



Board of Trustees' Board Meeting

Date: Monday, January 30, 2023

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 (Vice-Chair), Sally Fuentes, David Guerin, Renee Kraft, Marisa Phillips, Robert Sikora, Tracey Weiler (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

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

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board (Minutes of meetings, staff report)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Special Board of Trustees' Board Meeting Minutes – Jan. 9, 2023 3.1.2 Special Board of Trustees' Board Meeting Minutes – Dec 19, 2022 3.1.3 Board of Trustees' Board Meeting Minutes – Dec 12, 2022 3.2 Governance Committee Meeting – Jan. 16, 2023 3.3 Governance Recommendation from Jan. 16, 2023 3.4 2023-24 Estimates Budget Plan 3.5 Director's Monthly Report 3.6 SEAC Minutes – Dec 7, 2022 3.7 SEAC Committee Membership Update 3.8 Committee Assignments	Board of Trustees Board of Trustees Board of Trustees Governance Committee Board of Trustees Board of Trustees Board of Trustees Board of Trustees Board of Trustees	pp.4-5 pp.6-8 pp.9-13 pp.14-17 pp.14-17 pp.18-20 pp.21-22 pp.23-24 pp.25-27 pp. 28	Approval Approval Approval Approval Approval Information Information Information Approval Information
4. Delegations/Presentation			
NIL			
5. Advice from the CEO			
5.1 2023 Property and Major Capital Construction Update 5.2 Early Literacy Strategy	S. Maharaj J. Ritsma	pp.29-32 pp. 33-40	Information Information
6. Ownership Linkage (Communication with the External Environment)			
7. Reports from Board Committees/Task Forces			
7.1 Student Trustee Update	C. Armstrong, A. Fejerpataky	pp.41-43	Information
8. Board Education (at the request of the Board)			
8.1 Chair of Board Monthly Report 8.2 OCSTA/CCSTA Communications OCSTA/CCSTA Communications Link	Chair of Board Board of Trustees	pp.44-45 Link	Information Information
9. Policy Discussion			
10. Assurance of Successful Board Performance			
10.1 Board Policy Review			
10.1.1 Board Policy II 006 - Celebration of Excellence Is there a need to review the Policy?	Trustee Doherty-Masters	pp.46-47	Approval
10.1.2 Board Policy III 002 - Unity of Control Is there a need to review the Policy?	Chair of Board	pp.48	Approval
10.1.3 001 Ends - Broad Policy Provision Is there a need to review the Policy?	Board of Trustees	pp.49-50	Approval
11. Assurance of Successful Director of Education Performance			
11. Monitoring Reports			
11.1 Board Policy IV 013 Leadership	T. Dowling	pp.51-54	Approval

ITEM	Who	Agenda Section	Method & Outcome
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): - Feb 6: Committee of the Whole - Feb 13: Trustee Equity Training - Feb 27: Board of Trustees' Board Meeting - Mar 6: Committee of the Whole - Mar 9: Trustee Dinner with Bishop - Mar 20: Governance - Mar 27: Board of Trustees' Board Meeting	Chair	--	Information
13.2 Pending Items: 13.3 Pending Items for OCSTA Consideration	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
14. Items for the Next Meeting Agenda	Trustees		
February 6, 2023 – Committee of the Whole - CCFOWR Update - Early Years Report - Annual Report on STSWR - Extended Day update - OCSTA Modules - https://www.ocsta.on.ca/trustee-modules-2/ - Multi-Year Strategic Planning - Policymaking - Conflict Management - Family & Community Engagement	Board of Trustees	--	Information
15. Adjournment	Director of Education		
Confirm decisions made tonight			
15.1 Confirm Decision Made Tonight	Recording Secretary	--	Information
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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



Special Board of Trustees' Board Meeting

A Special public meeting of the Board of Trustees was held on Monday January 9th, 2023, at 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

Trustees Present:

Wendy Ashby, Linda Cuff, Kathy Doherty-Masters (Vice-chair), Sally Fuentes, David Guerin, Renee Kraft, Marisa Phillips, Robert Sikora, Tracey Weiler (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:

Recorder:

Alice Figueiredo, Executive Administrative Assistant

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

1. Call to Order:

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

1.1 Opening Prayer & Memorials

Deferred to Committee of the Whole.

1.2 Territorial Acknowledgment

Deferred to Committee of the Whole.

1.3 Approval of Agenda

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

2023-01-- It was moved by Trustee Phillips and seconded by Trustee Cuff:

THAT the agenda for Monday, January 9, 2023, 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

In-camera meeting of January 9, 2023 regarding HRS matters

Chair Weiler read the motion being sought and requested a mover and seconder.

2023-02 -- It was moved by Trustee Sikora and seconded by Trustee Kraft:

THAT the items for action of the In-camera meeting of January 9, 2023 regarding HRS matters be now approved.

--- Carried by consensus

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

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

4 Delegations

5 Advice from the CEO

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

7. Reports From Board Committees/Task Forces

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

9 Policy Discussion

10 Assurance of Successful Board Performance

11 Assurance of Successful Director of Education Performance

12 Potential Agenda Items

13 Announcements

13.1 Upcoming Meetings/Events

13.2 Pending Items: N/A

13.3 Pending Items for OCSTA Consideration: N/A

14 Items for the Next Meeting Agenda

15 Adjournment – Confirm decisions made tonight.

15.1 Confirm Decisions made tonight

16 Closing Prayer

17 Motion to Adjourn

2023-03-- It was moved by Trustee Doherty-Masters and seconded by Trustee Ashby:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 6:03 p.m.

Chair of the Board

Secretary



Special Board of Trustees' Board Meeting

A Special public meeting of the Board of Trustees was held on Monday, December 19, 2022, virtually.

Trustees Present:

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

Student Trustees Present:

Chloe Armstrong

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:

Anika Fejerpataky, Kathy Doherty-Master, Linda Cuff

Recorder:

Alice Figueiredo, Executive Administrative Assistant

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

1. Call to Order:

The Chair of the Board called the meeting to order at 6:05 p.m.

1.1 Opening Prayer & Memorials

The meeting opened with prayer by Chair Weiler.

1.2 Territorial Acknowledgment

Declared by Chair Weiler.

1.3 Approval of Agenda

Chair Weiler noted a minor amendment to the agenda, under 1.3, it should state Chair not Director Dowling and 1.5 should state Chair and for approval. A mover and seconder were requested.

2022-133-- It was moved by Trustee Fuentes and seconded by Trustee Sikora:

THAT the agenda for Monday, December 19, 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

In-camera meeting of December 19, 2022 regarding HRS matters.

Chair Weiler read the motion for approval and requested a mover and seconder.

2022-134 -- It was moved by Trustee Ashby and seconded by Trustee Sikora:

THAT the items for action of the In-camera meeting of December 19, 2022 regarding HRS matters be now approved.

--- Carried by consensus

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

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

4 Delegations

5 Advice from the CEO

5.1 Policy - II 011 Subject: Student Representation on the Board

Director Dowling confirmed that Ontario Superior Court issued a decision in the Kandaharian Student Trustee Judicial Review Application and the implications at the Board. Director Dowling requested a motion suspending s.2(a) of Policy - II 011 Subject: Student Representation on the Board as directed by legal to allow the board to discuss the policy in Governance and update same as necessary.

Trustees asked clarifying questions and provided feedback. Chair Weiler read the motions being sought and requested movers and seconders.

2022-135 -- It was moved by Trustee Guerin and seconded by Trustee Fuentes:

1. That the Board of Trustees suspend the application of s.2(a) of the policy until such time as the Governance committee can review the policy in light of the decision of the Ontario Superior Court decision involving the York Catholic District School Board.

--- Carried by consensus

2022-136 -- It was moved by Trustee Sikora and seconded by Trustee Fuentes:

2. That Board Policy II 011 Subject: Student Representation on the Board be referred to the Governance committee for review and revision in light of the decision of the Ontario Superior Court decision involving the York Catholic District School Board.

--- Carried by consensus

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

7. Reports From Board Committees/Task Forces

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

9 Policy Discussion

10 Assurance of Successful Board Performance

11 Assurance of Successful Director of Education Performance

12 Potential Agenda Items

13 Announcements

13.1 Upcoming Meetings/Events

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

15 Adjournment – Confirm decisions made tonight.

15.1 Confirm Decisions made tonight

16 Closing Prayer

17 Motion to Adjourn

2022-139-- It was moved by Trustee Phillips and seconded by Trustee Ashby:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 6:26 p.m.

Chair of the Board

Secretary



Board of Trustees' Board Meeting

A public meeting of the Board of Trustees was held on December 12, 2022 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, Renee Kraft, Marisa Phillips, Robert Sikora, Tracey Weiler (Interim Chair)

Student Trustees Present:

Chloe Armstrong, Anika Fejerpatoky

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:

Recorder:

Alice Figueiredo, Executive Administrative Assistant

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

1. Call to Order:

Director Dowling called the meeting to order at 6:05 p.m.

1.1 Opening Prayer & Memorials

The meeting opened with prayer by Monsignor Doyle CSS Students.

1.2 Territorial Acknowledgment

Declared by Secretary of The Board/Director Dowling.

1.3 Approval of Agenda

Secretary of The Board/Director Dowling requested a mover and seconder for approval of the agenda.

2022-121-- It was moved by Trustee Weiler and seconded by Trustee Sikora:

THAT the agenda for Monday, December 12, 2022, be now approved.

--- Carried by *consensus*.

1.4 Declaration of Pecuniary Interest

1.4.1 From the current meeting – NIL

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

1.5 Items for Action

NIL

1.6 Election of Chair

Secretary of The Board, Director Dowling asked for nominations for Chair of the Board. Trustee Phillips put forth Trustee Weiler's name. Secretary of The Board, Director Dowling asked Trustee Weiler if she accepted the nomination, and she did. Secretary of The Board, Director Dowling asked if there were further nominations for Chair of the Board three times. No further nominations were received. Trustee Weiler was elected as Chair of the Board.

2022-122 -- It was moved by Trustee Ashby and seconded by Trustee Phillips:

THAT Trustee Weiler be elected as Chair of the Board.

--- Carried by consensus

1.7 Election of Vice-chair

Chair Weiler ask for nominations for Vice-chair of the Board. Trustee Phillips nominated Trustee Cuff, who accepted the nomination. Chair Weiler asked for other nominations, Trustee Ashby nominated Trustee Doherty-Masters, who accepted the nomination.

Chair Weiler confirmed that there were two nominations on the floor and confirmed that voting by show of hands will be required. First, Chair Weiler asked for show of hand in favor of Trustee Cuff, 3 Trustees were in favour. Chair Weiler asked for a show of hands for Trustee Doherty-Masters, 5 Trustees were in favour. With show of hands, Trustee Doherty-Masters was declared Vice-chair of the Board.

2022-123 -- It was moved by Trustee Ashby and seconded by Trustee Guerin:

THAT Trustee Doherty-Masters be elected as Vice-Chair of the Board.

--- Carried by consensus

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

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

3.1 Approval of Minutes of Regular and Special Meetings

3.1 November 28, 2022 Board of Trustees Meeting

3.2 Director's Monthly Report

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

2022-124- It was moved by Trustee Sikora 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

N/A

5 Advice from the CEO

5.1 Menstrual Equity in Schools

Superintendent Ritsma introduced the Menstrual Equity in Schools Report along with presenter Brigitte Webster, Healthy Active Living Consultant. The presentation discussed background information, financial and disbursement data, feedback and next steps. Trustees asked clarifying questions and provided feedback.

5.2 Well-Being Plan – Equity Action Plan

Superintendent Ritsma introduced the Equity Action Plan report and presenter Lynn Garrioch, Senior Manager of Equity Services. The presentation included information on initiatives, goals, action, timeframe, and benchmarks. Trustees asked clarifying questions and provided feedback.

5.3 Annual Report on Surpluses

Waterloo Catholic District School Board – Monday, December 12, 2022 - 2 -
Minutes – Public Board Meeting

Superintendent Maharaj shared a report on annual surpluses which included recommendations for approval. Trustees asked clarifying questions and provided feedback. Chair Weiler read the motion being sought and requested a mover and seconder.

2022-125- It was moved by Trustee Doherty-Masters and seconded by Trustee Kraft:

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.

--- Carried by consensus.

5.4 Revised Estimates Report

Superintendent Maharaj presented a report on revised estimates for information. Trustees asked clarifying questions and provided feedback.

5.5 Director's Annual Report

Director Dowling presented the Director's Annual Report for approval. Trustees asked clarifying questions and provided feedback. Chair Weiler requested a mover and seconder.

Prior to consensus Trustee Sikora noted that the section is different from policy statement and to confirm the section of the Education Act. Director Dowling confirmed Section 283(3) of Education Act.

2022-126- It was moved by Trustee Fuentes and seconded by Trustee Sikora:

That the Board accept this report indicating compliance with our obligations under Section 283(3) of The Education Act.

--- Carried by consensus.

5.6 MYSP

Director Dowling presented the 2022-2025 Multi-Year Strategic Plan. The three main pillars are Awaken to Belong, Ignite to Believe and Strengthen to Become. Trustees asked clarifying questions and provided feedback. Chair Weiler read the motion for approval and requested a mover and a seconder.

2022-127- It was moved by Trustee Kraft and seconded by Trustee Cuff:

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

--- Carried by consensus.

Chair Weiler put forth a motion to extend past 9:00 p.m. and requested a mover and seconder.

2022-128- It was moved by Trustee Phillips and seconded by Trustee Sikora:

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

--- Carried by consensus.

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 December. Trustees provided feedback.

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

8.1 OCSTA/CCSTA Communications

Chair Weiler reviewed OCSTA communications.

9 Policy Discussion

10 Assurance of Successful Board Performance

10.1.1 Board Policy I 001 Ends - Broad Policy Provision

Chair Weiler discussed Board Policy I 001 Ends – Board Policy Provision and noted that this policy was reviewed to all Trustees to review. She requested a mover and seconder to confirm compliance.

2022-129- It was moved by Trustee Fuentes and seconded by Trustee Doherty-Masters:

THAT the Board of Trustees reviewed Board Policy I 001 Ends - Broad Policy Provision and find that the Board is in compliance.

Chair Weiler asked if Trustees were in consensus. Trustee Phillips was not in consensus and felt she needed more information. Chair Weiler gave options on next steps of either vote by show of hands or put the motion on hold until more information is gathered or defer to Governance. Trustees decided to put the motion on hold, have a conversation at Governance and bring back for approval in the future.

Trustee Sikora noted point of order and requested a motion be sought to bring the item to Governance. Chair Weiler asked for a mover and seconder.

2022-130- It was moved by Trustee Phillips and seconded by Trustee Guerin:

That the Board of Trustees move to put the decision to approve Board Policy I 001 Ends - Broad Policy Provision on hold until further discussion at Governance.

--- Carried by consensus.

10.1.2 Board Policy II 005 Consultation

Chair Weiler confirmed review of Board Policy II 005 Consultation moved that it was in compliance and requested a seconder.

2022-131- It was moved by Trustee Weiler and seconded by Trustee Ashby:

THAT the Board of Trustees reviewed Board Policy II 005 Consultation and find that the Board is in compliance.

--- Carried by consensus.

Chair Weiler asked if there was any discussion and noted that reviewed maybe be warranted as it has not been updated since 2018.

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

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

**2022-132-- It was moved by Trustee Fuentes and seconded by Trustee Cuff:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:31 p.m.**

Chair of the Board

Secretary



Governance Committee Meeting

Date:	Monday, January 16, 2023 (all)
Time:	5:30 p.m.
Location:	CEC 201 - St Francis - (Previous 227 Boardroom)
Next Meeting Date(s):	Monday, January 16, 2023 (all) Monday, March 20, 2023 Monday, May 15, 2023
Board of Trustees: Wendy Ashby, Linda Cuff , Kathy Doherty-Masters (Chair of Governance), Sally Fuentes, David Guerin , Renee Kraft, Marisa Phillips, Robert Sikora, Tracey Weiler = Governance Committee Members Regrets: N/A Administrative Officials: Tyrone Dowling	

1. Welcome and Opening Prayer
Called to order at 5:30 p.m.

2. Approval of Agenda
Vice-Chair Doherty-Masters requested approval of the agenda.

Motion: Approval of the Agenda

Motioned: Linda Cuff

Seconded: David Guerin

3. Declared Pecuniary Interest
NIL

4. Approval of the Minutes
October 17, 2022 Minutes – Approved at October 25, 2022 Board meeting
Trustees reviewed minutes.

5. Discussion Items

5.1 Review Governance Committee Terms of Reference

https://wcdsbca-my.sharepoint.com/:w:/g/personal/alice_figueiredo_wcdsb_ca/EQIRFXIDSVREpFPLhY9gU2cBF4koCgOepUL2GL9vF21l6w?e=wIjHUp

- By-laws reviewed last year. Will not need to be reviewed until next year (2023/24)
- Trustees discussed amendments to Terms of Reference:
 - 2.5 – add annually (end of sentence)
 - 3.1 – Monitor best practices from other boards and implement changes as required
 - 3.2 – Consult OCSTA & CCSTA staff and outside expertise as required

Motion: To Revise the Governance Terms of Reference as noted above.

Motioned – David Guerin

Seconded – Tracey Weiler



5.2 Engaging Marion Thomson Howell for Policy Governance

- Overview of Marian's CV
- If the motion is placed to engage Marian, the three quotes that existed from previous years are still in place for this year
- Trustee Weiler moved motion that the Governance committee direct the Chair of Governance to reach out to Marion Thomson Howell to look for dates and costs for a policy governance session.
- Timeline – could we investigate earlier, rather than later

Motion: That the Governance committee direct the Chair of Governance to reach out to Marion Thomson Howell to look for dates and costs for a policy governance session.

Motioned: Tracey Weiler

Second – David Guerin

5.3 Board Policy II 011 - Student Representation on the Board

https://www.wcdsb.ca/wp-content/uploads/sites/36/2020/06/II-011_Student_Rep_on_the_Board.pdf

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

Accordingly:

1. The Board shall have two student trustees to represent the interests of their peers
2. A student trustee shall have the following qualifications:
 - ~~a) be a Catholic in Union with the See of Rome~~
 - b) Be a resident student of the Board
 - c) Be enrolled full-time (i.e., at least 3 credits per semester) in one of the Board's Catholic Secondary Schools and be in the senior division at the time of ~~his/her~~ **their** term
3. A student trustee has the same status as a board member with respect to access to board resources and opportunities for training.
4. The Chair of the Board shall appoint a trustee to act as a mentor for each student trustee
5. The appropriate Superintendent of Schools shall be the staff contact for the student trustees.

The Superintendent shall establish procedures to assist the student trustee in fulfilling their roles and responsibilities.

6. Student trustees may be disqualified from office for the following reasons:

- a) as per trustee disqualifications criteria outlined in legislation **as above**
- b) the student trustees ceases to be enrolled as a **full-time** student in one of the Board's Catholic Secondary schools
- c) the student trustee commits a serious breach of ~~his/her~~ **their** school's code of conduct
- d) the student trustee's conduct is deemed to be incompatible with the roles and responsibilities of the position

7. Upon completion of the student trustee's term, the Board will suitably recognize them including, but not limited to, a notation in the student's Ontario Student Record and a letter of service signed by the Chair of the Board.



Motion: To bring the revised Board Policy II 011 to the Board for approval as noted above.

Moved: David Guerin

Second: Tracey Weiler

5.4 Board Policy I 001 Ends - Broad Policy Provision

https://www.wcdsb.ca/wp-content/uploads/sites/36/2021/06/I-001_Ends.pdf

- Review the policy and answer the question regarding are we in compliance with the policy as it is defined
 - Monitoring reports from the previous school year were approved
 - MYSP for 2022 – 2025 and Director's Report were approved
 - MYSP Report Card signed off in June 2022
 - Share with Trustees Monitoring Reports from previous school year and MYSP Report Card

Motion: That Board Policy I 001 Ends - Broad Policy Provision be sent back to the January 30, 2023 Board of Trustees meeting for decision on compliance.

Motioned: Linda Cuff

Second: Tracey Weiler

5.5 Review Guide for Using Equity Lens

[https://wcdsbca-](https://wcdsbca-my.sharepoint.com/:b/g/person/alice_figueiredo_wcdsb_ca/ESxiYnWNfilFnmWZ4VwzsoMBj7Rdn6htTtOTeCeyr_FHbQ?e=yZOkGL)

[my.sharepoint.com/:b/g/person/alice_figueiredo_wcdsb_ca/ESxiYnWNfilFnmWZ4VwzsoMBj7Rdn6htTtOTeCeyr_FHbQ?e=yZOkGL](https://wcdsbca-my.sharepoint.com/:b/g/person/alice_figueiredo_wcdsb_ca/ESxiYnWNfilFnmWZ4VwzsoMBj7Rdn6htTtOTeCeyr_FHbQ?e=yZOkGL)

- Look at this through the upcoming equity training
- Investigate professional development opportunities to review policies over the next school year
 - Review policies through the ten questions shared
 - Ten questions used as a resource for Governance and at Board meetings (include with the MYSP printout)
- Questions when policies are brought forward for compliance (beginning September 2023)
 - Does this policy need to be referred to Governance? Yes.
 - At Governance, then review each policy through lens of 10 questions

5.6 Board Policy II 004 Advocacy and Advertising

https://www.wcdsb.ca/wp-content/uploads/sites/36/2020/06/II-004_Advocacy_and_Advertising.pdf

Number: II 004 Subject: Advocacy and Advertising

Approval Date: September 29, 2008

Effective Date: September 29, 2008

Revised: ACCESSIBILITY:

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

POLICY STATEMENT: The Board of Trustees has a responsibility to act as advocates on behalf of the ~~owners~~ **ratepayers**. Advocacy involves telling our story with the purpose of soliciting support for our students, system and Catholic Education. As per Ministry of Education directive **2006: B15**, advocacy activities will not use students, report cards or annual reports **2006: B15** as vehicles for Board or school advocacy to the public, education partners or government. The Board will not expend Board funds for specific political party events, recruit students from other boards, provide inaccurate information, or use paid advertising or communications with parents, teachers, or



students for the sole purpose of advocating the government or other education partners.

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

Motion: To bring Board Policy Number: II 004 Subject: Advocacy and Advertising as amended to the Board for approval as noted above.

Motioned: David Guerin

Seconded: Linda Cuff

6. Pending Items

N/A

7. Recommendations to the Board

1. To bring the revised Board Policy II 011 to the board for approval.
2. That Board Policy I 001 Ends - Broad Policy Provision be sent back to the January 30, 2023 Board of Trustees meeting for decision on compliance.
3. To bring Board Policy Number: II 004 Subject: Advocacy and Advertising as amended to the Board for approval.

8. Adjournment

Motion: To adjourn the meeting

Motioned: Tracey Weiler

Seconded: Linda Cuff

Time Adjourned: 7:53 pm



Date: January 30, 2023
To: Board of Trustees
From: Director of Education
Subject: 2023-24 Estimates Budget Plan

Type of Report:

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

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of Board Policy **IV 007**
- ☐ 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 the development of the 2023-24 school year Estimates budget.

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

[Board Policy IV 007 "Financial Planning/Budgeting"](#)

"The CEO shall not ...

1. Develop a budget without conducting a formal process for soliciting input on the needs and priorities of the system ...
6. Present a budget that does not allow sufficient time for decision-making
7. Present a budget that cannot be readily understood by persons without a financial/education background"

Alignment to the MYSP:

Awaken to Belong

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 (OCSGEs) and the WCDSB pastoral plan within their learning environments.

Strengthen to Become

Parents/Families/Community are engaged as active partners in our students' Catholic education journey.



Background/Comments:

Board Executive Limitation IV007 dictates the criteria to which staff must adhere in the preparation, planning, and presentation of the proposed school year budget. Planning commences in January and will conclude with the presentation of the budget to Trustees on June 5, 2023. Management will request budget approval on June 12, 2023 in order to file the school year Estimates budget with the Ministry on time.

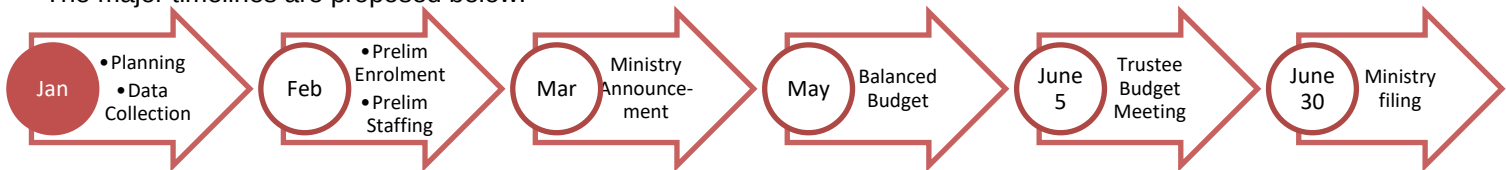
For the **2022-23 budget**, the Ministry of Education announced the Grants for Student Needs (GSN) in mid-February which allowed management ample time to plan and develop a budget. This was a very early release date which was unusual but appreciated.

For the **2023-24 budget**, the budget development process will follow a similar structure to prior years, with one exception. Annually, as part of the budget development process, management engages stakeholders with a survey on budget priorities. This approach was duplicating efforts with MYSP surveys which were launched around the same time. At the May 2022 Board of Trustees' Governance Meeting, a proposal to merge the Budget Survey with the MYSP survey was approved. It was agreed that the budget consultation requirements contained in Board Policy IV007 would be satisfied without a need for an additional budget survey.

Consultation for the upcoming budget cycle will reflect the following:

- 2022-23 – full consultation to support development of MYSP (2022-2025) ****COMPLETE****
- 2023-24 – solicitation of feedback on progress made with commitments in the MYSP plus changes if required.
- 2024-25 - solicitation of feedback on progress made with commitments in the MYSP plus changes if required.
- 2025-26 – full consultation to support development of MYSP (2026 to 2029)

The major timelines are proposed below:



1. Monthly Trustee updates will commence in January 2023
2. Balancing of budget by **May 12, 2023**
3. Budget finalization and presentation:
 - a. Formal budget presentation: **June 5, 2023**
 - b. Budget deliberation period: **June 5 – 12, 2023**
 - c. Budget approval: **June 12, 2023**
 - d. Ministry submission: **June 30, 2023**

Management may need to alter timelines depending on the timing and content of Ministry of Education budget announcements. Monthly updates will be provided to Trustees on the progress of budget development. These reports will also highlight any significant issues that may arise prior to the June presentation.

Management will need to make several assumptions as the budget for 2023-24 is prepared. These assumptions will be disclosed in budget materials for purposes of transparency and decision-making.

Recommendation:

This report is being provided as information.



Prepared/Reviewed By:

Tyrone Dowling
Director of Education

Laura Isaac
Senior Manager, Financial Services

Renee King
Manager of Budget

Shesh Maharaj
Executive Superintendent of Corporate Services

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





Date: January 30, 2023
To: Board of Trustees
From: Director of Education
Subject: January 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:

Awaken to Belong
Ignite to Believe
Strengthen to Become

Background/Comments:

Early in the month of January the Church celebrates Epiphany, commemorating the star that led the Magi to the baby Jesus. In our schools' students and staff return from the Christmas break and prepare to finish term one (elementary) and semester one (secondary). The Umbrella Skills theme for January is grit. During this month we work with our students to assist them to continue working through any end of term/semester challenges that might arise. There have been a number of activities that I've been able to take part in this month.

Some of the regular meetings that were held in January 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)
 - MYSP Indicator Review meeting with WCDSB Research – weekly
-
- Participated in several conversations with the Chair of the Board.
 - Participated in the K-12 Administrators' Meeting
 - Conducted Director's visits at Monsignor Doyle, St. Vincent de Paul, St. Brigid, St. Gregory, St. Benedict, Christ the King, St. Peter
 - Thinking Classrooms Professional Development
 - Right to Read Response Planning Meeting
 - Supervisory Officer Qualification Program Presentation
 - Equity Planning Meeting
 - CCFOWR Board Meeting
 - IT Governance Meeting
 - Inaugural Mass with Bishop Crosby
 - Monsignor Doyle Co-op Fair
 - Met with Spiritual Animator – Fr. Joseph
 - Administrator interviews
 - STSWR Board of Directors Meeting
 - MYSP Release Introductory Video
 - IEAC Meeting
 - OCSTA Catholic Trustee Seminar
 - CODE CEO-CFO Conference

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.





SEAC Committee Meeting Minutes

Date& Time:	December 7, 2022, at 6:00 p.m.
Location (Hybrid):	In-Person: St. Aloysius Room (2 nd Floor), Catholic Education Centre Online: Via Teams Click here to join the meeting
Next Meeting:	January 11, 2023
Committee Members: Kim Murphy, John Gilbert, Cindy Benedetti, Erin Sutherland, Tracey Weiler, Daina Colbourne	
Administrative Officials: Gerald Foran, Erin Lemak	

1. Opening Prayer Welcome	Erin Lemak
2. Approval of Agenda Motion by: Kim Murphy Seconded: John Gilbert	
3. Declared Pecuniary Interest N/A	
4. Approval of the November 2nd Minutes Motion by: John Gilbert Seconded: Kim Murphy	
5. School System Operational Business 5.1. Mental Health Q&A 5.2. Special Education & Sacraments Q&A ➤ Resources for parents, priests, and catechists for preparing children with special needs for Sacraments shared with the committee. ➤ Recommended that it is further shared with the schools.	Andrea Snyder Mental Health Lead John Murphy Religion and Family Life Consultant Jeanne Gravelle Former Trustee Member
6. Ministry Updates (10 min) 6.1. Dufferin-Peel CDSB letter to the Minister: Covid impact on students with special needs – to extend the time student with differing abilities have to remain or continue in Secondary school beyond year 7 year (age 21) 6.2. Durham District School Board letter to the Minister: Urging Minister to evaluate the true costs associated with SIP claims and increase the funds accordingly.	G. Foran
7. SEAC Committee Functions N/A	
8. Policy Advice to the Board N/A	



9. Updates 9.1. Association Updates • Introduction of new members and organizations: Erin Sutherland – new WRFN representative Daina Colburne – Centre for ADHD Awareness ➤ WWDSS Updates: WWDSS continues to offer our members cooking classes, speech and music social groups for all ages, Teen & Adult Hangouts, New Parent Program, Mother's Connection, an Evening Speaker Series, and so much more! Our annual calendar is now available for pre-order. More details can be found here: https://www.wwdss.ca/event ➤ WRFN Updates: • WRFN Family Activity Day at Doon Heritage Village was a wonderful celebration for World Children's Day. We had 80 people join us for a fun and informative afternoon despite the very cold weather and driving challenges that day. Families were happy to see each other – to visit with those they already knew and to meet new people. • Kaleidoscope Kids is back!!! This drop-in program for parents and kids is starting up again on Dec 15. It will run on Thursdays from 3 – 5 pm every week except for the week of Dec 26 as the site will be closed. It will be held in the Pavilion at KidsAbility in Waterloo. This program is back by popular demand offering an opportunity for parents to connect and support each other. There will be lots of activities for kids available. Parents will be responsible for supervising and caring for their own children while attending. This program is a partnership between WRFN and KidsAbility. Flyer coming soon. • WRFN Drop-in at Early ON across the Region – Erin will be back to all Early ON locations this winter and spring for Drop-in meetings. No appointment is required as meetings are on a first-come, first-served basis. Flyer coming soon with all dates. 9.2. Trustee Updates WCDSB Board Meeting Bulletin – November, 2022	
10. Pending Items N/A	
11. Adjournment Motion by: John Gilbert Seconded: Kim Murphy	
12. Action Items Place Holder N/A	



Date: January 23, 2023
To: Board of Trustees
From: Director of Education
Subject: Special Education Advisory Committee Membership Update

Type of Report:

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

Type of Information:

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

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

Education Act, Regulation 464-97: Special Education Advisory Committee

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

Regulation 464-97 sets out the membership criteria, qualifications, and mandate of the Special Education Advisory Committee.

Alignment to the MYSP:

Strengthened to Become: Parents/Families/Community are engaged as active partners in our students' Catholic Education journey

Background/Comments:

The Ontario Education Act Regulation 464/97 requires every district school board to establish a Special Education Advisory Committee (SEAC). The members of the committee include:

- Representatives of local association, that are affiliated with a provincial parent association
- Trustees of the school board
- Additional Members or Members –at-Large
- Members of the school board staff who are non-voting members and act as a resource to the committee.



Responsibilities of SEAC and SEAC Members

The following section of the Provincial Parent Association Advisory Committee on Special Education Advisory Committees (PAaC on SEAC) outlines the membership guidelines of SEAC.

2.1) Local Association Representatives

In Regulation 464/97, Section (1) a “local association” is defined as:

“an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and wellbeing of one or more groups of exceptional children or adults.”

There are three key concepts in this definition.

1. The local association of parents must operate locally within the school board jurisdiction.
2. The local association must be affiliated with an incorporated provincial organization that works on behalf of one or more group of exceptional students.
3. The local or provincial association cannot be an association or organization of professional educators.

The Ministry of Education document, *Special Education: A Guide for Educators (2001)* provides school boards with further guidelines (not in the regulation). In Part A, Subsection, *Advisory Committees on Special Education*, page A27, it states:

1. *The SEAC seats for representatives of local associations should be used to bring to the committee the perspective of parents of children with a wide range of exceptionalities. Note that the ministry provides school boards with definitions of exceptionalities for use in the identification, placement, and review process. As many as possible of these exceptionalities should be represented on the SEAC.*
2. *Representatives of local associations should be persons who can express the concerns of the parents of the exceptional pupils of the board.*
3. *Representatives of local associations should bring the perspective and resources of a provincial or a national association that is incorporated and that operates throughout Ontario to further the interests of one or more groups of exceptional pupils.*
4. *The representative of the local association nominated by the association is normally the person appointed by the board.*

As long as the association selects as its representative a member who lives within the jurisdiction of the board, the actual address of the “branch” of the association should not be significant

(2.7) Membership Nomination Process

The term of SEAC is the same as the term of the elected Trustees, and it lasts four years. Election of Trustees occurs during the municipal election process held every four years, usually in late October or early November. The previous SEAC term started after the October 2018 election and a new committee has been formed since the October 2022 election. The SEAC membership is appointed by the newly elected Trustees at one of their first official meetings.



The process for inviting nominations and appointing SEAC members varies between school boards. Some school boards invite nominations as early as September of an election year. Other school boards ask for nominations after the Trustees hold their first meeting and others accept nominations for several months following an election

The following SEAC members listed below are presented to the Board of Trustees for the next four-year term.

Name	Organization
Bob Sikora	WCDSB Trustee
Sally Fuentes	WCDSB Trustee
Renee Kraft	WCDSB Trustee <i>Alternate</i>
John Gilbert	Waterloo Regional Police
Kim Murphy	Waterloo Wellington Down Syndrome Society
Gillian Haden	Waterloo Wellington Down Syndrome Society, <i>Alternate</i>
Erin Sutherland	Waterloo Region Family Network
Karen Kovats	Waterloo Region Family Network, <i>Alternate</i>
Laura Shoemaker	International Dyslexia Association
Cindy Benedetti	Family and Children's Services of Waterloo Region
Daina Colbourne	Centre for ADHD Awareness, Canada
Jeanne Gravelle	Member at Large
T.B.D.	Autism Ontario Waterloo Region

This report is provided to the Board of Trustees with the following recommendation:

THAT the Board of Trustees approve the updated appointment to SEAC, as outlined above, until the end of the term November 2026.

Prepared/Reviewed By:

Tyrone Dowling
Director of Education

Gerald Foran
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.



Committee Assignments 2022/2023

Committee	Dates/Timing	Needs	David	Kathy	Linda	Marisa	Renee	Bob	Sally	Tracey	Wendy	Anika	Chloe
Audit	A minimum of 5x/year at 6pm	3 trustees	x			x		x					
Awards		Vice Chair		x									
Budget Advisory	3x in the evening	2 trustees				x					x		
Catholic Parent Involvement	7x/year at 6pm	2 trustees + 1 alt				x (alt)			x		x		
Director Performance	Depends on the tool and if revisions are required as to how many meetings are required	Chair/Vice + 2		x	x					x	x		
FACE	meets about 4 times a year	Chair		x						x			
Governance	4x/year at 5pm	Chair/Vice + 2	x	x	x					x			
Linkages	During Committee of the Whole meetings	4 Trustees + 1 Student		x	x	x		x					
Pastoral Care	During Committee of the Whole meetings	5 Trustees + 1 Student	x				x		x	x	x		
SAL*	December 13 10:00 am until 12:00 pm January 24 10:00 am until 12:00 pm February 22 10:00 am until 12:00 pm March 21 10:00 am until 12:00 pm April 12 10:00 am until 12:00 pm May 16 10:00 am until 12:00 pm	3 trustees		x				x	x				
SEAC	First Wednesday of each month @6pm	2 trustees + 1 alt					x (alt)	x	x				
Board School Year Calendar		1 trustees					x						
Suspension/Expulsion		3 trustees + 2 alt	x (alt)		x		x (alt)	x			x		
Student Trustee Mentor													
Trustee Mentor													
# of assignments (including alt)			4	6	4	4	4	5	4	4	5		

* NOTE for SAL

1 for Cambridge SAL
1 for Kitchener SAL
1 for Waterloo SAL

Any of the 3 assigned can serve as an alternate for the other 2 but any trustee could be called.



Date: January 30, 2023
To: Board of Trustees
From: Director of Education
Subject: 2023 Property and Major Capital Construction Update

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

Type of Information: ☐ Information for Board of Trustees Decision-Making
☒ Monitoring Information of Board Policy **IV-008 and IV-009**
☐ Information only of day-to-day operational matters delegated to the CEO

Origin:

Annually a report is provided to the Board of Trustees summarizing various property transactions that have occurred in the past year and that are anticipated to occur in the near future. Further, a summary of major construction projects is also provided for information.

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

[Executive Limitation IV 008 "Financial Conditions and Activities"](#)

"... the CEO shall not:...

3. Acquire, encumber or dispose of real property"

[Executive Limitation IV 009 "Asset Protection"](#)

"...the CEO shall not:...

3. Subject plant and equipment to improper wear and tear or insufficient maintenance."

Alignment to the MYSP:

[Awaken to Belong](#)

Every student can see themselves reflected in their learning.

Staff experience a positive, healthy, and inclusive workplace.

Parents / Family / Community members are aware of and/or use the available resources to assist in navigation of the school system.



[Strengthen to Become](#)

Parents / Families / Communities are engaged as active partners in our students' Catholic education journey.

Background/Comments:

Property Disposition

ST. BONIFACE, MARYHILL

This property was declared surplus to the needs of the Board in 2021. The property consists of a school building on 9.29 acres of land plus a 0.35 acre vacant residential lot.

Both parcels will be sold through a competitive bidding process in 2023.

Property Acquisition

GRAND RIVER CONSERVATION AUTHORITY (EAST KITCHENER)

In December 2022, WCDSB took ownership of a 17.5 acre parcel of land on which the new grade 7 to 12 Catholic School will be built.

SOUTH EAST GALT SCHOOL PARTNERSHIP (CAMBRIDGE)

The public school board and WCDSB purchased a school property from the City of Cambridge in November 2022. A new public / Catholic elementary school will be constructed on this site.

ROSENBERG (SOUTH WEST KITCHENER)

Property was purchased from a developer in May 2022 to accommodate a new elementary school in south-west Kitchener.

DOON SOUTH (SOUTH WEST KITCHENER)

The Kitchener Growth Management Plan (KGMP) 2019-2021, identified the Doon South school site as being within lands planned for development in the 2023-2025 timeframe. A site in this planning area will be acquired as soon as it is available.

ROSENBERG WEST (SOUTH WEST KITCHENER)

The Kitchener Growth Management Plan (KGMP) 2019-2021, identified the Rosenberg West school site as being within lands planned for development in the 2022-2024 timeframe based on the extension of services necessary to facilitate development. A site in this planning area will be purchased for a new school as soon as it is available.

BADEN

Snyder's Road (Baden) GP Inc. draft plan of subdivision at 1012 Snyder's Road West has filed application for approval of a draft plan of subdivision. The plan includes a 2.04 ha (5.0 ac.) school block as requested by the board. Construction of a school in this area will support enrolment pressure at Holy Family School in New Hamburg, students that will live in this new subdivision, and students living in Baden who wish to attend a nearby Catholic School. Depending on the speed of approvals and availability, a new school may be possible in 3 years, subject to municipal and provincial approvals.

NORTH CAMBRIDGE

The River Mill Phase 5 development in North Cambridge on the former Arriscraft site includes a 2.4 ha (5.0 ac.) school block as requested by the board to accommodate existing and future students from this area of the City of Cambridge.



Major Construction Update

ST. AGNES CATHOLIC ELEMENTARY SCHOOL, WATERLOO

The Ministry of Education granted capital funding for an 8 classroom and gymnasium addition to St. Agnes CES in the fall of 2020. Construction is ongoing and is expected to be completed and ready for students in September 2023.

HURON BRIGADOON CATHOLIC ELEMENTARY SCHOOL, KITCHENER

Construction is underway at this 650 pupil place elementary school and child care centre located in Southwest Kitchener. The school is on time and is expected to open for students in September 2023. The school's administrative team has been appointed, registrations are being accepted, and a school naming committee will be put to work in the coming weeks. The new school is located at 25 Beckview Avenue, Kitchener.

Other funded construction projects:

ST. PATRICK CATHOLIC ELEMENTARY SCHOOL, KITCHENER

In 2022, the province approved funding for a new 527 pupil place elementary school to be built on the property that was previously St. Patrick's Catholic Elementary School. Planning for this school has started with an architect selection committee choosing a draft school design and architect in late January 2023. Formal design, municipal site plan approval, and Ministry of Education approvals are required before a general contractor can be hired to begin construction. Supply chain issues for building materials, labour shortages, and the unpredictable nature / length of the governments' approval processes make it likely that this school will open in September 2025.

ROSENBERG CATHOLIC ELEMENTARY SCHOOL, KITCHENER

Due to rapid housing development in the south-west area of Kitchener, the province granted funding for an additional 527 pupil place school. The City of Kitchener is a partner in the construction of this project, which will include a community centre and gymnasium. Property has been purchased for this school, and planning is underway for construction. In late January 2023, an architect selection committee selected a draft design and architect. Formal design, municipal site plan approval, and Ministry of Education approvals are required before a general contractor can be hired to begin construction. Supply chain issues for building materials, labour shortages, and the unpredictable nature / length of the governments' approval processes make it likely that this school will open in September 2025.

SOUTH EAST GALT CATHOLIC ELEMENTARY SCHOOL, CAMBRIDGE

The province granted funding to both WCDSB and the public school board to build a joint school in South East Galt. The joint school will be located on property next to the City of Cambridge's future recreation centre and public library. Given the number of partners involved in this project, planning has been protracted. Design is substantially complete on the joint school building. The school boards have purchased the schools' portion of the property from the City of Cambridge. The schools will be located at the corner of Wesley Boulevard and Faith Street. Site plan approval and Ministry of Education approvals are required before a contractor can be hired for construction. Supply chain issues for building materials, labour shortages, and the unpredictable nature / length of the governments' approval processes make it likely that this school will open in September 2025.

7 TO 12 CATHOLIC SCHOOL, KITCHENER

The province granted funding to the Board for a 1,400 pupil place grade 7 to 12 school on the east side of Kitchener. This school will provide enrolment relief to the elementary schools in East Kitchener and to St. Mary's High School. Property for this school was purchased on Fairway Road North at Woolner Trail. An architect was selected for this project and building design is well underway. Municipal and Ministry of Education approvals are required before a contractor can be hired for construction. Supply chain issues for building materials, labour shortages, and the unpredictable nature / length of the governments' approval processes make it likely that this school will open in September 2025.

BADEN CATHOLIC ELEMENTARY SCHOOL, BADEN

In 2022, the province funded a 294 pupil place school and child care centre to be built in Wilmot Township. Land for this school is not yet available. Based on management's best estimates for construction and the land purchase, this new school will likely open in September 2026.

Recommendation:

That the Board of Trustees receive this report as information.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Adrian Frigula
Senior Manager, Facility Services

Jennifer Passy
Manger of Planning

Shesh Maharaj
Executive Superintendent, 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: Jan. 23rd, 2023

To: Board of Trustees

From: Director of Education

Subject: Early Literacy Strategy

Type of Report:

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

Type of Information:

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

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

- Education Act Section 169. (1) Every Board shall: (a) promote student achievement and well-being; (b) ensure effective stewardship of the board's resources; (c) deliver effective and appropriate education programs to its pupils; 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
- Education Quality and Accountability Office Act, 1996

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

- [Language Curriculum, Grades 1-8](#)
- [Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, Grades 1-12 \(2010\)](#)
- [The Kindergarten Program, 2016.](#)
- [Growing Success, The Kindergarten Addendum, 2016](#)

Alignment to the MYSP:

Strengthen to Become – Every student reaches their full potential

Awaken to Belong – Every student can see themselves reflected in their learning

Ignite to Believe – Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB Pastoral Plan within their learning environments

Early Literacy Strategy: Curriculum Focused and Student Centered

Curriculum Focused

In the spring of 2022, the Ministry of Education released: [Effective Early Reading Instruction: A Guide for Teachers](#) outlining updates to our Language Curriculum in the area of building foundational early reading skills. Our early literacy work aligns with evidence-based practices as outlined in this guide to support the development of early word foundational skills as one part of a literacy rich, culturally responsive, student-centered literacy program.

The [Effective Early Reading Instruction: A Guide for Teachers](#):

- reflects the changes that we can anticipate in our new Language curriculum for Grades 1-8, scheduled for release in spring 2023
- aligns with the [Right to Read Recommendations on Curriculum and Instruction](#)
- currently comes alongside our curriculum and ministry documents including: [Language Curriculum, Grades 1-8](#), [The Kindergarten Program, 2016](#), [Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, Grades 1-12 \(2010\)](#), [Growing Success, The Kindergarten Addendum, 2016](#), and [Cross-Curricular Integrated Learning](#).

Educator Capacity Building for Building Early Literacy with a Focus on Early Word Foundational Skills

System Professional Development

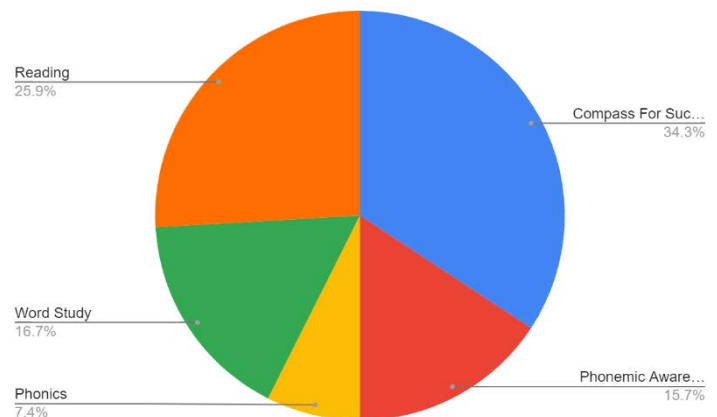
- Professional Development Day for all Educators:
 - o Early Literacy Strategy: An Overview of the [Effective Early Reading Instruction: A Guide for Teachers](#) (Kindergarten-Grade 3)
 - o Word Study with a Focus on Morphology and Tier 2 Vocabulary (Grade 4-Grade 8)
 - o Integrated Learning: Looking at Our New Science Curriculum Alongside Our Mathematics Curriculum and Language Curriculum with a Focus on Critical Thinking and Equity (Kindergarten-Grade 3 and Grade 4-Grade 8)
- Developing Phonological and Phonemic Awareness (Kindergarten-Grade 2)
 - o In partnership with Speech-Language Pathologists (S-LP)
 - o Focus on evidence-based phonemic awareness instruction
 - o Student-Centered approach
 - o 24 participants
 - o System sharing
- Words Their Way, Community of Practice (Grade 1-8)
 - o Collaborative learning focused on evidence-based word study instruction
 - o Student-Centered approach
 - o 23 participants
 - o System sharing
- Updated [Literacy Block Samples](#) aligning with the [Effective Early Reading Instruction: A Guide for Teachers](#) for primary educators
- D2L Site/Staffnet
 - o Creation of a digital site to share research and resources with educators across the system to support literacy development from Kindergarten-Grade 8

- Literacy News Updates
 - Monthly literacy updates to the system which highlight evidence-based resources and instruction that support literacy development from Kindergarten-Grade 8

Professional Development at Schools

Up to this point, 98% of our elementary schools have participated in organized group professional development on building early literacy skills as part of a collaborative inquiry, staff meeting, division meeting, and/or lunch and learn with a focus on the following:

- Literacy assessments and data entry into *Compass For Success*: 34%
- Phonological and phonemic awareness: 15%
- Phonics: 7%
- Word Study (includes phonemic awareness, phonics, spelling patterns, morphonology, and vocabulary development): 16%
- Reading (includes oral reading, reading comprehension, assessment, and home reading): 25%



While professional development at schools focuses on specific curriculum areas in literacy development, we also integrate content on the following key areas to support student-centered approaches and practices:

- Cross-Curricular Connections and Integrated Learning
 - An integrated approach to building early literacy skills (ex. connecting phonemic awareness to our phonics instruction)
 - Cross-curricular connections within literacy learning to ensure students are talking, listening, reading, and writing across all subject areas
- Culturally Responsive Pedagogies
 - Rooted in our book study on *Culturally Responsive Teaching and the Brain* by Zaretta Hammond, we are intentionally focusing on cultivating a culture of high expectations for all students while fostering a sense of belonging within our instruction and assessment. We use texts that serve as mirrors, where students see themselves reflected, and windows where students learn about others and make connections to the world around them.
- Indigenous Education
 - We are working in indigenizing our curriculum by using texts written by indigenous authors about indigenous content
 - We are learning about indigenous ways of knowing and learning and embedding these into our lessons including oral language traditions and storytelling
- Social Emotional Learning
 - We are integrating [Social Emotional Learning Skills](#) into our literacy lessons

Students will learn skills to:	So that they can:
• identify and manage emotions	• express their feelings and understand the feelings of others
• recognize sources of stress and cope with challenges	• develop personal resilience
• maintain positive motivation and perseverance	• foster a sense of optimism and hope
• build relationships and communicate effectively	• support healthy relationships and respect diversity
• develop self-awareness and self-confidence	• develop a sense of identity and belonging
• think critically and creatively	• make informed decisions and solve problems

Evidence-Based Resources: Curriculum Alignment and Implementation Using a Student-Centered Approach

Resources Purchased and Curriculum Alignment:

- *Heggerty Phonemic Awareness: Pre-Kindergarten, Kindergarten, and Primary:* Phonological and Phonemic Awareness
- *The Phonics Companion and Bug Club Decodables:* Alphabet Knowledge; Phonics; Segmenting and Blending; High Frequency Words; Sight Words; Fluency
- *Words Their Way:* Phonemic Awareness; Alphabet Knowledge; Phonics; Spelling Patterns; Morphology; Vocabulary
- *Spark Reading:* To support early reading instruction in the classroom and at home.
- *Literacy Place Shared eReading:* To support literacy instruction through interactive lessons.
- *BookFlix:* To support integrated learning through connected texts.

Student Centered Instruction:

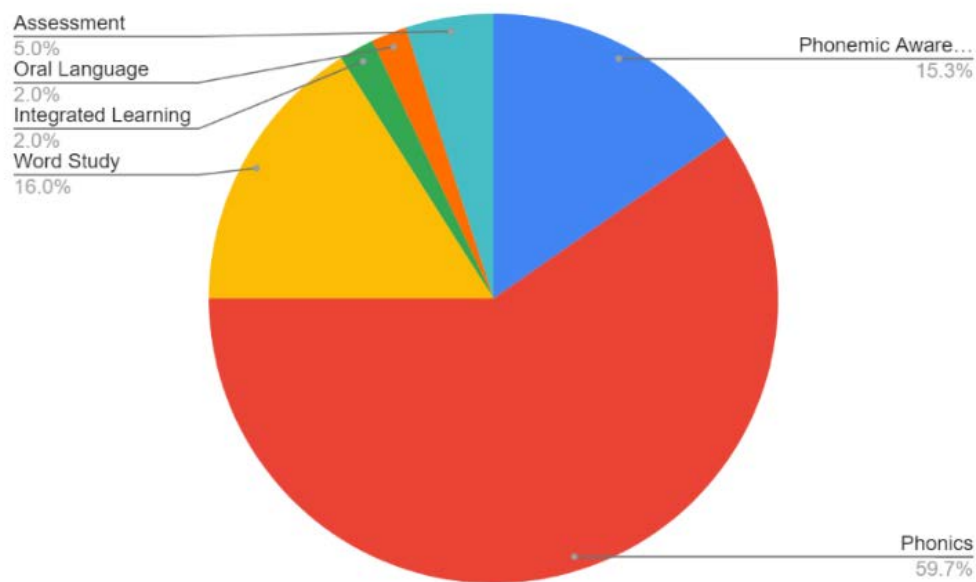
How we use these new resources in our classrooms is based on understanding our curriculum and knowing and understanding the whole child while continuing to use literacy assessment data to understand student's strengths and next instructional steps in early literacy. We continue to learn how our assessment and instructional practices come alongside culturally responsive pedagogies, social emotional learning, and multimodal learning experiences to effectively develop literacy skills for all students.

4 Itinerant Early Literacy Support Teachers (IELST) have been providing classroom embedded professional learning using a two-teacher model approach. This model provides a



creative solution to current staffing shortages that have resulted in the inability to provide classroom release time using supply teachers. This two-teacher model is structured so that one teacher provides classroom coverage, while the other teacher provides professional learning support. So far this year, curriculum focus areas include:

- Phonemic Awareness 15%
- Phonics 59%
- Word Study 16%
- Assessment 5%
- Oral Language 2%
- Integrated Learning 2%



Through this collaborative learning approach with the IELST's, educators are building a greater understanding of curriculum, instruction, and assessment to support the development of early word foundational skills in their classrooms using a student-centered approach.

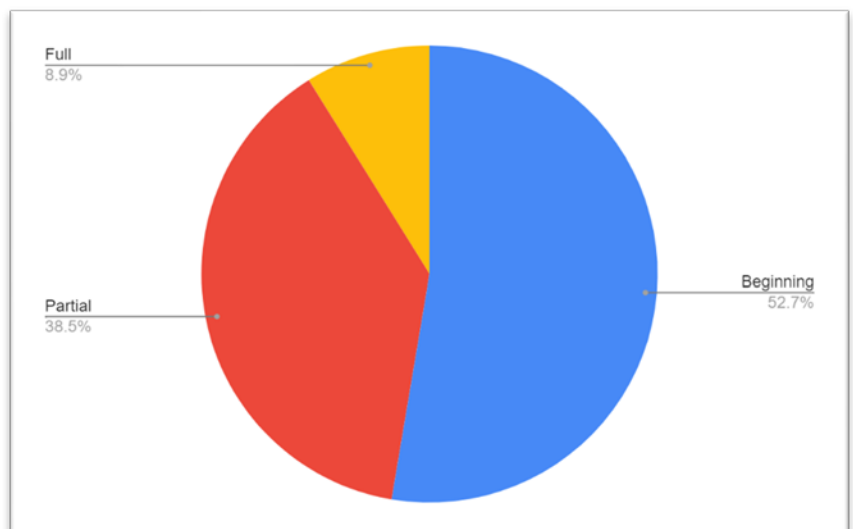
This chart outlines the progression of the work from September 2022-Present.

School Visit # 1: Focus: Understanding the changes to our Reading Curriculum and evidence-based resources to support instruction. Focus Conversations with Kindergarten and Grade 1 Educators (K-1): Introduction of the Effective	School Visit # 2: Focus: Learning what evidence-based reading instruction looks like in the classroom using evidence-based resources and a student-centered approach. Modeled Lessons (K-1): Classroom embedded professional learning	School Visit # 3 and Beyond: Focus: Expanding support to grades 2-3+. Going deeper into assessment data and planning for responsive instruction. Focus Conversations on Curriculum in connection to
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Early Reading Instruction: A Guide for Teachers Introduction to The Phonics Companion and continued support with Heggerty and Words Their Way.	opportunities to provide educators with an opportunity to observe lessons and co-reflect on effective pedagogical approaches.	assessment data to co-plan responsive instruction. Modeled Lessons to further support implementation of evidence-based resources using a student-centered approach. Co-planning and Co-teaching model used to go deeper into supporting classroom instruction.
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Up to this point, all K-Primary educators across all elementary schools that are engaging in collaborative work with an IELST, are requesting ongoing support for the following levels of classroom implementation:

- 52% of educators are requesting support as they begin to implement evidence-based instruction in early word foundational skills
- 38% of educators are requesting continued support to implement evidence-based instruction in early word foundational skills and note a partial implementation to date
- 9% of educators feel that they have fully implemented evidence-based instruction to build early word foundational skills but still request continued support to go deeper in their learning.



Compass For Success: Using Ongoing Assessment Data to Know Our Learners and Plan for Responsive Instruction

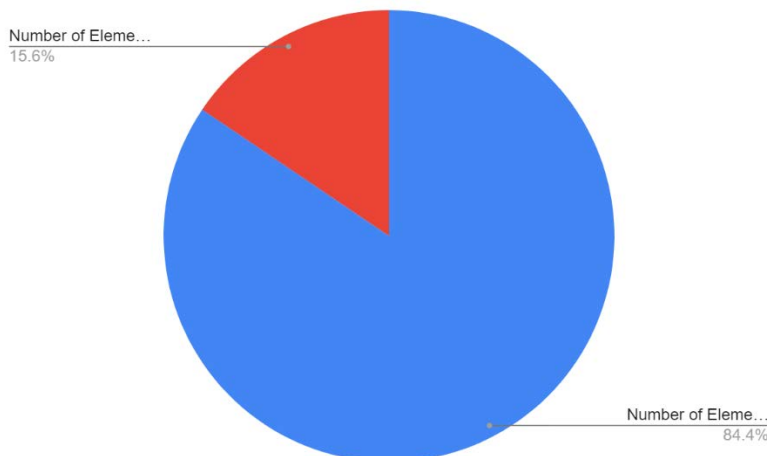
A junior data analyst has been hired to build and maintain a data management system for all literacy assessments (K-Grade 8). Ongoing revisions have been made to this platform based on feedback from educators and administrators. Data entry for all Kindergarten-Grade 3 students occurred during the summer of 2022. Data entry training and support to schools continues to be provided.

Electronic data collection of literacy assessments aligns with the Right to Read Recommendations for school boards and provides schools with a more efficient method of capturing what students know and can do in literacy. This data is triangulated with other

assessment data, which allows schools to know and understand the whole child to plan for responsive instruction while taking a student-centered approach to learning.

Rosner Test of Auditory Skills is currently our system priority assessment tool to screen for phonological and phonemic awareness in early literacy. Data capture of this assessment helps us to know, immediately, where the opportunities are to support the development of these skills for students scoring below grade level in kindergarten and primary classrooms.

Currently, 84% of our elementary schools have received *Compass For Success* data entry training.



Diversity Book Club – 20 Teachers from Kindergarten to Grade 8 are participating in this literacy initiative.

Our Goal – to identify and review current culturally-responsive literature for use in classroom instruction, including book circles focusing on vocabulary development, word study, comprehension and writing.

- To create kits for classroom instruction which include summaries, lesson plans, media connections, identification of triggers for students, and other support materials for a variety of novels at a variety of reading levels.

Our Process – The 20 teachers have read many books they feel would interest their students. They have taken these chosen books to their classrooms to have students read, discuss, and study, and have developed support materials which will be collated for across-board use through the Learning Commons. Having students engage in vetting these new novels allows for student voice when choosing literature to be studied in the classroom.

The Diversity Book Club is also planning to launch the *One Book, Our WCDSB Community Reads* initiative by providing multiple copies of the picture book “We Are Water Protectors” for each school for World Water Day (March 22). This book is written by Carole Lindstrom who is Anishinaabe/Metis and is tribally enrolled with the Turtle Mountain Band of Ojibwe. Educators will be provided with support materials and activities to build student awareness and promote a call to action around safeguarding



the Earth's water. The school package will also include integrated STEM activities, read-alouds and options for community connections.

Additionally, *First Chapter Fridays* will also be introduced in Term 2 to bring the Joy of Reading to all classes. Teachers will be able to access a reading of the first chapter of current and relevant books in all divisions to create curiosity and instill the joy of reading in our students.

Recommendation:

That the board receive this as information.

Prepared/Reviewed By:

Tyrone Dowling
Director of Education

Kimberly De Gasparis
Student Achievement Consultant, Literacy K-6

Beth Wolf
Student Achievement Consultant, Literacy 7-12

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.



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

Date: January 30, 2023
To: Board of Trustees
From: Student Trustees
Subject: January 2023 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

Alignment to the MYSP:

Strategic Priority:

- Awaken to Belong : Every student can see themselves reflected in their learning
- Ignite to Believe: Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- Strengthen to Become : Every student reaches their full potential

Background/Comments:

As January brings the new year, school life is busy with all sorts of preparations. Senior-grade students prepare for the final exams of the semester, student activity councils plan for upcoming events and everybody is filled with anticipation for what the new semester will bring. With a large concern for students' well-being during exam preparation, there is a focus on preserving the mental health of students. Exams are a significant source of anxiety for students, leading all five high schools to plan initiatives around the exam season in accordance with WCDSB Wellness. Student Trustee applications for the 2023-2024 term also bring a sense of excitement, as students prepare for the possibility of becoming a leader for the WCDSB.

Common Activities Hosted by The Schools:

- **Final Exam Preparations:** In preparation for semester one final exams, the high schools are hosting Cookies and Cram, a few days set aside for teachers from all subject areas volunteering to help students study. This event typically takes place during lunch periods or after school with snacks and beverages free of charge for students to study with their friends. The Monsignor Doyle Cookies and Cram session happened on January 26th in their Learning Commons. Service dogs were also brought in to help relieve the stress that students were feeling. Resurrection hosted Cookies and Cram from January 24th to January 26th during lunch periods. St. Mary's held Cookies and Cram on January 25th, with a Q&A segment led by teachers and a colouring area for students that wanted to take a break. St. Benedicts hosted "Coffee and Cram", on January 23rd after school in the cafeteria, providing coffee, hot chocolate and tea to students.
- **Promoting School Spirit:** The five high schools have been implementing activities to promote student engagement throughout the month of January. From January 16th to January 23rd, Resurrection had ping-pong tables brought to the forum during lunch periods for students to play with, which was highly successful in gaining student participation. From January 9th to January 20th, Monsignor Doyle held the "Don't Trash Tech" school challenge by rewarding students that brought electronics to be recycled to their local Staples, allowing them the opportunity to win various prizes. St. Davids and St. Mary's have both been promoting their semi-formal events, both scheduled for February 2nd. St. Mary's also had a "Winter Cozies" day on January 25th, for students to wear comfortable clothes to school. This originally was supposed to be on the last day of school before the Winter break, however, due to the weather, it was rescheduled.
- **Mental Health:** For WCDSB Wellness, St. Benedict's is breaking through the stigma around mental health by bringing awareness to its importance through announcements and informative posts on their school Instagram account. A post-it note wall was placed in the cafeteria for students to share supportive and inspiring messages. When the board was completed, it was moved to the SAC office window to be on display for students. St. Mary's promoted WCDSB Wellness with "Wellness Bingo" games from January 23rd to January 27th for students to win prizes. Additionally, St. Mary's posted tips to relieve stress, affirmations and fun facts about mental health. Students could also fill out a conversation bubble with an inspiring or supportive message about mental wellness through Instagram.

Student Trustee Role Update:

- **Christmas Cheer Drive Final Numbers:** The Christmas Cheer Drive Donation Collection officially wrapped up on December 21st. Each of the five high schools collected winter clothing and personal hygiene items for a charity of their choice, within their school's community. Resurrection's went to Marillac Place, St. Mary's went to Tiny Homes, St. David's went to ONEroof, and Monsignor Doyle and St. Benedict's donations went to the Bridge's Homeless Shelter. WCDSB contributed to the community immensely this year through the donation as collectively the five high schools donated 2650 physical items and \$4000. In regards to the secondary student population, the number of items donated per capita was 42.6%. Trustee Armstrong and Fejepataky are hopeful that the Christmas Cheer Drive can become an annual

initiative run by the WCDSB Student Senate due to the success it has had in creating a positive environment in the community for the past two years.

- **OSTA-AECO BCC Invitation:** Trustee Armstrong and Fejerpataky extended an invitation to the 2023 BCC OSTA-AECO conference which is to take place on February 16th-19th in Ottawa. This conference is focused on allowing student trustees to work specifically within the Catholic or Public Board Council, to gain more information and to have meaningful conversations specifically relating to their area of education; whether catholic or public, to gain insights into what students are wishing to see within those respective areas. Trustee Armstrong and Fejerpataky are very thrilled to have this opportunity to gain insight into areas of focus as they move into the new year, as well as build capacity in areas of leadership.
- **2023-2024 Student Trustee Elections:** On February 15th, the WCDSB Student Senate will be electing the 2023-2024 student trustees. In preparation, all of the high schools have been advertising the application process in hopes to encourage students to take a leap into the face of leadership. The written applications were released on January 10th and are due to the school's respective SAC Director by January 26th. Any student entering a senior grade in the following school year, and are taking at minimum 6 courses with a good academic standing within their school is eligible to apply. Trustee Armstrong and Fejerpataky have created a video explaining the position in further detail for applicants, including describing the full election process which has been released to all secondary school's student council Instagram accounts.

Recommendation:

This report is for the information of the Board.

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

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



Date: January 30, 2023
To: Board of Trustees
From: Chair of the Board
Subject: Chair's Report

Type of Report:

- ☐ Decision-Making
- ☐ Monitoring
- ☒ Incidental Information

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☐ Monitoring Information of Board Policy **XX XXX**
- ☒ Information only of the activities of the Board Chair

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

N/A

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

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

Alignment to the MYSP:

Awaken to Belong
Ignite to Believe
Strengthen to Become

Background/Comments:

December 5th – Cambridge Trustee Orientation

December 8th - Minister's Teleconference with School Board Chairs

- Provided regular updates to the full board.

December 9th - Media Training Concepts and Strategies for Catholic School Board Chairs

December 12th – WCDSB Board Meeting

December 19th – WCDSB Special Board Meeting

December 21st - CEC Mass and Christmas lunch; attended with Trustee Kraft



January 9th – Committee of the Whole

- First committee meetings for Pastoral and Linkages committees
- Reviewed the first 5 trustee module learnings from OCSTA

January 12 - Minister's Teleconference with School Board Chairs

- Provided regular updates to the full board.

January 16th – Governance Committee Meeting

- First committee meeting for governance
- All WCDSB trustees attended

January 20th and 21st - OCSTA's 2023 Catholic Trustees Seminar

- All WCDSB trustees attended
- Great workshops
- The best part of the 2-days was getting to spend time with all WCDSB trustees to get to know each other better

January 23rd - Inaugural Mass & Dinner

- All WCDSB trustees attended
- It was a beautiful evening to spend time together and share Mass and Dinner together

Overall - Participated in several meetings and calls with Director Dowling regarding board matters and ongoing items.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Tracey Weiler
Chair of the Board

*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.





Number: II 006
Subject: Celebration of Excellence

Approval Date: September 29, 2008
Effective Date: September 29, 2008
Revised: January 27, 2020

ACCESSIBILITY:

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

POLICY STATEMENT:

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

Accordingly, the following Board of Trustees awards will be presented annually:

1. **The Chair's Award:** presented to a person or persons in the school system who has contributed significantly to Catholic Education. It is given annually in recognition of outstanding contribution made to the Catholic school system serving the students, staff and greater community of Waterloo region or to the betterment of Catholic Education in Ontario in general. Awarded at the Staff Recognition event. Nominations will be retained for 3 years. This does not preclude anyone from being re-nominated in any given year.
2. **The Community Partner Award:** presented annually in recognition of outstanding contribution made by a community partner or agency to the Catholic school system serving the students, staff and greater community of Waterloo Region. Awarded at the Staff Recognition event. Nominations will be retained for 3 years. This does not preclude anyone from being re-nominated in any given year.
3. **The Distinguished Graduate Award:** presented to a graduate of more than 10 years from our school system who has demonstrated outstanding examples of the Ontario Catholic School Graduate Expectations. Awarded at the graduation exercises of the recipient's Secondary School or other appropriate public venue. Nominations will be retained for 3 years. This does not preclude anyone from being re-nominated in any given year.
4. **The John Sweeney Scholarship:** presented in recognition of John Sweeney's Catholic leadership and his contribution to our system, our community and our province. Presented to a graduate attending St. Jerome's University who demonstrates academic excellence, the qualities such as perseverance, loyalty, integrity, commitment and a balanced involvement in their school, church and civic community. Awarded at the graduation exercises of the recipient's Secondary School.



5. **The Student Trustee Award:** presented to a student trustee who has fulfilled the one year commitment to the term of office. Awarded at the graduation exercises of the student trustee's Secondary School.
6. **Student Excellence Award:** Presented at each secondary school graduation to recognize student excellence for students destined for University, College and the World of Work.
7. **On-going recognition:** Trustees will support and recognize achievement at any of the school sites within the system through letters of congratulations, presentations or public acknowledgement as appropriate.



Number: III 002
Subject: Unity of Control

Approval Date: April 28, 2008
Effective Date: April 28, 2008
Revised:

ACCESSIBILITY:

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

POLICY STATEMENT:

Only officially passed motions of the board are binding on the CEO.

Accordingly:

1. Decisions or instructions of individual board members, officers, or committees are not binding on the CEO except in rare instances when the board has specifically authorized such exercise of authority.
2. In the case of board members or committees requesting information or assistance without board authorization, the CEO can refuse such requests that require, in the CEO's opinion, a material amount of staff time or funds or is disruptive.





Number: I 001

Subject: Ends

Approval Date: September 2, 2008
Effective Date: September 2, 2008
Revised: May 31, 2010; November 29, 2010; January 27, 2014, February 23, 2015,
February 26, 2018, May 31, 2021

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.



Date: January 30, 2023
To: Board of Trustees
From: Director of Education
Subject: Board Policy IV 013 Leadership

Type of Report:

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

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of Board Policy **IV 013**
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

General Executive Limitation IV 001 Leadership

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

Ontario Catholic Leadership Framework

Alignment to the MYSP:

Awaken to Belong

- Staff experience a positive, healthy and inclusive workplace

Ignite to Believe

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

Strengthen to Become

- Staff know their impact on student achievement

Background/Comments:

The CEO shall not cause or allow leadership at the top levels of the organization that is unskilled, unethical, uninspiring and that is inconsistent with our Catholic values.



CEO Interpretation:

The CEO will ensure that our school and system leaders will be well prepared and qualified for the positions for which they hold responsibility. Additionally, the CEO will ensure that all practices of WCDSB leaders will be actions of integrity, aligned with our legal responsibilities, our Catholic values and our social teaching. Finally, it suggests that the authenticity and actions taken by our leaders will inspire those they presume to lead.

Evidence:

Leaders for the WCDSB are required to have achieved all of the required qualifications or accreditations associated with their respective positions. The required qualifications are listed in all job postings for the WCDSB. The courses required to attain this certification will always reflect teaching and learning containing the most recent legal responsibilities associated with the various positions for which leadership is possible, regardless of the department in the organization.

As outlined in the report to Board on the WCDSB Leadership strategy, there has continued to be a well-developed and evolving leadership strategy that is open to all employees of the WCDSB. The leadership strategy programs address a wide variety of relevant and evolving topics that are grounded in Catholic values and teaching. The resources selected, the focus of discussions and the speakers who present are continually examined and invited to reflect a unique perspective of the Catholic Leadership Framework and the distinct nature of our Catholic schools and system.

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

1. Lead by example**CEO Interpretation:**

That the CEO, along with other system and school leaders will model those behaviours and work habits that would engender confidence and that nothing would be asked of employees that is not being modelled in the dedication and efforts of our WCDSB leaders.

Evidence:

The CEO holds himself and the members of the team to a high standard. Goals are set each year and senior team members share indicators reflective of their goals. The CEO and senior team continue to be available to those whom they lead, specifically the departments associated with their portfolio, as well as those stakeholders from the schools in our system and the community.

The CEO and senior team make a point to model leadership that is present, so that they are seen in schools, departments and facilities throughout the system. They are attentive to feedback and work hard to attend to concerns that are raised.

The CEO and senior team are working to develop a strong presence provincially. They are willing and with regularity go beyond their expected duties to ensure the system is well-reflected and connected to the most current of practices, information and strategy.

2. Address the future needs of the system with a succession plan for formal leaders in the organization**CEO Interpretation:**

That the CEO would have systemic ways to ensure that the leadership needs of the system are being proactively considered and that new and aspiring leaders are being nurtured, with opportunities to foster their skills and leadership attributes.

Evidence:

The report to Board on the WCDSB Leadership Strategy (January 9, 2023) reflects the work and vision of the CEO and delegate (Superintendent with responsibility for Leadership) but is also reflective of work and consultation with other stakeholders, such as the Leadership Strategy committees, as well as consultation with Superintendent for Human Resources, Academic Council and the Sr. Manager of Equity.



There is also informal nurturing and succession planning that takes place as Superintendents and Principals are encouraged to identify prospective candidates for leadership positions and to tap them to consider enrollment in said courses.

It should be noted that postings for leadership positions within WCDSB are delivering a strong response. For example, this fall a call for elementary Vice-Principal candidates received 10 applicants and our call for a Supervisory Officer yielded 9 applicants.

3. Positively manage change

CEO Interpretation:

That the CEO will ensure practices that develop leaders who are flexible and adaptable to their evolving circumstances, with a focus on personal leadership resources which assist in this regard.

Evidence:

The WCDSB Leadership Strategy has continued to evolve throughout the pandemic, responding to the different skills leaders require. Continuing through the 2021 – 22 school year and into the 2022 – 23 school year there has continued to be a greater focus on equity education as part of the training for leaders within the WCDSB. Specifically, our senior team and administrators have participated in:

- Three Sessions with Dr. Kathy Obear - Co-creating Equitable, Inclusive Educational and Work Environments
- Four Sessions with Anima Training - Learning to Name and Recognize Race and Racism

The strategy continues to support our school administrators, as well as candidates in the respective pools, to learn while providing more training for school and board staff.

As outlined in the Leadership Strategy Report to Board, there continues to be a concerted focus on deepening the Personal Leadership Resources (ICE). Additional supplementary offerings through the “Onward Leadership Series” takes an explicit look at the PLRs and their impact on our leadership as school and system leaders.

In the Director’s visits this winter and spring conversations will be occurring connecting these to the Catholic Leadership Framework.

4. Foster innovation and creativity

CEO Interpretation:

That the CEO will have processes and forums that allow our leaders to foster their aptitude and strength in transferable skills, and in leading edge thinking that will serve our staff and students as future citizens and learners.

Evidence:

Outlined in the Leadership Strategy Report to Board, the offerings were also connected to items that have a focus on innovative and responsive practices. Examples would be:

- Workshops provided by CPCO to principals on Conflict Management and Equity
- Book clubs that have been offered to prospective and current leaders in the system, such as Seeking Positive Solutions: Recognizing Power and Privilege, last year, along with Street Data and Nuance, this year.

Additionally, there has been a focus on conflict resolution, crucial conversations, mentorship opportunities and equity – all with an eye toward building leaders with transferable skills that will serve the system well.



5. Enlist others in creating and implementing a shared vision

CEO Interpretation:

That the CEO will ensure that through his or her own actions, as well as those of system and school leaders that there is a common understanding of the direction and purpose of the organization; rooted in common aspirational principles.

Evidence:

The CEO is clear in reinforcing the goals and aspirations of the system, rooted in its mission and vision in all communications. The strategic plan is rooted in our faith with actions moving us forward. In its video release last week, it is stated that we will continue to engage in future and ongoing conversations with all of our stakeholders to determine how we are progressing and where we need to improve.

The Leadership Strategy, as well as many of the accompanying initiatives, are products of extensive work that is attempting to accurately reflect the diversity of our system and bring a shared vision of multiple leaders to life.

6. Apply the guiding principles of holism, lifelong learning, equity, collaboration, excellence and accountability, reflection and reconciliation

CEO Interpretation:

That the leadership of the system will reflect the characteristics of a Catholic Graduate and the Catholic Leadership Framework in their word and lived example.

Evidence:

The Catholic Leadership Framework has been a seminal document throughout the evolution of the work of the Catholic Leadership Strategy Committee of WCDSB. As evidenced in the Report to Board on the Leadership Strategy – the various evolutions of the program have always had a fidelity to the Catholic Leadership Framework (CLF) and its principles.

Questions in interviews for Leadership Positions are rooted in the indicators of the CLF and when candidates build their Leadership Portfolios, the organizing principle is the CLF. Within our Leadership strategy modules, candidates are continually invited into reflection on their work and what they have learned through the additional course work. The *Information to Transformation Program* sponsored through the Diocese invites the Director to meet with candidates who reflect on their program and their personal journey/learning. The Induction for Newly Appointed Administrators Program allows all individuals new to their position to continue learning and reflecting on being a Catholic Leader in these times.

The CEO and the senior team hold themselves to an standard of excellence, and continue to be on a learning journey themselves. They continually seek out professional learning experiences, as attendees and as presenters. There is regular reflection occurring in formal and informal conversations to share learning and ask probing questions as we continue to be lead learners at WCDSB.

Recommendation:

That the Board accept this report indicating compliance with General Executive Limitation Policy IV 013.

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.

