



Committee of the Whole Meeting

Date: Monday, February 12, 2024.

Time: **6:00 p.m.** following Special Board of Trustees meeting
** 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 (Vice-Chair), Kathy Doherty-Masters*, Winston Francis, David Guerin, Renee Kraft, Marisa Phillips, Robert Sikora (Chair), Conrad Stanley, Tracey Weiler

***=Attended Virtually**

Student Representatives:
Bryanna Donoghue, Xavier Petrie

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

Special Resource:

Recording Secretary:
Stephanie Medeiros, Executive Administrative Assistant

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Board Chair		
1.1 Opening Prayer & Memorials	Board of Trustees	--	--
Prayer by students at St. Josephine Bakhita C.E.S		--	--
1.2 Territorial Acknowledgement	Board Chair	--	--
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.			
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			

ITEM	Who	Agenda Section	Method & Outcome
2. Consent Agenda: Director of Education (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)			
3. Consent Agenda: Board (Minutes of meetings)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Committee of the Whole Minutes – January 8, 2024	Board of Trustees	pp. 4-6	Approval
4. Delegations			
5. Advice from the CEO			
5.1 Change to school year calendar 2023-2024 5.2 Student Success Update/Plan	T. Dowling A. Varano	pp. 7-8 pp. 9-52	Information Information
6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Linkages Activity 6.2 Pastoral Care Activity	Trustees Trustees	-- --	Discussion Discussion
7. Reports from Board Committees/Task Forces			
8. Board Education (at the request of the Board)			
8.1 OCSTA/CCSTA Communications OCSTA/CCSTA Communications Link	Board of Trustees	Link	Information
8.2 Governance through questioning 8.3 Trustee Work Plan – February review	P. Marshall Trustees	-- --	Information Information
9. Policy Discussion (Based on Annual Plan of Board Work)			
10. Assurance of Successful Board Performance (monitoring)			
11. Assurance of Successful Director of Education Performance (monitoring)			
12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries			
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): <ul style="list-style-type: none"> Feb 13 – Shrove Tuesday Feb 14 – Ash Wednesday Feb 19 – Family Day Feb 26 – Board of Trustees 	Chair	--	Information

ITEM	Who	Agenda Section	Method & Outcome
14. Items for the Next Meeting Agenda	Trustees		
14.1 Board of Trustees Meeting: (February 26, 2024) <ul style="list-style-type: none"> • Treatment of Public – Monitoring Report IV – 002 • Treatment of Students – Monitoring Report IV – 003 • Emergency CEO Replacement – Monitoring Report IV – 011 • Administrative procedure Update • Audit Report on Trustee Expenses • Guarding Minds Update • Budget Preparation Update • School Travel Planner Update • Extended Day Update • Board Policy II 007 Board Members' Code of Conduct • Board Policy III 003 Accountability of the CEO • Board Policy III 004 Delegation to the CEO • Student Trustee Report • Chairs of Board Report • STSWR Annual Update • Director's Report 	Chair	--	Information
15. Adjournment/ Confirm decisions made tonight	Director of Education		
15.1 Confirm Decisions	Recording Secretary	--	Information
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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



Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, January 8, 2024, 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

Trustees Present:

Linda Cuff * (Vice chair), Kathy Doherty-Masters, Winston Francis, David Guerin, Renee Kraft, Marisa Phillips, Robert Sikora (Chair), Conrad Stanley, Tracey Weiler

*- left at 8:41 p.m.

Student Trustees Present:

Bryanna Donoghue, Xavier Petrie

Administrative Officials Present:

Tyrone Dowling, Gerald Foran, Shesh Maharaj, Paul Mendonca, Judy Merkel, Jennifer Ritsma, Annalisa Varano

Special Resources For The Meeting:

Regrets: Kerry Pomfret

Absent:

Recorder:

Stephanie Medeiros, Executive Administrative Assistant

NOTE ON VOTING: Under Board by-law 4.7 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 4.11 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 called the meeting to order at 7:00 p.m.

1.1 Opening Prayer & Memorials

Trustee Guerin led prayer.

1.2 Territorial Acknowledgement

Territorial Acknowledgment declared by Chair Sikora.

1.3 Approval of Agenda

Chair Weiler motioned for approval of the agenda with the following amendments:

- Add OCSTA Resolutions at 8.2
- Move Trustee Work Plan to 8.3 and OCSTA presentation to 8.4.

**2024-01 -- It was moved by Trustee Weiler and seconded by Trustee Phillips:
THAT the agenda for Monday, January 8, 2024, be now approved, as amended.**

--- Carried by consensus.

1.4 Declaration of Pecuniary Interest

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

2 Consent Agenda: Director of Education (e.g., day-to-day operational matters from the Ministry of Equity, Diversity and Inclusion)

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

3.1 Approval of Minutes of Regular and Special Meetings

3.1.1 Committee of the Whole Minutes – November 13, 2023

Chair Sikora motioned for approval of the consent agenda.

2024-02 -- It was moved by Trustee Doherty-Masters and seconded by Trustee Cuff:

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

--- Carried by consensus.

4 Delegations

5 Advice From the CEO

5.1 RDO Update

Director Dowling introduced Dan Witt, COO, RDO Office and International Education Services to present the RDO Update. Mr. Witt shared how our Ontario Catholic Graduate Expectations are supporting our international students. Discussed the four goals of Ontario's Strategy for K-12 International Education. Reviewed the programs and services for international students including full-time and part-time programs as well as teaching opportunities and programs for teaching staff.

6. Ownership Linkage (Communication with the External Environment)

6.1 Recognition for Resurrection C.S.S students – Video entry

Chair Sikora opened the floor to Trustee Weiler to speak on the video submission by students from Resurrection C.S.S to the OCSTA video contest. Trustee Weiler expressed recognition and thanks to the students at Resurrection for their entry. Trustees watched the online video.

6.2 Linkages Activity

Trustee Guerin provided updates on Linkages Activity.

6.3 Pastoral Care Activity

Chair Sikora provided updates on Pastoral Care Activity. Chair Sikora resigned as Chair of Pastoral Care and appointed Trustee Kraft to be the new Chair of Pastoral Care Activity.

With respect to time Chair Sikora moved to item 8.4 OCSTA Presentation, followed by 8.1 and so on.

7. Reports From Board Committees/Task Forces

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

8.1 OCSTA/CCSTA Communications

Chair Sikora briefly discussed OCSTA/CCSTA Communications

8.2 OCSTA Resolutions

Chair Sikora opened the floor to Trustee Weiler to speak on OCSTA resolutions to the Board of Trustees. Trustee Weiler explained the process on submitting a resolution to OCSTA and made a few suggestions of requests to make. Chair Sikora suggested the Board discuss their submission in detail at another time.

8.3 Trustee Work Plan – January review

Chair Sikora reviewed items for review for the month of January in the Trustee Work Plan.

8.4 OCSTA Presentation

Chair Sikora introduced presenters Patrick Daly, President, and Nick Milanetti, Executive Director, of OCSTA to present matters on collective bargaining. Trustees asked clarifying questions.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

13. Announcements (all scheduled for the Catholic Education Centre unless otherwise indicated)

13.1 Upcoming Meetings/Events

Trustees discussed upcoming events.

14. Items for the Next Meeting Agenda/Pending Items

Trustees discussed upcoming items on agenda.

15. Adjournment – Confirm decisions made tonight. Closing Prayer

15.1 Confirm Decisions

The Recording Secretary confirmed the meeting decisions.

16. Closing Prayer

17. Motion to Adjourn

2024-03 -- It was moved by Trustee Kraft and seconded by Trustee Weiler:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:03 p.m.

Chair of the Board

Secretary



Date: February 12, 2024
To: Board of Trustees
From: Director of Education
Subject: Change To School Year Calendar 2023-2024

Type of Report:

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

Type of Information:

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

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

Education Act Section 169. (1)

Every Board shall: (a) promote student achievement and well-being; (b) ensure effective stewardship of the board's resources; (c) deliver effective and appropriate education programs to its pupils; f) develop a multi-year plan aimed at achieving the goals of student achievement and well-being, positive school climate, inclusive and accepting schools, stewardship of resources, and effective and appropriate education programs to its pupils.

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

- PPM 159 Collaborative Professionalism (2016)
- PPM 151 Professional Activity Days Devoted to Provincial Education Priorities (2020)

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 School Year Calendar is governed by Regulation 304, which describes the requirements for the preparation, adoption and submission to the Ministry of Education of calendars by March 1st of each year. Amendments have been made to Ontario Regulation 304 to ensure that boards are able to meet the requirements established in legislation. In the case of a date change for a Professional Activity (PA) Day boards do not require Ministry of Education approval, but must notify parents, community partners and the Ministry of Education as early as possible.

The 2023-2024 school year calendars (elementary and secondary) were approved by both the Waterloo Catholic District School Board of Trustees on March 6, 2023 and the Ministry of Education. The approved calendar included a system PA Day on Friday, April 19, 2024.

A total solar eclipse will occur in the Waterloo Region at approximately 3:18 p.m. on April 8th, 2024, at a time when the majority of our students will be travelling home. Looking directly at the sun, during an eclipse, without appropriate protection, can lead to serious problems such as partial or complete loss of eyesight. In addition to these health risks, a period of darkness will occur which will present additional challenges to students during dismissal time.

Region of Waterloo Public Health is aware of the danger posed by this solar eclipse and is fully supportive of strategies being implemented to reduce risk.

As the safety and well-being of students and staff remains a top priority, it is believed that moving the currently scheduled April 19, 2024 PA Day to April 8, 2024 will minimize risk to all during the peak time of the solar eclipse.

A communication plan will be implemented to ensure that staff, students, and community partners are notified of this change in dates as soon as possible.

Additionally, teachers will be provided with a wide assortment of educational resources regarding this natural phenomenon so that this event can become a teachable moment for the students in our schools.

This requested date change is consistent with similar requests from many other school boards across Southern Ontario.

Recommendation:

This report is for information.

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: February 12, 2024
To: Board of Trustees
From: Director of Education
Subject: Student Success Update

Type of Report:

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

Type of Information:

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

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

Board Policy I - Ends
APC 050 - Assessment, Evaluation & Reporting, Grades 1-12

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

Ministry of Education: Education for Tomorrow: <https://www.ontario.ca/page/preparing-students-future>
Ministry of Education: Student Success Programs for Secondary Students:
<http://www.edu.gov.on.ca/studentsuccess/>
The Ontario Curriculum, Grades 11 and 12: Cooperative Education, 2018
Dual Credit Programs: Policy and Program Requirements, 2020
Pathways to Apprenticeship: Options for Secondary School Students, 2017
Building the Workforce of Tomorrow: A Shared Responsibility <https://www.ontario.ca/page/building-workforce-tomorrow-shared-responsibility>

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 Ontario Ministry of Education supports a range of initiatives to facilitate student success in secondary schools, and in the transition to secondary schools, with the understanding that every student learns in their own way. Ontario's high schools are working with communities, employers, colleges, universities and training centers to offer more ways than ever to help students focus on their interests and support their learning.

The goal is to meet the needs, interests and strengths of all students and provide equitable opportunities and positive outcomes that engage students in their learning and better prepare them for graduation and a post-secondary destination be it an apprenticeship in a skilled trade, college, community supported living, university, or the workplace. Student Success initiatives in place to support fair learning and engagement include:

- Education and career/life planning, transition/orientation programs and extra help for students as they move from grade to grade and school to school.
- Opportunities that increase student voice and influence to positively change their school environment and to become more involved in the life of the school and achieve their goals.
- Student success teams at each school include school administrators, teachers, re-engagement teachers and guidance counsellors to provide extra attention and support for individual students.
- Eliminating the streaming of students into Applied and Academic programs in Grade 9 and supporting students and staff in this change (ie. instructional coaching)

Student success initiatives and programs in the Waterloo Catholic District School Board broaden and deepen students' experiential learning opportunities as supported by the Ministry of Education. Some examples include:

- Specialist High Skills Major programs that provide certification options and bundle 8-10 courses allowing students to focus their learning on a specific economic sector while completing their high school diploma.
- A cooperative education program that combines classroom and workplace learning. Students can earn two co-op credits towards their compulsory diploma requirements, with no limit on earning optional co-op credits.
- Dual credit programs where students have more opportunities to earn credits that count towards both their high school diploma and a college certificate or apprenticeship certification.
- STEM, STEAM and other innovative activities and events for students from K-12.

With the help of these Student Success initiatives students are put at the center of their own learning, helping them to realize their potential and become architects of their own lives.



Student Success Consultants Support 7-10 Overview

Introduction

With the contribution of Ministry Funding, two additional Student Success Consultants were hired for 2023/2024.

Transitioning students and setting them up for success is always a Student Success Consultant priority. To guide our practice, we rely on data collected in the Student Demographic Survey as well as the Student Transition Survey. This year, we analysed CAT-4 results to identify students gaps in learning, specifically in literacy and numeracy for current Grade 8 students. These reports help us become intentional when planning gap closing measures, transitions, and other classroom activities to increase student engagement and overall student success. We collaborate daily with Administrators, Board Office Staff, Teachers (both past and present), Student Success, Special Education, Guidance, Social Work and families to collectively work together for the best interest of the student.

Grade	Level	Reading	Vocabulary	Writing Conventions	Spelling	Mathematics	Computation & Estimation
07	17	2	3	1	3	3	6
07	17	2	5	6	4	6	4
07	17	3	7	8	5	6	6
07	17	3	4	1	3	2	5
07	17	-9	-9	-9	-9	-9	-9
07	17	2	-9	3	4	4	5
07	17	1	2	1	4	2	4
07	17	4	4	3	4	1	3

Stanine Scores:

Numeric value between 1 and 9.

Stanine 1,2,3: Below Average

Stanine 4,5,6: Average

Stanine 7,8,9: Above Average

-9: not attempted

-8: invalidated

-7: pattern making

Sample set of CAT-4 Data

Gap Closing

- Student Success Consultants are servicing approximately 33 Elementary Schools
- We have identified approximately 308 Grade 8 students through CAT-4 results that we do focused small-group support with, however our support both directly and indirectly benefits all 1,921 students across 76 Grade 8 and Grade 7 classrooms that we work in.
- We completed a comparison of CAT-4 Data, Report Card Data, and EQAO for students in-risk
- Student Success Consultants also regularly visit all other schools, varying from weekly to monthly. Support in these classrooms range from small-group academic support, social-emotional support, MyBlueprint and high school pathways planning, and teacher guidance with Math or Language resources.
- Student Success Consultants collaborate with Learning and Program Services Consultants to gain knowledge and experience with Lexia/Power Up, Words Their Way, Morpheme Magic, and Mathology. Modelling and sharing their new found expertise with classroom teachers and students.



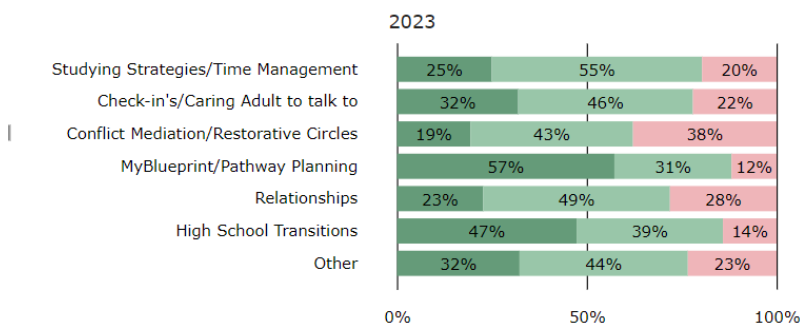
- Student Success Consultants are building professional capacity by attending the “Assessment in a Thinking Classroom” workshop and Ontario School Counsellors Association (OSCA) conference.
- Student Success Consultants continue to build capacity with classroom teachers through direct mentorship, providing resources that align with support services and literacy and numeracy initiatives.

Transition Activities

Transition activities for intermediates begin in grade 7. In Grade 8, students complete an exit survey in June in all classes. This survey provides insight to making improvements in programming leading up to their transition to secondary school.

Q5. How did your Student Success teachers serve you best?

Response options: ● A lot ● A little ● Not at all



With the support of program planning, placement officers, and classroom teachers, four student success consultants work in classrooms and with individual students between grades 7-9 to provide guidance, support and strategies to help students identify and plan their learning program goals. Student Success Consultants and teachers help students deal with social and emotional issues that may be impeding their ability to be successful in school. Student Success Consultants continue to make referrals when necessary to the re-engagement teacher to ensure students who were not attending, not engaged or who were struggling were supported.

With the introduction of de-streaming, Student Success Consultants provided support for classroom teachers and students to alleviate questions and concerns around streaming and programming. Through the participation in the De-Streaming Committee, information was shared to provide clarification and insight. Student Success Consultants presented to Special Education Liaisons as well as all system administrators, highlighting their role in transitioning students.



Multi-Language Learner Course Selections

Student Success Consultants (especially in the Resurrection and St. Mary's FOS) work closely with ML teachers and ML Consultants to help Gr. 8 students navigate myBlueprint and choose ESL or ELD courses for Gr. 9. New for 2024, ML students can choose their courses directly in myBlueprint. Numerous conversations are shared with ML



and classroom teachers to ensure step levels are accurate and coincide with ESL/ELD course selections. Meetings with parents and translators take place to share insight and confirm selections.

Restorative Justice

Restorative Justice practices are used to engage students who are struggling with behavioural and relational issues, and to help heal bruised or broken relationships so that schools and classrooms can continue to be safe and inclusive learning communities. When called upon, Student Success Consultants continue to mentor staff, lead classroom circles and mediate as necessary. Resources are provided to schools as a way to demonstrate an alternative to punitive messaging around behaviour.

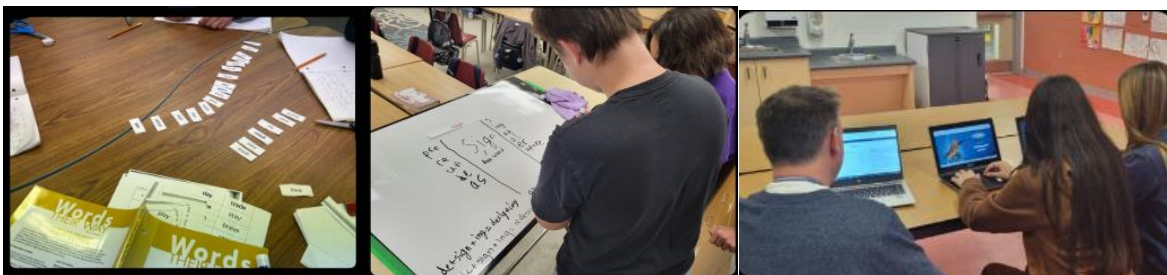
Student Success Consultants Intermediate (SSCI) Specifics

- Student Success Consultants (SSC) started supporting students in the fall of 2023. September was spent transitioning new Gr.9's at our associated high schools, connecting them with supports and extracurriculars and collaborating with support staff to ensure a successful start to Secondary School
- In October, SSC's visited schools in the WCDSB to determine literacy and numeracy needs and identify "In/At Risk" students (mental health, disengagement, attendance, high school concerns, etc.)
- Through relationship building, SSCs managed to meet with approximately 75 grade nine students who had been considered 'at risk' collectively in their first week of high school
- Direct and targeted Student Success support continues with 84 administrators, Grade 7 and 8 teachers, and all intermediate students across our elementary schools
- In-person Pathway presentations continue with an emphasis to explain the new de-streamed courses and rationale for the implementation, course selection, opt-out form (online learning), community service hours and summer programs (e.g., Head Start, Reach Ahead credit)
- Increase in parent contact (phone and virtual) to support secondary school information
- Planning on-site high school tours with in-risk students
- 79 students from our feeder schools registered for Bridge to Success Gr. 9 Summer Reach Ahead Credit Course and received a credit
- Exploring Engineering continues to be a desired summer program at St. Benedict's Over 60 students participated and completed the program in Summer 2023
- SSC's attend transition meetings for appropriate schools to provide input on "at risk" students and assist with IEP student Transition
- SSC's participate in a variety of extracurricular activities with the schools they service, including: coaching, Mount Mary retreats, field trips, and various celebrations and/or activities
- Moving forward SSC's will continue to provide support for myBlueprint, provide uniform support for low-income families, continue tours, promote summer technology courses and Bridge to Success, and continue to "check and connect" with "at risk" students.

Check & connect is an intervention used with K-12 students who show warning signs of disengagement with school and who are at risk. At the core of check & connect is a trusting relationship between the student and a caring, trained mentor/SSC who both advocates for and challenges the student to keep education a priority. Students are referred to check & connect when they show



warning signs of disengagement from school, such as poor attendance, behavioural issues, and/or low grades by classroom teachers and or administrators.



Grade 7/8 Re-engagement Strategy Overview

The re-engagement strategy actively supports students seeing themselves reflected in their learning by fostering an inclusive environment through orientation supports, transition activities, and community building. These efforts ensure that the grade 7 and 8 students feel a sense of belonging and can see themselves positively represented in the school community.

The re-engagement strategy aligns with the objective that every student reaches their full potential by addressing attendance barriers and providing alternative learning strategies. Through collaboration with a variety of partners and the incorporation of life skills education, the strategy equips students to overcome challenges, supporting student academic and personal growth to reach their full potential.

Additionally, the re-engagement strategy aligns with the “Reflective and Creative Thinker” OCSGE by encouraging students to reflect on and address barriers to attendance, fostering creative problem solving to support their re-engagement in school. Moreover, by imparting essential life skills, the re-engagement strategy contributes to the “Responsible Citizen” OCGSE by helping students become responsible citizens within the school community and in their broader societal roles.

Students in grades 7 and 8 who attend school inconsistently or not at all may be referred for re-engagement support. In collaboration with the student, their family, school staff, and social work, plans of action are created to meet student needs and support them to improve their school attendance.

Working with the students, the re-engagement teacher helps identify and address the barriers that are interfering with school attendance. Students are supported with the following in mind:

- Trauma informed perspective: recognizing trauma, creating a safe and trusting environment, understanding triggers and responses, helping students build resilience and becoming empowered, being adaptable and flexible, engaging in collaborative and supportive partnerships.
- Inclusion and belonging: including activities to promote school connections and a sense of belonging. For example - orientation supports, transition activities, extra curricular and co-curricular activities, and community building activities.
- Community outreach and family support (via social work): connecting students and families with community organizations/agencies that are culturally relevant, developmentally appropriate, and consider family schedules, locations, and individual situations.



- Individualized student support (alternative strategies): engaging partners from diverse backgrounds for culturally relevant and responsive supports, services and information for students with mental health or special education needs, providing wrap-around supports to students, gradual re-entry to the school environment, modified academic schedule, and opportunities to ensure access to instructional materials for students with varied learning preferences.
- Addressing learning disruption: collaborating with classroom teachers, special education/student success teachers, and administrators to examine student learning profiles and program for students in ways that are challenging, appropriate, and will lead to success.
- Caring adult(s) at school: finding out from the students who they believe are the adults at the school that they have a good relationship with. Connecting the student to those adults in authentic and appropriate ways so that the student feels supported and connected at the school.

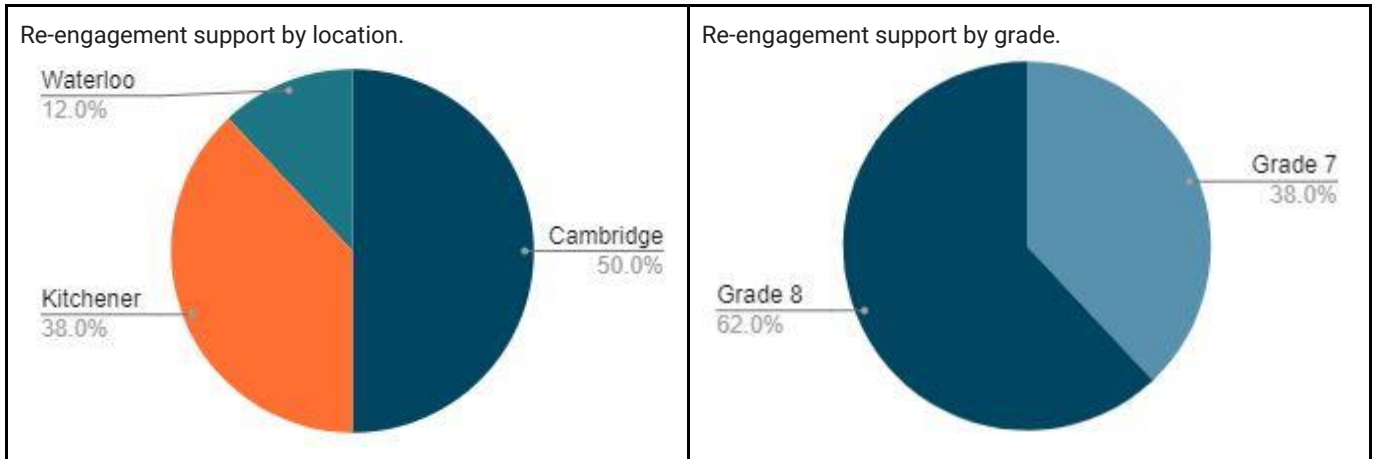
Depending on the situation, appropriate personnel are consulted to find solutions that will assist students in re-engaging with school. To assist with re-engagement, students are provided with a variety of accommodations and alternative learning strategies to ease their return to school and build their capacity for learning. Accommodations and alternative learning strategies can include, but are not limited to the following: gradual re-entry, reduced workload, daily communication (student and/or parent), 1:1 academic and social support, home visits, consultations, case conferences, collaboration with classroom teacher and/or other professionals working with the student, and advocacy.

In the images below, the re-engagement teacher is meeting with students 1:1 to discuss academic and social needs/supports.



In addition to academic assistance, students are provided with instruction on responsibility, organization, self-regulation, initiative, collaboration, time management, self-care, and social skills. Depending on the situation, the family, school, and re-engagement teacher work together to meet the student where they are at and close gaps that will benefit the student immediately and in the future.

The re-engagement teacher is supporting students in Cambridge, Kitchener, and Waterloo. Social work is actively involved and consulted on a regular basis with respect to mental health support and other needs that are not academically related.



Pathways to Success

The many goals and beliefs about student success outlined in the Creating Pathways for Success document outline that all students can be successful through many forms, and many post secondary pathways. This is achieved through Individual Pathway Planning activities where students can learn about themselves, their goals, opportunities in and out of the classroom, and develop the knowledge and skills to make decisions about their career/life path.

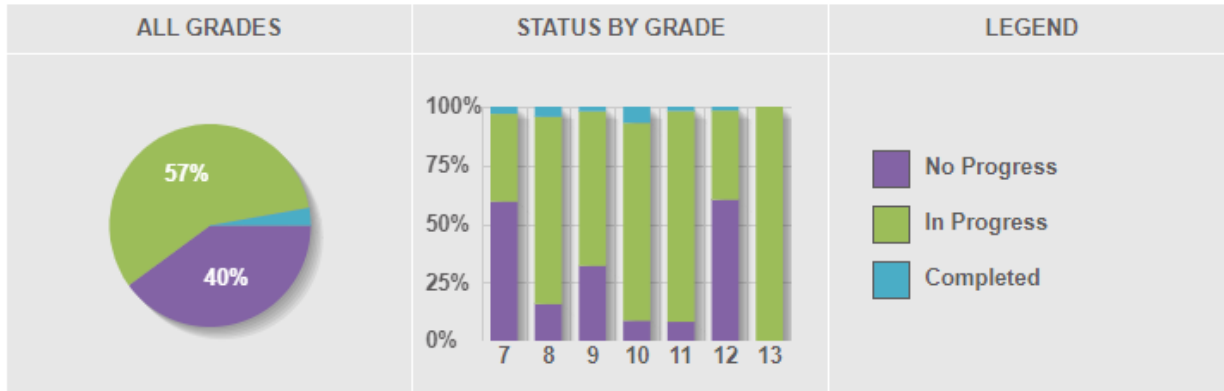
myBlueprint Individual Pathway Plan (IPP) Tasks

Students participate in IPP tasks in myBlueprint from grades 7-12 to assist in discovering their learning style, personality, academic motivations, and how to centre their interests in their learning and goal setting. Through the education planner activities students focus on how to make “SMART” achievable goals, and set ‘tasks’ to achieve those goals.

26,582 Who Am I? surveys have been completed by grade 7-12 students in WCDSB from September-December 2023, and **4,886** goals have been set by students. Students are actively exploring post secondary options through the myBlueprint education planner with **15,676** Post-Secondary Pathways and occupations being favoured.

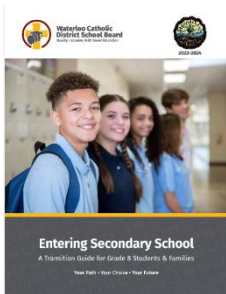


IPP Activity Completion September- December 2023



Note: Course selection is considered an IPP “task” so data will change dramatically after course selection occurs.

Entering Secondary School (ESS) Guide



1500 copies of the Entering Secondary School Guide were printed and distributed to grade 8 students through classroom teachers, directly to parents at grade 8 information nights at the 5 Secondary Schools, through Spec. Ed. teachers, and Secondary Guidance.

The ESS Guide is a collaboration between Program Services and Student Services to provide information to students and families about our commitment to faith, equity, diversity inclusion, program supports in secondary school, course selection, experiential learning programs, post-secondary pathways, community involvement hours, and more.

NEW* for 2023-2024- a new “digital” translatable version was created in partnership with WCDSB IT Services to allow all families access to the same information in multiple languages.

Pathways Programs-

Specialized Programs in Secondary Schools – we offer a variety of diverse and engaging alternative programs such as SHSM (Specialist High Skills Major), OYAP (Ontario Youth Apprenticeship Program), Co-operative Education and Dual Credit programming. These programs are highlighted later in this report.

Community Programs – highlighted below are just some of the many community offerings for students, parents/guardians and educators to support education and career/life planning.

FREE Pathway Event/Program	Description	Target Audience	Participation *Year To Date (January 2024) *Projected #'s to Year End
<u>BEP Waterloo Region</u> Speakers Bureau	Our volunteer Speakers Bureau enables Waterloo Region educators and schools to connect with inspirational guest speakers from the local workforce quickly and easily so that students can make better informed and inspired career choices for their future.	Grade 7-12 students and educator	1148 students will have participated in career talks from local volunteers by the end of February. It is anticipated that numbers will double between March 2024 to June 2024. Estimated total number of students reached by end of June: 2296
<u>BEP Waterloo Region</u> Innovation Creativity and Entrepreneurship Challenges	Innovation, Creativity and Entrepreneurship Challenges help local students learn about the world of work, develop 21st century skills, and grow their confidence by applying design thinking skills to problems facing local businesses and community organizations.	Grade 11-12 students (SHSM)	3 ICE Challenges organized for WCDSB with 93 participants
<u>BEP Waterloo Region</u> Explore Your Future	Explore Your Future is a series of events that brings together local youth in grades 7-12, their parents/guardians, and community members to explore career options	Grade 7-12 students and their parents/guardians	2 large mainstay events are planned for Cambridge and Kitchener in late spring. 2 mini pilot events are being held in March (KPL) and April (Waterloo Area) Total anticipated participation: 379 students



<u>BEP Waterloo Region</u> Graduated from OYAP sessions	2 annual events connecting graduating OYAP students to local employment supports	Grade 12 students (OYAP)	8 WCDSB students registered for January 16 event (4 attended- all female identifying) 15 WCDSB students expected participation for June 7 event
<u>BEP Waterloo Region</u> Legacy Builders	The Legacy Builders program provides young students with a fun, interactive, and informative session about what a career in the construction industry could look like.	Grades 7-12 students	2 schools have participated so far since September reaching 150 students.
<u>BEP Waterloo Region</u> Career Hunt	Career Hunt is a virtual JA Southwestern Ontario program offered in partnership with the Business and Education Partnership of Waterloo Region for grade 7 and 8 students.	Grade 7 & 8 Students	157 Students participated from 4 schools and 2 events between Sept 2023- Feb 2024. 2 more events are scheduled between March 2024- June 2024 with the same attendance anticipated. Projected total participation: 314 students
<u>BEP Waterloo Region</u> Challenge Mindset Workshop	A workshop to allow students to think critically about the problems they want to solve and identify which careers will help them do so. Each challenge & career is directly connected to a SHSM sector promoting this EL program throughout.	Grade 7, 8, 9	84 students participated. No future sessions booked at this time.



<p><u>BEP Waterloo Region</u></p> <p>Ideation Workshops</p> <p>(As part of the Youth Creativity Fund & Entrepreneurship project)</p>	<p>These Ideation Sessions are designed to help students recognize the impact they can have on their community and to start brainstorming creative, innovative, and entrepreneurial ideas that they can put into action!</p>	<p>Grade 7-12</p>	<p>200 students participated. No future sessions booked at this time.</p>
<p><u>BEP Waterloo Region -</u></p> <p>Panel Series</p> <p>Session #1 - Jan, 2024</p> <p>What Waterloo Region Parents Need to Know About Careers in the Skilled Trades</p> <p>Session #2 - Feb, 2024</p> <p>5 Great Reasons for Pursuing a Career in the Skilled Trades</p>	<p>This panel series will inform students and parents about pursuing a career in the skilled trades and why this post secondary pathway should be considered as a viable career option.</p>	<p>Grade 7-12</p>	<p>Webinar series with a goal of 50 WCDSB registrants per session</p>
<p><u>Take Our Kids to Work Day</u></p> <p>Nov. 1, 2023</p>	<p>Students participated in Take Our Kids to Work Day by attending the workplace of their parent or family member for the day on November 1, 2023:</p> <p>Our Experiential Learning Team provided a half day of activities for employees of the CEC.</p>	<p>Grade 9</p>	<p>Across the 5 secondary schools, 1248 students participated in Take Our Kids To Work Day at a family member's workplace. This number represents 65% of our grade 9 students. Participation in this day has risen by 9% over last year.</p>
<p><u>Build a Dream</u></p> <p>Waterloo Region-Women's Career Discovery Expo International Day of the Girl Career Discovery Expo</p>	<p>https://www.webuildadream.com/ Interactive day and evening events with breakout presentations, Q&A sessions and 1:1 opportunities to speak with experts.</p>	<p>Gr. 7-12 Parents /Guardians</p>	<p>International Day of Girl-Dreamer Day, Career Expo in Toronto (Oct 25th, 2023), 60+ students attended.</p> <p>Build A Dream "Career Discovery Expo" in person at Bingeman's Event Centre in Kitchener (Nov. 26, 2023). Total event participation was approximately 300+ students</p>



OYAP (Ontario Youth Apprenticeship Program)

OYAP allows for students to explore a skilled trade, gain valuable work experience, connect with employers in the skilled trades with the ultimate goal of starting their apprenticeship journey prior to graduating high school.

WCDSB OYAP PARTICIPATION

Jan 2023 to Jan 2024



285

Total Participants



24

**Total Students
With a RTA**



5

**Total Students
With a Pending RTA**



10

**Total Female* Students
in Under-represented Trades**



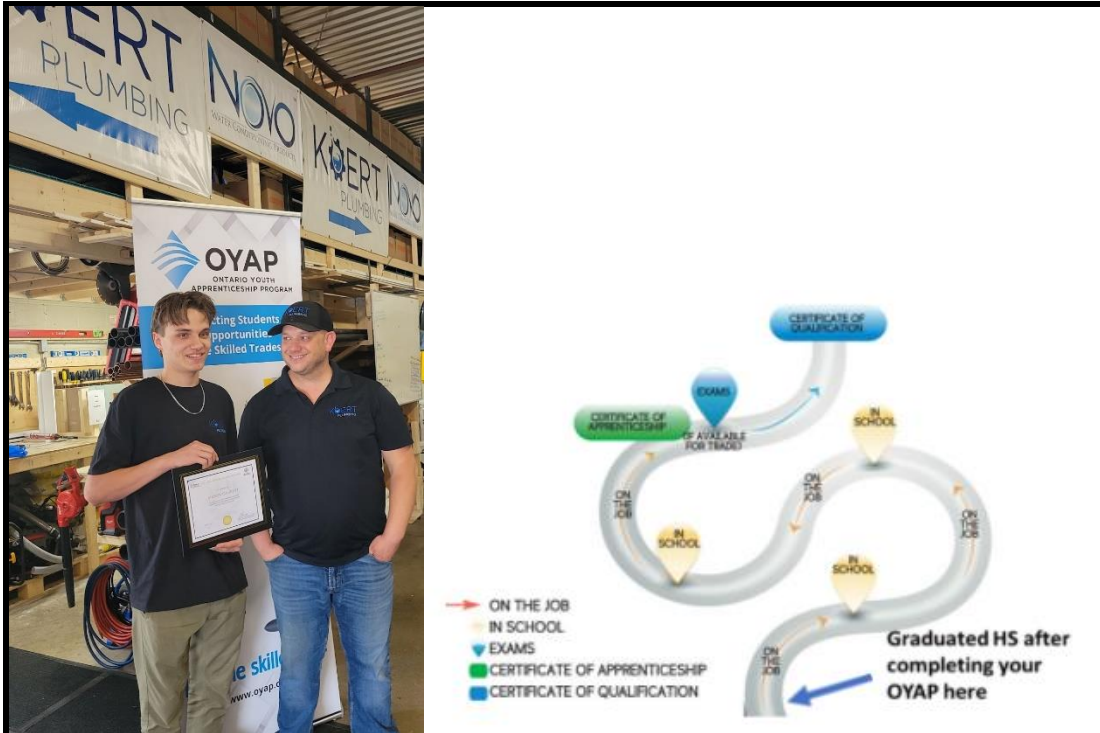
Most Popular Trade:

Automotive Service Technician

with 62 Students

The Road To Becoming An Apprentice





- OYAP participation remained strong from last year and into this year. We handily surpassed our OYAP participation targets last year and should once again this school year.
- Last year we had **334** OYAP participants and **26** OYAP apprentices surpassing our initial 170 Ministry participation and 8 OYAP apprenticeship Ministry targets
- This school year we are on pace to improve our participation and apprenticeship rates and surpass our 190 ministry OYAP participating target and 10 OYAP apprentices. Currently we have **180** OYAP Participants, of those **14** students have started their apprenticeship journey.



- This year we have expanded the Accelerated Level 1 OYAP apprenticeship programming to include 8 skilled trades. HVAC, General Carpentry, Auto Service Technician, Truck and Coach technician, Electrician, Plumbing, Precision Machining, Brick and Stone Mason. Second semester we have 6 students enrolled in various Level 1 Accelerated OYAP Programs.
- Accelerated OYAP Electrical program through IBEW continues to be a popular program with strong results. 5 students from WCDSB were successful applicants out of a class size of 16 shared over 4 school boards.

- The Accelerated union programs have expanded to include the Local UA Plumbers union last year. This year we have 2 students enrolled in the program
- LIUNA's Level 1 Construction Craft Worker Program started in Sept 2023. 4 Students completed the Level 1 program and have been hired on by LIUNA to continue their apprenticeship and work.
- 13 Skilled Trades Bursaries of \$1000 will again be awarded to students this school year.

OYAP Student Participation by School

WCDSB is on track to meet or exceed OYAP Participation and OYAP Apprentices this school year when compared to last school year

	Jan 2023 - Jan 2024	Sept 1st, 2023 to Jan 18th, 2024
Overall Total Students:	285	180
School Name	Total Students	Total Students
Monsignor Doyle	40	28
Resurrection	41	29
St Benedicts	51	32
St Davids	32	16
St Marys	84	57
St. Louis	37	18

Number of OYAP Apprentices by School

	Jan 2023 - Jan 2024	Sept 1st, 2023 - Jan 18th, 2024
Overall Total Students	29	14
School Name	OYAP Apprentices - # RTA's	OYAP Apprentices - # RTA's
Resurrection	8	6
St. Louis	6	4
Monsignor Doyle	5	3
St Davids	4	1
St Benedicts	3	0
St Marys	3	0



***RTA - Registered Trade Agreement**

OYAP Participation - TOP 10 TRADES Jan 2023 to Jan 18th, 2024			
#	School Name	Total Students	Overall %
1	310S - Automotive Service Technician Apprenticeship	62	22%
2	332A - Hairstylist Apprenticeship	50	17.5%
3	309A - Electrician - Construction and Maintenance Apprenticeship	36	12.6%
4	306A - Plumber Apprenticeship	15	5.3%
5	450A - Construction Craft Worker Apprenticeship	11	3.9%
6	403A - General Carpenter Apprenticeship	10	3.5%
7	456A - Welder Apprenticeship	9	3.2%
8	310T - Truck and Coach Technician Apprenticeship	8	2.8%
9	415A - Cook Apprenticeship	7	2.5%
10	620E - Educational Assistant Apprenticeship	7	2.5%

Number of OYAP Apprentices - RTA's by Trade Jan 2023 to Jan 18th, 2024	
Trade Name	# RTA's
332A - Hairstylist Apprenticeship	8
450A - Construction Craft Worker Apprenticeship	5
309A - Electrician - Construction and Maintenance Apprenticeship	4
306A - Plumber Apprenticeship	3
310S - Automotive Service Technician Apprenticeship	3
310T - Truck and Coach Technician Apprenticeship	3
313D - Residential Air Conditioning Systems Mechanic Apprenticeship	1
423C - Baker-Patissier Apprenticeship	1
433A - Industrial Mechanic Millwright Apprenticeship	1

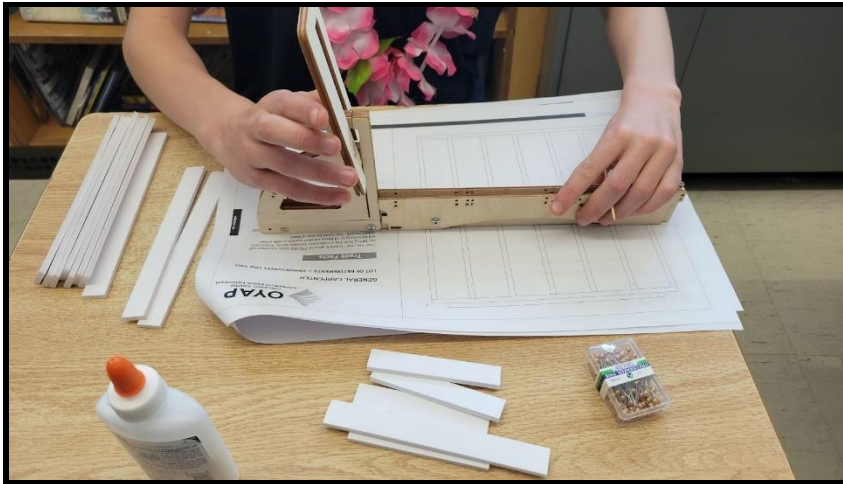


OYAP success can be attributed to a strong promotion presence through various events and experience offerings. These events include numerous in class and in school presentations on the skilled trades and the apprenticeship pathway. We have a strong community partnership with the BEP (Business Education Partnership) who continues to collaborate with us in evolving OYAP into a strong regional brand. Through the BEP, we participated in 2 regional "Explore Your Future" events for students and families and 2 What Happens; Next after OYAP events for current OYAP students. This year we have expanded OYAP event offerings to include 2 evening webinars with Jon Calleghar plus a staff presentation session during the April 19, 2024 PD Day.

- Over 350 elementary students participated in the Level Up Skilled Trades Career Fair events in Hamilton and London this Fall
- 8 classes (approximately 25 students per class) participated in the OYAP shed building activity, 6 classes (approximately 25 students per class) participated in the OYAP picnic table building activity and 12 classes (approximately 413 students) participated in the OYAP car kit building activity last spring 2023.
- 1000 Grades 1-3 cardboard house building kits and OYAP information promoting the skilled trades were placed in every kindergarten family package that went home to parents as part of their welcome package for this year
- The WCDSB engaged in a canoe build with an indigenous canoe builder during the Month of May 2023. Students that participated volunteered from existing Technology classes. Indigenous students from the WCDSB Indigenous student group which consists of grade 9-12 high school students who were interested were bussed to the location to participate for a day of building. 24 grade 7 & 8 classes who had one or more Indigenous students in the class were invited to attend for the day and were bussed to the site. Students engaged with the Indigenous Consultant in learning about Indigenous worldview and the history of the canoe in Canada. Traditional materials and tools were used in the assembly. OYAP and careers in the construction trades were promoted to the students.
- 5 Indigenous students participated in the Opportunity Knocks Conference last year hosted by NPAAMB Niagara Peninsula Area Aboriginal Management Board. We have seen a strong increase of approximately 14 students participating in this fall's 2024 conference. Through an Indigenous lens and presented by the Indigenous community, students were connected to many career opportunities and history of their heritage through the presence of elders. Students were presented with OYAP options and that the skilled trades is a viable career pathway.
- Jill of All Trades (Fall 22 and Spring 23)- Both female in the skilled trade workshop events were held at Conestoga College and were well attended. We enrolled over our maximum allotment. We had 30+ students participating and exploring various skilled trades workshops (construction, welding, electrical, brick & stone mason). Visit <https://jillofalltrades.college/news/>. We plan to have 30+ students again participate in Jill of all Trades in spring of 2024.



- Full enrollment of 40 students in the summer 2023 technology reach ahead course
- Financial barriers have been reduced through OYAP's financial coverage of the Level 1 & 2 exemption exams. St. Louis Hairstyling students are the main beneficiaries of this funding. We plan to cover over 20 exemption exam fees this school year..



Skills Ontario Competition

The secondary Skills Ontario Competition allows for students to develop their skills in communication, problem-solving, team-building, creativity & innovation, collaboration, adaptability, digital competency, reading, numeracy and writing. Students compete in hands-on experiential projects aligned with curriculum and industry standards while networking with other competitors, educators, professionals and potential employers.

- In May 2023, we succeeded in having a strong Secondary Skills Ontario resulting with 40 students representing the Waterloo Catholic District School Board participating in a variety of skilled competitions such as Hairstyling, Baking, Construction, Cabinetmaking, Job Interview. Our results were tremendous. At the Provincial Competition we earned 5 gold medals, one being the actual medal artwork design.
- 2 Gold medalists moved onto the Skills Canada National Competition for Cabinetmaking and Prepared Speech. 1 student earned a National competition silver medal for cabinetmaking.
- Currently we are planning for the spring of 2024 competition and expanding competition opportunities. This year we hope to have a brick and stone student compete provincially.

Junior Achievement - (JA)

The Junior Achievement Program(JA) is a non-profit organisation with worldwide reach. It teaches students to believe in their boundless potential. This is accomplished through the development of skills that focus on market based economics and entrepreneurship with a goal of building a more sustainable world in the development of innovative products and services. These goals are nurtured through the power of partnership and collaboration.

Visit <https://jaswo.org/about-us/our-impact/>

- **30** schools, **83** classes and **2076** students participated from Feb 1, 2023 to Dec 31st, 2023 in JA programs
- Programs utilized include:
 - JA More than Money - Gr 4
 - JA Our Business World - Gr 5
 - JA A Business of Our Own - Gr 6
 - JA Dollars with Sense - Gr 7
 - JA Economics for Success - Gr 8
 - JA World of Choices (live virtual event) - Gr 7/8
 - JA Personal Finance - Gr 9-12
 - JA Company Program In-School - Gr 9-12
 - JA CP Ideation Bootcamp - Gr 9-12
- Continued strong participation levels are expected going into Spring 2024

Cooperative Education

We strive to increase the number of cooperative education placements with local industry, community and public organizations to provide more opportunity for students to explore their post-secondary pathway opportunities and aid in their career/life planning.

Who am I?

Knowing yourself is the first, and a very critical step in the process of planning your future. How can you figure out what you want to do with your life if you don't know:

What am I going to do with the rest of my life? What is my dream job? What do I enjoy doing? What's my passion? What kind of career fits my personality? Why not try Co-op.

Cooperative education programs offer a range of benefits for high school students. These programs allow students to earn high school credits through the completion of a semester-long unpaid work placement. Co-op programs are designed to meet individual needs, strengths, interests, and learning styles, while preparing students with the knowledge, skills, and experience needed to be successful in the future. It's truly the most immersive experiential learning opportunity available for high school students.

Participating in a co-op program allows students to:

- Explore a work placement in a field of interest
- Use knowledge and skills from the classroom in the workplace
- Make connections with employers while trying different career options
- Develop transferable



- Gain practical community-based learning experience/skills that can be added to their resume
- Explore a career of interest before determining plans for their post-secondary pathway

Overall, cooperative education programs provide students with an enriched outside the classroom learning experience showcasing the realistic expectations of the workforce before graduation.

Cooperative Education (Co-op) is a learning partnership program that provides students with valuable work experience in the community while they are earning credits towards their graduation diploma. WCDSB is on track to have 700+ students working in co-op placements for the 2023-24 school year.

Co-op is the “Music” that allows students to “Dance”!

Number of Co-op Student by School

	2022-2023 - Semester 2	2022-23 Semester 2 - Community/Active Living Students	2023-2024 Semester 1	2023-24 Semester 1 - Community/Active Living Students
Total Number of Students	378	51	348	26
School Name				
Resurrection	52	7	43	Semester 2 Program only
Monsignor Doyle	40	5	49	3
St Davids	38	5	31	3
St Benedicts	60	10	48	11
St Marys	72	24	73	9
Don Bosco	73 - for the full school year	-	42	-
UCEP	Semester 1 Program only	-	27	-
Dual Credit Co-op (CCEP, SWAC, CAPP)	43	-	35	-



Navy Reserve Co-op Program -<https://el.wcdsb.ca/programs/navy-reserve-co-op-program/>

- 8 WCDSB students graduated from the Navy Co-op Reserve Program in June 2023
- Starting in Feb 2024, 30 students from across the region are enrolled at St. Louis, earning credits and working as a Navy reservist. 9 students will be from WCDSB.



Co-op Career Fair



Centralized Cooperative Education

To provide an equitable opportunity to students across Waterloo Region, access to highly sought after cooperative education placements like Waterloo Region Police Services, Cambridge Memorial Hospital, Grand River Hospital, St. Mary's Hospital, Drayton Entertainment, Cambridge Fire Rescue, etc., is provided through a legacy agreement with our coterminous board Waterloo Region DSB. All students may apply to opportunities deemed 'centralized placements' through an agreed upon procedure through central staff & employers. Re-establishing these centralized placement opportunities in a post Covid-19 world has been an ongoing goal. In the 2023-2024 school-year Waterloo Fire Rescue was successfully re-recruited and will be taking applications for semester 2. Drayton Entertainment also came back as a centralized employer for Semester 1 for the first time since 2019. Kitchener Fire Rescue is on the cusp of re-recruitment as well, and is anticipated to accept students for semester 2.



- In total, 51 placement opportunities with 14 different employers were accessible to students centrally for the 2023 Fall Semester.

University Cooperative Education Program

The University Co-op Education Program (UCEP) allows qualified students who are enrolled in their final year of secondary school to participate in a co-operative education work placement within the University of Waterloo campus while taking a course at the University of Waterloo in order to meet their interests, abilities and full potential.

- **2023 program participation saw a 55% increase from 2022, with a total final attendance of 28 students**
- **An information session will be held in February 2024 for current grade 10 & 11 students and families**



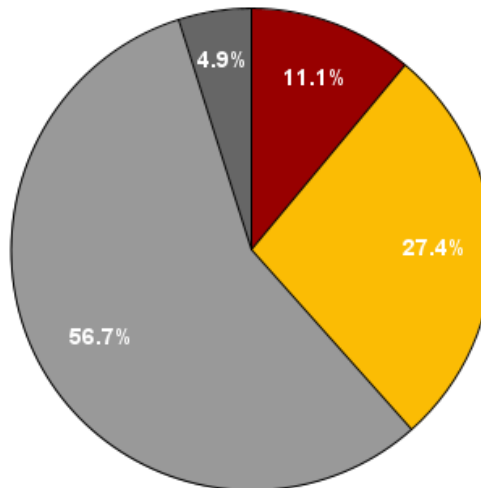
Specialist High Skills Major Program (SHSM)

SHSM allows for students to focus their senior years on a specific economic sector through the courses that they are taking, industry recognized certifications and a Cooperative Education experience.

- The Specialist High Skills Major (SHSM) central and school-based teams continue to support our students in their pathway journeys through participation in the SHSM program.
- Fifty-two sector-specific Specialist High Skills Major (SHSM) programs involve 1626 students in grade 11 and 12 this school year, across all 5 high schools. The board's total SHSM footprint is 38% - which remains one of the highest footprints in the province.
- Students in SHSM take a variety of certifications through the program; each sector includes a variety of compulsory certifications (like CPR-C, Standard First Aid, WHMIS) as well as elective certifications particular to that sector (Conflict Resolution, Lean Manufacturing, Business Etiquette, etc.) Some of these are centrally offered and run, while others are coordinated at the school level by classroom teachers.
- SHSM Lead teachers at each of the secondary schools advise students and coach them to completion of the requirements of the program. The completion rate for SHSM for the 2022-2023 school year was 73% and the estimated SHSM completion rate for this year is between 75% and 80%.
- Four pathways of students are represented in SHSM across 5 secondary schools:

Pathway Representation in SHSM 2023-2024

- Apprenticeship
- College
- University
- Workplace



School College Work Initiative (SCWI) - Dual Credit Programs at Conestoga College

The Dual Credit Programs allow Grade 12 students to have a College or Apprenticeship transition experience on a College campus while meeting the requirements of their OSSD.

- The goal of Dual Credit Programs is to support students in the achievement of their OSSD and provide a successful transition to a college and/or apprenticeship program. The primary focus is on students who face significant challenges in completing the requirements for graduation and have the potential to succeed in college or apprenticeship. In partnership with the School College Work Initiative and Conestoga College, the Waterloo Catholic District School Board offers 5 Dual Credit programs to meet the needs of our learners who are working towards the Apprenticeship and College pathways. These are:
 - School Within a College (SWAC) - involving 24 students across both semesters working towards the achievement of their OSSD requirements, including Cooperative Education, in person at the Doon campus of Conestoga College.
 - Exploring the Trades Program - involves 27 students across both semesters; this program is delivered in person at the Conestoga College Reuter Drive campus and includes 2 Cooperative Education credits.
 - College Cooperative Experiential Program (CCEP) - involving 11 students across both semesters who are working towards the achievement of their OSSD. This program is delivered in person at Conestoga College Doon campus and includes 2 Cooperative Education credits.
 - College Apprenticeship Preparation Program (CAPP) and Level 1 OYAP Dual Credit - involving 11 students in Semester 2 in person at a Conestoga College campus location depending on the program (Guelph or Reuter Drive) including 2 Cooperative Education credits.
 - The summer dual credit program typically involves 10 - 15 students who work towards the achievement of 1 Dual Credit during the full day sessions offered during the first two weeks of July.

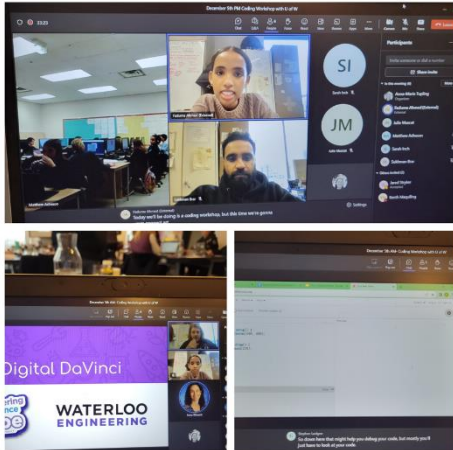
Experiential Learning

Experiential Learning allows students and educators to be actively involved in hands-on learning experiences that are engaging and motivating.

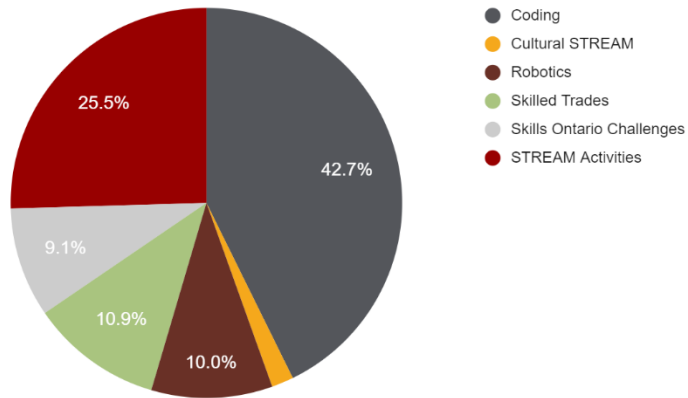
Workshops

- 77 workshops have been offered involving 2568 students in grades Kindergarten through Grade 12 this year across the entire system. Some of these workshops include: Virtual Coding sessions, Circuits and Electrical Boards, Climate Action, Building and Coding Lunar Rovers, Piloting Virtual Rovers.
- Workshops actively promote the learning of its participants involving a variety of hands-on activities and interactive sessions. They are designed to encourage the teachers to actively participate and engage with the material, using a job embedded PD model. Throughout the workshop, there are opportunities for teachers to reflect on their own learning and discuss how they plan to apply what they have learned in their own classrooms.
- Coding is growing as the top choice for workshop topics for students and teachers, with continued high demand and popularity. Direct links are made to Mathematics Curriculum (Algebra) as well as Science and Technology (Strand A- Science, Technology, Engineering, Mathematics Skills and connections).





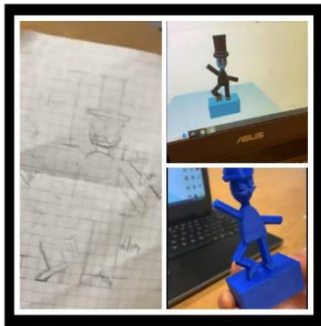
Experiential Learning Workshops by Topic



STREAM (Science, Technology, Religion, Engineering, Arts and Mathematics) & Skilled Trades Competition

- WCDSB STREAM and Skilled Trades Competition gives students the opportunity to practise and develop practical skills. These opportunities provide students with hands-on experience, allowing them to apply the knowledge they have learned in the classroom to real-world situations.
- Focusing on critical thinking and problem-solving students are challenged to think creatively and critically to find solutions to complex problems.
- 70 competition registrations involving 1600 students ranging from grades 1-8.
- There has been a change in the type of registration moving away from online challenges such as video editing and moving more strongly into hands-on building.

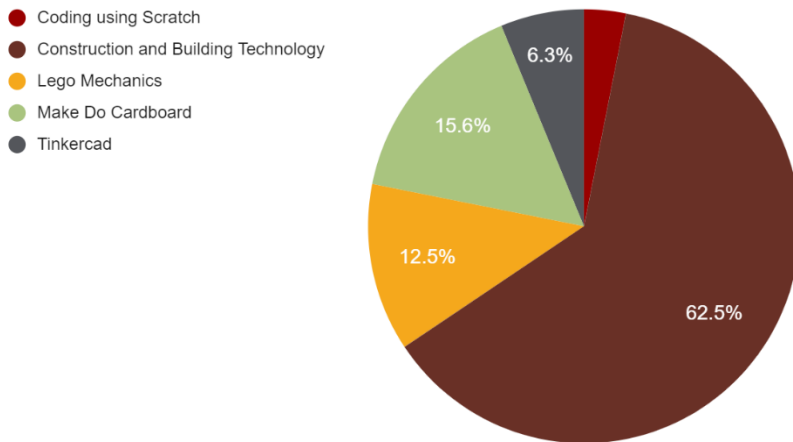
Tinkercad Design and Print Challenge



Skills Construction Challenge # 1



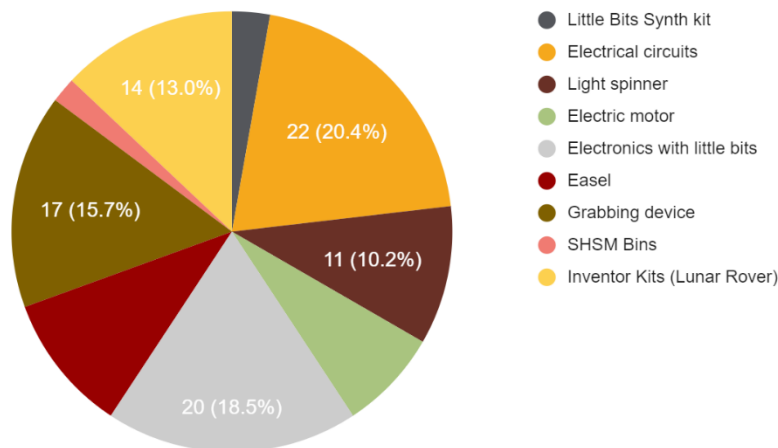
Competition Submission by Topic



High Impact Professional Development for Educators

- Continuation of the Experiential Learning Ambassador program with 47 of the schools within our board being represented. These Ambassadors help to engage and enroll educators and classes in a variety of experiential learning opportunities.
- Opportunities provided for teachers to improve practise and enhance student learning outcomes. These opportunities involve personalised, ongoing support and collaboration with other educators based on interest and need. Some of these opportunities include: building coding capacity; 3D printing, thinking classrooms, ideation for entrepreneurial projects, lego robotics training.
- STEAM kits for elementary and Secondary students have been updated and added to providing further opportunities for teachers and students for hands-on engaging learning. They have been signed out by educators 175 times this school year. STEM kits include: Judo Bots, Electrical Circuits, Light Spinner, Elastic Powered Car, Easel, Grabbing Device, Little Blts, Electric Motor, Lunar Rover Inventors Kit (added to circulation October 2023), SHSM Kits (10 new kits added to circulation September

Experiential Learning Kits (Red Bin) Usage



2023).



Culturally Responsive Resources, Tools, and Strategies

- New STREAM kits that are being developed include an indigenous focus to develop and incorporate Creation of cultural knowledge, values, and practices into the curriculum.
- Coding projects developed specifically focusing on girls coding initiatives such as Girls Who Game have continued to run in schools this year.
- Partnerships have been established with Ontario Justice Education Network as well as Braiding Diversity into Justice to present marginalised students with the opportunity to “see themselves in law” by introducing them to legal professionals with whom they share similar backgrounds and experiences. WCDSB students are participating in this program and have been asked to help design the logo for this experience.
- Continued partnerships with Skills Ontario to present opportunities for International Women's Day focusing on Skilled Trades.

YOUNG WOMEN'S INITIATIVES PRESENTS
An International Women's Day Celebration Event

CPKC Workplace Safety & Prevention Services

Frank Hasenfratz
Centre For Excellence In Manufacturing
700 Woodlawn Road, Guelph, ON

Thursday, March 7, 2024 for grades 11 & 12
9:00am—2:00pm *time subject to change

Registration Deadline: February 28, 2024
<https://skillsontario.onform.com/23224420931850>

Braiding Diversity into Justice

Braiding Diversity into Justice is an event in the Waterloo Region that connects marginalized and/or racialized young women, ages 16 to 20, to women working in law.

Thursday, March 7, 2024
8:30 a.m. - 3:30 p.m.

Kitchener courthouse

To apply, please visit:
bit.ly/braidingdiversityWF

Special thanks to:



Online Learning (eLearning)

Online learning (eLearning) provides students with another format for learning. Through new Catholic courses provided by Catholic Virtual Ontario, Catholic, teacher and social presence helps students experience the OCSGEs within the Brightspace course and eLearning course.

WCDSB is currently hosting 53 sections of eLearning in the 2023-24 school year. St Louis Continuing education plans to offer over 30 additional eLearning sections in July 2024.

Our program has been growing over the past decade:

- increased sections to meet student demand and as part of the [PPM 167 \(mandatory online learning\)](#). (46 sections in 2022-23 school year + additional remote learning sections)
- increased variety of courses in every grade, pathway, and subject area. We are currently hosting 8 sections at the intermediate level with an additional 12+ sections hosted during summer school. Most courses are at the senior level with approximately 85%
- continued support for students who are fully online. For semester 2, we have over 50 students taking 3+ courses including about 10 students in grades 9 and 10.

Next Steps

- further development of the eLearning support plan so that the TELT, SST, guidance, and teacher can work more effectively to support student achievement. We are putting special focus on how we can improve our support for students taking multiple eLearning courses. As of mid-term November 2023, 85% of students were achieving at level 1- or higher, over 66% of these students were at level 3- or higher and the overall median mark was over 79%.
- further coordination with other Catholic boards to share spots in courses so that we can offer a breadth of courses including photography, fashion, computer science, and more
- further implementation of [Catholic courses from CVO](#) and WCDSB course development to include OCSGE and Catholic Social Justice teachings. 70+ Catholic courses have been developed to date.
- further development of professional learning for eTeachers. Multiple 1:1 and small group support over the school year. 4 teachers attended “Bringing Online Teachers Together” conference in Toronto in November.

Figure 1: CVO course include a Catholic faith lens with OCGEs, prayer, Catholic Social Justice Teachings, and more. * Images from a Catholic course

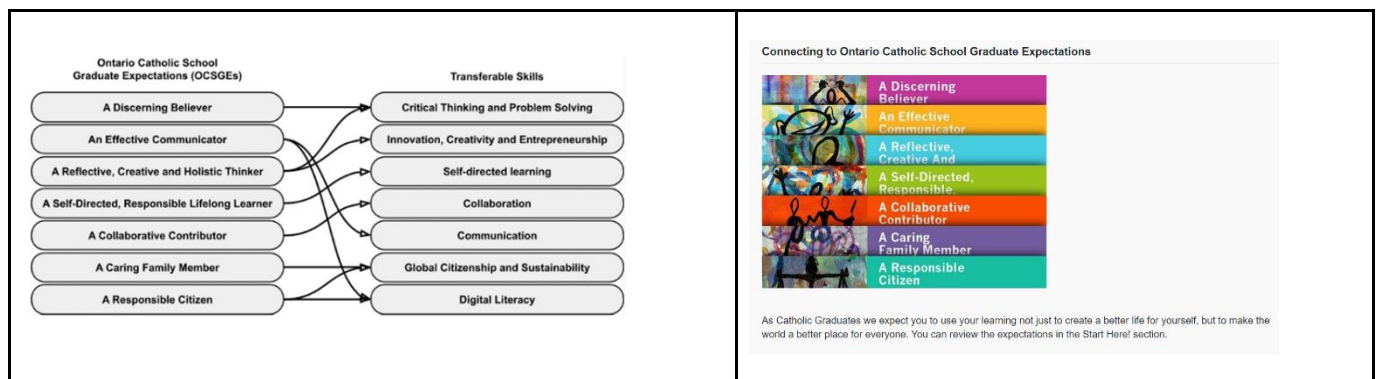
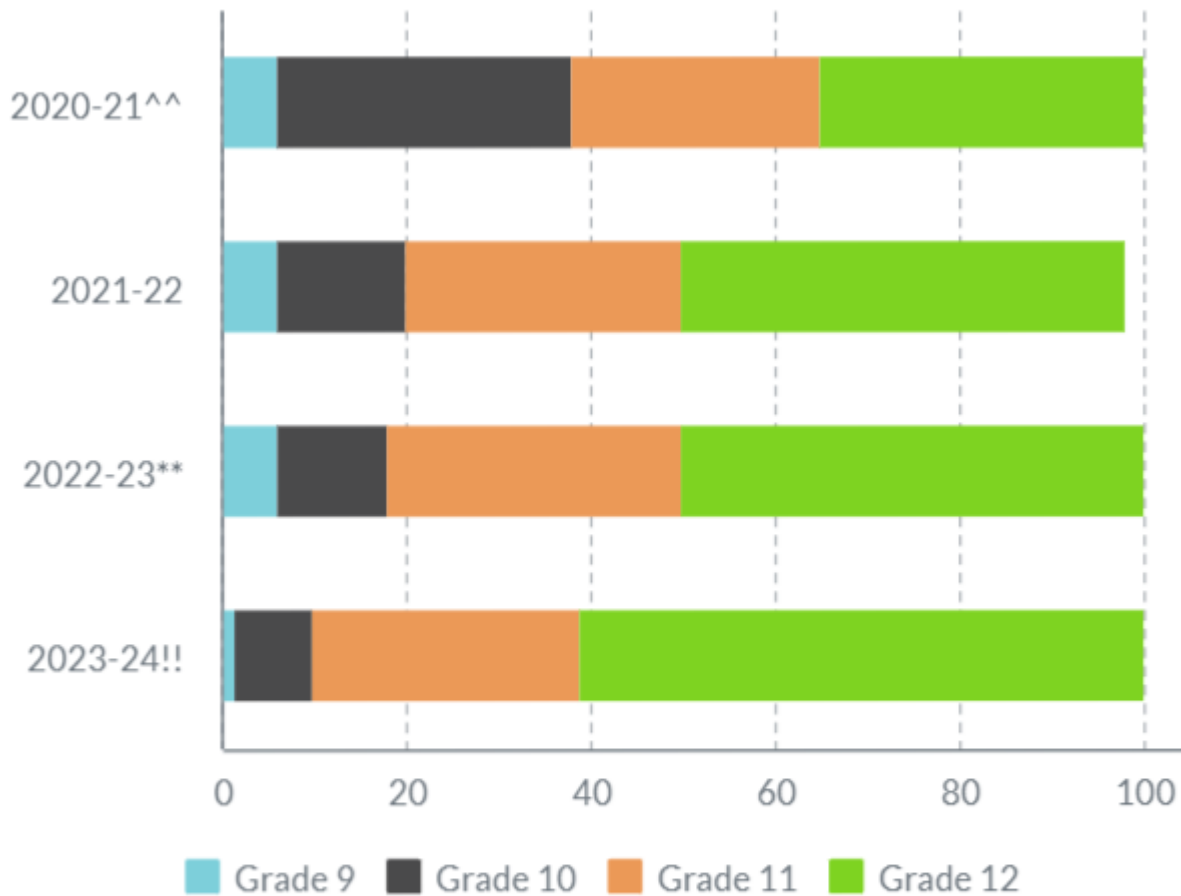


Figure 2: Course Demand by Pathway over multiple years

% Courses Demand by Grade



!!2324 Data current to Oct 2023

**2223 Data includes remote but excludes WCDSB hosted

^^2021 Data includes WCDSB Hosted Summer school

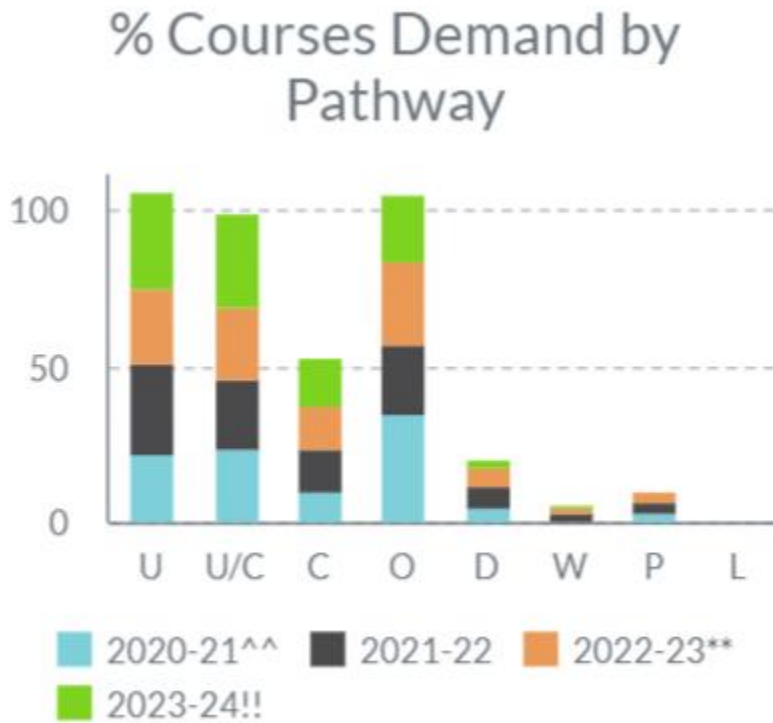


Figure 3: Course Demand by Course Grade over multiple years

Re-engagement Strategy 12+

In the re-engagement process, school teams with the support of the re-engagement officer (RO) generate lists of Year 5 Cohorts on roll at each school and those off roll. They also build lists of Year 6 and 7 students who have not graduated. These lists are generated for each high school.

RO connects with the high school guidance departments remotely/via email to review potential re-engagement students. A brief history of former students (mental health, non-attender, etc.) and a potential pathway to graduation plan is presented. Then, the RO attempts to connect with all potential re-engagement students from Year 5, 6 and 7 cohort lists.

Prior to contact with students, a credit counselling summary is consulted to confirm the needs of the student (early leaver). This process identifies if the student needs compulsory and/or elective credits, and whether the OSSLT and/or community involvement hours are completed. RO also checks if there is a potential for a credit substitution or a credit recovery.

When contacting a student by the RO, options presented will generally include St. Louis for support with compulsory credits and completion of the OSSLT. If elective credits are needed or a credit substitution is an option, students are directed to an Experiential Learning Coop program headed by Work Co-op Teacher (WCT).

With the WCT, the student completes a pre-placement package. WCT then meets with the employer to start the program. For every 90 hours worked a student will receive 1 Elective Credit. Once the program is started the student is put back on roll at their former high school.

WCT also supports students in finding work, resumes, tracking hours completed, and submitting credits with the home school.

The RO follows each student throughout the re-engagement process. Support is also given with volunteer opportunities in the community to complete community involvement hours.

What follows is our August 2022 summary:

Totals						
	Number of Students	Credits Accumulated	CSH	OSSLT	Graduates	Currently ON-Roll St. Louis
WCDSB Students	85	336.5	28	25	47	7
Other Board Students	64	289	22	25	25	10
Early Leavers	156	62	17	17	24	33
Miscellaneous Re-Engagement	279	322	34	21	43	10
Total	584	1009.5	101	88	139	60
Program Highlights 2022-23						
139 Graduates in program (12 Grads Year 4 - 96 Grads Year 5 - 31 Grads Year 6 and 7)						
47 WCDSB Graduates Year 5 (Started with WCDSB in Grade 9)						
25 Graduates from other school boards (Year 5)						
***157 Coop credits completed through Bosco Coop Program - 48 Students, supported 19 Grads						
28 Students ready to finish up in the fall						

Year-to-date Re-Engagement Summary:

January Totals 2023-24						
	Number of Students	Credits Accumulated	CSH	OSSLT	Graduates	Currently ON-Roll St. Louis
Year 5 On Roll Students	280	20	9	4	7	14
Year 5 Early Leavers	139	23	3	1	4	17
Miscellaneous Re-Engagement	336	61	6	1	8	39
Total	755	104	18	6	19	70
*Miscellaneous Re-Engagement is Year 6 and 7 Cohorts						
Program Highlights to Date 2023-24						
19 Graduates in program to date (First Semester Not Completed)						
70 Students currently on roll at St Louis						
Experiential Learning to Date - Coop Program with Gavin Burns						
3 Grads						
32 Coop Credits						
19 Students in program						



Literacy 9-12

Supporting WCDSB Student Success on the OSSLT



To support WCDSB students in the successful completion of the Ontario Secondary School Literacy Test (OSSLT), each secondary school has designed a comprehensive programming to enhance students' skills and readiness for the test:

Real-Time Feedback Practice Assessment through EQAO's Practice Test:

- Implement EQAO's practice e-assessment for each student, providing an opportunity to familiarize themselves with the test format and tools available on the e-assessment.
- Incorporate real-time feedback on multiple choice questions to help students understand their strengths and areas for improvement. As well, opportunities will be provided for students to submit written response questions for feedback from dedicated educators.

Lunch and After-School Homework Club Programming:

- Offer targeted sessions during lunch and after school to focus on essential skills for the OSSLT. Each session is designed to support a specific skill for success on the OSSLT.
- Skills will include a concentration on foundational literacy skills, effective paragraph and series of paragraphs writing, and strategies for handling multiple-choice questions.

Cross-Curricular Literacy Blitz:

- Each secondary site conducts a literacy blitz prior to the test across various subject areas, providing explicit instruction and practice for success on the OSSLT.
- The goal of the literacy blitz is to emphasize the integration of literacy skills in different academic contexts to reinforce their application.

Small Group Instruction for Students Identified as At-Risk for Success on OSSLT:

- Student success teams identify students at risk of not succeeding on the OSSLT through assessments or previous performance.
- Offer targeted small group instruction to address specific needs, providing personalized support and focused attention.

By combining these strategies, the OSSLT programming aims to create a well-rounded approach that not only addresses the specific content of the test but also fosters a broader set of literacy skills. The real-time feedback, additional programming hours, cross-curricular integration, and targeted support for at-risk students contribute to a comprehensive and inclusive strategy for WCDSB's student success on the OSSLT.



Building Successful Students through a Strong Literacy and Language Program

WCDSB is dedicated to supporting student success by equipping educators with the knowledge and tools necessary to implement intentional programming, close literacy gaps, foster culturally relevant and responsive texts in all language and literacy programs, and utilize evidence-based, high-impact instructional strategies. This holistic approach is geared towards creating an enriched language learning environment for all WCDSB students and their overall success.

Professional Development for ENL1W Educators:

- Ongoing professional development opportunities for **all** ENL1W educators, ensuring a thorough grasp of the crucial changes in the new curriculum. This has included professional development workshops as well as support within the classroom environment
- Focused efforts on building capacity to effectively implement intentional programming and evidence-based structured literacy practices with an emphasis on foundational literacy skills highlighted in Strand B of the new curriculum
- Ongoing professional development to empower educators with the skills to deploy high-impact instructional strategies that are research and evidence-based.
- Special attention to implementing the *Thinking Classroom* approach and small group structured literacy pedagogies to support student engagement, skill building, and the inclusion of transferable skills
- Supporting educators in utilizing these strategies across various strands in the new Language curriculum to enhance overall student success.

Amy Healy @Amy_Healy123 · Oct 6, 2023
The strength of coming together as ENL1W educators 🌟 Sharing successes, unpacking 📖 curriculum, building capacity in addressing changes through 📌 impact instructional strategies...a #WCDSBAwesome morning! @WCDSBLearns @WCDSBNewsire



Secondary Literacy Team Teachers:

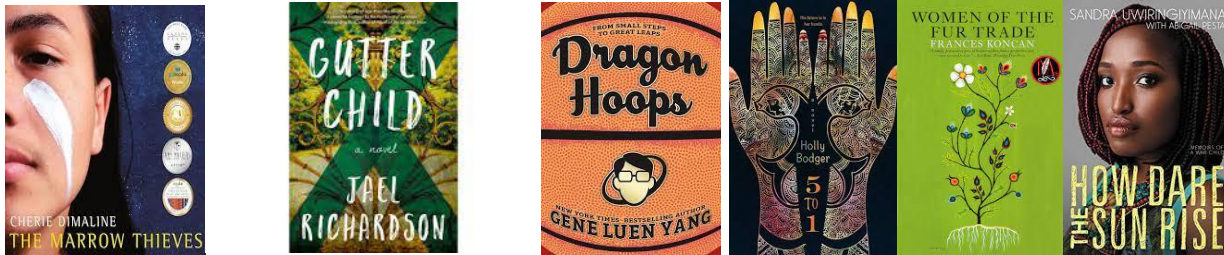
- Appointment of Literacy team teachers at each secondary site, actively engaged at the student desk closing literacy skill gaps in de-streamed classrooms.
- Targeted initiatives to address foundational language and literacy gaps through a mix of evidence-based whole group, small group, and one-to-one instruction practices.
- Striving to significantly enhance student success and achievement by addressing specific learning needs.



WCDSB Dedication in Providing Culturally Relevant and Responsive Class Text Selections in Language Pathways...

- Building successful students continues to be fostered through the support of building culturally responsive and relevant class libraries where students are provided with numerous opportunities to engage in texts that are reflective or provide a window of the lived experiences of WCDSB students





WCDSB is dedicated to supporting student success by equipping educators with the knowledge and tools necessary to implement intentional programming, close literacy gaps, foster cultural relevance in class libraries, and utilize high-impact instructional strategies. This holistic approach is geared towards creating an enriched language learning environment for all WCDSB students and their overall success.



Educator & Student Success in the Transition to NBE3C/U: Understanding Contemporary First Nations, Métis, and Inuit Voices

Building student success is at the heart of WCDSB's transition of its Grade 11 English program to NBE3U/C: Understanding Contemporary First Nations, Métis, and Inuit Voices. 25 representatives from each of the five secondary schools and St. Louis will continue to participate in experiential workshops and curriculum development initiatives through a four-part series where educators will immerse themselves in capacity building alongside WCDSB's Indigenous and Secondary Literacy Consultants, as well as collaborate with Indigenous community partners. The focus will be on exploring Indigenous pedagogies and delving into literature that amplifies the voices of First Nations, Métis, and Inuit, all while making meaningful connections to the language and literacy skills essential for post-secondary pathways.



In Spring 2024, multiple Grade 11 classes throughout WCDSB will participate in the (Virtual) Indigenous Arts Immersion Program through the Stratford Festival. This 3 part series engages both educators *and* students to immerse in the *stories and artistry of Indigenous theater creators*. As part of building successful students and programming to support the NBE3C and NBE3U transition, the (Virtual) Indigenous Arts Immersion Program encourages teachers to involve students in the narratives and artistic expressions of Indigenous theater creators. Its objectives include:

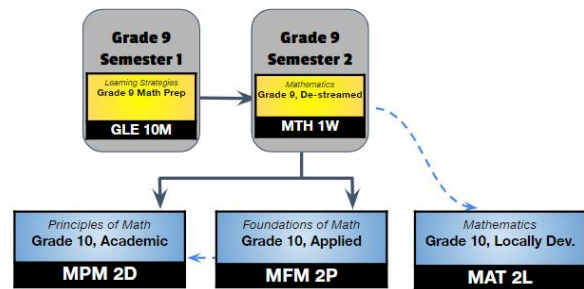


- Integrating Indigenous perspectives across the curriculum.
- Advocating for the inclusion of theater and drama as essential elements in Grade 11 English curriculum
- Enhancing educators' understanding of Indigenous artistry and methodologies by studying these productions within historical and artistic contexts. This involves a focus on the creative skills necessary for their production and active participation in live arts experiences through viewing and discussion.

Mathematics 9-12

GLE10M

In an effort to support students with improving their mathematical understanding and increasing student achievement in grade nine de-streamed mathematics, our schools are offering GLE10M, a math prep course designed for students to take semester one to prepare them with the necessary skills to be successful in de-streamed math semester two. GLE10M provides students with a full year of mathematics instruction to help with the retention of important, recurring math concepts. GLE10M helps students have more success with de-streamed math and upon completion of grade 9 de-streamed math they will have access to all grade 10 math pathways.

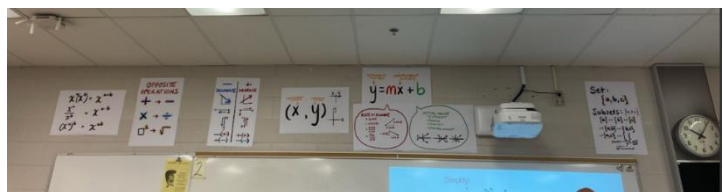
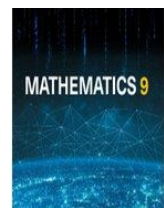


Math Supports for Students

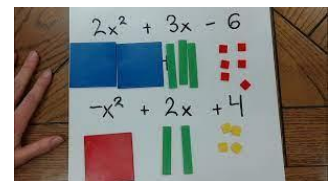
WCDSB's secondary math program is committed to having appropriate, culturally relevant and responsive resources that are aligned to the curriculum and will help students to achieve success in their math courses. A combination of digital and physical resources are available for students to differentiate for different learning needs and offer varying levels of difficulty to meet students where they are at in their learning journeys.

PHYSICAL RESOURCES

- All schools were provided with funding to purchase Nelson textbooks for the grade 9 de-streamed math course in order to provide students with additional practice questions.
- Teacher-created anchor charts for grade 9 students were printed and installed in many grade 9 classrooms. Students can use these charts for reference during their learning and also when completing assessments.

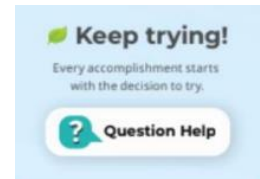


- Students are provided with manipulatives to help them in their understanding of important math concepts. This year secondary teachers have focused on teaching students how they can use algebra tiles to help them solve equations.



DIGITAL RESOURCES

- All WCDSB math teachers have premium Knowledgehook accounts. This digital resource allows teachers to assign questions to students and provides students with immediate feedback and multiple opportunities to re-try similar questions. New to our account with Knowledgehook is the question help feature which provides students with video tutorials on questions they are struggling with.
- Teachers and students have access to TVO learn math pack course materials which provide students with further instruction on the concepts they are learning in class.
- New this year, all five WCDSB secondary schools will have access to Brainingcamp digital math manipulatives and activities. While Brainingcamp's ready to use tasks are designed for k-8, access to the manipulatives for grade 9 students will help them to reach back to concepts they may not have grasped fully in elementary school. Brainingcamp manipulatives and tasks will also be utilized in the GLE10M program.



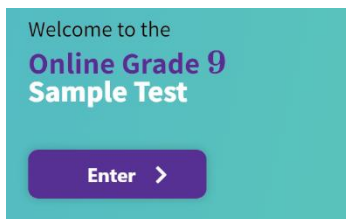
tvo learn



EQAO

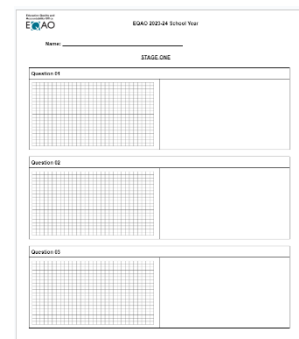
All students enrolled in MTH1W write the Grade 9 Assessment of Mathematics. WCDSB is committed to supporting students achieve success on this assessment.

MOCK EQAO

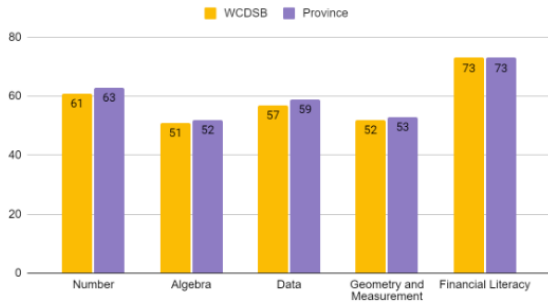


To support students with the writing of the grade 9 assessment of mathematics, grade 9 classes will be participating in a mock EQAO assessment using EQAO's online sample assessment. This will give students an opportunity to become familiar with the online testing environment and will also provide students with immediate feedback. Additionally, teachers will have students complete work for these questions on pencil and paper in order to provide them with more specific feedback on their mathematical ideas and strategies.

For the official assessment students will also be provided with a paper and pencil workspace to encourage them to make graphs, diagrams, and to double check their calculations before submitting responses in the online environment.



Strand Comparison between WCDSB and Province | 2022-23



STRAND AND SKILL DATA

Each secondary school was provided with a detailed report on their strengths and weaknesses of their grade 9 math program based on the released strand and skill data provided by EQAO. This data allows each school to make data-informed decisions about their programming and support improved planning for student achievement in mathematics.

De-streaming

Team Teachers - Closing Literacy and Numeracy Gaps

For the 2023-2024 academic school year, 25 sections have been allotted to Team Teachers across all five high schools. These teachers are dedicated to closing literacy and numeracy gaps in grade 9 de-streamed classrooms. Using a combination of whole group and small group high impact instructional strategies, Team Teachers collaborate with classroom teachers on building student success and increasing student achievement.

In semester 1, Team Teachers across the five secondary schools worked with **32 classes** where approximately 800 students benefited from their coaching. Team Teachers provided targeted support to approximately **280 identified at-risk students**. At Midterm, **80%** of these at-risk students were on track to earn their credit. At the time of this report, final course data was not available.

Team Teachers report that students who are not on track to earn a grade 9 credit may have poor attendance, demonstrate disengagement, and/or are not working at grade level. To address these concerns, several action steps are currently being implemented, such as, increasing awareness for grade 8 teachers and parents on pathways, consulting with Guidance, Special Education, and Student Success monitors.

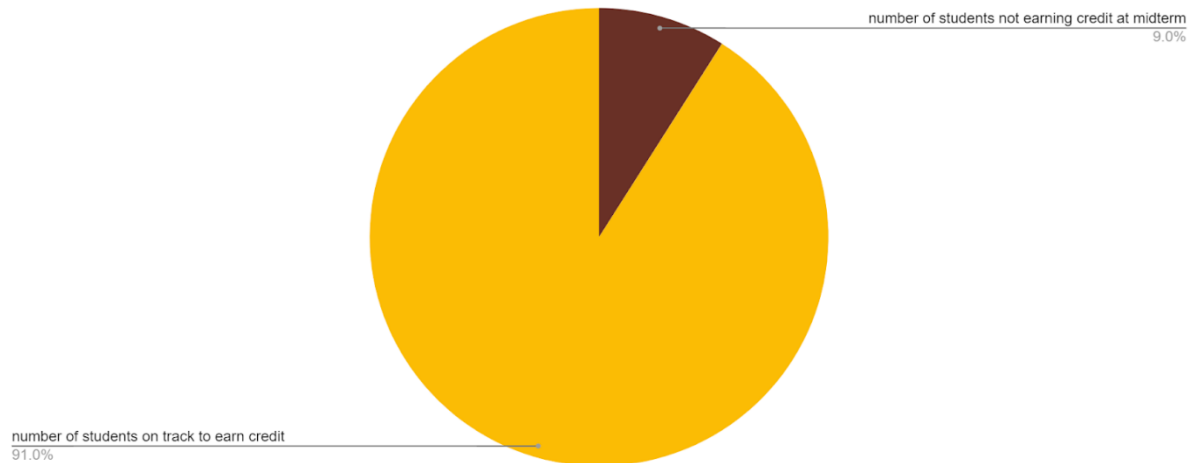


Amy Healy @Amy_Healy123 · Nov 16, 2023

Success DOES begin today @StDavidCeltics! Continually amazing by the ❤️ of this incredible Student Success Team (minus 1)! Closing gaps, providing a safe and inclusive space, and helping our @WCDSBawesome student thrive! @davidrjaeger @MsKBaxter



Achievement of Grade 9 Course for Students Receiving Team Teacher Supports

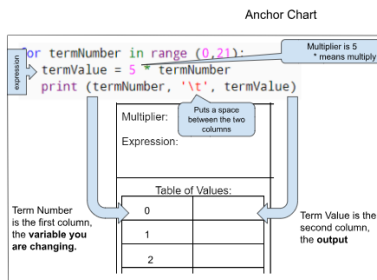


Curriculum Implementation: Coding in Grade 9 Science

The 2023 revised Science curriculum directs teachers to build students' capacity in coding and then have students apply those coding skills "to investigate and to model scientific concepts and relationships" (MofE). Students' success in this STREAM skill has been supported through building teacher capacity and in-classroom workshops.

Teacher's learned about Micro:bit and Makecode projects using the Land Action Kit. They were introduced to Python coding.

The De-streamed Consultant collaborated with PhD candidate Lisa Anne Floyd at Western University, and a St. Mary Science Teacher to develop learning activities for students to build their skills in Python coding and then apply their coding skill to solve Energy Conservation problems in the Physics unit.



Create at least SIX different expressions and codes. Record the expressions.

What is the cost (y) of running a TV for 1 hour (constant) in the evening, which at peak time is \$00.082 (constant) ?

And therefore, how much money will I save if I buy a more energy efficient TV?

To compare TV's with various uses of power in Watts (the variable I am changing):

```

for i in range(0,10):
    termNumber = i * 0.22
    termValue = 1 * 0.182 * termNumber
    print (termNumber, '\t', termValue)
    
```

Choose the range based on how many watts the TV's use

22 Inch LED TV	17W
28" colour TV	150W
3" belt sander	1000W
32 Inch LED TV	20W
42 Inch LED TV	58W
42 Inch Plasma TV	450W
46 Inch LED TV	60W
49 Inch LED TV	85W
55 Inch LED TV	118W

In collaboration with the Experiential Learning Teacher, the De-streamed consultant built student success in coding skills through in-class workshops coding a lunar rover using makecode and micro:bit. Students built a lunar rover, connected their learning to "technological innovations related to space observation and exploration" (MofE), coded the rover, and solved coding errors.



Increasing Student Achievement through Equitable Assessment Practices



On an ongoing basis, the consultants work one-on-one with teachers to build and refine their assessment practice to include equity based principles. Teachers are supported in differentiating their assessment to support success for each student. Teacher consultant meetings include building capacity in thinking classroom pedagogy, expectation based marking strategies and triangulation of data. The WCDSB A&E Folder is monitored and updated with best practices.

Resources for Class Learning

Student success is enriched through hands-on learning and exploration. De-streamed resources and materials continue to be purchased to enhance student learning.

Next Steps De-streaming:

Observational Rounds

Secondary Teachers across the five highschools will be invited in Semester 2 to participate in Observational Rounds. Teachers will visit their colleagues' classrooms to observe high impact instructional strategies and approaches to building student engagement. Teachers will reflect on implementing these practices into their own classroom, increasing the quality of learning experiences for all students.

Reach Ahead Technology Courses

Summer Programs
Exploring Engineering –
Gr. 9 Credit
Summer Credit
Summer ESL
Summer International
Languages – JK-Grade 8
Bridge to Success – Gr. 9
Credit


Exploring Engineering – Gr. 9 Credit



In Fall 2023, the Ministry of Education released a memo stating that a technology credit would be mandatory for students in their grade 9 or 10 year. WCDSB responded by continuing to offer a Reach Ahead Technology Course, [Exploring Engineering](#), for students in the summer between grade 8 and 9. This course offers students success as they enter secondary school with one compulsory credit, leaving more space in their

schedule for Arts, Business or Physical Education credits. Student achievement in these courses is supported by the De-streamed Consultant in collaboration with the Skills Trades Consultant to build classroom resources, lessons and provide physical materials.

Graduation Rates & Requirements

MYSP Theme:	MYSP Goal:	MYSP indicator
Strengthen to Become	 Students Every student reaches their full potential.	#24 Graduation Rate

One of the goals in our current Multi-Year Strategic Plan (2022-2025) for students is that every student reaches their full potential. One of the indicators (indicators #19-#27) to monitor continued improvement is our Ministry Graduation Rate where our 4-year and 5-year graduation rates are used as a key indicator to monitor the effectiveness of our programming as outlined in the previous sections of this report (MYSP indicator #24).



Student enrollment pathways between grade 9 and grade 12+ are variable and may be categorised in one of the following ways:

- **FULL** (i.e., fully enrolled): students who begin grade 9 at WCDSB and stay at WCDSB for 4-5years.
- **OUT** (i.e., leave early): students who begin grade 9 at WCDSB but leave WCDSB before grade 12 (i.e., may not necessarily graduate with our board, but could graduate elsewhere)
- **MID** (i.e., leave and return): students who begin with the WCDSB, leave for a period of time, then return before grade 12.
- **IN** (i.e., arrived late): students who entered the Board after grade 9, then stayed through to grade 12.
- **THRU** (i.e., arrived late and leave early): students who entered the Board after grade 9, but left before graduating

The Ministry calculated Graduation Rates include only those students from the following “mobility pathways”: FULL, MID and OUT

Reviewing the past five years of graduation data from the Ministry (i.e., Student cohorts starting grade 9 in 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019), we have noticed a slight increase in our 4-year graduation rate for our most recent graduates in June 2022 compared to June 2018 (i.e., from 79.8% in June 2018 to 82.5% in June 2022)(see Figure below, Ministry Graduation Rates).Figure: Ministry Graduation Rates for the WCDSB over time



Ministry Graduation Rates:

Ministry calculation includes the following mobility categories:

FULL, **MID**, and **OUT**



Grade 9 Cohort	4-Year	5-Year
2018-2019	82.5% June 2022	Pending June 2023
2017-2018	78.9% June 2021	85.9% June 2022
2016-2017	83.0% June 2020	88.2% June 2021
2015-2016	79.7% June 2019	85.7% June 2020
2014-2015	79.8% June 2018	86.0% June 2019

Recently, the Ministry Graduation rates can be explored through various filters (see Figure below). We are observing that there are many groups of students who are actually performing much higher than our Board average (e.g., students who meet grade specific credit requirements, students within specialized programs, etc.). However, there are smaller groups of students who are underperforming when compared to our Ministry Graduation Board average (e.g., students who do not meet grade specific credit requirements, students supported with an IEP). This tells us two things: It is imperative that we are able to drill down into our real-time data to identify groups of students that are likely to have unfavourable graduation outcomes and re-engage these students to get them back on track to graduation. Secondly, the Ministry is published too late for our system to respond in real-time. Building a data dashboard for schools to monitor in REAL time allows our school caseload teams to identify students who may have lost their pathway to graduation and quickly work to identify a plan to ensure the student is able to fill learning gaps and realign their goals to graduation.

Figure: Ministry Graduation Rates for the WCDSB from the most recent published cohort, students starting grade 9 in 2016-2017

Ministry Graduation Rates:

who is better off?

Grade 9 Cohort	4-Year	5-Year	#
2016-2017	83.0% June 2020	88.2% June 2021	1585



Better

Group	4-Year	5-Year	#
>=8 credits by the end of grade 9	88.8%	93.0%	1435
>=16 credits by the end of grade 10	93.5%	69.2%	1320
>=24 credits by the end of grade 11	96.5%	98.0%	1280
SHSM program	88.3%	92.7%	895
OYAP program	87.5%	90.6%	160
Stayed at WCDSB	85.6%	89.8%	1450
Students without an IEP	89.3%	93.3%	1135

Worse

Group	4-Year	5-Year	#
<8 credits by the end of grade 9	18.5%	37.0%	150
<16 credits by the end of grade 10	26.5%	46.9%	265
<8 and <16 credits by the end of grade 10	19.2%	34.6%	145
<24 credits by the end of grade 11	22.8%	43.9%	305
Students with an IEP (excluding gifted)	66.3%	75.3%	450

Contextual Changes over time impacting Graduation Rates:

Since the onset of the COVID-19 pandemic in March 2020, schools have faced new and varied challenges: multiple school closures with quick pivots to remote learning and instruction, the addition of St. Isidore and hybrid learning as virtual opportunities for students who chose it; cohorting with reduced numbers of in-school learning hours for our bricks & mortar students, quadesters vs semesters and lack of face-to-face learning opportunities. Although the 2022-2023 school year has had minimal COVID-19 restrictions compared to previous years, we are still observing delayed COVID-19 effects in our Internal Graduation Metrics. The Figure below outlines the context for each cohort of students as it related to COVID-19 restrictions and/or Graduation requirements (see Figure # below). For example, the Ontario Secondary School Literacy Test (OSSLT) requirement for graduation was waived for all students graduating in 2019-2020 and 2020-2021, the community service hours requirement for 2019-2020 was waived, while reduced to 20 hours for graduating students in 2020-2021 and 2021-2022, and reinstated for students in 2022-2023.

Figure: Summary of Contextual Challenges for Each Cohort and Internal Graduation Metrics



Graduation Context Overtime by Cohort

Grade 9 Cohort	2019-2020	2020-2021	2021-2022	Ministry Graduation Rate
	<ul style="list-style-type: none"> Beginning of COVID pandemic (March 2020) Grad Requirements: no Community Hours, no OSSLT Use of student data (e.g., ASPEN, encompass, PowerBI) 	<ul style="list-style-type: none"> Quadmesters + 5-day Cohorts (50% virtual) Grad Requirements: reduced community hours (20), no OSSLT Lack of student data 	<ul style="list-style-type: none"> Quadmesters Grad Requirements: reduced community hours (20), no OSSLT Lack of student data 	
2018-2019	Grade 10 year: *do no harm	Grade 11 year: no credit recovery *Q1 & Q2 - new *Q3 /Q4- Partial/Full shut down	Grade 12 Re-engagement strategy designed to recover our 4-year rate	4 year (June 2022) 82.5%
2017-2018	Grade 11 year: *do no harm	Grade 12 year: no credit recovery *Q1 & Q2 - new *Q3 /Q4- Partial/Full shut down	Grade 12+ Re-engagement strategy designed to recover our 5-year rate	4 year (June 2021) 78.9%
2016-2017	Grade 12 year: *do no harm	Grade 12+ year:	Immediate COVID Effect →	4 year (June 2020) 82.7%
2015-2016	Grade 12+ year: *do no harm			4 year (June 2019) 79.7%
2014-2015	Left before COVID pandemic			4 year (June 2018) 79.8%

Next Steps:

Upon examining the graduation rates, discernible trends emerge when we look at the graduation rates over time and within a cohort by groups of students graduating at a higher or lower rate compared to the Board average (i.e., disaggregated results of the 2016-2017 cohort by student group). Specifically, those who successfully earn credits by the culmination of each grade, individuals who remain within the Board, students without an Individualized Education Program (IEP), and participants in Experiential Learning programs (e.g., OYAP, SHSM) exhibit notably elevated graduation rates in comparison to alternative groups. With this information, we can strategically target the many groups of students (e.g., students not earning all credits, students who arrive late or leave early, and students supported with an IEP) that are not graduating at the same rates with additional resources, support and staff to proactively get students back on track to graduation. Student success teams, re-engagement leads and caseload teams led by school administrators will continue to work diligently with creative and supportive programming for students who are mobile.

Here is a list of the various precise programming strategies being utilized in schools to address student need:

- Increase real-time and historic monitoring through the access and utilization of a comprehensive student achievement data dashboard (e.g., PowerBI Dashboards)
- Credits at work (co-op)
- Credit recovery/rescue/team teachers to support gap filling
- Re-engagement support
- SWAC, SAL, Dual Credit opportunities, CCEP



Additionally, retaining students who are considering leaving our system is important for their overall success and achievement. Over time, our data indicates that students who leave our system have a significantly lower graduation rate.

Recommendation:

This report is prepared for the information of the Board.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Annalisa Varano
Superintendent of Learning

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

