# Board of Trustees’ Board Meeting

**Date:** Monday, December 12, 2022  
**Time:** 6:00 p.m.  
*Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.*  
**Location:** 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener

### Attendees:

**Board of Trustees:**  
Wendy Ashby, Linda Cuff, Kathy Doherty-Masters, Sally Fuentes, David Guerin, Renee Kraft, Marisa Phillips, Robert Sikora, Tracey Weiler (Interim Chair)

**Student Representatives:**  
Chloe Armstrong, Anika Fejerpataky

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

**Special Resource:**  
Recording Secretary: Alice Figueiredo

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<tr>
<td>1. Call to Order</td>
<td>T. Dowling</td>
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<td>1.1 Opening Prayer/Memorials</td>
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<td>1.2 Territorial Acknowledgement</td>
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<td>I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.</td>
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<td>1.3 Approval of Agenda</td>
<td>T. Dowling</td>
<td>Approval</td>
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<td>1.4 Declaration of Pecuniary Interest</td>
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<td>1.4.1 From the current meeting</td>
<td>Individual Trustees</td>
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<td>1.4.2 From a previous public or in-camera meeting</td>
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<td>1.5 Items for Action:</td>
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<td>1.5 Items for Action: NIL</td>
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<td>1.6 Election of Chair</td>
<td>T. Dowling</td>
<td>Decision</td>
<td>Chair</td>
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<td>1.7 Election of Vice-Chair</td>
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<td>Decision</td>
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### 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)
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<td>3. Consent Agenda: Board (Minutes of meetings, staff report)</td>
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<td>3.1 Approval of Minutes of Regular and Special Meetings</td>
<td>Board of Trustees T. Dowling</td>
<td>pp.4-9 pp. 7-8</td>
<td>Approval Information</td>
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<tr>
<td>3.1 November 28, 2022 Board of Trustees Meeting</td>
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<td>3.2 Director’s Monthly Report</td>
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<td>4. Delegations/Presentation</td>
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<td>5.1 Menstrual Equity in Schools</td>
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<td>5.2 Well-Being Plan – Equity Action Plan</td>
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<td>5.3 Annual Report on Surpluses</td>
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<td>5.4 Revised Estimates Report</td>
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<td>5.5 Director’s Annual Report</td>
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<td>5.6 MYSP</td>
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<td>6. Ownership Linkage (Communication with the External Environment)</td>
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<td>7. Reports from Board Committees/Task Forces</td>
<td>C. Armstrong, A. Fejerpataky</td>
<td>pp.55-57</td>
<td>Information</td>
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<td>7.1 Student Trustee Update</td>
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<td>8. Board Education (at the request of the Board)</td>
<td>Chair</td>
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<td>8.1 OCSTA/CCSTA Communications</td>
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<td>OCSTA/CCSTA Communications Link</td>
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<td>9. Policy Discussion</td>
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<td>10. Assurance of Successful Board Performance</td>
<td>Board of Trustees</td>
<td>pp.58-59</td>
<td>Approval</td>
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<td>10.1 Board Policy Review</td>
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<td>10.1.1 Board Policy Board Policy I 001 Ends - Broad Policy Provision</td>
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<td>Is there a need to review the Policy?</td>
<td>T. Weiler</td>
<td>pp.60</td>
<td>Approval</td>
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<td>10.1.2 Board Policy Board Policy II 005 Consultation</td>
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<td>Is there a need to review the Policy?</td>
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<td>11. Assurance of Successful Director of Education Performance</td>
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<td>12. Potential Agenda Items/Trustee Inquiry Report (CEO)</td>
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<td>13. Announcements</td>
<td>Chair</td>
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<td>13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):</td>
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<td>• Dec 21: CEC Advent Mass &amp; Lunch</td>
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<td>• Jan 9: Committee of the Whole</td>
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<td>• Jan 16: Governance</td>
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<td>• Jan 20/21: 2023 Catholic Trustee Seminar</td>
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<td>• Jan 23: Inaugural Mass Celebration with Bishop Crosby</td>
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<td>• Jan 30: Board of Trustees’ Meeting</td>
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ITEM | Who | Agenda Section | Method & Outcome
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13.2 Pending Items: | Committee/Task Force | | |
13.3 Pending Items for OCSTA Consideration | | | |

14. Items for the Next Meeting Agenda

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<td>January 9, 2023 – Committee of the Whole</td>
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<td>Leadership Strategy Update</td>
<td>Board of Trustees</td>
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<td>Well Being – Healthy Active Living</td>
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<td>OCSTA Modules</td>
<td>Director of Education</td>
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<td>– Ethical Leadership</td>
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<td>– Governance for Student Achievement &amp; Well-Being</td>
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<td>– Trustee Roles &amp; Responsibilities</td>
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<td>– Key Relationships in School Boards</td>
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<td>– Performance Review: Director of Education</td>
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15. Adjournment

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<tbody>
<tr>
<td>Confirm decisions made tonight</td>
<td>Recording Secretary</td>
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<td>Information</td>
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16. Closing Prayer

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

**Trustees Present:**
Wendy Ashby, Linda Cuff, Kathy Doherty-Masters, Sally Fuentes, David Guerin, Marisa Phillips, Robert Sikora, Tracey Weiler (Interim Chair)

**Student Trustees Present:**
Chloe Armstrong, Anika Fejerpataky

**Administrative Officials Present:**
Tyrone Dowling, Gerald Foran, Shesh Maharaj, Paul Mendonca, Judy Merkel, Kerry Pomfret, Jennifer Ritsma, Annalisa Varano

**Special Resources For The Meeting:**

**Regrets:**
Renee Kraft

**Recorder:**
Alice Figueiredo, Executive Administrative Assistant

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

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1. **Call to Order:**
The Chair of the Board called the meeting to order at 6:00 p.m.

1.1 **Opening Prayer & Memorials**
The meeting opened with prayer by Fr. Joseph de Viveiros, C.R.

1.2 **Territorial Acknowledgment**
declared by Interim Chair Weiler.

1.3 **Approval of Agenda**
Interim Chair Weiler noted amendments to the agenda, Section 3, Item 3.2 and 3.3, say for information, however, they are for approval.

2022-118-- It was moved by Trustee Doherty-Masters and seconded by Trustee Ashby:
THAT the agenda for Monday, November 28, 2022, as amended, be now approved.
--- Carried by consensus.

1.4 **Declaration of Pecuniary Interest**
1.4.1 From the current meeting – NIL
1.4.2 From a previous public or in-camera meeting – NIL
1.5 Items for Action
NIL

1.6 Oath of Office
Trustee Phillips, Guerin and Sikora took their Oath of Office.

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 Trustees’ Meeting Minutes – Oct. 25, 2022
3.1.2 Special Board of Trustees’ Meeting Minutes – Nov. 7, 2022
3.1.3 Board of Trustees’ AGM Minutes – Nov. 21, 2022
3.2 Audit Committee Annual Report
3.3 Financial Statements/Year End Report
3.4 Audit Committee Minutes – Sept. 20, 2022

Interim Chair Weiler requested a mover and seconder for the approval of consent agenda.

2022-119- It was moved by Trustee Cuff and seconded by Trustee Fuentes:
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 Multilingual Language Learners
Superintendent Mendonca introduced the Multilingual Language Learners report and presenter Barbara McCourt, Student Achievement Consultant ML K-10. The presentation included information on decoding acronyms, registration process for MLLs to the Board, data and local and provincial connections. Trustees asked clarifying questions and provided feedback.

5.2 Special Education Update
Superintendent Foran introduced the Special Education Update and presenters, Antonietta Leonardo, Special Education Liaison, Tee Battistella, Senior Manager of Special Education and Erin Lemak, Principal of Student Services & Education and Community Partnership Programs. The presentation included Right to Read Implementation, Project SEARCH and Special Education professional development update. Trustees asked clarifying questions and provided feedback.

5.3 Sweeney Recommendations Update
Director Dowling provided Trustees an update in response to the provincial review of the incident at John Sweeny CES. Recommendations were reviewed along with work of the Board in response to the review. Trustee requested that the report be brought forward in April of 2023. At that time, it will be determined if it will become an annual report. Trustees asked clarifying questions and provided feedback.

5.4 Director’s Update
Director Dowling reported on local and provincial events attended for the month of November. Trustees asked clarifying questions surrounding EQAO and provided feedback.

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

7. Reports From Board Committees/Task Forces
7.1 Student Trustee Update
Student Trustees Armstrong and Fejerpataky provided an update on events in the school community along with Student Trustee Role update for the month of November.
## 8. Board Education (at the request of the Board)
8.1 OCSTA/CCSTA Communications
Interim Chair Weiler reviewed OCSTA communications.

## 9 Policy Discussion

### 10 Assurance of Successful Board Performance
10.1.1 Board Policy Review
Trustee Weiler confirmed review of Board Policy II 004 Advocacy and Advertising and motioned that the Board was in Compliance. It was recommended that the policy be reviewed at Governance to discuss advocacy activities.

2022-120 -- It was moved by Trustee Weiler and seconded by Trustee Fuentes:
THAT the Board of Trustees reviewed Board Policy II 004 Advocacy and Advertising and find that the Board is in compliance.
--- Carried by consensus.

## 11 Assurance of Successful Director of Education Performance

## 12 Potential Agenda Items

### 13 Announcements
13.1 Upcoming Meetings/Events
Trustees discussed upcoming events.

13.2 Pending Items: N/A

13.3 Pending Items for OCSTA Consideration: N/A

## 14 Items for the Next Meeting Agenda
Interim Chair Weiler noted items for the next meeting.

### 15 Adjournment – Confirm decisions made tonight.
15.1 Confirm Decisions made tonight

## 16 Closing Prayer

## 17 Motion to Adjourn

2022-121-- It was moved by Trustee Doherty-Masters and seconded by Trustee Sikora:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:25 p.m.

Chair of the Board

Secretary
Report

Date: December 12, 2022
To: Board of Trustees
From: Director of Education
Subject: December 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:
During the month of December, the Church is in a season of waiting, while in our schools there is heightened anticipation as we prepare for Christmas celebrations and a break from school activities. The Umbrella Skills theme for December, intrinsic motivation is apropos as we must all continue to focus on the many tasks we have to complete. Despite all that is happening, we encourage our students and staff to take time to reflect on the many gifts and blessings that we have. In this light, I am happy to provide a number of highlights that have and will occur this month.

Some of the meetings that were held in November have included:
- Executive Council meetings — once a week
- Academic Council meetings – once a week
- Equity Services meetings – bi-weekly
- Human Resource Services meetings – bi-weekly
- Corporate Services meetings – bi-weekly
• RDO meeting - monthly
• Chairs and Directors of Education Teleconference with Minister Lecce – Thursday afternoons (bi-weekly)

• Participated in several 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. John, Newcomer Centre
• Cambridge Trustee Orientation
• Trustee entry plan conversations
• Spiritual Development Day Planning Meeting
• Attended Secondary School Drama Performances – St. David, Shrek The Musical & St. Benedict, Elf
• Catholic Leadership Series – Session 1
• Equity Planning Meeting
• CCFOWR Board Meeting
• IT Governance Meeting
• Faith and Equity Meeting with Wellington Catholic DSB
• CEC Christmas Mass
• Met with Spiritual Animator – Fr. Joseph
• Administrator interviews
• STSWR Board of Directors Meeting
• WCDSB Racialized Staff Community Connections Group
• CMC Leadership Session with M. Honig

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: December 12th, 2022
To: Board of Trustees
From: Jennifer Ritsma, Superintendent of Learning; Brigitte Webster, Healthy Active Living Consultant
Subject: Menstrual Equity Pilot Project

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

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

Origin: (cite Education Act and/or Board Policy or other legislation)
Previous Board reports outlining menstrual equity steps provided in November 2019 and 2020 as well as January 2022.

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:
APC037 - Develop opportunities and initiatives for students and staff to demonstrate advocacy and commitment to equity, providing timely and specific feedback that will further school-wide equitable practices.

Alignment to the MYSP:
Nurturing Our Catholic Community

➢ Bear witness to our Faith through joyful discipleship and our relationships with and in Christ:
  o Increase parent and community engagement in all our Catholic school faith-related activities

Building Capacity to Lead, Learn and Live Authentically

➢ Nurture the well-being of all students and staff
  o Integration of Healthy Active Living and Learning into local School Well Being Plans
Background/Comments:

On October 8th, 2021, the Ministry of Education announced an initiative which will increase student access to free menstrual products in all Ontario schools. The ministry has accepted a donation from Shoppers Drug Mart Incorporated, to provide six million menstrual pads each year, over a three-year term, beginning with the 2021-22 school year. Additionally, 1,200 product dispensers have been provided to facilitate the distribution of the menstrual products within schools.

Each school board, school authority and consortium will be provided an allocation of menstrual products for 2021-22, 2021-22 and 2022-23, and a one-time allocation of product dispensers (in 2021-22). Board allocations of menstrual pads are based on 2019-20 student enrolment data of female students aged 13-18 taken from the Ontario School Information System (OnSIS). Allocations of product dispensers were calculated using the number of secondary schools (2019-20) by board as a proxy for distributing the 1,200 dispensers across all boards.

Cases have been distributed based on school enrolment data with some consideration applied to local needs as outlined by the Ministry memo dated October 8th, 2021.

The Ministry will seek feedback from school boards regarding the implementation of this initiative. Staff are asked to note the number of schools receiving free menstrual products, the approach to distribution within schools, trends in demand, product selection/quantity, and any feedback regarding fulfilled/unmet student needs to inform this future discussion.

Signage currently exists in all our schools to indicate where supplies are maintained. (e.g., in various offices such as the Main Office, Guidance, Phys. Ed. or individual teachers in classrooms). Students have been made aware of the locations via signage and are welcome to ask for supplies at any time. The signage reads:

"Free feminine hygiene products are available in the school location specified. Please visit us if you need supplies."

Administrators had the opportunity to designate where feminine hygiene products would be available in their schools and the signs were created to reflect those requests. Signs were delivered to all schools in January 2020 and asked to be posted in appropriate locations.

On March 28th, 2021, there was a Notice of Motion put forward by the Board of Trustees, inquiring why the 7 dispensers were being placed at our Secondary schools and not at our elementary schools. They were placed here at the direction of the Ministry of Education.

With the current pilot project WCDSB received 7 dispensers to use in our Secondary schools and 649 cases of menstrual pads to be distributed to both the Elementary as well as the Secondary panel. Delivery occurred in April 2021. An additional 21 dispensers were provided to us from the Waterloo Region District School Board as the independent purchasing of their feminine hygiene products did not fit in the dispensers provided by the Ministry of Education.

To date, feedback has been sought by administrators, custodial staff, and students:

- Administrators and custodial staff have indicated pads have been misused by students in 81% of schools participating and damage has occurred to 14% of the dispensers installed. Pad misuse was demonstrated as students stuffed toilets with them resulting in the clogging and subsequent damage to toilets while others took the sticker peel off the back and stuck them to the walls. Feedback from administrators indicates half would support the continuation of the dispenser and product program and half would prefer products be available through other options (e.g., teachers, guidance office, office staff).
Were the supplies (e.g., pads) misused in any way?

- Pads stuck to the walls
- Pads stuffed into the toilets.

Was there any damage done to the dispensers since they were installed?

- Dispensers removed from the stall walls
Student feedback focused on 5 themes:

1. Access to the free feminine hygiene products was valued.
2. They would prefer different menstrual product options (e.g., tampons, thicker or thinner pads).
3. Reports that garbage bins are not always available in bathrooms.
4. The dispensers need to be refilled more often as they are often empty.
5. Students recognized the high frequency of misuse of the pads themselves.

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

Prepared/Reviewed By: 

Tyrone Dowling
Director of Education

Brigitte Webster
Healthy Active Living Consultant

Jennifer Ritsma
Superintendent of Learning

*4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the CEO, subject in all instances to what otherwise actually occurred.
Date: Monday December 12, 2022
To: Board of Trustees
From: Director of Education
Subject: Equity 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)
Board Governance Policy I:001 Ends
Ontario Catholic School Graduate Expectations (OCSGE, 2011): [Institute for Catholic Education]

Policy Statement and/or Education Act/other Legislation citation:
Ontario’s Equity and Inclusive Education Strategy (2009)
APO028: Fair and Equitable Hiring Promotions (revised 2021)
APC037: Equity and Inclusive Education Policy
Anti-Racism Act (ARA 2019)
Ontario Ministry of Education issued the Policy/Program Memorandum 165 (2021)

Alignment to the MYSP:
Nurturing Our Catholic Community
  • Promote a culture of belonging and respect, that supports success for all:
    o Successful implementation of the WCDSB equity action plan to facilitate organizational change
    o Equitable access to learning opportunities for students and their families
    o Equitable access to employment and promotion for staff

Background/Comments:
As a Catholic learning community, we are inspired and guided by the Gospel in our pursuit of equity and justice as a value rooted in our faith. In our Catholic/Christian tradition, we have a moral imperative to act intentionally to ensure those we serve – staff, students, and communities – are treated with respect and dignity as brothers and sisters in Christ. To achieve this vision, we use the following as our guiding, spiritual principles: collaboration, equity, excellence and accountability, holism, life-long learning, reflection, and reconciliation.
The Ministry of Education made a commitment to every student in the province of Ontario that regardless of ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, socio-economic status or other factors (Equity Action Plan, p. 8), all students should be able to access the curriculum, feel safe at school, and also have a sense of belonging.

The Ministry of Education has clearly spoken about equity across the board, including the workforce. In February 2021, the Ontario Ministry of Education issued the Policy/Program Memorandum 165. This memo recommitted to, “...the best education system in the world to prepare students for success, now and in the future”. Based on research, the Ministry has suggested it is critical to have “a well-prepared, qualified, and diverse teacher workforce with the knowledge, skills, and attributes needed to ensure that all students reach their full potential, regardless of their background or social identity.” To achieve diversity of the staff in the education system, including the teaching workforce, Ontario school workforces should reflect the diversity in the province. It is necessary, but not sufficient, that we collect workforce demographic data and allow the data to serve as the foundation for well-informed discussions and decision-making around equity. The Ministry requires boards to conduct an Employment Systems Review (ESR); this includes collecting staff census information. In Spring 2022, hiring managers participated in an online presentation to learn about the importance of equitable hiring.

While equity work is pervasive throughout the board with many staff engaging in equity initiatives, this report will highlight the projects and programming that promote an equity, diversity, and inclusion lens. Further these initiatives involve the Superintendent of Learning and Equity, Senior Manager of Equity, the K-12 Indigenous and Equity Consultant, Equity Systems Navigator, and Human Resources and Equity Officer. Also, note that all Superintendents and School Administrators lead equity initiatives in their works as well. This report is focused on the board level equity work. Our work is guided by the four priorities areas outlined in the Ontario Education Equity Action Plan:

- School and Classroom Practices
- Leadership, Governance, and Human Resources Practices
- Data Collection, Integration, and Reporting
- Organizational Culture Change
School and Classroom Practices

Indigenous and Equity Initiatives at a Glance

<table>
<thead>
<tr>
<th>2021-22</th>
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<tbody>
<tr>
<td>• Active Spaces (an Indigenous education) Bulletin Board in majority of schools</td>
<td>• Principals were tasked with creating equity statements for their schools; they were asked to include the voices of students, staff, and families</td>
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<tr>
<td>• First Nation, Métis and Indigenous &amp; Equity Representatives in all schools</td>
<td>• Equity audits occurred in some schools through the guidance of the Equity Officer</td>
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<td>• Indigenous Education throughout schools</td>
<td>• Safe Schools Ambassador Program, an evidence-based program that harnesses the power of students to prevent and stop bullying and mistreatment</td>
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<td>• Indigenous Map of Canada presentations</td>
<td>• Mental Health in Schools</td>
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<td>• Indigenous knowledge keepers and artisans in classrooms</td>
<td>• Microaggressions in Schools</td>
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<tr>
<td>• Focus on Nature from an Indigenous Perspective</td>
<td>• Canoe building project with Indigenous Artisan Sylvia Day- Introduction to in December, on our local lands – Spring – building the canoe at St. Mary’s high school</td>
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<tr>
<td>• Smudging</td>
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Fall 2022

• 90% of the schools have at least one staff member serving as the First Nations, Métis, and Indigenous (FNMI) representative to work with the K-12 Indigenous and Equity Consultant
• Third party tutoring opportunities for all students who self identify as Indigenous
• St. Joseph students attended Every Child Matters Crosswalk dedication ceremony
• Promoted Indigenous Career outreach again—Opportunity Knocks program

Ongoing Work

• CRBP continues to support the process and procedure from choosing learning resources that are culturally responsive; this work is supported by library services
• Formalizing an equity audit in both the schools and classrooms; working with administrators to build equity capacity in schools
• Diversity Book Club has begun assembling book-club kits
• Tour for Humanity – mobile classroom – secondary schools
• K-12 Indigenous and Equity Consultant will highlight resources for teachers that will support First Nations curricular expectations
• Continued work with SEEC – Student Equity Engagement Council

Indigenous and Equity Initiatives in Detail

Truth & Reconciliation Active spaces bulletin boards have been requested to be placed in each school. Bulletin boards were created to advertise/inform the school community about Board initiatives towards Reconciliation, community events etc. Each item includes a QR code that links to information about the initiative. The board will display student work from Indigenous teachings. All boards will be updated regularly.

This initiative will provide students and parents with much needed information on the Board’s path towards Reconciliation. It will provide people with accessible community resources. Further, it will reinforce the WCDSB commitment to Reconciliation. QR codes will also provide access to FIRST NATIONS, MÉTIS, AND INUIT resources to teachers.

Through discussion with First Nations, Métis, and Inuit & Equity Leaders in the schools, there has been a positive response to the Active Spaces Bulletin Boards by teachers and students. For example, one representative said, “When I put up items on the board, students stop by and check it out.” Teachers have reported the QR codes are useful in accessing resources quickly. The schools that have Active Spaces Bulletin Boards that are visible to the community, stress it is an important visual to everyone entering the school of the WCDSB commitment to Truth & Reconciliation.

Indigenous guest speakers are invited to classes, schools, or board events to support ongoing learning and create awareness of First Nations, Métis, and Inuit perspectives. Guest speakers have authentic voices who speak with knowledge and credibility. These learning opportunity garners respect for the Indigenous voice and often disrupts stereotypes. Guest speakers and activities in the classroom, including the interactive presentation of the Indigenous Map of Canada, has been the most celebrated accomplishment this year. It was featured on CTV and the K-12...
Indigenous and Equity Consultant was interviewed. Requests for the Map to be brought to schools have increased and the Consultant is now taking bookings for January 2023. Guest speakers were well received by both Indigenous and non-Indigenous students. Students were grateful for new information and spoke to the speaker after the session to gain new understanding and clarify new learning. Teachers report that students were excited to carry on conversations when they returned to class and often planned to extend their learning with research and other projects.

In late May 2022, Sylvia Plain conducted a 3 half-day workshop on traditional basket making. First Nations, Métis, and Inuit students in grades 9-12, as well as students registered in Indigenous 9-12 courses attended at the Anishnabeg Outreach Community Centre. Students used traditional materials & techniques when participating in this hands-on learning experience.

There have been many individual teacher supports and/or workshops given at schools with a focus on nature from an Indigenous lens, art, beadmaking, talking circles/talking sticks, Indigenous Map of Canada, etc. Further teachers have been offered coaching and co-teaching opportunities. Teachers who are seeking PD opportunities can access events such as Indspire conference, AQ opportunities, etc.

By offering a variety of opportunities, teachers will begin to feel more confident in their understanding of First Nations, Métis, and Inuit issues and their own practice. If teachers are confident, students will have more opportunities to experience new First Nations, Métis, and Inuit learning. Experiential learning opportunities will support the teaching of the curriculum and make it more meaningful to students.

Eight teachers attended the Indspire 3-day online seminars. Schools that have engaged guest speakers and guests for experiential learning opportunities report extreme satisfaction from both teachers and students of the new learning.

Parents were offered free tutoring opportunities throughout the summer and in the fall for their children grades 1-8. Twelve families indicated their interest, and 25 students were registered for summer tutoring. Five families indicated their interest in fall programs and 9 children have been registered.

School/classroom resources were purchased to support Indigenous curriculum: book kits, book sets, Wild Archaeology APTN series, French resources. Primary Indigenous picture book kits for French Immersion schools. Primary Indigenous picture book kits of 10-12 books purchased for each school & junior language curriculum supplement – Under One Sun, for each elementary school.

The initiative that will reach the most students, Indigenous and non-Indigenous is the purchase of materials for each elementary school. PD has been offered to Junior teachers. Teachers that have engaged in PD report that they are excited to use this resource as part of their literacy program and to bring Indigenous teaching into their classroom.

If we adopt the belief that, “Any system produces what it was designed to produce,” then it follows that, “Inequity is a product of design. It can be redesigned.” Equity designers view the world from an equity, diversity, and inclusion lens. This lens helps us see things from a new perspective. This lens is a set of questions that are asked, reflected on, and answered to ensure a given process deliberately reflects equity and inclusion values, exposes biases, and minimizes those biases. School administrators were challenged to become equity-inspired leaders. Equity-inspired leaders who adopt an equity lens will:

- Realize that the importance and worthwhile work of equality, diversity, and inclusion are separate from equity
• Understand the impact of their school culture and structures on their efforts to be more inclusive and create equity
• Address equity in an actionable manner
• Commit to addressing and removing disparities that are necessary to achieve equity and equitable outcomes
• Challenge systems which will be difficult because some people benefit from those very systems

Principals were asked to begin their equity-centered design activities by working with students, staff, and families to develop an equity commitment for their school in Spring 2021. Subsequently, the schools were to create beautiful, prominent displays of the community’s commitment to equity, diversity, and inclusion. Many schools have completed their commitments. Please see the example below from John Sweeney:

![Example of an equity commitment from John Sweeney](image)

Many principals requested physical equity audits of their school last year. The Equity Officer toured the public areas of the school, including classrooms, with the principal and school staff to conduct the audits. The purpose of a physical equity audit is to highlight, discuss, and generate a pool of potential different responses to the identified systemic patterns of displays. For example, the wall displays are more than cartoon representations of diversity, teachers display diverse cultural materials, photos, words, art etc. that represent cultural diversity, or classroom routines support multiple learning modalities.
The Safe Schools Ambassador program, an evidenced-based program that harnesses the power of students to prevent and stop bullying and mistreatment, held a workshop last spring and this fall at the CEC. Approximately 60 students and 10 school staff explored topics of microaggressions, mental health in schools, and prevention of drug use. The students were provided rich examples of ways that they could support their peers in schools. They also shared their own strategies to effectively support their peers that led their peers to feel valued.

A Canoe building project with Indigenous Artisan Sylvia Day began with the harvesting of materials in November 2022, on our local lands. The build will take place at St. Mary’s high school in Spring 2023.

The K-12 Indigenous and Equity Consultant is reaching out to all Indigenous high school students to form an Indigenous Student group. The goal of the group is to provide leadership opportunities, cultural experiences, social opportunities, and support for Indigenous high school students. And, of course, the focus of this group is to engage Indigenous student voice.

The IEAC has been formed. It has begun meeting to discuss the development of the Indigenous Board Action Plan (IBAP). This plan will be completed sometime during the 2022-2023 academic year. The Ministry of Education will release the documentation to complete IBAP soon.

WCDSB promoted the Niagara Peninsula Aboriginal Area Management Board (NPAAMB) and OYAP “Opportunity Knocks”, conference held November 17, 18 & 19th at Deerhurst Resort, which explored the trades for Indigenous students. From the NPAAMB catchment areas (i.e., Brantford, Fort Erie, Hamilton, Waterloo Region, Niagara Falls, and St. Catharines). Four Indigenous students from St. Benedict Secondary School attended.

Resources have been purchased for new Kindergarten classes that will embed Indigenous teaching/learning in play. The K-12 Indigenous and Equity Consultant partnered with the Literacy Consultant in the development and implementation of PD around the newly acquired Indigenous resource, “Under One Sun.”

The Culturally Responsive Resources Pedagogy Team (CRRP) continues to support the process and procedure for choosing learning resources that are culturally responsive. This work is supported by Library Services through the Virtual Learning Commons and the classroom and school libraries. This team provides resources to classroom teachers that acknowledge and celebrate diversity. Further, the CRRP team resumed the conversations on the Inquiry Project school year and continued with the focus on promoting the sense of belonging for our students in schools.

The Diversity Book Club comprised of educators from K-12 continues to assemble book-club kits for each grade that include a variety of books that students can choose. These kits will include support materials (i.e., lesson plans, discussion questions, identification of potential triggers, and TedTalk links) for teachers to use. The Diversity Book Club members pilot the kits in their classrooms first and tweak the kits before making the kits available to all classes.

The K-12 Indigenous and Equity Consultant, the FNMI representatives, and the Senior Manager of Equity bring First Nations, Métis, and Inuit information regarding curriculum supports and community programs to teachers and their students. The K-12 Indigenous and Equity consultant facilitates meetings and supports the committee through a D2L classroom.

The Indigenous and Equity Consultant continues to introduce schools to the Indigenous Map of Canada and explores Truth & Reconciliation with students in all grades.
Approximately 25 schools have created SEEC (Student Equity Engagement Council) in their school community. SEEC looks and functions differently in each school, but they have the same mandate. See below for the mandate:

1. Explore issues of inequity and exclusion within their school using their religious teachings and practice for guidance
2. Engage in education activism and promote multiculturalism, gender, and sexuality equity, anti-racism, anti-bias in schools (e.g., creating videos, pamphlets, educational opportunities for students)
3. Work throughout the school year with administrators to minimize these inequities and exclusions
4. Work with the Board researcher to assess their work and their impact on their individual school communities

Leadership, Governance, and Human Resources Practices

Indigenous and Equity Initiatives at a Glance

<table>
<thead>
<tr>
<th>2021-22</th>
<th>Fall 2022</th>
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<tbody>
<tr>
<td>• Development of the Indigenous Education Advisory Council</td>
<td>• Senior leadership and school administrators are participating in a 4-day workshop with Anima who is exploring Whiteness, privilege, and positionality</td>
</tr>
</tbody>
</table>
| • Senior leadership and school administrators attend three sessions by CPCO-Seeking Positive solutions to build capacity in equity | • The visible diversity on the senior leadership team has increased 15%
| • Senior leadership participated in a 2-day equity work with Kathy Obear, an equity consultant who specializes in education | • Created Equity services department: Senior Equity Manager, Equity Systems Navigator, HR & Equity Offices, HR Multimedia Expert |
| • HR added a self-identification component to Apply to Education | • Wilfrid Laurier Increasing Teacher Diversity – Think Globally: Act Locally – October |

Ongoing

• Expansion of the IEAC with the inclusion of an Elder
• Senior leadership and school administrators explore current inequitable situations and turn them into case studies for future reflections
• Reflecting on the impact of pastoral references on hiring practices and finding other ways to ensure Catholicity is upheld
• Making leadership paths clearer and fully inclusive to all staff with a welcoming invitation to the racialized employees
• HR is continuing to explore novel places to advertise job posting to attract diverse candidates
• HR is continuing to revise our basic job advertisement

Indigenous and Equity Initiatives in Detail
To build capacity in equity knowledge, senior leadership and school administrators attended three sessions by CPCO-Seeking Positive Solutions to build capacity in Spring 2022. The facilitators explored the following topics: understanding structural racism in Canada, managing conflict, recognizing power, privilege, and positionality.

The senior team participated in a three-day workshop with Kathy Obear. Obear has supported leaders and staff to develop the competencies and determination to create more inclusive practices, policies, programs, and services and create the organizational infrastructure necessary for sustainable, systemic change. Obear helps school leaders to design and implement strategic activities to increase the readiness for change, deepen internal capacity, and institutionalize shifts to transform organizational culture and daily practices.

As part of our strategy to have a more equitable hiring practice, the Human Resources department has added to our website career page a commitment to equity. The statement reads:

> At the Waterloo Catholic District School Board, we recognize supporting diversity and engagement is the right thing to do for our students and communities. This commitment is woven throughout our values and vision; ours schools are the hearts of their communities, providing success for each and a place for all. We know we are at our best when we embrace the full spectrum of humanity, regardless of what we look like, where we come from, or who we love. That means building a more diverse and inclusive workforce and fully engaging in the communities we serve.

> All members of the Waterloo Catholic District School Board community – students, staff, parents and guardians have a role to play in advancing this commitment. For some, it means summoning the courage to stand up and speak out, sharing opinions, or experiences. For others, it means listening with patience and empathy, creating an environment conducive to dialogue. For all, it means asking questions, respecting answers, being open to fresh perspectives, and most importantly, appreciating one another’s contributions. In doing so, we ensure we meet our Mission that, as disciples of Christ, we educate and nurture hope in all learners to transform God’s world.

The Board has also included an additional step in the application process. We now invite applicants to self-identify when they belong to an equity-seeking group. See below for wording.

> The Board conducts intentional recruitment and selection as it seeks to achieve a state of greater equity for employees and students and to diversify its workforce.

> All qualified applicants are welcome and encouraged to apply and applicants may choose to indicate if they are from a group who has experienced racial or social discrimination. Self-identification data will be used as a consideration in this posting. Aggregate data will be stored anonymously to support improvements to the Board’s hiring processes.

In Fall 2022, senior staff and administrators have participated in a 12-hour online workshop on Decoding Race. This workshop helps leaders create cultures of belonging to increase diversity, equity, and inclusion skills, knowledge, and capacities. The focus of this workshop is Whiteness, privilege, and positionality.

The board has created an Equity Services Department with a Senior Manager of Equity, Equity Systems Navigator, Human Resources and Equity Officer, and Equity Multimedia Expert.

The Senior Manager of Equity Services serves the director of the Board and works with the Senior Staff at the Board. This role evaluates, establishes, designs, leads, and implements policies, practices, and programs that advance systemic changes that address the cumulative impacts of institutional and structural inequities.
Our Senior Manager:

- Assists the Board in defining its equity identity and lens
- Helps the Board—by using research, best practice, and community voice—become more equitable, diverse, and inclusive where all students, families, and staff feel safe and belong
- Help staff develop cultural competency and humility to serve our students and families
- Ensuring continuous learning regarding diversity, equity, inclusion, and belonging
- Collaborating with teams throughout the Board to develop and monitor Key Performance Indicators on equity capacity

Our Equity Systems Navigator bridges the gap between equity-seeking students, families, communities, and the school system to prevent, address, and resolve real or perceived issues of bias, discrimination, racism, sexism, homophobia, and transphobia at Waterloo Catholic District School Board.

Our Systems Navigator:

- Provides support and advocacy to Indigenous, Black, racialized and 2SLGTBTQ+ students, families, and caregivers in navigating the school system
- Engages in case management, as part of school team, to resolve conflicts or disagreements with students and families and to ensure everyone’s voice is heard
- Works with school administrators to develop productive partnerships with families, caregivers, and the community
- Fosters peer support opportunities for Indigenous, Black, racialized and 2SLBTQ+ students
- Establishes space for equity-seeking groups to be heard and recognized as valued, respected members of the WCDSB community

We have a Human Resources and Equity Officer to help build a culture of welcoming, respecting, and valuing staff for who they are as individuals, learning from their similarities and differences, embracing their uniqueness, and a positive workplace for all.

Our Human Resources and Equity Officer:

- Applies equity, diversity, and inclusion and HR knowledge to our local landscape to promote inclusion and belonging across the school board
- Supports recruitment and employee retention, make recommendations to identify barriers to employment and provide recommendation to either eliminate or modify policies, practices and systems that hinder retention, development, and advancement of under-represented groups
- Engages in case management as part of a team for staff issues—analyze, and identify issues, provide mediation, and conflict resolution services, to achieve early resolution, and determine appropriate recommendations

Our Equity Multimedia Designer works with the Communications Department to create content to support anti-racism campaigns, more inclusive website content, and stronger human resources pages on our website and LinkedIn to attract more qualified, diverse staff. Much of the work includes leading design and marketing projects from the creative concepts, ideas, and recommendations and ensuring the delivery of exceptional, professional work that brings the equity lens to life and meets the board’s equity goals.

Our Equity Multimedia Designer:

- Oversees and manages creative output, including guiding design and direction, interaction, and methodology and ensuring it consistently delivers high-quality results
• Proactively plans for content direction and needs
• Identifies opportunities for improved workflow/processes
• Provides support to create, maintain and organize a library of project design and files, resources, assets and documents to use for future projects
• Develops a WCDSB standard marketing plan with the integration of communication elements to ensure all marketing/communications efforts from the initial concept to execution flow smoothly
• Contributes to strategic marketing plans, brand position, marketing campaigns, and support through creative leadership and execution
• Assists in the enhancement of the creative vision for WCDSB marketing and brand projects through a strategic approach that is designed to achieve business objectives through an audience lens to engage our target audience(s) across key channels, and build the WCDSB brand
• Leads the ideation, creation, and production of eye-catching/thumb-stopping design solutions from initial concepts through to the production of final assets that generate interest and drive results – across digital, video, and print
• Creates initial concepts of a project, storyboards, illustrations, and descriptions. Conceptualize and pitch approaches that connect our creativity and content to our strategy that delivers results

Senior leadership and school administrators will continue to build capacity by exploring inequitable situations through case studies and inquiry. As we begin to recognize inequities in our workplace and our schools, we will explore ways to minimize those inequities.

The Superintendent of Human Resources and other staff have begun exploring methods to assist potential new staff, specifically teachers, to obtain their pastoral references. We know that today some of our candidates may be removed from their parish for a variety of reasons. We will continue to work at creating supports that facilitate candidates being able to have a conversation with a local priest who can then attest to that commitment as part of the Diocese of Hamilton’s revised Pastoral reference process.

A subcommittee of the Equity, Diversity, and Inclusion is working with the Superintendent of Human Resources to create a brief manual for new teachers, with an emphasis on diversifying our school administration, on steps to gain informal and formal leadership throughout their teaching careers. The purpose of this manual is to show the many paths to leadership and to make clear that teachers from equity-seeking groups are welcome to explore leadership opportunities and there will be assistance along the way.

Human Resources is exploring new avenues to post job descriptions with an eye on attracting people from equity-seeking groups. The Human Resources and Equity Officer and other human resources experts are reaching out to community organizations to advertise our many positions that people may not see through our regular posting sites. We are also working on making sure each of our job descriptions are inclusive and do not unintentionally hinder potential, equity-seeking candidates from applying.
Data Collection, Integration and Reporting

Indigenous and Equity Initiatives at a Glance

<table>
<thead>
<tr>
<th>2021-22</th>
<th>Fall 2022</th>
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<tbody>
<tr>
<td>• Poster campaign to encourage FNMI families and students to self-identify through Aspen (school management system)</td>
<td>• Guarding Minds at Work (Workforce Health and Safety Survey)</td>
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<tr>
<td>• Student Census – Phase 1</td>
<td>• Student Census - Phase 2</td>
</tr>
<tr>
<td>• MOI (Middle Years Development Instrument)-data collection Wellness and Equity</td>
<td>• Superintendent questions with an emphasis on equity</td>
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<tr>
<td>• Reporting of the Staff Census data</td>
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<tr>
<td>• Comparison of staff and student census demographics</td>
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Ongoing

• Further efforts to help FNMI families and students to self-identify
• Assessment of workshops (e.g., JEDI Champions, Leadership Training, etc.)
• Revision of the student and staff Censuses
• Comprehensive reports will be made available and posted on our website

Indigenous and Equity Initiatives in Detail

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

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

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

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

In Spring 2022, the results of the Workforce Census were disseminated. While there were over 60 figures with detailed results in the report, below are the highlights of the demographic findings.

When we compare the data from our 2021 Workforce Census with our 2021 Student Census, we have more racial diversity in our student population than our staff population. Our Workforce Census revealed approximately 89.2% of the staff respondents identified as White whereas 63.4% of our student respondents identified as White. Further, our OECTA respondents were 92.0% White.

One of the recommendations from the Workforce Census was to administer the full scan of Guarding Minds at Work. This survey is designed to help assess, protect, and promote psychological health and safety in the workplace. We administered the full scan in November 2022. We are in the process of analysing the findings. Recommendations will be disseminated in Spring 2023. The employee union/group leadership will assist in developing the action items and recommendations.
The Superintendents of Learning are working on the Phase II of the Student Census. Specifically, student census data is being linked with personal information already held by the Board in our Student Information System (i.e., student achievement, credit accumulation, graduation rate, suspensions/expulsions, special education services, and academic/extra-curricular program participation). The purpose of this type of analyses is to identify whether there are disproportionalities or an overrepresentation of certain groups in academic or social outcomes. The data will be disaggregated by gender, race, and socioeconomic status.

This fall, the superintendents of learning have been working with school administrators to identify equity actions in their school for this year via the principal/vice principal annual growth plan to support school goals.

A poster has been created encouraging families to self-identify as Indigenous. This poster includes instructions to all parents on how to self-identify. Posters have been shared with all schools and principals have been asked to post them in the front entrance of schools. Last year, the WCDSB had a total of 274 self-identified First Nations, Métis, and Inuit students. This year, the number has increase to 321. This is 20% increase. Increasing the number of Indigenous students who self-identify increases the number of students and families who will be aware of opportunities and funding available to them.

The K-12 Indigenous and Equity Consultant informed First Nations, Métis, and Inuit self-identified students and parents about community events, scholarships, or other academic opportunities via email through ASPEN. This initiative assists families in identifying and removing barriers for student academic and social success. It also empowers students and their families to advocate for change so that they may thrive in our school communities. Self-identification increases access to opportunities for our students (e.g., post-secondary scholarship opportunities, opportunities in trade, support for students and families through community outreach programs that address physical and mental well-being of students). Funds are available to offer financial or personal support for families who may need academic specific support to ensure success (e.g., psycho-ed assessment, technological and application support, bus passes). Financial barriers for FNMI self-identified families may prevent them from accessing services which may prevent their children from attaining success.

**WCDSB Self-identification poster**

This summer we assessed the equity training (JEDI) for equity champions and facilitators. The content and facilitator(s) communication styles were highly rated. Participants did provide, however, suggestions on timing and food to make the workshop more comfortable for participants. We will continue to assess our trainings as we build capacity.
Organizational Cultural Change

Indigenous and Equity Initiatives at a Glance

2021-2022

- Consultants and school administrators attended a 2-day DEI Summit hosted Chris D’Souza and Dancing Fire events
- Monthly FNMI & Equity Newsletter
- Presentations on Equity throughout the board
- Presentations on Truth and Reconciliation with the Indigenous Map of Canada in schools
- EDI committee / subcommittee work

Fall 2022

- Launched three D2L course sites
  - First Nations, Métis, Inuit, and Equity Representatives
  - Equity Champions and Facilitators
  - JEDI: Equity Resources for WCDSB staff
- Created PowerPoint primers on equity key terms for school administrators
- A new FNMI website for WCDSB
- A webpage on Incivility in the Workplace (result of staff census)
- Me and White Supremacy – book study and journaling

Indigenous and Equity Initiatives in Detail

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

The K-12 Indigenous and Equity Consultant will continue to engage in learning with school administrators around the development of Land Acknowledgements and the use of a Grandfather Teaching Program for monthly assemblies in schools.

There have been some Equity D2L sites (i.e., learning management sites) created for staff at the Board. Below are brief descriptions of these sites.

D2L Equity Champion and Facilitator Site

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

**D2L Equity Site for All Staff**

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

**Equity Modules for Administrators**

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

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

**Lynn: Welcome to our FNMI & Equity Representatives Page**

FNMI & Equity Representatives Page
This page is for FNMI & Equity Representatives in the schools. Representatives can access information on Truth and Reconciliation, treaties, anti-Indigenous racism, Indigenous Veterans Day, land acknowledgements, grandfather teachings, and much more. There are activities for students at various academic levels and ages. Further, there are readings, videos, and website links for staff professional development.

Many members of the EDI Committee are continuing to serve for the 2022-2023 academic year. We also have some new members. As a group, we will be reading *Me and White Supremacy* by Layla Saad. The senior leadership team is also reading this book.

Senior Manager of Equity and the K-12 Indigenous and Equity Consultant will continue to support the EDI Committee, the IEAC, and senior leadership to work on the Equity Action Plan and the BAP for the Board. The action plan will include our plan to identify and address inequities in board structures, policies, programs, and practices.

Below is the Indigenous and Equity Ongoing and Future Initiatives that informed the Indigenous and Equity Action Plans.
School and Classroom Practices

**Context**

- The Ministry of Education encourages the engagement of Indigenous guest speakers in schools and classes to support ongoing learning and create awareness of FNMI perspectives
- Guest speakers have authentic voices, knowledge and credibility

- We are building a culture of belonging and respect that supports academic and social success for Indigenous students
- Families and community members are valued and supported

**Ongoing Goal #2**

- More schools and classrooms engage local Indigenous speakers, artisans and knowledge-keepers and the Indigenous & Equity Consultant to support curricular expectations

- Schools and teachers book the Indigenous & Equity Consultant and Indigenous guests based on the approval of the Indigenous & Equity Consultant and the IEAC

- Programs such as the Indigenous Map of Canada, Focus on Nature, Canoe Building, Dreamcatcher workshops, medicine workshops, Q'Mac Residential School programs etc. are made available through $10000 funding to each elementary school

- Throughout the year

**Ongoing Goal #3**

- Every school will have a Truth & Reconciliation Active Spaces Bulletin Board that shows that “WCDSB Walks with the Indigenous Community on the Road to Reconciliation”

- Indigenous and Equity Consultant FNMI & Equity Representatives

- Indigenous and Equity Consultant share pertinent information with FNMI & Equity Representatives
- FNMI & Equity Representatives update and maintain bulletin boards
- School staff and Community Members can access information through QR codes

- Throughout the year

**Timeframe**

- Feedback from teachers and students is collected after each program.
- Guest speakers have been well received by both Indigenous & non-Indigenous students and staff

**Outcomes (Data/Metrics/Benchmarks)**
School and Classroom Practices

### Context
- The TRC & Ministry of Education supports equitable access to Special Education supports for Indigenous students and families.

### Ongoing Goal #4
- Support the academic and well-being needs of Indigenous students and families so that they may be successful.

### Responsible Office/Position
- Indigenous and Equity Consultant, Special Education Services.

### Action
- Ensure Indigenous students have access to technology when required in IEP.
- Ensure Indigenous students can access needed Psycho-educational testing in a timely manner.
- Advocate for the contracting of Psychologists who are Indigenous or who have experience with Indigenous students.

### Timeframe
- Throughout the year.

### Outcomes (Data/Metrics/Benchmarks)
- Indigenous students who are brought forward by Special Education Services receive testing.
- Students receive technological supports.

---

School and Classroom Practices

### Context
- We are enhancing educator capacity and knowledge related to Indigenous history.
- We are ensuring equitable access to learning materials and increasing diversity in the materials being used in schools and Learning Commons.

### Ongoing Goal #5
- Purchase classroom and school resources that are written/created by Indigenous authors/artists and contain Indigenous teachings.

### Responsible Office/Position
- Indigenous and Equity Consultant, K-12 Literacy Consultants.

### Action
- Purchase of Kindergarten books and play materials.
- Primary Picture books with teaching materials are purchased.
- Under One Sun purchased and teacher development is provided.
- National Day for Truth & Reconciliation Resources are purchased for each school.

### Timeframe
- Throughout the year.

### Outcomes (Data/Metrics/Benchmarks)
- There is increased use of Indigenous resources provided to each school as reported by Library Technicians and FNMI & Equity Representatives in each school.
- Teachers report satisfaction with resources to FNMI & Equity Representative.
School and Classroom Practices

Context
- Waterloo Region had a population of 623,920 in 2020
- 1 in 5 people in Waterloo Region self-identified as a visible minority in 2016
- 1 in 4 people in Waterloo Region self-identified as a visible minority in 2021

Ongoing Goal #6
- Assist BIPOC families on navigating the school system
- Devote money, resources, and time to working with BIPOC families

Responsible Office/Position
- The following departments and positions will be responsible:
  - Equity Services
  - Human Resources

Action
- Hire an Equity Systems Navigator to work with both families and school administrators with a focus on serving BIPOC children and families
- Provide workshops for families to encourage family-school collaborations
- Provide administrator training to help them understand how to serve BIPOC families

Timeframe
- Hire an Equity Systems Navigator by September 1st
- Via family of schools, host a fall and a spring workshop for families with a focus on equity
- Provide ongoing administrator training throughout the academic year

Outcomes (Data/Metrics/Benchmarks)
- Equity Systems Navigator hire has occurred
- Evaluation of administrator training
- Count the number of times online administrator training is accessed
- Evaluation of family workshops

School and Classroom Practices

Context
- In Spring 2022, administrators, staff, and families began discussing their commitment to equity, diversity, and inclusion

Ongoing Goal #7
- Have equity commitments at each school prominently displayed by June 2023

Responsible Office/Position
- The following departments and positions will be responsible:
  - Equity Services
  - Superintendent of Equity
  - All superintendents

Action
- Follow up with administrators on their equity commitment journey
- Assist administrators who have not completed their equity commitments

Timeframe
- All equity commitments displayed in schools by June 2023

Outcomes (Data/Metrics/Benchmarks)
- All schools have the commitments displayed and available
- Collect pictures/videos of the equity commitment for all 50 schools
School and Classroom Practices

Context
- There are many culturally responsive assessments for schools and classrooms available

Ongoing Goal #8
- Have principals and teachers begin to assess culturally responsive practices in the schools

Responsible Office/Position
- The following departments and positions will be responsible:
  - Equity Services
  - Superintendent of Equity
  - All school administrators
  - All superintendents

Action
- Minimum of 15 principals do at least one culturally responsive assessment and present their findings to other administrators

Timeframe
- All culturally responsive assessments completed by February 2023
- Presentations of their findings completed by June 2023

Outcomes (Data/Metrics/Benchmarks)
- Count on how many culturally responsive assessment were completed
- Analyses of the assessments and recommendations based on the data

LEADERSHIP, GOVERNANCE, AND HUMAN RESOURCES PRACTICES

Vision
We wish to ensure the diversity of teachers, staff, and school system leaders at Waterloo Catholic reflect the diversity of the student and families who choose our school board.
Leadership, Governance, and Human Resources Practices

**Context**
- Each board must engage with an Indigenous Education Advisory Council (IEAC)
- Provide advice on matters related to Indigenous education, initiatives, cultures, and traditions

**Ongoing Goal #1**
- IEAC Indigenous and non-Indigenous teachers, Indigenous community partners, Indigenous & Equity Consultant, Senior Manager of Equity, Supervisory Officer, and Director of Education (by invitation)

**Responsible Office/Position**
- The Indigenous and Equity Consultant sets agenda in consultation with members and schedules monthly meetings

**Action**
- The IEAC sets forth their mission and goals, reviews the progress of ongoing initiatives, provides counsel on Indigenous issues and advises the Indigenous & Equity Lead on potential work

**Timeframe**
- The IEAC meets at minimum, one time per month

**Outcomes (Data/Metrics/Benchmarks)**
- The Indigenous and Equity Consultant will submit a Board Action Plan to the Ministry of Education based on the advice and input of the IEAC

---

Leadership, Governance, and Human Resources Practices

**Context**
- Over the last two years, WCDSB administered staff and student censuses.
- Our student body is more racially and ethnically diverse than our teaching staff.

**Ongoing Goal #2**
- Increase racial and ethnic diversity among our teaching staff throughout the system

**Responsible Office/Position**
- The following departments and positions will be responsible:
  - Communications
  - Equity Services
  - Human Resources

**Action**
- Hire an HR and Equity Officer
- Train equity champions to assist with building equity capacity and serve on hiring panels
- Improve our career webpage to promote diversity

**Timeframe**
- Hire the HR and equity officer by September 1st
- Provide ongoing training throughout the academic year

**Outcomes (Data/Metrics/Benchmarks)**
- HR and Equity Officer hire has occurred
- Maintain statistics on the number of new teaching hires (record demographic data where appropriate)
- Post one video highlighting our desire for more diversity
Leadership, Governance, and Human Resources Practices

**Context**
- Spring 2021 the staff census was administered.
- School administration and central staff leadership is not adequately racially and ethnically diverse.

**Ongoing Goal #3**
- Increase racial and ethnic diversity among our school administration and leadership staff.

**Responsible Office/Position**
- The following offices and positions will be responsible:
  - Equity Services
  - Superintendent of Leadership
  - Human Resources

**Action**
- Create leadership manual for new teachers outlining ways to gain leadership experience and competence throughout their career.
- Increase equity content in leadership program.
- Host leadership sessions for BIPOC staff.

**Timeframe**
- Create and disseminate leadership manual for September.
- Host leadership sessions for teachers aspiring to be leaders in November and May.
- Have an open call for BIPOC school administrators.
- Track hires in leadership positions (disaggregate by race and ethnicity).
- Receive feedback from staff including the BIPOC staff about hiring practices.
- Use the data from Guarding Minds at Work to assess supervisor support.

**Outcomes (Data/Metrics/Benchmarks)**

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Leadership, Governance, and Human Resources Practices

**Context**
- We have had a career page and LinkedIn page.
- We have had a minimal marketing focus on these pages.
- There is a workforce shortage in Ontario education.

**Ongoing Goal #4**
- Increase traffic to our career page and LinkedIn pages that results in excellent, qualified candidates.
- Increase the number of equity-seeking candidates applying to our board.

**Responsible Office/Position**
- The following offices and positions will be responsible:
  - Communications
  - Equity Services
  - Superintendent of Leadership
  - Human Resources

**Action**
- Revamp our career page.
- Revamp our LinkedIn page with an emphasis on equity, diversity, and inclusion.

**Timeframe**
- January.

**Outcomes (Data/Metrics/Benchmarks)**
- Track the number of hits to our career page and LinkedIn pages.
DATA COLLECTION, INTEGRATION, AND REPORTING

Vision

We wish to ensure we collect meaningful data to provide a clear picture of who are students and staff are. We will the data to make data-driven decisions to precisely address the barriers to student success.

Data Collection, Integration, and Reporting

<table>
<thead>
<tr>
<th>Context</th>
<th>Ongoing Goal #1</th>
<th>Responsible Office/Position</th>
<th>Action</th>
<th>Timeframe</th>
<th>Outcomes (Data/Metrics/Benchmarks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students that are identified on ASPEN as being First Nation, Metis or Inuit will receive communication and possible assistance from the Indigenous and Equity Consultant</td>
<td>• Continue to encourage FNMI families to self-identify through ASPEN</td>
<td>• Indigenous and Equity Consultant</td>
<td>• Posters identifying the benefits of self-identifying will be displayed in each school. • Schools are asked to encourage Indigenous families to self-identify</td>
<td>• Throughout the year</td>
<td>• The number of students who self-identify will increase</td>
</tr>
</tbody>
</table>
Data Collection, Integration, and Reporting

**Context**
- Spring 2023 we conducted the initial-scan of the Guarding Minds at Work
- The results indicated we should administer the full-scan of the Guarding Minds at Work

**Ongoing Goal #2**
- Assess and respond to the psychological health and safety in the workplace

**Responsible Office/Position**
- The following departments and positions will be responsible:
  - Equity Services
  - Human Resources
  - Research

**Action**
- Administer and analyze results of the Guarding Minds at Work

**Timeframe**
- Administer the long-scan of Guarding Minds at Work in Fall 2022
- Assess the results and make recommendations Spring 2023
- Disseminate results to constituents Spring 2023

**Outcomes (Data/Metrics/Benchmarks)**
- Analyze the results of Guarding Minds at Work
- Document areas where we score in the red, amber, yellow, and green zone
- Use as baseline (1st year of administration of full scan)
- Set benchmarks for improving baseline

---

Data Collection, Integration, and Reporting

**Context**
- Fall 2021 we administered the Student Census
- We have analyzed the student demographics and compared it with our staff demographics

**Ongoing Goal #3**
- Link the student demographic data with school data we already collect (e.g., graduation rates, credit completion rates, suspensions rates, etc.)

**Responsible Office/Position**
- The following departments and positions will be responsible:
  - Equity Services
  - Superintendent of Equity
  - Research Coordinator
  - Superintendents of learning

**Action**
- Work with administrators, consultants, superintendents to link demographic data with school data

**Timeframe**
- This will occur in many phases
- We will have to prioritize the analyses
- Ongoing process

**Outcomes (Data/Metrics/Benchmarks)**
- Analyze the results of the link of data and make recommendations based on the data
- Establish a baseline
- Continue the link over the years
ORGANIZATIONAL CULTURE CHANGE

Vision
We wish to ensure our school leaders, educators, staff, and students remain committed to creating and sustaining environments that support an equitable and inclusive education system.

Organizational Culture Change

Context
- For many years, we have had equity training and PD
- We would like to grow on that learning

Ongoing Goal #1
- Build equity, diversity, and inclusion capacity across the system
- Learn to embed the learning throughout our work

Responsible Office/Position
- The following departments and positions will be responsible:
  - Equity Services
  - K-12 Indigenous Consultant
  - Huma Resources

Action
- Continue to publish the FNMI and Equity Newsletter
- Create and maintain a D2L website for all employees to access resources
- Create and maintain a D2L website for equity champions and facilitators
- Create equity learning modules for employees

Timeframe
- FNMI and Equity Newsletter published monthly
- D2L websites created over the summer and go live in September
- Create modules all throughout the academic year and distribute once or twice a month

Outcomes (Data/Metrics/Benchmarks)
- Assess the learning modules, D2L sites, and the FNMI and Equity Newsletter in May
Organizational Culture Change

**Context**
- SEEC (Student Equity and Engagement Council) was created in 2021

**Ongoing Goal #2**
- Expand the SEEC group
- Host more meetings for SEEC over the academic year
- Organize the first SEEC conference

**Responsible Office/Position**
- The following departments and positions will be responsible:
  - Communications
  - Equity Services
  - SEEC representatives in schools

**Action**
- Build the SEEC conference for 2022–2023 year
- Reinroduce SEEC and encourage schools to participate
- Add more schools that are participating in SEEC

**Timeframe**
- Negotiate with SEEC representatives on where and when the SEEC conference will be hosted
- Meet monthly with SEEC representatives
- Have students build anti-racism/anti-homophobic videos

**Outcomes (Data/Metrics/Benchmarks)**
- Count the number of schools participating
- Assess that more are participating this year
- Have at least 15 schools participating in the conference

---

Organizational Culture Change

**Context**
- Anecdotally, administrators have noticed an increase over the years in the use of the N-word and other racial slurs

**Ongoing Goal #3**
- Increase anti-racism strategies in schools

**Responsible Office/Position**
- The following departments and positions will be responsible:
  - Communications
  - Equity
  - Superintendent of Equity

**Action**
- Build the LEAD campaign (i.e., anti-racism campaign)
- N-Word campaign
- Relaunch the 40,000 journeys campaign

**Timeframe**
- LEAD campaign release in January
- Microaggression campaign February–June
- Build the N-Word campaign throughout the fall and release in the spring
- Relaunch of the 40,000 journeys campaign in June

**Outcomes (Data/Metrics/Benchmarks)**
- Track the number of hits on the social media sites

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**Recommendation:**
This is for the information of the Board.

**Prepared/Reviewed By:** Tyrone Dowling
*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.”
Report

Date: December 12, 2022
To: Board of Trustees
From: Director of Education
Subject: Annual Report on Accumulated Surpluses (Reserves)

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

Type of Information: [ ] Information for Board of Trustees Decision-Making
[ ] Monitoring Information-Board Policy IV 008 “Financial Conditions and Activities”
[ ] Information only of day-to-day operational matters delegated to the CEO

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

Board Policy IV 008 allows the CEO to use only those amounts from accumulated surpluses (reserves) that have been approved in advance by the Board of Trustees. This report is being presented to Trustees to request the use of certain reserves for operational requirements.

Policy Statement and/or Education Act/other Legislation citation:
Board Policy IV 008 “Financial Conditions and Activities”

“...the CEO shall not…

2. Use any reserves”

Alignment to the MYSP:

There is no active MYSP.

Background/Comments:

Accumulated surpluses are amounts held by the school board that have resulted from surpluses in prior years where no external restrictions had been imposed on their use. Some amounts have been apportioned internally for specific uses, while others are general in nature.

For purposes of policy monitoring, the terms accumulated surplus and reserve are used interchangeably.
Accumulated Surplus Balances

1. **WSIB**: $314,598
   This reserve is held in a separate bank account that is used by an outside agency to settle WSIB obligations on our behalf. The balance fluctuates depending on needs and level of replenishment. A budget of $783,249 has been approved in contributions to the account for the year. The actuarially determined obligation for our WSIB claims at August 31, 2022 is $2,979,662. Liabilities associated with this obligation are spread over a number of years depending on the nature and severity of the injury. Consistent with previous years, management would like full access to the WSIB reserve for the 2022-23 school year.

2. **Operating/Working Funds**: $3,714,992
   This is a general surplus without internal or external restrictions. There is no request for use of these funds during the 2022-23 school year.

3. **Technology Renewal**: $1,624,516
   This amount was set aside to replace the Board’s HRIS and Payroll system in the future ($924,516) and to support infrastructure upgrades as required ($700,000) by the ITS department. The HRIS replacement has been deferred to a future year. Infrastructure upgrades beyond what has been allocated in budget are not required. As such, there is no request for technology renewal reserves for the 2022-23 school year.

4. **Insurance**: $150,000
   The insurance surplus was set aside to manage deductibles related to multiple incidences of property damage where available operating budget dollars are insufficient. If access to this reserve is required, it will be requested in a separate report. As at the time of writing, there is no need to access this amount.

5. **Early Learning Resources and Student Support Funds (SSF)**: $1,175,027
   The Early Learning Resource surplus ($961,687) was set up to provision for future resource and staffing needs related to the Extended Day Program. Funds have been set aside in the 2022-23 school year budget for resource renewal and staffing needs. No request for a draw on this reserve will be made.

   Support for Student Funds (SSF) were provided by the Ministry of Education as part of contractual settlements with employee groups who bargain collectively with the government. This surplus ($213,340) represents unused grants as at the end of 2021-22 school year. Management will work with the relevant employee groups to honour the requirements of the grant during 2022-23. Access to this reserve is requested.

6. **Administrative Capital**: $715,385
   The Ministry of Education does not provide any funding for major repairs, building renewal or replacement of administrative buildings. This reserve was set up to provide for future administrative capital needs at the Catholic Education Centre (35 Weber Street West, Kitchener) and the Facility Services Centre / Dutton Drive (480 Dutton Drive, Waterloo). The Catholic Education Centre requires no major capital investments at this time. Warehouse facilities at Dutton Drive are being reviewed. A future request for funding to erect an additional storage building at Dutton Drive may be brought forward in the spring.

7. **Strategic Plan Implementation**: $2,032,253
   These funds were set aside at the end of 2021-22 to support the implementation of the new Multi-Year Strategic Plan (MYSP). It is anticipated that there will be costs incurred over the next 2 years in order to effectively execute the plan. Access to this reserve is therefore requested.
Recommendation:

1. That the Director of Education be given permission to use up to $314,598 from the WSIB surplus to service WSIB related costs.
2. That the Director of Education be given permission to use up to $213,340 from the Student Support Funds (SSF) surplus to offset related costs.
3. That the CEO be given permission to use up to $2,032,253 from the Strategic Plan Implementation surplus to offset related costs.

Prepared/Reviewed By:  
Tyrone Dowling  
Director of Education
Laura Isaac  
Senior Manager, Financial Services
Shesh Maharaj  
Executive Superintendent of Corporate Services

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

Date: December 12, 2022
To: Board of Trustees
From: Director of Education
Subject: Revised Estimates – Impacts on Approved Budget

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

Type of Information: ☒ Information for Board of Trustees Decision-Making
☐ Monitoring Information of Board Policy IV008
☒ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)
This report provides Trustees with information on changes made to the June 2022 Estimates Budget which are required because of updates to enrolment, funding, and current operational needs.

Policy Statement and/or Education Act/other Legislation citation:
2022: SB29 2022-23 Revised Estimates
Education Act Part IX “Finance”
Board Policy IV008 "Financial Conditions and Activities"

Alignment to the MYSP:
There is no active MYSP.

Background/Comments:
School boards in Ontario follow the finance legislation set out in the Education Act, Part IX. Boards are funded primarily based on enrolment which is calculated as the average of total students attending on October 31st and March 31st.

Boards have two budget cycles:
- **Estimates** – this is the formal budget cycle which is approved by Trustees in June. This budget is based on estimates of enrolment for the upcoming school year, as well as associated expenses. Estimates are due to the province at the end of June.
- **Revised Estimates** – this budget cycle allows boards to update enrolment using actual October 31st student counts as well as staffing costs and other expenses. This cycle does not require approval from Trustees and is a less onerous process than development of the original estimates budget. Revised estimates are due to the province in mid-December.

The following information summarizes what management will submit to the province as the 2022-23 Revised Estimates.

The ADE change over the enrolment estimates used for the June 2022 budget is a net increase of 175 students with elementary enrolment up almost 400 students and secondary enrolment down by over 200 students.
Adjustments to staffing levels and budgets have been made where necessary to meet operational needs, collective agreement requirements such as class size ratios, and other legislative provisions.

All spending estimates were reviewed by finance staff and budget holders to ensure budgets reflect the current operating environment and programming expectations.

A balanced Revised Estimates budget will be filed with the Ministry of Education on or before December 15, 2022 based on the changes outlined below.

### Enrolment changes:

<table>
<thead>
<tr>
<th></th>
<th>2022-2023 Estimates</th>
<th>2022-2023 Revised Estimates</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>17,300</td>
<td>17,685</td>
<td>385</td>
</tr>
<tr>
<td>Secondary</td>
<td>7,500</td>
<td>7,290</td>
<td>(210)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24,800</strong></td>
<td><strong>24,975</strong></td>
<td><strong>175</strong></td>
</tr>
<tr>
<td>Elementary – VISA</td>
<td>20</td>
<td>36</td>
<td>16</td>
</tr>
<tr>
<td>Secondary – VISA</td>
<td>135</td>
<td>133</td>
<td>(2)</td>
</tr>
<tr>
<td><strong>Total Students of the Board</strong></td>
<td><strong>24,955</strong></td>
<td><strong>25,144</strong></td>
<td><strong>189</strong></td>
</tr>
</tbody>
</table>

### Changes to budget:

#### Revenue Adjustments

<table>
<thead>
<tr>
<th>Description</th>
<th>2022-2023 Estimates</th>
<th>2022-2023 Revised Estimates</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day School Enrolment</td>
<td>$ 1,776,801</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English as a Second Language grant</td>
<td></td>
<td>$ 1,620,804</td>
<td></td>
</tr>
<tr>
<td>Increased Extended Day, International program and other revenues</td>
<td></td>
<td>710,740</td>
<td></td>
</tr>
<tr>
<td><strong>Total revenue adjustments</strong></td>
<td></td>
<td>$ 4,108,345</td>
<td></td>
</tr>
</tbody>
</table>

#### Expense Adjustments

<table>
<thead>
<tr>
<th>Description</th>
<th>2022-2023 Estimates</th>
<th>2022-2023 Revised Estimates</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sick Leave</td>
<td>$ 1,358,837</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Support Staff</td>
<td></td>
<td>981,246</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td></td>
<td>690,150</td>
<td></td>
</tr>
<tr>
<td>New School Outfitting</td>
<td></td>
<td>400,000</td>
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<tr>
<td>Central Teacher Support Staff</td>
<td></td>
<td>309,194</td>
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<tr>
<td>Maintenance, Repairs, Facilities Contracts</td>
<td></td>
<td>276,446</td>
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<tr>
<td>Programs and Services</td>
<td></td>
<td>237,304</td>
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<tr>
<td>Equity Programs and Supports</td>
<td></td>
<td>234,683</td>
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<tr>
<td>School Safety</td>
<td></td>
<td>70,880</td>
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<tr>
<td>Salary and Benefit Adjustments</td>
<td></td>
<td>46,208</td>
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</tr>
<tr>
<td>Administrative Budgets</td>
<td></td>
<td>24,000</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>(3,600)</td>
<td></td>
</tr>
<tr>
<td>Infrastructure</td>
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<td>(517,005)</td>
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<tr>
<td><strong>Total expense adjustments</strong></td>
<td></td>
<td>$ 4,108,345</td>
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</table>

#### 2022-23 Revised Estimates Submission - December 2022

$ -
The budget will be monitored throughout the year. Consistent with the requirements of Board Policy IV 008 “Financial Conditions and Activities”, interim financial reports will be prepared and presented to Trustees on a quarterly basis.

Recommendation:

This report is provided as information to the Board of Trustees

Prepared/Reviewed By:  
Tyrone Dowling  
Director of Education

Laura Isaac  
Senior Manager of Financial Services

Renée King  
Manager of Budget

Shesh Maharaj  
Executive Superintendent of Corporate Services

*Bylaw 4.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”*
Date: December 12, 2022
To: Board of Trustees
From: Director of Education
Subject: Director's Annual Report

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

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

Origin: (cite Education Act and/or Board Policy or other legislation)
Executive Limitation IV 012 Communication to Board
Multi-Year Strategic Plan

Policy Statement and/or Education Act/other Legislation citation:
Education Act Section 283(3)
Multi-Year Strategic Planning A Guide for School Board Trustees
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 Multi-Year Strategic Plan provides a guide for the staff of Waterloo Catholic District School Board and shares to the broader community our goals and aspirations.

Per Section 283(3) of The Education Act, the Director of Education will submit an Annual Report at the first Board meeting in December of each year reporting on the progress of the Board against the stated goals.
As was reflected when the June 2022 Report Card was brought to Board on the Multi-Year Strategic Plan 2018-2022, there has been progress in each of our six strategic directions, within our three priority areas, despite the real and considerable challenges of the pandemic.

Looking back upon the past year there are many items to be celebrated. These celebrations are a real tribute to our staff who, despite a global crisis that has had a significant impact on education, our economy and our day to day lives, were still able to work alongside our students, colleagues and community members to produce some notable accomplishments and continued student engagement. Waterloo Catholic as a system continued to evolve and to remain relevant and responsive to our students and stakeholders. Our Vision and Mission, which are firmly rooted in our faith and gospel values, has continued to be our foundation as we have navigated these challenging times. Rather than identify individual points of celebration and accomplishment here, the Annual Report will provide those highlights.

Again, this year the report will primarily be provided in electronic format. The Annual Report will be available at: https://annual.wcdsb.ca

We are tremendously proud of the accomplishments of our staff and students, and the continued connection that exists between home, parish and school. The report will be presented at the Board meeting and posted to our corporate website shortly thereafter. At Waterloo Catholic we are Heart of the Community, providing Success for Each and a Place for All.

**Recommendation:**

That the Board accept this report indicating compliance with our obligations under Section 282(3) of The Education Act.

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

Policy Statement and/or Education Act/other Legislation citation:
- The Education Act, Section 169
- Board Governance I.001: Ends

Alignment to the MYSP:
**Strategic Priority:** Nurturing Our Catholic Community
**Strategic Priority:** Student Engagement, Achievement and Innovation
**Strategic Priority:** Building Capacity to Lead, Learn and Live Authentically

Background/Comments:
The current three-year Multi-Year Strategic Plan (MYSP), approved in December of 2018, was scheduled to come to a conclusion at the end of December 2021. However, given the ongoing Covid-19 pandemic the decision was
made to extend the plan for another year. In the June of 2022 the Board of Trustees was presented with a Report Card that shared the results of a stakeholder survey outlining the progress that had occurred over the duration of the current MYSP. At that time, there was also information shared to inform the direction that stakeholders sought in the next version of the MYSP.

The MYSP Survey provided the following key points for the development of a new MYSP:

- A very strong average score of 3.9 regarding the current Mission and Vision remaining as we develop the new MYSP. This was consistent across all stakeholder sub-groups.
- In the ranking of themes for consideration of the next MYSP (2022-2025) the following were the top three themes:
  - EDI for Students and Staff
  - Well-Being for Students and Staff
  - Learning Recovery

It should be noted that literacy, supporting experiential learning opportunities, de-streaming and the pastoral plan were the lowest ranked. It should also be of note that the stated purpose of de-streaming is to bring a more equitable approach to student success, that a focus on early literacy is key to learning recovery and that previous iterations of the pastoral plan has been understood as a significant motivator of positive staff and student wellbeing – spiritual and otherwise. It is clear from this information that there is an inter-relation throughout all of our work and that it must be responsive to the needs of the system moving forward.

The Multi-Year Strategic Plan for Waterloo Catholic 2018-2022 set out to prioritize our work in the areas of:

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

The work of the 2018-2022 plan was a strong foundation from which to build. Our staff have built a plan that builds upon it with broader areas of focus.

The goals identified within the plan speak to the three pillars denoting how we aspire to move the system forward, consistent with leading practices in education while actively working to remove barriers that may have limited our students' abilities to live and thrive in a rapidly changing world. The plan is predicated on a culture of high expectations and a belief that reflects our core vision statement that at Waterloo Catholic we represent: *Heart of the Community, Success for Each and A Place for All.* We aspire to transform our school communities into learning spaces where Faith and gospel values are witnessed, students are empowered, and leadership is distributed. There is no pillar or goal that is the sole responsibility of any one person or department. There is a collective responsibility embedded within each and as such, the senior team has worked in collaboration to create this Multi-Year Strategic Plan.

Staff were tasked with developing an operational plan through which all of each of our stakeholders could see themselves. From September to November the senior team has worked in a very dedicated manner to determining the principles, goals, key indicators and strategies which will move the system forward. Throughout the process our WCDSB Researcher, Kelly Roberts, has been a critical part of our conversations. Eliciting support from our Research Department has allowed us to ensure that we are creating a plan that is evidence-based from its inception through each stage of its evaluation throughout the duration of the plan. Using the input of our stakeholders from the report card in the spring of 2022 there were questions developed to assist us digging deeper. In September the assistance of our administrators was sought at a K-12 administrators meeting through a Thought Exchange. The results displayed themes (process, content and format) and sub-themes within each theme that provided more clarity. During our conversations it was determined that the plan had to be connected to each of the significant plans that the system utilizes to provide direction (i.e., Pastoral Plan, Board Improvement & Equity Plan, School Improvement & Equity Plan, Budget) and that the plan needed to be relevant and concise, with minimal educational jargon. Finally, we determined that the plan would be based on a needs assessment whereby we
determine our areas of need and the strategies necessary to respond to those needs. Our aim is to have each of our stakeholders be able to see themselves with the MYSP.

Beginning in the new year reports to Board will include a direct alignment back to the Multi-Year Strategic Plan 2022-2025, indicating the pillar and where possible the stakeholder goal that is being addressed by the report. Similarly, throughout the system, we will work to ensure that all meeting agendas and reports to a meeting/committee forum reflect an alignment back to our new pillars and Goals. At the midpoint and conclusion of the term of MYSP, staff will conduct surveys with our stakeholders that will help to inform our understanding of the efficacy of our work. Further, staff will provide detailed reporting against our articulated goals using the metrics identified in the operational plan.

**Recommendation:**

That the Board approve the Multi-Year Strategic Plan for 2022-2025, as found in Appendix A.

**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.*
Appendix A

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

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

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

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

In fostering students who meet the Ontario Catholic School Graduate Expectations we also produce successful and independent global 21st century learners who give witness to their faith.
Multi-Year Strategic Plan
2022-2025

Ignite to Believe

Awaken to Belong

Strengthen to Become

**Awaken to Belong**

- **Students**
  Every student can see themselves reflected in their learning.

- **Staff**
  Staff experience a positive, healthy and inclusive workplace.

- **Parents/Families/Community**
  Are aware of and/or use the available resources to assist in navigation of the school system.

**Ignite to Believe**

- **Students**
  Every student experiences the Ontario Catholic School Graduate Expectations (OCSEs) and the WCDSB pastoral plan within their learning environments.

- **Staff**
  Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.

**Strengthen to Become**

- **Students**
  Every student reaches their full potential.

- **Staff**
  Staff know their impact on student achievement.

- **Parents/Families/Community**
  Are engaged as active partners in our students' Catholic education journey.
Every student can see themselves reflected in their learning.
- Student Voice Survey (Census, MDI)
- Annual Workforce Survey (Census)
- Library Commons Audit
- Equity Audit

Staff experience a positive, healthy, and inclusive workplace.
- Annual Workforce Survey

Are aware of and/or use the available resources to assist in navigation of the school system.
- Annual Stakeholder Survey
- Website usage analytics
- Systems Navigator utilization

Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- Student Voice Survey (Census, MDI)
- Annual Learning Plan / Teacher Performance Appraisals
- School Improvement & Equity Plan (SIEP)

Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- Information to Transformation utilization
- Opportunities for Staff Prayer at all sites
- Staff feedback from Faith Formation PD Day

The relationship between home, parish and school is strengthened.
- Annual Stakeholder Survey
- Sacrament Participation
- School Improvement & Equity Plan (SIEP)
Every student reaches their full potential.
- Pathway Indicators (i.e., OSSD, OSSC, C of A)
  - Achievement (e.g., Report Card, EQAO, CAT-4, EDI)
  - Graduation Rates
  - Credit Accumulation
- Community & Active Living Outcomes
- St. Louis Outcomes

Staff see their impact on student achievement.
- Annual Workforce Survey
- Common PD survey for staff
- Annual Learning Plan / Teacher Performance Appraisals
- School Improvement & Equity Plan (SIEP)

Are engaged as active partners in our students’ Catholic education journey.
- Annual Stakeholder Survey
- Media analytics
Date: December 12, 2022
To: Board of Trustees
From: Student Trustees
Subject: December 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:

In December 2022, schools are focused on providing holiday fun for their students to participate in. There is an undeniable presence of excitement within the student body, as they count down the days to winter break. Throughout all of the Christmas festivities, there is a focus on ensuring faith-based aspects are included in all that is done. With excitement roaming the school halls, student leaders are using it to bring momentum to the events they are hosting and preparing for the month. Overall, December is a month of giving back to the community as well as ensuring students feel that they have a place within the walls of our school communities. The month of December is filled with hope, peace, love and joy, as student relish in all that is important to them, this Christmas and Advent season.

Common Activities Hosted by The Schools:

- **Christmas Events**: All five high schools have planned exciting and engaging events for the Christmas season. St Mary’s started December with a Christmas Dinner where students could bring their families to enjoy a spaghetti dinner, and desserts and take pictures with Santa Claus.
St Mary’s student council is also hosting a Christmas Movie Night on December 22nd for up to 300 students to watch The Grinch. St Davids is also planning to have a Christmas Movie Night with snacks and pop available for students. St Benedict’s is having a Christmas Bake Sale, run by their Social Justice Club on December 19th, and a Christmas ornament decorating station during lunch on December 21st for students to be entered into a raffle. Resurrection is overjoyed to bring back its yearly Holiday Concert, scheduled for December 23rd. The Resurrection dance team and the band will be performing, as well as students that auditioned. This concert will serve as a big event to bring their students together, promote clubs and spread Christmas cheer. On December 15th, Monsignor Doyle will be having their Snowball semi-formal dance at the Cambridge Paragon Hall. Tickets to the dance have been sold out, as students are filled with the excitement of going to a school dance.

- **Promoting Holiday Spirit:** Many Christmas-themed spirit initiatives took place in the five high schools this December. St Benedict’s is selling candy grams for 25 cents each from December 14th-15th for students to send to their friends to receive during their period 1 class on December 16th. St Benedict’s also had a Santa photo booth where students could get polaroid pictures with the school mascot dressed as Santa Claus. Similarly, Resurrection also gave students the opportunity to send candy grams to their friends on December 5th, and will be receiving them on December 13th. Also on December 13th, Resurrection students can buy hot chocolate during lunch periods for $1-2, and proceeds will go towards the Phoenix Fund, to help less fortunate students afford uniform items, go on school trips, lunch, etc. Other Christmas events happening at Resurrection this month include a gingerbread decorating contest, photo booth, trivia, Christmas sweater day and a Christmas Raffle. Monsignor Doyle has a Christmas week planned for December 19th-23rd with activities including a candy jar guessing game, candy gram station, Christmas photo booth, hot chocolate station, gingerbread decorating contest and a Christmas Cozy day, where students can dress in pyjamas and Christmas-themed clothing. St Mary’s also has a Christmas week happening at the same time, with a Christmas scavenger hunt around the school campus, a door decorating contest and a gingerbread house decorating contest. St Davids has plans for a Christmas Sock Day, Christmas Kahoot! games during the December 19th-23rd week and handing out candy canes to students before they leave for the Christmas break.

- **Christmas Assemblies:** The high schools are very eager for their in-person Christmas assemblies this year. On December 23rd, Monsignor Doyle will have their Christmas assembly where the gingerbread decorating contest will be held, as well as lots of acts from different clubs and teams and the premier of their student activity council “The Office” Christmas parody video. St Davids will also be showcasing their school clubs and teams during their Christmas assembly. St Benedicts plans to engage the student body during their Christmas Assembly with Kahoot! Trivia games, finish the lyrics, music performances and teacher participation games such as “Best Wrapped Teacher”. St Mary’s will be having their teacher band and dance team perform, as well as student interactive games at their Black Lives Matter Club-run Christmas Assembly.

**Student Trustee Role Update:**

- **Heartfelt Holidays:** On Wednesday, November 30th, the sign-ups for Heartfelt Holidays closed with over 50 responses from elementary school classes. Based on the responses from teachers, Trustee Fejerpataky and Trustee Armstrong expect over 1300 holiday cards to be distributed from elementary schools to local recipients. On December 5th, Student Senate members began
contacting card recipients close to their feeder schools such as retirement homes and charitable organizations. Trustees have already signed up to pick up cards from classrooms. For reference, about 28 total or 52% of teachers said that they would like for a WCDSB Trustee to make a visit to their class to pick up their cards. After cards are collected from classes, Student Senate members will be delivering the cards to recipients. This process should happen from December 19th to the 22nd.

- **2022 SAC Unity Conference:** On December 8th, SAC Unity was hosted at St. Jerome’s University all members of the five high schools student councils. Approximately 160 student leaders attended the conference. Positive feedback was received from attendees, as they thoroughly enjoyed the day. There was a focus on allowing students the opportunity to meet new people and create connections outside of their high schools, this was achieved. Student leaders were euphoric to have this in-person event return for the first time since 2019.

- **Christmas Cheer Drive:** Throughout the month of December, all high schools across WCDSB are participating in a drive focused on collecting winter and hygiene items for those in need in our school's surrounding communities. The drive is currently still running and will be until Wednesday, December 21st. Each school will be picking a place for their donations to go to, as well as a prize for their student body if they are the school with the most donations. Total collection numbers as well as where all the donations were delivered will be shared at the January 30th, Board of Trustees meeting.

**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.”*
**Number: I 001  
Subject: Ends**

**Approval Date:** September 2, 2008  
**Effective Date:** September 2, 2008  

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

**POLICY STATEMENT:**

In a policy governance model, “ends statements” act as guiding principles that will lead us to our preferred future as a system. On behalf of the Catholic ratepayers of Waterloo Region and, in part under its duties as a Board under Section 169.1 of the Education Act and Regulations, as well as at a justifiable use of government and community resources, the WCDSB will create, implement and monitor a multi-year strategic plan that ensures – via the Director of Education – the Board acts responsibly to ensure learners achieve their fullest potential in learning communities that are a living experience of Catholic faith.

**Heart of the Community:**

Our schools are heart of the community:

I. When faith practice is integrated into the daily lives of our students as members of their school community,

II. When they have the knowledge of the history, and regular experiences with, the values, doctrines and social justice imperatives of the Catholic faith,

III. When they are contributors to society, dedicated to the common good and,

IV. When all are included, welcomed, cared for, respected, and treated with dignity in invitational learning environments that help every student fully utilize their unique gifts while meeting their individual spiritual, physical, learning and/or emotional needs.

**Success for Each:**

We create the conditions for success for our students by knowing our students, knowing our staff and doing what matters.

Our students achieve academic success:

I. When given the necessary supports to work to their highest level of ability,

II. When they have the knowledge, skills and confidence to pursue their desired career and life paths and,

III. When they are prepared for the challenges and opportunities of an ever-changing world that demands a diverse skill set as well as a broad social conscience aligned with our Catholic values and,

IV. When they meet the Ontario Catholic Schools Graduate Expectations.
We Create A Place for All:

When our schools, system departments, processes and policies reflect our belief that students deserve the best programs, delivered by well-prepared staff who are supported in their professional learning. Our schools will be supported in this by a strategic plan that includes processes whereby:

I. WCDSB school and system initiatives are monitored through ongoing internal and external assessment measures to ensure students are learning at their highest possible level of achievement through programming that meets their individual learning needs, spiritual needs and learning styles and

II. When all WCDSB departments are held to the highest standards through periodic external reviews to ensure the Board meets its financial and legal obligations to its employees, the Ministry of Education and its ratepayers.

Monitoring will happen throughout the year, but more formally in December of each year.
POLICY STATEMENT:

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

1. The Board of Trustees and associated advisory committees will confirm that meaningful consultation occurs on matters of importance that affect the WCDSB. Matters of importance shall include but not be limited to:
   a. Establishment or amendment of Board policies affecting one or more groups.
   b. Matters which specifically require a board decision.

2. Consultation may be formal or informal.

3. All consultations will provide feedback to participant groups/individuals.