



Board of Trustees' Board Meeting

Date: Monday, April 24, 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		
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 cared for the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Chair		
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest	Individual Trustees		
1.4.1 From the current meeting			
1.4.2 From a previous public or in-camera meeting			
1.5 Items for Action:			
1.5 Items for Action:			
• In-camera Meeting – April 24, 2023, re: Board Awards			
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 Board of Trustees' Board Meeting Minutes – March 27, 2023 3.2 Chair's Report 3.3 Director's Report 3.4 2021-22 EQAO Achievement Report 3.5 Extended Day Update	Board of Trustees Board of Trustees Board of Trustees Board of Trustees Board of Trustees	pp.4-7 pp.8-9 pp.10-12 pp.13-18 pp.19-21	Approval Information Information Information Information
4. Delegations/Presentation			
5. Advice from the CEO			
5.1 2023 Education Development Charges – Annual Update 5.2 Boundary Review Process Administrative Procedure 5.3 2023-2024 Estimates Budget Update #4	S. Maharaj S. Maharaj S. Maharaj	pp.22-24 pp.25-36 pp.37-41	Information Approval 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.42-44	Information
8. Board Education (at the request of the Board)			
8.1 OCSTA/CCSTA Communications OCSTA/CCSTA Communications Link	Board of Trustees	Link	Information
9. Policy Discussion			
10. Assurance of Successful Board Performance			
10.1 Board Policy Review 10.1.1 Board Policy II 015 Ownership Linkage Is there a need to review the Policy?	Chair	pp. 45	Approval
11. Assurance of Successful Director of Education Performance			
11.1 Monitoring Reports 11.1.1 IV 006 “Legal Responsibilities and Liabilities” 11.1.2 IV 008 “Financial Conditions and Activities” 11.1.3 IV-012 “Communication & Support to Board”	S. Maharaj S. Maharaj T. Dowling	pp.46-48 pp.49-58 pp. 59-63	Approval Approval Approval
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			
12.1 Notice of Motion	M. Phillips	pp. 64	Decision
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): <ul style="list-style-type: none"> • April 27- 29: OCSTA AGM • May 1: Committee of the Whole • May 1-5: Catholic Education Week • May 18: Staff Recognition Celebration • May 29: Board of Trustees' Meeting 	Chair	--	Information

ITEM	Who	Agenda Section	Method & Outcome
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		
Committee of the Whole – May 1, 2023 <ul style="list-style-type: none"> • Math Strategy Update • Long Term Accommodation Plan Presentation • Innovation / IT Board report • OCSTA Modules OCSTA Modules <ul style="list-style-type: none"> ○ Social Media ○ Internal Audit & Audit Committees ○ Truth & Reconciliation ○ Board Self-Assessment 	Board of Trustees	--	Information
15. Confirm Decision Made Tonight	Director of Education		
15.1 Confirm Decision Made Tonight 15.2 Move into Private, Private	Recording Secretary Chair	-- --	Information Decision
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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



Board of Trustees' Board Meeting

A public meeting of the Board of Trustees was held on Monday, March 27, 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 6:02 p.m.

1.1 Opening Prayer & Memorials

The meeting opened with prayer by Trustee Kraft.

1.2 Territorial Acknowledgment

Territorial Acknowledgement declared by Chair Weiler.

1.3 Approval of Agenda

2023-25-- It was moved by Trustee Sikora and seconded by Trustee Fuentes:

THAT the agenda for Monday, March 27, 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

NA

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

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

3.1 Approval of Minutes of Regular and Special Meetings

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Board of Trustees' Board Meeting Minutes – February 27, 2023

3.1.2 Special Board of Trustees' Board Meeting Minutes – March 6, 2023

3.2 Governance Committee Minutes – March 20, 2023

3.3 Governance Committee Minutes, March 20, 2023, Recommendations

Chair Weiler requested a mover and seconder from the Governance Committee for approval of the minutes of March 20, 2023.

2023-26- It was moved by Trustee Cuff and seconded by Trustee Guerin:

THAT the Governance Minutes of March 20, 2023, be now approved.

--- Carried by consensus.

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

2023-27- It was moved by Trustee Doherty-Masters and seconded by Trustee Sikora:

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 Student Success Update/Plan

Superintendent Varano introduced the Student Success update along with Kelly Roberts, Research Coordinator.

Highlights from Student Success programs were presented. Mrs. Roberts shared data and trends. Trustees asked clarifying questions and provided feedback.

5.2 2023-2024 Estimates Budget Update #3

Superintendent Maharaj presented the third 2023-2024 Estimates Budget Update.

5.3 Director's Report

Director Dowling reported on local and provincial events attended for the month of March.

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

7. Reports From Board Committees/Task Forces

7.1 Student Trustee Update

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

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

8.1 Chair of Board Monthly Report

Chair Weiler provided report on events attended along with work of the Board for the month of March.

8.2 OCSTA/CCSTA Communications

Chair Weiler discussed OCSTA Communications.

9 Policy Discussion

10 Assurance of Successful Board Performance

10.1.1 Board Policy II 008 Chairperson's Role (Is there a need to review the Policy?)

Trustee Kraft confirmed review of Board Policy II 008 and confirmed compliance. She also confirmed that there was no need to review the policy.

2023-28 -- It was moved by Trustee Kraft and seconded by Trustee Phillips:

THAT the Board of Trustees reviewed Board Policy II 008 Chairperson's Role and find that the Board is in compliance.

--- Carried by consensus

10.1.2 Board Policy II 013 Cost of Governance (Is there a need to review the Policy?)

Trustee Guerin confirmed review of Board Policy II 013 and confirmed compliance. Trustee Guerin noted that there was a need to review the policy, specifically point 3 with respect to compensation rates.

2023-29 -- It was moved by Trustee Guerin and seconded by Trustee Cuff:

THAT the Board of Trustees reviewed Board Policy II 013 Cost of Governance and find that the Board is in compliance.

--- Carried by consensus

10.1.3 Board Policy II 014 Trustee Expenses (Is there a need to review the Policy?)

Trustee Sikora confirmed review of Board Policy II 014 and confirmed compliance. Policy to be reviewed in Governance to better understand staff policy.

2023-30 -- It was moved by Trustee Sikora and seconded by Trustee Kraft:

THAT the Board of Trustees reviewed Board Policy II 014 Trustee Expenses and find that the Board is in compliance.

--- Carried by consensus

10.1.4 Board Policy III 005 Monitoring CEO Performance (Is there a need to review the Policy?)

Trustee Sikora confirmed review of policy III 005 and confirmed compliance. Policy will be referred to Governance as there are many new Trustees and policy does not address this.

2023-31 -- It was moved by Trustee Sikora and seconded by Trustee Doherty-Masters:

THAT the Board of Trustees reviewed Board Policy III 005 Monitoring CEO Performance and find that the Board is in compliance.

--- Carried by consensus

11 Assurance of Successful Director of Education Performance

11.1 Board Policy IV 005 - Hiring and Promotions

Superintendent Pomfret presented a report seeking compliance with Board Policy IV 005. Trustees asked clarifying questions and discussed best practice for hiring. Trustee Doherty-Masters confirmed teleconference with Minister of Education whereas he invited Trustees to write a letter sharing best practices. As the Minister has invited the opportunity, Trustee Doherty-Masters put forth a motion requesting Chair Weiler to write a letter to the Minister of Education regarding staffing challenges, including sharing best practices and creative ideas.

2023-32 -- It was moved by Trustee Doherty-Masters and seconded by Trustee Phillips:

That the Board of Trustees directs Chair Weiler to write a letter to the Minister of Education regarding staffing challenges, including sharing best practices and creative ideas.

--- Carried by consensus

Chair Weiler requested and mover and seconder seeking compliance of the policy.

2023-33 -- It was moved by Trustee Doherty-Masters and seconded by Trustee Sikora:

That the Board of Trustees accept this report indicating compliance with Hiring and Promotions Policy IV 005 for the 2022-2023 school year.

--- Carried by consensus

11.2 Board Policy IV 010 - Facilities Accommodations

Superintendent Maharaj presented a report seeking compliance with Board Policy IV 010 for 2022-2023 school year. Trustees asked clarifying questions and provided feedback. Chair Weiler requested a mover and seconder.

2023-34 -- It was moved by Trustee Fuentes and seconded by Trustee Guerin:
That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 010 Facilities Accommodations for the 2022-23 school year.
--- Carried by consensus

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

Trustees discussed upcoming agenda items.

15 Adjournment – Confirm decisions made tonight.

15.1 Confirm Decisions made tonight

16 Closing Prayer

17 Motion to Adjourn

2023-35-- It was moved by Trustee Cuff and seconded by Trustee Phillips:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:24 p.m.

Chair of the Board

Secretary



Date: April 24, 2023
To: Board of Trustees
From: Chair of the Board
Subject: Chair'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)

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

- Every student can see themselves reflected in their learning.
- Staff experiences a positive, healthy, and inclusive workplace.
- Are aware of and/or use the available resources to assist in navigation of the school system.

Ignite to Believe

- Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- The relationship between home, parish and school is strengthened.

Strengthen to Become

- Every student reaches their full potential.
- Staff see their impact on student achievement.
- Are engaged as active partners in our students' Catholic education journey.



Background/Comments:

April is a holy month in the Catholic Church, as it marks the season of Easter and the celebration of the Resurrection of Jesus Christ. It is also a time of renewal and celebration with family and friends.

- Bi-weekly meeting with Vice Chair Doherty-Masters
- Regular meetings with Director Dowling

Here are a few of my activities during the month of April

April 1st – Trustee Governance Training (morning)

April 1st – Trustee Retreat; hosted by our Trustee Pastoral Committee (afternoon)

April 10th – Committee of the Whole Board Meeting

April 13th and 14th – Participated in Interviews with Director Dowling and Executive Superintendent Maharaj for the open position of Executive Assistant to the Board of Trustees

April 13th – Chair’s Award Meeting with Director Dowling and Vice Chair Doherty-Masters

April 15th – Trustee Governance & Policy Training

April 15th – Attended Mayors Dinner with Trustees: Cuff, Doherty-Masters, Guerin, Kraft, Phillips, Sikora and Director Dowling. The event was a full program night recognizing local creative community responses to homelessness. The evening also amplified this important issue in our community. It was an inspiring evening, with a call to action for all of us to engage.

April 17th – Trustee Equity Training

April 24th – WCDSB Board Meeting

April 27th – Waterloo State of the City

April 27th – April 29th - OCSTA 2023 Annual General Meeting & Conference

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.





Date: April 24, 2023
To: Board of Trustees
From: Director of Education
Subject: April 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

- Every student can see themselves reflected in their learning.
- Staff experiences a positive, healthy, and inclusive workplace.
- Are aware of and/or use the available resources to assist in navigation of the school system.

Ignite to Believe

- Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- The relationship between home, parish and school is strengthened.

Strengthen to Become

- Every student reaches their full potential.
- Staff see their impact on student achievement.
- Are engaged as active partners in our students' Catholic education journey.



Background/Comments:

As the month of April began, we entered Holy Week with our students and staff engaging in activities to recognize the solemnity of the season and in preparation for Easter. The celebration of Easter, amid some warmer weather, was an opportunity for the system to feel our Pastoral theme, Awaken, come to life. The Umbrella Project theme for April is Self-compassion. There have been several activities that I've been able to take part in this month.

Some of the regular meetings that were held in April 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)
 - MYSIP Indicator Review meeting with WCDSB Research – weekly
 - Faith, Indigenous and Equity Meeting - monthly
-
- Participated in several conversations with the Chair of the Board.
 - Participated in the K-12 Administrators' Meeting
 - Conducted Director's visits at Resurrection, St. Paul, St. Nicholas, St. Elizabeth, St. Gabriel, Our Lady of Fatima, St. Timothy, St. Aloysius, Holy Rosary, Our Lady of Lourdes, St. John, St. Mark,
 - Meeting with Congregation of Resurrection Provincial Superior
 - WLU Senate
 - Guidance Teacher Trades PD
 - Induction Leadership Program
 - ECCODE Meeting
 - OCSOA AGM and Conference
 - CPCO Gala Dinner and Awards Ceremony
 - Administrator Training – 2SLGBTQIA+
 - CCFOWR Board of Directors Meeting
 - Meeting with Canadian Caribbean Association of Waterloo Region
 - CEC Mass
 - Meeting with City of Waterloo Mayor McCabe
 - Bishop's Meeting with Directors of Education



- OCSTA AGM and 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.





Date: April 24, 2023
To: Board of Trustees
From: Director of Education
Subject: 2021-22 EQAO Achievement 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)

- 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, S.O. 1996, c. 11, October 19, 2021 – (e-Laws currency date)

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

- Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – Grades 1 to 12 (2010)
- Growing Success: The Mathematics Addendum, Grades 1 to 8 (2020)
- Multi-Project Agreement 2023 F1: Project Plan - Math Strategy p. 103-112 -four-year math strategy will be completed by 2022-23
- 2019: B08 New Vision for Education (page 6) -project was completed by 2021-22

Alignment to the MYSP:

- Strengthen to Become**
- Every student reaches their full potential.
 - Staff see their impact on student achievement.
 - Are engaged as active partners in our students' Catholic education journey.

Background/Comments:

This report will highlight the board and provincial Education Quality and Accountability Office (EQAO) data from the 2021–2022 assessments, which marks a return to the agency's large-scale provincial assessment administration after a pause for the prior two years. 2021-22 EQAO Achievement data in this report does not reflect cohort tracking as it is the first assessment anchored to the new mathematics curricula which was released in 2020-21.



We look forward to future cohort data over the next 3 years which will help our district understand learning trends over time, and inform targeted strategies implemented by educators.

EQAO reported on the 2021-22 achievement results of its new digitalized and modernized assessments, which introduced a new online model of assessment delivery that differed from that of the prior paper-based assessments. As a part of the modernization of EQAO assessments, Multi-Stage Computer Adaptive Testing (msCATs) for grade 3, 6 and 9 mathematics were also launched. EQAO's online curriculum-based student assessment program consists of:

- the primary- and junior-division reading, writing and mathematics assessments administered to Grades 3 and 6 students, respectively,
- the Grade 9 Assessment of Mathematics, and
- the Ontario Secondary School Literacy Test (OSSLT), administered to Grade 10 students.

ASSESSMENTS OF READING, WRITING AND MATHEMATICS, PRIMARY AND JUNIOR DIVISIONS 2021-22

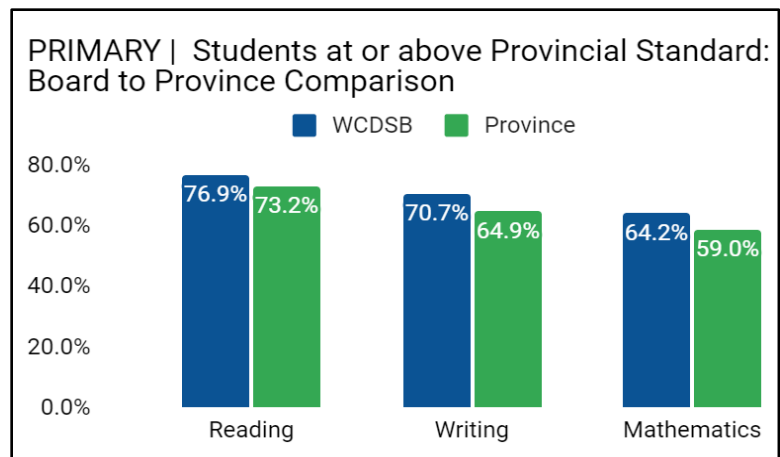
Note: Due to the substantial changes to EQAO assessments (i.e., mode of delivery, assessment model), as well as the introduction of new mathematics curricula, 2018–2019 results for primary & junior are provided only as reference points (where applicable in relation to the provincial standard) to shine a light on how students are doing after two years of a pandemic.

Primary Division (Grade 3)

According to the data from the 2021–2022 EQAO assessments for Waterloo CDSB, Grade 3 student achievement results, which are given in relation to the provincial standard, remained stable in writing but have increased slightly in reading and mathematics, relative to those from 2018–2019.

Waterloo CDSB assessment results for all participating students:

- 76.9% of Grade 3 students met the provincial standard in reading (75% met the standard in 2018–2019).
- 70.7% of Grade 3 students met the provincial standard in writing (71% met the standard in 2018–2019).
- 64.2% of Grade 3 students met the provincial standard in mathematics (62% met the standard in 2018–2019).



Provincial assessment results for all participating students:

- 73% of Grade 3 students met the provincial standard in reading (77% met the standard in 2018–2019).
- 65% of Grade 3 students met the provincial standard in writing (72% met the standard in 2018–2019).
- 59% of Grade 3 students met the provincial standard in mathematics (60% met the standard in 2018–2019).

Waterloo CDSB Learners' context:

- 73.2% of Grade 3 students indicated that they like to read, and 61% that they like to write.
- 76.2% of Grade 3 students indicated that they think they are a good reader, and 58.8% that they think they are a good writer.
- 70% of Grade 3 students indicated that they like math, and 65% that they think they are good at math.



Provincial Learners' context:

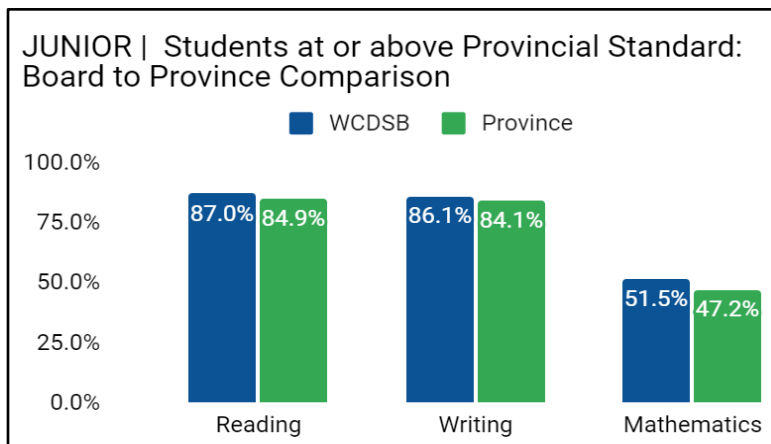
- 74% of Grade 3 students indicated that they like to read, and 58% that they like to write.
- 72% of Grade 3 students indicated that they think they are a good reader, and 56% that they think they are a good writer.
- 69% of Grade 3 students indicated that they like math, and 61% that they think they are good at math.

Junior Division (Grade 6)

According to the data from the 2021–2022 EQAO assessments for Waterloo CDSB, Grade 6 student achievement results, which are given in relation to the provincial standard, have increased in reading, writing and mathematics, relative to those from 2018–2019.

Waterloo CDSB assessment results for all participating students:

- 87.0% of Grade 6 students met the provincial standard in reading (81% met the standard in 2018–2019).
- 86.1% of Grade 6 students met the provincial standard in writing (82% met the standard in 2018–2019).
- 51.5% of Grade 6 students met the provincial standard in mathematics (49% met the standard in 2018–2019).



Provincial assessment results for all participating students:

- 85% of Grade 6 students met the provincial standard in reading (83% met the standard in 2018–2019).
- 84% of Grade 6 students met the provincial standard in writing (the same percentage of students met the standard in 2018–2019).
- 47% of Grade 6 students met the provincial standard in mathematics (50% met the standard in 2018–2019).

Waterloo CDSB Learners' context:

- 58.5% of Grade 6 students indicated that they like to read, and 53.1% that they like to write.
- 69.1% of Grade 6 students indicated that they think they are a good reader, and 50% that they think they are a good writer.
- 50.6% of Grade 6 students indicated that they like math, and 50.6% that they think they are good at math.

Provincial Learners' context:

- 62% of Grade 6 students indicated that they like to read, and 54% that they like to write.
- 68% of Grade 6 students indicated that they think they are a good reader, and 48% that they think they are a good writer.
- 51% of Grade 6 students indicated that they like math, and 48% that they think they are good at math.



GRADE 9 ASSESSMENT OF MATHEMATICS 2021-22

Note: Data from 2018-2019 for the grade 9 assessment of mathematics is not included in this report due to the introduction of the de-streamed curriculum which eliminated the previous applied and academic courses, leaving no previous course to compare with the 2021-2022 data.

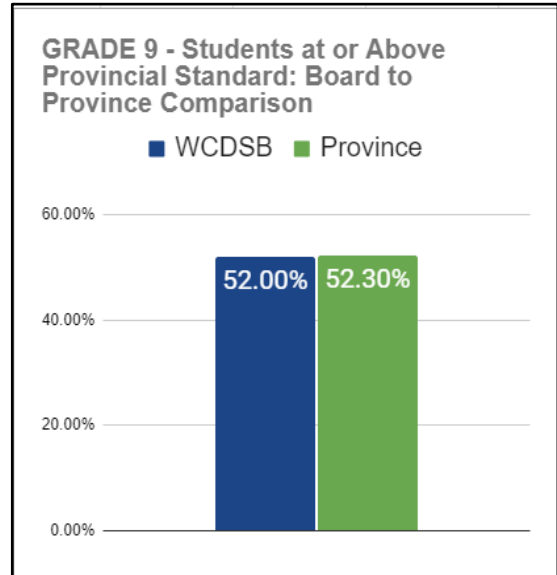
The Grade 9 Assessment of Mathematics is a computer adaptive assessment that measures the mathematics skills students are expected to have learned by the end of the Grade 9 mathematics course according to The Ontario Curriculum. In 2021, a new universal and de-streamed secondary mathematics curriculum, against which the assessment is anchored, was introduced.

Waterloo CDSB assessment results for all participating students:

- 52% of Grade 9 students met the provincial standard in mathematics.

Provincial assessment results for all participating students:

- 52.3% of Grade 9 students met the provincial standard in mathematics.



Waterloo CDSB Learners' context:

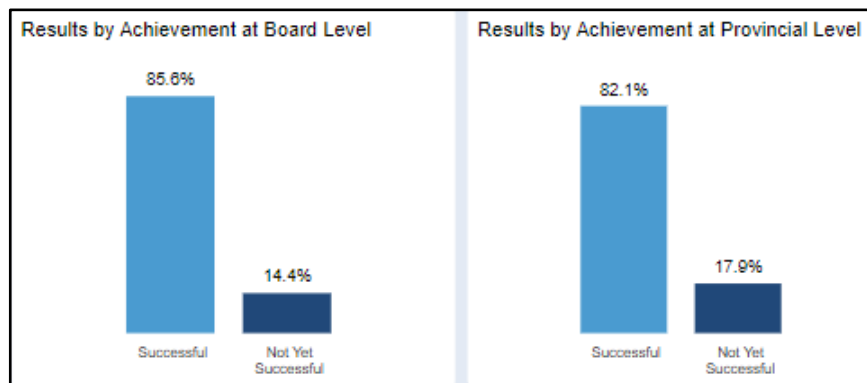
- 56.6% of Grade 9 students either somewhat agree or strongly agree that they are good at mathematics
- 68.1% of Grade 9 students either somewhat agree or strongly agree that they understand most of the mathematics they are taught
- 80.2% of Grade 9 students either somewhat agree or strongly agree that nearly everyone is capable of learning math if they work at it.

Provincial Learners' context:

- 55.2% of Grade 9 students either somewhat agree or strongly agree that they are good at mathematics
- 67.4% of Grade 9 students either somewhat agree or strongly agree that they understand most of the mathematics they are taught
- 76.7% of Grade 9 students either somewhat agree or strongly agree that nearly everyone is capable of learning math if they work at it.

ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT) - 2021-2022

The OSSLT is a computer assessment that measures whether students are meeting the provincial standard (75%) for literacy across all subjects up to the end of Grade 9 according to the Ontario Curriculum. Students are allowed multiple attempts; the results shown take into account their best score for the **full year** of assessment. This is a graduation requirement.



FIRST-TIME ELIGIBLE - Full Year

Waterloo CDSB assessment results for all participating students:

- 85.6% of Grade10 first-time eligible students were successful when completing the OSSLT.

Provincial assessment results for all participating students:

- 82.1% of Grade 10 first-time eligible students were successful when completing the OSSLT.

Waterloo CDSB Learners' context:

- 66.5% of Grade 10 students either somewhat agree or strongly agree that they enjoy reading and understand the importance of being a good reader.
- 65.9% of Grade 10 students either somewhat agree or strongly agree that they are capable writers who can communicate their ideas clearly.
- 64.7% of Grade 10 students either somewhat agree or strongly agree that they are able to analyse texts from a variety of sources.

Provincial Learners' context:

- 65.1% of Grade 10 students either somewhat agree or strongly agree that they enjoy reading and understand the importance of being a good reader.
- 69.4% of Grade 10 students either somewhat agree or strongly agree that they are capable writers who can communicate their ideas clearly.
- 67.1% of Grade 10 students either somewhat agree or strongly agree that they are able to analyse texts from a variety of sources.

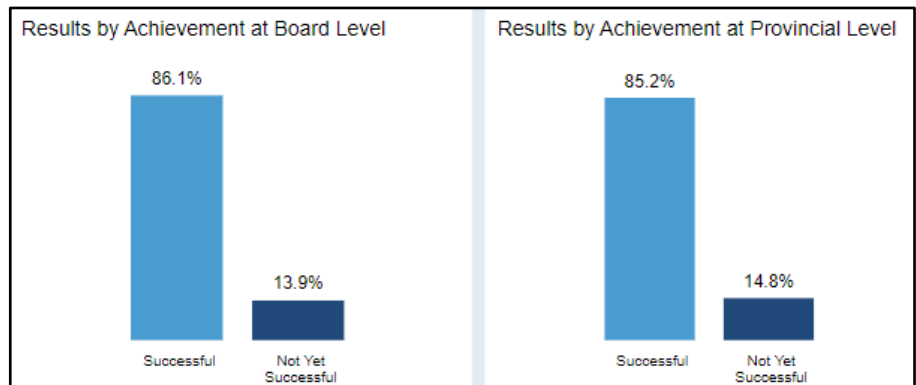
PREVIOUSLY ELIGIBLE - Full Year

Waterloo CDSB assessment results for all students attempting the OSSLT multiple times:

- 86.1% of previously eligible students were successful when completing the OSSLT.

Provincial assessment results for all participating students:

- 85.2% of previously eligible students were successful when completing the OSSLT.



Waterloo CDSB Learners' context:

- 73.1% of previously eligible students either somewhat agree or strongly agree that they enjoy reading and understand the importance of being a good reader.
- 68.9% of previously eligible students either somewhat agree or strongly agree that they are capable writers who can communicate their ideas clearly.
- 68.2% of previously eligible students either somewhat agree or strongly agree that they are able to analyse texts from a variety of sources.

Provincial Learners' context:

- 72.5% of previously eligible students either somewhat agree or strongly agree that they enjoy reading and understand the importance of being a good reader.



- 68.9% of previously eligible students either somewhat agree or strongly agree that they are capable writers who can communicate their ideas clearly.
- 68.5% of previously eligible students either somewhat agree or strongly agree that they are able to analyse texts from a variety of sources.

Recommendation:

Prepared/Reviewed By:

Tyrone Dowling
Director of Education

Jennifer Ritsma
Superintendent of Learning

Annalisa Varano
Superintendent of Learning

Kim DeGasperis
Student Achievement Consultant, Literacy K-6

Petra LeDuc
Student Achievement Consultant, Mathematics K-8

Beth Wolf
Student Achievement Consultant, Literacy 4-10

Sarah Gonzalez-Day
Student Achievement Consultant, Mathematics 7-12

*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: April 24, 2023
To: Board of Trustees
From: Director of Education
Subject: Extended Day 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)

- O. Reg. 221/11 – Extended Day Programs and Third-Party Programs
- MOE Memo EL12 – Regulatory Amendments for Full-Day Junior Kindergarten and Kindergarten and Extended Day Programs
- O. Reg. 236/22: *Child Care and Early Years Act, 2014, S.O. 2014*

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

The WCDSB’s Extended Day Program offers parents and students, in Kindergarten to Grade Six, a convenient school location with equity of access in a safe and healthy learning environment for young children, creating a seamless transition from program to school day.

For more information on the “The Kindergarten Program” and “How Does Learning Happen” documents please visit: [The Kindergarten Program 2016 | Ontario.ca](https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf)
<https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf>

Alignment to the MYSP:

Awaken to Belong

- Every student can see themselves reflected in their learning.
- Staff experiences a positive, healthy, and inclusive workplace.
- Are aware of and/or use the available resources to assist in navigation of the school system.

Ignite to Believe



- Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- The relationship between home, parish and school is strengthened.

Strengthen to Become

- Every student reaches their full potential.
- Staff see their impact on student achievement.
- Are engaged as active partners in our students' Catholic education journey.

Background/Comments:

1. The Extended Day Program is an integral part of the Early Learning Kindergarten program and is led by Registered Early Childhood Educators (RECE). The Extended Day Program is funded by parent fees and set on a cost-recovery model. The Extended Day Program is optional for parents and offered by boards where there is sufficient demand to make the program viable at individual school sites.
2. All school boards shall, in every elementary school, ensure the operation of an Extended Day Program or third-party operation, for children from kindergarten to grade 6, where there is sufficient demand.
3. The Board of Trustees approved an Equal Billing Fee, for Extended Day Programs, not to exceed \$30.00 per day, including select PD days, and March Break for 2023-2024 school year. Fees are prorated based on school bell times and can be found on the WCDSB's website.
4. The operation of the Extended Day Program, during the Christmas break period, may be deemed operational and communicated to account holders and CUPE staff, no later than the end of November of 2024.
5. Viable Extended Day Program locations will be determined by April 28, 2023, for the 2023-2024 school year.
6. The WCDSB's Extended Day Programs will be licensed with the Ministry of Education (Licensed Child Care Programs), with a target date of between September 2023 and January 2024. Upon receipt of licensing, the WCDSB's Extended Day Program will be eligible to participate in the CWELCC (Canada Wide Early Learning and Child Care) program. The WCDSB's extended day program continues to work with the Region of Waterloo to support the implementation of licensing expectations.
7. The Extended Day Program daily base fee has been developed to ensure the Board is able to operate the Extended Day Program on a cost recovery basis. The Board will continue to be responsible for the collection of fees from parents.
8. Adhering to the Ministry of Education's Before and After School licensing requirements, the student to staffing ratio will be 13:1.



9. All CUPE members have been provided training opportunities in August of 2022, and January and March of 2023, to be trained in Standard First Aid/CPR-Level C. Additional training dates will be arranged to ensure all CUPE members (all permanent and supply RECE's, ECE Assistants, Childcare Workers, LHS', Hall Monitors Educational Assistants and CYW's) are given on-going opportunities to be trained to support the licensing requirements of the Extended Day Programs, as prescribed by the Ministry of Education.
10. Training and information sharing will be provided to all CUPE staff regarding licensing requirements, policy and procedures, and ratios for the Extended Day Program. Information will be provided using various training platforms.
11. Licensing fees will be initiated at approximately \$200, per Extended Day classroom, for the 2023-2024 school year.
12. Food handling training and recertification for all licensed classrooms and the ECE Supervisors will begin in the coming months.
13. A fourth ECE Supervisor was hired in March of 2023 to support the implementation of licensing requirements.
14. The WCDSB's Health and Safety, Planning, Human Resources Departments and CUPE Executive, have been consulted with to inform and discuss on-going WCDSB Extended Day Program licensing requirement needs and processes.

Recommendation:

This report is for information to the Board of Trustees.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Paul Mendonca
Superintendent of Learning

Tracy Moore
Katrina Behr
Rhonda Roy
ECE Supervisors

*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: April 24, 2023
To: Board of Trustees
From: Director of Education
Subject: 2023 Education Development Charges – Annual Update

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

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

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

The purpose of this report is to provide information to the Board of Trustee on the 2023 review of Education Development Charge rates.

On May 10, 2021, the Board of Trustees approved Education Development Charge By-law (2021) for a term of 5 years with an effective date of June 1, 2021. In response to stakeholder input, the Board also directed staff to review land values annually and provide a report to the Board if land values supported an amendment to the Education Development Charge By-law (2021) to increase residential and non-residential charges.

In May 2022, the Board of Trustee approved increasing the charges effective June 1,2022 to reflect increased land costs.

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

Executive Limitation IV 008, “Financial Conditions and Activities” ... “the CEO shall not: ...

- 3. Use any reserves ...
- 9. Acquire, encumber or dispose of real property”

Executive Limitation IV 010, “Facilities/Accommodations” ... “the CEO shall not:

Permit the establishment of facilities that lack physical signs of our Catholic faith and allowance for sacred space; limit students from fully experiencing the curriculum and do not have relationship with the community...

Alignment to the MYSP:

- Awaken to Belong**
 - Every student can see themselves reflected in their learning.
 - Staff experiences a positive, healthy, and inclusive workplace.
 - Are aware of and/or use the available resources to assist in navigation of the school system.



☒ Ignite to Believe

- Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- The relationship between home, parish and school is strengthened.

☒ Strengthen to Become

- Every student reaches their full potential.
- Staff see their impact on student achievement.
- Are engaged as active partners in our students' Catholic education journey.

Background/Comments:

[Education Development Charges](#) (EDCs) are used to fund the acquisition of school sites and related costs to accommodate growth-related pupil needs. These rates are applied to all new residential and non-residential development, with limited exceptions in accordance with Ontario Regulation 20/98. The Board's existing EDC By-law recovers 80% of education land costs from residential development and 20% from non-residential development.

School boards may review the prescribed maximum EDC rate to ensure that inputs such as the price of land are consistent with the assumptions made in the original EDC Background Study. The EDC legislation permits school boards to increase the quantum of the EDC rate once in a one-year period via an amendment.

However, the board may not increase residential charges by more than \$300 or 5% annually, or non-residential charges by \$0.10 or 5%.

Cushman and Wakefield (Cushman) was again retained to update land values, which were used to calculate the 2021 EDC By-Law and 2022 Annual Update. Watson & Associates Economists Ltd. (Watson) was engaged by the boards to update the calculation of the charges.

The phase in of charges approved by the Board of Trustee in 2022 is as shown on Table 1:

Table 1 – In-Effect Education Development Charges

	Year 1 June 1/21 – May 31/22	Year 2 June 1/22 – May 31/23	Year 3 June 1/23 – May 31/24	Year 4 June 1/24 – May 31/25	Year 5 June 1/25 – May 31/26	Maximum Rate
Residential	\$953	\$1,253	\$1,553	\$1,739	\$1,739	\$1,739
Non-Residential	\$0.42	\$0.52	\$0.62	\$0.72	\$0.72	\$0.72

A stakeholder meeting attended by municipal and land development representatives was hosted by Watson on March 28, 2023. At this meeting, stakeholders were provided background information on Education Development Charges, limitations on the board's ability to increase its rate and factors contributing to the review of land values and maximum eligible rates in 2023.

In 2022, the land values appraised by Cushman had increased between 69% and 81% which contributed to a rise in the board's total maximum eligible charge from \$1,049 to \$1,739 per residential unit and \$0.43 to \$0.72 per non-residential square foot.

The updated 2023 appraised value of sites required to be purchased to meet growth-related enrolment needs dropped between 7% and 14%, but remain above original 2021 values. Accordingly, the board's maximum eligible charge has not been affected.



While the capped phase-in of collection in 2023/24 remains less than the total eligible charges, no further amendment to the board's by-law is necessary at this time as the board may not increase its rates beyond the regulated capped values.

Staff will report to the board in spring 2024 on the next annual review and any further change in the charge that may be warranted at that time.

Recommendation:

That this report be received for information.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Shesh Maharaj
Chief Financial Officer and Executive Superintendent of Corporate Services

Jennifer Passy
Manager of Planning

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Date: April 24, 2023
To: Board of Trustees
From: Director of Education
Subject: Boundary Review Process Administrative Procedure

Type of Report:

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

Type of Information:

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

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

The Ministry of Education Pupil Accommodation Review Guideline, March 2015 (Guideline) requires that school boards undertake Pupil Accommodation Reviews (i.e., school closure reviews) if they are planning to close or consolidate a school or relocate 50% or more of a school’s enrolment. However, the Guideline also exempts boards from undertaking such rigorous processes if they are proposing changes to school boundaries which would result in the relocation of less than 50% of a school’s enrolment.

The Board has had both the school closure review and the boundary review process detailed in [APF008 Pupil Accommodation Review Process](#). It is proposed that the board establish a new administrative procedure to separate the Boundary Review Process.

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

Executive Limitation IV 010, “Facilities/Accommodations” ... “the CEO shall not:

1. Allow material changes to facilities, boundary changes, or the closure of existing facilities to occur without established procedures that includes the board appointing two trustees as a non-voting members of the Accommodation Review Committees.

Alignment to the MYSP:

- Awaken to Belong**
 - Every student can see themselves reflected in their learning.
 - Staff experiences a positive, healthy, and inclusive workplace.
 - Are aware of and/or use the available resources to assist in navigation of the school system.



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- Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
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- The relationship between home, parish and school is strengthened.

☒ Strengthen to Become

- Every student reaches their full potential.
- Staff see their impact on student achievement.
- Are engaged as active partners in our students' Catholic education journey.

Background/Comments:

A Boundary Review is conducted when the school board is proposing the relocation (in any school year or over a number of school years) of students or grades, in which the number of students or enrolment of the grades is less than 50% of the school's enrolment. This calculation is based on the enrolment at the time of the relocation, or the first phase of relocation carried over a number of school years.

A new Boundary Review Process Administrative Procedure (Appendix A) has been drafted to specifically describe that unique and different undertaking, separate from the Ministry's requirements of a school closure review.

The new process continues to include the following key elements:

- Initial Boundary Review Report
- Public Meeting
- Public input opportunities
- Final Boundary Review Report

Where the proposed process varies is that the review would be conducted by a Board Staff Committee. In addition to the public meeting, the Staff Committee representatives would meet with each individual Catholic School Advisory Councils to share the information contained in the Initial Boundary Review Report and obtain feedback on the recommended alternative.

Challenges of Current Process

In recent years staff have had increasing difficulty finding school representatives to sit on boundary review committees. Further, the board's current procedures restrict substitutions on such committees. This may lead to school communities without representation beyond the principal.

Parent representatives are expected to participate in an unbiased manner, putting on a system hat vs. advocating on behalf of their school communities. Further, the process expects parents to be able to understand a broad range of issues and board constraints necessary to support robust evaluation of alternatives and formulate recommendations. This is never easy and leaves parents in a vulnerable position should a decision be recommended that is not popular in their school community.

The current process may lead to disparate recommendations from staff and parents.

Opportunities

Formalizing an expanded Board Staff Committee encourages more fulsome discussions and presentation of implications at the Initial Staff Report stage.



Meetings with individual schools via the Catholic School Advisory Councils allows for more open / transparent school-centric conversations about recommendations / options and feedback.

Public meetings will provide continued opportunities to communicate broadly with all affected schools and the broader community, and input via email, ThoughtExchange or similar survey tools will continue to be used to solicit feedback from affected school communities and other stakeholders.

There are several boundary reviews necessary to establish attendance areas for each of the new schools that the board has funding for. The proposed new boundary review process provides a streamlined approach which will support staff with the volume of reviews necessary to be undertaken, while continuing to support school-level engagement and consultation with the goal of obtaining public feedback on analysis and alternatives, while keeping school communities informed, listening and acknowledging concerns and reflecting on how public input is considered in the final recommendations.

The addition of a new AP for boundary reviews will require the Board of Trustees to send [Board Policy IV010 "Facilities/Accommodations"](#) to their Governance Committee to be updated as reflected in the recommendation.

Recommendation:

That the Board of Trustees send Board Policy IV010 "Facilities/Accommodations" to its Governance Committee to consider a revision to policy provision 1 as follows:

1. Allow material changes to facilities, boundary changes, or the closure of existing facilities to occur without established procedures that include the board appointing two trustees as a non-voting members of an Accommodation Review Committee established in accordance with APF008 – Accommodation Review Procedure.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Shesh Maharaj
Chief Executive Officer and Executive Superintendent of Corporate Services

Jennifer Passy
Manager of Planning

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



Appendix A

APFXXX – Boundary Review Process Administrative Procedure



Boundary Review Process

Date of Issue: April 2023
Reviewed/Revised: N/A
Memo To: All Staff
From: Director of Education

ACCESSIBILITY:

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

PURPOSE:

The purpose of this administrative procedure is to outline the process to be followed when conducting a Boundary Review.

School boards are responsible for managing their school capital assets in an effective manner. They must respond to changing demographics and program needs while ensuring continued student achievement and well-being, and the financial viability/sustainability of the school board.

A Boundary Review is conducted when the school board is proposing the relocation (in any school year or over a number of school years) of students or grades, in which the number of students or enrolment of the grades is less than 50% of the school's enrolment. This calculation is based on the enrolment at the time of the relocation, or the first phase of relocation carried over a number of school years.

REFERENCES:

- Ministry of Education Pupil Accommodation Review Guideline (March 2015)
- Executive Limitation IV008 – Financial Conditions and Activities
- Executive Limitation IV010 – Facilities / Accommodations

FORMS:

- N/A.

REPORTS:

- N/A.

APPENDICES:

Appendix A – Transition Planning Framework for School Communities



COMMENTS AND GUIDELINES:

The Boundary Review Process will ensure that the public has opportunity to comment on the proposed boundary solution, the impact on affected students has been considered, and that decisions are based on an efficient and equitable use of system resources.

Where possible, Boundary Reviews will consider a logical grouping of schools including proposed new construction in a board defined review area.

The decision to proceed with a boundary review will be made by the Board of Trustees following the review of an Initial Boundary Review Report. This staff report may, but is not required to, include boundary options.

A Boundary Review is not required to address the accommodation of optional programs, such as French Immersion. However, French Immersion attendance areas may be considered if French Immersion is offered in a review area school(s).

RATIONALE FOR A BOUNDARY REVIEW

There are many reasons a Boundary Review process may be initiated. Examples include but are not limited to:

- Enrolment exceeds capacity
- Enrolment is below capacity causing an inefficient use of board resources
- Excessive transportation costs
- Site and building limitations
- Accommodation of special programs

GUIDING PRINCIPLES

A Boundary Review shall align with the following guiding principles.

- Catholic presence in each community
- Student well-being
- Academic achievement
- School Board financial viability/sustainability

A Boundary Review is an administrative process involving a Staff Committee responsible for proposing solutions to identified accommodation issues. A Boundary Review may be undertaken when the board identifies an accommodation issue from time to time.

BOUNDARY REVIEW PROCESS

The Staff Committee will be comprised of the following:

- Superintendent of Corporate Services
- Superintendent(s) of Learning for the schools under review
- Planning Department representative(s)
- Facilities Services Department representative(s)
- Principals of the schools under review
- Student Transportation Services of Waterloo Region representative(s)
- Other staff as needed, i.e. Student Support and Program Services representative(s)

The Staff Committee will consider the following parameters:

- Many WCDSB elementary schools are JK-8, however, the board may consider alternative grade configurations.
- Many WCDSB secondary schools are 9-12, however, the board may consider alternative grade configurations.
- Facilities should not limit students from fully experiencing the curriculum.
- Physical accessibility in new and existing facilities should be maximized.
- All capital projects (i.e., new schools, additions) require Ministry and Board approval.

The Staff Committee shall have regard for:

- Providing the highest quality learning environment possible.
 - Consider program environments and how they support student achievement.
- Ensure an efficient use of system resources by balancing enrolment and facilities.
 - Maximize the use of Board-owned facilities over the long term.
 - Minimize the use of non-permanent accommodation (portables) as a long-term strategy while recognizing that it may be a necessary short-term solution.
- Provide a long-term (5 years +) accommodation solution.
- Create boundaries that maximize the number of students that can walk to school.
 - Consider the Board's existing transportation policy and how it may be impacted by or limit accommodation scenarios.
- Provide logical attendance boundaries.
 - Follow logical divides such as major roads, physical barriers, etc.
 - Recognize existing neighbourhoods wherever possible.
- Reduce operating costs (e.g., maintenance, operations, transportation, etc.)
- Develop accommodation options with consideration for Ministry of Education capital funding formulas and the Board's long term capital plan.

REPORTS

Two (2) staff reports shall be prepared and presented to the Board of Trustees for their decision:

1. A Boundary Review is initiated by the Initial Boundary Review Report.
2. The Final Boundary Review Report will be presented to the Board of Trustees.

Initial Boundary Review Report

The Initial Boundary Review Report will be presented by Board Staff and will include:

- identification of school or group of schools to be included in the Boundary Review
- rationale for the need for a School Boundary Review and rationale for exemption from APF008 - Pupil Accommodation Review Process
- background information including goals, objectives and constraints
- relevant information from municipalities and other community partners including any confirmed interest in using underutilized space
- Staff Committee composition
- alternative options with analysis may be presented, where appropriate
- a recommended option(s) with justification for the recommendation
- Staff Committee analysis of the capital, renewal or alterations costs of implementing the recommended option(s)
- proposed timeline for implementation of the recommended boundary changes
- Communications Plan

Final Boundary Review Report

The Final Boundary Review Report will be presented by Board Staff and will include the following:

- summary of information contained in the Initial Boundary Review Report
- summary of comments and questions received during the public consultation phase
- final Staff Committee recommendation(s) and justification for the recommendation(s)
- timeline for implementation of the recommended boundary change(s)
- timeline for the implementation of the recommended capital, renewal or alterations projects required
- critical path resolution of the identified accommodation issue
- Communications Plan

PUBLIC CONSULTATION

Following the presentation of the Initial Boundary Review Report and the Board of Trustees approval to conduct a School Boundary Review, Board Staff will provide written notice to:

- The affected school communities.
- The Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division.

The Initial Boundary Review Report and a copy of the APFXXX Boundary Review Process will be posted on the board's website following the Board of Trustees' decision to proceed.

Representatives of the Staff Committee will attend meetings of the review area schools to present information in the Initial Staff Report directly to the schools' Catholic School Advisory Councils. The intent of the school level meetings is to obtain input from affected individual school communities.

The Staff Committee will facilitate a Public Meeting to share information in the Initial Boundary Review Report. The intent of the Public Meeting is to respond to questions of clarification and receive feedback on the recommended option(s).

A Public Meeting is an open meeting with the purpose of sharing relevant information with members of the public and soliciting feedback. A public meeting may take on a variety of formats including, but not limited to, a presentation, question/answer period, open house, workshop, or small group discussions.

The Staff Committee will solicit public input via other means, including surveys and an email address dedicated to a specific Boundary Review process.

The Staff Committee will consider input received from the public prior to preparation of the Final Boundary Review Report.

BOARD OF TRUSTEE DECISION

At a board meeting where the Board of Trustees considers the Final Boundary Review Report and recommendation(s):

- recommendation(s) may be accepted by the Board of Trustees by resolution and the boundary change(s) implemented as set out in the Final Boundary Review Report, or
- recommendation(s) may be referred back to Board Staff for additional action as directed by the Board of Trustees, or
- a decision may be deferred for additional consideration by the Board of Trustees.

Where a proposed decision varies from the recommendations of the Final Staff Report, sufficient time should be provided to staff to evaluate the merits and feasibility of the alternative proposal. The public should also be given the opportunity to comment prior to the decision being finalized.

TRANSITION PLANNING

A transition plan will be put in place following the Board of Trustees decision to change boundaries, which may be informed by Appendix A.

A Transition Planning Committee will be formed prior to the boundary change(s) taking effect.

The Transition Planning Committee, which will include the Superintendent of Learning acting as the Chair, and Principal(s) of the affected schools may also include students and parents. The Transition Planning Committee may solicit input from Board Staff who support equity initiatives, as required.

COMMUNICATIONS PLAN

A Communications Plan will form an appendix to the Initial and Final Boundary Review Reports.

The Initial Staff Report will be posted on dedicated boundary review webpage after direction is received from the Board of Trustees to proceed with the review process.

Information on the boundary review will be shared via board and school social media and other means advising affected school communities of the review and directing how to access Boundary Review information.

Information prepared by the Staff Committee for presentation at the Public Information Session will be posted on the board's website.

Comments received at the Public Information Session will be posted on the board's website.

Board Staff will issue a Frequently Asked Questions (FAQ) document as needed to respond to enquiries and input received.

The Final Boundary Review Report will be posted on the boundary review webpage after it is published in the Board of Trustees's meeting agenda for consideration.

All reports, information and comments posted on the board's website will be available in accessible formats on request.

EXEMPTIONS

In most cases, the approval of a boundary change rests with the Board of Trustees and would involve a public consultation process. There are, however, two exceptions which would allow senior administration to be the decision making body. These exceptions are as follows:

- Where a boundary change is being considered for an area where there are no existing students, the boundary options may be considered by senior administration and a decision reached by them without community consultation.
- Where there are relatively few students affected by a proposed boundary change, the families of those students will be consulted directly and given an opportunity to comment on the boundary options being considered.
 - Following this consultation, senior administration may make a decision or may conduct a full review.
 - Where a boundary change is being considered for an area which was part of a Pupil Accommodation Review or Boundary Review up to and including five years previous, the change will be recommended to the Board of Trustees for approval.

Communication

Where senior administration is the decision making body, the proposed boundary change will be communicated directly to the affected school community. In addition, the details of the boundary change will be posted on the Board's website.

TRANSITION PLANNING FRAMEWORK FOR SCHOOL COMMUNITIES

The Board recognizes that the move from one school to another as the result of a Boundary Review can be a stressful time for students, parents, and staff. It can also be a time of joy and celebration as new school communities begin to form. Transition planning typically occurs in the 6 months to 1 year leading up to the school closure or boundary change taking effect and/or once a principal is assigned to a new school (applicable for new school construction only). Transitions from one school to another are most successful when everyone (administrators, parents, staff, students, etc.) has a clear vision (e.g., a smooth transition for students, building a cohesive new school community) and is working together to achieve that desired end goal by being open minded and willing to adapt to every aspect of the change.

Purpose of this Framework

- To provide support to school communities following a decision of a Boundary Review.
- To provide families with assurance that they will be well supported as they integrate into a new school community.
- To provide a menu of options for Transition Planning Committee to consider as they support students and staff moving from one school community to another.

Priorities for the Transition Process

- Consideration should be given first and foremost to students. Then staff, then parents, then the broader community.
- High level of communication with the parent, student, and staff community is essential.
- Always remain calm and positive in front of students.

Recognizing that each school community and boundary change is different (i.e., number of students affected, new school construction, number of changes taking place, etc.), this framework is intentionally not prescriptive but rather meant to facilitate discussion and spark ideas. The following table outlines a menu of options that have been successfully implemented in previous reviews or have been suggested by the WCDSB community through various public consultation processes. Activities could be organized by the principal, school council, a transition planning committee (members might include principals, superintendent, parents, school staff, students, priest, etc.), or any element could have a separate organizing committee (e.g., major events).

	Before the Move	The Move	After the Move	New School
Community Building – Activities, Events & Strategies	<ul style="list-style-type: none"> • Ask school communities for suggestions to include in transition plans. • Develop a theme or catch phrase to bring focus to the transition (e.g., We Are One) • Introduction letter from new principal • New principal writes column in existing school newsletter • New principal to visit students at existing schools (may be helpful to have a small assembly of students who will be moving). • Mass held at each school for all students before merging. • Junior play day • Primary picnic at the park (splash pad) • Grade 7 leadership day (first Grade 8 class at new school) • Establish a committee to oversee the transition process & activities. • Student ambassadors from receiving school to visit departing school to answer questions from students. • Set up pen pals between students who are transferring and students in the same grade at the school they'll move to 	<ul style="list-style-type: none"> • Playdate in August for new JK/SK families so everyone has one friend on the first day. Students given colour-coded stickers to help identify who will be in their class. • T-shirts made before the change(s) takes effect and ready for the 1st day of school. • 2 JK/SK orientation nights – 1 at previous school for parents only, 1 at new school with kids to meet the teacher. • If a school is closing, transfer artefacts, pictures, trophies to the new school to display. 	<ul style="list-style-type: none"> • Opening assembly held in afternoon on first day – introduce staff, theme of the year, read a story. • First assembly held 1st or 2nd week of school (after kindergarten starts) • Welcoming mass at local parish • 3-Pitch exhibition game between old & new school so friends can see each other. • Take a group/aerial picture in new t-shirts – “we are one” or spirit wear. • Develop new mascot – Principal presents options at first assembly. Give each student a ballot to vote. • School councils merged, co-chair from each. • Representation on school council from each neighbourhood • Create a video of the school’s history & the joining of the school communities to post on the website (e.g., St. John). • Spend 1st week of school celebrating using play-based getting-to-know activities. • Spirit wear day with treats • Students write down their favourite & memorable activities from last year 	<ul style="list-style-type: none"> • Monthly school newsletter specific to the new school. • New principal to attend school council meetings. • Assembly for new student community held off-site at local parish. • June or August open house (timing & location depends on construction) <ul style="list-style-type: none"> • All staff attends. • Displays of new school (if not ready) • Slideshow of construction progress & community building events. • Board staff attend to answer questions about construction. • Welcoming day for kindergartens held at the new school or local parish if construction does not permit. • Opening ceremony/First day <ul style="list-style-type: none"> • invite police, firefighters, mayor, MPP, board officials, radio, priest. • Parade around school • New t-shirts/spirit wear • Ribbon cutting at each classroom (all done at once when announced over the PA)

Appendix A

	Before the Move	The Move	After the Move	New School
	<ul style="list-style-type: none"> Plan school trips together to get kids meeting offsite - neutral zone. Involve students by asking them what their concerns are work together toward solutions. Students march from one school to another. Review school council budgets to identify expenditures to benefit students and determine joint/new priorities going forward. Ability for students to participate in after school activities with possible transportation. Invite students to Drama production in the spring. Design new logo together Carnival/BBQ 		<p>regardless of which school they attended (done individually or summarizes as a class, school council can also complete). This is used to bring the best of all worlds to the new school community.</p> <ul style="list-style-type: none"> Celebration at the school welcoming new students Plant a tree to signify a new beginning. Graffiti wall (on paper) 	<ul style="list-style-type: none"> Opening ceremony starts outside. All students, staff, & community members walk into school together. Plaques gifted from each school council where the students came from at the end of the first school year. Previous school councils send gifts (e.g., Christmas tree) to new school. Creation of a time capsule to be brought to new school and opened at a later anniversary of the school to reflect the joining of communities.
Staffing & Student Supports	<ul style="list-style-type: none"> Joint staff meeting with all new staff in the spring. Team building activities for staff (prayer, reflection, icebreakers) Develop a communication strategy. Develop new logo, flag, and mascot as a surprise for students. Hire some staff (teachers & EA's) from the same schools that the students are coming from. Transition meeting with EA's and Spec Ed teachers at outgoing and incoming schools. Support from Spec. Ed. staff at board office should be involved. Discussion of student needs with incoming & outgoing principals and teachers. Teachers from both schools involved in putting the classroom lists together - determined by friends, academic needs, gender, behaviour. <ul style="list-style-type: none"> Wherever possible try to put friends in the same classroom and ensure separation of students where there have been past difficulties. All principals involved meet with principals who have gone through a similar process in the past. 	<ul style="list-style-type: none"> First staff meeting in (June or August) with team building activities. Provide a tour of the school. Give access to staff earlier in the summer so they can unpack their classrooms. 		<ul style="list-style-type: none"> Hold June staff meeting at new school and include a tour of school. New principal assigned in January to prep for opening. VP assigned to existing school if principal is still in charge of an existing school (this may occur in a merge).

Appendix A

	Before the Move	The Move	After the Move	New School
	<ul style="list-style-type: none"> Staff from the departing school prepare summaries highlighting the particular learning styles of each student. Provide school staff with information so they can talk to students about the change process. Offer support for students having difficulty with change. If a walking school, hire buses to do a “test run” with students to help them get used to being on a bus. 			
Getting to know the new school	<ul style="list-style-type: none"> EA’s & Spec. Ed teachers create welcome videos for each student of new classroom, new school, washrooms, library, gym so they can see the school before they move. Give students a hard copy photo book of what the new school looks like (inside & outside) for the summer to help with anxiety. Letters/messages pertaining to construction or merge have a separate logo or letterhead as a visual cue that it’s important. Mark important communication with a sticker indicating that it should be translated (depends on community needs). Communicate any construction changes to the community. School tours for students and/or families 	<ul style="list-style-type: none"> Mail invitations regarding first day of school information if not known at the end of June. Invite spec. ed. students and families to visit the school at their convenience during the prior to start of school year. Open house: <ul style="list-style-type: none"> Families tour new school. Slideshow showing each teacher in front of their new classroom played on a loop. Give maps out for self-guided tours. Signs on rooms explaining what they’ll be used for Greeters at doors School song playing in library 	<ul style="list-style-type: none"> Scavenger hunt with teachers stamping when students find various items around the school. Helps students explore every area of their new school. 	<ul style="list-style-type: none"> Open house to view construction plans. Update letters to community, including WRDSB school, neighbourhood association, and posted on website. Display boards of new school in schools that students currently attend. Photos of construction progress. <ul style="list-style-type: none"> If school is being rebuilt, create a wall of photos of the progress (could use the photos to build a bridge from the old building to the new building)



Date: April 24, 2023
To: Board of Trustees
From: Director of Education
Subject: 2023-2024 Estimates Budget Update #4

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 **IV007**
- 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

- Every student can see themselves reflected in their learning.
- Staff experiences a positive, healthy, and inclusive workplace.
- Are aware of and/or use the available resources to assist in navigation of the school system.

Ignite to Believe

- Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- The relationship between home, parish and school is strengthened.

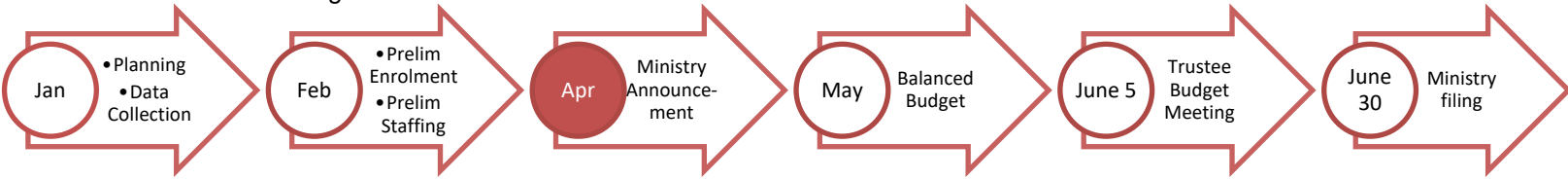
Strengthen to Become

- Every student reaches their full potential.
- Staff see their impact on student achievement.
- Are engaged as active partners in our students' Catholic education journey.



Background/Comments:

The 2023-2024 budget timeline to date:



Secondary Enrolment Committee Meeting #3: April 4, 2023

Meeting highlights:

- Reviewed four projection scenarios with updated registration information and preliminary March enrolment data
- Compared scenarios and discussed trending for 2023-2024 projection, including retention rates and assumptions used in the methodologies
- Selected preferred secondary enrolment to provide to Budget Advisory Committee

Elementary Enrolment Committee Meeting #3: April 4, 2023

Meeting highlights:

- Compared four projection scenarios, reviewed in-year trending of variables, and discussed the trending of projections
- Selected preferred elementary enrolment to provide to Budget Advisory Committee

Budget Advisory Committee: April 12, 2023

- The committee discussed general budget processes and timelines
- The committee reviewed enrolment projections scenarios and after some deliberation recommended the following enrolment estimates be used in the preparation of the budget:
 - Elementary: 18,302 (An increase of approximately 615 students over 2022-23 Revised Estimates)
 - Secondary: 7,552 (An increase of approximately 260 students over 2022-23 Revised Estimates)

The enrolment estimates are seen to be cautious but realistic. The enrolment estimates will be used to calculate revenues and staffing costs associated with each.

Operational Budget Submissions

- Collection and compilation of both operating and capital expenditures continues
- Non GSN revenue budgets have been prepared and are complete
- School budgets were released to schools on April 12, 2023
- Salary and benefit projections are in progress.



Grants for Student Needs (GSN) Announcement: April 17, 2023

The GSNs were announced at the end of the day on April 17, 2023. A high level review of the various grant memos confirms financial stability for the sector and include a number of temporary programs targeted to improve student outcomes in math and reading as well as additional support for indigenous programming.

Highlights of the grant announcements follow:

- A per pupil amount will be provided to support the administrative costs of running a virtual school
- Funding for support staff will be provided to promote safe and clean schools for students
- The province will provide financial support for centrally negotiated collective agreements
- Confirmation of the expiry of the COVID-19 Learning Recovery Fund as school board operations normalize post pandemic
- A minor increase to non-salary and benefit funding benchmarks will be provided
- Funding benchmarks for operations have been increased to support post COVID ventilation system maintenance costs
- Funding for secondary per pupil benchmarks will be reduced as part of the roll out of e-learning graduation requirements
- Funding will be provided to school boards to offset costs associated with additional grant-related audits

The Ministry identified areas where funding formulas were reviewed and updated:

- Student transportation: Implementation of a new funding framework that is transparent, equitable and focused on reliability. An initial review of the formula reveals no negative impact to WCDSB.
- Indigenous education: Realignment of funding to better support Indigenous education priorities. Engagement between Indigenous stakeholders and school boards will be held in the spring to identify joint priorities.
- Special Incidence Portion (SIP): SIP grants support students that require 2 or more full-time staff to address their needs while at the school. The funding formula for SIP has been modernized to reduce administrative work by school boards.
- Accommodation costs in school-based child care spaces: The province has indicated that fees charged to childcare centres operating in schools will be standardized across the province, with new rates (not yet available) to be effective January 1, 2024

Partnership and Priority Funding (PPF) / Temporary Targeted Grants

As is common practice, PPF (temporary targeted) grants were announced at the same time as the GSNs. A total of \$3.47M will be provided to WCDSB for the following:

Key Priority	Objective
French-Language Education	To provide tailored supports, to students in Ontario's French-Language Education (FLE) system guided by the <i>Aménagement linguistique policy</i> .
Indigenous Education	To support the academic success and well-being of Indigenous students, as well as build the knowledge of all students and educators on Indigenous histories, cultures, perspectives and contributions.
Math	To support students in meeting provincial math standards.



Mental Health and Well-Being	To support the critical linkage between mental health and well-being and student success. Also provides students with physical health and safety supports.
Special Education	To improve support for children and youth with special education needs and their families and educators.
Student Pathways	To support students throughout secondary school and as they transition to postsecondary destinations, including apprenticeship, community living, college, university, and the workplace.
System Support and Efficiencies	To provide support to help ensure that the education system is running efficiently and effectively, including labour-related commitments, administrative efficiencies, and teacher professional learning.
Supporting Student Potential	<i>De-streaming</i> To provide supports for students to be successful in de-streamed learning environments. <i>Reading</i> To ensure that all young learners receive the necessary foundational skills and early interventions in reading that are critical to future success. <i>Additional Investments</i> To support vulnerable students, including youth at risk, to stay in school, graduate and succeed.

The province confirmed that current PPF grants for summer learning programs, Special High Skills Major (SHSM) expansion, demographic data gathering, and math intervention for students with special needs will move to the GSN for 2023-24 which signals funding will become permanent

Capital Funding for the 2023-24 School Year

Capital funding for the renewal of school buildings will remain stable for 2023-24. The following changes are notable:

- The School Facility Condition Assessment will be re-launched in 2023-24 and run for a 5 year period. Results of these assessments will assist decision-making for both WCDSB and the province
- Capital Funding will expire after 2.5 years. This is intended to encourage boards who are not spending their renewal allocations to carry out work more expeditiously. WCDSB has no problem spending so this new restriction will not cause any issues.

Staff will continue to develop a budget that aligns with the established priorities of the Board, legislation, contracts, and system needs. This budget will be presented to Trustees on June 5, 2023.

Recommendation:

This report is provided as information on the development of the 2023-2024 budget.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Renee King
Manager of Budget



Laura Isaac
Senior Manager, Financial Services

Shesh Maharaj
Executive Superintendent, 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: April 24, 2023
To: Board of Trustees
From: Student Trustees
Subject: April 2023 Student Trustee 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
- Information only of day-to-day operational matters delegated to the CEO

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

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

Alignment to the MYSP:

- Awaken to Belong
 - Every student can see themselves reflected in their learning.
 - Staff experience a positive, healthy, and inclusive workplace.
 - Are aware of and/or use available resources to assist in navigation of the school system.

- Ignite to Believe
 - Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
 - Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
 - The relationship between home, parish and school is strengthened.

- Strengthen to Become
 - Every student reaches their full potential.
 - Staff see their impact on student achievement.
 - Are engaged as active partners in our students' Catholic education journey.

Background/Comments:

This April, the WCDSB high schools are excited for spring, embracing all of the events leading up to the end of the 2022-2023 school year. Each of the highschool SACs are taking what they learned from reaching out to students in March to boost school spirit this April. The high schools recognize Easter with Easter celebrations taking place this month, and inviting students to engage in Easter themed games and activities. The Student Senate is excited for the last few events and initiatives they are planning this year, including the Elementary Student Leadership Conference (ESLC), and an environmentally based spring initiative. Coordinating with OSTA-AECO has also been an important part of April in preparation for Catholic Education Week, as well as growing the WCDSB's connection to the organization.

Common Activities Hosted by The Schools:

- **Easter Celebrations:** This April, many of the high schools have been celebrating Easter with students through various activities. On April 11th, Resurrection hosted a school-wide Easter egg hunt by placing paper eggs around the school for students to find. The student(s) that spotted all of the eggs and submitted picture proof won spirit wear shirts. St David's had an Easter food drive from March 27th to April 6th, where students could donate non-perishable food items that were to be sent to the food bank. Similarly to Resurrection, St David's also had an Easter egg hunt around the school using paper eggs. St Mary's also had an Easter food drive, where non-perishables, as well as hygiene items could be donated to Tiny Homes. From April 3rd to April 7th, St Mary's celebrated Easter with "Easter Week", which included period 1 classroom egg hunts, Mini Egg guess jars and plastic egg runs in the cafeteria. Special education students and SAC members made paper Easter Bunny crafts together as well. St Benedicts held an Easter Egg hunt on April 3rd, where students could scan QR code eggs hidden around the school to win prizes like spirit wear. They also hid easter eggs around the school website which led students to enter a raffle.
- **School Spirit and Engagement:** To increase student engagement, the SACs of the high schools have been including lots of opportunities for students to participate in activities throughout April. Monsignor Doyle hosted Spirit Week from April 11th to April 14th, which included springtime themed activities. This included "Flower Goals" where students wrote their goals for the rest of year on paper flowers as a way to create community, minute to win it games, Bean-boozled trivia where students had to eat a mystery flavoured jelly bean for every wrong answer, a Spring Fling after school dance, and a teacher cookie eating competition. St Benedicts had therapy dogs come in on April 18th for students to play with in the library. St Benedicts also held a Relay for Life launch party in the cafeteria to spark excitement in students for the event. The Resurrection SAC released their annual "SAC Lip Dub" video to the student body on April 18th. Resurrection has also begun advertising for their Gold and Silver themed dance at Federation Hall on May 16th. St Mary's is also busy promoting events such as Relay for Life, Film Festival, and the school musical to students all month long.

Student Trustee Role Update:

- **Elementary School Leadership Conference:** On April 21st, the WCDSB Student Senate hosted its second conference of the year, ESLC. Two grade 7/8 students from each of the board's elementary schools joined leaders from the secondary schools for a day of learning and excitement. In the morning, students were separated into breakout groups based on their family of schools. In these sessions, leadership presentations and connecting games were led by members of the Senate. Following a pizza lunch, all participants joined together to participate in more activities centred around this year's Senate theme of "From the Ground Up." Throughout the whole day, leadership development and social development were emphasized.
- **OSTA-AECO Health Curriculum Survey:** Starting in February, the WCDSB Student Senate has been actively discussing the current health curriculum in order to add feedback and comments to a survey being done by OSTA-AECO. Following the Senate's discussion, Trustee Armstrong submitted a response encompassing the thoughts that were shared. Individual Senate members also were asked to participate in the survey independently, to share their authentic views. The survey was completed by April 6th, and the data collected by OSTA-AECO will be used to further support the organization's advocacy in the space of curriculum reform.
- **Secondary "Spring Cleaning" Initiative:** The Student Senate is planning their final secondary initiative for the school year. There was a lot of interest in centering this initiative around creating something that would be beneficial to the environment. The Senate plans to host an environmental drive, including used school supplies or electronics. This promotes sustainability and reinforces the importance of recycling. This drive will be happening all throughout the month of June. More information will be relayed at the May 29th Board of Trustees meeting.
- **OSTA-AECO Catholic Education Week Video:** Throughout the month of April, Trustee Armstrong supported OSTA-AECO's Catholic Board Council faith leaders to create a video from student trustees across the province for Catholic Education Week. Trustee Armstrong, provided feedback and assistance throughout the crafting of the video, ensuring it would align with provincial priorities, as well as adequately represent this year's Catholic Education Week theme of "We Are Many We Are One". The video will be released to the public during Catholic Education Week, which will be taking place from April 30th - May 5th.

Recommendation:

This report is for the information of the Board.

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

*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 015
Subject: Ownership Linkage

Approval Date: November 29, 2010
Effective Date: November 29, 2010
Revised: May 27, 2013; May 25, 2015; October 30, 2017

ACCESSIBILITY:

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

POLICY STATEMENT:

It is the job of the Board of Trustees of the Waterloo Catholic District School Board to be the link between the organization and the Catholic ratepayers of Waterloo Region. As such, the Board of Trustees will ensure that opportunities exist for communication with the ratepayers for the purposes of determining community values and vision for the school system, demonstrating accountability for what has been achieved, and to build on-going support for Catholic education.

Such opportunities will include, but not be limited to:

1. **An Annual Report:** to be prepared and distributed to the Catholic ratepayers annually as part of the "Director's Annual Report". This report will reflect legislative requirements and demonstrate the progress being made in achieving Board Ends and plans for future work.
2. **Conversation with Committees:** at a minimum of once per year, the Chairs' of SEAC, CPIC and Audit committees will be invited to a conversation on the work of the committees and how it relates to the work of the Board.
3. **Opportunities for Engagement:** items of deliberation and policy development before the Board of Trustees will include a process for survey/input from the ownership to determine owner values on the issue.





Date: April 24, 2023
To: Board of Trustees
From: Director of Education
Subject: Monitoring Report – IV 006 “Legal Responsibilities and Liabilities”

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 006**
- 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 will provide Trustees with information to assess the Director of Education’s compliance with Board Policy IV 006 “Legal Responsibilities and Liabilities”.

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

Executive Limitation IV 006, “Legal Responsibilities and Liabilities”

Alignment to the MYSP:

Awaken to Belong

- Every student can see themselves reflected in their learning.
- Staff experiences a positive, healthy, and inclusive workplace.
- Families are aware of and/or use the available resources to assist in navigation of the school system.

Ignite to Believe

- Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- The relationship between home, parish and school is strengthened.

Strengthen to Become

- Every student reaches their full potential.
- Staff see their impact on student achievement.
- Families engaged as active partners in our students' Catholic education journey.



Background/Comments:

Policy Statement:

With respect to legal issues that affect trustees and school boards, the CEO shall not cause or allow conditions to arise whereby the board does not meet its obligations and responsibilities arising from both legislation and common law.

Definition:

This policy statement is defined to mean that the Director of Education must create and maintain conditions and procedures that support compliance with all applicable laws.

Evidence:

As can be seen on the [Board's website](#), a comprehensive set of regularly updated administrative procedures has been posted for public consumption. These procedures outline guidelines and processes that staff and stakeholders must follow to ensure the Board's obligations are discharged as relates to compliance with common legislation applicable to school boards.

As the volume of legislation and common law in the education sector cannot be contained in a concise primer for senior leaders, management relies on several sources for advice, direction, and guidance to ensure compliance with this policy.

Management works closely with:

- Ontario Ministry of Education
- Ontario Catholic School Trustees Association
- Council of Senior Human Resource Officials
- Council of Senior Business Officials
- Ontario Association of School Business Officials
- Council of Directors of Education
- Ontario School Boards' Insurance Exchange
- employee groups
- legal firms
- other school boards

to ensure operational practices are in alignment with expectations set out in legislation and in common law, and equally as important, that leading practices are employed throughout the organization.

Despite the director's best efforts, from time-to-time individuals, entities, or employee groups may question certain practices or positions that have been taken by management. In many cases, these disagreements can be resolved through discussion and communication. Often disagreements take on the form of requests for financial compensation or operational changes.

Management maintains a comprehensive all-risks insurance policy with the Ontario School Boards' Insurance Exchange. This policy provides coverage for almost every claim submitted to the Board.

For those claims not covered by insurance, management provides the Board of Trustee's Audit Committee with a summary of outstanding claims against the Board where financial exposure may exist. With this listing, management provides an opinion on the veracity of each claim as well as a potential liability amount. Where claims are likely to be payable and can be estimated, amounts are set aside at year end to manage these future costs.

The listing of uninsured claims most recently presented to the Audit Committee contained the following:

- Claims of assault which allegedly took place in the 1960s and 1970s.
- Grievances from employee groups.
- Claims for additional pay.



In each case, staff evaluate the issues, assess likely outcomes, and attempt to resolve issues with the complainant(s). If a liability is confirmed, it is satisfied as required.

Recommendation:

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 006 for the 2021-22 school year.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

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





Date: April 24, 2023
To: Board of Trustees
From: Director of Education
Subject: Monitoring Report – IV 008 “Financial Conditions and Activities”

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**
- 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 will provide Trustees with information to support decision-making on the Director of Education’s compliance with Board Policy IV 008 “Financial Conditions and Activities”.

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

Executive Limitation IV 008, “Financial Conditions and Activities”

Alignment to the MYSP:

Awaken to Belong

- Every student can see themselves reflected in their learning.
- Staff experiences a positive, healthy, and inclusive workplace.
- Families are aware of and/or use the available resources to assist in navigation of the school system.

Ignite to Believe

- Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- The relationship between home, parish and school is strengthened.

Strengthen to Become

- Every student reaches their full potential.
- Staff see their impact on student achievement.
- Families engaged as active partners in our students' Catholic education journey.



Background/Comments:

Policy Statement:

With respect to the actual, ongoing financial condition of the organization, the CEO shall not cause or allow the development of fiscal jeopardy or a significant deviation of actual expenditures from board priorities established in the approved budget.

Definition:

This policy statement is defined to mean that management will engage in active monitoring of the approved annual school year budget including ongoing analysis of financial activity, development of regular forecasts of revenues and expenditures, and provision of financial reports to both the Board's Audit Committee and Board of Trustees.

Similarly, the CEO shall not make decisions that will create financial hardship, annual in-year deficits, or structural deficits.

Lastly, the CEO must honour Trustees' financial and system priorities identified in the approved annual school year budget.

Evidence:

Management engages in active and regular analysis of financial activity as part of its operations. Formal forecasts are prepared and submitted to the Audit Committee on a quarterly basis which summarize in a reader-friendly format how expenses are tracking against the approved budget. In addition to financial information, key drivers of revenue and expense are identified to ensure stakeholders are aware of any significant changes in expectations. These key drivers are enrolment and staffing changes.

Finally, appended to each quarterly financial forecast is a narrative outlining any areas of concern which may be affecting finances in a negative way, provincial issues with funding or expenses, how management is addressing any issues, and a summary of any deviations from the financial and system priorities set out in the approved board budget.

Quarterly reports were provided to the Audit Committee and subsequently to Trustees on the following dates:

[Quarter 1: February 27, 2023](#)

[Quarter 2: April 3, 2023](#)

Quarter 3: June 12, 2023 (Scheduled)

Quarter 4: Presented as part of year end audit report in the fall of 2023



Further, without limiting the scope of the foregoing and without approval of the board, the CEO shall not:

1. Operate with a line of credit of more than \$30 million

Definition:

This policy provision is defined to mean that management will not negotiate an operating line of credit of more than \$30M with the Board's bank of record (CIBC).

Evidence:

The line of credit held with the Board's bank of record is \$30M. An e-mail from our primary contact at CIBC confirms this credit arrangement:

From: Wareing, Mark <Mark.Wareing@cibc.com>
Sent: Monday, April 17, 2023 4:16 PM
To: Laura Isaac <Laura.Isaac@wcdsb.ca>
Subject: RE: Line of Credit

Caution - External Email - This Message comes from an external organization. Do NOT click on unrecognized links or provide your username and/or password.

Hi Laura, thanks, I hope you had a great weekend!

Absolutely, confirming that the Waterloo Catholic District School Board has in place the following:


Demand Operating Line of Credit
Limit: \$30,000,000.00
Interest Rate: Prime Rate minus 0.75% per annum

There is also a sub-credit for standby letters of credit with a maximum term of 12 months and an annual fee of 0.75%.

Trusting this will suffice for your records, but happy to provide additional details as required.

Thanks, Mark

Mark Wareing | Senior Manager & Team Leader | Public Sector and Not-for-Profit Group | Commercial Banking | CIBC
560 Wellington St. 3rd Floor, London, ON N6A 3R4 | Tel: 519-661-8310 | Cell: 226-235-6519 | mark.wareing@cibc.com

CIBC  CIBC COMMERCIAL BANKING

Our purpose: To help make your ambition a reality

This message, including attachments, is confidential and may be privileged. If you received this in error, please notify me by reply email and delete this message. Thank you.

To unsubscribe from future promotional emails from CIBC, reply to this email with the Subject Line "Unsubscribe" and CC: Mailbox.CBCASL@cibc.com. Please note that it may take up to 10 business days to fulfill your request. You can subscribe again by contacting me using my contact information above.

From: Laura Isaac <Laura.Isaac@wcdsb.ca>
Sent: Monday, April 17, 2023 3:17 PM
To: Wareing, Mark <Mark.Wareing@cibc.com>
Subject: Line of Credit

[EXTERNAL]

Mark

For our annual monitoring report to Trustees, I just need a confirmation email from you as to what the Boards' available line of credit is. If you could please let me know, that would be appreciated.

Thanks!

Laura Isaac
Senior Manager, Financial Services
Waterloo Catholic District School Board
35 Weber St. W.
Kitchener, ON N2G 4G2
Phone: 519-578-3660 x2322



2. Use any reserves

Definition:

This policy provision is defined to mean that the Director of Education cannot use any operating reserves without explicit permission from the Board of Trustees. The terms reserve and accumulated surplus are used interchangeably in the context of this report.

Operating reserves are defined as any amount that has been set aside for future use by Trustees where no legislation exists on how these funds are to be used.

Evidence:

A report providing a summary of available operating reserves was provided to Trustees on [December 12, 2022](#) as well as requests to use certain surpluses in the current fiscal year.

After receiving the report, Trustees approved the following motions in relation to reserves:

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.

No other amounts have or will be used from reserves for the 2022-23 school year.

3. Acquire, encumber or dispose of real property

Definition:

This policy provision is defined to mean that all agreements, transactions, liens, secured lines of credit, severances, rights of way, and easements associated with current or future Board properties must be formally approved by the Board of Trustees.

Evidence:

On [January 30, 2023](#), a report was brought to Trustees outlining recent and future property transactions.

Since that date, there have been no other property transactions or encumbrances placed on WCDSB properties.



4. Enter into any financial or professional services agreements over 5 years

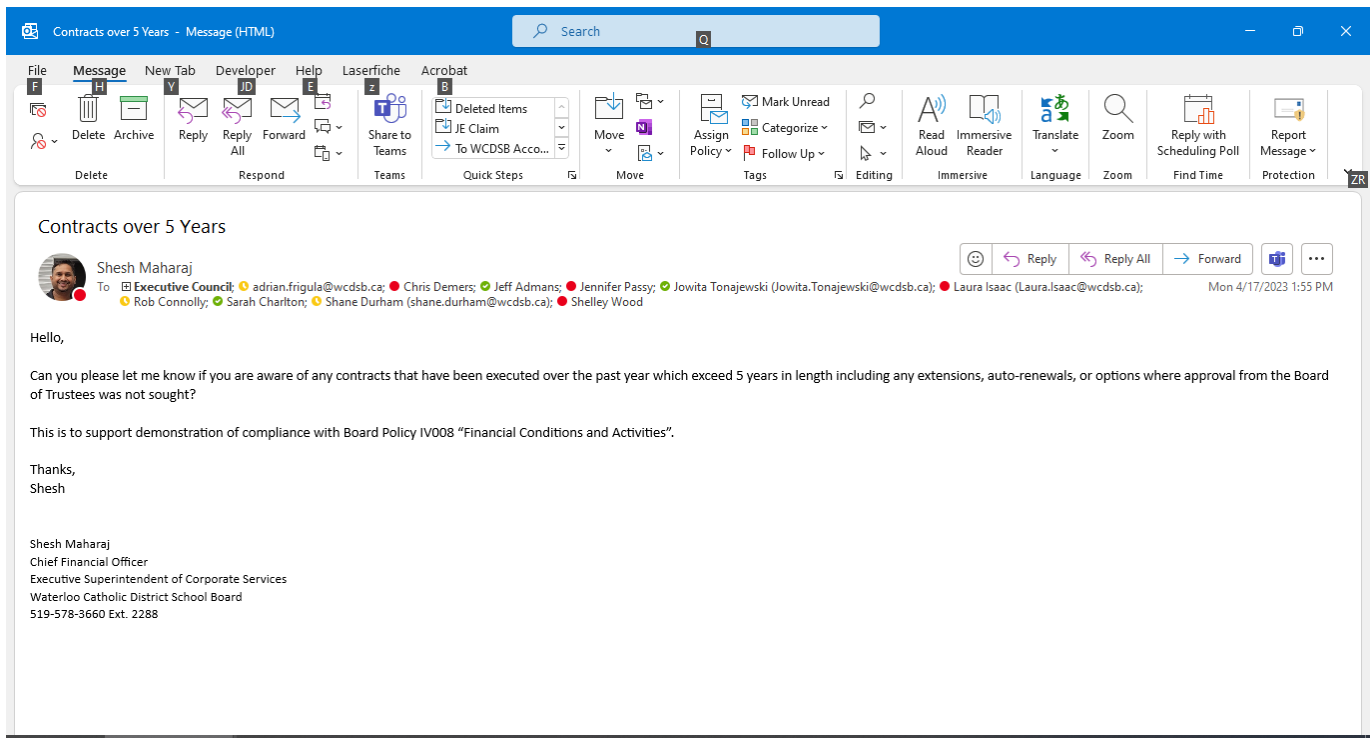
Definition:

This policy provision is defined to mean that any contract that exceeds 5 years in length including any extensions, renewals, and options, must be formally approved by the Board of Trustees.

Evidence:

Management conducted a review of all contracts negotiated by Supply and Administrative Services (Purchasing) signed since September 2022 and none exceeded the specified 5 year period.

This information was further verified through inquiries of senior management and corporate leaders.



There were no instances of non-compliance identified in response to this e-mail.

5. Allow tax payments or other government ordered payments or filings to be overdue or inaccurately filed

Definition:

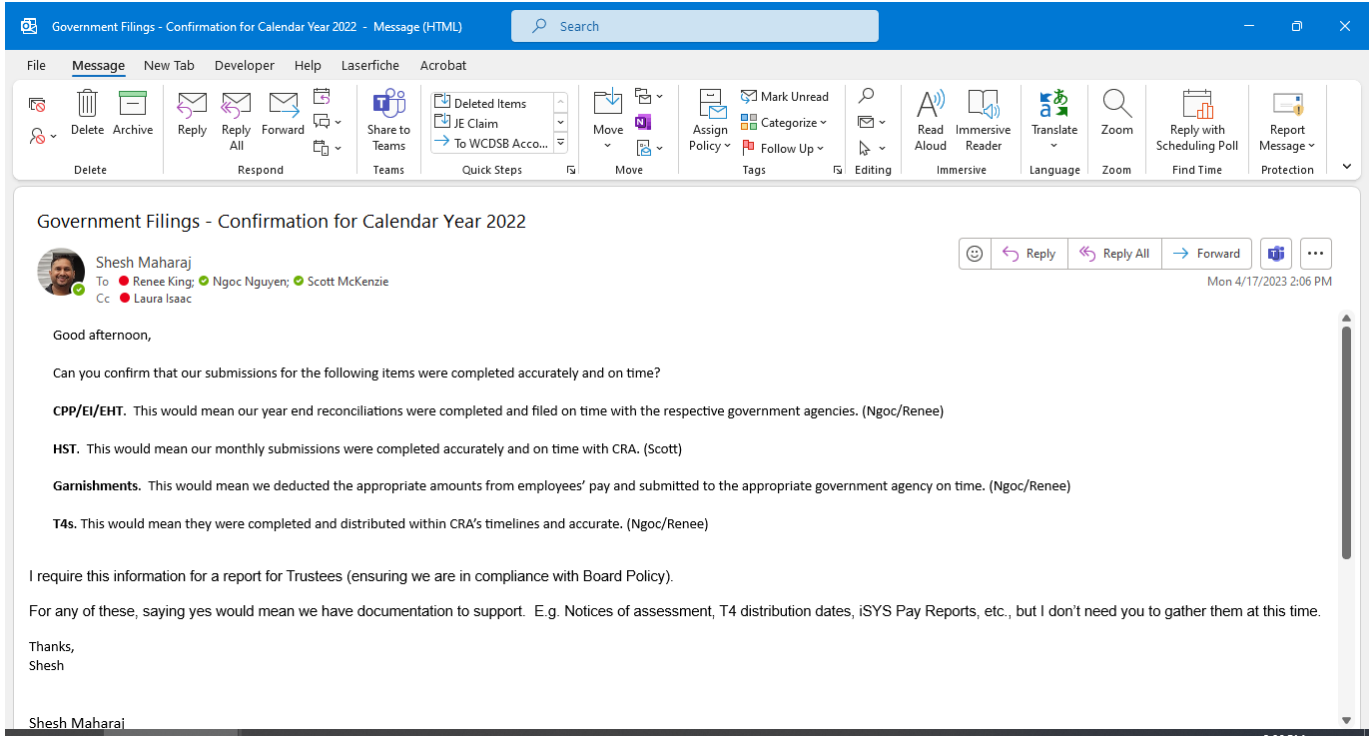
This policy provision is defined to mean that the following payments and filings will be accurately completed and submitted within required timelines:

- Payroll taxes – Canada Pension Plan (CPP), Employment Insurance (EI), Employer Health Tax (EHT)



- Harmonized Sales Tax (HST) returns
- Payroll garnishments
- T4s

Evidence:



There were no instances of non-compliance identified in response to this e-mail.

6. Allow debts to be unpaid beyond a reasonable period of time or in such a way as to jeopardize the organization's ability to receive trade credit, damage its credit-worthiness, or diminish its reputation in the trades or in the community.

Definition:

This policy provision is defined to mean that management will not process vendor payments in a way that diminishes the Board's ability to obtain credit, carry out business functions that support schools, or successfully engage in competitive procurement processes.

Evidence:

Invoices received from vendors are entered into the accounting system using the terms stated on the invoice. Where no terms are stated on the invoice, amounts are paid out within 30 days.



Management has not experienced any issues with obtaining credit, and vendors have not indicated any concerns with the Board's / management's reputation which would cause disruption in services being provided to schools. Finally, no formal claims have been received for non-payment of invoices issued to WCDSB.

7. Receive, process or disburse funds under controls which are insufficient to meet the Board-appointed auditor's standards.

Definition:

This policy provision is defined to mean that any processes related to the management of funds shall not cause the external auditors concern that will result in a qualified audit opinion on the Board's financial statements, or any critical commentary in the annual external auditor's report.

Evidence:

Grant Thornton (GT) is the appointed external auditor of the Board. GT completed their audit of the 2021-22 financial statements in November 2022. In their findings report (presented to Audit Committee in a closed meeting), no commentary was offered regarding control deficiencies on cash handling and management of cash. Further, there were no qualifications on the [audit opinion](#) provided by GT that relate to management of funds.

8. Allow unregulated access to funds in any part of the school system.

Definition:

This policy provision is defined to mean that strong controls, policies, and procedures are in place to provide direction and support to stakeholders who may have access to budgets or ability to sign contracts on behalf of the Board.

Evidence:

[APO 006 "Purchasing Procedures"](#) contains the following sections which address this policy provision:

- Section 3.0 – Segregation of Duties (ensures no single individual has uncontrolled access to funds)
- Section 4.0 – Approval Authority (ensures one-over-one approval exists for all purchases)

[APB 011 "Signing Authorities"](#) provides information to stakeholders on who has the authority to sign on behalf of the Board (where Board of Trustee approval is not required).

Appendix A provides a narrative on how cash and cheques are handled when received centrally. This narrative is part of the external auditor's file as pertains to their review of our control environment.

These three documents (in combination with the procedures described below for School Generated Funds and active internal audit functions) ensure there is no unregulated access to funds within the system.



9. Enter into any grant or contract arrangements unless it is consistent with Catholic faith and values

Definition:

This policy provision is defined to mean that management must ensure that appropriate processes are in place to vet new and existing contracts or grants where questions may arise as to their alignment with Catholic values and traditions.

Evidence:

Management is not aware of any contract or grant that does not align with the Board's values or Catholic faith.

Administrative Procedures and the MYSP are used as important primary decision filters for new contracts. Any arrangements that fall outside of the scope of normal activities are brought forward for review at an Executive Council meeting, which ensures the partners and funders we work with align with our shared values.

Secondary supports and information are available to management through professional associations and networks. These groups are engaged in similar work with the same vendors and will share concerns in the same way as WCDSB.

10. Permit fundraising/sponsorship activities without appropriate accounting procedures and ethical standards in place.

Definition:

This policy provision is defined to mean that strong internal controls and supports must be in place to guide staff and stakeholders in their efforts to increase the resources available for students. Further, in addition to published ethical standards, a culture of responsibility and resource stewardship is required to mitigate the risk of fraud, theft, and misappropriation of assets.

Evidence:

Administrative Procedure [APB 004 "School Generated Funds"](#) provides schools and other fundraisers with a comprehensive guide on how fundraising should occur, controls that need to be in place, required reporting, and a complete listing of required forms.

Schools and other individuals who fundraise are supported by the Corporate Services Support and School Fundraising Specialist by way of e-mail and telephone support, in-person one-on-one training, and virtual training for groups.

All fundraising is subject to audit by the Board's Internal Audit Officer. Further, school fundraising records are reviewed on a random basis each year by the Board's external auditor.

Ethical resources made available to staff and stakeholders include:

- The WCDSB Professional Standard of Ethics
 - https://www.wcdsb.ca/wp-content/uploads/sites/36/2017/03/WCDSB-Professional_Standards_of_Ethics.pdf
- APB 006 "Fraud and Accountability Management"
 - <https://www.wcdsb.ca/about-us/policies-and-administrative-procedures/fraud-and-accountability-management-apb006/>



Recommendation:

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 008 for the 2022-23 school year.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

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



Appendix A

Cash Handling

Management tries to minimize the amount of cash or cheques that are received. Cash or cheques are generally only received from retirees or individuals on leave paying for benefits, extended day fee payments, international student tuition or coffee machine funds. All amounts are received by the Corporate Services Support and School Fundraising Specialist (Amazing Sarah) and marked for “deposit only” if applicable. Amounts can be received from individuals or through the mail. Occasionally funds are received by other members of the Finance Department when the Corporate Services Support and School Fundraising Specialist is not available. Funds are scanned for adequate back up and budget numbers. Where the amount received is cash, the recipient will count the cash provided and sign off on the amount being received. All funds are then stored in the safe in the Finance Department.

Deposits are prepared and taken to the bank weekly. The Accounting Clerk (Ariadna or Nitsa) will prepare a deposit summary of cheques and cash in the deposit module of the Board’s accounting system. A summary of the deposit is printed and the back up is reviewed by the Accounting Supervisor or occasionally by the Senior Manager of Finance prior to the deposit being taken to the bank. The deposit is then posted to the general ledger. The Accounting Clerk will then sign the deposit slip and take the deposit to the bank. The Accounting Clerks rotate the task of preparing the bank deposits.

The Board can accept funds via online banking, pre-authorized withdrawal or credit card. These notifications are received by the Accounts Receivable Officer and entered into the accounting system via journal entry approved by the Accounting Supervisor. Schools have almost fully eliminated cash payments due to the implementation of an online payment system called School Cash Online. This allows families who are registered to submit online payments to the schools for items which the school has set up. Where cash or cheques are received, the schools have a “cash received” form which must be completed by the person collecting the cash (usually the teacher). The form and cash is then taken to the Administrative Assistant in the office who verifies the amounts indicated on the cash received form. The Administrative Assistant then signs off on the form and puts the funds and form in the safe until the deposit is completed. Deposits are completed weekly unless there are minimal funds. The principal does not sign or review the deposit prior to it being taken to the bank unless anomalies are found.

Petty cash is not used in the Finance Department or any other department or school. All receipts and disbursements must be accounted for through the cash receipts and disbursements processes.





Date: April 24, 2023
To: Board of Trustees
From: Director of Education
Subject: Communication and Support to Board IV 012

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 012**
- 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 and Support to the Board

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

IV 012 Communication and Support to the Board
 Education Act Section 169.1
 Education that Works for You: A Vision for Education in Ontario (March 2019)
 Multi-Year Strategic Planning A Guide for School Board Trustees October 2017
 Communication Guidelines for Staff and Parents APC 001

Alignment to the MYSP:

Awaken to Belong

- Every student can see themselves reflected in their learning.
- Staff experiences a positive, healthy, and inclusive workplace.
- Are aware of and/or use the available resources to assist in navigation of the school system.

Ignite to Believe

- Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- The relationship between home, parish and school is strengthened.

Strengthen to Become

- Every student reaches their full potential.
- Staff see their impact on student achievement.
- Are engaged as active partners in our students' Catholic education journey.



Background/Comments:

The CEO shall not permit the board to be uninformed or unsupported in its work.

CEO Interpretation:

This policy statement signals that for trustees to fulfill their elected, fiduciary responsibilities they need to receive all relevant updates as it might apply to their governance duties. Further it suggests that the Director should provide any requested information that trustees deem relevant to their governance role or which has impact to their ability to be responsive to their constituents or in order to be knowledgeable in regard to the significant issues of the day.

- a. Waterloo Catholic has a well-articulated Multi-Year Strategic Plan, with three pillars, nine goals and thirty-one aligned indicators that map to the desired goals. This plan has been approved by trustees and well referenced in all meetings of the Board.
- b. Each month reports are brought forward that map back to the Multi-Year Strategic Plan and in each case the specific strategic Pillar and Goal that is addressed by the report is identified. Emphasis will need to be placed in the upcoming year to ensure that indicators identified in the MYSP, and the accompanying targets, are clearly identified in the regular updates to Board.
- c. Each year a Director’s Annual Report is provided in compliance with section 169.1 of the Education Act, with an increased focus on providing relevant evidence mapped to our strategic pillars and goals. Trustees have opportunity when that report is presented to assess to what degree priorities are being met and to clarify any points of understanding. It is also a public document shared broadly with stakeholders so the work of trustees as governors is widely understood.
- d. In June of each year, a MYSP Annual Report will be provided, giving a “report card” on system progress on the pillars and goals articulated in the MYSP. The report is typically informed by system stakeholder survey feedback (in years when the system survey is administered), strategic actions completed and evidence that staff can identify as progress against articulated goals.
- e. As we move from pandemic to endemic the CEO has provided regular updates to trustees. This has included updates on relevant Ministry or government direction, as well as Public Health guidance or answers, and necessary updates regarding all significant developments impacting student or staff safety.
- f. As trustees note any questions or concerns that are brought to them – from a stakeholder or parent in the community, the matter is promptly clarified and/or



responded to, and in most cases quickly resolved, by the Director or their designate (relevant superintendent).

- g. Any trustee inquiry or motion which is brought to Board and for which there is consensus to proceed, results in a further report back to the Board.
- h. The Chair of the Board is always supported by the CEO (and/or their designate) in any media inquiry where a statement is required. Minimally with background and often in assisting with the specific recommended response.
- i. The statutory committees are used to bring forward all relevant information and concerns.
- j. Trustees benefit from the services of the Executive Assistant to the Director and Trustees, and the CEO ensures that trustees are registered for all PD and AGM sessions to which they are entitled to attend and for which they express interest.
- k. Trustees receive in a timely manner all communications that are received from OCSTA and they are further included in each meeting package so that there is no opportunity to miss all relevant communications that come to them from the trustee association.

Further, without limiting the scope of the foregoing by this enumeration, the CEO shall not:

- 1. Neglect to submit monitoring data required by the board that is timely, accurate, understandable, and directly addresses provisions of board policies being monitored**

CEO Interpretation:

This statement signals that for each section of the Multi-Year Strategic Plan, the CEO is responsible for providing monitoring data that allows trustees to have insight into the board's progress against its stated goals. Further the CEO interprets this to mean that the CEO is required to provide monitoring reports for each of the 13 section IV Executive Limitation policies.

- a. As noted above – monitoring reports are received in three formats: the June report card, the December's Director's Annual Report and every report that comes to Board that clearly identifies the goal to which it maps and includes metrics to map back to that goal.
- b. (In addition to items above), Per discussions and plan developed at Governance Committee, Monitoring reports on Section IV policies are brought forward over the course of the year. Evidence is embedded within those monitoring reports to provide trustees with the confidence that adherence to the policies is being observed and achieved.
- c. Any exceptions to policy are brought to the Board's attention either in public session or In Camera as is appropriate.



2. **Let the board be unaware of relevant trends, anticipated adverse media coverage, threatened or pending lawsuits, material external and internal changes, particularly changes in the assumptions upon which any board policy has previously been established.**

CEO Interpretation:

This statement signals that the CEO should be in regular communication with trustees so that there is no possibility that they will be unaware of a significant or adverse event, or negative outcome which the board may experience, particularly any that might be connected to their fiduciary or governance responsibilities.

- a. The Director of Education provides trustees proactive communication in regard to any matter that is likely to garner media attention or that will be of general interest or concern, including but not limited to lawsuits, budget, material staffing or operational/procedural changes.
- b. Trustees are provided in a timely manner, with all relevant media stories where Waterloo Catholic is mentioned or profiled.
- c. As noted above, the CEO – or their designate - responds directly to many media inquiries but also ensures that the trustees, and specifically the Chair of the Board, is supported in providing media statements/responses to inquiries that are received.
- d. Within the context of the Audit Committee information is provided regarding any risk or liability to the board and its assets.

3. **Deny the board access to, or be uninformed by, a range of relevant perspectives, including staff and external viewpoints, as needed for fully informed board decisions.**

CEO Interpretation:

This statement signals that the CEO has a responsibility to ensure that trustees are not provided with only limited insights or a single perspective on any given issue, but rather exposed to any insights or perspectives that are going to allow them to arrive at a conclusion which is defensible insofar as it had the ability to consider all relevant information and viewpoints.

- a. A system survey related to the MYSP has allowed all Waterloo Catholic stakeholders to comment on all of our strategic pillars and that feedback in turn is provided to Trustees as one of the filters applied to the June MYSP report card. That survey will open during the first week of May for the 2022-2023 school year and will help to inform the June 2023 report card and thus trustees will be provided with the breadth of stakeholder viewpoints.



- b. In the 2019-2020 school year, the WCDSB invested in *Thought Exchange*. The product does allow us to garner stakeholder feedback on any number of issues or events, including system wide consultations on significant occurrences, such as major boundary.
- c. Further, several system surveys are used to inform Board reports and decision making, including but not limited to the WCDSB Budget Survey, Facilities Condition Survey, the School Climate Survey, the student grade 9 Transition Survey, staff wellness survey and EDI data, as well as the staff and student census.
- d. The Board has hired a research coordinator and a junior data analyst. Both are instrumental in preparing many reports that come to board and in addition to internal data and insights, external research is also used to inform reports as relevant.
- e. Further, both the Director and senior staff participate in provincial and Diocesan networks, and bring the opinions, research and intelligence gained in those networks to our decisions and as needed to the attention of Trustees.

Recommendation:

That the Board accept this report indicating compliance with Policy IV 012 Communication and Support to 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.



Notice of Motion
Regular Board Meeting
April 19, 2023

In accordance with Board’s bylaws 4.1 Trustee Phillips is providing notice of the following for consideration at the Regular Board Meeting on April 24, 2023

Topic: Letter for additional funding for an Incentive Program

Whereas: Our board has been short staffed for support workers and speech therapists that benefit children with disabilities.

Whereas: A job posting has been up for months now with no prevail.

Whereas: We have the opportunity to explore more creative options to attract more people to apply for these positions.

Whereas: Regardless of any changes in government policies and promising for funding our education system, there is no plan in place that will help us fill these under-serviced positions that children with disabilities so desperately need.

Whereas: By providing a plan with this incentive program, we are giving Lecce a solution instead of problem. We are fast tracking this process with an idea that has been proven to work in many corporations in the past. For instance, a signing bonus or tuition grant program.

Therefore, be it resolved that the Director:

Write a letter to Lecce requesting additional funding for an Incentive Program offering a Bonus Sign Up Pay and/or a tuition grant to Support Workers and Speech Therapists that benefit children with disabilities. This program would be in place as long as we have a shortage as a board.

From: [Ahmed Kassad](#)
To: [Alice Figueiredo](#)
Subject: Re: Delegation request follow-up
Date: Friday, April 21, 2023 3:54:07 PM
Attachments: [image001.png](#)

Caution - External Email - This Message comes from an external organization. Do NOT click on unrecognized links or provide your username and/or password.

Hi Alice,

Please see my presentation below:

Good evening trustees.

I am going to be brief this evening and get right into it. I am here to express my concerns with comments that were made by a trustee of this board on social media. These comments were offensive, and are clear signs of toxic ideologies that should have no place in the Catholic school board.

I believe that our singling out any race or gender and perpetuating stereotypes based on that race or gender is clearly racist. And I have no confidence or trust in anyone who is so hateful towards their own race.

I have recently moved my kids to the Catholic school system. This decision was made because tolerance and acceptance are key pillars in the Catholic faith.

Hearing a trustee make these disgusting remarks, is a sure sign that this trustee subscribes to woke ideologies based on critical race theory. These concepts that teach that white people are oppressors have no merit and do harm to everyone exposed to them.

As you can see, I am not white, I am not Christian, but I am offended by such remarks. I do not believe that white Christian males are dangerous, nor that white women being characterized as obedient soldiers. These are seeds of division and they do not contribute to moving us forward together.

There is no room for people with such regressive and hateful ideas on a board that makes decisions for my kids. And I trust the chair of the board and the other trustees will take action to ensure that such ideas do not impact the decisions made on our behalf as constituents. And that these code of conduct violations be dealt with in an appropriate manner.

Thank you for your time.

On Fri, Apr 21, 2023, 10:25 AM Alice Figueiredo <Alice.Figueiredo@wcdsb.ca> wrote:

| Good morning Mr. Kassad,