



**Board of Trustees' Board Meeting**

Date: Monday, May 29, 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:**  
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 by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Chair		
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest	Individual Trustees		
1.4.1 From the current meeting			
1.4.2 From a previous public or in-camera meeting			
1.5 Items for Action: NA			
<b>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)</b>			

ITEM	Who	Agenda Section	Method & Outcome
<b>3. Consent Agenda: Board (Minutes of meetings, staff report)</b>			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Board of Trustees' Board Meeting Minutes – April 24, 2023 3.2 2023-2024 Board Meeting Dates 3.3 Governance Minutes – May 15, 2023 (Approval of Minutes) 3.4 Governance Minutes – May 15, 2023 (Approval of recommendations) 5.5 Director's Report 5.6 Chair's Report	Board of Trustees Board of Trustees Governance Committee Board of Trustees Board of Trustees Board of Trustees	pp.5-8 pp.9 pp.10-16 pp.10-16 pp.17-19 pp.20-22	Approval Approval Approval Approval Information Information
<b>4. Delegations/Presentation</b>			
4.1 Delegation Presentation 4.2 Delegation Presentation	J. Richard C. Bogias	pp.23-25 pp.26	Information Information
<b>5. Advice from the CEO</b>			
5.1 Energy Conservation Plan 5.2 Long Term Accommodation Plan 5.3 Special Education Update/Plan 5.4 Update on Budget Preparation	S. Maharaj S. Maharaj G. Foran S. Maharaj	pp.27-57 pp.58-59 pp.60-67 pp.68-69	Information Approval Information Information
<b>6. Ownership Linkage (Communication with the External Environment)</b>			
<b>7. Reports from Board Committees/Task Forces</b>			
7.1 Student Trustee Update	C. Armstrong, A. Fejerpataky	pp.70-73	Information
<b>8. Board Education (at the request of the Board)</b>			
8.1 OCSTA/CCSTA Communications <a href="#">OCSTA/CCSTA Communications Link</a>	Board of Trustees	Link	Information
<b>9. Policy Discussion</b>			
<b>10. Assurance of Successful Board Performance</b>			
<b>10.1 Board Policy Review</b>			
10.1.1 Board Policy II 011 Student Representation on the Board Is there a need to review the Policy?	M. Phillips	pp.74-75	Approval
10.1.2 Board Policy II 012 Student Trustee Role Description Is there a need to review the Policy?	K. Doherty-Masters	pp.76-77	Approval
10.1.3 Board Policy III 001 Global Governance-Management Connection Is there a need to review the Policy?	Chair	pp.78	Approval
<b>11. Assurance of Successful Director of Education Performance</b>			
<b>11.1 Monitoring Reports</b>			
11.1.1 Treatment of Staff – Monitoring Report IV – 004 11.1.2 Asset Protection – Monitoring Report IV – 009	K. Pomfret S. Maharaj	pp.79-84 pp.85-92	Approval Approval

ITEM	Who	Agenda Section	Method & Outcome
<b>12. Potential Agenda Items/Trustee Inquiry Report (CEO)</b>			
12.1 Notice of Motion 12.2 Wellness (Guarding Minds at Work) 12.3 Trustee Replacement Process	M. Phillips K. Pomfret Board of Trustees	pp. 93 pp.94-95 --	Decision Information Decision
<b>13. Announcements</b>			
<b>13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):</b> <ul style="list-style-type: none"> <li>Jun 1-3: CCSTA AGM</li> <li>Jun 5: Special Board- Budget Presentation</li> <li>Jun 12: Board of Trustees'</li> <li>Jun 14: Community Leaders Breakfast</li> </ul>	Chair	--	Information
<b>13.2</b> Pending Items: <b>13.3</b> Pending Items for OCSTA Consideration	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
<b>14. Items for the Next Meeting Agenda</b>	Trustees		
Special Board Meeting– June 5, 2023 <ul style="list-style-type: none"> <li>Budget Presentation</li> </ul> Board Meeting – June 12, 2023 <ul style="list-style-type: none"> <li>General Exec Limitations IV – 002 and 003</li> <li>MYSP Report</li> <li>General Exec Limitations – Monitoring Report IV – 001</li> <li>Financial Planning/Budgeting – Monitoring Report IV – 007</li> <li>Linkages/Pastoral/Governance Committee Report to Board</li> <li>Interim Financial Report #3</li> <li>Board Policy II 001 General Governance Commitment (approval only for changes) (all)</li> <li>Board Policy II 009 Board Committee Principles (TBD)</li> <li>Board Policy II 010 Board Committee Structure (Cuff)</li> </ul>	Board of Trustees	--	Information
<b>15. Confirm Decision Made Tonight</b>	Director of Education		
15.1 Confirm Decision Made Tonight	Recording Secretary	--	Information
<b>16. Closing Prayer</b>			
<b>17. Motion to Adjourn</b>	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, April 24, 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)

\*Via Teams

### **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 6:01 p.m.

### **1.1 Opening Prayer & Memorials**

The meeting opened with prayer by Trustee Guerin.

### **1.2 Territorial Acknowledgment**

Territorial Acknowledgement declared by Chair Weiler.

### **1.3 Approval of Agenda**

Chair Weiler noted the following amendments to the agenda, in the Territorial Acknowledgment, "used by" was updated to "cared for"; 5.1 will be spoken to before 4.1 to accommodate the guest and 4.1 Delegation was added as presenter notified the Board on time.

**2023-36-- It was moved by Trustee Kraft and seconded by Trustee Doherty-Masters:  
THAT the agenda for Monday, April 24, 2023, be now approved, as amended.**

**--- Carried by *consensus*.**

### **1.4 Declaration of Pecuniary Interest**

1.4.1 From the current meeting – NIL

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

## **1.5 Items for Action**

Chair Weiler requested a mover and seconder with respect to the In-camera Meeting Items of April 24, 2023, regarding Board Awards.

**2023-37-- It was moved by Trustee Sikora and seconded by Trustee Guerin:  
THAT the Items of Action of the In-Camera Meeting of April 24, 2023, regarding Board Awards be now approved.  
--- Carried by consensus.**

Trustee Sikora brought up a Point of Order, noting that Trustee Ashley was attending virtually as per Board By-law.

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

### **2 Consent Agenda: Board of Trustees (Minutes of meetings)**

#### **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

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

**2023-38- It was moved by Trustee Doherty-Masters and seconded by Trustee Fuentes:  
THAT the Consent Agenda Board of Trustees and the recommendations contained therein be now approved.  
--- Carried by consensus.**

### **3 Delegations**

#### **4.1 Board Concern**

Mr. Ahmed Kassad presented to the Board of Trustees his concerns with the comments made by a Trustee of our Board on social media. He noted the comments were offensive and no place in Catholic board.

### **4 Advice from the CEO**

**(Note: 5.1 was spoken to before 4.1 to accommodate guest speaker)**

#### **5.1 2023 Education Development Charges – Annual Update**

Superintendent Maharaj introduced guest speak Jack Ammendolia of Watson & Associates. Mr. Ammendolia presented the annual Education Development Charges update. Chair Weiler asked Trustee if they had any clarifying questions. Board meeting was interrupted by a member of the public asking questions. Chair Weiler requested a motion to recess the board meeting.

**2023-39- It was moved by Trustee Doherty-Masters and seconded by Trustee Cuff:  
That the Board of Trustees Recess at 6:20 pm.  
--- Carried by consensus.**

Chair Weiler requested a motion to resume the meeting.

**2023-40- It was moved by Trustee Phillips and seconded by Trustee Fuentes:  
That the Board of Trustees move back into Public Meeting at 7:08 p.m.  
--- Carried by consensus.**

Chair Weiler once again asked Trustee if there were any clarifying questions for Mr. Ammendolia and there was not.

Meeting was moved to 4.1 for the delegation to present.

#### **5.2 Boundary Review Process Administrative Procedure**

Superintendent Maharaj introduced the Boundary Review Process Administrative Procedure presentation and presenters Virina Elgawly, Planning Officer, and Jennifer Passy, Manager of Planning. The presentation discussed the process of the current Boundary's Reviews along with the new proposed process. Also discussed were challenges of current process, opportunities and the recommendations to the Board.

Chair Weiler open the floor to clarifying questions to Trustees. Trustees discussed optics of virtual meetings, ministry requirements and operational process. Chair Weiler noted that more conversation would be required to fully understand the scope of the changes being sought. The motion was brought forth for consideration, however, Trustees requested it be taken away and come back later with more information.

### **5.3 2023-2024 Estimates Budget Update #4**

Superintendent Maharaj presented the 2023-24 Estimate Budget Update. Trustees asked clarifying questions and provided feedback.

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

### **7. Reports From Board Committees/Task Forces**

#### **7.1 Student Trustee Update**

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

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

### **8.1 OCSTA/CCSTA Communications**

Chair Weiler discussed OCSTA Communications.

## **9 Policy Discussion**

## **10 Assurance of Successful Board Performance**

### **10.1.1 Board Policy II 015 Ownership Linkage (Is there a need to review the Policy?)**

Chair Weiler confirmed review of Board Policy II 015 Ownership, moved that the Board was in compliance and requested a seconder.

**2023-41 -- It was moved by Trustee Weiler and seconded by Trustee Fuentes:**

**THAT the Board of Trustees reviewed Board Policy II 015 Ownership and find that the Board is in compliance.**

**--- Carried by consensus**

Chair Weiler noted that the policy should be reviewed in Governance as it had not been reviewed in the last five years.

## **11 Assurance of Successful Director of Education Performance**

### **11.1.1 IV 006 "Legal Responsibilities and Liabilities"**

Superintendent Maharaj brought forth a report demonstrating compliance with IV 006 Legal Responsibilities and Liabilities and requested approval from Trustees.

Chair Weiler opened the floor to clarifying questions. Trustees asked clarifying questions and Chair Weiler requested a mover and seconder.

**2023-42 -- It was moved by Trustee Cuff and seconded by Trustee Phillips:**

**That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 006 for the 2022-23 school year.**

**--- Carried by consensus**

### **11.1.2 IV 008 "Financial Conditions and Activities"**

Superintendent Maharaj brought forth a report demonstrating compliance with IV 008 "Financial Conditions and Activities" and requested approval from Trustees. Chair Weiler requested a mover and seconder.

**2023-43 -- It was moved by Trustee Sikora and seconded by Trustee Guerin:**

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

**--- Carried by consensus**

### **11.1.3 IV-012 “Communication & Support to Board”**

Director Dowling brought forth a report demonstrating compliance with IV-012 “Communication & Support to Board and requested approval from Trustees.

Chair Weiler opened the floor to clarifying questions and requested a mover and seconder. Trustees sought clarification on Trustee concerns and questions and process on getting back to Trustees. Director Dowling noted that concerns are typically ongoing issues. Trustee recommended a protocol for next school year to monitor.

**2023-44 -- It was moved by Trustee Sikora and seconded by Trustee Cuff:**

**That the Board accept this report indicating compliance with Policy IV 012 Communication and Support to Board for the 2022-2023 school year.**

**--- Carried by consensus**

## **12 Potential Agenda Items**

### **12.1 Notice of Motion**

Chair Weiler noted that the Notice of Motion will come up for decision on May 29, 2023, Board meeting and marked as read today. Trustee Cuff requested that the motion be read. Trustee Phillips read her motion being sought.

## **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

15.2 Move into Private, Private

Chair Weiler requested a mover and seconder to move into Private, Private.

**2023-45 -- It was moved by Trustee Phillips and seconded by Trustee Guerin:**

**That the meeting move into Private, Private at 8:39 pm**

**--- Carried by consensus**

## **16 Closing Prayer**

## **17 Motion to Adjourn**

**2023-46-- It was moved by Trustee Phillips and seconded by Trustee Fuentes:**

**THAT the meeting be returned to public and be now adjourned. The meeting was adjourned by consensus at 10:53 p.m.**

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Chair of the Board

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Secretary



## **2023-2024 Board/Committee of the Whole Meeting Dates**

### **September 2023**

- 11– Committee of the Whole
- 25– Board of Trustees' Meeting

### **October 2023**

- 2 – Committee of the Whole (Thanksgiving – Mon. Oct. 9<sup>th</sup>)
- 23 – Board of Trustees' Meeting

### **November 2023**

- 13 – Committee of the Whole
- 27 – Inaugural Election Chair/Vice-chair and Board of Trustees'

### **December 2023**

- 18 – Board of Trustees' Meeting

### **January 2024**

- 8 – Committee of the Whole
- 22 – Board of Trustees' Meeting

### **February 2024**

- 12 – Committee of the Whole
- 26– Board of Trustees' Meeting

### **March 2024 (March break 11-15)**

- 4 – Committee of the Whole
- 25 – Board of Trustees' Meeting

### **April 2024 (Easter – Sun. Mar 31)**

- 8 – Committee of the Whole (Easter Monday – Mon, Apr 1, 2024)
- 22 – Board of Trustees' Meeting

### **May 2024 (Victoria Day – Mon. May 20)**

- 13 – Committee of the Whole
- 27 – Board of Trustees' Meeting

### **June 2024**

- 10 – Special Board – Budget Presentation
- 17 – Board of Trustees' Meeting



**Governance Committee Meeting**

<b>Date:</b>	Monday, May 15, 2023
<b>Time:</b>	5:00 p.m.
<b>Location:</b>	CEC – Meeting Room 106 – St. Teresa of Avila
<b>Next Meeting Date(s):</b>	Monday, May 15, 2023
<b>Board of Trustees:</b> Linda Cuff, Kathy Doherty-Masters (Chair of Governance), David Guerin, Tracey Weiler	
<b>Regrets:</b>	
<b>Administrative Officials:</b> Tyrone Dowling	

1. Welcome, Territorial Acknowledgement & Opening Prayer – 5:00 pm

**Trustee Doherty-Masters**

I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally cared for by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.

2. Approval of Agenda

**Motioned:** Trustee Cuff

**Seconded:** Trustee Weiler

3. Declared Pecuniary Interest

4. Approval of the Minutes

**4.1 March 20, 2023, Governance Minutes – Approved on March 27, 2023, Board Meeting**  
Review only.

5. Discussion Items

**5.1 Board Policy II 013 Cost of Governance**

Review Paragraph 3 Compensation

3. The Board will pay an honorarium to its trustees in accordance with the provisions in legislation.

For the term of November 15, 2022 to November 14, 2026, the honorarium will be:

- a. Trustees: A base amount of \$5,900 plus an enrolment amount of \$4,711 = \$10,611 per annum
- b. Vice Chair: A base amount of \$8,400 plus an enrolment amount of \$5,316 = \$13,716 per annum
- c. Chair: A base amount of \$10,900 plus an enrolment amount of \$5,921 = \$16,821 per annum

Motion: To update Board Policy II 013 Cost of Governance as per the changes indicated in the Governance Minutes of May 15, 2023.

Motion – Trustee Weiler

Second – Trustee Cuff

Carried by Consensus



### **5.2. Board Policy III 005 Monitoring CEO Performance**

Policy will be referred to Governance as there are many new Trustees and policy does not address this.

Motion: To update Board Policy III 005 CEO Performance as per the changes indicated in the Governance Minutes of May 15, 2023.

Motion – Trustee Cuff  
Second – Trustee Weiler  
Carried by Consensus

### **5.3 Board Policy II 015 Ownership Linkage**

Has not been edited in 5 years.

Motion: To update Board Policy II 015 Ownership Linkages as per the changes indicated in the Governance Minutes of May 15, 2023.

Motion – Trustee Weiler  
Second – Trustee Cuff  
Carried by Consensus

### **5.4 Trustee Expenses – II 014**

Wording update from Shesh

Motion: To defer Board Policy II 014 Trustee Expenses to the next Governance meeting, requesting additional clarification/information regarding the edits.

Motion – Trustee Cuff  
Second – Trustee Weiler  
Carried by Consensus

### **5.5 Length of Board Reports/Presentations**

## **6. Pending Items**

### **7. Recommendations to the Board**

Motion: To update Board Policy II 013 Cost of Governance as per the changes indicated in the Governance Minutes of May 15, 2023.

Motion – Trustee Weiler  
Second – Trustee Cuff  
Carried by Consensus

Motion: To update Board Policy III 005 CEO Performance as per the changes indicated in the Governance Minutes of May 15, 2023.

Motion – Trustee Cuff  
Second – Trustee Weiler  
Carried by Consensus



Motion: To update Board Policy II 015 Ownership Linkages as per the changes indicated in the Governance Minutes of May 15, 2023.

Motion – Trustee Weiler  
Second – Trustee Cuff  
Carried by Consensus

Motion: To defer Board Policy II 014 Trustee Expenses to the next Governance meeting, requesting additional clarification/information regarding the edits.

Motion – Trustee Cuff  
Second – Trustee Weiler  
Carried by Consensus

## 8. Adjournment

**Motioned:** Trustee Cuff  
**Seconded:** Trustee Weiler  
**Time Adjourned:** 6:37 pm



**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](mailto: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 School ratepayers of Waterloo Region. As such, the Board of Trustees will ensure that opportunities exist for communication with the Catholic School 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 School 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 Catholic School ratepayers to determine ownertheir values on the issue.





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**Number: III 005**  
**Subject: Monitoring CEO Performance**

**Approval Date:** April 28, 2008  
**Effective Date:** April 28, 2008  
**Revised:** June 24, 2013; December 12, 2016; March 27, 2017

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## ACCESSIBILITY:

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

### Policy Statement:

Systematic and thorough monitoring of CEO job performance will be primarily against expected CEO job outputs; organizational accomplishment of board policies on Ends, as connected to the annual priorities identified and mapped to the Multi Year Strategic Plan, as well as organizational operation within the boundaries established in board policies on Executive Limitations.

### Accordingly:

1. Monitoring is simply to determine the degree to which board policies are being met. Data which do not do this will not be considered to be monitoring data.
2. the Board will acquire monitoring data by one or more of three methods:
  - a) by internal report, in which the CEO discloses monitoring reports identified in Multi Year Strategic Plan compliance information to the board,
  - b) by external report, in which an external, disinterested third party selected by the board assesses compliance with board policies and
  - c) by direct board inspection, in which ~~a designated member or members of the board~~ Trustees request the CEO to assess compliance ~~with~~using the appropriate policy criteria.
3. In every case, the standard for compliance shall be the board assessing a reasonable interpretation in consultation with the CEO.
4. All policies which instruct the CEO will be monitored at a frequency and by a method chosen by the ~~b~~Board. The ~~b~~Board can monitor any policy at any time by any method, but will ordinarily depend on a routine schedule as defined in Appendix A.
5. Performance Appraisal Review will take place annually between the Board of Trustees and the CEO, using a mutually agreed upon process



### Appendix A WCDSB Monitoring Schedule

	<u>Method</u>	<u>Frequency</u>	<u>Date</u>
<u>I AIMS/ENDS</u>			
• 001 AIMS/ENDS		Annual	
<u>II GOVERNANCE PROCESS</u>			
• 001 General Governance Commitment	Direct Inspect	Annual Review – approval only for changes	June
• 002 Governing Style	Direct Inspect	Annual	September
• 003 Board Job Description	Direct Inspect	Annual	October
• 004 Advocacy and Advertising	Direct Inspect	Annual	November
• 005 Consultation	Direct Inspect	Annual	December
• 006 Celebration of Excellence	Direct Inspect	Annual	January
• 007 Board Members' Code of Conduct	Direct Inspect	Annual	February
• 008 Chairperson's Role	Direct Inspect	Annual	March
• 009 Board Committee Principles	Direct Inspect	Annual	June
• 010 Board Committee Structure	Direct Inspect	Annual	June
• 011 Student Representation on the Board	Direct Inspect	Annual	May
• 012 Student Trustee Role Description	Direct Inspect	Annual	May
• 013 Cost of Governance	Direct Inspect	Annual	March
• 014 Trustee Expenses	Direct Inspect	Annual	March
• 015 Ownership Linkage	Direct Inspect	Annual	April
<u>III BOARD-DIRECTOR RELATIONSHIP</u>			
• 001 Global Governance-Management Connection	Direct Inspect	Annual Review – approval only for changes	May
• 002 Unity of Control	Direct Inspect	Annual	January
• 003 Accountability of the CEO	Direct Inspect	Annual	February
• 004 Delegation to the CEO	Direct Inspect	Annual	February
• 005 Monitoring CEO Performance	Direct Inspect	Annual	March
• 006 CEO Compensation & Benefits	Direct Inspect	Annual	September

<u>IV EXECUTIVE LIMITATIONS</u>				Partially Compliant	Fully Compliant
• 001 General Executive Limitations	Internal	Annual Review	May/June	<input type="checkbox"/>	<input type="checkbox"/>
• 002 Treatment of the Public	Internal	Annual	February	<input type="checkbox"/>	<input type="checkbox"/>
• 003 Treatment of Students	Internal	Annual	February	<input type="checkbox"/>	<input type="checkbox"/>
• 004 Treatment of Staff	Internal	Annual	April	<input type="checkbox"/>	<input type="checkbox"/>
• 005 Hiring and Promotions	Internal	Annual	March	<input type="checkbox"/>	<input type="checkbox"/>
• 006 Legal Responsibilities	Internal	Annual	April	<input type="checkbox"/>	<input type="checkbox"/>
• 007 Financial Planning/Budgeting	Internal	Annual	May/June	<input type="checkbox"/>	<input type="checkbox"/>
• 008 Financial Conditions and Activities	Internal	Quarterly	Nov, Apr, Jun	<input type="checkbox"/>	<input type="checkbox"/>
	External	Annual	November		
• 009 Asset Protection	Internal	Annual	May	<input type="checkbox"/>	<input type="checkbox"/>
• 010 Facilities Accommodations	Internal	Annual	March	<input type="checkbox"/>	<input type="checkbox"/>
• 011 Emergency CEO Replacement	Internal	Annual	Feb	<input type="checkbox"/>	<input type="checkbox"/>
• 012 Communication and Support to the Board	Internal	Annual	March/Apr	<input type="checkbox"/>	<input type="checkbox"/>
• 013 Leadership	Internal	Annual	January	<input type="checkbox"/>	<input type="checkbox"/>



**Date:** May 29, 2023  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** May 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:

The month of May began with the celebration of Catholic Education Week. This year's theme was *We Are Many, We Are One*. Throughout the system our students and staff welcomed in parents and guests to showcase multiple forms of learning and skills that have been developed, highlighting the theme and the scriptural passage that guided it, *"We, who are many, are one body in Christ, and individually we are members, one of another."* Romans 12:5.

The month of May is also dedicated to Mary. Our schools continued to demonstrate our devotion to Mary through activities connected to our Pastoral theme, *Awaken*. The Umbrella Project Skill for the month of May is *Integrity*. 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 May have included:

- Executive Council meetings – once a week
- Academic Council meetings – once a week
- Equity Services meetings – bi-weekly
- Human Resource Services meetings – bi-weekly
- Corporate Services meetings – bi-weekly
- RDO meeting - monthly
- Chairs and Directors of Education Teleconference with Minister Lecce – Thursday afternoons (bi-weekly)
- MYSP Indicator Review meeting with WCDSB Research – weekly
- Faith, Indigenous and Equity Meeting – monthly
- K-12 Administrators' Meeting

Other events that I was able to take part in included:

- Participated in several conversations with the Chair of the Board
- Conducted Director's visits at St. Matthew, St. Teresa of Avila, St. Clement, Sir Edgar Bauer, St. Agnes, St. David, Holy Family, St. Boniface, St. Teresa K, Holy Spirit
- Elementary Folk Dance Festival
- CEW Presentations – St. Mary's
- Meeting with MPP Laura Mae Lindo
- Meeting with WCDSB From Information to Transformation Candidates
- From Information to Transformation Presentation
- Catholic Curriculum Corporation Appreciation Dinner
- ICE On The Way Symposium
- Woolwich State of the Township Address
- WRPS Badging Ceremony
- Meeting with WRPS
- Parent Session at St. John
- Meeting with Waterloo Parents for Change



- International Model UN
- Staff Recognition Celebration
- Jill of All Trades
- STSWR Board of Directors Meeting.

**Recommendation:**

This report is for the information of the Board

**Prepared/Reviewed By:** Tyrone Dowling  
Director of Education

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





**Date:** May 29, 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:**

The month of May is traditionally dedicated to the Blessed Virgin Mary. The reason for dedicating May to Our Lady is associated with the particular season of the year. May is certainly known for its springtime beauty. It is associated with flowers and blossoms, with trees which spring back to life, and grass which sprouts. It brings to mind the idea of promise and hope, of new life. The month of May is a time to reflect on our WCDSB pastoral plan theme this year #WCDSBAwaken.

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

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

May 1<sup>st</sup> – Committee of the Whole Board Meeting

May 3<sup>rd</sup> – Attended Waterloo Catholic District School Board Elementary Folk Dance Festival; Kitchener Area Schools with Vice-Chair Doherty-Masters

May 4<sup>th</sup> – Catholic Curriculum Corporation AGM Appreciation Reception & Dinner

May 9<sup>th</sup> & 10<sup>th</sup> – Institute for Catholic Education (ICE) Symposium

May 15<sup>th</sup> – Governance Committee Meeting

May 18<sup>th</sup> – Staff Recognition Celebration; attending with Trustee Sikora, Trustee Phillips, Trustee Cuff, Trustee Fuentes, and Vice-Chair Doherty-Masters

May 24<sup>th</sup> – Special Board Meeting

May 29<sup>th</sup> - WCDSB Board Meeting

May 31<sup>st</sup> – Canadian Catholic School Trustees Association Conference with Vice-Chair Doherty-Masters, Trustee Guerin and Trustee Sikora.



**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.



As a former teacher it is great privilege to be a part of passing on our great heritage of Catholic identity from generation to generation.

Working in the Catholic education system for a span of over 5 decades, mostly with this Board, my particular interest in Catholic education was due in part with influence from my family of a lot of teachers. The Catholic Faith is a wealth of knowledge and truism that provides endless opportunity to impart the Spirit of God's love to us all. I remember 3 great aunts that belonged to the School Sisters of Notre Dame and taught into their nineties. They taught us that teaching was an honourable profession. I received a book from them that impacted me when I was very young called, 'Imitation of Christ' by Thomas A Kempis. I still refer to it.

Today, whole societies are in serious moral decline. Government sponsored media supports secularism and Godlessness as their agenda that has a dumbing down spiritual effect on its followers.

The teaching of the Faith from the Catholic Church hierarchy started bending the rules in the last 60 years to appease this mentality and chose to remain silent regarding social issues. We might remember when most of the clergy talked about 'leaving it up to their own conscience'. It has influenced Catholic Education and the value of faith and religion has seriously deteriorated in Catholic schools and churches as a result. This is the best way ever to bring down the Church and Family.

There are so many problems with much division as we are witnessing in this school system and others. Less civility, more crime, more substance abuse. More abuse of every kind. More mental health problems and discipline problems. More children are coming to school that can't concentrate because they live in fear of what they will experience at home each day due to family breakdown.

It is important to understand the 'cause' of what is happening. The perpetrator's way into the schools was actually through the double-edged sword of public health. With all the good they do they have embraced the progressive, former Planned parenthood, now KW Shore, to champion the sexual revolution by introducing their sex-ed, contraception, and abortion mentality. You've heard the slogans - bullying, - God -he -she - reproductive freedom- career over children - my body, my choice, - the right to abortion. The purpose of this was not so much women's liberation but reducing certain, quote, 'dysgenic races' and 'the unfit' from the face of the earth. Margaret Sanger, the founder of Planned Parenthood was indeed a true racist and has recently been rejected by the leadership of Planned Parenthood, US.

2. Consultants in the WCDSB were happy to accommodate the new found freedom known as the 'sexual revolution'. In conversations with them, they opined that students were having unprotected sex, so they needed the sex-health nurses in the schools saying the students wanted the nurses there. I remember being sent to the office several times for teaching things that were just too Catholic and were offensive to some. My involvement in the prolife movement took me to a higher level of disrespect and unpopularity because of some in authority.

Over the years I met teachers and principals who truly wanted to impart the fullness of faith to their students however, the formation for students through Chastity and St. John Paul's Gospel of Life, *Evangelium Vitae* and the teachings of the Faith were largely ignored. Most were afraid to speak the truth. The mantra now is that sexuality is a privacy issue and that abortion is between the teen and her abortion facility.

KW RTL was banned from the Catholic schools around the turn of the century because they exposed abortion referrals in the Catholic system. We had proof and with the help of the majority of the Trustees who were prolife, the sex-health nurses visits to the schools on a one- on- one basis were removed. Rhetorical question: "Trustees, are public health nurses advising students on social issues today in the system?"

Seeing large signs in school health rooms were common, saying, 'Do you think you might be gay?' It has devolved to trans gender ideology in which we find the increasing obsession of varied and ever new vocabulary. It has become cult-like that has been elevated to an upper-hand status. If anyone expresses disbelief, they are censored, silenced and punished by some in authority supported by government control. Without free speech there is no Democracy.

The aggrandizing of the transgender issue is like indoctrination that demoralizes children and alienates them from their parents. The National Library of Medicine Biomedical Discovery and Data-Powered Health, indicates that 82% of transgender individuals have considered killing themselves and 40% have attempted suicide, with suicide highest among transgender youth. The grooming, mutilation and abuse surrounding medical treatment is grossly underestimated. The mental anguish of misidentification of their sexuality of many of these victims and their families is a scourge that history will not soon forget.

Traditional Catholic teaching and the concept of Catholic moral values has been replaced by this ideology including CRT, in the name of equity, inclusion and diversity with the effect that prolife groups have been replaced by trans support clubs. The emasculation of all men has demoralized their manhood.

3. In the WCDSB code of conduct we read: 'It is an effective approach to making systemic changes that will benefit all students and the broader community.'

Building and sustaining a positive school climate is a complex challenge requiring evidence-informed solutions. A whole-school approach, which involves all members of the school community, is also important in supporting efforts to ensure that schools are safe, inclusive, and accepting. It is an effective approach to making systemic changes that will benefit all students and the broader community.

This statement is at odds with the true mission of Catholic schools i.e. To impart the Faith taught by Holy Mother the Church and the laws of God. The word systemic is consistent with the roots of the term in political activism that may or may not be consistent with the teachings of the Catholic Church.

The true purpose of the Catholic system has not been implemented. This 'effect' seems to lack a positive Catholic experience for childhood education.

Astute parents and others are eager for change in Catholic schools and are fighting back for parental rights and say over what their children should be taught, after all, they brought them into the world and love them and want the best Catholic experience for their kids.

The best we can do for our children is to instill in them the presence of Christ so they can see His presence in others. The woke 'safe spaces' in schools and offices should be recognized as a distraction for group think that is the enemy of self-awareness and individuality. Young boys and girls should be taught about role models of men and women of faith within the rich history of the Catholic Church and in the light of the Gospel to impart a sense of discipline and self-control.

The school Chapels, are underutilized and should be open to students who are seeking God's help and love especially before the Blessed Sacrament. School Libraries and Resource centres should be full with books containing Catholic traditional and biblical content. This formation in ethical judgement and character will serve them in all areas of education.

We could soon lose our Catholic schools if we do not do better to bring them back to traditional Catholic values to provide a clear distinction from the public system. We should not fall to the premise that Constitutional rights can stop the defunding of Catholic schools since the Constitution is being continuously changed. Our rights are vanishing at every level of government.

As always, there is only one Rabbi or teacher who has and continues to save and help us; Jesus the Christ, through the Holy Spirit. – Thanks for listening. Jane

Chelsea Bogias

Subject: Urgent Appeal to Uphold Democratic Process in Trustee Replacement

I am the mother of two young children, one of whom attends school within the Waterloo catholic board. I pay taxes to and vote within the Waterloo Region, and I am a concerned citizen and an advocate for democratic principles in our great nation of Canada. It has come to my attention that a trustee within our school board has recently resigned, necessitating the appointment of a replacement. As a passionate believer in the fundamental values of democracy, I implore you to ensure that the democratic process is followed in selecting the new trustee.

Democracy lies at the very heart of our Canadian identity. It is the system that empowers citizens to actively participate in the decision-making processes that shape our society. It fosters transparency, accountability, and legitimacy, ensuring that the voices and concerns of the people are duly represented. By adhering to the democratic process, we demonstrate our commitment to these core values and strengthen the trust between the governed and the governing bodies.

Failure to follow the democratic process in appointing a new trustee would undermine the principles that our nation holds dear. It would send a disheartening message to the students, parents, and community members who rely on the school board to prioritize their best interests. By circumventing democratic procedures, the board risks creating a perception of favouritism, exclusion, and even distrust among its stakeholders. This erosion of trust can have far-reaching consequences for the overall functioning and credibility of our educational institutions.

Furthermore, it is worth noting that democratic processes are not mere formalities; they are designed to ensure that the best possible candidate is selected based on merit, qualifications, and alignment with the community's values and aspirations. By following an open and inclusive selection process, the board can tap into the diverse talents, perspectives, and experiences within our community. This approach will not only enhance the representation of various voices but also contribute to the creation of a dynamic and enriching educational environment.

As a responsible and respected body entrusted with shaping the future of our students, it is essential for the school board to be a shining example of democratic values in action. By embracing democratic principles, you can inspire the next generation of leaders to actively engage in civic affairs, foster a sense of ownership and participation, and promote a culture of fairness and equality.

I urge you to recognize the significance of democracy in our Canadian society and respect its principles by adhering to a democratic process in the selection of the new trustee. Embracing transparency, inclusivity, and fairness will not only strengthen the trust and confidence of the community but also ensure that the best interests of our students remain at the forefront.

Thank you for your attention to this matter. I trust that you will make the right decision, upholding the democratic values that define us as Canadians. I eagerly await your action.



---

**Date:** May 29, 2022  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Energy Conservation and Demand Management Plan

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**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 **IV010 – “Facilities/Accommodations”**
- Information only of day-to-day operational matters delegated to the CEO

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

Broader Public Sector Organizations are required to prepare and publish a 5 year Energy Conservation and Demand Management Plan (ECDMP). This report provides WCDSB’s plan which outlines strategies and budgets to reduce energy usage and greenhouse gas emissions. Also included in this report are the results of prior years’ savings initiatives.

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

Ontario Regulation 397/11 “[Energy Conservation and Demand Management Plans](#)”

IV010 “Facilities/Accommodations”

“...Accordingly, without limiting the scope of the foregoing, the CEO shall not:...

5. Fail to address the impact of facilities on the environmental footprint.”

**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.

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

**Background/Comments:**

The Energy Conservation and Demand Management Plan is posted at the end of this report.

**Recommendation:**

This Energy Conservation and Demand Management Plan is provided as information to Trustees.

**Prepared/Reviewed By:**

Tyrone Dowling  
Director of Education

Zeb Foss  
Energy Conservation Supervisor

Adrian Frigula  
Senior Manager, Facility Services

Shesh Maharaj  
Executive Superintendent of Corporate Services

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

# ENERGY CONSERVATION AND DEMAND MANAGEMENT PLAN



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

**Published May 2023**

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## Advisory Committee

Zeb Foss  
Energy Conservation Supervisor

Anna Taylor  
Construction and Renovations Supervisor

Terri Pickett  
(Temporary) Maintenance Supervisor

Adrian Frigula  
Senior Manager of Facility Services

Shesh Maharaj  
Executive Superintendent of Corporate Services

## Sustainable Development Committee

Under the leadership of Zeb Foss, a new Terms of Reference for this Committee has been created which identifies the following members for 2023:

- Superintendent of Learning
- Energy Conservation Supervisor
- Purchasing Officer
- Facility Services Staff (Facility Operations Supervisor Lead, Maintenance Supervisor, Building Automation Technician, Construction Supervisor)
- Chief Managing Officer
- Elementary and Secondary Administrators
- STSWR - School Travel Planning Supervisor
- Continuing Education Administrator or Designate
- Teaching Staff and / or Program Consultants
- Grand River Conservation Authority Representative
- Sustainable Waterloo Region Representative
- Other Community Partners

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## INTRODUCTION

The Waterloo Catholic District School Board (WCDSB) has a long history of environmental protection and awareness, and of innovative action toward sustainable operations. The Board's collective dedication for creating a better future for its students, staff, and community members stems from a deep appreciation of God's world.

The WCDSB Energy Conservation and Demand Management Report is written to satisfy legislative requirements as they relate to energy conservation, local commitments made to reduce greenhouse gas emissions (GHG), a need to address budget pressures and the current state of our environment, supporting the creation of a sustainable future for younger generations, and in the context of the requirements contained in the 2022-2025 [Multi-Year Strategic Plan](#).

WCDSB is actively addressing long-term sustainability in the following key areas:

- Energy & Water Conservation
  - Through energy audits, capital renewal programs, monitoring local consumption, and conducting repairs and preventative maintenance on equipment.
- Purchasing & Waste
  - Through contractual terms and conditions with vendors, social procurement programs, waste audits, recycling, and composting programs, and raising awareness around waste with students and staff.
- Buildings & Grounds
  - Through tree-planting for shading and greenhouse gas reduction, eco-friendly turf management, repairs and maintenance, and monitoring and managing building controls for efficiency.
- Food & Drink
  - Through education and awareness programs in the curriculum delivered to students, modelling desirable behaviours, and through administrative procedures providing guidelines to schools on healthy options during food days.
- Inclusion & Participation
  - Through encouraging both students and staff to be proactive in supporting ethical actions, providing training to all on EDI, being mindful of others, and acting in alignment with Catholic teachings.
- Local Well-Being
  - Through receiving feedback from students and staff, designing programs to increase physical and mental wellness while at school / work, providing central resources and materials to support wellness, and identifying and training staff experts as wellness champions.

This is in keeping with the guidance of Pope Francis in his historic encyclical, [Laudato Si' – On Care for our Common Home](#) as well as WCDSB's own mission and vision.

## **GUIDING PRINCIPLES**

### **Vision**

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

### **Mission**

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

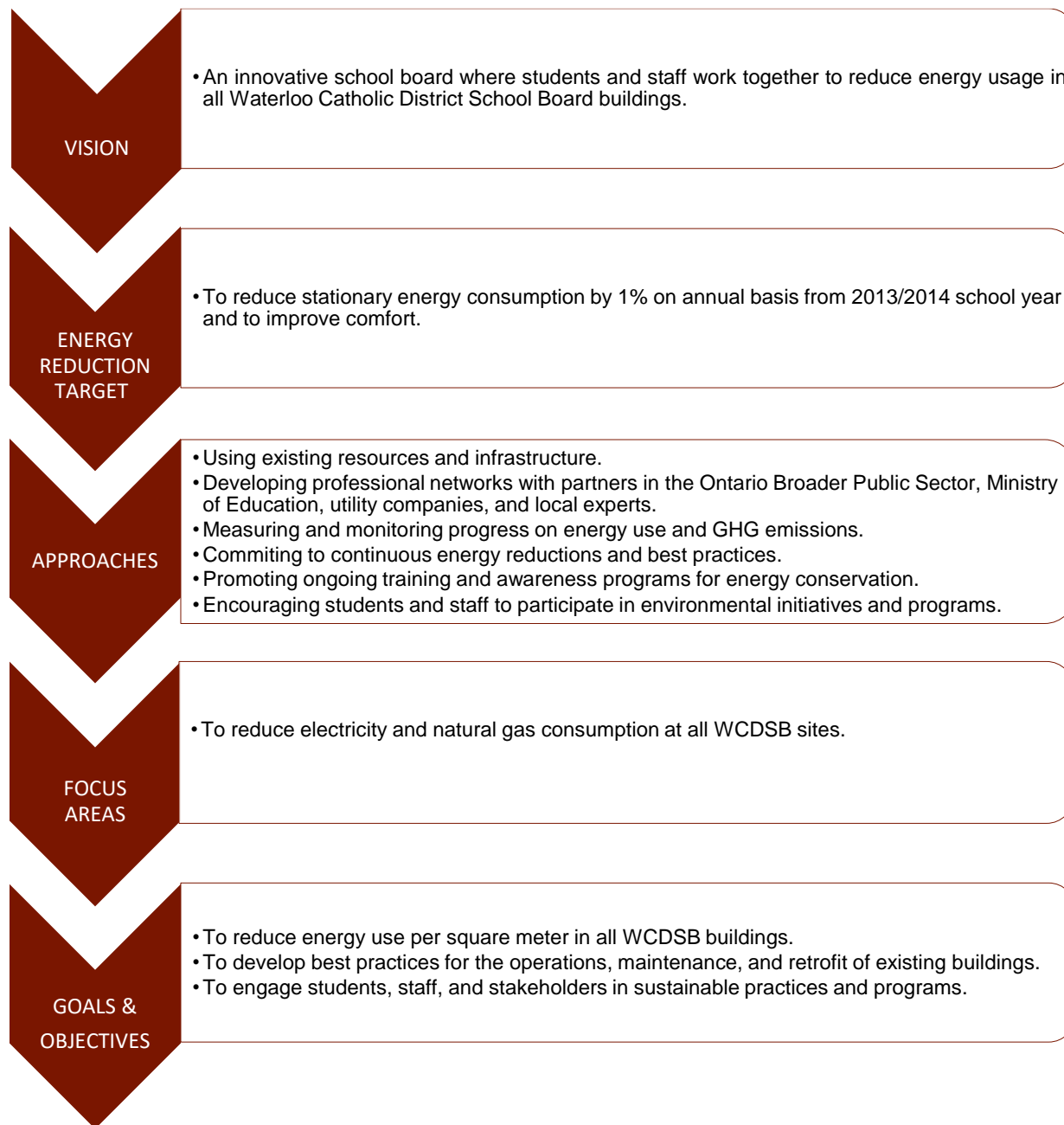
### **Our Beliefs**

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

We maximize the God-given potential of each child when we welcome all students, believe in all students, and instill hope in all students, basing our decisions on stated priorities. In fostering students who meet the Ontario Catholic School Graduate Expectations we also produce successful and independent global 21<sup>st</sup> century learners who give witness to their faith.

## **GOALS AND OBJECTIVES**

The goal of the Waterloo Catholic District School Board Energy Conservation and Demand Management Plan is to guide students and staff to understand the impacts of greenhouse gas (GHG) emissions and to take actions to reduce energy consumption. To meet this goal, an action plan was created using achievable energy conservation targets. These goals and objectives were influenced by and are in alignment with Board plans, policies, principles, and Catholic teachings.



## LEGISLATIVE REQUIREMENTS

### Ministry Reporting Requirements

Ontario Regulation 397/11 "[Energy Conservation and Demand Management Plans](#)" requires certain public agencies (municipalities, municipal service boards, schools board, universities, colleges and hospitals) to report on their energy consumption and greenhouse gas (GHG) emissions annually and to develop and implement five-year energy conservation and demand management (ECDM) plans.

Public agencies consume a large amount of energy. As an example, for year 2018-2019, Ontario school

boards spent approximately \$447.9 million on utilities: \$308.1 million on electricity, \$82.3 million on natural gas, \$3.3 million on fuel oil, \$1.9 million on other heating sources, and \$52.3 million on water and sewage costs. Centralized energy reporting helps organizations understand the use of energy at their sites. More specifically, energy reporting helps:

- Drive participation in conservation and demand management programs.
- Encourage activities to reduce energy consumption which can free up funding for core activities.
- Allow organizations to benchmark and compare the energy consumed at similar facilities across the province.
- Support the preparation of 5-year conservation and demand management plan as required under regulation.

In their [Made-in-Ontario Environment Plan](#), the Ontario Ministry of the Environment, Conservation and Parks has stated that “Ontario will reduce its [Greenhouse Gas] Emissions by 30% below 2005 levels by 2030” (Ontario Ministry of the Environment, Conservation and Parks, 2019, p. 21). The government of Canada has also committed to achieve a net-zero emissions economy by 2050 and to meet this goal, in 2020, the Government of Canada introduced the [Canadian Net-Zero Emissions Accountability Act](#) .

The institutional and commercial sectors play a significant role in reducing energy consumption and related GHG emissions.

## EDUCATION SECTOR BACKGROUND

### Funding and Energy Management Planning

The province announces grant allocations in the spring for the next fiscal year which runs from September 1<sup>st</sup> to August 31<sup>st</sup>. The province does not provide boards with multi-year funding allocations. As a result, while a Board may have a five-year energy management strategy, the ability to implement the strategy is dependent on receipt of sufficient funding on an annual basis. This plan uses historical and current funding levels to develop estimates of available future revenues for energy conservation work.

The two main funding sources for major energy conservation projects include the School Renewal Allocation (SRA) and School Condition Improvement (SCI) grants.

In response to the COVID-19 pandemic, both provincial and federal governments provided several capital grants to school boards to conduct repairs, replacement, enhancement, and renovations to schools where air quality could be improved. These grants, which approached \$10M between 2020 and 2022, allowed WCDSB to implement more current technologies in schools that increased efficiency, user comfort, and reduced greenhouse gas emissions.

### Building Profile of the Board

The Waterloo Catholic District School Board serves over 25,000 kindergarten to grade 12 students and 15,000 adult learners in the cities of Kitchener, Waterloo, and Cambridge as well as the townships of Wilmot, Woolwich, Wellesley, and North Dumfries. The Board operates 43 elementary schools, 5 secondary schools, 3 continuing education sites, and 3 administration facilities (Appendix A). The current building stock was built between 1898 and 2021. Buildings built between 1950 and 1970 represent the largest building stock (Figure 1a).

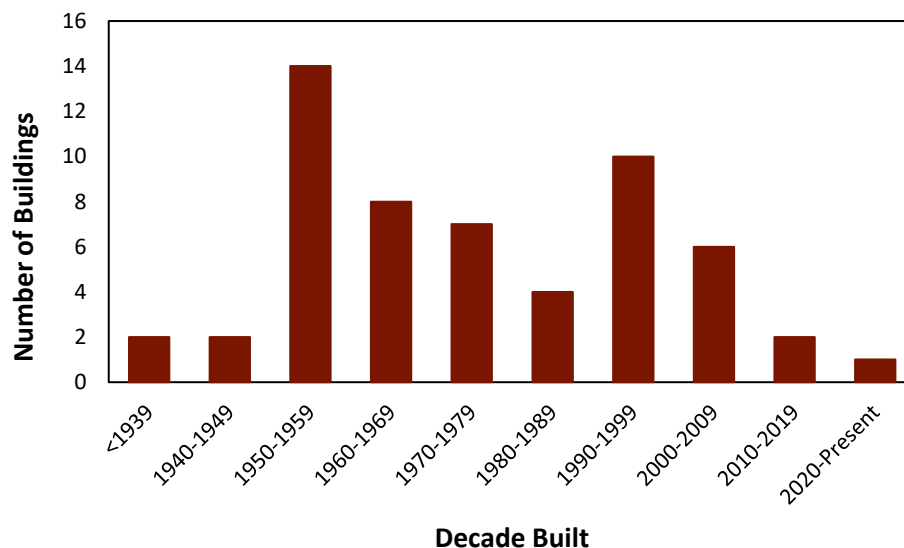


Figure 1a: WCDSB Building Stock

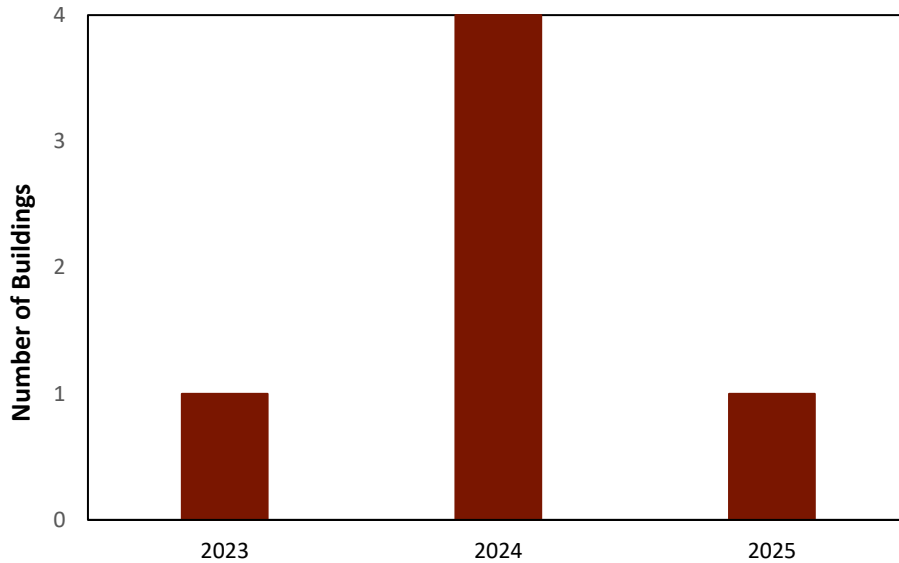


Figure 1b: Future Building Stock

## Energy Management Variables

Energy consumption at a site can be impacted by several variables. Table 1 summarizes the key metrics and variables that influence energy consumption in the Board’s asset portfolio that changed from the baseline year 2017-2018 to 2020-21. Note that any increase in floor area, enrolment, and air-conditioned space will increase energy consumption.

Table 1: Change in Asset Portfolio Metrics that Impact Energy Consumption

Variables	FY 2017-18 (Baseline)	FY 2021-22	Variance From Baseline
Total Number of Buildings	60	56*	-4
Total Number of Portables/Portapacks	127	189	62
Total Floor Area (m2)	273,507	269,410	-4097
Average Operating Hours	78	98**	20
Average Daily Enrollment	22,094	24,478	2384
Total Floor Area Occupied by Child Care (m <sup>2</sup> )	5,586	6258	672
Air-Conditioned Classroom Percentage	83%	98%	15%

\* Refer to the detailed asset list in “APPENDIX A: PROFILE OF WCDSB BUILDINGS.

\*\* We have increased the daily operating hours of the mechanical equipment as one of our COVID-19 prevention measures.

# ENERGY MANAGEMENT AT WCDSB

## WCDSB Energy Management Framework

The Waterloo Catholic District School Board Energy Management Framework is based on the relationship of four pillars (see Figure 2):

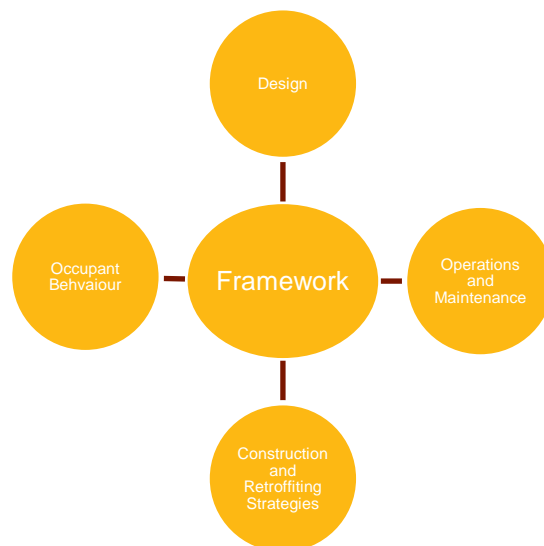
- Design
- Operation and Maintenance
- Construction and Retrofitting Strategies
- Occupant Behaviour

Developing a proper building design in the preliminary stages and carefully constructing the components (e.g., lighting and building envelope) and systems (e.g., HVAC and controls) is especially important.

However, even more crucial is how existing buildings are being maintained and operated to achieve optimal performance. Monitoring and tracking building performance is an ongoing process for Facility Services staff. Using Building Automation Systems (BAS), the maintenance department and custodians have been able to identify mechanical problems and inefficiencies in building systems.

Over their lifespan, WCDSB buildings have been renovated and retrofitted to be more comfortable and energy efficient. Understanding the end users' needs and providing a welcoming and vibrant atmosphere for WCDSB students and staff has been the Board's priority.

The last pillar is occupant behavior. WCDSB has diverse user groups (e.g., students, staff, and community groups) and each of them use buildings differently. Through education as well as sustainable programs and practices, the occupants of WCDSB buildings are developing more mindful behaviours and practices to reduce the use of natural resources. For the Board's historical, current, and future energy related projects using these four pillars please refer to Appendix D.



*Figure 2: Four Pillars of Energy Management*

## Energy Consumption Data

To understand the performance of buildings, WCDSB has been collecting, monitoring, and analyzing its utility consumption. Electricity and natural gas data are gathered from utility bills, the local utilities, and Utilismart. To satisfy legislated annual energy reporting requirements, the Ministry of Education and a third-party consultant have developed the Utility Consumption Database (UCD) which pulls usage data directly from utility providers. An additional benefit of the UCD is that it serves as a tool to analyze the energy profile of the Board and individual sites in relation to each other and to other similar facilities across the province.

The following Table (2) lists the metered consumption values in the common unit of kilowatt hours (kWh) and equivalent kilowatt hours (ekWh).

Table 2: Energy Profile (Raw Data)

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Electricity (kWh)	26,472,808	25,585,560	21,914,686	22,241,892	23,539,692
Total Natural Gas (ekWh)	38,419,280	39,264,828	34,180,820	33,162,986	31,811,856
Total Energy Consumed (ekWh)	64,892,088	64,850,388	56,095,506	55,404,878	55,351,548
Energy Intensity (ekWh/m <sup>2</sup> )	236	232	200	199	195

## Weather Normalized Energy Consumption Data

In Ontario, 25% to 35% of energy consumption for a facility is impacted by weather. To quantify the year-to-year weather variability, the following chart shows the Weighted Average Heating Degree Days (HDD) and Cooling Degree Days (CDD) in Ontario (Table 3). HDD is a measure of how cold the year was: the higher the number, the more heating was required. CDD is the equivalent metric, but for the cooling demand. The data in table 3 was obtained through the UCD.

Table 3: Heating Degree Days and Cooling Degree Days in Waterloo for FY2018 to FY2022

	2017-18	2018-19	2019-20	2020-21	2021-22
Heating Degree Days	4,126	4,337	4,033	3,912	4,021
Cooling Degree Days	293	218	290	254	211

The best way to compare energy consumption values from one year to another is to use weather normalized values as they take into consideration the impact of weather on energy performance and allows an “apple-to-apple” comparison of consumption across multiple years. To also account for variations in the Board’s asset portfolio, it is best to compare weather normalized Energy Intensity by floor area between years. However, a straight comparison of Total Energy Consumed between one or more years (Figure 3) does not take into consideration changes in a Board’s asset portfolio, such as changes in buildings’ features and newly implemented programs which will greatly impact energy consumption. As a

result, weather normalized energy intensity is the most accurate measurement that allows the evaluation of a Board's energy use from one year to another as it cancels out any change in floor area.

Table 4: Energy Profile (Weather Normalized)

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Electricity (kWh)	26,158,712	25,370,604	22,027,796	22,588,010	23,649,146
Total Natural Gas (ekWh)	38,031,884	36,637,432	34,305,352	33,752,732	30,974,516
Total Energy Consumed (ekWh)	64,190,596	62,008,036	56,333,148	56,340,742	54,623,662
Energy Intensity (ekWh/m <sup>2</sup> )	233	222	201	202	192

WCDSB over the past 8 years (from FY2014 to FY2022) has been decreasing its energy consumption. Refer to Table 5 and Figure 3 below.

Table 5: Decreased Energy Consumption – Raw Data and Weather Normalized Data FY2014 vs FY 2022

	2014	2022	Variance
Actual (ekWh)	64,711,636	55,351,548	(-14.5%)
Adjusted (ekWh)	58,831,068	54,623,662	(-7.2%)

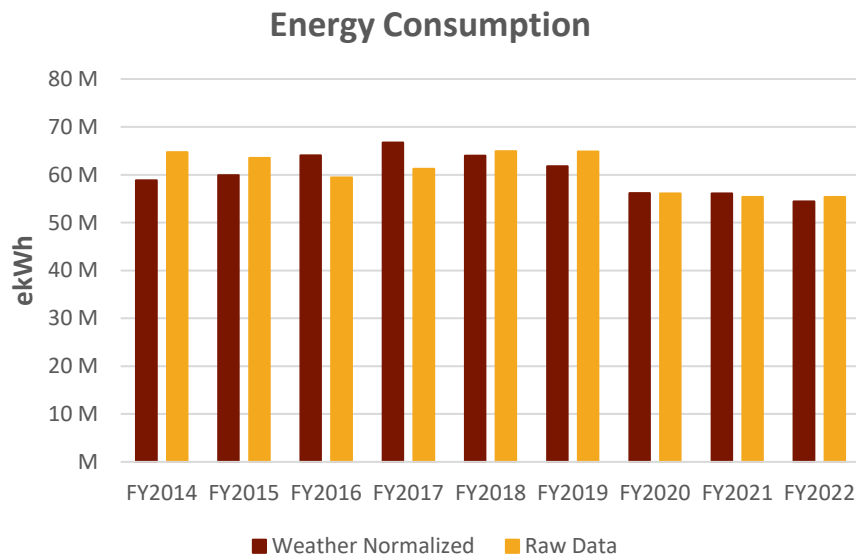
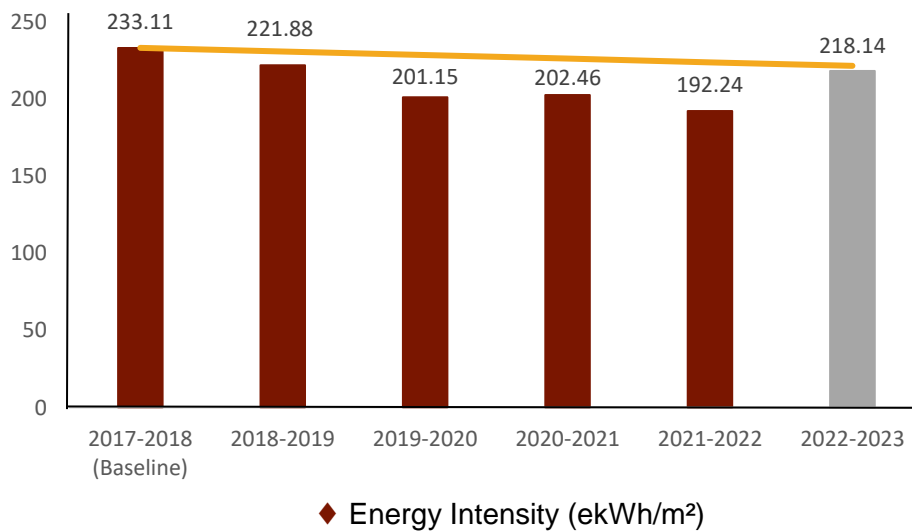


Figure 3: Energy Consumption – Raw Data and Weather Normalized Data FY2014 vs FY 2022

## Review of Current and Future Energy Conservation Targets and Achievements

To address climate change and associated negative impacts, in 2019, the Waterloo Catholic District School Board established a new target to reduce its annual energy use by 5% from 2017-18 levels by 2022-23. To meet this target, WCDSB implemented conservation measures through design, construction, as well as operation and maintenance of facilities. Since the 2013-2014 fiscal year, WCDSB has invested over \$22,000,000 and is planning to continue this trend (subject to funding availability, local priorities, and Board approval) in diverse energy reduction strategies such as the upgrade of mechanical and HVAC equipment, new rooftop units, new roofs, new windows and doors, environmental programs, workshops, and staff training.

In Figure 4 and Table 6 below you can observe that there was a 15% reduction in energy consumption and an 18% reduction in energy intensity from 2017-18, mostly due to school closures during the COVID-19 pandemic. Specifically, there has been a 10% reduction in electricity consumption and a 19% reduction in natural gas consumption from the 2017-18 school year. From March to September of 2020, all schools had their heating temperature set points changed from 21°C to 18°C. To increase safety for building occupants, ventilation systems were set to run from 1 to 3 hours before and after bell times.



*Figure 4: Energy Intensity and Reduction Progress (Weather Normalized to FY2018)*

The Energy Intensity Reduction Forecasts for the 5-year period have been calculated based on the Board's plans for its Renewal and SCI funding (Table 6). The breakdown into each category is provided in Appendix C1-C4.

Table 6: Energy Intensity Reduction Forecasts

Fiscal Year	EI Reduction Based on Projects (ekWh/m <sup>2</sup> )	Weather Normalized EI (ekWh/m <sup>2</sup> )	1% Reduction Goal (ekWh)	Weather Normalized Energy Consumption (ekWh)
<b>2017-18</b>	<b>BASE</b>	<b>233.11</b>	<b>64,190,596</b>	<b>64,190,596</b>
2018-19	7.83 (-3.36%)	221.88 (-5%)	63,548,690	62,008,036 (-3%)
2019-20	9.07 (-3.90%)	201.15 (-14%)	62,906,784	56,333,148 (-12%)
2020-21	5.64 (-2.42%)	202.46 (-13%)	62,264,878	56,340,744 (-12%)
2021-22	8.31 (-3.57%)	192.24 (-18%)	61,622,972	54,623,664 (-15%)
2022-23	7.07 (-3.04%)	TBD	60,981,066	TBD

In addition, the Board met its GHG reduction target that was set in 2016 with Sustainable Waterloo Region. The goal was to reduce 20% of Board's GHG emission from 2014 levels by 2024. This target was achieved in only 5 years (Figure 5).

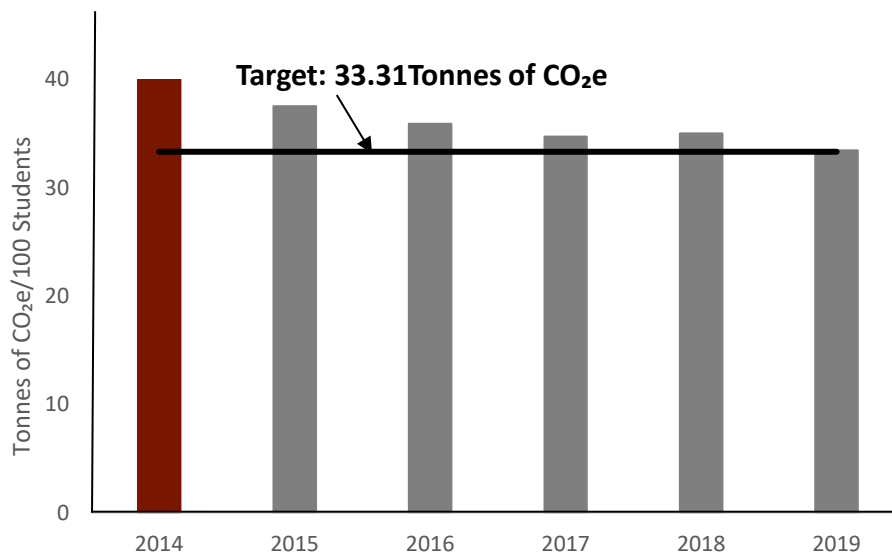


Figure 5: Total Tonnes of CO<sub>2</sub>e/100 Students

Achieving the forecasts in this plan depends on a variety of factors. In the coming fiscal years, the Board will continue to install air-conditioning. Before and After School programming is also expected to expand. Enrollment is expected to continue to increase, expanding the number of portables that are required. Portables have a higher energy intensity than permanent buildings. These changes will increase energy intensity and are not factored into the forecasts. The forecasts are also based on the current funding model for Renewal and SCI. Any changes to these funding models will change the ability of the Board to achieve the forecasted reductions.

Most of the above forecasts come from retrofit projects, equipment replacement and building repairs that are otherwise required. The following actions will also be taken to maximize the likelihood of achieving these forecasts:

### Design, Construction and Retrofit Strategies

» When retrofitting buildings, existing equipment will be replaced with energy efficient models.

### Operations and Maintenance Strategies

» As part of the ECDM Plan, WCDSB staff will be monitoring electrical demand to reduce its peak consumption.

» Preventative maintenance activity for HVAC equipment will be conducted regularly including filter changes.

» Preventative maintenance procedures for seasonal start up for cooling and heating systems were also developed and will be followed.

» The HVAC systems will be adequately maintained and operated in the most efficient and economical way. To reduce our energy consumption, the HVAC systems will be programmed to operate only when buildings are occupied. Building control systems can be tailored to accommodate schedules for the regular school day, extended day programs, community use, and for school events.

» Development of a set of standards for existing building stock and new builds. Retrofitting standards for existing buildings are to include requirements for procurement, as well as operation and maintenance of energy efficient equipment and procedures. The Board strives to achieve total energy consumption of 12 ekWh/ft<sup>2</sup>, 15 ekWh/ft<sup>2</sup> and 20 ekWh/ft<sup>2</sup> for new elementary, secondary, and administrative buildings respectively.

### Occupant Behaviour Strategies

» Continuing to provide in-house training for custodians to operate equipment as technology advances.

» Creating a culture of energy consumption consciousness.

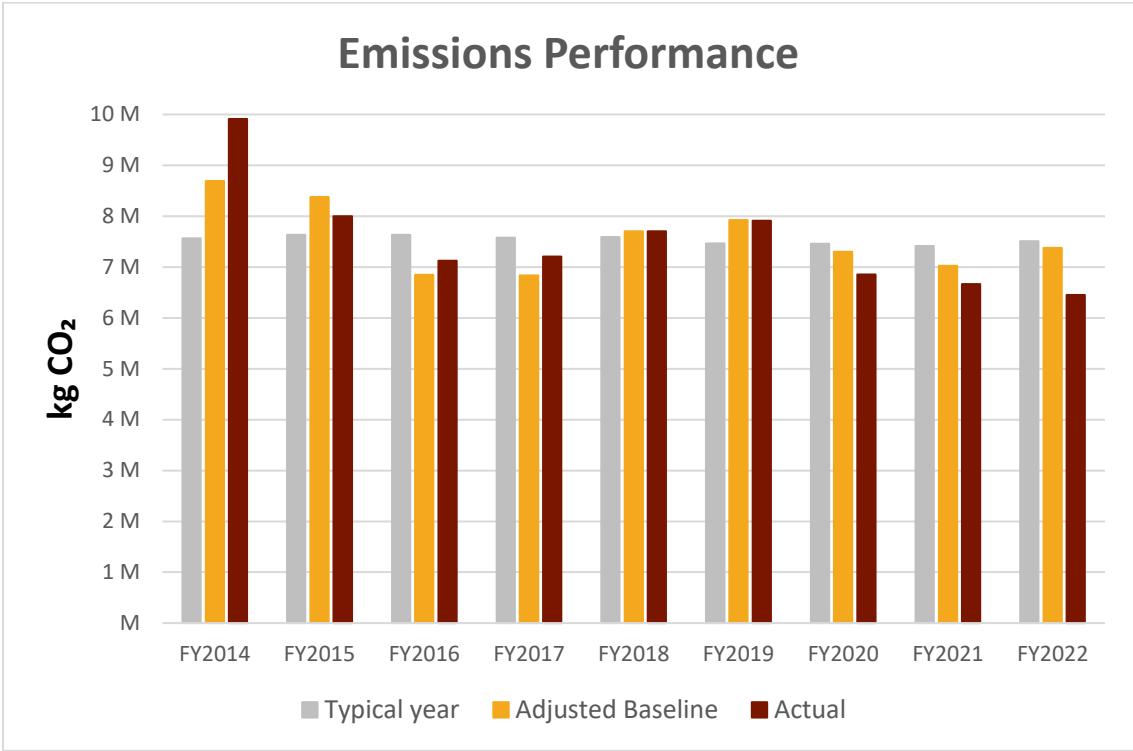
» Electronic equipment will be turned off and unplugged when not in use, particularly during longer periods such as summer months. This includes computers, monitors, printers, photocopiers, bright link devices, and kitchen appliances.

### Trend over the past 8 years

Over the past 8 years the overall trend for greenhouse gas (GHG) emissions has been decreasing. In 2014, actual GHG emissions were 9,911,189 kg CO<sub>2</sub> while in 2022, actual GHG emissions were 6,328,100 kg CO<sub>2</sub>. This reduction occurred even with the addition of new schools, portables, and an increase in enrollment. See Table 7 and Figure 6 below for a comparison which includes the actual and adjusted data.

Table 7: GHG Emissions Reduction Over Past 8 Years

2014	2022	2014	2022
Adjusted	Adjusted	Actual	Actual
8,693,246 kg CO <sub>2</sub>	7,249,477 kg CO <sub>2</sub>	9,911,189 kg CO <sub>2</sub>	6,328,100 kg CO <sub>2</sub>



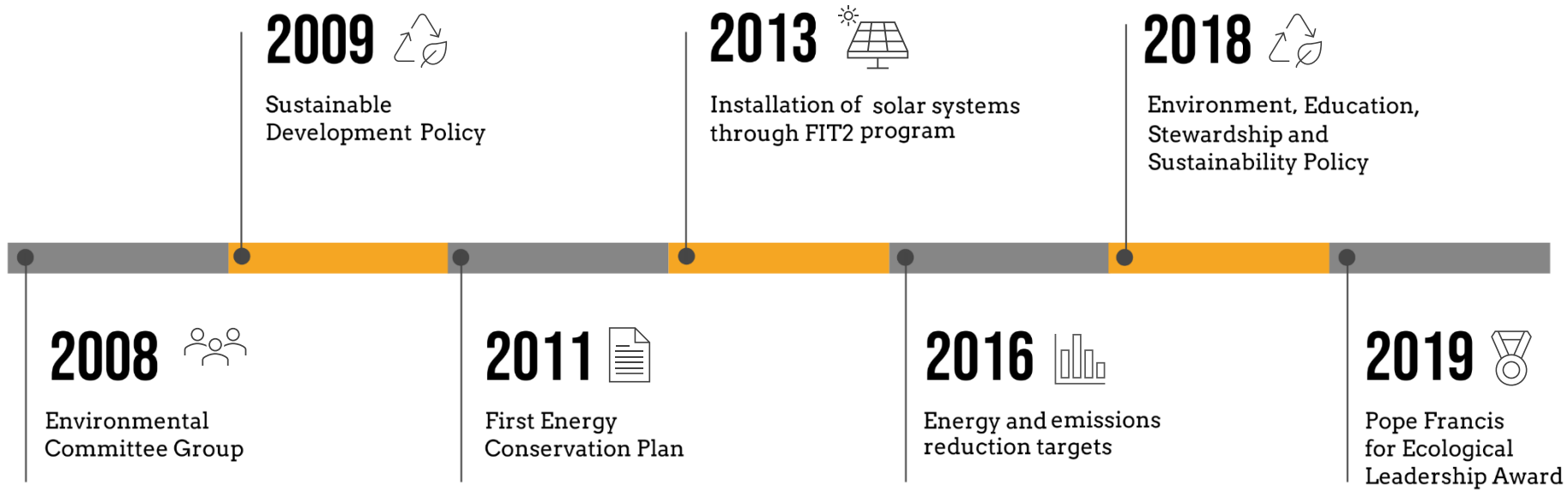
*Figure 6: Emissions Performance from FY2014 - FY2022*

## Energy Management Strategies

A description of WCDSB historic, current, and proposed measures to reduce energy consumption including a forecast of expected results of current and proposed measures is described in sections below, under Figure 7. A detailed list of the measures implemented, the associated school, and the fiscal year that the measure was implemented within the board are outlined in Appendix D.

- » In 2008, WCDSB established the Environmental Committee Group (now called Sustainable Development Committee). The role of the committee is to make recommendations to WCDSB Executive Council to ensure broad-based, long term sustainability. The committee consists of members from various areas of the WCDSB. The Sustainable Development Committee meets quarterly and uses communication technology frequently to reduce the need for in-person meetings.
- » In 2009, the [Sustainable Development Policy](#) was created to establish sustainable practices and initiatives across the school system.
- » In 2011, WCDSB developed its first Energy Conservation Plan that contained energy conservation measures and best practices. The plan proposed indoor and outdoor lighting to be upgraded to more efficient lamps. The plan also included a temperature standard for heating and cooling. During winter months, heating was set at 22°C for classrooms, offices, and meeting rooms. Secondary school shops, gymnasiums, change rooms, washrooms, and corridors were set at 20°C. All buildings had their night temperature set at 18°C. Cooling was set at 27°C after the first week in July until the last week of August, except where summer school was in session. In response to the COVID-19 pandemic, the heating set points were changed from 21°C to 18°C from March until September.
- » The Board has been applying for incentive programs to support the implementation of energy efficient projects on a regular basis. Since fiscal year 2010-11, the Board received over \$200,000 in incentive funding from various agencies to support the implementation of energy efficient projects. The Board also uses the services of the sector's Incentive Program Advisor.
- » In 2013, through a partnership with a solar developer, WCDSB received an approval from the Ontario Power Authority to install 17 solar photovoltaic (PV) systems through the FIT2 program. The 17 sites include: St. Agnes (100 kW), St. Benedict (325 kW), Canadian Martyrs (120 kW), St. Clement (60 kW), St. David (375 kW), St. Dominic (115 kW), St. Elizabeth (100 kW), Holy Spirit (175 kW), Saint John Paul II (145 kW), St. Kateri Tekakwitha (160 kW), St. Luke (200 kW), St. Mary (400 kW), St. Margaret (150 kW), St. Matthew (175 kW), St. Nicholas (180 kW), Resurrection (425 kW), St. Teresa of Calcutta (175 kW). These sites generate a total of 3380 kW of electricity that is being fed to the Ontario electricity grid.
- » As part of the Green Schools Pilot Initiative, WCDSB installed hot water solar panels at St. Mary's Secondary School. In addition, a 10kW solar PV system was installed at Monsignor Doyle Secondary School.
- » Social media presence was established in 2016 through the development of the [www.ecozone.wcdsb.ca](http://www.ecozone.wcdsb.ca) website and an associated twitter handle. The EcoZone website provides information on the Board's annual energy consumption, energy conservation projects, and sustainable initiatives and practices.
- » In 2016, an energy reduction target of 1% a year from 2013-14 levels was set to be achieved by 2023. In addition, a 20% GHG emissions target was set to be achieved by 2024 from 2014 levels.
- » In 2018, the Sustainable Development AP was updated and renamed [Environmental Education, Stewardship and Sustainability](#). The goal of this AP is to enable and coordinate sustainable practices throughout the organization. The WCDSB is committed to achieving continual, measurable improvements in the environmental education, stewardship, and sustainability practices within its control.

- » The Sustainable Development Committee normally meets every two months to discuss sustainable initiatives at the school and board office level.
- » In 2019, the Pope Francis Award for Ecological Leadership was created to recognize school staff members who actively demonstrate a love for creation and care for the planet in all their interactions.
- » In 2019, four ASHRAE II energy audits were completed at low performing schools to determine energy saving measures.
- » Facility Services meets regularly to discuss energy-related projects to ensure proposed targets are being met.
- » An internal process has been put in place to help address and track progress of energy goals. This allows for continuous measuring and monitoring of energy use and GHG emissions.
- » WCDSB participates in the CSBSA Natural Gas Management and Advisory Service natural gas purchasing consortium to cut down on procurement costs.
- » Current construction and energy projects include indoor and outdoor lighting upgrades, energy efficient boilers, rooftop units, heat pump replacements, new energy efficient windows and doors. Several schools are also getting upgraded building automation systems (BAS).
- » Due to the COVID-19 pandemic, ventilation was turned on for up to 3 hours before and after occupancy times. Higher-rated MERV air filters were added to the equipment starting December 2020 to ensure safety for students and staff.
- » 2021 and 2022 planned and completed energy projects are contained in Appendix C.

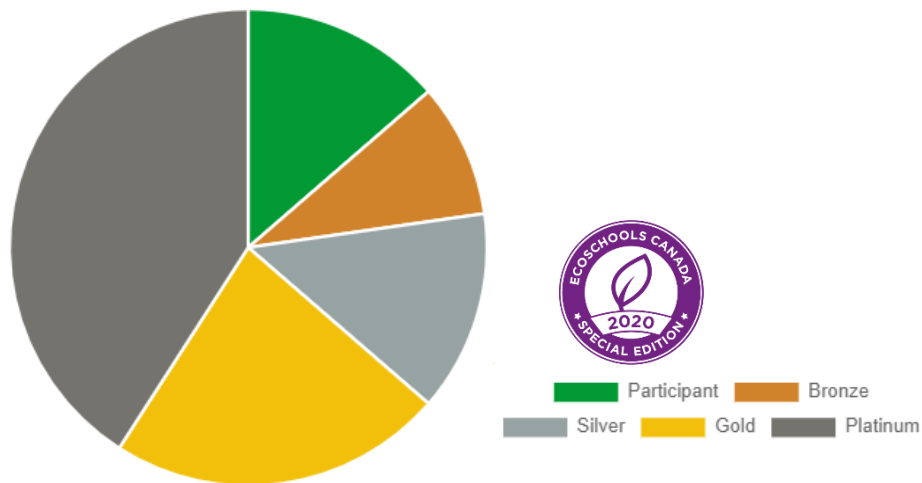


*Figure 7: WCDSB Achievements*

## Environmental Programs and Community Engagement

### Canada EcoSchools

Canada EcoSchools program has been instrumental in the development of sustainability education at the WCDSB. With the help of teachers and support staff at the Board's schools (particularly custodians), students are far more aware of the state of our natural environment and are tremendously engaged in environmental initiatives. WCDSB has put a lot of focus on student engagement and environmental programming. The Board continuously collaborates with local stakeholders such as local municipalities, not-for-profit organizations, charities, local colleges and universities, and businesses, to bring meaningful and direct sustainability experience. To support our student's experiential learning, we deliver customized workshops on topics including but not limited to waste diversion strategies, energy conservation practices, greening grounds, and food systems. In 2019-2020, 47 of WCDSB schools received the 2020 Special Edition Seal for their participation in EcoSchools Program. Under the leadership of the Sustainability Committee, a goal will be set to have all WCDSB schools (re)certified. Reporting on this goal will be part of the 2023 report.



Source: EcoSchools Canada

### Food and Pollinator Gardens

Our students have enormous interest in pollinators and food gardens. Many of our schools grow pollinator flowers, veggies, herbs, and fruit in their gardens that they get to enjoy. Food gardens are an excellent way for community building and discovery-based learning. By growing their own food students learn the importance of eating healthily. As a result of the high demand for food gardens, in 2019, 15 garden beds were distributed to elementary schools. These garden beds were made by students from our five secondary schools.

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## APPENDICES

### APPENDIX A: PROFILE OF WCDSB BUILDINGS

Building Name	Building ft <sup>2</sup>	Year Built
<b>Elementary Schools</b>		
Blessed Sacrament	39,522	1988
Canadian Martyrs	30,733	1967
Christ The King	26,237	1978
Holy Family	25,381	1959
Holy Rosary	50,916	1989
Holy Spirit	49,390	2002
John Sweeney	59,948	2003
Monsignor Haller	23,296	1971
Our Lady of Fatima	49,949	1959
Our Lady of Grace	22,131	1976
Our Lady of Lourdes	32,930	1948
Saint John Paul II	60,476	2010
Sir Edgar Bauer	47,165	1970
St. Agnes	25,909	1956
St. Aloysius	28,064	1954
St. Anne (Cambridge)	27,966	1965
St. Anne (Kitchener)	49,712	1947
St. Augustine	39,407	1991
St. Bernadette	27,454	1952
St. Boniface (Breslau, New School)	43,500	2021
St. Brigid	54,517	2017
St. Clement	27,119	1969
St. Daniel	28,709	1958
St. Dominic Savio	44,303	1999
St. Elizabeth	39,590	1992
St. Gabriel	45,897	2014
St. Gregory	25,517	1958
St. John	48,402	1929
St. Joseph	22,176	1959
St. Kateri Tekakwitha	40,205	1992
St. Luke	60,088	2002
St. Margaret of Scotland	38,115	1990
St. Mark	23,011	1978

St. Matthew	44,329	1995
St. Michael	30,390	1952
St. Nicholas	45,370	2002
St. Paul	35,032	1964
St. Peter	34,656	1963
St. Teresa (Kitchener)	30,545	1953
St. Teresa of Avila (Elmira)	26,763	1964
St. Teresa of Calcutta (Cambridge)	46,033	1998
St. Timothy	25,092	1981
St. Vincent de Paul	62,678	2018
<b>Secondary Schools</b>		
St. Benedict	200,985	1997
St. David	161,012	1965
Resurrection	201,850	1990
St. Mary	215,878	2002
Monsignor Doyle	150,720	1976
St. Francis Cambridge (Leased)	27,882	1968
St. Louis Adult Learning & Continuing Education Centre - (St. Francis campus – Kitchener)	14,651	1958
St. Louis Adult Learning & Continuing Education Centre – Main Campus	83,642	1957
St. Don Bosco Alternative Education (St. Mary's West Campus)	20,204	1966
St. Don Bosco (Leasing)	2,475	1974
<b>Administrative Buildings</b>		
WCDSB Catholic Education Centre	112,136	1955
Facility Services	34,179	1979
Administrative Storage (Maryhill)	22,162	1898

## APPENDIX C1: Planned Investments in Energy Efficiency FY2019-23 – Design, Construction, and Retrofit

	FY2019	FY2020	FY2021	FY2022	FY2023
<b>Lighting</b>					
High-efficiency Lighting Systems including Occupancy and Daylighting Sensing	\$300,000	\$260,000	\$50,000	\$50,000	\$150,000
Exterior Lighting – LED retrofits	\$17,959	\$25,000	\$25,000	\$25,000	\$25,000
<b>HVAC</b>					
Efficient Boilers (high efficiency)	\$90,000	\$730,000	\$500,000	\$200,000	\$100,000
Energy Efficient HVAC Systems (Heat pump etc.)	\$1,990,000	\$939,000	\$1,190,000	\$1,800,000	\$750,000
Energy Efficient Rooftop Units	\$-	\$200,000	\$600,000	\$50,000	\$500,000
Energy Efficient Ventilation (ERV, New unit vent.)	\$1,605,000	\$975,000	\$1,000,000	\$150,000	\$150,000
<b>Controls and Automation</b>					
Building Automation Systems – New	\$80,000	\$-	\$ 50,000	\$-	\$500,000
Building Automation Systems – Upgrade	\$60,000	\$120,000	\$ 100,000	\$100,000	\$100,000
<b>Building Envelope</b>					
New Roofing	\$1,200,000	\$850,000	\$-	\$1,200,000	\$1,300,000
New Windows	\$275,000	\$-	\$ 900,000	\$600,000	\$-
<b>Total Investments</b>	<b>\$5,617,959</b>	<b>\$4,099,000</b>	<b>\$4,415,000</b>	<b>\$4,175,000</b>	<b>\$3,575,000</b>

### APPENDIX C2: Planned Investments in Energy Efficiency FY2019-23 – Operations and Maintenance

	FY2019	FY2020	FY2021	FY2022	FY2023
<b>Policy and Planning</b>					
Procures Only Energy Start Certified Appliances	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
<b>Energy Audits</b>					
Energy Audit	\$40,000				
<b>Total Investments</b>	<b>\$43,000</b>	<b>\$3,000</b>	<b>\$3,000</b>	<b>\$3,000</b>	<b>\$3,000</b>

### APPENDIX C3: Planned Investments in Energy Efficiency FY2019-23 – Occupant Behaviour Strategies

	FY2019	FY2020	FY2021	FY2022	FY2023
<b>Training and Education</b>					
Participate in Environmental Programs, such as EcoSchools	\$10,000	\$2,000	\$10,000	\$10,000	\$10,000
<b>Total Investments</b>	<b>\$10,000</b>	<b>\$2,000</b>	<b>\$10,000</b>	<b>\$10,000</b>	<b>\$10,000</b>

## APPENDIX C4: Planned Investments in Energy Efficiency FY2019-23 – Total Investments by Fiscal Year

	FY2019	FY2020	FY2021	FY2022	FY2023
Design, Construction, and Retrofit	\$5,617,959	\$4,099,000	\$4,415,000	\$4,175,000	\$3,575,000
Operations and Maintenance	\$43,000	\$3,000	\$3,000	\$3,000	\$3,000
Occupant Behaviour Strategies	\$10,000	\$2,000	\$10,000	\$10,000	\$10,000
<b>Total Investments</b>	<b>\$5,670,959</b>	<b>\$4,104,000</b>	<b>\$4,428,000</b>	<b>\$4,188,000</b>	<b>\$3,588,000</b>
<b>Estimated Annual Energy Savings (ekWh)</b>	<b>2,141,201</b>	<b>2,470,069</b>	<b>1,541,645</b>	<b>2,274,190</b>	<b>1,932,787</b>

## APPENDIX D: Completed/Planned Energy Impacting Mechanical/Electrical Projects FY2022-FY2023

2021-2022 Projects	
St. Matthew – Heat Pump Replacement, Plumbing Fixtures, Domestic Water Distribution, Cooling Tower	Holy Spirit - RTU + Exhaust
St. David – Heat Pump Replacement (Underway)	Monsignor Doyle - Partial RTU Replacement
St. Margaret – Window Replacement	Our Lady of Lourdes - Partial Window Replacement + Unit Ventilators
Blessed Sacrament – Partial Roof Replacement	St. Anne (Cambridge) - Unit Ventilators
St. Elizabeth – Heat Pump Replacement, Fluid Cooler Replacement	St. Anne (Kitchener) - Unit Ventilators
St. Mary's – Partial Roof Replacement, Domestic Water Heater	St. Augustine - Window Replacement
Resurrection – Partial Heat Pump Replacement	St. Gregory - Boiler Replacement, Partial BAS Upgrade
St. Agnes – New Addition (Underway) + New Unit Ventilators, Boilers, Cabinet Unit Heaters	St. Joseph - Unit Ventilators, Partial Window Replacement + Building Envelope Upgrades

<b>St. Aloysius – A/C for Kindergarten + Unit Ventilators</b>	<b>St. Nicolas - Rooftop Unit Replacement</b>
<b>John Sweeney - Rooftop Unit Replacement</b>	<b>St. Peter - Partial Window Replacement</b>
<b>St. Elizabeth – Heat Pump Replacement</b>	<b>St. Teresa (Kitchener) - Unit Ventilators</b>
<b>Facilities Building - Partial window replacement</b>	

<b>2022-2023 Projects</b>	
<b>St. Mary's – Chiller Upgrade, BAS Upgrades, Roof Replacement</b>	<b>St. Luke – Partial Rooftop Unit Replacement, BAS Upgrades, Boiler Replacement, LED Lighting Upgrade</b>
<b>St. John Paul II – BAS Upgrades, Exhaust Upgrade</b>	<b>Resurrection – Boiler Replacement, Lighting Controls</b>
<b>St. Teresa of Calcutta - Lighting Upgrade</b>	<b>Holy Family – Partial Rooftop Unit Replacement, Boiler Replacement</b>
<b>St. John – LED Controls</b>	<b>John Sweeney – Lighting Controls</b>
<b>Our Lady of Grace – BAS Upgrades</b>	<b>St. Francis (C) - Partial Roof Replacement</b>
<b>St. Benedict - A/C in building Annex</b>	<b>St. Paul – Roofing Replacement, DHW Heaters, Exhaust Fan Upgrade, BAS Upgrade</b>
<b>St. Clement - Boiler Plant Replacement/Controls</b>	<b>Dominic Savio – Boiler Replacement, BAS Upgrades, LED Lighting, Exhaust Fan Upgrade</b>
<b>St. Elizabeth - Window Replacement</b>	

# SENIOR MANAGEMENT APPROVAL OF THIS ENERGY CONSERVATION AND DEMAND MANAGEMENT PLAN

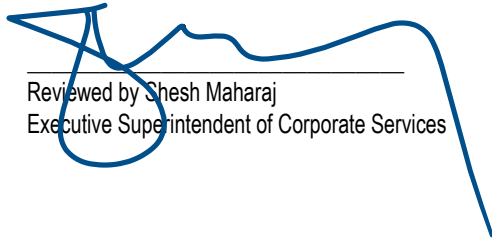
I confirm that Waterloo Catholic District School Board's senior management has reviewed and approved this Energy Conservation and Demand Management Plan.

*Zeb Foss*

\_\_\_\_\_  
Updated by Zeb Foss  
Energy Conservation Supervisor

May 29, 2023

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Reviewed by Shesh Maharaj  
Executive Superintendent of Corporate Services

May 29, 2023

\_\_\_\_\_  
Date





# Report

**Date:** May 29, 2023  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** 2022-2023 Long Term Accommodation Plan

**Type of Report:**

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

**Type of Information:**

- Information for Board of Trustees Decision-Making
- Monitoring Information of Board Policy **IV010 “Facilities/Accommodations”**
- Information only of day-to-day operational matters delegated to the CEO

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

The Long Term Accommodation Plan is required to be presented to the Board of Trustees annually to satisfy the provisions of Board Policy IV 010 “Facilities Accommodations”.

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

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

- 2. Fail to present to the board an annual report on current enrolment status, future demographic trends and a list of potential schools being considered for boundary changes or closure”.

**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 Long Term Accommodation Plan \(LTAP\)](#) was presented to Trustees on May 1, 2023 in satisfaction of policy provision 2 of Board Policy IV 010 “Facilities/Accommodations”.

The LTAP is a complete multi-year plan that focuses on planning for student accommodation. The LTAP also provides an update on enrolment and demographic trends as they relate to future accommodation initiatives and provides a listing of strategic initiatives including potential boundary reviews, new schools, and additions/renovations.

While the document is quite substantial, an Executive Summary is included to provide an overview of the Board’s plans and expectations in the coming years.

Overall, enrolment is projected to increase significantly in both the elementary and secondary panels over the next 10 years:

	<b>Capacity</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2027/28</b>	<b>2032/33</b>
<b>Elementary</b>	16,897	17,646	18,281	20,827	24,194
<b>Secondary</b>	6,375	7,604	7,846	8,847	12,118
<b>Total</b>	23,272	25,250	26,127	29,674	36,312

Highlights of this LTAP include:

- Five new schools.
- Five additions and / or renovations.
- Required boundary reviews across the Region to create attendance areas for new schools and address capacity issues.
- Staff are actively working to acquire school sites or are reserving sites in plans of subdivision to meet the board’s needs.
- There are no planned school closures.

As indicated during the May 1, 2023 meeting, trustees would have the month of May to review and ask questions of staff before approval of the LTAP.

Notwithstanding any questions of clarification on May 29, 2023, staff is offering the following recommendation for consideration.

**Recommendation:**

That the Board of Trustees approve the 2022-23 Long Term Accommodation Plan as presented on May 1, 2023.

**Prepared/Reviewed By:** Tyrone Dowling  
 Director of Education

Virina Elgawly  
 Property and Planning Officer

Jennifer Passy  
 Manager of Planning

Shesh Maharaj  
 Executive Superintendent of Corporate

\*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:** May 29, 2023  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Special Education Update/Plan

**Type of Report:**

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

**Type of Information:**

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

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

Regulation 306 Special Education Programs and Services

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

Policy 1001 - Ends

**Alignment to the MYSP:**

**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 purpose of this report is to highlight the special education programs and services that are provided by the WCDSB in accordance with legislation and ministry policy on Special Education as well as to provide an update on the Strategic Goals of the MYSP as they relate to Special Education.

### **Individual Education Plan (IEP) Monitoring and Development:**

**MYSP Strategic Direction:** Strengthen to Become

**Action:** Every student Reaches their full potential

This past year a key focus has been on ensuring that Special Education protocols are being followed regarding the Individual Education Plan (IEP) process. In an effort to be in line with the provincial IEP average as well as ensuring we are being equitable to all students; we have made it a priority to self-audit both existing IEPs as well as new IEPs and proposed modifications and accommodations. This intentional IEP review is in line with the recommendations outlined in the Right to Read Report as well as the Ministry's directive regarding de-streaming and programming for students at the appropriate grade level expectations when possible.

To address this, professional development was created and communicated to all staff at the start of the school year with a focus on knowing the learner and implementing modifications as a last resort. Furthermore, Special Education Teachers were directed to audit the current IEP case load at their school site and share their results with Student Services. Questions focused on the following:

- What percentage of students are on an IEP?
- How many students have a Learning Disability diagnosis or learning disorder?
- How many students are diagnosed with an intellectual or developmental disability?
- How many students are on an IEP without a diagnosis?
- How many students have an IEP with accommodations only?
- How many students have an IEP with alternative program pages?
- How many students have an IEP with curriculum modifications at grade level?
- How many students have an IEP with curriculum modifications below grade level?
- What are the specific subject areas students are modified in?

Additionally, the data collected focused on how many students are on an IEP for accommodations only and whether these accommodations could be addressed through Universal Supports, and if so, should there be consideration if an IEP is necessary for the student. Another initiative this past year was to more closely monitor those students who were being considered for an IEP. The intent being to better understand the student's profile while providing concise and specific programming with effective strategies in the hope that modifications are not necessary.

As a result, there were a total of 1,984 referrals for classroom interventions to support students (Elementary A1 = 1,943 and Secondary SS1 = 41) with only 468 new IEPs being developed.



## **Staff Professional Development:**

**MYSP Strategic Direction:** Strengthen to Become

**Action:** Staff see their impact on student achievement

The goal of the Special Education Staff Development plan is to build capacity, skills and knowledge for all in-school staff to ensure that high quality programs and services are developed and implemented for our students. This training complies with legislation and ministry policy on special education and is connected to the Student Services logic models. Chosen topics are reflective of Ministry directives and employee voice via feedback forms and direct request from in-school staff (e.g., Administrators, Special Education Teachers, Support Staff, etc.) and needs as identified via collaborative team member “reason for referral”. Professional development sessions took place in both the virtual and face to face environment.

### ***Professional Development for All Staff:***

- PPM161: Supporting children and students with prevalent medical conditions (anaphylaxis, asthma, diabetes, and/or epilepsy) in schools
- IEPs and Modifications as a Last Resort
- De-streaming and Modifications (Secondary)

### ***Special Education Teachers:***

- IEP Writer for teachers new to Special Education
- Opening In-Service
- Empower Spelling and Decoding Training for new Special Education Teachers
- Empower Comprehension Training for new Special Education Teachers
- Focus on Equity
- Right to Read Modules
- Speech and Language Presentation, through the lens of Right to Read
- Gr 8 to Gr 9 Transition Processes
- Alternative Programming
- Privacy
- Board Wide Assessments

### ***Special Education Assistive Technology Resource Teacher:***

- A-Tech Training: Student SEA LD Read and Write Training
- Bridges Canada: iPad and Boardmaker Training
- Large Group PD sessions
- Staff training sessions

### ***Educational Assistants and Child and Youth Care Worker:***

- Trauma Informed Classrooms 7 Part Series (CYCW Only)
- Behaviour Management Systems (BMS)
- Alternative Programming
- Trauma Informed Applied Behaviour Analysis
- AAC (Part 1 & 2)

### ***Professional Learning Plan for 2023-2024***

- Empower Refresher for all Special Education Teachers
- Lexia
- MLL-Special Education Protocol



- Using CAT4 data and CCAT data to inform student programming
- Transitions
- Alternative Programming
- Trauma Informed ABA
- Reading Intervention
- Pre-School Life Skills

### ***Professional Learning for Student Services Staff:***

This year we focused on aligning each discipline's logic models with our new Multi-Years Strategic Plan. We also ensured that an equity lens was built into their logic models. Our logic models focus on our short and long term goals and how our impact can build capacity with staff and in turn, have a positive impact at the student's desk.

### **Feedback from Professional Development delivered to in-school staff:**

As outlined above, in-school teams were offered a variety of professional development opportunities across the school year. These sessions were offered on PA days, at staff meetings, during lunch and learn sessions as well as after school for extended day staff. The majority of the feedback received was from staff who support early years (approx. 40%) and primary (approx. 50%). Feedback from junior, intermediate, and secondary accounted for approximately 10% of responses. Of the respondents, just over 80% report that prior to the training they felt they were "skilled/knowledgeable" of the topic being presented. They also reported that the content explored either significantly or generally was useful, applicable to their role, changed and reinforced their thinking. As a result of the learning session, most respondents rated an increase in their own knowledge, confidence and motivation to try the tools/strategies presented.

### **Student Services Referral System**

**MYSP Strategic Direction:** Strengthen to Become

**Action:** Staff see their impact on student achievement, Every student reaches their full potential

Student Services updated the referral processes this year so that all referrals are done through our IEP System. By doing this, we have been able to track the number of referrals to our Multi-Disciplinary Team and/or Student Services staff.

- Number of Collaborative team referrals: 381
- Number of referrals to Community Transition Support Worker: 38
- Number of referrals to Vision Itinerants: 54
- Number of referrals to Hearing Itinerants: 91
- Number of referrals to Gifted Itinerants: 71
- Number of Speech and Language referrals: 1080
- Number of Speech and Language screeners: 1362
- Number of Speech and Language comprehensive assessments: 282
- Number of students receiving Augmentative and Alternative Communication (AAC) support: 298
- Number of students who received direct support via a Communicative Disorder Assistant: 280
- Number of BCBA referrals via collaborative team support: 307
- Number of BCBA referrals with direct support: 71
- Number of Child and Youth Care Worker referrals: 1797



Furthermore, we were also able to track how many students were monitored through our Special Education processes:

- Number of A1 (Classroom Interventions- Elementary): 1943
- Number of SS1 (Classroom Interventions- Secondary):41
- Number of A2 (In-School Team- Elementary):1599
- Number of SS2(In-School Team- Secondary):141
- Number of A3 (Referral to Collaborative Team- Elementary): 307
- Number of SS3 (Referral to Collaborative Team- Secondary): 29
- Number of Direct Growth Plans: 397
- Number of New IEPS developed this year: 468
- Number of students who received SEA Chromebook/Cloudbook: 244
- Number of students who received SEA curriculum iPads: 47
- Number of students who received SEA vision Chromebooks/iPads: 22
- Number of student who received SEA Speech iPads: 29
- Number of teachers trained in Boardmaker/iPad apps: 87
- Number of EAs and other Support Staff Training in Boardmaker/iPad apps: 61
- Number of Student trained in Google Read and Write: 323
- Number of class wide trainings in Google Read and Write: 91
- Number of students/staff to receive additional training in Google Read and Write: 3

### Right to Read Update

**MYSP Strategic Direction:** Strengthen to Become

**Action:** Staff see their impact on student achievement, Staff are engaged as active partners in our students' Catholic education journey.

At WCDSB our vision statement is “Our Catholic Schools: Heart of the Community - Success for Each and a Place for All”. Within our vision statement is the hope that all students will achieve success as we continue to focus on the implementation of the Right to Read report. Scarborough’s Reading Rope is highlighted in the Right to Read report and has become an anchor for the professional development that we have engaged in this year. Professional development has been delivered to Special Education Teachers, Administrators and Classroom Educators.

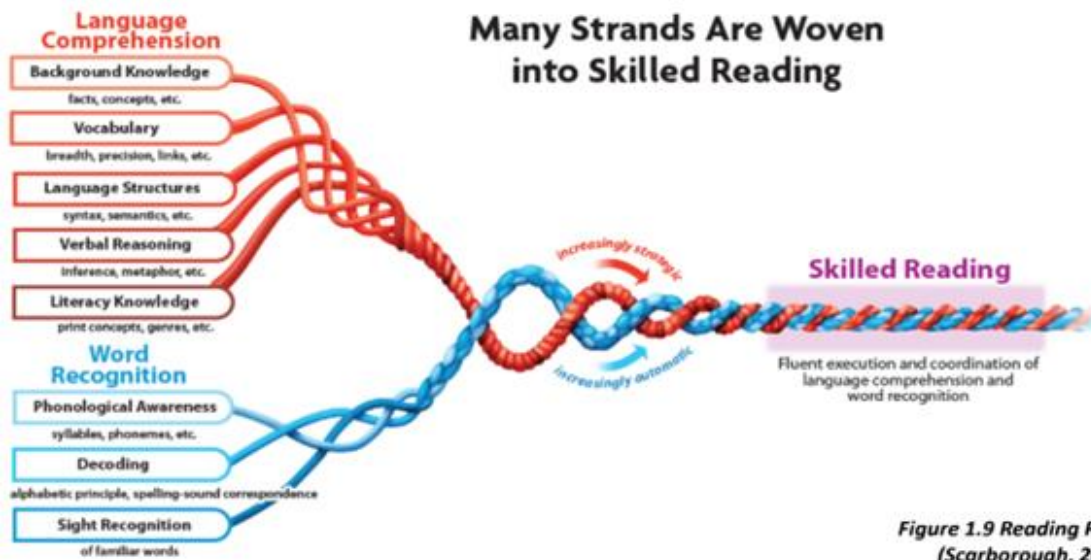
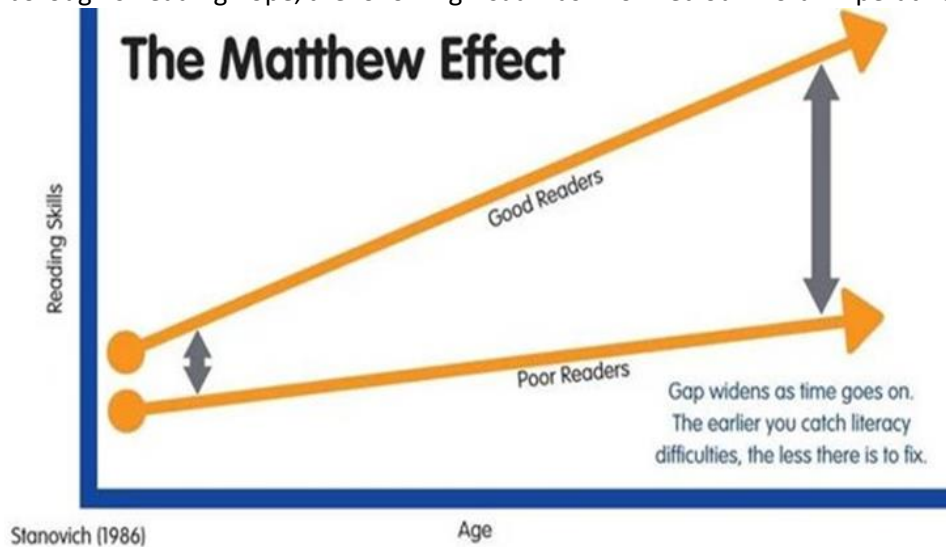


Figure 1.9 Reading Rope (Scarborough, 2001)



In addition to Scarborough's Reading Rope, the following visual has informed our moral imperative moving forward.



Stanovich (1996) highlights the concept of the Matthew Effect when it comes to the outcomes of struggling readers versus good readers. Without early intervention, the achievement gap widens for struggling readers. This gap impacts students as they move from Elementary into Secondary, and it also impacts their choices for post-secondary options. Therefore, it is imperative that we implement evidence-based universal screening followed by early evidence-based literacy intervention. As we await the Ministry's release of the new language curriculum and the options for universal screening, our student services department has been engaged in the following:

- Universal Screening Pilot (Kindergarten and Grade One) in seven diverse school communities within WCDSB.
- Follow up debriefing sessions at each pilot school. Debrief sessions focused on meeting the needs of the learners in each classroom based on the Universal Screener data and informed by further diagnostic assessment by the classroom teacher.
- Professional Development for Classroom teachers on the University of Florida Literacy Institute as an option for the continued building of foundational word reading skills.
- Continued implementation and monitoring of Tier Three Reading Interventions (Empower Decoding and Spelling, Empower Comprehension and Corrective Reading)
- Collaboration with Program Services as part of the Reading Strategy Committee. The Reading Strategy Committee is composed of the following WCDSB staff members: Special Education Liaison, Speech & Language Pathologist, Student Achievement Consultant - Literacy K-6, Student Achievement Consultant Multilingual Learners K-10, FSL Consultant, Learning Services
- The Reading Strategy Committee has delivered monthly professional development to all administrators focused on the Right to Read recommendations, Universal Screening and the Tiered Model of Intervention.
- The Reading Strategy Committee has delivered professional development for Lead Literacy Teachers from each school in the system.

We will continue to work on further enhancing our tier three supports while at the same time, focusing on building a foundation of differentiated instruction in tier one and offering support within tier two of the multi-tiered levels of support.

### **Celebrations of Success:**

- *Empower:* As a system, we continue to recognize the training of Special Education Teachers for our Tier Three Reading Intervention Programs. We have worked hard to ensure that we maintain capacity within our system so that each of our elementary schools has a trained Empower Decoding and Empower Comprehension Teacher. We are currently reviewing our system needs in order to prioritize training for the upcoming 2023/2024 school year based on changes in teaching staff at each school. We work closely with the Empower Leads at Sick Kids in order to facilitate training and to mentor our teachers.
- *Corrective Reading:* Training occurs on a yearly basis in order to provide an additional tier three reading intervention program based on system and school needs. Corrective Reading materials are available at each school site.
- *Lexia:* We continue to provide Lexia licenses to students throughout the system. All Special Education Teachers have been trained and will continue to receive support from the Special Education Liaisons in our school board. Further monitoring of implementation fidelity in the use of Lexia will be a priority in our 2023/2024 school year.
- *Assistive Technology:* At WCDSB, we continue to focus on the use of Assistive Technology in order to leverage student strengths and to meet their needs in the area of literacy, as well as written expression. Our Assistive Technology Resource Teacher has provided workshops to further support classroom teachers in their use of technology. They are also working within classrooms as a tier one support so that all students in the classroom have the knowledge and skills to use the technology that is available. Our Assistive Technology Resource Teacher continues to be a valuable resource in supporting students with access and training in the use of Google Read and Write and other assistive technologies.
- *Project SEARCH:* Our first interns will be graduating from Project SEARCH Waterloo Region this June. 6 students had the opportunity to be part of Project SEARCH during the 2022/2023 school year. Project SEARCH is a 10-month employment preparation program for students with primary diagnosis of an intellectual or development disability who are in their final year of secondary school. Students reach their employment goals through real-life work experience (3 internships immersed at St. Mary's General Hospital), combined with training in employability and life skills and employment planning and support. We welcome 8 students into the program for our 2023/2024 school year.

### **Special Education Support– Summer 2023**

Looking ahead to Summer 2023, the Ministry of Education has once again provided targeted summer funding in the areas of Special Education. These funds will be used to support transition to school for students with special education needs in both elementary and secondary. Special Education staff will work alongside Student Services staff to assist in transitioning targeted FDK students with high needs through a skill building program offered in August at three locations (Kitchener, Waterloo and Cambridge). The funding will also allow for additional Special Education staffing to support summer programming such as Summer Boost and Headstart. Registration for Summer Boost will once again be focused on student need and acceptance will be based on the learning profile of the student, with students on an IEP having priority.



**Recommendation:**

This report is for informational purposes for the Board of Trustees.

**Prepared/Reviewed By:** Tyrone Dowling  
Director of Education

Gerald Foran  
Superintendent of Learning

Erin Lemak  
Principal Student Services

Tee Battistella  
Manager Student Services

Antonietta Leonardo  
Special Education Liaison

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**Date:** May 29, 2023  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** 2023-2024 Estimates Budget Update #5

**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.

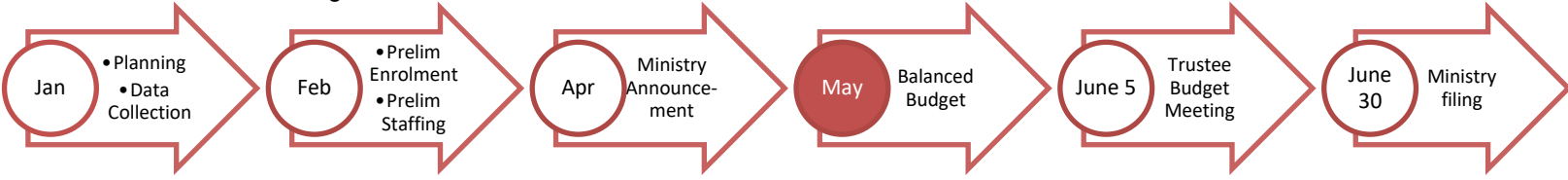
**Strengthen to Become**

- 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:



**Overall Budget Development Status**

- The Finance Department worked with Senior Administration to align proposed budgets with funding
- The Finance Department worked with Human Resource Services to finalize staffing related to pupil-teacher ratios
- The Finance Department worked with Extended Day and International Education budget holders to ensure the estimated revenues and expenses for these areas were aligned with expectations
- New positions were reviewed and discussed
- EFIS, the Ministry’s revenue calculation and reporting tool was populated to determine the estimated revenues for the upcoming year. The enrolment projections adopted by the Budget Advisory Committee were used to support revenue calculation
- The Finance Department is now working on the preparation of budget presentation materials

**Upcoming Targets**

- Budget presentation: June 5, 2023
- Budget approval: June 12, 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

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**Date:** May 29, 2023  
**To:** Board of Trustees  
**From:** Student Trustees  
**Subject:** May 2023 Student Trustee Report

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**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

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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 May, the WCDSB secondary schools are busy engaging students in various events and activities. Catholic Education Week and Mental Health Week take place at the beginning of May, starting the month with time to reflect and find peace. With the excitement of springtime, the high schools are encouraging community involvement through events for school spirit. Many students are excited about the co-president elections, and candidates are eager to support their school populations and become more involved as a leader through this opportunity. The Senate is almost done with their term, and is preparing to end the year with highlights of its accomplishments, as well as welcoming the new Senate at their final meeting in June.

### *Common Activities Hosted by The Schools:*

- **Catholic Education Week:** From May 1st to May 5th, schools have celebrated Catholic Education Week. St. Mary's hosted a school-wide mass on May 3rd, and encouraged students to participate in reconciliation sessions. Resurrection streamed a liturgy on May 2nd to teach about the importance of faith. Additionally, Resurrection offered faith-building activities throughout the week for students to participate in such as candle colouring, as well as prayer crafting. Monsignor Doyle participated in Catholic Education Week by sharing informational posts all week long on Instagram. They also played music for the students each morning and held a mass for students to participate in on May 11th.
- **Mental Health Week:** To bring awareness to the importance of mental health and well-being, the high schools created a variety of events and activities to support students during Mental Health Week. Resurrection's SAC organized different activities for each day, including board games, sending kind messages, a venting writing activity which involved writing regrets and negative thoughts on paper and then ripping up the paper, origami folding, colouring, and a Drug Awareness Trivia event presented by Safe School Ambassadors. St. Mary's also had different activities to promote mental well-being throughout Mental Health week such as colouring, board games, fidget toy making, and a group yoga session for muscle relaxation.
- **School Spirit:** This May, each high school has held events to promote school spirit and gain excitement. St. Benedicts hosted a Neon Night school dance in the gymnasium on May 4th, with a DJ, and concessions. St. Benedicts also had a movie night and combined bake sale on May 18th after school, which raised money for the Humane Society. St. David's held Spirit Week from May 23rd to May 26th, which involved a colour run, barbeque lunch, guest speaker Cara Filler, jersey day, and anything-but-a-backpack day. Resurrection also held a spirit week, also known as Rez Week, from May 23rd to May 26th with activities such as grade competitions, trivia games, an outdoor carnival with food trucks and games, minute-to-win-it games, and a talent show. St. Mary's Spirit Week was from May 15th to May 19th, and allowed students to wear spirit-wear all week. Activities during the week included guess the song competitions, twin day, raffles, grade colour competition and barbecue.
- **Co-President Elections:** The final ten members of the 2023-2024 senate were elected this May by the student populations of each school. Each school held campaign weeks for their candidates

to show their peers why they would be best to represent their peers as co-presidents of their schools. Candidates could campaign through Instagram, as well as in-person. To conclude the week there was a school-wide election to determine the successful candidates.

#### *Student Trustee Role Update:*

- **Our Whole Society Conference:** From May 7th to 8th, Trustee Armstrong attended the Our Whole Society Conference hosted at Wilfrid Laurier University with a couple of other students from her school. This year's conference focus and theme was "Finding Common Ground in a Time of Polarization". Throughout the conference, there was an emphasis on interfaith conversations and how to approach dialogue in that realm. During the conference, Trustee Armstrong had the opportunity to hear presentations from influential individuals in a variety of different fields.
- **Institute for Catholic Education Symposium:** From May 9th to 10th, Trustee Armstrong and Fejerpataky attended the ICE Symposium held in Toronto. The conference followed the theme of "On the Way". Presentations were heard by Dr. Jill Gowdie, Dr. Anne Walsh and Bishop Wayne Lobsinger regarding faith formation. The conference provided an excellent opportunity to connect with others in the space of Catholic Education, in order to deepen advocacy efforts.
- **OSTA-AECO AGM Conference:** From May 18th to 21st, Trustee Armstrong and Fejerpataky attended OSTA-AECO's AGM Conference in Toronto. The conference brought together both incoming, transitional and outgoing student trustees for leadership development. The conference had many sessions in which incoming and outgoing student trustees were split up, in hopes that the workshops would better cater to their current situation. Incoming student trustees received sessions on media and public affairs, boardroom etiquette, connecting with constituents, and an introduction to Catholic education. Outgoing student trustees received sessions on life after being a student trustee, resume and career workshop, and looked at Catholic education year in review. Both incoming and outgoing student trustees participated in sessions about OSTA-AECO's year in review, understanding public education and education policy, student-led French tutoring, climate action at the board level, equity and inclusion reporting systems, best practices, and acts of service in Catholic education. Throughout the conference, both incoming and outgoing student trustees had the opportunity to further develop their leadership skills as they either enter or exit from their roles as student trustees.
- **SPARK Leadership Conference:** On May 24th/25th, Trustee Armstrong and Fejerpataky attended the SPARK Leadership Conference hosted by Peregrine, formerly YLCC alongside the student councils from across the five secondary schools. The day included leadership development in the morning, including presentations from Keynote speakers. In the afternoon, students were able to reflect on their newly gained leadership knowledge while they explored Canada's Wonderland. SPARK provided a valuable experience to both the student trustees, as well as other student leaders within the board.
- **Incoming Student Trustee Mentoring:** Throughout the months of April and May, Trustee Armstrong and Fejerpataky have been mentoring the incoming student trustees for the 2023-2024 term Xavier Pertie and Bryanna Donoghue. At the beginning of May, mentoring was completed, however, continued support is being provided throughout the transition, extending into

next year as well. Trustee Armstrong and Fejerpataky are very excited to welcome the incoming student trustees into the role and are excited to see their successes on the board.

- **2022/23 Student Leadership Recap:** On May 23rd an Instagram post was shared to the five secondary schools' student council accounts. The post highlighted the contributions student activity councils made throughout the school year in ensuring school spirit and student engagement were present throughout the year. The top five senate initiatives were also highlighted in the post, as well as ways students can get involved with student leadership in the future. Senate members were excited to show off the amazing things they have accomplished this year at their school, as well as the contributions they made in ensuring Senate initiatives ran smoothly and had a positive outreach to the community.
- **Environmental Spring Initiative:** Throughout the month of May, the five high schools from across the board, are looking for ways their individual schools can be environmentally conscious. Through conversations in Student Senate, each school came up with an individualized way for students within their community to engage in environmental sustainability, while being conscious of what would be best received at their individual school. Monsignor Doyle and St. Benedict's are collaborating and hosting a thrifting event, where students are able to donate their used clothes, which will then be available for the student body to purchase. All collections will be donated to an environmental organization. Resurrection is hosting an electronics drive, where the items donated will be going to a local charity that repurposes them and gives them back to the community. St. Mary's and St. David's hosted a school property cleanup with their students. St. David's also gave out packets of seeds for students who brought in litterless lunches.

### **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 011**

### **Subject: Student Representation on the Board**

**Approval Date:** September 29, 2008  
**Effective Date:** September 29, 2008  
**Revised:** January 27, 2020, January 30, 2023

#### **ACCESSIBILITY:**

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

#### **POLICY STATEMENT:**

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

Accordingly:

1. The Board shall have two student trustees to represent the interests of their peers.
2. A student trustee shall have the following qualifications:
  - a) Be a resident student of the Board.
  - b) Be enrolled full-time (i.e., at least 3 credits per semester) in one of the Board's Catholic Secondary Schools and be in the senior division at the time of their term.
3. A student trustee has the same status as a board member with respect to access to board resources and opportunities for training.
4. The Chair of the Board shall appoint a trustee to act as a mentor for each student trustee.
5. The appropriate Superintendent of Schools shall be the staff contact for the student trustees. The Superintendent shall establish procedures to assist the student trustee in fulfilling their roles and responsibilities.
6. Student trustees may be disqualified from office for the following reasons:
  - a) as per trustee disqualifications criteria outlined in legislation as above
  - b) the student trustees ceases to be enrolled as a full-time student in one of the Board's Catholic Secondary schools
  - c) the student trustee commits a serious breach of their school's code of conduct
  - d) the student trustee's conduct is deemed to be incompatible with the roles and responsibilities of the position



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



## **Number: II 012**

### **Subject: Student Trustee Role Description**

**Approval Date:** September 29, 2008  
**Effective Date:** September 29, 2008  
**Revised:** October 26, 2010; November 26, 2012; September 29, 2014;  
December 12, 2016; May 29, 2017, January 27, 2020,  
June 15, 2020

#### **ACCESSIBILITY:**

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

#### **POLICY STATEMENT:**

As per the Education Act, reg 7/07 and this policy, the position of Student Trustee of the Waterloo Catholic District School Board has three distinct roles; as members of the Board of Trustees, as school and student representatives and as leaders within the system.

#### **Board of Trustees Role and Responsibilities**

1. Attend all regularly scheduled public Board meetings and committees on which the student trustee may be assigned. If a conflict prevents attendance at the meeting, notice must be sent to the appropriate superintendent and the committee chair prior to the start of the meeting.
2. Represent their own views and those of students within the board on any matter before the Board of Trustees including but not limited to government legislation and policies or operational practices enacted by the Ministry of Education, the Board or individual schools.
3. Represent the Board's students at public/official functions and on Board committees as assigned.
4. Report regularly to the Board of Trustees on their activities with the Secondary Student Senate and Ontario Student Trustee's Association.
5. Student Trustee feedback form to be completed for and presented at the May Board meeting each year.

#### **School and Student Representative Role and Responsibilities**

6. Serve as co-chairs of the Secondary Student Senate which holds a minimum of six (6) meetings per year.
7. Student Trustee feedback form to be completed for and presented at the May Board meeting each year.



8. Provide leadership within the Secondary Student Senate for its responsibility to promote the distinctiveness of a Catholic education within the Waterloo Catholic District School Board and the Region of Waterloo.
9. Participate as a member of his/her home school student council as an ex-officio member. The degree of participation beyond attendance at regular Student Activity Council meetings is at the discretion of the student trustee.
10. Report regularly to the Secondary Student Senate on the activities of the Board of Trustees and the Ontario Student Trustee's Association.

### **Leadership Role and Responsibilities**

11. Monitor the activities of the Catholic Board Council of the Ontario Student Trustee's Association.
12. Participate in student leadership development activities associated with their school, board and association roles. If the activities are outside of Board jurisdiction supervision is to be provided by the student trustee parents and/or parents provide written permission for student trustee to attend. All excursions are subject to the availability of funds.



**Number: III 001**

**Subject: Global Governance-Management Connection**

**Approval Date:** April 28, 2008

**Effective Date:** April 28, 2008

**Revised:**

## **ACCESSIBILITY:**

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

## **POLICY STATEMENT:**

The board's sole official connection to the operational organization, its achievements and conduct will be through a Chief Executive Officer and Chief Education Officer, titled Director of Education. The Director of Education will also be the secretary of the Board.

**Unity of Control:** Only officially passed motions of the board are binding on the CEO.

**Accountability of the CEO:** The CEO is the board's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the board is concerned, is considered the authority and accountability of the CEO.

**Delegation to the CEO:** The board will instruct the CEO through written policies which prescribe the organizational Ends to be achieved, and describe organizational situations and actions to be avoided, allowing the CEO to use any reasonable interpretation of these policies.

**Monitoring CEO Performance:** Systematic and thorough monitoring of CEO job performance will be solely against expected CEO job outputs: organizational accomplishment of board policies on Ends and organizational operation within the boundaries established in board policies on Executive Limitations.

**CEO Compensation and Benefits:** The Board shall negotiate a contract with the CEO that will stipulate compensation and benefits for the CEO based on fair market value for services within the context of fiscal responsibility to the organization.





**Date:** May 29, 2023  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Treatment of Staff IV 004

**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 Hiring and Promotions IV 005  
 Information only of day-to-day operational matters delegated to the CEO

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

Treatment of Staff IV 004

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

Occupational Health and Safety Act  
Workplace Safety and Insurance Act  
Well-Being Strategy

**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 CEO shall not cause or allow conditions, procedures, actions, or decisions that are unclear, unsafe, or unhealthy or arbitrarily inequitable.**

**CEO Interpretation**

We interpret this policy provision to mean that the CEO takes positive actions to strive for a work environment that is safe and healthy where there is clear, transparent direction and reasoned and just decisions are made in the best interests of students, staff and communities.

i) Unclear

The Board has 125 Administrative Procedure (AP) Memorandums specifying processes and required actions for a multitude of situations. The AP Memorandums are available on the public website and select AP Memorandums are reviewed with staff before each school year.

Prior to the arrival of students for the 2022-2023 school year, staff received legislated training as applicable and other training per the Ministry of Education. Staff were also informed of any operational changes or updates via email or the applicable administrator/manager.

All staff have an immediate supervisor and many staff have access to personnel in central positions that further assist and support the completion of tasks. Staff receive regular weekly staff announcements via email that includes information and direction regarding Board operations. Many administrators/managers also hold regularly scheduled staff meetings.

The AP memorandums, procedures for operations during the pandemic, reporting relationships and communications demonstrate clear and transparent directions to staff.

These provisions are evidence that Board does not cause or allow conditions, procedures, actions, or decisions that are unclear.

ii) Unsafe and Unhealthy

The Board has an Internal Responsibility System, per the *Occupational Health and Safety Act*, that includes reporting mechanisms for employees, incident tracking, investigation and follow up. In addition, the Board has a central Joint Health and Safety Committee with terms approved by the Ministry of Labour.

Health and Safety responsibilities are managed by the Health and Safety Officer and the Health and Safety Specialist. Their activities include equipment inventory and certification, repairs, installation and replacement of equipment, training, inspections, hazardous waste management, air quality monitoring and investigations, asbestos surveys and repairs, ergonomics, workplace violence, incident investigation and response, and work refusals and policy management.

Regarding overall health and safety performance, as of April 30, 2023 there were 1,865 workplace safety incidents reported since September 1, 2022. Of those, 1,499 incidents were reported as “workplace violence” incidents. By comparison, there were 1,309 incidents reported during the 2021-2022 school year. Of those incidents, 900 of were



reported as workplace violence. The majority of the incidents are being reported in the primary division. The employees most impacted are as follows:

Educational Assistants - 55%  
Elementary Teachers - 21%  
Child and Youth Care Workers - 12%

In 2021-2022 the Board had a total WSIB claims frequency rate of 3.81 per 100 employees. The average rate for similar sized boards in Ontario was 3.85. While this was an increase from 2020-2021, the Board's frequency rate is still below the pre-pandemic rate of 4.07 in 2019-2020.

In 2021-2022 there were 130 approved WSIB claims. As of April 30, 2023, there were 130 approved WSIB claims. Given that the number of WSIB claims to date match the total for the previous school year, it is likely the number of WSIB claims will increase by the end of the tracking year. Some of the increase in the number of approved WSIB claims may be attributed to an expansion in WSIB entitlement to include secondary psychological entitlement which may be related to the workplace injury.

Below is a breakdown of the claims per employee group for the 2021-2022 school year and to date in the 2022-2023 school year.

Approved WSIB Claims Summary for September 1, 2021, to August 30<sup>th</sup>, 2022:

- There were 130 approved WSIB claims in total
- 56 Approved healthcare WSIB claims (43% of all claims)
- 74 approved lost time WSIB claims (57% of all claims)
- 51% of all approved claims were for CUPE
- 28% of all approved claims were for OECTA
- 15% of all approved claims were for Unifor

Approved WSIB Claims Summary for September 1, 2022, to April 30<sup>th</sup>, 2023:

- There were 130 approved WSIB claims in total
- 47 approved healthcare WSIB claims (36% of all claims)
- 83 approved lost time WSIB claims (64% of all claims)
- 63% of all approved claims were for CUPE
- 27% of all approved claims were for OECTA
- 8% of all approved claims were for Unifor

The Board's lost-time frequency rate in 2021-2022 was 2.20 per 100 employees. The average rate for Ontario boards was 2.53. The Board's lost-time frequency rate in 2021-2022 was 1.55 per 100 employees. While this was an increase from 2020-2021, the Board's frequency rate is still below the pre-pandemic rate of 2.27 in 2019-2020.

The Board has experienced nine (9) critical injuries in the current school year as of April 30, 2023. The Board experienced three (3) critical injuries in 2021-2022.

The Board has had three (3) visits from the Ministry of Labour in the current school year as of May 3, 2023, due to complaints or work refusals. There were no visits from the Ministry of Labour in the 2021-2022 school year.

In support of ongoing efforts to enhance the physical safety among employees, the Joint Health and Safety Committee holds regular meetings wherein current health and safety issues and resolutions are discussed. The Board also maintains the position of Education Assistant Liaison Officer which supports the work of educational assistants in the schools and assists the Board in reviewing and resolving school-based violent incident reports. And lastly, the Board delivered a special presentation on Workplace Health and Safety on the March 31, 2023 professional development day,



As follow up to the results of the Workforce Census which included the Guarding Minds at Work Initial Scan, which was administered in the Spring of 2021, the Board implemented the full Guarding Minds at Work Survey in the Fall of 2022. The full survey results indicate that all employee groups have an elevated risk of psychological injury.

In support of ongoing efforts to enhance the psychological wellbeing of staff, the Board is in the development stages of a Health and Wellbeing program in collaboration with the School Board's Co-operative Inc. to be implemented in the 2023-2024 school year.

Last, there has been a significant increase in the rate of sick leave usage experienced by the Board as of 2021-2022 in comparison with previous years:

2021-22	7.13%
2020-21	4.09% (lower due to school closures in January and from April)
2019-20	3.15% (lower due to school closure from March)
2018-19	4.78%

The increase in sick leave usage was largely due to the prevalence of COVID-19 in our communities. However, it is noted that 43% of long-term sick leaves claims are associated with mental health.

With respect to how the WCDSB compares with other boards, the annual School Board Cooperative Inc's absenteeism report indicates that the Board continued to have the 3rd lowest rate of absenteeism among 58 school boards in 2021-22.

To support ongoing efforts to reduce the usage of sick leave, the Board has re-instituted the Attendance Support Program as part of a comprehensive approach to promoting mental health in the workplace, preventing psychological harm at work, reducing the stigma of mental illness in the workplace, and building staff resiliency.

These provisions demonstrate that the Board does not allow the conditions for an unsafe and unhealthy work environment for all employees.

### iii) Arbitrarily Inequitable

The Board is often confronted with complex situations where decisions impact competing wants and priorities. In making such decisions, the Board reviews all information available, including the Board's Mission and Vision, Multi-Year Strategic Plan, data, cost, Board policy, relevant legislation, Ministry direction, feedback from stakeholders, and collective agreements and terms of employment. All decisions are made with due regard to the impact on students, staff and communities.

In addition, no terms and conditions are intentionally breached, and all staff have access to a process whereby alleged breaches may be raised.

The Board's decision-making practices indicate that the Board seeks to achieve reasoned and just decisions that do not have conditions, procedures, actions, or decisions that are arbitrarily inequitable.

## **2) The CEO shall not cause conditions to exist that adversely impact on staff morale and performance.**

We interpret this policy provision to mean that the CEO takes positive actions to strive for a positive work environment that supports employees in the performance of their duties.



## Staff Morale

As schools have returned to regular operations in 2022-2023 (e.g. class sizes, sports and extracurriculars, etc.) and the workload has begun to normalize in comparison to the 2021-22 school year which saw high numbers of self-isolation occurrences. However, the national staffing shortage continues to negatively impact the balance of work in schools and there is increased workload pressure on staff as a result of inadequate numbers of staff in the schools.

Indicators of staff morale are derived by the data compiled from the Guarding Minds at Work Survey and the MYSP survey.

As indicated previously in this report, the Guarding Minds at Work survey results indicated that all employee groups have an elevated risk of mental injury.

The MYSP survey closed on May 23, 2023. As such, the data has not yet been reviewed and an update is not available at the time of this report.

To continue the efforts to build staff morale the following initiatives have been undertaken:

- The Director has visited all sites and engaged with employees.
- Recruitment efforts have been enhanced and supporting processes have been streamlined to increase applicant numbers and turnaround time for new hires.
- Advocacy for the development of a provincial strategy to address staffing shortages across the province.
- Ongoing meetings with representatives of all employee groups on the Initiatives and Opportunities Council.
- Completion of the Guarding Minds at Work full survey in the Fall 2022 as the foundation of the development of a wellness strategy.

## Staff Performance

Staff performance is generally measured through daily interactions and/or formal performance appraisals and there is no direct measure to determine performance on a broad basis across the Board. However, the 2023 Middle Years Development Instrument (MDI), Student Success surveys and student achievement data provide some indicators.

The MDI survey provided mixed results with respect to staff performance. In comparison to the last school year fewer secondary students felt there was an adult in their school who believe they will be successful, more students in both panels indicated that were no important adults at their school and fewer students in both panels feel important. However, a slightly larger number of elementary students reporting having an adult who believes they will be a success and slightly more students in both panels indicated a positive school climate where people care for each other including how teachers and students interact. The Student Success survey indicated positive results with 93% of student respondents indicating they have a caring adult at their school.

The variety of reports provided to the Board of Trustees throughout the 2022-2023 school year indicate positive gains with respect to student achievement, indicating strong staff performance.

The 2022-2023 school year has continued to be challenging for many Board staff due to conditions that are impacting the education sector across Ontario. Efforts made to improve these conditions and mitigate their impact indicate that the Board does not cause conditions that adversely impact on staff morale and performance and that work is being done to promote a positive work environment that supports employee performance.



**3) The CEO shall not discriminate against anyone for non-disruptive expression of dissent.**

We interpret this policy provision to mean that the CEO welcomes dissenting views and will not allow reprisals against any employee who respectfully expresses concern or disagreement.

There are many avenues by which staff raise concerns or dissent including through their union or association representatives, to their supervisors or to a member of the Senior Team or Director. All expressions of concern or dissent are considered and receive a fulsome response.

**Recommendation:**

That the Board accept this report indicating compliance with Hiring and Promotions Policy IV 005.

**Prepared/Reviewed By:** Tyrone Dowling  
Director of Education

Kerry Pomfret  
Superintendent of Human Resources

\*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:** May 29, 2023  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Monitoring Report – IV 009 “Asset Protection”

**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 009**
- 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 009 “Asset Protection”.

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

Executive Limitation IV 009, “Asset Protection”

**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:***

***The CEO shall not allow assets to be unprotected, inadequately maintained nor unnecessarily risked.***

### Definition

This policy statement is defined to mean that the CEO must ensure the appropriate cautions, facility maintenance, and risk management measures are in place to ensure assets are available for use in the delivery of educational programs and services.

### Evidence

Management strives to create an environment where staff embrace their role as stewards of public resources.

Administrative procedures are used to provide staff and other stakeholders with information and guidance on acceptable practices within our educational context.

The administrative procedures address the most common aspects of IT and asset security, risk management, and maintenance. The CEO also has in place subject matter experts in all relevant fields who have special knowledge of the Board's various systems and assets.

Finally, the CEO has negotiated a comprehensive insurance plan which covers those instances where risk management measures do not fully mitigate the prevention of loss or damage.

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

- 1. Fail to insure against theft and casualty losses and against liability losses to Board members, staff, or the organization itself.***

### Definition

The CEO must ensure sufficient insurance coverage exists and that the coverage indemnifies staff and trustees against personal liability in the discharge of their duties. The insurance coverage must also support costs related to asset loss, misappropriation, or unintentional harm caused to others when delivering educational programs and services.

### Evidence

The Ontario School Boards' Insurance Exchange (OSBIE) is a non-profit insurance reciprocal with 119 members, representing 79 school boards/school authorities and 40 Joint Ventures in Ontario. The primary goals of the Exchange are to insure member school boards against losses and to promote safe school practices.

[A list of confidential coverages held with OSBIE can be found here.](#)

(link will only work for Trustees and Senior Staff)

The annual board budget contains an amount to deal with uninsured losses such as minor damage and theft where these claims would not meet the policy deductible.



## **2. Unnecessarily expose the organization, its Board or staff to claims of liability or loss.**

### Definition

This policy provision is defined to mean that the CEO must ensure that appropriate guidelines, procedures, insurance, and risk mitigation measures are in place to ensure staff, trustees, and other stakeholders are not subject to atypical claims or losses in the discharge of their duties.

### Evidence

Management and the Audit Committee work with the Regional Internal Audit Team and the Board's Internal Audit Officer to identify and review areas of risk and to ensure sufficient controls exist which mitigate the identified risks. Where control deficiencies are identified by the internal auditors, plans are put into place to ensure corrective actions take place and the audit teams follow up to ensure compliance has taken place.

The CEO is required to follow the Education Act and Regulations, Ministry directives, Board Policies, and Administrative Procedures to ensure common approaches and best practices are used in discharging their responsibilities. Where new risk areas are identified, they are discussed at Executive Council, and through deliberation and consultation, new Administrative Procedures are developed. Procedures are reviewed every three years at a minimum to ensure relevance.

In cases where claims do occur, staff and Board members carrying out their assigned duties are indemnified by the Board's insurance policy as noted in policy provision 1 above.

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

### Definition

This policy provision is interpreted to mean that any building or its components used in the delivery of educational services to students will be subjected to regular maintenance, repair, and replacement.

### Evidence

Management uses a Service Quality System (SQS) framework to plan and carry out preventative maintenance programs, repairs, and renewal at schools. The major programs are outlined below:

#### School-Based Inspections

Head custodians carry out daily, weekly, and monthly inspections at school sites.

Inspections include:

- Interior and exterior safety checks including play structures
- Fire sprinkler system
- Fire doors
- Emergency lighting
- Eye wash stations
- Roofs

Any work required as a result of the inspections is entered into a work order system by the head custodian for processing and follow up. Inspection forms are maintained in the work order system as a record of compliance. An example can be found [here](#).

#### Central Maintenance

The following programs are in place to ensure equipment is being maintained:



- All lawn mowers, grass trimmers, chain saws, and snow blowers are checked prior to the start of each season. All new custodial staff are provided with training upon hiring. A refresher is provided if needed or requested.
- All vehicles are maintained regularly.
- Outside contractors complete annual inspections and repairs on elevating devices and lifts, fire panels, hoses and sprinkler systems (life safety equipment), thermal scan and sub-station maintenance, and playground structures.

A preventative maintenance (PM) program is in place for major building systems/assets. PM work is generated by the work order system and assigned to staff based on their trade/expertise. Sample components of the PM program include a complete inspection, filter change, and belt change of all:

- heat pumps
- unit ventilators
- air make-up systems
- portable HVAC units
- boilers
- heat exchangers
- cooling systems

A scheduled maintenance (SM) program is in place to ensure that:

1. Each school receives an equitable amount of time from maintenance staff
2. Work orders are addressed on predictable schedule
3. If the number of work orders exceed the time allocated to the school, administrators can help to prioritize work

Emergency, minor, and priority work are undertaken immediately outside of the SM schedule.

## Work Orders Requested by Work Type

May 18th, 2023

Export

Start: May 18, 2022

End: May 18, 2023

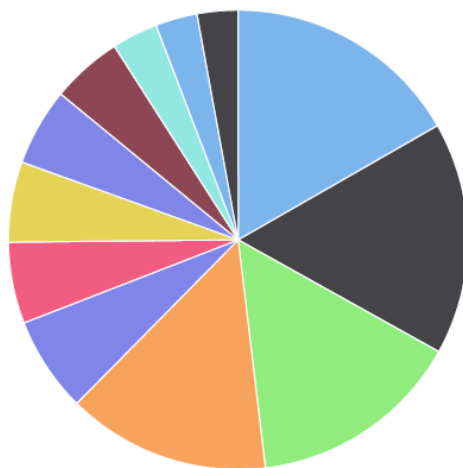
Community Hubs: - None -

Facility Operations Supervisor Areas: - None -

Hvac/Plumbing: - None -

Maintenance Team: - None -

Two person trade coverage: - None -



- Plumbing - Repair - 1298 Work Orders
- HVAC - Heating/Air Conditioning General - 1272 Work Orders
- Moving /Delivery - 1165 Work Orders
- Interior - General - 1109 Work Orders
- Exterior - General - 522 Work Orders
- Moving - Pick Up/Return - 445 Work Orders
- General Maintenance - 438 Work Orders
- Electrical - Lighting - 424 Work Orders
- Door - General - 388 Work Orders
- Door - Hardware - 251 Work Orders
- Door - Locks - 228 Work Orders
- Exterior - Yard Work - 223 Work Orders



#### 4. Engage in banking services for operations with any institution other than a chartered bank.

##### Definition

This policy provision is interpreted to mean that the CEO must obtain banking services from a bank listed in Schedule I of the Bank Act.

##### Evidence

The Board's bank of record is the Canadian Imperial Bank of Commerce (CIBC). CIBC is a Schedule I Bank as determined by the federal government and as a chartered/licensed bank, is governed by the Bank Act.

The Bank Act can be found here:

<https://laws-lois.justice.gc.ca/eng/acts/B-1.01/FullText.html>

The following excerpts from the Bank Act are helpful in assessing compliance:

**Application**

**Application of Act**

**13** This Act is the charter of and applies to each bank.  
1991, c. 46, s. 13; 1999, c. 28, s. 4; 2001, c. 9, s. 43.

**Schedule I and Schedule II banks**

**14 (1)** Subject to this Act,

(a) there shall be set out in Schedule I

(i) the name of every bank named in Schedules I and II as those Schedules read immediately before the day section 184 of the *Financial Consumer Agency of Canada Act* comes into force that was not a subsidiary of a foreign bank,

(ii) the name of every bank incorporated or formed under this Act that is not a subsidiary of a foreign bank, and

(iii) the province in which the head office of the bank is situated; and

**Bank Act (S.C. 1991, c. 46)**  
Full Document: [HTML](#) (Accessibility Buttons available) | [XML](#) [3175 KB] | [PDF](#) [5040 KB]  
Act current to 2023-05-03 and last amended on 2023-03-04. [Previous Versions](#)

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**SCHEDULE I**  
**(Section 14)**  
As at December 31, 2022

Name of Bank	Head Office
B2B Bank	Ontario
Bank of Montreal	Quebec
Bank of Nova Scotia (The)	Ontario
Bridgewater Bank	Alberta
Caisse populaire acadienne ltée	New Brunswick
Canadian Imperial Bank of Commerce	Ontario
Canadian Tire Bank	Ontario
Canadian Western Bank	Alberta
Coast Capital Savings Federal Credit Union	British Columbia
Concentra Bank	Saskatchewan
CS Alterna Bank	Ontario
Digital Commerce Bank	Alberta
Equitable Bank	Ontario
Exchange Bank of Canada	Ontario



**5. Fail to present an annual report to the Board of Trustees on the Labour Relations Solicitor of Record and the Local Solicitor of Record that includes a year over year fee comparison and professional performance statement.**

Definition

The policy provision is interpreted to mean that the CEO must share the standard hourly rates paid to the Board's labour relations lawyer and local solicitor. Further, an attestation on the performance of these individuals / firms must be provided annually.

Evidence

Appendix A contains the required information.

**6. Allow intellectual property, information systems and files to be pirated, lost, stolen, or suffer significant damage.**

Definition

This policy provision is interpreted to mean that the CEO must have robust systems in place to protect the Board's electronic information and systems.

Evidence

Evidence can be found here:

[IT Security.docx](#)

(For Trustees and Senior Staff)

**Recommendation:**

That the Board of Trustees approves this report as demonstrating compliance with Board Policy IV 009 for the 2022-23 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."



## Annual Report – Solicitors of Record

### Labour Relations

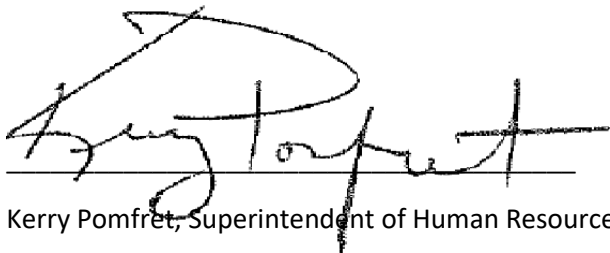
The solicitor of record for labour relations is Filion Wakely Thorup Angeletti LLP. A fee comparison follows:

	2022	2023
<b>Lead Partner M. McNaught</b>	\$310	\$310

The labour relations firm provides services related to:

- Central labour agreement issues
- Grievances
- Employment contracts and terms and conditions issues
- Hiring and Termination issues

Filion Wakely Thorup Angeletti LLP has performed satisfactorily during the 2022-23 school year.



Kerry Pomfret, Superintendent of Human Resources

Local

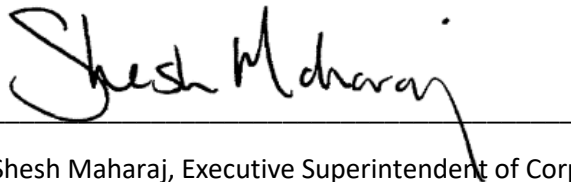
The local solicitor of record is SorbaraLaw – Sorbara, Schumacher, McCann LLP. A fee comparison follows:

	2022	2023
<b>Lead Partner M. Schumacher</b>	\$240	\$240
<b>Litigation Expert J. G. Murdoch</b>	\$400	\$400

The local solicitor of record provides services related to:

- Purchase and sale of real estate
- Contract interpretation
- Lease agreements
- Planning issues
- Procurement law
- Defense related to uninsured claims against the Board
- Lien checks

SorbaraLaw – Sorbara, Schumacher, McCann LLP has performed satisfactorily during the 2022-23 school year.



Shesh Maharaj, Executive Superintendent of Corporate Services



**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**

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**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:**

Send a request 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.



**Date:** May 29, 2023  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Wellness (Guarding Minds at Work)

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

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

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

Anti-Racism Act 2017 S.O. 2017 c. 15  
The first year of the Three-Year Pastoral Plan: Awaken

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

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

**Alignment to the MYSP:**

**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:**

On February 27, 2023, staff shared the findings from the Guarding Minds at Work survey that was completed in the fall of 2022 with the Board of Trustees. In response to those findings staff have initiated the following activities:

1. As part of our Administrative Services through our EAP Provider, Homewood Health, the WCDSB can access up to six (6) professional development sessions on a variety of topics each year. Between May and June, presentations on the following topics have been or will be available to all staff:
  - The Science of Happiness
  - The Art of Relaxation
  - Managing Time and Energy
  - Improving Workplace Communications
2. In July there will be one session dedicated to the UNIFOR employee group. This will be a session on Mental Health and Mental Health Supports delivered in partnership with Homewood Health and the TAM team from HR. The purpose of this session is de-stigmatize mental health issues and to provide employees with information about their benefits and how to access those supports and services that are funded through their benefits.
3. The development of a Wellness Advisory Committee will be completed by the end of June.

**Recommendation:**

This is for information for the Board.

**Prepared/Reviewed By:** Tyrone Dowling  
Director of Education

Kerry Pomfret  
Superintendent of Human Resources

\*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.

