), and [How to Support a Mentally Healthy Back to School for Your Child](#). Available within the support package are practical, evidence-informed resources to promote and protect mental health at school We will continue to draw from the SMHO resources to promote wellbeing and mental health in the coming school year. Additionally, this fall, the Mental Health and Wellbeing Champions, and new Student Mental Health Lead Champions have begun the work of collaborating to develop a plan for 2022-2023 that is in line with the **Tier 1 Mental Health and Addictions Action Plan for 2022-2023**.

Tier 1 Mental Health and Addictions Action Plan for 2022-2023 is centered around three priorities:

Priority #1: Goal-directed planning, from students to leadership, to improve the organizational conditions that will support mentally healthy schools, through a comprehensive approach to wellbeing.

This priority involves System Leader Collaboration on board-wide initiatives in all priorities areas; Mental Health & Wellness, Physical Health & Wellness, Safe & Caring Schools, Spiritual Wellness, and Anti-Racism. Support will be provided to Principals and Vice Principals to develop a strategy and action plan across each division to foster trauma informed principles, social emotional literacy and promote mentally healthy schools that are safe, welcoming, and inclusive spaces for learning for all students. Student voice will be engaged and amplified Mental health, Anti-Bullying, Stigma-reduction and student-identified areas of needs. Stakeholder engagement will continue to be broadened to include teachers and school staff, parents/caregivers, and community partners.

Priority #2 Capacity-Building: Building on a foundation that prioritizes equity in student mental health promotion and belonging for every student; educators and school staff begin trauma informed classroom implementation and promote strength based, culturally relevant, and identity-affirming mental health programming.



The focus of this priority is to work to balance inequities and help students who have been disproportionately impacted during the pandemic by building awareness of the close links between equity and mental health, challenging Eurocentric heteronormative beliefs, and ensuring that all mental health and wellbeing goals, plans, programming, and activities are strength-based, culturally relevant and identity-affirming. Through this lens the launch and maintenance of equity based, evidence informed Social and Emotional Literacy (SEL) programming for students is supported, as well as the system wide launch and maintenance of Trauma Informed Classroom Principles. Board-wide mental health promotion activities to combat stigma and to build mental health and wellness literacy among staff and students will continue to be supported.

Priority #3: Every student and their parents/caregivers have equitable access to relevant resources that support mental health and wellbeing, and are able to identify and access pathways to Tier 2 and Tier 3 supports when mental health needs arise.

Clear pathways of support and help-seeking for students who are struggling with emerging mental health needs are a focus of this priority.

Tier 2 and 3 Mental Health Supports

Tier 2 and 3 supports for students continue to be delivered in the 2022-2023 school year through school mental health professionals including 13 school social worker positions, 4 psychoeducational consultants, and 1 psychologist position serving five families of schools. To support completion of psychoeducational assessments, an external contract was secured for 20 assessments. To support students struggling with chronic attendance concerns and who also experience mental health issues, 1 school social worker position is dedicated to the work of re-engagement. The Student Aware Coordinator continues to be a 0.5 school social work position. Psychoeducational consultants continue to provide consultation and assessment for students with learning needs to identify strengths and needs with recommendations that land on a student IEP. The Psychologist position will support consultation with board collaborative teams and some assessments for students presenting with complex and possibly comorbid mental health issues, behavioural and emotional struggles, complex stressors, possible differential diagnosis, and who may have experienced trauma. We continue to have collaborative relationships and pathways to care in partnership with community child and youth mental health agencies.

Student AWARE

The student aware coordinator continues to facilitate response to students presenting signs of suicide, violence, child exploitation, abuse, and other dangerous online activity. Between Sept 6th and October 14th 2022 fewer than 20 flags have been responded to. WCDSB implementation of the program through the role of a coordinator, who is a regulated mental health professional, is unique, has been of interest to Imagine Everything, the Ministry of Education, and now other Boards.

The Tier 1 Mental Health plan will include interventions at both the staff and student level in order to respond to the self-harm and suicidal distress identified through Student Aware. School Mental Health Ontario is launching a new suicide awareness, alertness and prevention program designed specifically for Ontario Schools this winter 2022-2023. In addition to launching this program upon its release, WCDSB has partnered with Waterloo Region Suicide Prevention Council to deliver Sources for Strength, a Mental Health presentation for Grade 8 students that focuses on mental health promotion while providing education for suicide prevention. As suggested in the HPE curriculum, these presentations conclude with hope and help-seeking information. At the same time, positive mental health promotion and social emotional skill building and trauma informed practices will continue to be promoted at a Tier 1 level to administrators and teachers in order to equip children and youth with the skills necessary to overcome the obstacles they face. We know that there are many factors that can protect against suicide and self-harm that can be promoted in the classroom, such as problem solving and communication skills, a sense of belonging, access to caring adults, opportunities to develop self-esteem, to name a few.



Mental Health Leadership Development for Staff Wellbeing

In the 2021-2022 School Year, Mental Health Champions from each school collaborated to develop priorities around Staff Wellbeing. The *Staff Wellbeing* Workgroup identified priorities and delivered on four main recommendations:

- Mental Health & Wellness activities were added to staff meeting agendas; Mental Health Education materials were provided & shared by the Mental Health and Wellbeing Champions
- Separate needs of staff were incorporated into April PD day as well as Staff meeting content
- Information about the Mental Health supports and resources that are currently available were highlighted to staff at monthly staff meetings
- Each school was supported to develop a Wellness Initiative to build connection, promote positive mindset, boost morale and self-care

As the Mental Health and Wellbeing Champions reconvene in 2022-23, the Human Resources Department (Total Attendance Officer and Disabilities Specialist) are supporting the Staff Well-being Priority together with the Mental Health Lead. They will lead the priority of Highlighting Mental Health Resources and supports that are currently available to staff and will provide materials to be shared back at staff meetings and added to Wellbeing Bulletin Boards.

In order to support an on going understanding of the needs of our organizational health the *Guarding Minds at Work* survey is being administered to all employee groups between October 26-31st. The survey allows employers to assess and address the 13 psychosocial factors known to have a powerful impact on organizational health and the health of the individual employees. The survey is a comprehensive, 68-item questionnaire administered to all employees with an organization. It provides an index of performance across the 13 psychosocial factors. Data gleaned from this survey will help support planning and implementation of staff wellbeing initiatives.

Finally, much of the broader, system-level work is taking place through the work of the Wellbeing Steering Committee. As our focus on multi-dimensional aspects of wellbeing has increased, we will also continue to use natural opportunities to incorporate a wellbeing component into existing whole-board initiatives. The priority of the work of the Mental Health lead will ensure Tier One supports are embedded across all four pillars to ensure seamless integration of the Mental Health and Wellness plan, so our students have alignment of supports and services as opposed to fragmentation of supports and services. The work of equity, mental health, safe schools, and healthy active living share the commitment of student achievement and wellbeing and the work of the committee recognizes the alignment of the WCDSB mission, vision, and values with respect to the work being evidenced and monitored in the MYSP.

Recommendation:

Prepared for your information.

Prepared/Reviewed By:

Tyrone Dowling
Director of Education

Judy Merkel
Superintendent of Learning

Andrea Snyder
Mental Health Lead

Erin Schreiter
Lead Social Worker

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





Date: October 25, 2022
To: Board of Trustees
From: Director of Education
Subject: Board Improvement and Equity Plan (BIEP) 2022-23

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)

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; f) 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

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

PPM 159 Collaborative Professionalism (2016)
 School Effectiveness Framework (2013)

Alignment to the MYSP and KPIs:

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

Priority Area: Student Engagement, Achievement, & Innovation

Strategic Direction: Nurture a Culture of Innovation
Goal: Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success

Strategic Direction: Foster maximum opportunity for success for all
Goals:
 Improve Numeracy Achievement
 Improve Graduation Rate
 Improve Secondary Literacy Achievement Increased Opportunity for Experiential Learning

Priority Area: Building Capacity to Lead, Learn, & Live Authentically

Strategic Direction: Nurture the well being of all students and staff
Goal: provide opportunities to nurture faith and spirituality of staff and students
Strategic Direction: Investment in global competency development and leading technologies
Goal: Increase in precise student programming and use of New Pedagogies for Deep Learning (NPDL)



Background/Comments:

The Waterloo Catholic District School Board's Board Improvement and Equity Plan (BIEP) sets specific operational direction to ensure that the key components outlined in the WCDSB's Multi Year Strategic Plan as well as other relevant initiatives and priorities are addressed. This document is updated annually and responsive to shifting contexts and needs throughout the year, the BIEP reflects our system's continued commitment to improved student achievement and responding to planning for equity/diversity and well-being. It assures that the board's mission, "*As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God's world*", is embedded in all we do and aligned with our Ontario Catholic School Graduate Expectations (OCSGEs).

The Ministry of Education (MOE) in response to a call for action regarding Equity in Education: Anti-Racism and Anti-Discrimination is releasing a new framework for school improvement planning. It is renamed the Board Improvement and Equity Plan (BIEP), the release date is yet to be determined. In response to this upcoming change, WCDSB is adopting tenets of the BIEP plan at this time, to highlight the work that has begun throughout the board. Equity considerations have been added to both the BIEP and within the goal development and planning at the school levels through the SIEP. This proactive and necessary step was taken as we work together to eliminate disparities and disproportionalities that impede achievement, well-being, and success for our students.

The Board Improvement and Equity Plan provides the framework for each school's School Improvement and Equity Plan (SIEP). The SIEP allows for a goal driven and data led plan that is developed to identify the learning needs of students and the plan for improvement.

The BIEP has been revised through an ongoing and collaborative process involving WCDSB staff. Our goal was to make it more easily viewed and include direct links to information. It is a live document that will continue to develop as more data is gathered and identified needs arise from that data. Improving Equity and Access is a priority within our three pillars; Faith and Well Being, Curriculum and Achievement, Pathways/Engagement & Renewal. These three pillars have been altered from previous BIEPSA 2021-22. The preliminary framework information from the MOE guided our decisions on the development of the headings for our three pillars.

Link is below to our new easy to view/access our 2022-23 BIEP

https://bit.ly/WCDSBBIEPfinal2022_23

The WCDSB's professional development model for 2022-23 is still uncertain as our province faces ongoing staffing challenges. As we work on renewal and approach student learning with an asset-based approach, the realities we face prompt a creative approach to professional development and capacity building in educators. WCDSB continues to provide lead teachers and consultants who act as pedagogical supports in a variety of curricular areas (*i.e* .equity, indigenous education, numeracy, assessment, literacy, etc.). This model serves to align and balance BIEP, SIEP, and personal professional goals. It is based on student and teacher needs and is rooted in a collaborative, research-based model.

Assessment/Instruction

- The interplay of assessment and instruction mark an essential feature of the WCDSB's 2022-23 BIEP. These dynamics invite educators to commit themselves, in a full and ongoing manner, to identify each learner's strengths and needs through assessment *for* and *as* learning. Then, based on this knowledge they can respond through effective instruction as well as attention to creating a supportive and responsive learning environment.
- This is set within the Gospel imperative calling committing our learners to transform the world and, in this regard, references the Ontario Catholic Schools' Graduate Expectations
- Knowing and Responding to the Learner remain at the forefront of the WCDSB's 2022-23 BIEP; using the following system guiding questions for planning, instruction, monitoring and reflection:
 - Who are our students as learners?

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- What do we want them to be able to know and do?
- How will we program to promote student learning?
- How will we know if students are progressing and achieving?
- What will we do for those who continue to struggle?
- Who is impacted?
- Who is forgotten?

Outcomes -Connecting Board Improvement and Equity Planning to School Improvement and Equity Planning

- Student achievement outcomes are intended to improve through the consistent and varied use of authentic (via observations, conversations, and products) assessment in *all* curricula. This is intended to emphasize the importance of assessment as a driver of both instruction and educator development. It is hoped all educators will see themselves in this BIEP.
- School Improvement and Equity Plans for Student Achievement (SIEPs) will each have specific goals and expectations that are site specific yet guided by the BIEP. SIEP teams will develop SIEPs that:
 - Cultivate an inclusive school environment
 - Use multiple sources of relevant data to measure goal attainment and identify next steps
 - Aim to improve student achievement & well-being
 - Support school-based efforts in the use of inquiry & the development of transferable skills

Improving Equity and Access (NEW)

We are committed to an equitable education system that upholds and reflects the principles of fair and inclusive education, which should permeate all policies, programs, practices, and operations.

Additional actions and strategies that are being taken across our school district to ensure we are consistently mindful of and eliminating the systematic racism that still exists in our society, alongside many other forms of discrimination, are outlined in our Board Improvement and Equity Plan. As an extension to our Equity System Statement; a new feature of WCDSB's 2022-23 BIEP are Improving Equity and Access actions and goals by priority. Some priority-specific actions we are taking to accomplish our goal are as follows:

- Use student census data to review and examine data to address human rights and equity issues in the following areas: gender, cultural/racial identity; anti-Black racism; religion; accessibility/accommodation; 2SLGBTQQ+; Indigenous education; special education; and culturally responsive and relevant pedagogy
- Conduct a Needs Assessment to review, identify and schedule the refinement of all board protocols, policies and practices through an antiracism and anti-oppression lens
- Embed First Nation, Metis, and Inuit ways of knowing in K-12 curriculum to improve achievement & well-being of Indigenous students

Goals and Priorities

- These needs call upon educators to not only ensure their own dispositions and skills are as refined as possible, but, as well, to utilize as wisely as possible a varied set of instructional strategies to respond to student needs
- The purposeful use of pre and post concept assessment data particularly in literacy and mathematics

Faith and Well Being

- Emphasis on a culturally responsive array of resources and strategies
- Stewardship and discipleship are key learner roles
- The WCDSB's renewed Pastoral Plan and plan for well-being weave through and support the BIEP
- Rooted in the Gospel and grounded in Jesus
- Increase in activities within schools that promote positive wellbeing, safety, sense of belonging in Catholic community
- Increase level of student-faith-filled experiences relevant to our three-year Pastoral Plan
- Through a bias-aware lens, foster culturally responsive & equitable practices and pedagogy
- Promote trauma informed classroom approaches through a system-wide implementation plan
- Support the launch and maintenance of School Mental Health Ontario (SMHO) Tier One Mental Health Literacy resources



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- Engagement in activities that promote and support the stewardship of the earth

Curriculum and Achievement (NEW)

Following the ministry of education's lead of provincial priorities; we have included a Curriculum and Achievement priority section which outlines actions for overall Curriculum and Achievement as well as specific goals and actions for Mathematics and Literacy.

- High expectations for Ontario Curriculum in all subject areas for all learners, acquiring valuable skills, concepts, and demonstrating transferable skills- Link to KPI- Classroom Evidence (pedagogical documentation from Instructional coach reports and SO visits)
 - Assessment process for pilot projects tied to student engagement and achievement
 - Educators will be supported in learning to continuously support students' achievement and well-being
- **Mathematics**
 - Pre and post concept data (i.e. within a professional learning community)
 - Trending and cohort data from in school and large-scale assessments (i.e. Report cards, EQAO, CAT4, etc.)
 - Evidence of student work and teacher moderation during School-Based Professional Learning and during cycles of math coaching
 - Focus on creative, flexible, and reasoned thinking in planning for all students, particularly for those students with an Individual Education Plan (IEP)
 - Students will have access to authentic, relevant and meaningful mathematics learning connected to students' communities and lives
 - Educators will create learning spaces that give all students the opportunity to see themselves as mathematicians and become capable and competent math learners
 - Students will have opportunities to think critically and creatively, seeing connections to other disciplines beyond mathematics
 - EQAO: Increase in Primary & Junior achievement growth and confidence for all students
 - Targeting curricular changes in Number (fractions, decimals & percents) and Algebra (equalities & inequalities) within the achievement categories of thinking & application
 - Gr. 9 MTH1W: Increase achievement growth for all students, increase credit attainment and Increase in student confidence with an emphasis on distributed/spaced and small group instruction
 - **Literacy**
 - Informed by student census data to address human rights and equity issues
 - Derived from EQAO, CAT4, report card trends, Literacy Assessment Measures (LAM), and pre/post concept data (LAM)
 - Educators will integrate quality, culturally-responsive literary, informational and media texts across subjects to ensure students see themselves, their families and community represented, and they are exposed to materials that reflect Canadian, Indigenous and world cultures
 - Educators will support the development of critical thinking and critical literacy skills across subjects by interconnecting reading, writing, speaking and listening tasks, where students have various opportunities to think, express, and reflect
 - Educators will use evidence-based, systematic and explicit instructional strategies to support students to become proficient and fluent readers with an intentional focus on phonological/phonemic awareness, phonics and word study within literacy-rich learning experiences

Pathways, Engagement and Renewal

- Increased utilization of experiential learning experience
- Continued commitment to supporting all English Language Learners (ELLs)
- Support for those students with an Individual Education Plan (IEP)
- Added emphasis on overall student well-being
- Increased awareness to program planning, implementation and evaluation of disengaged students
- Monitor and maintain SHSM red seal Diploma rates
- Sustainability of OYAP participation and registered training agreement targets for apprentices
- Increase both four and five-year graduation rates
- Increase the myBlueprint, IPP activity completion rates
- Increase experiential learning opportunities across all Pathways and grades
- Identify a needs assessment, program plan, implementation and evaluation to re-engage disengaged students



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- Increase success of students who have experienced disadvantages due to systemic barriers, and interrupted learning in grades 7-12

Strategies and Actions for Building Capacity through Collaborative Learning

- Goal is to, “Increase student achievement and well-being by focusing professional learning on evidence- based instructional strategies, mindfully using a variety of tools and technologies”
- Clear articulation of what all staff will do to meet this goal. This is specific to the director, superintendents, principals and vice-principals, teachers, early childhood educators, and support staff. It is inclusive and thorough.
- Ongoing capacity building for educators through the support of the Math Coaches and Itinerant Early Literacy Support Teachers (IELST) (planning, co-facilitating and assessment)
- Program meetings
- Principal Learning Teams (i.e., Family of Schools, Mathematics Instructional Leadership)
- Job embedded learning & Instructional coaching
- Curriculum-centred Professional Learning
- Ongoing professional learning for programs services and students’ services
- Collaborative inquiry networks
- Technology Enabled Learning projects
- Use of effective monitoring strategies to measure impact of school improvement and professional learning initiatives
- Board Leadership Development Strategy programs including NTIP and Catholic Leadership

Monitoring Learning

The BIEP provides a clear articulation of each professional stakeholder’s actions and responsibility, as we strive to fully implement and monitor our plan. Some of these actions and responsibilities involve:

- Review, discuss and monitor classroom implementation of the SIEP and school specific work at ongoing Superintendent school visits and data collection throughout the year
- Pre/Post measures from professional learning sessions and our school-facilitated support
- Evidence of student work and teacher moderation during School-Based Professional Learning opportunities and during cycles of math coaching and IELST support work.
- Purposeful use of data collected within our electronic platform sources (i.e. enCompass, PowerBI, gradebook, ASPEN etc.)

Next Steps

- The 2022-23 school year will include a focus on working towards eliminating disparities and disproportionalities that impede achievement, well-being, and success. This aligns with the Ministry of Education (MOE) goals
- The 2022-23 WCDSB Board Improvement and Equity Plan (BIEP) reflects current Board and provincial priorities and contexts and helps guide individual school sites as they set targets and priorities reflecting their particular needs. School plans are articulated through each site’s School Improvement and Equity Plan(SIEP)
- SIEPs are to be created collaboratively (School Improvement Team) and are to identify targets within each pillar, with Equity considered throughout
- SIEPs state student learning needs, identify a learning outcome, and set out a plan to reach these goals
- The WCDSB BIEP will be shared with the Ministry of Education and will guide ongoing discussions with our partners there throughout the year as we work collaboratively to ensure goals are met.
- SIEPs are developed with the beginning focus on data collection and goal development. Which then will move into identifying our learners, basing goals on that, improvement actions, monitoring the program and responding to needs. School SIEPs are shared with superintendents in November and form the basis of year-long conversations regarding and monitoring of student learning.
- SIEPs are shared with each school community via Catholic School Advisory Councils and are posted on school websites
- The WCDSB will support educators through a responsive and renewed professional capacity-building strategy that leverages instructional coaching in a job-embedded format (i.e. PD Days, coaching, staff meetings, etc.)



~

that differentiates according to audience and school/staff need and readiness.

For Information

Prepared/Reviewed By:

Tyrone Dowling
Director of Education

Jennifer Ritsma
Superintendent of Learning

Petra LeDuc
Student Achievement Consultant, K-8 Mathematics





Date: October 25, 2022
To: Board of Trustees
From: Director of Education
Subject: Learning Commons Update

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

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

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

The MYSP (2015 to 2018) and MYSP (2018 to 2021) contained commitments to modernize all Learning Commons spaces to be more open, provide opportunities for collaboration, renew fixtures, and provide spaces for creative learning. This report provides an update to Trustees on the final year of this 5-year project.

Other priorities in WCDSB's Learning Commons are also highlighted.

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

N/A

Alignment to the MYSP:

The contents of this report are associated with previous iterations of the MYSP.

Background/Comments:

In 2017-18 staff embarked upon a 5-year plan to refresh all library spaces in the system.

This project was intended to enhance learning for students in environments where collaboration and engagement are the norm.

The Learning Commons refresh project is now complete.



In 2021-22, staff created project plans for the final ten schools:

- St. David
- Sir Edgar Bauer
- St. Luke
- Holy Family
- Our Lady of Fatima
- St. Agnes
- St. Elizabeth
- St. Nicholas
- St. Brigid
- St. Vincent

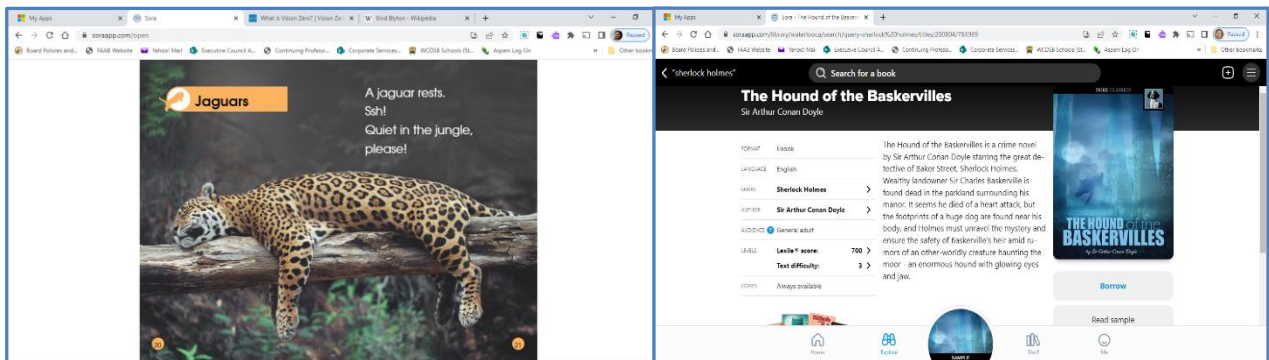
St. Brigid and St. Vincent are newer schools, built and furnished to modern standards. These schools received minor enhancements.

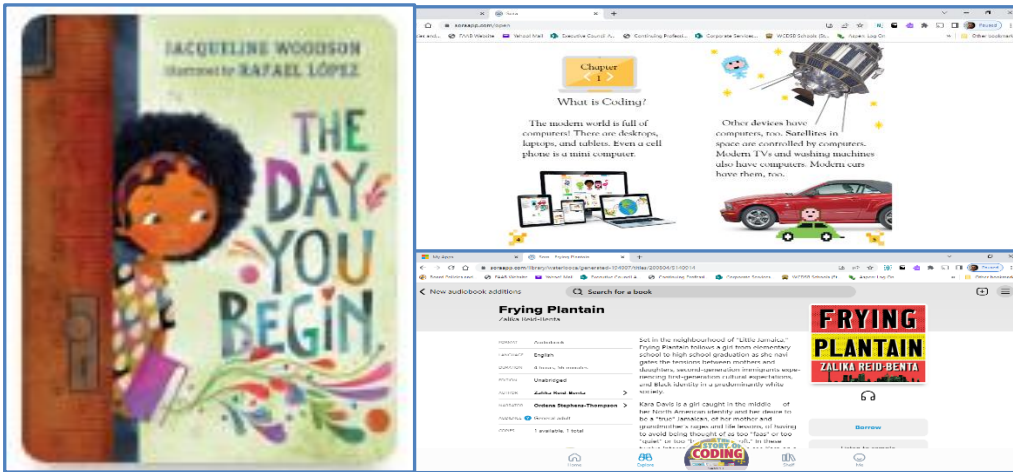
St. Boniface School in Breslau opened in September of 2021 and was outfitted and built to modern standards. A fully functioning Learning Commons space already exists for St. Boniface's students, so no work was done at this site.

Shelley Wood, Library Support Services Supervisor will be present at the Board meeting to provide more detail on the renovations that took place during 2021-22 (Year 5) including before and after pictures of the work.

Other Learning Commons Initiatives

- During 2021-22, in collaboration with the Superintendent of Learning/Equity, the central Learning Commons staff led an initiative to improve access to culturally relevant books and resources for WCDSB students. Each classroom teacher was provided with a comprehensive listing of culturally relevant titles for their classrooms from which they could select 8 books to be paid for and ordered centrally. Library Learning Commons were also provided with a listing of culturally relevant titles, from which they selected 160 titles, also ordered and paid for centrally. As a next step, central staff will continue to engage with schools to ensure teachers and administrators are supported as these resources become more commonplace.
- The online resource "[Sora](#)" was made available to all staff and students. Sora offers popular titles that are available in read-along, audiobook, and narrated formats for students in JK to 12.





- Library Technicians attended a PD session where Lynn Garrioch, our Senior Manager of Equity, had staff fully engaged in learning about EDI work being undertaken centrally, current equity issues, and how library technicians can support students in the areas of EDI.
- Library Learning Commons staff at the CEC took a course called “How to Build an Anti-Racist Library Culture” offered by School Library Journal.
- In light of the Right to Read Recommendations, additional supports were provided to Library Technicians including:
 - Ensuring a Library Technician is available in schools every day through a change to the absence/replacement policy
 - Moving away from in person book fairs to ensure library use is maximized and to ensure dignity is maintained for all students
 - Implementing controls to ensure library technicians have access to 10% of their school’s budget to maintain their collections
 - Ordering bulk supplies and renewing equipment used by library technicians

2021-22 was a very full year for library staff across the system. Work will continue to ensure students have access to first class learning environments that are modern and inviting.

Recommendation:

This information is provided as information.

Prepared/Reviewed By: Tyrone Dowling
 Director of Education

Shelley Wood
 Library Support Services Supervisor

Shesh Maharaj
 Executive Superintendent of Corporate Services

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





Date: October 25th, 2022
To: Board of Trustees
From: Director of Education
Subject: Workforce Census Recommendations: Update

Type of Report:

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

Type of Information:

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

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

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

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

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

Alignment to the MYSP:

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

Background/Comments:

In spring 2021, the Waterloo Catholic District School Board (WCDSB) administered its Workforce Census in response to the Ontario’s Education Equity Action Plan (2017) and the Ontario Ministry of Education Policy/Program Memorandum 165 issued February 2021. Further, collecting this data was also a priority in the WCDSB’s 3-year pastoral plan. The goal of this Workforce Census was to assess diversity at the Board, identify gaps in representation, and to develop strategies to ensure this Board is an equitable and healthy environment for all staff regardless of one’s background or status. We hope the outcome of this census collection and the data we collect in the future will help the Board develop programs, priorities, policies, and resources to create an even more equitable, diverse, inclusive, and supportive environment for our staff.

Based on the data from our respondents, Executive Council made 10 recommendations. Once the results of the census were disseminated to various constituents, senior staff worked with the research coordinator to develop an action plan to



implement each of the recommendations. We created an accountability framework by identifying specific actions that needed to be done, primary responsibility holders, offices or individuals who will support the work, and timetables. Further, for most recommendations, but not all, logic models were created. The following questions are asked in a logic model.

1. What do we need to do (needs assessment)?
2. What will we do (program/action plan)? How much?
3. How will we do it (program implementation)?
4. Is anyone better off (program evaluation)?

To contextualize these recommendations, feel free to review the [report](#). Below is a list of the recommendations and the work we have done to date to address these recommendations.

Recommendation	Primary Responsibility Holder	Timeline
1. A revised workforce census should be administered every three years. We would recommend the next workforce census be administered in 2024.	J. Ritsma	<ul style="list-style-type: none"> • We will begin revising demographic questions for workforce census Spring 2023 • Also, we have administered the student census and learned some valuable lessons about wording questions around ethnicity, gender, and ethnicity; we will apply that knowledge to the workforce census • Research coordinator and Sr. Manager of Equity will reach out to other boards' census researchers and equity personnel to share findings and discuss next steps • We will begin consultations with employee group representatives about the upcoming workforce census questions Fall 2023 • We will administer workforce census Spring 2024
2. We recommend asking the citizenship, indigeneity, and ethnic background questions with an additional question about the number of generations one's family has resided in Canada.	J. Ritsma	<ul style="list-style-type: none"> • See above
3. At point of hire, we should survey new employees about basic demographic information (i.e., gender, gender identity, Indigenous status/ancestry, race, ethnicity, nationality). Further, we could formalize the exit interview and again track diversity demographics.	K. Pomfret	<ul style="list-style-type: none"> • The Privacy Officer, Equity Officer, and Researcher Coordinator had a conversation around privacy issues in the spring • In the future, we would like to collect this data about new employees and track this information as part of an exit interview • However, we will move this to a low priority at this time • We have moved building equity capacity across the system to a high priority



Recommendation	Primary Responsibility Holder	Timeline
<p>4. We recommend administering the Guarding Minds at Work Survey (i.e., the complete scan) yearly, except during census years. We recommend the first administration of the complete scan take place in Fall 2022.</p>	<p>L. Garrioch/J. Merkel</p>	<ul style="list-style-type: none"> • We have met with Employee Group presidents/vice presidents and chair/co-chairs to discuss data collection and creating action plans around staff well-being and safety at work • This survey will be open for completion from October 24th and November 14th • Employee Group presidents/vice presidents and chairs/co-chairs will work closely with the Research Coordinator, Sr. Manager of Equity, Superintendent of Learning—Wellness, and Superintendent of HR to create action plans depending on the results of the survey • The action plan process will begin in January and will be ongoing
<p>5. It is incumbent on us to develop even more strategies to reduce the stigma around mental health, increase support for employees, and educate supervisors and managers on mental health issues and how to support their staff.</p>	<p>J. Merkel</p>	<ul style="list-style-type: none"> • The mental health lead and the Superintendent of Learning—Wellness and their teams have been building capacity throughout the board on wellness • For example, In the 2021-2022 School Year, Mental Health Champions from each school collaborated to develop priorities around Staff Wellbeing. The Staff Wellbeing Workgroup identified priorities and delivered on four main recommendations: <ul style="list-style-type: none"> ○ Mental Health & Wellness activities were added to staff meeting agendas; Mental Health Education materials were provided & shared by the Mental Health and Wellbeing Champions ○ Separate needs of staff were incorporated into April PD day as well as Staff meeting content ○ Information about the Mental Health supports and resources that are currently available were highlighted to staff at monthly staff meetings ○ Each school was to supported to develop a Wellness Initiative to build connection, promote positive mindset, boost morale and self-care
<p>6. We recommend systematic education and training to further develop the capacities, capabilities, and competencies of all employees to achieve the goals of building a diverse and inclusive workforce. All new employees should take sensitivity training, harassment, anti-racism, and implicit bias training as part of their onboarding.</p>	<p>L. Garrioch</p>	<ul style="list-style-type: none"> • We have hired a Human Resources and Equity Officer • In conjunction with the Sr. Manager of Equity, the primary responsibility of this role will be to create onboarding materials that help build capacity in equity, diversity, and inclusion



Recommendation	Primary Responsibility Holder	Timeline
<p>7. We recommend a method to track and deal with inappropriate behavior that makes employees feel unwelcome.</p>	<p>L. Garrioch/K. Pomfret</p>	<ul style="list-style-type: none"> • After consultation and reflection, we decided a tracking system is too informal and may lead to erroneous comments that do not help us understand or manage incivility in our workplace • We do think emphasizing that incivility in the workplace will not be tolerated and reminding folks that their employee group representatives are available is extremely important • A draft of a webpage has been created on incivility in the workplace • It will be live on our public facing website after executive council approval • Anticipated live date: January 2023
<p>8. We must continue to build the capacity of leaders, administrators, and staff to develop a deeper understanding of themselves and their positionality.</p>		<ul style="list-style-type: none"> • FNMI Newsletter (monthly) • D2L site for Equity Champions • D2L site for all staff (new staff automatically enrolled) • Workshop for administrators: Spring 2022 • Workshop for senior staff: Summer 2022 • Workshop for equity champions: Summer 2022 • Workshop for administrators: Fall 2022 • Equity Officer delivered multiple presentations to aspiring leaders: Spring 2022 • New position: Human Resources and Equity position whose focus is on onboarding • Book study—Me and White Supremacy: Spring 2022 and Fall 2022 • Book study—Why Are All the Black Kids Sitting Together in the Cafeteria? Spring 2022 • Book study—Culturally Responsive Teaching and the Brain: Spring 2022 • Book study—Deep Diversity: A Compassionate, Scientific Approach to Achieving Racial Justice: Fall 2022
<p>9. An appropriate follow-up to the memo is to provide training to all senior staff, hiring managers, and school administrators to ensure they are well trained to recruit, assess, support, and mentor a diverse workforce.</p>	<p>L. Garrioch/K. Pomfret</p>	<ul style="list-style-type: none"> • We offered extensive training on hiring practices at the board for all folks who were serving on hiring panels: Spring 2022 • We created a D2L site created for hiring managers and folks serving on hiring panels • Human Resources and Equity Officer will update these resources on an ongoing basis



Recommendation	Primary Responsibility Holder	Timeline
<p>10. We recommend leadership intentionally diversifying its ranks, including senior leadership and school administrators. We need specific goals and numbers (i.e., benchmarks) identified and then we need to work toward those goals over the next three years.</p>	<p>Director of Education/K. Pomfret</p>	<ul style="list-style-type: none"> • Because the fall recruitment in 2021 for vice principals and principals did not attract any candidates who self-identified as an individual coming from a socially discriminated group, we held a special Spring 2022 hiring round that was specific for folks who might belong to a group that has been socially discriminated against • There were both positive and negative outcomes with that special hiring round; we will work on this process to make it smoother if we do this again • Senior staff added a position that has not been part of the senior staff team before—this added more racial diversity to the team

Recommendation:

This is for the information of the Board.

Prepared/Reviewed By:

Tyrone Dowling
Director of Education

Lynn Garrioch
Senior Manager of Equity Services

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Date: October 25, 2022
To: Board of Trustees
From: Director of Education
Subject: East Kitchener 7-12 Boundary Review – Response to Trustee Questions

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

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

[Administrative Procedures Memorandum APF008 – Pupil Accommodation Review Process](#)

Part A – Boundary Review

Following the public consultation process, staff will submit a final staff report to the Board of Trustees. This report will include an overview of the process and materials considered, the recommended option, and implementation recommendations.

The final staff report will be made available to the public and posted on the board’s website.

[2022 Abridged Long Term Accommodation Plan](#)

Board Report – October 17, 2022: East Kitchener 7-12 Boundary Review – Final Staff Report

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

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

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

Alignment to the MYSP:

There is no active MYSP.

Background/Comments:

On April 25, 2022, the Board of Trustees initiated a boundary review involving Canadian Martyrs Catholic Elementary School (CES), Saint John Paul II CES, St. Anne (K) CES, St. Daniel CES, and St. Mary’s High School.

On October 17, 2022, the Board of Trustees received the East Kitchener 7-12 Boundary Review Final Staff Report. The attached report addresses the questions received from the Board of Trustees during the October 17th meeting.



Recommendation:

That the attached response report be received for information.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Gerald Foran (BRC Chair)
Superintendent of Learning

Jennifer Passy
Manager of Planning

Virina Elgawly
Property/Planning Officer

Shesh Maharaj
Executive Superintendent of Corporate Services

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1 Appeal Process

Although it is necessary to efficiently use system resources by balancing enrolment between schools, staff recognize that it may be difficult for families to be redirected to another school as a result of boundary changes. As such, it is expected that many families would choose to remain at their current school, if given the option.

[APA003](#) outlines the process for admission of Out of Boundary students. As noted in the procedure, should the parent/guardian of a student wish the student to attend a school that is not their home school, an application may be made at that location. The decision to admit is at the discretion of the receiving principal.

Because Out of Boundary permission is provided based on family circumstances, boundary review recommendations typically do not propose redirecting these students to their home school. Especially since they would not be moving with a group of students as in a case of an entire neighbourhood. However, recommendations would cap enrolment at schools which are part of the review, restricting access to new Out of Boundary applications.

The St. John Boundary Review was unique, as it was the first review that Out of Boundary students were discussed, analysed and specific recommendations address handling Out of Boundary students as an outcome of the review. The Boundary Review Committee (BRC) concluded that it would not be fair to redirect students within the schools' existing boundaries while the out of boundary students remain at the schools included in the review. An appeal process was established through the St. John Boundary Review whereby Out of Boundary students could appeal their redirection to their home school, and each case would be considered:

“That an appeal process, led by board staff, will be offered to families of existing and affected out of boundary students who believe their extenuating circumstances should be considered.”

For further context, there were a total of 115 Out of Boundary students in the schools involved in the St. John Boundary Review. Of those, 56 were at Our Lady of Lourdes CES, 54 were at Holy Rosary CES, 28 were at St. Nicholas CES, and 10 were at St. John CES.

In comparison, there are 99 Out of Boundary students in the schools involved in the East Kitchener 7-12 Boundary Review in the 2021/22 school year. Of those, 42 attend Canadian Martyrs CES, 30 attend St. Daniel CES, 17 attend St. Anne (K) CES, and 10 attend Saint John Paul II CES.

Although the number of affected Out of Boundary students is similar, the BRC did not identify treatment of Out of Boundary students as an issue, nor was it identified by staff to return Out of Boundary students to their designated home school.

An appeal process, led by board staff, can be offered to existing and affected students who believe their extenuating circumstances should be considered. The Out of Boundary recommendation can be modified as follows:

That new Out of Boundary admissions to Canadian Martyrs CES, Saint John Paul II CES, St. Anne(K) CES, and St. Daniel CES be considered by special administrative level committee, prior to the opening of the new St. Patrick CES and East Kitchener 7-12 Catholic School. Admission of Out of Boundary students in unusual and extraordinary circumstances will be considered if:

- A student's mental, physical, or academic well-being would likely be compromised if they were moved.
- Upon the professional consideration of school and board staff, there is a determination that a student's



unique personal and educational needs are better served at the current school.

- *There are unique health and safety considerations pertaining to the student, that are better served at the current school and which are verified by school and board staff.*

The above special considerations mirror those articulated in parent / guardian communication during the St. John Boundary Review's appeal process.

2 Siblings of Students with Legacy Exceptions

Option 6 proposes to move sub-area C from St. Anne (K) CES to St. Daniel CES and sub-area K from Canadian Martyrs CES to Saint John Paul II CES. St. Daniel CES and Saint John Paul II CES are proposed to become JK to 6 schools in option 6.

As such, grade 5 students within these sub-areas the year prior to the new school opening would be provided legacy exceptions to remain at their current school. Based on the 2021/22 school year, there are four siblings of grade 5 students in sub-areas C and K. Please note that the number of siblings the year of implementation may differ.

Option 6 also proposes to move sub-areas D, S, and Y from St. Anne (K) CES, St. Daniel CES, and Saint John Paul II CES to the new St. Patrick CES. St. Patrick CES is proposed to have a grade configuration of JK to 8.

As such, grade 7 students within these sub-areas the year prior to the new school opening would be provided legacy exceptions to attend the East Kitchener 7-12 school for grade 8 onwards. Based on the 2021/22 school year, there is one sibling of grade 7 students in these sub-areas who is in grade 6. Please note that the number of siblings the year of implementation may differ.

As mentioned in the Final Staff Report, moving younger siblings at the same time as the rest of the sub-area can provide a smoother transition and opportunity to foster relationships in the new school sooner. Therefore, staff continue to recommend that siblings are not included in the legacy exceptions.

3 Transition Planning

The current recommendation states that a "Transition Planning Committee be formed in the year prior to the opening of the new St. Patrick CES and East Kitchener 7-12 Catholic School to support all students whose school direction will be affected as a result of the East Kitchener 7-12 Boundary Review."

The [Transition Planning Framework](#) states that transitions from one school to another are most successful when everyone (administrators, parents, staff, **students**, etc.) has a clear vision and is working together to achieve the desired end goal. Although the framework is not meant to be prescriptive, it does recognize the benefit of including student voice as a part of the process.

Staff propose to amend the recommendation to respond to comments from Trustees as follows:

"That a Transition Planning Committee, which includes students, be formed in the year prior to the opening of the new St. Patrick CES and East Kitchener 7-12 Catholic School to support all students whose school direction will be affected as a result of the East Kitchener 7-12 Boundary Review and to solicit input from staff who support equity initiatives, as required."





Date: October 25, 2022
To: Board of Trustees
From: Director of Education
Subject: Trustee Honoraria 2022-2026

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)

Trustees are required to set the amounts to be paid as honoraria in advance of the next term of office. This report provides information for Trustee consideration as well as recommendations for approval.

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

[O. Reg. 357/06: HONORARIA FOR BOARD MEMBERS](#)

[Board Policy II 013 “Cost of Governance”](#)

Alignment to the MYSP:

N/A

Background/Comments:

Ontario Regulation 357/06 “HONORARIA FOR BOARD MEMBERS” provides school boards with information on how honoraria for trustees are calculated. Trustees are required to set the amounts for honoraria in advance of the beginning of the next term – 2022-2026.

There are four possible components of an annual trustee honorarium:

1. A base amount
2. An enrolment amount
3. An attendance amount
4. A distance amount



Base Amount

- The maximum allowable base amount for trustees who are not chair or vice chair is \$5,900.
- The maximum allowable base amount for the vice chair is \$8,400 (\$5,900 + \$2,500).
- The maximum allowable base amount for the chair is \$10,900 (\$5,900 + \$5,000).

Enrolment Amount

An enrolment amount can be paid to Trustees as follows:

Average daily enrolment for 2021-22 multiplied by a per student allocation of \$1.75, then divided by the number of trustees for the election term.

The formula for WCDSB is as follows:

$24,231 \times \$1.75 = \$42,404.25$ divided by 9 = \$4,711 (rounded).

Accordingly, each trustee can be paid \$4,711 for the enrolment amount.

The vice chair can be paid an additional \$0.025 per student. This amounts to \$605 (rounded).

The chair can be paid an additional \$0.05 per student. This amounts to \$1,210 (rounded).

Attendance Amount

An amount of up to \$50 per meeting can be paid to trustees who attend committee meetings that are required to be established by law. There are four such committees: Audit Committee (AC), Special Education Advisory Committee (SEAC), Catholic Parent Involvement Committee (CPIC) and Supervised Alternative Learning Committee (SAL).

Distance Amount

WCDSB Trustees are not eligible for this amount due to the Board’s concise geography and high population dispersion factors.

The following table summarizes the amounts:

	2022	2022	2022	2018	
	Base Amount	Enrolment Amount	Total Base + Enrolment	Total Base + Enrolment	Difference
Trustee	\$ 5,900	\$ 4,711	\$ 10,611	\$ 10,209	\$ 402
Vice Chair	\$ 8,400	\$ 5,316	\$ 13,716	\$ 13,263	\$ 453
Chair	\$ 10,900	\$ 5,921	\$ 16,821	\$ 16,317	\$ 504

For the 2018-2022 term of office, Trustees elected not to take the attendance amount. The following recommendation assumes the same approach. If Trustees wish to take the attendance amount, the proposed motion will need to be amended.



Recommendations:

1. That Trustees be paid an annual honorarium for the 2022-2026 term of office comprised of the base amount and enrolment amounts as described in Ontario Regulation 357/06.
2. That the honorarium amounts be set as follows:
Trustees: A base amount of \$5,900 plus an enrolment amount of \$4,711 = \$10,611 per annum
Vice Chair: A base amount of \$8,400 plus an enrolment amount of \$5,316 = \$13,716 per annum
Chair: A base amount of \$10,900 plus an enrolment amount of \$5,921 = \$16,821 per annum
3. That Trustees amend Board Policy II 013 “Cost of Governance” to reflect these changes effective November 15, 2022.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

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Date: October 25, 2022
To: Board of Trustees
From: Director of Education
Subject: October Director's Report

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

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

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

Executive Limitation IV 012 Communication to Board

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

Policy 1 001 Ends
Policy IV 013 Leadership

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic Priority: Student Engagement, Achievement and Innovation

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

Background/Comments:

The Month of October is characterized as a month of gratitude and certainly as we reflect on all the ways Waterloo Catholic is fulfilling its mission and vision, it is not difficult to see the many reasons we have to be grateful to our staff and to our broader WCDSB community. I am happy to provide a number of highlights from the past month.

Some of the meetings that were held in October have included:

- Executive Council meetings -- once a week
- Academic Council meetings – once a week, however some have been postponed or added to Executive Council due to scheduling conflicts
- Chairs and Directors of Education Teleconference with Minister Lecce – Tuesday afternoons (bi-weekly)



- Participated in several meetings and conversations with the Chair of the Board.
- Attended Equity training with K – 12 administrators
- Participated in the K-12 Administrators' meeting
- Visited and toured St. Mary's High School, St. Bernadette, Canadian Martyrs, St. Anne (Kitchener), St. Aloysius, Our Lady of Grace, Resurrection, Our Lady of Lourdes, St. Dominic Savio, St. John Paul, St. Daniel, St. John, St. Louis, St. Mark and St. Paul
- Governance meeting
- Jill of All Trades (Conestoga College)
- FACE Steering Committee
- Waterloo Deanery Meeting
- Collaborative Professionalism - Initiatives & Opportunities Council Meeting
- Attended meeting at The Museum
- Wilfred Laurier Senate Meeting
- Attended the STSWR Board of Directors Meeting
- Met with Spiritual Animator – Fr. Joseph and Fr. Toby Collins
- Engaged in ongoing work with Board researcher on the MYSP report card and next iteration of the MYSP
- Attended interview for new Superintendent of Learning
- CCFOWR Board meeting
- Administrator's Retreat
- Will attend Catholic Curriculum Corporation Dinner
- Will attend Racialized Directors Meeting

Recommendation:

This report is for the information of the Board

Prepared/Reviewed By: Tyrone Dowling
Director of Education

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





Date: October 25, 2022
To: Board of Trustees
From: Student Trustees
Subject: October 2022 Student Trustee Report

Type of Report: Incidental Information

Type of Information: Information only of the activities of the Board Chair

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

Policy II 011 Student Representation on the Board
Policy II 012 Student Trustee Role Description

Background/Comments:

October 2022 is a month for schools to bring students together to rejoice in the bounty of fall holidays and embrace school spirit. With Thanksgiving and Halloween, October brings many opportunities for themed events and initiatives that student activity councils are eager to plan for since the restrictions of the pandemic have been loosened. Students are adjusting to a “normal” school experience that gives them the opportunity to be a part of school activities and to make life-long memories with their peers.

Common Activities Hosted by The Schools:

- **Thanksgiving Food Drives:** To begin October, high schools organized Thanksgiving food drives to give back to those in need as well as promote generosity, charity and kindness in students. Students could donate to the Food Bank through Cash Online or by bringing non-perishable food items for collection. Both St Mary’s and Monsignor Doyle incentivized donations by promoting their food drives through their respective civvies days. Similarly, Resurrection and St Davids rewarded the classes that contributed the highest amount of donations with prizes such as a pizza lunch and chocolates.

- **Halloween Week:** All five high school student councils have been working on creating an engaging Halloween experience for students. To accomplish this, Halloween week is taking place in the high schools from October 25-28th, with various Halloween-themed activities for students to participate in. St Mary's plans for pumpkin carving contests, a Halloween photo booth, trivia, delivering candy to classrooms, door decorating, special education student trick or treat and playing Halloween music over the announcements. While Resurrection also has Halloween trivia planned, they are also having a pumpkin painting contest and a scavenger hunt. St Davids celebrates Halloween this year with a pumpkin carving contest, pet costume contest, "Spooky Grams" for students to send to friends, Guess the Amount of Candy jar and a Halloween Kahoot trivia game for each day of the week. On October 28th, Monsignor Doyle is hosting a Halloween Haunted House which includes a maze, funhouse for children, cafe and a movie to be played throughout the event. St Benedict's will take part in pumpkin painting and giving out candy to the student body.
- **Promoting School Spirit:** All five high schools have been actively involved in maintaining student engagement and encouraging school pride this October. Monsignor Doyle held its first spirit week from October 11th-14th. Students were allowed to wear spirit wear all week long and the week had a trivia game, fall carnival games and a neon-themed dance which especially turned out to be extremely successful amongst students. St Davids had their Homecoming Week from October 11th-14th and throughout the week students could also wear spirit wear. Activities included a scavenger hunt, Kahoot trivia, hot dog barbeque, school football game and pep rally. St Benedicts has had music playing in the cafeteria every Wednesday during lunch, on October 13th had a football pep rally with games, food trucks and music and on October 18th, the spirit wear design contest submission winners were made into available spirit wear for purchase. Like St Benedicts, St Marys has also been hosting student participant games in the cafeteria. On October 4th, Resurrection brought pizza in for the entire student body and served slices for \$1-2.
- **Fall-Themed Events:** The Student Activity Councils of the high schools have made many events to celebrate the fall season that took place this October. St Benedicts had a movie night after school on October 11th. St Mary's and St Benedict's are both holding their fall Coffee House events on October 25th, showcasing their talented students and bringing together their communities. Also on October 25th, St Davids is hosting a fall, country-themed, dance. Resurrection engaged students with a turkey scavenger hunt in the school and are having students write what they are thankful for on paper pumpkins that were then put together to make a fall banner.
- **Breast Cancer Awareness Month:** Breast cancer is a problem that unfortunately many people go through, it can affect our friends, loved ones, co-workers, etc. To bring awareness to breast cancer and support those that have been affected by it St Davids donated a portion of the money from the fall dance tickets to breast cancer research. Additionally, Monsignor Doyle hosted a breast cancer informational Kahoot on October 23rd.

Student Trustee Role Update:

- **Welcome Back Video Released:** During the week of October 17th to 21st, all of the co-presidents within the five high schools released a welcome-back video on their school's Instagram accounts. The video highlighted the importance of the Student Senate for students and

shared ways the Senate was beneficial to them. This video was filmed to be entertaining while having valuable information included throughout.

- **2022-23 Senate Theme Logo Created:** Following the Student Senate meeting held in September, members of the Senate worked hard to develop a logo to fit the decided-upon theme of, “From the Ground Up”. The logo features a tree with multi-coloured leaves to represent the WCDSB high schools and the changes we have grown through as a school community. In the trunk of a tree, gold leaves were added to represent this year's pastoral theme of “Awaken”, as the image was inspired by the “Awaken” logo.



- **Elementary Holiday Card Program:** Trustee Armstrong and Trustee Fejerpataky acknowledge the importance of promoting community involvement at the elementary school level. This initiative will be focused on allowing students to use their artistic talents to share cheer with others in hospitals and seniors' homes during the holiday season. The Student Senate will be working to develop and enact this initiative in the coming months. Information will be shared with administrators in early November and further information will be communicated surrounding the initiative on the November 28th, Board of Trustees meeting.
- **Student Activities Council Team Building Initiative:** To help build community within each high school's individual student council, the Student Senate developed a monthly team-building activity which individual co-presidents will facilitate within their councils. These activities have the goal of creating a deeper level of communication and collaboration within our school's student councils to ensure valuable work is being created.
- **OSTA-AECO Fall Annual General Meeting:** Trustee Armstrong and Trustee Fejerpataky attended the OSTA-AECO Fall Annual General Meeting which took place in Toronto, on October 20th to 23rd. The conference provided valuable experience for the student trustees and allowed them to better understand the contributions made by student trustees at the provincial level. Trustee Armstrong and Trustee Fejerpataky are gracious for the ability to attend and hope to use their new-found knowledge throughout their term.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Chloe Armstrong and Anika Fejerpataky, Student Trustees

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



Date: Oct 25, 2022
To: Board of Trustees
From: Chair of the Board
Subject: Chair's Report

Type of Report: Incidental Information
Type of Information: Information only of the activities of the Board Chair

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

Policy I 001 Ends
Policy II 003 Board Job Description
Policy II 004 Advocacy and Advertising

Background/Comments:

- Participated in several meetings and calls with Director Dowling regarding board matters and on-going items.
- Began the work of creating onboarding requirements for the new board
- Attended bi-weekly teleconferences with Minister Lecce and provided updates to the board.
- Attended St Jerome's Feast with Trustees Weiler, Schmalz, Conway and Price. Truly appreciated the inspirational guest speaker: Fr James Martin
- Together with all trustees, finalized details of a Nov 8th Orientation night for all newly elected Trustees.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Jeanne Gravelle, Chair of the Board

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





Number: II 003
Subject: Board Job Description

Approval Date: September 29, 2008
Effective Date: September 29, 2008
Revised: April 26, 2010; January 30, 2012; February 26, 2018, June 15, 2020

ACCESSIBILITY:

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

POLICY STATEMENT:

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

1. The link between the organization and the Catholic ratepayers of Waterloo Region.
2. Clarity of values and vision in written governing policies which, at the broadest levels of all organizational decisions and situations, address:
 - a. *Aims/Ends:* Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which people and needs, at what cost)
 - b. *Governance Process:* Description of how the board conceives, carries out and monitors its own work
 - c. *Board-Director of Education Relationship:* Delegation of power and its proper use monitored; the Director of Education role, authority and accountability
 - d. *Executive Limitations:* Constraints on executive authority which establish the prudence and ethics boundaries within which all executive activity and decisions must take place.
3. The assurance of Director of Education performance as described in all board policies and detailed in legal responsibilities.
4. Advocacy for positive change to legislation and government policy that impact the organization.
5. Orientation of all new board members.



6. The priorities of the Board will be set in September, with progress of the work of the Board reviewed in January and a report prepared and brought to June board meeting, of each school year.
7. Continuous improvement including a self-evaluation every year, to be presented at the May board meeting.