## Board of Trustees’ Board Meeting

**Date:** Monday, May 27, 2024.

**Time:** 6:00 p.m.

* Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.

**Location:** 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener

### Attendees:

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

**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

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<tr>
<th>ITEM</th>
<th>Who</th>
<th>Agenda Section</th>
<th>Method &amp; Outcome</th>
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<tr>
<td>1. Call to Order</td>
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<tr>
<td>1.1 Opening Prayer/Memorials</td>
<td>Chair</td>
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<td>1.2 Territorial Acknowledgement</td>
<td>Board of Trustees</td>
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<td>I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally 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.</td>
<td>Chair</td>
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<tr>
<td>1.3 Approval of Agenda</td>
<td>Board of Trustees</td>
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<td>Approval</td>
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<td>1.4 Declaration of Pecuniary Interest</td>
<td>Individual Trustees</td>
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<td>1.4.1 From the current meeting</td>
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<td>1.4.2 From a previous public or in-camera meeting</td>
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<td>1.5 Items for Action:</td>
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<td>1.5.1 Items for Action:</td>
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**2. Consent Agenda: Director of Education (e.g.: day –to –day operational matters from the Ministry of Education that the Board is required to do)**
<table>
<thead>
<tr>
<th>ITEM</th>
<th>Who</th>
<th>Agenda Section</th>
<th>Method &amp; Outcome</th>
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<td>3. Consent Agenda: Board (Minutes of meetings, staff report)</td>
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<td>3.1 Approval of Minutes of Regular and Special Meetings</td>
<td>Board of Trustees</td>
<td>pp. 4-7</td>
<td>Approval</td>
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<td>3.1.1 Board of Trustees’ Meeting Minutes – Apr 22, 2024</td>
<td>Board of Trustees</td>
<td>pp. 8-9</td>
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<td>3.2 CPIC Minutes – Jan 24, 2024</td>
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<td>3.3 Director’s Report</td>
<td>Board of Trustees</td>
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<td>3.4 Board Meeting Dates 2024/2025</td>
<td>S. Maharaj</td>
<td>pp. 14-15</td>
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<td>3.5 Long Term Accommodation Approval Plan</td>
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<td>4. Delegations/Presentation</td>
<td>T. Rose</td>
<td>pp. 16-18</td>
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<td>5. Advice from the CEO</td>
<td>S. Maharaj</td>
<td>pp. 19-56</td>
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<tr>
<td>5.1 Energy Conservation Plan</td>
<td>G. Foran</td>
<td>pp. 57-63</td>
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<td>J. Ritsma/ A. Varano</td>
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<td>J. Ritsma/ A. Varano</td>
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<td>5.5 Math Achievement Action Plan (Math Recovery Plan)</td>
<td>S. Maharaj</td>
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<td>5.6 IT Board Report</td>
<td>J. Merkel</td>
<td>pp. 145-154</td>
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<td>5.7 Innovation Report</td>
<td>P. Mendonça</td>
<td>pp. 155-159</td>
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<td>5.8 Extended Day Update</td>
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<td>6. Ownership Linkage</td>
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<td>(Communication with the External Environment)</td>
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<td>7.1 Student Trustee Update</td>
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<td>8. Board Education (at the request of the Board)</td>
<td>Chair</td>
<td>Link</td>
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<td>8.1 OCSTA/CCSTA Communications</td>
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<td>OCSTA/CCSTA Communications Link</td>
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<td>8.2 Chair of the Board Report</td>
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<td>9. Policy Discussion</td>
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<td>10. Assurance of Successful Board Performance</td>
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<td>10.1 Board Policy Review</td>
<td>M. Phillips</td>
<td>Link</td>
<td>Approval</td>
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<tr>
<td>10.1.1 Board Policy II 011 – Student Representation on the Board</td>
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<tr>
<td>Is there a need to review the Policy?</td>
<td>K. Doherty-Masters</td>
<td>Link</td>
<td>Approval</td>
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<td>10.1.2 Board Policy II 012 – Student Trustee Role Description</td>
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<td>Is there a need to review the Policy?</td>
<td>Chair</td>
<td>Link</td>
<td>Approval</td>
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<td>10.1.3 Board Policy III 001 – Global Governance-Management Connection</td>
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<tr>
<td>Is there a need to review the Policy?</td>
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<td>11. Assurance of Successful Director of Education Performance</td>
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<tr>
<td>11.1 Monitoring Reports</td>
<td>K. Pomfret</td>
<td>pp. 167-173</td>
<td>Approval</td>
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<tr>
<td>11.1.1 Monitoring Report IV – 004 Treatment of Staff</td>
<td>S. Maharaj</td>
<td>pp. 174-180</td>
<td>Approval</td>
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<td>11.1.2 Monitoring Report IV – 009 Asset Protection</td>
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<td>12. Potential Agenda Items/Trustee Inquiry Report (CEO)</td>
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### 13. Announcements

13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):
- May 29 – CPIC Meeting
- May 30 – Jun 1 – CCSTA AGM & Convention, Calgary, AB
- Jun 5 - SEAC Meeting
- Jun 6 – Audit Committee
- Jun 10-17 – Secondary School Convocations
- Jun 18 – Special Board – Budget Presentation
- Jun 24 – Board of Trustees

13.2 Pending Items:
13.3 Pending Items for OCSTA Consideration

### 14. Items for the Next Meeting Agenda

14.1 June 18, 2024 – Special Board of Trustees Meeting
- Budget Presentation

### 15. Adjournment

Confirm decisions made tonight

15.1 Confirm Decisions Made Tonight

### 16. Closing Prayer

**CLOSING PRAYER**

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

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

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

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

Grant us the wisdom of your Spirit so that we might always be faithful to our responsibilities.

We make this prayer through Christ our Lord.

Amen

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

A public meeting of the Board of Trustees was held on Monday, April 22, 2024, at 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

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

*- attended virtually

**Student Trustees Present:**
Bryanna Donoghue, Xavier Petrie

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

**Special Resources For The Meeting:**

**Regrets:** Renee Kraft

**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.

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

1.1 **Opening Prayer & Memorials**
Trustee Guerin led prayer.

1.2 **Territorial Acknowledgment**
Territorial Acknowledgement declared by Chair Sikora.

1.3 **Approval of Agenda**
Chair Sikora motioned for approval of the agenda with the following amendments: N/A

2024-48– It was moved by Trustee Francis and seconded by Trustee Cuff:
THAT the agenda for Monday, April 22, 2024, be now approved.
--- Carried by consensus

1.4 **Declaration of Pecuniary Interest**
1.4.1 From the current meeting – Statement from Trustee Doherty-Masters declaring a Conflict of Interest on Item 1.5
Items for action arising from the In Camera meeting of April 22, 2024, regarding HRS matters and Board Awards. Trustee Doherty-Masters excused herself from the room during discussion on Item 1.5, she re-entered the room at Item 3.1.

1.4.2 From a previous public or in-camera meeting – NIL
1.5 **Items for Action:**
Items for action arising from the In Camera meeting of April 22, 2024, regarding HRS matters and Board Awards.

Chair Sikora requested a mover and seconder to approve the items for action of the In Camera meeting.

2024-49-- It was moved by Trustee Weiler and seconded by Trustee Cuff:
THAT the items for action from the In Camera meeting of Monday, April 22, 2024, regarding HRS matters, and Board Awards be now approved.
--- Carried by consensus

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

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

3.1 Approval of Minutes of Regular and Special Meetings
   - 3.1.1 Board of Trustees’ Meeting Minutes – Mar 25, 2024
   - 3.2 SEAC Minutes – Mar 6, 2024
   - 3.3 Audit Minutes – Jan 31, 2024
   - 3.4 Director's Report
   - 3.5 Board Meeting date change

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

2024-50-- It was moved by Trustee Doherty-Masters and seconded by Trustee Guerin:
THAT the Consent Agenda: Board of Trustees and the recommendations contained therein be now approved.
--- Carried by consensus.

4. **Delegations**

4.1 Delegation Presentation
Chair Sikora called Aislyn White to the podium to deliver their presentation regarding student mental health resources.

4.2 Delegation Presentation
Chair Sikora called Tim Moher to the podium to deliver their presentation regarding music in schools.

4.3 Delegation Presentation
Chair Sikora called Dave Villada to the podium to deliver their presentation regarding music in schools.

5. **Advice from the CEO**

5.1 Budget Preparation Update
Superintendent Maharaj introduced Renee King, Manager of Budget and Financial Reporting to present the Budget Preparation Update. Reviewed the timeline for developing the board’s budget for the 2024-2025 school year. Ms. King gave an overview of recent meetings of the Elementary and Secondary Enrolment Committees including registration information. She also summarized discussions from the latest Budget Advisory Committee meeting. Upcoming dates and reports were also reviewed. Trustees asked clarifying questions.

5.2 Interim Financial Report #2
Renee King, Manager of Budget and Financial Reporting presented the Interim Financial Report #2. Ms. King highlighted key data from the Financial Dashboard, including year-to-date revenue and expenditures. The Expenditure and Revenue Summary was also reviewed. The Interim Report also included an overview of enrollment and staffing across the organization. Trustees asked clarifying questions.

6. **Board Education (at the request of the Board)**
7. Reports From Board Committees/Task Forces

7.1 Student Trustee Update
Student Trustees Donoghue and Petrie presented the Student Trustee report and provided an update on events and activities happening in the secondary school community along with Student Trustee Role update for the month of April. Trustees asked clarifying questions.

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

8.1 Chair Sikora noted OCSTA Communications
Chair Sikora noted review of OCSTA communications.

8.2 Chair’s Report
Chair Sikora presented the Chair’s report for April.

9 Policy Discussion

10 Assurance of Successful Board Performance

10.1 Board Policy Review

10.1.1 Board Policy II 015 Ownership Linkage. Is there a need to review the Policy?
Chair Sikora confirmed review of Board Policy II 015 Ownership Linkage and confirmed compliance. The Chair requested a mover and seconder to confirm compliance.

The policy does not require review at Governance.

2024-51-- It was moved by Trustee Cuff and seconded by Trustee Phillips:
THAT the Board of Trustees reviewed Board Policy II 015 Ownership Linkage and find that the Board is in compliance.
--- Carried by consensus

11 Assurance of Successful Director of Education Performance

11.1 Monitoring Reports

11.1.1 Monitoring Report IV – 006 Legal Responsibilities
Superintendent Maharaj presented on Monitoring Report IV – 006 Legal Responsibilities and confirmed compliance. Chair Sikora requested a mover and seconder of the recommendation.

2024-52-- It was moved by Trustee Guerin and seconded by Trustee Doherty-Masters:
That the Board accept this report as demonstrating compliance with Policy IV – 006 Legal Responsibilities for the 2023/2024 school year.
--- Carried by consensus

11.1.2 Monitoring Report IV – 008 Financial Conditions
Superintendent Maharaj presented on Monitoring Report IV – 008 Financial Conditions and confirmed compliance. Chair Sikora requested a mover and seconder of the recommendation.

2024-53-- It was moved by Trustee Francis and seconded by Trustee Weiler:
That the Board accept this report as demonstrating compliance with Policy IV – 008 Financial Conditions for the 2023/2024 school year.
--- Carried by consensus

11.1.3 Monitoring Report IV – 012 Communication & Support to Board
Director Dowling presented on Monitoring Report IV – 012 Communication & Support to Board and confirmed compliance. Chair Sikora requested a mover and seconder of the recommendation.

2024-54-- It was moved by Trustee Doherty-Masters and seconded by Trustee Guerin:
That the Board accept this report indicating compliance with Policy IV – 012 Communication & Support to Board.
--- Carried by consensus
12 Potential Agenda Items
12.1 Notice of Motion – Youth Mental Health

Chair Sikora welcomed discussion on youth mental health by inviting Trustee Weiler to speak on the Notice of Motion that had been submitted. Trustee Weiler briefly reiterated the significance of the motion and her collaboration with Trustee Guerin to bring it forward on behalf of Student Trustees Donoghue and Petrie. Student Trustees Donoghue and Petrie then presented their report, emphasizing the need to prioritize and better support youth mental health in schools. This initiated an exchange of ideas between Trustees on how to strengthen the motion’s impact.

Trustee Phillips suggested an amendment to advocate for teachers more broadly in the arts. Trustee Donoghue suggested amendments into the first two items to make them more comprehensive. Trustee Stanley recommended modifying item two to better align with Catholic values. Trustee Weiler suggested removing the specific reference to Grants for Student Needs funding so the motion could have more flexibility. Trustee Phillips highlighted the importance of actively engaging parents. Trustee Guerin recommended broadening the language around arts education beyond specific subjects like music and visual arts. With Trustee Doherty-Masters’ support for including all arts, Trustee Weiler confirmed that the Chair would synthesize all the feedback into a letter to the Ministry on behalf of the Board. Chair Sikora asked Trustee Weiler if she would move the amended motion. Trustee Weiler moved the amended motion forward.

2024-55– It was moved by Trustee Weiler and seconded by Trustee Phillips:

THAT the Waterloo Catholic District School Board petition the Ministry of Education to increase funding, so that the following can be provided for students:
1. Additional counsellors, social workers, specialized staff, and/or other mental health professionals to assist students in crisis and/or that need support.
2. Additional mental health education materials for grades K-12 to promote mental well-being and coping skills, including music/arts resources, these will be aligned with the Board’s Catholic values.

--- Carried by consensus

13 Announcements
13.1 Upcoming Meetings/Events
Chair reviewed upcoming meetings and events.

13.2 Pending Items: N/A

13.3 Pending Items for OCSTA Consideration: N/A

14 Items for the Next Meeting Agenda
14.1 Chair reviewed upcoming agenda items.

15 Adjournment – Confirm decisions made tonight.
15.1 The Recording Secretary confirmed decisions made tonight.

16 Closing Prayer

17 Motion to Adjourn

2024-56– It was moved by Trustee Cuff and seconded by Trustee Phillips:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:19 p.m.
# Catholic Parent Involvement Committee (CPIC) Minutes

**Date:** Wednesday, January 24, 2024  
**Time:** 6:00pm to 7:30pm  
**Location:** Catholic Education Centre, 35 Weber St. W., Kitchener  
**Teams Link:**

<table>
<thead>
<tr>
<th>Member</th>
<th>Role</th>
<th>Location</th>
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<tbody>
<tr>
<td>Judy Merkel</td>
<td>Superintendent of Learning</td>
<td>In-Person</td>
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<tr>
<td>Conrad Stanley</td>
<td>Trustee</td>
<td>In-Person</td>
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<td>Marisa Phillips</td>
<td>Trustee</td>
<td>In-Person</td>
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<td>Winston Francis</td>
<td>Trustee</td>
<td>In-Person</td>
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<tr>
<td>Andrew Gordon</td>
<td>Elementary Administrator</td>
<td>Online</td>
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<td>Monica Carlin</td>
<td>Secondary Administrator</td>
<td>In-Person</td>
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<tr>
<td>John Murphy</td>
<td>Diocesan Representative</td>
<td>In-Person</td>
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<td>Joy Stephen</td>
<td>Monsignor Doyle Family</td>
<td>In-Person</td>
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<tr>
<td>Chetna Tomar</td>
<td>Resurrection Family</td>
<td>Online</td>
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<td>James Sebastian-Scott</td>
<td>St. Benedict Family (CPIC Chair)</td>
<td>In-Person</td>
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<td>Craig LeBlanc</td>
<td>St. David Family</td>
<td>In-Person</td>
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<td>Paul Marchwica</td>
<td>St. Mary’s Family</td>
<td>Online</td>
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<td>Dave Perlaky</td>
<td>Secondary: Cambridge (Budget)</td>
<td>In-Person</td>
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<td>Irene Vassalo</td>
<td>Secondary: Kitchener</td>
<td>Regrets</td>
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<td>Janek Jagiellowicz</td>
<td>Secondary: Waterloo</td>
<td>In-Person</td>
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<tr>
<td>Cara Ferreira</td>
<td>Member-at-Large</td>
<td>Online</td>
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<td>Tina Karwalajtys</td>
<td>Member-at-Large</td>
<td>Regrets</td>
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<td>Brenda Tbingana-Ahimbisibwe</td>
<td>Member-at-Large</td>
<td>Regrets</td>
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<td>Abuobeida (Obaida) Mudawi</td>
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<td>Melissa Phillips</td>
<td>Member-at-Large</td>
<td>Absent</td>
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<td>Jessey Fraga</td>
<td>Recorder</td>
<td>In-Person</td>
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**Action Items:** Noted in Green

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<thead>
<tr>
<th>Item #</th>
<th>Topic</th>
<th>Presenter</th>
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| 1      | Welcome & Superintendent Update  
Math Achievement Action Plan Presentation  
(Proceeded with Petra LeDuc’s presentation as we waited for additional members to arrive in order to achieve quorum)  
Jessey to circulate math resource prepared by Petra. | Judy Petra LeDuc          |
| 2      | Opening Prayer & Territorial Acknowledgment,  
Call for Additional Agenda Items | Judy, James, John          |
| 3      | Motion made to change Agenda item 7 to become item 5  
Joy moved and David seconded the change from item 7 to item 5. | }
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| 4 | Approval of the Minutes of December 13, 2023  
Cara moved and Craig seconded approval of the Minutes. | James |
| 5 | Superintendent Update:  
Welcome our newest CPIC Member & introduction | Judy |
| 6 | By-Law/Terms Review  
By-Laws were presented and Committee was asked to review them over the next week/week and a half, and to send comments to Jessey. | Judy |
| 7 | Trustee Update  
(Deferred to item #7 on the agenda)  
| 8 | Administrator Updates:  
**Secondary** – Christmas assemblies took place in December. Co-op fair was well represented. Parents and business owners came out to share their co-op experiences. Second semester starts next week. MDI survey will be administered from grades 4-12. Data is used for our school improvement planning. Children are encouraged to participate. There is a parent component regarding school safety and perception of how their children feel at school, comparing parent and student view. That will be going out after March Break.  
**Elementary** – Advent celebrations and Christmas liturgies took place. January 19th is a PD Day for report card writing. Term 1 Reports are coming out soon. A letter will be going home with report cards regarding new language curriculum. One Mark will be explained in the letter. Term 2 IEPs are coming out soon. This week is mental health/anti-stigma week. Schools will be focusing on helping students with anxiety and taking care of mental health. Director Dowling is visiting schools. Valentine’s Day is the same day as the start of lent. Most schools will be celebrating Valentine’s Day on Feb 13th. | Monica |
| 8 | Discussion Items/Updates:  
a) OAPCE Update (attached). | Joy |
|   | b) Coffee Chat Update – Jessey shared out with CSAC. | Judy |
|   | c) ProGrant Update – Timea’s Cause – we will see if her content is available afterward. Marisa asked if we could negotiate that it to be available for a few weeks/days? Report back to group. Even if cost is higher for it to be available. Committee comfortable with cost. James would then ask for someone to make a motion to move that forward. | Judy |
| 9 | Approval of the January 24, 2024 Agenda  
Marisa moved and Craig seconded approval of the Agenda. | James |
| 10 | Motion to adjourn meeting made by David and seconded by Joy. | James |
Date: May 27, 2024
To: Board of Trustees
From: Director of Education
Subject: May Director’s Report

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

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

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

Policy Statement and/or Education Act/other Legislation citation:
Policy 1 001 Ends
Policy IV 013 Leadership

Alignment to the MYSP:

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

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

☑ Strengthen to Become
☑ Every student reaches their full potential.
☑ Staff see their impact on student achievement.
☑ Are engaged as active partners in our students’ Catholic education journey.
Background/Comments:

Our Deep Learning theme this month is Inclusion and Belonging. Given that May is set aside in the Church to honour of Mary it is fitting that we acknowledge her willingness to magnify God, not herself, with this theme. Inclusion and Belonging is about cultivating a learning environment that fosters excellence by valuing diverse perspectives, promoting open dialogue, and ensuring that all students have an authentic voice, feel valued, and are empowered to reach their full potential in a welcoming and nurturing environment. They are connected to our Graduate Expectations - A reflective, creative and holistic thinker. This theme aligns with the Umbrella Skills of cognitive flexibility and integrity, as well as the Grandfather Teachings of Love.

Awaken to Belong
Throughout the WCDSB there have been a number of events highlighting belonging during the month of May. These have ranged from the grade two and three students at St. Vincent de Paul CES welcoming in parents to share their careers during their career fair to numerous schools inviting parents and other guests in during Catholic Education Week to showcase learning and special projects. We’ve also seen the success of our first ever Student Engagement and Equity Council Conference where student leaders from secondary schools across the region gathered to hear speakers and share the work they’ve been doing throughout the year to make their schools more inclusive, so that all feel they belong. This month, WCDSB is proud to be a partner of the Ontario Special Olympics and we were able to attend the Opening Ceremonies to witness these athletes prepare for competition.

Ignite to Believe
Early in the month our schools kicked off Catholic Education Week 2024. This year's theme was ‘We Are Called To Love’. Each school held a variety of activities to demonstrate how our daily words and actions show that we are people of faith and hope. During this week we were able to hold the Blessing of St. Josephine Bakhita CES and witness our student leaders participating in the Diocesan Student Leadership Conference.

Strengthen to Become
Female students in technology classes across our secondary schools were invited to participate in the Jill of All Trades event at Conestoga College, highlighting career opportunities for women in the trades. St. Jerome’s University hosted secondary students who were participants in this year’s Model UN. Building on the learning that occurred last month through mock EQAO assessments, students in Grades 3 and 6 have taken part in EQAO assessments in Literacy and Numeracy this month.

Some of the regular meetings that were held in April have included:
- Executive Council meetings – once a week
- Academic Council meetings – once a week
- Equity Services meetings – bi-weekly
- Human Resource Services meetings – bi-weekly
- Corporate Services meetings – bi-weekly
- RDO meeting - monthly
- Chairs and Directors of Education Teleconference with Minister Lecce – Tuesday afternoons (bi-weekly)
- CEC Mass – Monthly
- Faith, Indigenous and Equity Meeting - monthly
- MYSP Indicator Review meeting with WCDSB Research – monthly
- K-12 Administrators’ Meeting – monthly

A few other highlights from this month include:
- Participated in several meetings and conversations with the Chair of the Board
- Director Visits: Our Lady of Fatima, St. Elizabeth, St. Benedict, St. Teresa of Avila, St. Boniface
- Met with Administrator Association Co-Chairs
- OCSTA Business Seminar, AGM and Conference
- NIROW Newcomer Orientation
- KW Art Gallery Annual Expressions Event
- St. Mary’s HS Indigenous Affinity Space Open House
- ECCODE Mentor Coaching
- WCDSB Community Leaders Breakfast
- WCDSB Folk Dance Festival (Kitchener)
- Diocesan Leadership Conference Mass
- St. Josephine Bakhita CES Blessing
- Building Black Connections Expo
- SEEC Conference
- Minister’s Teleconference
- Committee of the Whole Meeting
- Interfaith Community Breakfast
- WLU Senate
- Model UN Opening Ceremonies
- WCDSB Retiree and Staff Recognition Celebration
- SWCODE
- Governance Committee Meeting
- Special Olympics Ontario Opening Ceremony & Spring Games
- Jill of All Trades
- Board of Trustees Meeting
- CCSTA Convention

**Recommendation:**

This report is for the information of the Board.

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

*4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the CEO, subject in all instances to what otherwise actually occurred.*
2024-2025 Board/Committee of the Whole Meeting Dates

September 2024
- 9 – Committee of the Whole
- 23 – Board of Trustees’

October 2024
- 7 – Committee of the Whole (Thanksgiving – Mon. Oct. 14th)
- 28 – Board of Trustees’

November 2024
- 4 – Committee of the Whole
- 18 - Inaugural Election Chair/Vice-chair
- 25 – Board of Trustees’

December 2024
- 9 – Board of Trustees

January 2025
- 13 – Committee of the Whole
- 27 – Board of Trustees’

February 2025
- 10 – Committee of the Whole
- 24 – Board of Trustees’

March 2025 (March break 10-14)
- 3 – Committee of the Whole
- 24 – Board of Trustees’

April 2025 (Easter – Sun. Apr 20)
- 14 – Committee of the Whole (Easter Monday – Mon, Apr 21, 2025)
- 28 – Board of Trustees

May 2025 (Victoria Day – Mon. May 19)
- 12 – Committee of the Whole
- 26 – Board of Trustees’

June 2025
- 9 – Special Board – Budget Presentation
- 23 – Board of Trustees’
Date: May 27, 2024
To: Board of Trustees
From: Director of Education
Subject: 2024 Long Term Accommodation Plan – Recommendation for Approval

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

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

Origin: (cite Education Act and/or Board Policy or other legislation)
The Long Term Accommodation Plan is to be presented to the Board of Trustees annually to satisfy the provisions of Board Policy IV 010 “Facilities Accommodations”.

Policy Statement and/or Education Act/other Legislation citation:
Board Policy IV 010: Facilities / Accommodations ‘the CEO shall not …

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

Alignment to the MYSP:

☒ Awaken to Belong
☐ Every student can see themselves reflected in their learning.
☒ Staff experiences a positive, healthy, and inclusive workplace.
☐ Parents 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.
☒ Parents are engaged as active partners in our students' Catholic education journey.
Background/Comments:
The 2024 Long Term Accommodation Plan (LTAP) was presented to Trustees on May 13, 2024 in satisfaction of policy provision 2 of Board Policy IV 010 "Facilities/Accommodations".

The LTAP provides a multi-year plan focused on student accommodation. The LTAP also provides an update on enrolment and demographic trends, and a listing of strategic initiatives including boundary reviews, new schools, and additions / renovations.

The Executive Summary in the LTAP provides an overview of the Board’s plans and expectations in the coming years.

Table 1 - Enrolment Forecast Summary

<table>
<thead>
<tr>
<th></th>
<th>Capacity</th>
<th>2022/23</th>
<th>2023/24</th>
<th>2024/25</th>
<th>2027/28</th>
<th>2032/33</th>
</tr>
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<tbody>
<tr>
<td>Elementary</td>
<td>17,009</td>
<td>17,646</td>
<td>18,810</td>
<td>19,716</td>
<td>23,578</td>
<td>29,294</td>
</tr>
<tr>
<td>Secondary</td>
<td>6,600</td>
<td>7,604</td>
<td>7,846</td>
<td>7,991</td>
<td>8,923</td>
<td>12,479</td>
</tr>
<tr>
<td>Total</td>
<td>23,609</td>
<td>25,250</td>
<td>26,801</td>
<td>27,707</td>
<td>32,501</td>
<td>41,773</td>
</tr>
</tbody>
</table>

Highlights of the LTAP include:
- Existing capital funding commitments for 2,240 elementary pupil places and 1,000 secondary pupil places of capacity.
- Five (5) proposed capital priorities resubmissions (1 new school, 4 additions)
- Nine (9) proposed new capital priorities submissions (2 secondary additions, 5 new elementary schools, 1 elementary addition, 1 elementary re-construction).

No further questions of clarification were received by staff subsequent to the May 13th Committee of the Whole meeting. As such, the following recommendation is presented for the Board's consideration.

Recommendation:
That the Board of Trustees approve the 2024 Long Term Accommodation Plan, as presented on May 13, 2024.

Prepared/Reviewed By:
- Tyrone Dowling
  Director of Education
- Virina Elgawly
  Property and Planning Officer
- Jordan Neale
  Planning Technician
- Jennifer Passy
  Manager of Planning
- Shesh Maharaj
  Executive Superintendent of Corporate Services

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

Originally, I wanted to speak to the Catholic School board for two reasons. One was that the statue of Our Blessed Virgin Mary was damaged at St. Mary’s High School, which needs to be replaced. It was there for a long time. Don’t let them who oppose God win.

Secondly because after speaking with professions that their job is to assess teens say when asked them to put your signature here, they didn't know what signature meant or know how to write it. As well as many teachers in Public and Catholic schools in Ontario say the students are 10% less intelligent than the previous 5 years. This is concerning.

Bring back proper education.

After seeing the statistics from the last board meeting, I was astonished. The high percentage of suspended students is not acceptable. The amount of depressed children and anxiety ridden children is not acceptable. What is happening?

Where in a Catholic School is the love of God? Where is the teaching of forgiveness? Where are the values that God want children of His to know?
I tell you what happened to my teen age daughter.
She came home from school crying. I asked what is the matter. She said with tears this. Please take this to heart. Do adults want us to be depressed all the time. What do you mean I said. Do they have to mention every year about this death anniversary and that death. Are we not allowed to be happy at school. I get my teacher lost a loved one from the 9/11 and I cried and prayed as all of us did. But do we have to live this tragedy all the time. Are we not supposed have fun as well as learn?

I say you take away the good times from children at play they can't play this game or that game because someone might get hurt. Well, I see students on school yard when I pass by just not doing too much. Idle minds. Let children play. The old school ways.

What is missing is the love of God.
To see who He is. To know who He is, and how important to learn the truth of how God loves us. Not only loves us but how He forgives us. In the Our Father which Our Lord taught us reveals many things, and good to ponder on in silence. You will learn many things.
Forgive our trespasses as we forgive those who trespass against us. (God forgives us the exact amount we forgive others.)
But we must admonish people who blasphemed God or by teaching children lies about Him and about His Church.
Upon this rock I will build my church. The rock was Saint Peter.

We have the 10 Commandments that we must live by and learn them.

Thou shall Not have false God's before me

Learn about Our Lady of Fatima. Learn and say the Rosary. The original one that Our Blessed Mother gave to the world. Three mysterious with five decades in each mystery.

Meditate on the Passion - Station of the Cross
Noone goes to heaven alone and Noone goes to hell alone.

Teach the Catholic Ways. Teach the Virtues, teach about the lives of the saints. Students will learn to be courageous for God For the good of their soul and for the glory of God.

I see you have behind you a picture of a man looking like every Joe walking down the street. I presume it is Jesus with His hand in His pocket. I hope that the women near Him there is not Our Blessed Mother with a frightened face. Our Blessed is above all women show her with such dignity befitting a Queen of heaven. God will not be mocked. He is just and will punish people also. That means if you don’t love God, you do not gain heaven.

There is not a single word in any language that can describe how Holy Our Lord is. Do not receive Our Lord in the hand. Only on the tongue. Priests have their fingers consecrated. We as Catholic adults have a duty to prepare young people to sanctifying grace as so they can gain heaven one day when God decides to call them at any stage of life. When you have sanctifying grave you know you’re ready only when God calls not before.

Teach:
THE PRINCIPAL GOOD   WORKS
Prayer; Fasting; Almsgiving.

THE THREE THEOLOGICAL   VIRTUES
Faith; Hope; Charity.

THE FOUR CARDONAL   VIRTUES
Prudence, Justice, Fortitude.    Temperance.

THE TWELVE FRUITS OF THE HOLY   GHOST
Charity, Joy, Peace, Patience, Benignity, Goodness, Longanimity, Mildness, Faith, Modesty, Continence.

THE SIX SINS AGAINST THE   HOLY GHOST
Despairing of being saved; Presuming on being saved without merit; Opposing the known truth; Envying another's graces; Obstinately remaining in sin; Final in penitence.

THE FOUR SINS CRYING TO   HEAVEN FOR VENGEANCE
Willful murder; Sodomy; Oppression of the poor, Defrauding laborers of their wages.

These things we will be judged on by God the moment we leave this world.

Are these truly being taught in the Catholic schools. If so, this board room certainly does not depict it. This is not a Catholic atmosphere.

My words would have been a little different, but I am disturbed by what I see here on the walls and the lack of Godly things. These things oppose God’s teaching.

Get to know the real God who loves us. Not these ideologies that are made up by man.
Censoring speech is not Godly. The Holy Ghost moves us, and it is said to not think what you will say I will give you the words. I tried my best after praying and I only hope I did God justice. God Bless you all and be assured you are in my prayers. Praise Be Jesus and Mary Now and Forever

JMJ

Theresa Rose
Report

Date: May 27, 2024
To: Board of Trustees
From: Director of Education
Subject: Energy Conservation and Sustainability Report

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

Type of Information: □ Information for Board of Trustees Decision-Making
☒ Monitoring Information of Board Policy IV 010
☐ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)
This report will provide Trustees with information to assess the Director of Education’s compliance with Board Policy IV 009 “Asset Protection”.

Policy Statement and/or Education Act/other Legislation citation:
Executive Limitation IV 010, “Facilities / Accommodations”

“…the CEO shall not…

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

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

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

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

Background/Comments:
Attached to this report, Trustees will find attached the Board’s 2024 Energy Conservation and Demand Management Plan as well as a summary of the sustainability initiatives undertaken during the past year.

Trustees will note gains made in managing energy consumption in our schools and a continued effort to reduce to greenhouse gas emissions.

Gains have been achieved through the replacement of outdated and inefficient equipment and building components. An ongoing initiative which is expected to produce further efficiencies is the programming of building systems by school site based on a review of extended day programs, community use rentals, and scheduled school closure periods.

Zeb Foss, Energy Conservation Supervisor will provide an overview of the highlights of the attached report during the Board Meeting.

Recommendation:
That the Board of Trustees receive this report as information.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Adrian Frigula
Senior Manager of Facility Services

Zeb Foss
Energy Conservation Supervisor

Shesh Maharaj
Executive Superintendent, Corporate Services

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

Zeb Foss  
Energy Conservation Supervisor

Anna Taylor  
Manager of Construction Services

Steve Menyhart  
Maintenance Supervisor

Adrian Frigula  
Senior Manager of Facility Services

Shesh Maharaj  
Executive Superintendent of Corporate Services

## Sustainable Development Committee

Bryanna Donoghue & Xavier Petrie  
Student Trustees

Colin Hayward  
Facility Operations Supervisor

Judy Merkel  
Superintendent of Learning

Kathy Doherty-Masters  
Trustee

Kevin Hinsperger  
Secondary School Administrator

Lema Salaymeh  
Senior Manager of Communications

Maria Serpa  
Computer/IT Services Technician

Rachel O’Brien  
Student Achievement Consultant

Stephen Butterworth  
Purchasing Officer

Steve Menyhart  
Maintenance Supervisor

Whitney McKinley  
Student Achievement Consultant

Zeb Foss  
Energy Conservation Supervisor
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Introduction

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

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

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

- **Energy & Water Conservation**
  - Through energy audits, capital renewal programs, monitoring local consumption, and conducting repairs and preventative maintenance on equipment.

- **Purchasing & Waste**
  - Through contractual terms and conditions with vendors, social procurement programs, waste audits, recycling, and composting programs, and raising awareness around waste with students and staff.

- **Buildings & Grounds**
• **Food & Drink**
  o Through education and awareness programs in the curriculum delivered to students, modelling desirable behaviours, and through administrative procedures providing guidelines to schools on healthy options during food days.

• **Inclusion & Participation**
  o Through encouraging both students and staff to be proactive in supporting ethical actions, providing training to all on EDI, being mindful of others, and acting in alignment with Catholic teachings.

• **Local Well-Being**
  o Through receiving feedback from students and staff, designing programs to increase physical and mental wellness while at school/work, providing central resources and materials to support wellness, and identifying and training staff experts as wellness champions.

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

Ontario Regulation 25/23: Broader Public Sector: Energy Reporting and Conservation and Demand Management Plans requires Broader Public Sector (BPS) organizations to develop an Energy Conservation and Demand Management (CDM) plan and update it every five years. Our updated CDM plan was developed in compliance with the regulation and covers the period from FY2023-2024 to FY2027-2028. The plan was approved in May 2024.

Our updated CDM plan builds on the Board’s previous conservation and demand management efforts as outlined in past plans found here [https://ecozone.wcdsb.ca/energy/](https://ecozone.wcdsb.ca/energy/). This updated plan also continues to build on experience gained in energy conservation and demand management over the last five years.

Hard copies of the CDM plan are available at the Catholic Education Centre located at 35 Weber St W, Kitchener.
Guiding Principles

Vision

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

Mission

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

Our Beliefs

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

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

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

• **Vision**
  - An innovative school board where students and staff work together to reduce energy usage in all Waterloo Catholic District School Board buildings.

• **Energy Reduction Target**
  - Reduce energy consumption by 1.5% on annual basis from 2022/2023 school year while maintaining improved occupancy comfort.

• **Approaches**
  - Using existing resources and infrastructure.
  - Developing professional networks with partners in the Ontario Broader Public Sector, Ministry of Education, utility companies, and local experts.
  - Measuring and monitoring progress on energy use and GHG emissions.
  - Committing to continuous energy reductions and best practices.
  - Promoting ongoing training and awareness programs for energy conservation.
  - Encouraging students and staff to participate in environmental initiatives and programs.

• **Focus Area**
  - To reduce electricity, natural gas, and water consumption at all WCDSB sites.

• **Goals & Objectives**
  - To reduce energy use per square meter in all WCDSB buildings.
  - To develop best practices for the operations, maintenance, and retrofit of existing buildings and design of new buildings.
  - To engage students, staff, and stakeholders in sustainable practices and programs.
Appendix A

Education Sector Background

Funding and Energy Management Planning

Each year school boards receive approximately $1.4 billion school renewal funding from the province. In addition, school boards may receive time-limited funds over this period.

The Ministry typically announces each Board’s funding allocations, for the upcoming school board Fiscal Year (September 1st to August 31st), in March-April.

While a board may have a five-year energy management strategy, the ability to implement their strategy depends on the funding that’s received for each of the five years covered by their plan.

Asset Portfolios and Energy Management Planning

The education sector is unique in that a board’s asset portfolio can experience important changes that crucially impact a board’s energy consumption over a five-year period.

The following is a list of some of the most common variables and metrics that change in the education sector.

Facility Variables:

- Construction
  - Year built
  - Number of floors
  - Orientation of the building
- Building Area
  - Major additions
  - Sites sold/closed/demolished/leased
Appendix A

- Portables/Portapaks
  - Installed
  - Removed
  - Areas under construction

- Equipment/Systems
  - Age
  - Type of technology
  - Lifecycle
  - Percentage of air-conditioned space

- Site Use
  - Elementary school
  - Secondary school
  - Administrative building
  - Maintenance/warehouse facility
  - Community Hubs

- Shared Site Use (For example: two or more boards share common areas and/or partnered with a municipality)
  - Swimming pools
  - Libraries
  - Lighted sports fields

Other Variables:

- Programs
  - Childcare
  - Before/After School Programs
  - Summer School
  - Community Use

- Occupancy
  - Significant increase or decrease in number of students
  - Significant increase in the hours of operation
  - New programs being added to a site

- Air Conditioning
  - Significant increase in air-conditioned space
  - Portables
PART I: A REVIEW OF PROGRESS & ACHIEVEMENTS in the PAST FIVE YEARS

The Board’s Asset Portfolio

The following table outlines the energy-related variables and metrics in the Board’s asset portfolio that changed from the baseline Fiscal Year 2017 to 2018 to the end of the five-year reporting period Fiscal Year 2022 to 2023.

Table 1: Board’s Asset Portfolio

<table>
<thead>
<tr>
<th>Key Metrics</th>
<th>(Baseline Year) Fiscal Year 2017 to 2018</th>
<th>Fiscal Year 2022 to 2023</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Buildings</td>
<td>60</td>
<td>56*</td>
<td>-4</td>
</tr>
<tr>
<td>Total Number of Portables/Portapaks</td>
<td>127</td>
<td>213</td>
<td>86</td>
</tr>
<tr>
<td>Total Floor Area (m2)</td>
<td>273,507</td>
<td>286,186</td>
<td>12,493</td>
</tr>
<tr>
<td>Average Operating Hours</td>
<td>78</td>
<td>98**</td>
<td>20</td>
</tr>
<tr>
<td>Average Daily Enrolment</td>
<td>22,094</td>
<td>26,310</td>
<td>4216</td>
</tr>
<tr>
<td>% of Total Floor Area Air Conditioned</td>
<td>83%</td>
<td>98%</td>
<td>15%</td>
</tr>
<tr>
<td>Number of Facilities with Mechanical Ventilation</td>
<td>60</td>
<td>56</td>
<td>-4</td>
</tr>
</tbody>
</table>

* Refer to the detailed asset list in “APPENDIX A: PROFILE OF WCDSB BUILDINGS.
** We have increased the daily operating hours of the mechanical equipment as one of our COVID-19 prevention measures.
Energy Usage Data for the Board

The following table lists the “metered”\(^1\) consumption values in the common unit of Equivalent Kilowatt Hours (ekWh) and Kilowatt Hours (kWh).

### Table 2: Metered Usage Values

<table>
<thead>
<tr>
<th>Utility</th>
<th>Fiscal Year 2017 to 2018 (Baseline year)</th>
<th>Fiscal Year 2022 to 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Electricity (kWh)</td>
<td>26,472,808</td>
<td>23,866,964.00</td>
</tr>
<tr>
<td>Total Natural Gas (ekWh)</td>
<td>38,419,280</td>
<td>29,035,062.00</td>
</tr>
</tbody>
</table>

\(^1\) Metered consumption is the quantity of energy used and does not include a loss adjustment value (the quantity of energy lost in transmission).

Weather Normalized Energy Consumption Values

In Ontario, 25% to 35% of energy consumption for a facility is affected by weather.

To demonstrate the effect of weather, the following table shows the Weighted Average Heating Degree Days (HDD)\(^2\) and Cooling Degree Days (CDD)\(^3\) for the six most common Environment Canada weather stations in the Ontario education sector.

### Table 3: Ontario Degree-days

<table>
<thead>
<tr>
<th>Ontario Degree Days</th>
<th>Fiscal Year 2017 to 2018</th>
<th>Fiscal Year 2018 to 2019</th>
<th>Fiscal Year 2019 to 2020</th>
<th>Fiscal Year 2020 to 2021</th>
<th>Fiscal Year 2021 to 2022</th>
<th>Fiscal Year 2022 to 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDD</td>
<td>3,989</td>
<td>4,196</td>
<td>3,837</td>
<td>3,696</td>
<td>3,799</td>
<td>3,611</td>
</tr>
<tr>
<td>CDD</td>
<td>432</td>
<td>334</td>
<td>415</td>
<td>392</td>
<td>340</td>
<td>267</td>
</tr>
</tbody>
</table>

\(^2\) Heating Degree Day (HDD) is a measure used to quantify the impact of cold weather on energy use. In the data above, HDD are the number of degrees that a day's average temperature is below 18°C (the balance point), the temperature at which most buildings need to be heated.

\(^3\) Cooling Degree Day (CDD) is a measure used to quantify the impact of hot weather on energy use. In the data above, CDD are the number of degrees that a day's average temperature is above 18°C, the temperature at which most buildings need to be cooled. It should be noted that not all buildings have air conditioning and some building have partial air conditioning. The UCD only applies CDD to meters that demonstrate an increase in consumption due to air conditioning.
The best way to compare energy usage values from one year to another is to use weather normalized values as they take into consideration the impact of weather on energy performance and allows an “apple-to-apple” comparison of consumption across multiple years.

However, a straight comparison of Total Energy Consumed between one or more years does not take into consideration changes in a board’s asset portfolio, such as changes in buildings’ features (refer to the Facility Variables listed on pages 12 and 13), and newly implemented programs (refer to the Note to Readers on pages 17-21) which will greatly impact energy consumption.

As a result, weather normalized Energy Intensity is the most accurate measurement that allows the evaluation of a board’s energy use from one year to another as it cancels out any change in floor area. The unit of measurement used is either equivalent kilowatt hours per square foot (ekWh/ft²) or equivalent kilowatt hours per square metre (ekWh/m²).

### Table 4: Weather Normalized Values

<table>
<thead>
<tr>
<th>Weather Normalized Values</th>
<th>Fiscal Year 2017 to 2018 (Baseline Year)</th>
<th>Fiscal Year 2022 to 2023 (Most Recent Data Available)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Energy Consumed (ekWh)</td>
<td>64,190,596</td>
<td>54,512,104</td>
</tr>
<tr>
<td>Energy Intensity (eKWh/ft²)</td>
<td>21.07</td>
<td>17.70</td>
</tr>
<tr>
<td>Energy Intensity (eKWh/m²)</td>
<td>233.11</td>
<td>190.38</td>
</tr>
<tr>
<td>Total GHG Emissions (kgCO₂)</td>
<td>7,714,507.50</td>
<td>6,291,496</td>
</tr>
<tr>
<td>Emissions Intensity (kgCO₂/ft²)</td>
<td>2.60</td>
<td>2.04</td>
</tr>
<tr>
<td>Emissions Intensity (kgCO₂/m²)</td>
<td>28.01</td>
<td>21.98</td>
</tr>
</tbody>
</table>

---

4 Energy Intensity (known as EI) is the quantity of total energy consumed divided by the total floor area. EI is typically expressed as equivalent kilowatt hours per square foot (ekWh/ft²), gigajoule per square metre (GJ/m²), etc., depending on the user’s preference.
Review of Previous Energy Conservation Goals & Achievements

In 2019, the Board set annual energy conservation goals for the following five fiscal years. The following table compares the Energy Intensity Conservation Goal with the Actual Energy Intensity Reduced for each year.

**Table 5: Comparison of Energy Intensity Conservation Goal and Actual Energy Intensity Reduced**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Conservation Goal ekWh/ft²</th>
<th>Conservation Goal ekWh/m²</th>
<th>Conservation Goal Percentage</th>
<th>Actual Energy Savings ekWh/ft²</th>
<th>Actual Energy Savings ekWh/m²</th>
<th>Actual Energy Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018 to 2019</td>
<td>0.73</td>
<td>7.83</td>
<td>3.36</td>
<td>0.20</td>
<td>2.15</td>
<td>0.92</td>
</tr>
<tr>
<td>2019 to 2020</td>
<td>0.84</td>
<td>9.07</td>
<td>3.90</td>
<td>3.02</td>
<td>32.51</td>
<td>14.09</td>
</tr>
<tr>
<td>2020 to 2021</td>
<td>0.52</td>
<td>5.64</td>
<td>2.42</td>
<td>-0.34</td>
<td>-3.61</td>
<td>-1.82</td>
</tr>
<tr>
<td>2021 to 2022</td>
<td>0.77</td>
<td>8.31</td>
<td>3.57</td>
<td>0.85</td>
<td>9.12</td>
<td>4.52</td>
</tr>
<tr>
<td>2022 to 2023</td>
<td>0.66</td>
<td>7.07</td>
<td>3.04</td>
<td>0.22</td>
<td>2.33</td>
<td>1.21</td>
</tr>
</tbody>
</table>

**NOTE TO READERS:**
When reviewing annual Actual Energy Savings and Actual Energy Percentage across the five (5) years in the chart above, the following should be considered:

1. Conservation goals in the above chart were forecast in Spring 2019 based on the assumption that operational parameters would remain consistent from FY2019 through FY2023. However, the pandemic that arrived in early 2020, significantly changed how schools operated and impacted their energy consumption.
2. As a result of significant operational changes from one year to the next from FY2019 to FY2023, an apple-to-apple comparison of Energy Intensity (ekWh/m² – the quantity of energy consumed per area) is not possible.
   - Factors that reduced energy consumption include:
Appendix A

- temporary school closures in FY2020 and FY2021, due to the pandemic
  - boards with centralized Building Automation Systems (BAS) that could be remotely programmed to “unoccupied set points”, should show a reduction in consumption
- temporary suspension of community use of schools, before/after school programs, childcare programs, continuing education and summer school programs
  - for schools with these programs, the number of “occupied set point” operating hours would be significantly reduced

- Factors that increased consumption include:
  - Implementation of new health and safety factors in FY2021 through FY2023 to address pandemic issues, such as:
    - increased ventilation (intake of fresh air),
    - increased filtration requirements
    - expanded operating hours of HVAC equipment

A board’s ability to achieve their 2019 forecasted Conservation Goals may be limited by some or all the above factors.

In addition to the pandemic-related factors outlined above, there are several other factors that regularly impact a board’s ability to achieve their conservation goals, including:

**Before and After School Programs**

Before-School and After-School Programs need a facility's Heating, Ventilation, and Air Conditioning (also known as HVAC) system to operate for an extended period of time on a daily basis, which increases the overall energy intensity.

**Community Use of Schools**

Both indoor and outdoor school space is available to not-for-profit community groups at reduced rates, outside of regular school hours. The use of spaces in schools, typically gymnasiums and libraries, has increased over time. The use of these spaces during non-school hours requires a facility's HVAC system to operate for an extended period on a daily basis, which will increase the overall energy intensity.
Community Hubs

Many schools now offer a greater range of:

- events (cultural),
- programs (arts, recreation, childcare), and
- services (health, family resource centres).

The dramatic increase in community use means that many schools now run from 6:00 a.m. until 11:00 p.m. during weekdays and are open many times on weekends. The use of these spaces during non-school hours requires a facility’s HVAC system to operate for an extended period on a daily basis, which will increase the overall energy intensity.

Air Conditioning

Historically, schools have not had air conditioning, or it has been a minimal space in the facility. However, with changing weather patterns, “shoulder seasons” such as May, June and September are experiencing higher than normal temperatures and there is an increased desire for schools to have air conditioning. Air conditioning significantly increases a facility's energy use, specifically electricity consumption.

Compliance with current Ontario Building Code (also known as OBC)

When renovations or an addition is built onto an existing school, in-place equipment such as HVAC systems, lighting etc., may be required to meet current OBC standards which may result in increased energy use.

For example, under the OBC, buildings built today have increased ventilation requirements, meaning more outside air is brought into a facility. As a result, HVAC systems need to work longer to heat or cool the outdoor air to bring it to the same temperature as the standard indoor temperature for the building.

Pandemic

When reviewing year-over-year value, it should be noted that FY2020 values will be lower as schools were closed due to the pandemic (March 2020 until June 2020). During that time, the sector saw a decrease of 16% in electricity consumption and 3% in natural gas consumption. The difference in the percentage for the two utilities, reflects that natural gas is primarily used for
heating and April, May and June do not have the same heating demands due to weather.
In FY2021 consumption values were typically higher than FY2020, but due to limited occupancy as a result of the ongoing pandemic, lower than previous consumption levels.

**Ventilation and Filtration**

In consultation with the Office of the Chief Medical Officer of Health, the Ministry of Labour, Immigration, Training and Skills Development and others, school boards have been expected to continue to build on established practices to optimize air quality to support healthy and safe learning environments for students and staff.

Many of these new recommendations/requirements can impact utility consumption. For instance, the implementation of standalone HEPA filtration units has impacted energy consumption, primarily electricity.

**Cumulative Energy Conservation Goal**

The following table compares the 2019 Forecasted Cumulative Energy Intensity Conservation Goal with the Actual Cumulative Energy Intensity Reduced Savings.

**Table 6: Cumulative Energy Intensity Goal from Fiscal Year 2018 to 2019 through Fiscal Year 2022 to 2023**

<table>
<thead>
<tr>
<th>Cumulative Energy Intensity</th>
<th>(ekWh/m2)</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forecasted Cumulative Energy Intensity Conservation Goal of Fiscal Year 2018 to 2019 through Fiscal Year 2022 to 2023</td>
<td>37.92</td>
<td></td>
</tr>
<tr>
<td>Forecasted Cumulative Energy Intensity Conservation Goal as a Percentage</td>
<td></td>
<td>16.29%</td>
</tr>
<tr>
<td>Actual Cumulative Energy Intensity Reduced or Increased from Fiscal Year 2018 to 2019 through Fiscal Year 2022 to 2023 – Weather Normalized</td>
<td>42.50</td>
<td></td>
</tr>
<tr>
<td>Variance between 2019 Forecast Cumulative Conservation Goal and Actual Cumulative Energy Intensity – Weather Normalized</td>
<td></td>
<td>4.58</td>
</tr>
</tbody>
</table>
### Measures Implemented from Fiscal Year 2018/2019 to Fiscal Year 2022/2023

A list of the measures implemented, the related costs, and the fiscal year that the measure was implemented within the Board are outlined in Appendix: Investments in Energy Efficiency between Fiscal Year 2019 and Fiscal Year 2023. Here is the list of sheets:

1. Design, Construction and Retrofit Investments
2. Operations and Maintenance Investments
3. Occupant Behaviour Investments
4. Summary of All Investment Types

**NOTE TO READERS:**

**Important Consideration** - It takes a minimum of one full year after an energy management strategy has been implemented before an evaluation can measure the related actual energy savings achieved.
PART II – ENERGY CONSERVATION & DEMAND MANAGEMENT PLAN for FY 2022/2023 to FY 2027/2028

Part II outlines the board’s plan to reduce energy consumption through energy management strategies including:

1. Design, Construction and Retrofit;
2. Operations and Maintenance;
3. Occupant Behavior.

**Design/Construction/Retrofit**

**Definition**
Design, construction, and retrofit includes the original and ongoing intent of how a building and its systems are to work through the combination of disciplines such as architecture and engineering.

For the Board’s relevant projects over the next five years, please refer to *Calculating Energy Conservation Goals Fiscal Year 2023 to 2024 to Fiscal Year 2027 to 2028, Appendix A: Design, Construction, and Retrofit.*

**Operations and Maintenance**

**Definition**
Operations and maintenance include the strategies the Board uses to make sure that the existing buildings and equipment performs at maximum efficiency. For the Board’s relevant projects over the next five years, please refer to *Calculating Energy Conservation Goals Fiscal Year 2023 to 2024 to Fiscal Year 2027 to 2028, Appendix B: Operations and Maintenance.*
Appendix A

Occupant Behaviour

Definition
Strategies that the Board uses to teach occupants, including staff, students and community users, with an emphasis on changing specific actions to reduce energy consumption. For the Board’s relevant projects over the next five years, please refer to Calculating Energy Conservation Goals Fiscal Year 2023 to 2024 to Fiscal Year 2027 to 2028, Appendix C: Occupant Behaviour.

Future Energy Conservation Goals

The Board has set out the following energy intensity reduction conservation goals for the next five fiscal years.

Table 7: Annual Energy Intensity Conservation Goals

<table>
<thead>
<tr>
<th>Annual Energy Intensity Conservation Goal</th>
<th>Fiscal Year 2023 to 2024</th>
<th>Fiscal Year 2024 to 2025</th>
<th>Fiscal Year 2025 to 2026</th>
<th>Fiscal Year 2026 to 2027</th>
<th>Fiscal Year 2027 to 2028</th>
</tr>
</thead>
<tbody>
<tr>
<td>ekW/ft²</td>
<td>0.32</td>
<td>0.32</td>
<td>0.32</td>
<td>0.32</td>
<td>0.32</td>
</tr>
<tr>
<td>ekW/m²</td>
<td>3.49</td>
<td>3.49</td>
<td>3.49</td>
<td>3.49</td>
<td>3.49</td>
</tr>
<tr>
<td>Percentage Decrease</td>
<td>1.50</td>
<td>1.50</td>
<td>1.50</td>
<td>1.50</td>
<td>1.50</td>
</tr>
</tbody>
</table>

The following table shows the Board's Cumulative Energy Intensity Conservation Goal for the next five fiscal years.

Table 8: Cumulative Conservation Goal

<table>
<thead>
<tr>
<th>Cumulative Conservation Goal</th>
<th>Fiscal Year 2023 to 2024 through Fiscal Year 2027 to 2028</th>
</tr>
</thead>
<tbody>
<tr>
<td>ekWh/ft²</td>
<td>1.62</td>
</tr>
<tr>
<td>ekWh/m²</td>
<td>17.47</td>
</tr>
<tr>
<td>Percentage Decrease</td>
<td>7.50</td>
</tr>
</tbody>
</table>
Environmental Programs

In Fiscal Year 2022 to 2023, schools within the Board participated in environmental programs.

1. EcoSchools:
   28 schools participated

Energy Efficiency Incentives

1. The Board applies to incentive programs to support the implementation of energy efficient projects on a regular basis.
   ☒ Yes ☐ No

If yes, between Fiscal Year 2018 to 2019 and Fiscal Year 2022 to 2023, the Board has applied for approximately $350,000 in incentive funding from different agencies to support the implementation of energy efficient projects.

2. The Board uses external resources, such as IESO Service Representatives and / or Enbridge Service Representatives, to apply for incentives.
   ☒ Yes ☐ No

If yes,

☒ IESO Service Representative
☒ Enbridge Service Representative

Energy Procurement

1. The Board participates in a consortia arrangement to purchase electricity.
   ☐ Yes ☒ No
2. The Board participates in a consortia arrangement to purchase natural gas.
   ☑ Yes       ☐ No

   If yes,
   ☑ Ontario Education Collaborative Marketplace’s (also known as OECD) Natural Gas Management and Advisory Services

3. The Board participates in a consortia arrangement to purchase alternative utilities (fuel oil, propane, wood, district heat, district cool).
   ☐ Yes       ☑ No

**Demand Management**

1. The Board uses the following method(s) to monitor electrical Demand:
   ☑ Invoices
   ☐ Real-time data
   ☑ Online data from the Local Distribution Company (LDC)

2. The Board uses the following methodologies to cut down electrical Demand:
   ☑ Equipment scheduling
   ☑ Phased/staged use of equipment
   ☐ Demand-limit equipment
   ☐ Deferred start-up of large equipment (e.g. chiller start-up in spring)
   ☑ Other:
      Variable Frequency Drives
Energy Management Strategies

A description of WCDSB historic, current, and proposed measures to reduce energy consumption including a forecast of expected results of current and proposed measures is described in sections below.

In 2008, WCDSB established the Environmental Committee Group (now called Sustainable Development Committee). The role of the committee is to make recommendations to WCDSB Executive Council to ensure broad-based, long term sustainability. The committee consists of members from various areas of the WCDSB. The Sustainable Development Committee meets quarterly and uses communication technology frequently to reduce the need for in-person meetings.

In 2009, a Sustainable Development Policy was created to establish sustainable practices and initiatives across the school system.

In 2011, WCDSB developed its first Energy Conservation Plan that contained energy conservation measures and best practices. The plan proposed indoor and outdoor lighting to be upgraded to more efficient fixtures. The plan also included a temperature standard for heating and cooling. During winter months, heating was set at 22°C for classrooms, offices, and meeting rooms. Secondary school shops, gymnasiums, change rooms, washrooms, and corridors were set at 20°C. All buildings had their night temperature set at 18°C. Cooling was set at 27°C after the first week in July until the last week of August, except where summer school was in session. In response to the COVID-19 pandemic, the heating set points were changed from 21°C to 18°C from March until September.

The Board has been applying for incentive programs to support the implementation of energy efficient projects on a regular basis. Since fiscal year 2010-11, the Board received over $200,000 in incentive funding from various agencies to support the implementation of energy efficient projects. The Board has also been leveraging the services of the sector’s Incentive Program Advisor.
In 2013, through a partnership with a solar developer, WCDSB received an approval from the Ontario Power Authority to install 17 solar photovoltaic (PV) systems through the FIT2 program. The 17 sites include: St. Agnes (100 kW), St. Benedict (325 kW), Canadian Martyrs (120 kW), St. Clement (60 kW), St. David (375 kW), St. Dominic (115 kW), St. Elizabeth (100 kW), Holy Spirit (175 kW), Saint John Paul II (145 kW), St. Kateri Tekakwitha (160 kW), St. Luke (200 kW), St. Mary (400 kW), St. Margaret (150 kW), St. Matthew (175 kW), St. Nicholas (180 kW), Resurrection (425 kW), St. Teresa of Calcutta (175 kW). These sites generate a total of 3380 kW of electricity that is being fed to the Ontario electricity grid.

As part of the Green Schools Pilot Initiative, WCDSB installed hot water solar panels at St. Mary’s Secondary School. In addition, a 10kW solar PV system was installed at Monsignor Doyle Secondary School.

Social media presence was established in 2016 through the development of the www.ecozone.wcdsb.ca website and an associated twitter handle. The EcoZone website provides information on the Board’s annual energy consumption, energy conservation projects, and sustainable initiatives and practices.

In 2016, an energy reduction target of 1% a year from 2013-14 levels was set to be achieved by 2023.
In addition, a 20% GHG emissions target was set to be achieved by 2024 from 2014 levels.

In 2018, the Sustainable Development AP was updated and renamed Environmental Education, Stewardship and Sustainability. The goal of this AP is to enable and coordinate sustainable practices throughout the organization. The WCDSB is committed to achieving continual, measurable improvements in the environmental education, stewardship, and sustainability practices within its control.
The Sustainable Development Committee meets quarterly to discuss sustainable initiatives at the school and board office level.

In 2019, the Pope Francis Award for Ecological Leadership was created to recognize school staff members who actively demonstrate a love for creation
and care for the planet in all their interactions.

In 2019, four ASHRAE II energy audits were completed at low performing schools to determine energy saving measures.

Facility Services meets regularly to discuss energy-related projects to ensure proposed targets are being met.

An internal process has been put in place to help address and track progress of energy goals. This allows for a continuous measuring and monitoring of energy use and GHG emissions.

WCDSB participates in the CSBSA Natural Gas Management and Advisory Service natural gas purchasing consortium to cut down on procurement costs.

Current construction and energy projects include indoor and outdoor lighting upgrades, high efficiency boilers/HVAC upgrades, new energy efficient windows and doors. Several schools are also getting upgraded building automation systems (BAS).

Due to the COVID-19 pandemic, ventilation has been programmed to turn on for up to 3 hours before and after occupancy times. Starting in December 2020 higher-rated MERV air filters were added to HVAC equipment and ventilation rates were increased where systems can accommodate, also HEPA air filter units have been placed in classrooms to ensure safety for students and staff.

Real-time water flow sensors have been installed at nearly all schools to monitor and track water consumption. This has resulted in utility meter issues being identified and rectified, several maintenance issues being identified to reduce wasted water, and many opportunities to ensure water is consumed in a responsible and efficient manner.

In 2023 several sustainability/climate awareness field trips and professional development workshops were arranged for students/teachers at a local sustainably designed net-zero building.
In 2024 WCDSB received the Greatest GHG Emissions Reduction Award from Sustainable Waterloo Region for the 2022/2023 Fiscal Year.

**Canada EcoSchools**

Canada EcoSchools program has been instrumental in the development of sustainability education at the WCDSB. With the help of teachers and support staff at the Board’s schools (particularly custodians), students are far more aware about the state of our natural environment and are tremendously engaged in environmental initiatives. WCDSB has put a lot of focus on student engagement and environmental programming. The Board continuously collaborates with local stakeholders such as local municipalities, not-for-profit organizations, charities, local colleges and universities, and businesses, to bring meaningful and hands-on sustainability experience. To support our student’s experiential learning, we deliver customized workshops on topics included but not limited to waste diversion strategies, energy conservation practices, greening grounds, and food systems. In 2019-2020, 47 of WCDSB schools received the 2020 Special Edition Seal for their participation in EcoSchools Program. Due to the pandemic, staff are reviewing program requirements and will report on certification in future reports.

**Food, Pollinator Gardens and Grounds Greening**

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

More recently, WCDSB has been working with Sustainable Waterloo Region on implementing several Microforests at our schools which aims to plant between 10-100+ native species trees/shrubs. The goal is to provide long-term environmental and aesthetic benefits for the schools, surrounding neighbourhoods, and communities by absorbing heat from paved areas,
reducing stormwater runoff, and providing habitat for local wildlife, among several other vital functions.

Integrating ongoing maintenance of these microforests with our teacher/parent volunteers as well as youth teams that are paid stipends through support of several local not-for-profit organizations.

To manage energy consumption, the board has in place the following set point temperatures:

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
<th>Winter</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Applicable Dates</strong></td>
<td><strong>Set Point</strong></td>
<td><strong>Applicable Dates</strong></td>
</tr>
<tr>
<td>Occupied</td>
<td>Full or near full occupancy</td>
<td>September 15</td>
<td>21°C</td>
</tr>
<tr>
<td>Unoccupied</td>
<td>No occupants; closed or empty</td>
<td>September 15</td>
<td>17°C</td>
</tr>
</tbody>
</table>

* Heating/Cooling switchover dates vary from year to year depending upon weather
** Many HVAC systems do not require a switchover date and heat/cool year-round based upon outside air temperature
*** Most thermostats provide occupants with a 1-3°C variance from the set point
Appendix A

References and Supporting Documents


Made-In-Ontario Environment Plan. Ontario’s plan to address climate change and protect our air, land and water. Available Online At: https://www.ontario.ca/page/made-in-ontario-environment-plan


Ontario Regulation 397/11: ENERGY CONSERVATION AND DEMAND MANAGEMENT PLANS. Available Online At: Energy Conservation and Demand Management Plans


Sustainable Waterloo Region (SWR): https://www.sustainablewaterlooregion.ca/


## APPENDICES

### PROFILE OF WCDSB BUILDINGS

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Building ft²</th>
<th>Year Built</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary Schools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blessed Sacrament</td>
<td>39,522</td>
<td>1988</td>
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<tr>
<td>Canadian Martyrs</td>
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<td>Holy Rosary</td>
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<td>Holy Spirit</td>
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<td>John Sweeney</td>
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<td>Monsignor Haller</td>
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<td>Our Lady of Fatima</td>
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<td>1959</td>
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<td>Our Lady of Grace</td>
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<td>Our Lady of Lourdes</td>
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<td>Saint John Paul II</td>
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<td>Sir Edgar Bauer</td>
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<td>St. Agnes</td>
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<td>St. Aloysius</td>
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<td>St. Anne (Cambridge)</td>
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<td>St. Augustine</td>
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<td>St. Boniface (Breslau)</td>
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<td>St. Brigid</td>
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<td>St. Clement</td>
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<td>St. Daniel</td>
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<td>St. Dominic Savio</td>
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<td>St. Elizabeth</td>
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<td>St. Gabriel</td>
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<td>St. Gregory</td>
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<td>St. John</td>
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<td>St. Luke</td>
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<td>St. Margaret of Scotland</td>
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<td>St. Matthew</td>
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<td>St. Michael</td>
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<td>St. Nicholas</td>
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<td>St. Paul</td>
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<td>St. Peter</td>
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<td>St. Timothy</td>
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<td>St. Vincent de Paul</td>
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<td>Facility Services</td>
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<td>Administrative Operations (Maryhill)</td>
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### APPENDIX A: Calculating Energy Conservation Goals Fiscal Year 2023 to 2024 to Fiscal Year 2027 to 2028: Design, Construction, and Retrofit

<table>
<thead>
<tr>
<th></th>
<th>FY2024</th>
<th>FY2025</th>
<th>FY2026</th>
<th>FY2027</th>
<th>FY2028</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lighting</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>High-efficiency Lighting Systems including Occupancy and Daylighting Sensing</td>
<td>$700,000</td>
<td>$500,000</td>
<td>$900,000</td>
<td>$700,000</td>
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<tr>
<td>Exterior Lighting – LED retrofits</td>
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<td>$10,000</td>
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<tr>
<td><strong>HVAC</strong></td>
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<td>Efficient Boilers (high efficiency)</td>
<td>$710,000</td>
<td>$600,000</td>
<td>$820,000</td>
<td>$520,000</td>
<td>$900,000</td>
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<td>Energy Efficient HVAC Systems (Heat pump etc.)</td>
<td>$775,000</td>
<td>$750,000</td>
<td>$1,250,000</td>
<td>$950,000</td>
<td>$775,000</td>
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<td>Energy Efficient Rooftop Units</td>
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<td>Domestic Hot Water (High Efficiency)</td>
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<td>$2,050,000</td>
<td>$1,775,000</td>
<td>$1,850,000</td>
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<td>Building Automation Systems – Upgrade</td>
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<td><strong>Building Envelope</strong></td>
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<td>New Roofing</td>
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<td>$1,550,000</td>
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<td>New Windows</td>
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<td>$775,000</td>
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<tr>
<td><strong>Total Investments</strong></td>
<td>$6,820,000</td>
<td>$6,980,000</td>
<td>$7,510,000</td>
<td>$6,830,000</td>
<td>$7,360,000</td>
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</tbody>
</table>
APPENDIX B: Calculating Energy Conservation Goals Fiscal Year 2023 to 2024 to Fiscal Year 2027 to 2028: Operations and Maintenance.

<table>
<thead>
<tr>
<th></th>
<th>FY2024</th>
<th>FY2025</th>
<th>FY2026</th>
<th>FY2027</th>
<th>FY2028</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy and Planning</strong></td>
<td></td>
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<tr>
<td>Procuers Energy Start Certified Appliances</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
</tr>
<tr>
<td><strong>Commissioning</strong></td>
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</tr>
<tr>
<td>Commissioning (Retro/Recommissioning)</td>
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<td>$10,000</td>
<td>$0</td>
<td>$10,000</td>
<td>$0</td>
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<tr>
<td><strong>Total Investments</strong></td>
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<td>$13,000</td>
<td>$3,000</td>
<td>$13,000</td>
<td>$3,000</td>
</tr>
</tbody>
</table>

APPENDIX C: Calculating Energy Conservation Goals Fiscal Year 2023 to 2024 to Fiscal Year 2027 to 2028: Occupant Behaviour.

<table>
<thead>
<tr>
<th></th>
<th>FY2024</th>
<th>FY2025</th>
<th>FY2026</th>
<th>FY2027</th>
<th>FY2028</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Training and Education</strong></td>
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<tr>
<td>Building Operator Training</td>
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<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
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<tr>
<td>Participate in Environmental Programs, such as EcoSchools/SWR</td>
<td>$13,000</td>
<td>$13,000</td>
<td>$13,000</td>
<td>$13,000</td>
<td>$13,000</td>
</tr>
<tr>
<td><strong>Total Investments</strong></td>
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<td>$15,500</td>
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### APPENDIX D: Planned Investments in Energy Efficiency Fiscal Year 2023 to 2024 to Fiscal Year 2027 to 2028–Total Investments

<table>
<thead>
<tr>
<th></th>
<th>FY2024</th>
<th>FY2025</th>
<th>FY2026</th>
<th>FY2027</th>
<th>FY2028</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design, Construction, and Retrofit</td>
<td>$6,820,000</td>
<td>$6,980,000</td>
<td>$7,510,000</td>
<td>$6,830,000</td>
<td>$7,360,000</td>
</tr>
<tr>
<td>Operations and Maintenance</td>
<td>$3,000</td>
<td>$13,000</td>
<td>$3,000</td>
<td>$13,000</td>
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</tr>
<tr>
<td>Occupant Behaviour Strategies</td>
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<tr>
<td><strong>Total Investments</strong></td>
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<td><strong>$7,008,500</strong></td>
<td><strong>$7,528,500</strong></td>
<td><strong>$6,858,500</strong></td>
<td><strong>$7,378,500</strong></td>
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<tr>
<td>Estimated Annual Energy Savings (ekWh)</td>
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<td>962,580</td>
<td>962,580</td>
<td>962,580</td>
<td>962,580</td>
</tr>
</tbody>
</table>
Senior Management Approval of this Energy Conservation and Demand Management Plan

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

Updated by:

Full Name: Zeb Foss
Job Title: Energy Conservation Supervisor
Date: May 10, 2024

Reviewed by:

Full Name: Click or tap here to enter text.
Job Title: Click or tap here to enter text.
Date: Click or tap here to enter text.
Date: May 27, 2024
To: Board of Trustees
From: Director of Education
Subject: Special Education 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)
Regulation 306 Special Education Programs and Services
Policy Statement and/or Education Act/other Legislation citation:
Policy 1001 – Ends

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

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

☒ Strengthen to Become
☒ Every student reaches their full potential.
☐ Staff see their impact on student achievement.
☐ Are engaged as active partners in our students' Catholic education journey.
Background/Comments:
In accordance with legislation and Ministry policy on Special Education as well as to provide an update on the Strategic Goals of the MYSP as they relate to Special Education. In November 2023, Student Services brought forth some key initiatives and priorities for the 2023-2024 school year. The following report provides an update on the progress of those initiatives.

Staff Professional Development Feedback and Next Steps:
The goal of the Special Education Staff Development plan is to build capacity, skills and knowledge for all in-school staff to ensure that high quality programs and services are developed and implemented for our students. This training complies with legislation and ministry policy on Special Education and is connected to the Student Services logic models. After completing a session (in-person or online) staff are given a chance to complete a feedback survey. Participation is anonymous and voluntary. Information collected from this form will be used to evaluate current professional development sessions and to plan and inform upcoming professional development opportunities offered by Student Services for WCDSB staff. Feedback from the 2023-2024 school year is as follows:

- Overall response rate is low across all staffing groups (approx. 100 responses total)
- Majority of respondents are currently in the role of Educational Assistant
- Majority of respondents support students in early years and primary.
- Majority of staff rated themselves as somewhat knowledgeable prior to the session.
- Majority of staff found the training useful and applicable to their role.
- Majority of staff rated themselves as more knowledgeable and confident after completing session.

Professional Learning Plan Focus Areas for 2024-2025
- Math Intervention (Tier 3)
- Assistive Technology
- Right to Read, as it applies to students with varying abilities.
- Special Education Process
- Best Practices by Discipline i.e. ABA, SLP etc.
- EDI: Cultural Competence and Humility

Update on Monitoring IEPs
Over the course of the school year, Student Services closely monitored the development of new Individual Education Plans (IEP) to ensure appropriate programming for students. At WCDSB, as per our current process, the first step to initiate Special Education support for a student is to complete an A1 form at elementary and a SS1 form at secondary. To date, for the current school year there were a total of 2,098 A1s created for elementary and 67 SS1s for secondary for a total amount of 2,165 forms. From this amount, 773 new IEPs were created.

Newly created IEPs with modifications were implemented as a last resort, once interventions and strategies had been exhausted. By better knowing the learner, implementing proper evidence-based assessments, utilizing universal supports alongside good teaching practices an anticipated outcome would be a decrease in the number of new IEPs with modifications.
This year, we implemented the additional step in the development of an IEP whereby schools required Academic Superintendent approval before creating a new IEP with curriculum modifications for a student’s program. Since the start of this school year, there have been 79 requests for new IEPs with modifications.

In reviewing the data and profiles of these requests, the following trends were noted. All requests were for elementary students; one for Senior Kindergarten, 37 for Primary, 31 for Junior and 10 for Intermediate. Regarding gender, 31 requests were for female students and 48 for male students. The majority of the requests (50) were for curriculum modifications at grade level. There were five requests for above grade level modifications, 22 requesting below grade level expectations and two requesting a combination of at and below grade level.

**Effective & Responsive Multi-disciplinary Teams**

In an effort to meet the needs of our schools, while also working with our community partners (Conestoga College, Wilfred Laurier, University of Waterloo and University of Western), WCDSB has secured 13 Social Service Worker Diploma, Master of Social Work, Master of Psychology, and PhD of Psychology Interns on placement for the 2024/2025 school year with the school mental health professional team and child and youth care workers.

With our new referral system housing all discipline referrals in one place we continue to be more responsive to the needs across the system. Student Services referral processes continue to be implemented and tracked in our IEP System. Data from the 2023-2024 school year is as follows:

- Number of Collaborative team case conferences: 409
- Number of referrals to Community Transition Support Worker: 65
- Number of referrals to Vision Itinerants to support new and existing students: 141 students
- Number of referrals to Hearing Itinerants: 98
- Number of referrals to Gifted Itinerants: 83
- Number of Speech and Language referrals: 967
- Number of Speech and Language screeners: 779
- Number of Speech and Language comprehensive assessments: 240
- Number of students receiving Augmentative and Alternative Communication (AAC) support: 353
- Number of students who received direct support via a Communicative Disorder Assistant: 393
- Number of BCBA referrals via collaborative team support: 201
- Number of BCBA referrals with direct support: 70
- Number of Child and Youth Care Worker referrals: 1803
- Number of A1 (Classroom Interventions- Elementary): 2098
- Number of SS1 (Classroom Interventions- Secondary): 67
- Number of A2 (In-School Team- Elementary): 1825
- Number of SS2(In-School Team- Secondary):125
- Number of A3 (Referral to Collaborative Team- Elementary): 309
- Number of SS3 (Referral to Collaborative Team- Secondary):29
- Number of Direct Growth Plans: 379
- Number of New IEPs developed this year: 773
- Number of students who received SEA Chromebook/Cloudbook: 361
- Number of students who received SEA curriculum iPads: 63
- Number of students who received SEA vision Chromebooks/iPads: 15
- Number of students who received SEA Speech iPads: 43
- Number of teachers trained in Boardmaker/iPad apps: 132
- Number of EAs and other Support Staff Training in Boardmaker/iPad apps: 39
- Number of Student trained in Google Read and Write: 338
- Number of class wide trainings in Google Read and Write: 92
- Number of students/staffs to receive additional training in Google Read and Write: 9

Student Services is excited to announce the addition of a Speech & Language Pathologist (SLP) to the department. With the Ministry funding for Professional Assessments now being directed to the Core Education Funding, this permanent funding will allow WCDSB to fund this additional position and assist in addressing the increase in school referrals for SLP services.

**Community & ACTIVE Living Program Update**

Our Community Transition Officer had a busy year connecting with high schools to assist in providing students in our ACTIVE and Community Living Programs with increased opportunities to experience supported co-op and experiential learning opportunities. The following schools had numerous students participate in supported work and community placements at the following locations:

Monsignor Doyle: Community Living Cambridge  
Resurrection: Tiny Home Take Out, Food 4 Kids, Goodness Me, Canadian Tire Erb, Rona, Encompass Health & Wellness, Spin Co, Adults in Motion  
St. Benedict: No Frills, Bunzel Safety, Clemens Mills Library, Tiny Home Takeout, Fiddlesticks Community Centre, Adults in Motion, WCDSB Board Office  
St. David: Dollar Planet Plus, Goodwill, Adults in Motion, WCDSB Board Office  
St. Mary’s: Tiny Home Takeout, Food Bank, YMCA, Rockway, Luther on the Park, Kitchener Public Library

Many of the students completed the Leg Up to Employability 8-week program with KW Habilitation. The travel taking place involved various modes of public transportation (Grand River Transit, ION train, cab) to different locations in the community to help students learn better how to navigate public transit, as well as increase their familiarity with more areas in the community.

We continued to focus on enhancing the programming and implementing consistent practices across all high schools in the use of Special Education sections. This past year, we completed an intentional review at each high school, and how their special education sections were being used to support students. Additionally, we met with each school to review the needs and profiles of their students in order to assist in determining how sections should be best used to support student needs.

The ultimate goal being that best practices, recommendations, and next steps are implemented consistently across all high schools. Some of the recommendations include but are not limited to:

- Moving towards Junior and Senior pathway for both Community Living and ACTIVE with fluidity based on individual student need.
- Continue working on Junior and Senior pathway as you move to a skills-based continuum – this will support schools in their programming and ensure appropriate # of sections allotted.
- All schools run the World of Work course in the first semester of each year to prepare students for supported co-op opportunities in the second semester.
• Community Transition Support Worker to coordinate community placements with the supported co-op teachers beginning in 1st semester.
• Student Services to present World of Work curriculum and discuss expectations regarding implementation in Semester 1, 2024/2025
• IEP monitoring: create a template, training of all monitor teachers, to ensure IEP monitor teachers are consistent in their roles and duties.
• Once scheduling is complete, the special education timetabled sections submitted to Principal of Student Services will be reviewed and monitored for consistency at the start of each semester. This will also be used to identify groups for future PD opportunities.
• Secondary Principals to allocate a consistent ACTIVE classroom to accommodate all of the resources needed to run an effective program. (i.e., bank machines, grocery shelves, library)
• Student Services to support the purchase of resources for each secondary school to start the World of Work program.

Key Math Update

In an effort to provide Math intervention support for our exceptional learners, for Term 2, Special Education Teachers were directed to create tier 3 Math groups for Gr. 3 students to assist with gap closing as well as preparing for EQAO. Furthermore, in collaboration with Student Services and Program Services, it was determined that we purchase Key Math kits for all schools for the 2024-2025 academic year. This evidence-based program enables us to conduct mathematical assessments and subsequently offer intervention programs to bridge gaps, akin to our tier 3 Empower program for literacy. Our Special Education Teachers will receive training on this program during our in-service in September, followed by its integration into our schools in the fall.

Regulated Mental Health Professionals:

WCDSB Mental health and Addiction Action plan provides a framework guiding the priorities across the multi-tiered system of care provided for students. When students show signs of an emerging or escalating mental health problem impacting their functioning at school, the Board’s regulated mental health professionals including school social workers, psychological associates, and a clinical psychologist are available to provide identity affirming, brief, evidence informed care, consultation and assessment for students. Services are voluntary and delivered with informed parental consent.

The psychology team provides consultation and psychoeducational assessments for students where there are specific questions in relation to student social/emotional and learning profile, as well as how to program to meet their strengths & needs. Between September 2023 and February 2024, 80 students were referred for assessment, 17 for consultation, which included direct observation, and 35 for consultation without observation.

Between September 2023 and February 2024 school social workers provided service to 874 unique students, 473 in the elementary panel and 401 in the secondary. Consultation was provided for 12 students.

In addition to the services they deliver, the social work and psychology teams are also valued members of the multi-disciplinary team of student services staff who provide support to students, parents, & school teams when student mental health and special education needs intersect. They participate in collaborative team meetings to offer their lens to the development of the student profile.

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WCDSB has established partnerships with community based mental health services and supports, in alignment with the shared vision for how schools and community based child and youth mental health organizations can collaborate to provide a coordinated system of care Right time, right care: (smho-smso.ca). When students’ mental health needs are more significant, acute, and complex such that more intensive or urgent mental health services are needed, support is provided for students to access pathways to, from, and through this level of community mental health support.

We are in the midst of building a plan for summer social work services to be delivered to students who need continuity of care, a mental health check-in, brief intervention, return to school transition support, suicide crisis intervention, postvention, and risk assessment, referral services, parent/guardian consultation.

A more detailed update on the progress of the Board’s mental health and addiction plan is provided in the Mental Health and Wellbeing report to the Board of Trustees.

Celebrations of Success:

- **Empower**: As a system, we continue to recognize the training of Special Education Teachers for our Tier Three Reading Intervention Programs. We have worked hard to ensure that we maintain capacity within our system so that each of our elementary schools has a trained Empower Decoding and Empower Comprehension Teacher. We are currently reviewing our system needs in order to prioritize training for the upcoming 2024/2025 school year based on changes in teaching staff at each school. We work closely with the Empower Leads at Sick Kids in order to facilitate training and to mentor our teachers.

- **Corrective Reading**: Training occurs on a yearly basis in order to provide an additional tier three reading intervention program based on system and school needs. Corrective Reading materials are available at each school site.

- **Lexia**: We continue to provide Lexia licenses to students throughout the system. All Special Education Teachers have been trained and will continue to receive support from the Special Education Liaisons in our school board.

- **Assistive Technology**: At WCDSB, we continue to focus on the use of Assistive Technology in order to leverage student strengths and to meet their needs in the area of literacy, as well as written expression. Our Assistive Technology Resource Teacher has provided workshops to further support classroom teachers in their use of technology. She is also working within classrooms as a tier one support so that all students in the classroom have the knowledge and skills to use the technology that is available. Our Assistive Technology Resource Teacher continues to be a valuable resource in supporting students with access and training in the use of Google Read and Write and other assistive technologies.

- **Project SEARCH**: Our second group of interns will be graduating from Project SEARCH Waterloo Region on June 25, 2024. Eight students had the opportunity to be part of Project SEARCH during the 2023/2024 school year. Project SEARCH is a 10-month employment preparation program for students with primary diagnosis of an intellectual or development disability who are in their final year of secondary school. Students reach their employment goals through real-life work experience (3 internships immersed at St. Mary’s General Hospital), combined with training in employability and life skills and employment planning and support. We are excited to expand Project SEARCH Waterloo Region into Cambridge for the 2024/2025 school year, with Cambridge Memorial Hospital and KW Habilitation.

- We have hired an additional Speech & Language Pathologist to support the growing speech and language needs of our students.

- Effective July 1st, 2024, the Ontario College of Psychologists will be renamed to The Ontario College of Psychologists and Behaviour Analysts to reflect the regulation of Behaviour Analytic services in Ontario.
Special Education Support—Summer 2024

The Ministry of Education has once again provided funding to support exceptional learners during the summer months. With input and feedback from the Special Education Visioning Committee, we plan to allocate the funds in a variety of ways such as additional staffing for summer co-op students that require support by an Educational Assistant. The funding will also allow for additional Special Education staffing to support and enhance summer programming such as Summer Boost and Headstart. Registration for Summer Boost will once again be focused on student need and acceptance will be based on the learning profile of the student, with students on an IEP having priority. We are currently exploring the Acadience Literacy Screener data to determine if we can provide additional literacy support for targeted exceptional students.

Recommendation:

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

Prepared/Reviewed By:

Tyrone Dowling
Director of Education

Gerald Foran
Superintendent of Learning

Erin Lemak
Principal Student Services

Tee Battistella
Manager Student Services

Erin Schreiter
Lead Social Worker

*4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the CEO, subject in all instances to what otherwise actually occurred.
Date: May 27, 2024
To: Board of Trustees
From: Director of Education
Subject: 2024-2025 Estimates Budget Update #5

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

Type of Information: ☐ Information for Board of Trustees Decision-Making  ☒ Monitoring Information of Board Policy IV007  ☐ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)
This report provides Trustees with information on the development of the 2024-25 school year Estimates budget.

Policy Statement and/or Education Act/other Legislation citation:
Board Policy IV 007 “Financial Planning/Budgeting”

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

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

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

☒ Strengthen to Become
☐ Every student reaches their full potential.
☐ Staff see their impact on student achievement.
☒ Are engaged as active partners in our students’ Catholic education journey.
Background/Comments:
The 2024-2025 budget timeline to date:

Core Education (Core Ed) Funding announced – April 26, 2024
- The following memos outline the announcement for 2024-25:
  - B05 2024-25 Core Education Funding formerly – Grants for Student Needs
  - B06 Responsive Education Programs (formerly Priorities and Partnerships Funding)
  - B07 Student Transportation – Core Education Funding 2024-25
  - B08 Capital Funding for the 2024-25 school year
  - B09 2024-25 Math and Literacy Supports
  - SB008 2024-25 Estimates

Highlight of changes:
- Funding formula restructuring of 18 grants and 77 allocations from the Grants for Student Needs (GSN) to 6 funding pillars and 28 allocations through Core Education Funding (Core Ed)
  - Re-organization of grants to streamline the funding formula, making it easier to understand and improve school board accountability
  - Core Ed is now comprised of the following 6 pillars:
    1. Classroom Staffing Fund (CSF):
       The Classroom Staffing Fund supports the majority of staff that work in classrooms, including teachers, early childhood educators (ECEs) in kindergarten classrooms and some educational assistants (EAs). Note that the primary source of funding for EAs is the Special Education Fund.
    2. Learning Resources Fund (LRF):
       The Learning Resources Fund supports the costs of staffing typically required outside of the classroom to support student needs, such as library technicians, librarians, guidance counsellors, mental health workers, school management staff as well as nonstaffing classroom costs, such as learning materials and classroom equipment.
    3. Special Education Fund (SEF):
       The Special Education Fund supports positive outcomes for students with special education needs. This funding is for the additional costs of the programs, services and/or equipment these students may require.
    4. School Facilities Fund (SFF):
       The School Facilities Fund supports operating (including cleaning and utilities), maintaining, renovating, and renewing school buildings. It also provides additional support for students in rural and northern communities.
    5. Student Transportation Fund (STF):
       The Student Transportation Fund supports the transportation of students between home and school.
6. School Board Administration Fund (SBAF):
The School Board Administration Fund supports governance and administration costs for the operation of the school board, including its board offices and facilities, as well as for parent engagement activities.

- Targeted investments:
  - Labour related changes due to contract settlements and Bill 124 (Protecting a Sustainable Public Sector for Future Generations Act, 2019) agreements
  - 5-year phase-in of 2021 Statistics Canada census updates
  - Updates to Student Transportation benchmarks and support for contracted special purpose vehicles and contracted taxis
  - Investments and changes to Special Education funding allocations

- Keeping up with costs and other adjustments
  - 2% increase to non-staff benchmarks
  - Continuation of Supports for Student Fund (SSF) as per central bargaining agreements and Summer Learning Programs
  - Elimination of final Covid-19 related funding, Clean and Safe Schools Supplement

- Increased Accountability
  - Student Safety and Well-Being Allocation will be limited to costs supporting initiative
  - School facilities and student transportation will impose spending limitations to ensure classroom allocations are not supplementing these funding sources
  - School Board Administration limitation will be consistent among boards and where boards exceed the allocation, a management plan will need to be submitted to the Ministry to ensure compliance in future years

- Priorities and Partnership Funding (PPFs) renamed Responsive Education Programs (REPs)
  - Restructuring to enhance transparency in type and purpose of funding
  - The Board has received confirmation of the following REPs for 2024-25:

<table>
<thead>
<tr>
<th>Waterloo Catholic District School Board</th>
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<tbody>
<tr>
<td>Critical Physical Security Infrastructure</td>
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<td>De-streaming Implementation Supports</td>
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<td>Early Reading Enhancements: Reading Screening Tools</td>
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<td>Education Staff to Support Reading Interventions</td>
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<td>Entrepreneurship Education Pilot Projects</td>
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<td>Health Resources, Training and Supports</td>
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<td>Licences and Supports for Reading Programs and Interventions</td>
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<td>Math Achievement Action Plan: Board Math Leads</td>
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<td>Math Achievement Action Plan: Digital Math Tools</td>
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<tr>
<td>Math Achievement Action Plan: School Math Facilitators</td>
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<td>Mental Health Strategy Supports - Emerging Needs</td>
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<td>Skilled Trades Bursary Program</td>
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<td>Special Education Additional Qualifications (AQ) Subsidy for Educators</td>
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<td>Special Education Needs Transition Navigators</td>
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<td>Summer Learning for Students with Special Education Needs</td>
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<tr>
<td>Summer Mental Health Supports</td>
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<td><strong>Waterloo Catholic District School Board Total</strong></td>
<td>2.4622</td>
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Operational Budget Submissions
Compilation of both operating and capital expenditures has been completed; Finance staff are in the process of reviewing submissions against funding sources in order to balance the budget.

This is the last budget preparation update report for Trustees as the budget is scheduled to be presented on June 18, 2024.

**Recommendation:**
This report is provided as information on the development of the 2024-2025 budget.

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

- Renee King
  Manager of Budget

- Rob Connolly
  Manager of Business Operations, Continuing Education

- Laura Isaac
  Senior Manager, Financial Services

- Shesh Maharaj
  Executive Superintendent, Corporate Services

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## Prior GSN Funding Allocations

<table>
<thead>
<tr>
<th>2023-24 GSN - Grants, Allocations and Components</th>
<th>Classroom Staffing Fund (CSF)</th>
<th>Learning Resources Fund (LRF)</th>
<th>Special Education Fund (SEF)</th>
<th>School Facilities Fund (SFF)</th>
<th>Student Transportation Fund (STF)</th>
<th>School Board Administration Fund (SBAF)</th>
<th>Outside of Core Ed</th>
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<tr>
<td><strong>PUPIL FOUNDATION GRANT</strong></td>
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<tr>
<td>1. Kindergarten (JK/SK) Pupil Foundation Allocation</td>
<td>CSF – Per Pupil Allocation (Kindergarten (JK/SK) component)</td>
<td>LRF – Per Pupil Allocation (Kindergarten (JK/SK) component)</td>
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<tr>
<td>2. Primary (Grades 1 to 3) Pupil Foundation Allocation</td>
<td>CSF – Per Pupil Allocation (Primary (Grades 1 to 3) component)</td>
<td>LRF – Per Pupil Allocation (Primary (Grades 1 to 3) component)</td>
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<tr>
<td>3. Junior and Intermediate (Grades 4 to 8) Pupil Foundation Allocation</td>
<td>CSF – Per Pupil Allocation (Junior/Intermediate (Grades 4 to 8 component)</td>
<td>LRF – Per Pupil Allocation (Junior/Intermediate (Grades 4 to 8 component)</td>
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<tr>
<td>4. Intermediate (Grades 7 and 8) Supplementary Pupil Foundation Allocation</td>
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<td>LRF – Per Pupil Allocation (Intermediate (Grades 7 and 8) Supplementary component)</td>
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<tr>
<td>5. Secondary (Grades 9 to 12) Pupil Foundation Allocation</td>
<td>CSF – Per Pupil Allocation (Secondary (Grades 9 to 12 component)</td>
<td>LRF – Per Pupil Allocation (Secondary (Grades 9 to 12 component)</td>
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<tr>
<td><strong>SCHOOL FOUNDATION GRANT</strong></td>
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<tr>
<td>6. In-school Administration and Leadership Allocation</td>
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<td>School Management Allocation (School Management component)</td>
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<td>7. Remote Learning Administration Allocation</td>
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<td>School Management Allocation (Remote Learning Administration component)</td>
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<tr>
<td>8. Library Staff Allocation</td>
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<td>Language Supports and Local Circumstances Allocation (Supplementary Library Staffing component)</td>
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New Core Ed Funding Pillars and Allocations

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## Pupil Foundation Grant

1. **Kindergarten (JK/SK) Pupil Foundation Allocation**
   - **CSF** – Per Pupil Allocation (Kindergarten (JK/SK) component)
   - **LRF** – Per Pupil Allocation (Kindergarten (JK/SK) component)

2. **Primary (Grades 1 to 3) Pupil Foundation Allocation**
   - **CSF** – Per Pupil Allocation (Primary (Grades 1 to 3) component)
   - **LRF** – Per Pupil Allocation (Primary (Grades 1 to 3) component)

3. **Junior and Intermediate (Grades 4 to 8) Pupil Foundation Allocation**
   - **CSF** – Per Pupil Allocation (Junior/Intermediate (Grades 4 to 8 component)
   - **LRF** – Per Pupil Allocation (Junior/Intermediate (Grades 4 to 8 component)

4. **Intermediate (Grades 7 and 8) Supplementary Pupil Foundation Allocation**
   - **LRF** – Per Pupil Allocation (Intermediate (Grades 7 and 8) Supplementary component)

5. **Secondary (Grades 9 to 12) Pupil Foundation Allocation**
   - **CSF** – Per Pupil Allocation (Secondary (Grades 9 to 12 component)
   - **LRF** – Per Pupil Allocation (Secondary (Grades 9 to 12 component)

## School Foundation Grant

6. **In-school Administration and Leadership Allocation**
   - School Management Allocation (School Management component)

7. **Remote Learning Administration Allocation**
   - School Management Allocation (Remote Learning Administration component)

8. **Library Staff Allocation**
   - Language Supports and Local Circumstances Allocation (Supplementary Library Staffing component)
<table>
<thead>
<tr>
<th>2023-24 GSN - Grants, Allocations and Components</th>
<th>Classroom Staffing Fund (CSF)</th>
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<tr>
<td><strong>9. Parent Engagement Allocation</strong></td>
<td>CSF</td>
<td>LRF</td>
<td>SEF</td>
<td>SFF</td>
<td>STF</td>
<td>SBAF</td>
<td>Trustee and Parent Engagement Allocation (Parent Engagement component)</td>
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**SPECIAL EDUCATION GRANT**

<table>
<thead>
<tr>
<th>10. Special Education Per-Pupil Amount (SEPPA) Allocation</th>
<th>SEF - Per Pupil Allocation</th>
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<tr>
<td>12. Special Equipment Amount (SEA) Allocation</td>
<td>Specialized Equipment Allocation</td>
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<tr>
<td>13. Special Incidence Portion (SIP) Allocation</td>
<td>Complex Supports Allocation (SIP component)</td>
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<tr>
<td>14. Education and Community Partnership Program (ECPP) Allocation</td>
<td>Complex Supports Allocation (ECPP component)</td>
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<tr>
<td>15. Behaviour Expertise Amount (BEA) Allocation</td>
<td>Complex Supports Allocation (Behaviour Expertise component)</td>
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**LANGUAGE GRANT**

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<tr>
<td>17. Programme d'appui aux nouveaux arrivants (PANA) Allocation</td>
<td>Language Classroom Staffing Allocation (CSF – PANA component)</td>
<td>Language Supports and Local Circumstances Allocation (LRF – PANA component)</td>
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<tr>
<td>18. Recent Immigrant Supplement</td>
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<td>2023-24 GSN - Grants, Allocations and Components</td>
<td>Classroom Staffing Fund (CSF)</td>
<td>Learning Resources Fund (LRF)</td>
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<td>o ESL/ELD Recent Immigrant Supplement Component</td>
<td>Language Classroom Staffing Allocation (CSF – ESL/ELD Recent Immigrant Supplement component)</td>
<td>Language Supports and Local Circumstances Allocation (LRF – ESL/ELD Recent Immigrant Supplement component)</td>
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<tr>
<td>o PANA Recent Immigrant Supplement Component</td>
<td>Language Classroom Staffing Allocation (CSF – PANA Recent Immigrant Supplement component)</td>
<td>Language Supports and Local Circumstances Allocation (LRF – PANA Recent Immigrant Supplement component)</td>
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<td>19. French as a Second Language (FSL) Allocation</td>
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<tr>
<td>o Per-Pupil Component</td>
<td>Language Classroom Staffing Allocation (CSF – FSL component)</td>
<td>Language Supports and Local Circumstances Allocation (Per-Pupil amount within the LRF – FSL component)</td>
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<td>o Areas of Intervention Component</td>
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<tr>
<td>20. French as a First Language (FFL) Allocation</td>
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<td>o Per-Pupil Component</td>
<td>Language Classroom Staffing Allocation (CSF – FFL component)</td>
<td>Language Supports and Local Circumstances Allocation (Per-pupil amount within the LRF – FFL component)</td>
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<td>o Start-up Component</td>
<td>Language Supports and Local Circumstances Allocation (Start-up amount within the LRF – FFL component)</td>
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<tr>
<td>2023-24 GSN - Grants, Allocations and Components</td>
<td>Classroom Staffing Fund (CSF)</td>
<td>Learning Resources Fund (LRF)</td>
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<td>21. Actualisation linguistique en français (ALF) Allocation</td>
<td>Language Classroom Staffing Allocation (Per-Pupil amount within the CSF – ALF component)</td>
<td>Language Supports and Local Circumstances Allocation (Per-Pupil amount within the LRF – ALF component)</td>
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<tr>
<td>o Per-Pupil Component</td>
<td>Language Classroom Staffing Allocation (Elementary and Secondary / Combined School amounts within the CSF – ALF component)</td>
<td>Language Supports and Local Circumstances Allocation (Elementary and Secondary / Combined School amounts within the LRF – ALF component)</td>
</tr>
<tr>
<td>o School Component – Elementary and Secondary / Combined School amounts</td>
<td>Language Classroom Staffing Allocation (Secondary and Combined School Enrolment-based amount within the CSF – ALF component)</td>
<td>Language Supports and Local Circumstances Allocation (Board amount within the LRF – ALF component)</td>
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<tr>
<td>o School Component – Secondary/Combined School Size amount</td>
<td>Language Classroom Staffing Allocation (Board amount within the CSF – ALF component)</td>
<td>Language Supports and Local Circumstances Allocation (Board amount within the LRF – ALF component)</td>
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<tr>
<td>o Board Component</td>
<td>Language Classroom Staffing Allocation (Indigenous Languages component)</td>
<td>Language Supports and Local Circumstances Allocation (Indigenous Languages component)</td>
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<td>INDIGENOUS EDUCATION GRANT</td>
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<td>22. Indigenous Languages Allocation</td>
<td>Indigenous Education Classroom Staffing Allocation (Indigenous Languages component)</td>
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<td>23. First Nations, Métis, and Inuit Studies Allocation</td>
<td>Indigenous Education Classroom Staffing</td>
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<td>2023-24 GSN - Grants, Allocations and Components</td>
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<td>24. Board Action Plan (BAP) Allocation</td>
<td>Allocation (First Nations, Métis, and Inuit Studies component)</td>
<td>Indigenous Education Supports Allocation (BAP component)</td>
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<td>COST ADJUSTMENT AND TEACHER QUALIFICATIONS AND EXPERIENCE (Q&amp;E) GRANT</td>
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<td>56. Teacher Q&amp;E Allocation</td>
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<td>58. New Teacher Induction Program (NTIP) Allocation</td>
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<td>59. Teacher Learning and Innovation Allocation</td>
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<td>60. Retirement Gratuities</td>
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### 2023-24 GSN - Grants, Allocations and Components

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<th>SUPPORTS FOR STUDENTS FUND</th>
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<td>Local Circumstances Staffing Allocation (CSF - Supports for Students Fund)</td>
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### PROGRAM LEADERSHIP GRANT

- **Early Years Leads**
  - Differentiated Supports Allocation (Early Years Leads within the Program Leadership component)

- **Indigenous Education Leads**
  - Indigenous Education Supports Allocation (Indigenous Education Lead component)

- **Mental Health Leaders**
  - Mental Health and Wellness Allocation (Mental Health Leaders component)

- **School Effectiveness Leads**
  - Differentiated Supports Allocation (School Effectiveness Leads within the Program Leadership component)

- **Student Success Leads**
  - Differentiated Supports Allocation (Student Success Leads within the Program Leadership component)

- **Technology Enabled Learning and Teaching (TELT) Contact Leads**
  - Differentiated Supports Allocation (TELT Contact Leads within the Program Leadership component)
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<td></td>
<td></td>
<td>Data Management and Audit Allocation (MISA component)</td>
<td></td>
</tr>
<tr>
<td>75. Demographic Data Gathering Allocation</td>
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<td></td>
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<td>Data Management and Audit Allocation (Demographic Data Gathering component)</td>
<td></td>
</tr>
<tr>
<td>SCHOOL FACILITY OPERATIONS AND RENEWAL GRANT</td>
<td></td>
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</tr>
<tr>
<td>76. School Operations Allocation</td>
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<td></td>
</tr>
<tr>
<td>2023-24 GSN - Grants, Allocations and Components</td>
<td>Classroom Staffing Fund (CSF)</td>
<td>Learning Resources Fund (LRF)</td>
<td>Special Education Fund (SEF)</td>
<td>School Facilities Fund (SFF)</td>
<td>Student Transportation Fund (STF)</td>
<td>School Board Administration Fund (SBAF)</td>
<td>Outside of Core Ed</td>
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<tr>
<td>o Base School Operations</td>
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<td></td>
<td>School Operations Allocation (Base School Operations component)</td>
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<tr>
<td>o Enhanced Top-up for School Operations</td>
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<td></td>
<td></td>
<td>School Operations Allocation (Enhanced Top-up for School Operations component)</td>
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<tr>
<td>o Community Use of Schools Amount</td>
<td></td>
<td></td>
<td></td>
<td>School Operations Allocation (Community Use of Schools component)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>o Capital Lease Amount on School Authority Amalgamation</td>
<td></td>
<td></td>
<td></td>
<td>School Operations Allocation (Capital Lease on School Authority Amalgamation component)</td>
<td></td>
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</tr>
<tr>
<td>o Education and Community Partnership Program (ECPP) Operations Amount</td>
<td></td>
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<td>School Operations Allocation (ECPP Operations component)</td>
<td></td>
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</tr>
<tr>
<td>o Capital Planning Capacity (CPC) Amount</td>
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<td></td>
<td></td>
<td></td>
<td>Data Management and Audit Allocation (CPC component)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Non-Instructional Spaces Amount</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Data Management and Audit Allocation (Non-Instructional Spaces component)</td>
<td></td>
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<tr>
<td>77. School Renewal Allocation</td>
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<tr>
<td>2023-24 GSN - Grants, Allocations and Components</td>
<td>Classroom Staffing Fund (CSF)</td>
<td>Learning Resources Fund (LRF)</td>
<td>Special Education Fund (SEF)</td>
<td>School Facilities Fund (SFF)</td>
<td>Student Transportation Fund (STF)</td>
<td>School Board Administration Fund (SBAF)</td>
<td>Outside of Core Ed</td>
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</tr>
<tr>
<td>o Base School Renewal</td>
<td></td>
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<td></td>
<td>School Renewal Allocation (Base School Renewal component)</td>
<td></td>
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<tr>
<td>o Enhanced Top-up for School Renewal</td>
<td></td>
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<td></td>
<td>School Renewal Allocation (Enhanced Top-up for School Renewal component)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>o Enhancement to Address Deferred Maintenance Needs</td>
<td></td>
<td></td>
<td></td>
<td>School Renewal Allocation (Deferred Maintenance Needs Enhancement component)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>o School Renewal Investment</td>
<td></td>
<td></td>
<td></td>
<td>School Renewal Allocation (School Renewal Investment)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DEBT SERVICE COSTS</strong></td>
<td></td>
<td></td>
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<td>Part of capital funding stream</td>
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<tr>
<td><strong>ONE-TIME REALIGNMENT MITIGATION FUND</strong></td>
<td></td>
<td></td>
<td></td>
<td>N/A – Only provided in 2023-24 SY</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Date: May 27, 2024
To: Board of Trustees
From: Director of Education
Subject: 2023-24 Final Math Strategy Update (KPIs)

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:
- The Ontario Curriculum, Grades 1-8: Mathematics, 2020 & Mathematics, Grade 9, MTH1W, 2021
- Growing Success: The Mathematics Addendum, Grades 1 to 8 (2020)
- Multi-Project Agreement 2023-24 Theme: Math E1 Project Plan p. 102– Math Recovery Plan (Board Math Lead(s), School Math Facilitator(s), Digital Math Tools)
- Better Schools and Student Outcomes Act, 2023,

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.
2023-24 Final Math Strategy Update (KPIs)

Background/Comments:
This report will provide an update and information with respect to the following:
1. Highlights of Grade 9, MTH1W and Grade 10 Courses, MPM2D & MFM2P
2. April 8th Math PD Day Report (ELEMENTARY)
3. MOCK Math EQAO Grades 3 & 6 | Results
4. Elementary Math Professional Learning Opportunities
5. Digital Tools / Resource Update
6. Consultant/Coordinator Math Support to Schools
7. Secondary Priorities

1. HIGHLIGHTS OF GRADE 9, MTH1W and GRADE 10 COURSES

➢ In semester one of the 2023-2024 school year 92% of students were successful in obtaining their credit in the grade 9 de-streamed math course and 50% were achieving at or above provincial standard. This is compared to the 2022-2023 school year where 94% of students obtained their de-streamed grade 9 math credit and 58% achieved at or above provincial standard. (Note: When comparing achievement data from semester one to last year’s data it is important to remember that semester one would only be capturing about half of our grade 9s enrolled in de-streamed math.) See achievement data for semester one below ↓.

➢ Grade 10 courses: Our grade 10 courses both had a dip in the percentage of students achieving at provincial standard in the 2022-23 school year, but data from the first semester of this year suggests that it is on the rise again. In addition, the percentage of students achieving their grade 10 credits in both academic and applied is rising.
In the first semester 4 of 5 high schools ran a grade 9 de-streamed math preparation course (GLE10M). This course was designed to help students who want to take de-streamed math over locally developed but are concerned about their ability to be successful due to lack of confidence or gaps in their understanding of intermediate level math. The course focuses on the math skills necessary for success in grade 9 de-streamed math as well as learning skills and interpersonal/teamwork skills. The benefits of this course include:

- Students getting a full year of mathematics instruction in grade 9
- Doors are open to all math pathways
- Students are prepared for grade 9 de-streamed by a grade 9 de-streamed teacher

Feedback on the course so far has been positive. Students completed an end of course survey and of the students that completed the survey almost all indicated that the course helped them feel somewhat prepared to very prepared for grade 9 de-streamed math.

Majority of students also indicated an increase in their confidence and that they felt taking the course was in their best interest.

SECONDARY PD DAYS

On the October 6th PA day all grade 9 math and science teachers came together for the morning to learn about coding with micro bits and with Python. The session was led by Lisa Ann Floyd, a PhD Candidate at Western University, focusing on K-12 Teacher Education related to Computational Thinking, Coding, and Mathematics Education. The teachers were engaged and appreciative of the opportunity to learn more about coding.
➢ On the post PD survey 92% of participants said that they had a deeper understanding of curriculum instruction and implementation after the workshop.

➢ Many respondents also indicated that they found the PD relevant and that the materials would help them teach more effectively and would help them support their students in the classroom.

Upcoming PD Day May 31: On the upcoming PD day on May 31st all secondary math teachers will be coming together to participate in professional learning specifically connected to the mathematics curriculum. The agenda for the day includes a presentation/activity with Knowledgehook representatives to help increase our usage of this resource in secondary school; learning with manipulatives (algebra tiles); using Desmos activity builder to engage students; expectation based grading; using AI to develop scaffolded questions and creating assessments in D2L. Teachers will also have the opportunity to meet in course specific groups to connect with teachers from other schools to share best practices, create resources, and discuss solutions to problems of practice.

2. APRIL 8TH MATH PD DAY | ELEMENTARY

Grades K to 8 educators participated in Mathematics professional learning during the AM portion of the April 8th Curriculum PD Day. The synchronous virtual learning sessions included system resource training in Mathology.ca and Knowledgehook as well as learning about Thinking Routines & Prompts in Mathematics.

The sessions were facilitated live via the Blend, virtual presentation platform by the Math team.

The April 8th Mathematics learning sessions targeted Priority Action 2: Engaging in ongoing learning on mathematics content knowledge for teaching in the Math Achievement Action Plan.

The percentage of teachers who reported having increased knowledge in ALL pre and post polls by division are represented below↓

---

Quality, Inclusive, Faith Based Education  |  wcdsb.ca
3. MOCK MATH EQAO GRADES 3 & 6 | Results

In mid February WCDSB administered its first digital MOCK Math EQAO assessment for Grade 3 & 6 students. The MOCK online assessment consisted of 30 questions divided into two stages. The MOCK Math EQAO assessments provided an opportunity for educators and students to:

- use manipulatives (concrete & virtual) accessing online manipulatives during an online math assessment
- reflect on the optimal learning environment in which to engage with an online assessment
- better understand areas of need and to help determine instructional next steps and revisiting concepts
- practice taking the steps to process through a THINKING question in a digital assessment environment

43 elementary schools participated; 1600 grade 3 students and 1647 grade 6 students completed both stages of the assessment. The assessment window was available from Feb. 12 to Feb. 26, 5.5 months into the school year.

Taking into consideration that grade 3 and 6 classes may not have had exposure to learning in all specific expectations of the mathematics curriculum at this point in the year the data indicated targeted areas for continued learning and revisiting. Results were communicated as correct answer % response rates. Recommending it was not
meaningful to use these rates as a level of student achievement because of potential differences in overall difficulty of questions and expectations in each strand or skill. This strategy targeted Priority Action 1: Ensuring fidelity of curriculum implementation, including the intentional use of High-impact Instructional Practices.

Strengths and weaknesses among strands and skills can be considered in terms of instructional next steps and indicate areas where further or continued “attention” is needed. The class / school reports used the following scale to establish areas of attention needed:

≥ 75% correct-answer % = acceptable
74-65% correct-answer % = some attention needed
< 45% correct answer % = extensive attention needed

Gr. 3 MOCK EQAO Math Board Report N=1600

Students’ Distribution by Score Ranges (Number of Students falling within ranges)

<table>
<thead>
<tr>
<th>Extensive attention needed 45% or lower</th>
<th>57.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention needed</td>
<td>26.8%</td>
</tr>
<tr>
<td>Some attention needed</td>
<td>8.8%</td>
</tr>
<tr>
<td>Acceptable (75% or higher)</td>
<td>6.9%</td>
</tr>
</tbody>
</table>

Gr. 6 MOCK EQAO Math Board Report N=1647

Students’ Distribution by Score Ranges (Number of Students falling within ranges)

<table>
<thead>
<tr>
<th>Extensive attention needed 45% or lower</th>
<th>48.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention needed</td>
<td>34.2%</td>
</tr>
<tr>
<td>Some attention needed</td>
<td>9.7%</td>
</tr>
<tr>
<td>Acceptable (75% or higher)</td>
<td>7.4%</td>
</tr>
</tbody>
</table>

Next steps resources for both grades 3 & 6 were sent with each class report which included:

- EQAO preparation by strand
- EQAO share codes & digital tools practice
- Sample EQAO test ideas
- EQAO Thinking Question follow up
- Knowledgehook EQAO resources
- EQAO Mini Math Moments by week

4. ELEMENTARY MATH PROFESSIONAL LEARNING OPPORTUNITIES

WCDSB’s PD plan targeted both Priority Action 1: Ensuring fidelity of curriculum implementation, including the intentional use of High-impact Instructional Practices, Priority Action 2: Engaging in ongoing learning on mathematics content knowledge for teaching and Priority 3: Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive.
The professional learning focuses on enhancing the capacity of system leaders, school leaders, and educators with the following opportunities:

**Math Admin. Meetings.** Professional learning for school leaders:
- review our Math Tracker Groups with NEW data | Who is better off?
- small group instruction and intervention | What did educators do? What did you observe?
- KPIs: Inputs → Outputs → Outcomes

attended by ALL elementary admin.

**EQAO Readiness** | FOS meetings for school leaders
- technical & Administrator Readiness
- Getting ready - scheduling, accommodations, formats for language open-response etc.
- Before, Prior & After - creating accounts, completing checklists, reviewing student information

attended by ALL elementary admin.

**EQAO Learning Sessions** | after-school session for Grade 3 and 6 Educators
- Strategies, approaches and information for teachers to prepare students to be successful when administering the Primary Division or Junior Division EQAO Provincial Online Assessment.
- Assessment walk-through, platform & tools, types of questions
- Practices and routines to develop mathematical reasoning

attended by 43 educators & administrators

**EQAO Mini-Math-Moments**
- Daily EQAO Math Practice Questions by grade - a new set each week
- Intentional Revisiting of strands and skills of need

daily for 4 weeks preceding EQAO

**Weekly Math NEWS Updates** for educators & school leaders
Just-in-Time Resources on the weekly Math NEWS Updates created by P. LeDuc
#35 issues to-date

viewership has increased by 27% since June 2023

**MATH Primary / Junior Additional Qualification Courses**
MATH PJ Part 1, Part 2 & Specialist (Part 3) instructed by P. Le Duc - 100% subsidized
- 17 participants in Part 1 & 2 received subsidies for the Spring courses -April 2024
- Math PJ 1 & Specialist AQs scheduled for July 2024 Summer Condensed Courses
- AQ statistics to-date
  - Math Additional Qualifications: 626 educators
  - Additional Basic Qualifications in Math: 190 educators
M4YC (Math for Young Children) Research Project with Trent University

The educators at St. Joseph and Sir Edgar Bauer continued their partnership with Trent engaging in action research of student learning trajectories and effective learning sequences that build spatial reasoning (early fractions) with young children (Kindergarten). April 15-19, 2024 the research team created research/inquiry tasks and conducted action research in kindergarten classrooms. The tasks supported early learning in foundational fractions. These lessons will be shared out to the larger community through Kindergarten educator PD. The Trent team also supported a family STEAM Event at Sir Edgar Bauer on April 15, 2024.

5. DIGITAL TOOLS / RESOURCE UPDATE

Mathology.ca

mathology.ca accounts to-date May 2024
- K-6 = 687 accounts 98% subscription rate
- 7 & 8 = 149 accounts 99% subscription rate

Knowledgehook.com <student accounts. #s from February>

Student Accounts by grade
- overall gr. 3, 4, 5 & 6 have the highest student usership with active accounts
- we continue to work with our educators to increase the use of Knowledgehook in grades 8 & 9

Brainingcamp.com

- Since Jan. 2024 there have been 13,146 total launches (ele.)
  → 1,564 teacher launches (ele.)
  → 11,582 are student launches (ele.)
- Renewed system subscription Jan. 2024 and extended usage to secondary schools

6. CONSULTANT/COORDINATOR MATH SUPPORT TO SCHOOLS

Math Consultant Support | Non-math coaching schools had access to scheduled support from both the K-8 Gianluca Villapiana and 7-12 Sarah Gonzalez Day Math Consultants for Math curriculum implementation and Math professional learning.

Math Support included: Classroom visits (co-plan, co-teach, co-debrief), Lunch & Learns and Staff/Divisional meetings.

<table>
<thead>
<tr>
<th>Gianluca Villapiana K-8 Math Consultant</th>
<th>Sarah Gonzalez-Day 7-12 Math Consultant supporting 7 &amp; 8</th>
</tr>
</thead>
<tbody>
<tr>
<td># of schools supported</td>
<td># of schools supported</td>
</tr>
<tr>
<td>26</td>
<td>16</td>
</tr>
<tr>
<td># of educators supported</td>
<td># of educators supported</td>
</tr>
<tr>
<td>332</td>
<td>72</td>
</tr>
<tr>
<td># of visits to-date</td>
<td># of visits to-date</td>
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<tr>
<td>54</td>
<td>40</td>
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</tbody>
</table>

Petra LeDuc K-12 Math Coordinator

<table>
<thead>
<tr>
<th># of PD sessions</th>
<th># of educators &amp; admin supported</th>
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</thead>
<tbody>
<tr>
<td>42</td>
<td>319</td>
</tr>
</tbody>
</table>

We were able to support 26 non-math coaching schools.

Altogether with Math Coaching we directly supported 42 of our 44 ele. schools with various forms of Math professional learning.
7. SECONDARY PRIORITIES

➢ Math teachers from 4 of our 5 high schools and the secondary math consultant attended the Ontario Association for Mathematics Education annual conference. The focus of this year’s conference was Embracing Change. School representatives participated in sessions with Peter Liljedahl (Thinking Classrooms), Marian Small (Good Questions) and Nat Banting (Menu Math, FractionTalks) as well as sessions on leading edge assessment practices, coding in mathematics, and the use of the high impact instructional practices in math. The five WCDSB secondary participants will share their learning from this conference with all other secondary math teachers during department meetings and the May 31st PD day.

➢ The Leading Math Success team, consisting of department heads and assistant department heads as well as any other secondary math teachers looking for leadership opportunities, continued to meet monthly throughout this year. The focus of these meetings this year was on teacher mental health, EQAO and achievement data and how it can be used to inform our practice, professional development planning and resource sharing. Using the Considerations for Program Planning from the Ministry of Education we looked at how secondary math teachers are addressing these considerations.

➢ Two teachers at Monsignor Doyle C.S.S. had the unique opportunity to work closely with Peter Liljedahl this April. Peter co-planned lessons with these teachers and was in the classroom teaching with them for two days. The teachers and consultants who were present also had the opportunity to debrief these lessons with Peter Liljedahl. During the in-class sessions teachers and consultants had the opportunity to see Peter use specific strategies such as turn and talk, asking students to consider the reasonableness of their answers, and consolidation that helped all students make sense of the new learning they did that day. In addition, during the debriefs, the teachers engaged in conversations about why students struggle with algebra and how we can help them differentiate between unknowns, variables, and the manipulation of expressions. There were also discussions/learning about how best to use anchor charts and how to engage students in completing practice math problems.

➢ All of our secondary schools had team teachers available to support MTH1W grade 9 de-streamed math classes this year. Team teachers were a second teacher in the classroom who worked specifically with students who were having difficulty with the content in the class. In semester one these teachers worked with 211 grade 9 students to help them close gaps and work on skills required to be successful.
Impact:

**MIDTERM & FINAL** Achievement Data: Marker Students @ all Five Secondary Schools (Semester 1)

<table>
<thead>
<tr>
<th></th>
<th>Midterm Level R</th>
<th>Midterm Level 1</th>
<th>Midterm Level 2</th>
<th>Midterm Level 3</th>
<th>Midterm Level 4</th>
<th>Final Level R</th>
<th>Final Level 1</th>
<th>Final Level 2</th>
<th>Final Level 3</th>
<th>Final Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monsignor Doyle</td>
<td>26%</td>
<td>46%</td>
<td>17%</td>
<td>9%</td>
<td>3%</td>
<td>19%</td>
<td>31%</td>
<td>28%</td>
<td>16%</td>
<td>6%</td>
</tr>
<tr>
<td>Resurrection</td>
<td>31%</td>
<td>23%</td>
<td>38%</td>
<td>8%</td>
<td>0%</td>
<td>19%</td>
<td>42%</td>
<td>27%</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>St. Benedict</td>
<td>15%</td>
<td>28%</td>
<td>36%</td>
<td>15%</td>
<td>6%</td>
<td>11%</td>
<td>20%</td>
<td>52%</td>
<td>11%</td>
<td>5%</td>
</tr>
<tr>
<td>St. David’s</td>
<td>22%</td>
<td>10%</td>
<td>18%</td>
<td>16%</td>
<td>34%</td>
<td>8%</td>
<td>18%</td>
<td>24%</td>
<td>22%</td>
<td>28%</td>
</tr>
<tr>
<td>St. Mary’s</td>
<td>36%</td>
<td>36%</td>
<td>26%</td>
<td>2%</td>
<td>0%</td>
<td>18%</td>
<td>55%</td>
<td>24%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>26%</td>
<td>28%</td>
<td>27%</td>
<td>10%</td>
<td>9%</td>
<td>15%</td>
<td>33%</td>
<td>31%</td>
<td>13%</td>
<td>8%</td>
</tr>
</tbody>
</table>

- 211 grade 9 math students
- The percent of students who were reaching provincial standard increased from 19% at midterm to 21% at final
- The percentage of students who were on track to achieve their credit was 74% at midterm and at the end of the semester 85% of these students achieved their credit in MTH1W.

In second semester team teachers focused specifically on algebra and are running pre/midterm/post assessments to track student progress. At the time of this report the data has only been collected for one secondary school.

Impact:

**PRE & MIDTERM** Assessments: Marker Students (N = 115)

<table>
<thead>
<tr>
<th></th>
<th>Pre: Not Yet</th>
<th>Pre: Getting There</th>
<th>Pre: Got it</th>
<th>Mid: Not Yet</th>
<th>Mid: Getting There</th>
<th>Mid: Got it</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Benedict</td>
<td>56%</td>
<td>24%</td>
<td>20%</td>
<td>43%</td>
<td>23%</td>
<td>34%</td>
</tr>
</tbody>
</table>

➢ All grade 9 de-streamed math classes in first semester were provided paper booklets to complete the online sample assessment. The goal of this was to encourage students to write out their answers when completing the e-assessment and to give students feedback on their attempt. Second semester we decided to go with an online mock assessment in order to give teachers feedback on their students’ progress in the course so that they would be able to act on the results before the provincial assessment. Semester two grade 9 de-streamed math classes completed this assessment the week of May 13th.

➢ We are now in our third year of de-streamed mathematics in grade 9. In our first year (2021-2022) there was concern about an increase in the number of students selecting grade 9 locally...
developed math instead of grade 9 de-streamed math. Over the past three years the percentage of students enrolling in locally developed math has continued to decrease with a significant decrease (↓3.4) between September 2022 and September 2023.

➢ Likewise, the enrollment in our grade 10 academic and grade 11 university level courses is continuing to rise. Since the implementation of de-streaming the percentage of students selecting grade 10 academic math has increased by 11.6% and the percentage of students selecting grade 11 university has increased by 3.7%.

➢ The increase in academic level and university level courses has caused a decline in the percentage of students selecting workplace level courses. In general, enrollment in our locally developed/workplace courses is on a downward trend.

This report is for information for the Board.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Jennifer Ritsma
Superintendent of Learning

Annalisa Varano
Superintendent of Learning

Petra LeDuc
K-12 Mathematics Coordinator, Board Math Lead

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

*4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the CEO, subject in all instances to what otherwise actually occurred.
Date: May 27, 2024
To: Board of Trustees
From: Director of Education
Subject: 2023-24 Math Achievement Action Plan (Math Recovery Plan), Spring 2024 | 3rd Update

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

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

Origin: (cite Education Act and/or Board Policy or other legislation)
- Education Act 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:
- The Ontario Curriculum, Grades 1-8: Mathematics, 2020
- Growing Success: The Mathematics Addendum, Grades 1 to 8 (2020)
- Multi-Project Agreement 2023-24 Theme: Math E1 Project Plan p. 102– Math Recovery Plan (Board Math Lead(s), School Math Facilitator(s), Digital Math Tools)
- Better Schools and Student Outcomes Act, 2023,

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 Mathematics Achievement Action Plan (Math Recovery Plan) supports student math achievement focusing on improvement efforts in Grades 3, 6 and 9 math classes. The Waterloo Catholic District School Board’s Mathematics Achievement Action Plan details the key focus areas for ongoing professional learning and practice. The Mathematics Achievement Action Plan outlines classroom and school practices and how school teams and the system will support their development and implementation.

This is the 3rd report (Spring 2024) providing an update and information with respect to the following 4 components of this plan:

1. Member Engagement and Communications
2. Priority Schools - School-Based Math Coaching
3. Measuring and Improvement | Progress Report highlights
4. Next steps

1. Member Engagement and Communications

Communication plan update of actions to-date to engage the broader school and system community to deeply invest in our board’s Math Achievement Action Plan.

☑ in progress or completed  highlighted = not yet implemented

<table>
<thead>
<tr>
<th>Member</th>
<th>Actions</th>
<th>Engagement Strategies Enacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Through Math Coaches (facilitators)</td>
<td>Direct support through math coaching in grade 3 &amp; 6 classrooms</td>
</tr>
<tr>
<td></td>
<td>☑ Focussed support for grades 3 &amp; 6 students/classrooms</td>
<td>☑ Self-reflective thinking routines</td>
</tr>
<tr>
<td></td>
<td>☑ Revisiting Spatial Sense Content areas 3 times in the year (Geo. Reasoning, Measurement &amp; Location &amp; Movement)</td>
<td>☑ Small group instruction with math coaches</td>
</tr>
<tr>
<td></td>
<td>☑ Small group instruction in math coaching</td>
<td>☑ Math Confidence surveys - self-assessment</td>
</tr>
<tr>
<td></td>
<td>☑ Increased opportunities to engage in Thinking routines related to SELs &amp; Math Processes</td>
<td>☑ 1600 grade 3 students &amp; 1647 grade 6 students participated in the MOCK EQAO</td>
</tr>
<tr>
<td></td>
<td>☑ Math confidence surveys (3 times a year)</td>
<td>☑ Online newsletters featuring Ontario Parent resources (TVOlearn, mPower, TVOMathify)</td>
</tr>
<tr>
<td></td>
<td>☑ MOCK MATH EQAO (Feb. 2024)</td>
<td>☑ At home supports from mathology.ca - KH parent account</td>
</tr>
<tr>
<td>Parents / Families</td>
<td>Through Board Math lead and elementary Math Team (coaches &amp; consultant):</td>
<td>☐ Parent survey “Supporting Your Child in Math” - sent home in June</td>
</tr>
<tr>
<td></td>
<td>☑ Post MAAP on Public side of the website</td>
<td>☐ Math@HOME - Share with Families Campaign launched March 5th</td>
</tr>
<tr>
<td></td>
<td>☑ Update resources for parents/families to support math learning at home</td>
<td>☐ EQAO online parent sessions in April 2024 through EQAO (2 sessions)</td>
</tr>
<tr>
<td></td>
<td>☑ Math @Home Newsletters 10 issues</td>
<td>☐ Curriculum nights in partnership with school council</td>
</tr>
<tr>
<td></td>
<td>☑ Math Coaching Classroom communications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Math Curriculum nights at school sites</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Parent - Supporting Math at Home surveys</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Grade 3 &amp; 6 EQAO Parent Info. sessions by EQAO</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Public page Mathematics - Elementary</td>
<td></td>
</tr>
<tr>
<td>Member</td>
<td>Actions</td>
<td>Engagement Strategies Enacted</td>
</tr>
<tr>
<td>-----------------</td>
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<td>---------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Teachers**    | Through Board Math lead and elementary Math Team (coaches & consultant):  
  - Day-to-day math coaches in Spatial Sense & Data and Hi Practices  
  - Focus on assessment opportunities  
  - Focus on small group & direct instruction  
  - Lesson designed to include math processes, build SELs and thinking routines  
  - Board-wide math resource learning (mathology.ca, brainingcamp & knowledgehook)  
  - After-school Math Action Plan Networking - MAP’N  
  - Weekly Math NEWS Updates  
  - MOCK MATH EQAO                                                                                                                                 |  
  - Daily math coaching for gr. 3 & 6 classrooms in priority schools and board-identified schools  
  - Use of pre.post achievement data to build collective efficacy  
  - A variety of daily assessment opportunities to “know the learner” -exit tickets, observations using the mathology.ca progression, parallel tasks, math talk conferences etc.  
  - Modelling student and teacher thinking routines  
  - Daily use of board-wide math resources - increase resource usage rates  
  - Update & redesign of the Math Page on StaffNet  
  - MOCK MATH EQAO reports and next steps to teachers & admin. March 19, 2024  
  - Math action network for interested teachers who want leadership experiences in math PL  
  - Made-4-Math Mondays & Math NEWS Updates for just -in-time, bite-sized (on demand) learning  
  - Math AQ subsidies - board facilitated Math AOs (17 in Spring) board total=588 since 2016 |
| **Math Facilitators (coaches)** | Board Math Lead to math coaches:  
  - Math in-team meetings  
  - Shared and collaborative approach to Math Achievement Action Planning at priority schools  
  - Data analysis of EQAO over time data in strands & skills and math confidence  
  - Board-wide math resource updates and shared learning practices  
  - Learning cycle design implementation-spatial sense & data  
  - Math Tracker Group facilitation                                                                                                                                 |  
  - Co-learning through math team meetings  
  - Monitoring and engaging in the Math Achievement Action Plans at each priority school  
  - Co-analysis of EQAO data in the fall - current year & over time  
  - Shared construction of the learning cycles at priority schools  
  - Daily math coach tracking form submissions - weekly summaries  
  - Data collection & monitoring through EnCompass with Math Tracker Groups |
| **Administrators** | Board Math Lead, Math Consultant & Math Coaches  
  - Monthly admin meetings (ele. Math content focus)  
  - Math SIEP support (by school site)  
  - Support through FOS meetings (EQAO, mathology.ca SIEP math actions etc.)  
  - Invitational in-person math learning sessions for interested admin.  
  - Circulation of Math NEWS Updates, after-school math learning opportunities, Math AQ promotion  |  
  - Content focused learning for admin. at monthly admin. meetings  
  - By request -support for SIEP planning, engagement and monitoring  
  - Math Tracker Group on EmCompass  
  - By request - support to FOS at meetings  
  - Invitational math learning support meetings -self-register  
  - Suggested forms of communication to staff -MMMemo, during TPA/ALP meetings -Math AQ etc. |
<table>
<thead>
<tr>
<th>Member</th>
<th>Actions</th>
<th>Engagement Strategies Enacted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Senior Admin.</strong></td>
<td>☑ MAAP math visits at priority schools in priority classrooms</td>
<td>☑ MAAP math visits during the beginning, mid and end of math learning cycle</td>
</tr>
<tr>
<td></td>
<td>☑ Update of math coaching work and MAAP action at AC</td>
<td>☐ Updates to AC by Board Math Lead</td>
</tr>
<tr>
<td></td>
<td>☑ SO questions for SO visits re: MAAP at priority schools</td>
<td>☑ Observation guides for SO math visits</td>
</tr>
<tr>
<td><strong>Trustees</strong></td>
<td>☑ 3 Trustee meetings fall, winter &amp; spring</td>
<td>☑ Presentation and report to board 3 times a year</td>
</tr>
<tr>
<td></td>
<td>Math Achievement Action Plan Update (November, March and May/June)</td>
<td>☑ Cross-reference to MAAP through other reports (BIEP/SIIEP &lt;SAP&gt;, EQAO, Math Report)</td>
</tr>
<tr>
<td></td>
<td>☑ SIIEP &lt;SAP&gt; Updates - Math</td>
<td>EQAO data summary for grades 3 &amp; 6 Math</td>
</tr>
<tr>
<td><strong>Director</strong></td>
<td>☑ 3 meetings to share and discuss the 3 reporting periods of the board &amp; priority school Math Achievement Action Plans (these meeting will occur before the scheduled trustee meetings)</td>
<td>☑ Meet Oct. / Feb. / May prior to Trustee reporting</td>
</tr>
<tr>
<td><strong>Departments</strong></td>
<td>☑ Share Math Achievement Action Plan with Program Services at PS meeting</td>
<td>☑ Oct. program meeting presentation</td>
</tr>
<tr>
<td></td>
<td>☑ Shared EQAO 2023 results</td>
<td>☑ Shared EQAO 2023 results</td>
</tr>
<tr>
<td><strong>Special Education (SELs, SETs and EAs)</strong></td>
<td>☑ Work with SELs to better understand mathology.ca and the intervention supports</td>
<td>☑ Meet with SELs on Fridays</td>
</tr>
<tr>
<td></td>
<td>☑ Have time on PD day for on demand learning for EAs working with students with identified needs in math</td>
<td>☑ Meet with Spec. Ed. SO re: Key Math for RTI intervention</td>
</tr>
<tr>
<td></td>
<td>☑ Mathology interventions part of the A1 to A2 process through math tracker groups</td>
<td>☑ Inservice Spec. Ed. teachers re: mathology.ca</td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td>☑ Share Math Achievement Action Plan information updates with SEAC &amp; CPIC</td>
<td>☑ Mathology interventions promoted by Spec. Ed as tier 1 &amp; 2 (A1 to A2) strategies for gap closing</td>
</tr>
<tr>
<td></td>
<td>☑ Math family events in 2024 (at school sites and large system events)</td>
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<td></td>
<td>☑ Math @Home Newsletters</td>
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<td>☑ Parent info. Page on WCDSB site</td>
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<td>☑ Family Math Night M4YC (Trent University in April)</td>
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<td></td>
<td>☑ Presentation to SEAC (Dec.) &amp; CPIC in (Jan.)</td>
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<td>☑ Ongoing school site support for math events</td>
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<td></td>
<td>☑ Future math community event (possibly with UW CEMC)</td>
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<td></td>
<td>☑ Monthly Math @Home newsletters for school to post</td>
<td></td>
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<tr>
<td></td>
<td>☑ Trent University (M4YC) supported family math at a research school</td>
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</tbody>
</table>

WCDSB launched a Math@HOME-Share with Families Campaign March 5th. **Mathematics - Elementary** Our communication strategy included:

- system distribution to schools and teachers to include in school and classroom communications
- circulation on social media
- postcard-sized flyers for School Site Family Math Nights and to be distributed with report cards
Parents can make a big difference in their child’s learning by talking with them about what they are learning at school. While these resources are optional, they provide valuable information about what students are learning at school and ideas for supporting their learning at home.

### 2. Priority Schools - School-Based Math Coaching

**Board Inputs to Priority Schools**

**Cycle 2 Jan. - Apr. 2024 | WINTER | 2 Math Coaches at 6 Priority Schools**

- Day-to-day math coaching in Grades 3 and 6 classrooms for 4-week **cycles** focused on the 2020 Math Curriculum implementation & High Impact Instructional Practices and On-going support for the use of board-purchased math resources
- Data collection using classroom-created PRE & POST student **assessments & math confidence survey data**
- Math coaching to strengthen math knowledge and pedagogy
- Share resources and effective practices.
- **Common Content Area across all schools Spatial Sense E2. expectations**
- Work directly with students who require additional support by using high-impact and early intervention strategies (small group instruction, math tracker group)

#### 6 Priority Schools | Cycle 2 WINTER (MAAP Progress Data Report)

- **118** Grade 3 Students
- **178** Grade 6 Students
- **24** teachers in math coaching cycle +16 additional teachers who accessed math coaching outside of the daily coaching
- **+22%** increase from pre to post “Got it” (to standard) in **Grade 3**
- **+16%** increase from pre to post “Got It” (to standard) in **Grade 6**

#### Assigned VS Actual Days

<table>
<thead>
<tr>
<th>School Visited</th>
<th># of assigned coaching days</th>
<th># of actual days coached</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christ the King (3)</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>Monsignor Haller (6)</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>St. Clement (6)</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>St. Gregory (3 &amp; 6)</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>St. Joseph (6)</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>St. Peter (6)</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>110</strong></td>
<td><strong>106</strong></td>
</tr>
</tbody>
</table>

#### High Impact Instructional Practices | Frequency

- Small Group Instr.: **60%**
- Prob. Solving Tasks: **90%**
- Tools & Rep.: **98%**
- Direct Instr.: **93%**
### Nature of the Coaching | Frequency

- Co-plan: 41%
- Co-teach (coach-led): 39%
- Co-teach (teacher-led): 86%
- Co-debrief: 84%
- Met with admin.: 29%
- Met with educator ($) 15%

### Daily Assessment Opportunities | Frequency

- Pre/Post: 20%
- Exit Tickets: 48%
- Obs Assessment Progression: 84%
- Conferencing: 82%
- Perf. Tasks: 58%
- Self-Assessment: 11%

### Content | Spatial Sense

- Geo. Reas.: 9%
- Location & Movement: 0%
- Length, Mass, Cap., Metric: 86%
- Angles: 0%
- Area / Surface Area: 100%
- Data Collect. / Org. Data: 8%
- Visualization: 6%
- Data Analysis: 1%

### Daily Math Processes Embedded in Lessons

- Prob. Solv. / Thinking Rout.: 85%
- Reas. & Proving: 73%
- Reflecting: 54%
- Connecting: 95%
- Communicating: 90%
- Representing: 93%
- Selecting Tools & Rep.: 94%

### System & Provincial Resources Used

- Knowledgehook.ca: 36%
- Mathology.ca: 99%
- BrainyCamp.com: 16%
- Integrated Learning (iC): 34%
- OntarioMathSupport: 1%
- TVOlearn: 18%
- TVOomPower: 0%

### Successful Classroom Strategies

- using a common pre/post assessment across in grades 3 & 6
- 93% of the time using the various forms of direct instruction
- 98% of the time engaging in use of models, tools and representations
- increase from 45% (cycle 1) to 60% of the time in small group instruction using mini-lessons from system supported resources
- 82% of the time use of conferencing & 84% of the time use of observations of student work with assessment progressions-daily ongoing assessment
- increasing time to debrief with the classroom teacher
3. Measuring and Improvement | Progress Report highlights | Reported March 2024

The information below was reported in the Progress Report in Section A on the ministry reporting tool. It represents the area of need, the KPI update and our strategies across board, school, and classroom tiers up to March 28, 2024.

- **Priority 1**: Fidelity of the curriculum implementation including the intentional use of high impact instructional strategies
- **Priority 2**: Ongoing learning on math content knowledge for teaching
- **Priority 3**: Knowing math learners, and responsive student tasks, interventions and supports

**Priority Action 1**
Ensuring fidelity of curriculum implementation including the intentional use of proven strategies that support academic math achievement (High-Impact Instructional Practices in Mathematics | Resource and Supports)

1. What are the areas of need for your school board?

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Spatial Sense (Geometric Reasoning, Location &amp; Movement &amp; Measurement)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Thinking category tasks</td>
</tr>
<tr>
<td></td>
<td>• math learning through math processes &amp; Developing SELs through math tasks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Data (Data Analysis) &amp; Spatial Sense (Geometric Reasoning Location &amp; Movement &amp; Measurement)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Thinking category tasks</td>
</tr>
<tr>
<td></td>
<td>• math learning through math processes &amp; Developing SELs through math tasks</td>
</tr>
</tbody>
</table>

2. What are board-level strategies that your school board will implement to address these areas of need? Select all that apply:

- ✓ Prioritize understanding of the curriculum and the continuum of learning across grades

<table>
<thead>
<tr>
<th>KPI Description:</th>
<th>Pre/Post assessments math coaching cycles for grades 3 &amp; 6 (achievement +/-) → spatial sense &amp; data (Fall cycle - initial collection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>Spatial Sense: Gr.3: 23% (at level) and Gr. 6: 4% (at level)</td>
</tr>
<tr>
<td>Progress</td>
<td>Spatial Sense: Gr.3: 43.3% (at level) and Gr. 6: 24.5% (at level) - av. of priority schools data (no pre/post for Strand D in cycle 2, cycle 2 was Strand E only)</td>
</tr>
<tr>
<td>Final</td>
<td></td>
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</tbody>
</table>

- ✓ Align resources, including staffing, with mathematics priorities

<table>
<thead>
<tr>
<th>KPI Description:</th>
<th>mathtology.ca and Knowledgehook usage data in math coaching cycles - Math Coaching Tracking Form (daily, weekly, per cycle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>mathtology: 62% usage rate, Knowledgehook 28% usage rate</td>
</tr>
<tr>
<td>Progress</td>
<td>mathtology: 99% usage rate, Knowledgehook 36% usage rate in cycle 2</td>
</tr>
</tbody>
</table>

- ✓ Provide guidelines, resources and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans

<table>
<thead>
<tr>
<th>KPI Description:</th>
<th>Math Processes data - Math Coaching Tracking Form (daily, weekly, per cycle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>56% of daily coaching ref. math processes and 42% of daily math coaching ref. co-planning</td>
</tr>
<tr>
<td>Progress</td>
<td>Freq. of <strong>Math Processes</strong>: Problem-Solving 85%, Reasoning &amp; Proving 73%, Reflecting 54%, Connecting 95%, Communication 90%, Representing 93%, Selecting Tools &amp; Rep. 94% 41% of daily math coaching ref. Co-planning in cycle 2</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

### 3. What are school-level strategies that your school board will implement to address these areas of need? Select all that apply:

- [X] Directly connect long-range plans, course outlines, lesson plans, and reporting to current curriculum expectations (e.g., educators consult the Curriculum and Resources website regularly to ensure alignment)

<table>
<thead>
<tr>
<th>KPI Description:</th>
<th>Math Content Learning section - Math Coaching Tracking Form (daily, weekly, per cycle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>Freq.: Geo. Reasoning 70%, Location &amp; Movement 0%, Length, Meas. &amp; Capacity 0%, Angles 52%, Data 46%</td>
</tr>
<tr>
<td>Progress</td>
<td>Freq.: Geo. Reasoning 9%, Location &amp; Movement 0%, Length, Meas. &amp; Capacity 86%, Area/Surface Area 100%, Angles 8%, Data Collect./Org 8%, Data Visualization 6%, Data Analysis 1% in cycle 2</td>
</tr>
<tr>
<td>Final</td>
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</tbody>
</table>

- [X] Engage in ongoing professional learning (e.g., in grade/division/learning teams, classroom visits) on the curriculum, including making connections across strands

<table>
<thead>
<tr>
<th>KPI Description:</th>
<th>PD metrics including AQ courses - Educator Content learning survey data - post math coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>2022-23 exit educator survey data 66% - indicating an increased understanding of math content</td>
</tr>
<tr>
<td>Progress</td>
<td>2023-24 exit educator survey data 86% - indicating an increased understanding of math Content in cycle 2</td>
</tr>
<tr>
<td>Final</td>
<td></td>
</tr>
</tbody>
</table>

### 4. What are classroom-level strategies that your school board will implement to address these areas of need? Select all that apply:

- [X] Draw explicit connections to and between mathematical processes and in lesson planning and use proven instructional and assessment practices (e.g., High-Impact Instructional Practices)

<table>
<thead>
<tr>
<th>KPI Description:</th>
<th>Math Processes data - Math Coaching Tracking Form (daily, weekly, per cycle) Frequency of small group instruction in grade 3 &amp; 6 - Math Coaching Tracking Form Admin. Monitoring for instructional practice uptake in between cycles - Look-For Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>56% of daily coaching ref. math processes, 45% of daily coaching ref. small group instr. - admin.</td>
</tr>
<tr>
<td>Progress</td>
<td>60% of daily coaching ref. small group instr. - admin, Freq. of <strong>Math Processes</strong>: Problem-Solving 85%, Reasoning &amp; Proving 73%, Reflecting 54%, Connecting 95%, Communication 90%, Representing 93%, Selecting Tools &amp; Rep. 94%</td>
</tr>
<tr>
<td>Final</td>
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</tbody>
</table>

- [X] Connect instruction and assessment to curriculum expectations and long-term essential mathematical understandings using developmental continuums

<table>
<thead>
<tr>
<th>KPI Description:</th>
<th>mathology.ca assessment progression usage - Math Coaching Tracking Form (daily, weekly, per cycle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final</td>
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</tbody>
</table>

Quality, Inclusive, Faith Based Education | wcdsb.ca
**Initial**
used the assessment progression 38% of the time in cycle 1

**Progress**
used the **assessment progression 84%** of the time in cycle 2

**Final**

**Priority Action 2**
Engaging in ongoing learning on mathematics content knowledge for teaching

1. What are the **areas of need** for your school board?

<table>
<thead>
<tr>
<th>Math Content Learning in Spatial Sense &amp; Data</th>
<th>Progress of learning by Overall Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key concepts &amp; teacher supports (curriculum)</td>
<td>Board supported resource learning (mathology.ca, knowledgehook, brainingcamp)</td>
</tr>
</tbody>
</table>

**Building Content Knowledge | Spatial Sense & Data (THINKING questions)**

Using High Impact Instructional Practices:
- Small group Instruction
- Direct Instruction | Deliberate Practice
- Tools & Representations,
- Problem Solving (Thinking Routines)
- Implementing In-the-Moment Gap Closing | Gap Filling
- Classroom Assessment Opportunities

2. What are **board-level strategies** that your school board will implement to address these areas of need? Select all that apply:

- **☑** Utilize student achievement data and student work to establish focus areas for mathematics professional learning

<table>
<thead>
<tr>
<th>KPI Description:</th>
<th>Pre/Post assessments math coaching cycles for grades 3 &amp; 6 (achievement +/-) - spatial sense &amp; data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial</strong></td>
<td>Spatial Sense: Gr.3: 23% (at level) and Gr. 6: 4% (at level) and Data: Gr. 24% (at level)</td>
</tr>
<tr>
<td><strong>Progress</strong></td>
<td>Spatial Sense: Gr.3: <strong>43.3% (at level)</strong> and Gr. 6: <strong>24.5% (at level)</strong> - av. of priority schools data (no pre/post for Strand D in cycle 2, cycle 2 was Strand E only)</td>
</tr>
<tr>
<td><strong>Final</strong></td>
<td></td>
</tr>
</tbody>
</table>

- **☑** Understand the importance of the relationship between mathematics content knowledge and effective mathematics instruction, as it relates to student achievement

<table>
<thead>
<tr>
<th>KPI Description:</th>
<th>High impact instructional practices - Math Coaching Tracking Form (daily, weekly, per cycle)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial</strong></td>
<td>Freq.: Small group Instruction &amp; gap closing <strong>45%</strong>, Direct Instruction <strong>34%</strong>, Deliberate Practice <strong>55%</strong>, Tools &amp; Representations <strong>66%</strong>, Problem Solving (Thinking Routines) <strong>41%</strong>, Classroom Assessment Opportunities <strong>67%</strong></td>
</tr>
<tr>
<td><strong>Progress</strong></td>
<td>Freq.: Small group Instruction &amp; gap closing <strong>60%</strong>, Direct Instruction <strong>93%</strong>, Tools &amp; Representations <strong>98%</strong>, Problem Solving (Thinking Routines) <strong>90%</strong>, Classroom Assessment Opportunities <strong>83%</strong></td>
</tr>
<tr>
<td><strong>Final</strong></td>
<td></td>
</tr>
</tbody>
</table>

- **☑** Prioritize mathematics content knowledge for teaching in professional learning opportunities and in allocation of resources, including staffing

<table>
<thead>
<tr>
<th>KPI Description:</th>
<th>PD plan metrics - attendance, offerings, site visits to Math NEWS Update</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial</strong></td>
<td>av. &lt;50 views of math NEWS per week, PD offerings at school and central sites to begin at the end of November 2023</td>
</tr>
</tbody>
</table>
Progress  
av. <62 views of math NEWS per week, PD offerings at central site low attendance >100 for cycle 2, 76 teachers coached total in cycle 1 & 2 math coaching, 651 teachers impacted by coordinator & consultant at school sites

Final

3. What are school-level strategies that your school board will implement to address these areas of need? Select all that apply:

☑ Collaborate with Board Math Lead to identify school/division/grade mathematics content knowledge focus areas, including planning and monitoring associated professional learning

<table>
<thead>
<tr>
<th>KPI Description:</th>
<th>Educator content learning survey data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>2022-23 exit educator survey data 66% - indicating an increased understanding of math content</td>
</tr>
<tr>
<td>Progress</td>
<td>2023-24 exit educator survey data 86% - indicating an increased understanding of math Content in cycle 2</td>
</tr>
<tr>
<td>Final</td>
<td></td>
</tr>
</tbody>
</table>

☑ Engage in regular collaborative meetings (e.g., team teaching, collaborative analysis of student work, school and/or board networks, classroom visits) to deepen knowledge of mathematics, curriculum, instructional starting points, and interventions

<table>
<thead>
<tr>
<th>KPI Description:</th>
<th>Co-plan, co-teach &amp; co-debrief data - Math Coaching Tracking Form (daily, weekly, per cycle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>co-plan 42%, co-teach (coach led) 78% &amp; co-teach (teacher-led) 22%, co-debrief 19%</td>
</tr>
<tr>
<td>Progress</td>
<td>co-plan 41%, co-teach (coach led) 92% &amp; co-teach (teacher-led) 39%, co-debrief 86%</td>
</tr>
<tr>
<td>Final</td>
<td></td>
</tr>
</tbody>
</table>

☑ Engage families and communities to support different ways of understanding and doing mathematics (e.g., families and communities are asked to contribute to planning and execution of family math nights)

| KPI Description: | Parent/Family Survey | Supporting Your Child's Math Learning K to 8 Educator Newsletter & Communications home metric (survey) |
|------------------|----------------------|
| Initial          | 46% Do you feel supported in assisting your child's/children's math learning? exit survey (June 2023), communication metric to begin end of November 2023 |
| Progress         | 72% of parents on Knowledgehook reported that Knowledgehook helped them connect with your child's math |
| Final            | |

4. What are classroom-level strategies that your school board will implement to address these areas of need? Select all that apply:

☑ Access resources (e.g., teacher supports on the Curriculum and Resources website), experts (e.g., curriculum consultant, school math facilitator), and professional learning to continuously develop content knowledge for teaching

<table>
<thead>
<tr>
<th>KPI Description:</th>
<th>Resource data - Math Coaching Tracking Form (daily, weekly, per cycle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>mathology.ca 71% and Knowledgehook 21%</td>
</tr>
<tr>
<td>Progress</td>
<td>mathology 99% usage rate, Knowledgehook 36% usage rate in cycle 2</td>
</tr>
<tr>
<td>Final</td>
<td></td>
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Model a positive and curious learning stance with mathematics to create an environment where students are excited to learn mathematics and develop into confident math learners (e.g., regularly using “think-alouds”, making the problem-solving process explicit, integrating math talk prompts and conversations, co-solving mathematics puzzles/problems with students).

<table>
<thead>
<tr>
<th>KPI Description:</th>
<th>Thinking Routines &amp; Nature of the Task data - Math Coaching Tracking Form (daily, weekly, per cycle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Frequency: Problem Solving (Thinking Routines)</td>
<td>41%</td>
</tr>
<tr>
<td>Progress Frequency: Problem Solving (Thinking Routines)</td>
<td>85%</td>
</tr>
</tbody>
</table>

**Priority Action 3:**
Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive

1. What are the areas of need for your school board?
   - Identifying & closing gaps in math learning (Spatial Sense & Data)
   - Planning with math processes & SELs in mind
   - Using assessment to drive instruction (daily classroom assessment opportunities)
   - Revisiting (spiralling) Spatial Sense and Data concepts
   - Monitoring strategies for identified learner groups who are below level 3 or PWD

2. What are board-level strategies that your school board will implement to address these areas of need? Select all that apply:

   - Align Math Improvement Action Plan with board improvement planning, including using student assessment and demographic data to identify areas of focus

<table>
<thead>
<tr>
<th>KPI Description:</th>
<th>monitoring plan through BIEP, SIEP and power BI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>will begin to collect SIEP &amp; power BI data at the end of November 2023</td>
</tr>
<tr>
<td>Progress</td>
<td>100% of priority schools &amp; 70% elementary schools analyze, set up math tracker groups and monitor with notes features on Encompass for gr. 3 &amp; 6 100% of priority schools are using power BI to monitor year prev. Term 2 reports for current gr. 3 &amp; 6 students current progress reporting, current term 1, past EQAO and historical &amp; year to date attendance</td>
</tr>
<tr>
<td>Final</td>
<td>Build capacity in data analysis resources to understand mathematics achievement from a variety of sources, including alignment between EQAO, report cards, and locally-developed assessment tools/tasks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KPI Description:</th>
<th>Math Coaching use of pre/post date with educators - Math Coaching Tracking Form (daily, weekly, per cycle) Admin meetings and FOS meetings to build data analysis capacity - PD metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>using classroom assessments in daily coaching 67% of the time, will begin to collect admin. &amp; FOS data at the end of November 2023</td>
</tr>
<tr>
<td>Progress</td>
<td>using classroom assessments in daily coaching 83% of the time</td>
</tr>
<tr>
<td>Final</td>
<td>Digital tool usage &amp; access data</td>
</tr>
</tbody>
</table>

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3. What are **school-level strategies** that your school board will implement to address these areas of need? Select all that apply:

- ☑ Determine key content areas, informed by EQAO data, including Strands and Skills reports, to determine where students may be struggling most and if there are gaps between classroom and EQAO achievement

<table>
<thead>
<tr>
<th>KPI Description:</th>
<th>Ongoing support for priority schools &amp; all ele. schools monitoring plan for struggling learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>100% of ele. schools used EQAO strand &amp; skills to determine areas of need, all 6 priority school admin. have attended 6 of 6 of the data analysis pd sessions, monitoring plan for struggling learner data to start at the end of November 2023</td>
</tr>
<tr>
<td>Progress</td>
<td>100% of priority schools &amp; 70% elementary schools analyse, set up math tracker groups and monitor with notes features on Encompass for gr. 3 &amp; 6 for spatial sense and data - all elementary</td>
</tr>
</tbody>
</table>

- ☑ Monitor and respond to students’ perception of and confidence in math (e.g., written surveys, student conferencing, family and community engagements)

<table>
<thead>
<tr>
<th>KPI Description:</th>
<th>Student Math Confidence Survey grades 3 &amp; 6 (end of each cycle - look for increases)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>&quot;I am good at math&quot; Gr.3: 61% &amp; Gr. 6: 47%</td>
</tr>
<tr>
<td>Progress</td>
<td>&quot;I am good at math&quot; Gr.3: 66% &amp; Gr. 6: 48%</td>
</tr>
</tbody>
</table>

- ☑ Develop processes to identify and monitor achievement of students achieving below Level 2 in mathematics and provide ongoing supports so that students can access grade-level curriculum

<table>
<thead>
<tr>
<th>KPI Description:</th>
<th>Small Group- Direct Instruction - Math Coaching Tracking Form (daily, weekly, per cycle) monitoring plan for struggling learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>Small group Instruction &amp; gap closing 45%, monitoring plan for struggling learner data to start at the end of November 2023</td>
</tr>
<tr>
<td>Progress</td>
<td>Small group Instruction &amp; gap closing 60%, monitoring plan for marker students on Encompass 23% successful strategies reported</td>
</tr>
</tbody>
</table>

4. What are **classroom-level strategies** that your school board will implement to address these areas of need? Select all that apply:

- ☑ Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, student agendas, exit tickets, portfolios, surveys)

<table>
<thead>
<tr>
<th>KPI Description:</th>
<th>Assessment Opportunity data - Math Coaching Tracking Form (daily, weekly, per cycle)</th>
</tr>
</thead>
</table>
Understand and respond to student mathematics strengths, needs and interests using a variety of sources, including the Curriculum and Resources website, Individual Education Plans (IEPs), and collaboration with special education teachers and educational assistants.

KPI Description: Pre/Post assessments math coaching cycles for grades 3 & 6 (achievement +/-) - spatial sense & data
Additional notes - Math Coaching Tracking Form (daily, weekly, per cycle)

Initial 21% of students on IEPs for math made increases from pre to post in cycle 1

Progress 23% of students on IEPs for math made increases from cycle 1 to cycle 2 pre/post data

Final

Plan, teach, and assess learning in culturally responsive and relevant ways that motivate students to take ownership of their learning of, and progress in, mathematics.

KPI Description: Self-Assessment Opportunity data - Math Coaching Tracking Form (daily, weekly, per cycle)

Initial frequency: 19% Self-Assessment opportunities in cycle 1

Progress frequency: 11% Self-Assessment opportunities in cycle 2, increase in the Reflecting process during lessons from 30% in cycle 1 to 54% in cycle 2

Final

The information below was reported in the Progress Report in Section B on the ministry reporting tool. It represents the level of implementation and the impact of our strategies across board, school, and classroom tiers up to March 28, 2024.

- **Priority 1**: Fidelity of the curriculum implementation including the intentional use of high impact instructional strategies
- **Priority 2**: Ongoing learning on math content knowledge for teaching
- **Priority 3**: Knowing math learners, and responsive student tasks, interventions and supports

**Note**: The chart below represents an overall board analysis. Areas where the status of implementation is reported as “little to no progress” and the level of effectiveness is “unsure” this reflects our strategies across the whole system, priority schools individually are reporting “considerable progress” and “somewhat effective or effective” in terms of uptake due to their access to math coaching.

### Ensuring fidelity of curriculum implementation, including the intentional use of High-impact Instructional Practices

<table>
<thead>
<tr>
<th>BOARD-LEVEL STRATEGIES</th>
<th>Status of Implementation</th>
<th>Level of Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prioritize understanding of the curriculum and the continuum of learning across grades</td>
<td>Considerable Progress</td>
<td>Effective</td>
</tr>
</tbody>
</table>

Quality, Inclusive, Faith Based Education  | wcdsb.ca
### Ensuring fidelity of curriculum implementation, including the intentional use of High-impact Instructional Practices

<table>
<thead>
<tr>
<th>SCHOOL-LEVEL STRATEGIES</th>
<th>Status of Implementation</th>
<th>Level of Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Align resources, including staffing, with mathematics priorities</td>
<td>Considerable Progress •</td>
<td>Effective •</td>
</tr>
<tr>
<td>☑ Provide guidelines, resources and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans</td>
<td>Considerable Progress •</td>
<td>Effective •</td>
</tr>
<tr>
<td>☑ Directly connect long-range plans, course outlines, lesson plans, and reporting to current curriculum expectations (e.g., educators consult the Curriculum and Resources website regularly to ensure alignment)</td>
<td>Considerable Progress •</td>
<td>Effective •</td>
</tr>
<tr>
<td>☑ Engage in ongoing professional learning (e.g., in grade/ division/ learning teams, classroom visits) on the curriculum, including making connections across strands</td>
<td>Considerable Progress •</td>
<td>Somewhat Effective •</td>
</tr>
</tbody>
</table>

### SCHOOL-LEVEL STRATEGIES

<table>
<thead>
<tr>
<th>CLASSROOM-LEVEL STRATEGIES</th>
<th>Status of Implementation</th>
<th>Level of Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Directly connect long-range plans, course outlines, lesson plans, and reporting to current curriculum expectations (e.g., educators consult the Curriculum and Resources website regularly to ensure alignment)</td>
<td>Considerable Progress •</td>
<td>Effective •</td>
</tr>
<tr>
<td>☑ Engage in ongoing professional learning (e.g., in grade/ division/ learning teams, classroom visits) on the curriculum, including making connections across strands</td>
<td>Considerable Progress •</td>
<td>Somewhat Effective •</td>
</tr>
<tr>
<td>☑ Draw explicit connections to and between mathematical processes and in lesson planning and use proven instructional and assessment practices (e.g., High-Impact Instructional Practices)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑ Connect instruction and assessment to curriculum expectations and long-term essential mathematical understandings using developmental continuums</td>
<td>Considerable Progress •</td>
<td>Effective •</td>
</tr>
<tr>
<td>☑ Use a variety of assessment tools to inform next steps in curriculum implementation (e.g., teacher prompts on the Curriculum and Resources website, exit cards to inform lesson planning in response to student needs)</td>
<td>Considerable Progress •</td>
<td>Effective •</td>
</tr>
</tbody>
</table>

### Engaging in ongoing learning on mathematics content knowledge for teaching

<table>
<thead>
<tr>
<th>BOARD-LEVEL STRATEGIES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>☑ Utilize student achievement data and student work to establish focus areas for mathematics professional learning</td>
<td>Considerable Progress •</td>
<td>Effective •</td>
</tr>
<tr>
<td>☑ Understand the importance of the relationship between mathematics content knowledge and effective mathematics instruction, as it relates to student achievement</td>
<td>Considerable Progress •</td>
<td>Effective •</td>
</tr>
<tr>
<td>☑ Prioritize mathematics content knowledge for teaching in professional learning opportunities and in allocation of resources, including staffing</td>
<td>Considerable Progress •</td>
<td>Somewhat Effective •</td>
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<th>SCHOOL-LEVEL STRATEGIES</th>
<th>Status of Implementation</th>
<th>Level of Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Collaborate with Board Math Lead to identify school/division/grade mathematics content knowledge focus areas, including planning and monitoring associated professional learning</td>
<td>Considerable Progress •</td>
<td>Somewhat Effective •</td>
</tr>
</tbody>
</table>
### Engaging in ongoing learning on mathematics content knowledge for teaching

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<thead>
<tr>
<th>Status of Implementation</th>
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<tbody>
<tr>
<td>Little to No Progress</td>
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</table>

1. Engage in regular collaborative meetings (e.g., team teaching, collaborative analysis of student work, school and/or board networks, classroom visits) to deepen knowledge of mathematics, curriculum, instructional starting points, and interventions

2. Engage families and communities to support different ways of understanding and doing mathematics (e.g., families and communities are asked to contribute to planning and execution of family math nights)

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1. Access resources (e.g., teacher supports on the Curriculum and Resources website), experts (e.g., curriculum consultant, school math facilitator), and professional learning to continuously develop content knowledge for teaching

2. Model a positive and curious learning stance with mathematics to create an environment where students are excited to learn mathematics and develop into confident math learners (e.g., regularly using “think-alouds”, making the problem-solving process explicit, integrating math talk prompts and conversations, co-solving mathematics puzzles/problems with students)

### SCHOOL-LEVEL STRATEGIES

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<tr>
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1. Determine key content areas, informed by EQAO data, including Strands and Skills reports, to determine where students may be struggling most and if there are gaps between classroom and EQAO achievement

2. Monitor and respond to students’ perception of and confidence in math (e.g., written surveys, student conferencing, family and community engagements)

3. Develop processes to identify and monitor achievement of students achieving below Level 2 in mathematics and provide ongoing supports so that students can access grade-level curriculum

### CLASSROOM-LEVEL STRATEGIES

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<tbody>
<tr>
<td>Considerable Progress</td>
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</table>

1. Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, exit tickets, portfolios, surveys)

### Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive

<table>
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<tr>
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<tr>
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</tbody>
</table>

1. Align Math Improvement Action Plan with board improvement planning, including using student assessment and demographic data to identify areas of focus

2. Build capacity in data analysis resources to understand mathematics achievement from a variety of sources, including alignment between EQAO, report cards, and locally-developed assessment tools/tasks

### BOARD-LEVEL STRATEGIES

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<tr>
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1. Determine key content areas, informed by EQAO data, including Strands and Skills reports, to determine where students may be struggling most and if there are gaps between classroom and EQAO achievement

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<tbody>
<tr>
<td>Considerable Progress</td>
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</table>

1. Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, exit tickets, portfolios, surveys)
Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive

☑ Plan, teach, and assess learning in culturally responsive and relevant ways that motivate students to take ownership of their learning of, and progress in, mathematics

The information below was reported in the Progress Report in Section C on the ministry reporting tool. It represents the following indicators.

Indicator #1: % of students who progressed in their level of achievement on math report cards.

- Initial/Baseline: % of students in each level of achievement (R, L1, L2, L3, L4) in math based on report card 2 data from the year prior (Grade 2, 5)
- Target is an increase in the % of students in each level of achievement in math progressing towards meeting the provincial standard (i.e., from level R to 1, 1 to 2, 2 to 3)
- Progress Update: % of students in each level of achievement (R, L1, L2, L3, L4) in math based on report card data current year (Grade 3, 6)
- Final Update: % of students in each level of achievement (R, L1, L2, L3, L4) in math based on elementary report card 2 data from the current year (Grade 3, 6)

Indicator #2: % of students whose individual attendance rate is equal to or greater than 90 percent.

- Baseline: Percentage of students whose attendance rate is at or above 90% from the year prior (Grade 3, 6)
- Target is an increase in the percentage of students whose attendance rate is at or above 90%.
- Progress Update: Percentage of students whose attendance rate is at or above 90% in the current year (Grade 3, 6)
- Final Update: Percentage of students whose attendance rate is at or above 90% in the current year (Grade 3, 6)

Indicator #3: % of Grades 3, 6 and 9 math students who report positive results regarding math attitudes and confidence.

Question: "I am good at math" % of students that reported "Yes, I agree"

- Baseline: 2022-23 EQAO student questionnaire results for the following question – "I am good at math."
- Target is an increase in reported positive results (i.e. "Yes, I agree")
- Progress Update: Collect and report back on student level of confidence in mathematics in the current school year (Grades 3, 6)
- Final Update: Collect and report back on student level of confidence in mathematics in the current school year (Grades 3, 6)

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>% of Students in Each Level of Achievement</th>
<th>Attendance Rate (%)</th>
<th>Math Attitude &amp; Confidence (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R L1 L2 L3 L4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial/Baseline June (prev.) - Report Card</td>
<td>0% 0% 19% 45% 37%</td>
<td>54%</td>
<td>61%</td>
</tr>
<tr>
<td>Initial/Baseline - Target / Prediction</td>
<td>0% 4% 26% 51% 20%</td>
<td>63%</td>
<td>57%</td>
</tr>
<tr>
<td>Progress Update - Feb. Report Card Term 1</td>
<td>0% 3% 31% 53% 14%</td>
<td>64%</td>
<td>66%</td>
</tr>
<tr>
<td>Final Update - June Report Card Term 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Grade 6

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>% of Students in Each Level of Achievement</th>
<th>Indicator #1</th>
<th>Indicator #2</th>
<th>Indicator #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td></td>
<td>Attendance Rate (%)*</td>
<td>Math Attitude &amp; Confidence (%)**</td>
<td></td>
</tr>
<tr>
<td>Initial/Baseline June (prev.) - Report Card</td>
<td>2% 2% 29% 49% 19%</td>
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<td>Initial/Baseline - Target / Prediction</td>
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<td>Progress Update - Feb. Report Card Term 1</td>
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<td>Final Update - June Report Card Term 2</td>
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The Elementary Math Team attended and facilitated a session at the Ontario Association for Mathematics Education (OAME) annual conference. On Thursday, May 2, 2024, our team, with the Ministry of Education and three other school boards presented in a session called “A Shared Journey: Bringing the 'Taking Action in Mathematics’ Framework to Life.”

The WCDSB Math team shared our effective communication and ongoing learning initiatives, aligned with the board’s overall goals. The integration of high-impact instructional strategies and the dedication to the collection of daily information from school math coaches to refine instructional practices and elevate student math learning and achievement were the main focus. Our detailed documentation and use of pre- and post-assessment cycles were shared underscoring the systematic approach WCDSB takes to monitor progress and adjust strategies accordingly.

### 4. Next steps

- Complete cycle 3 of math coaching (June 14), collect and summarize data for Final MAAP Report to ministry (due July)
- Math Achievement Action Plan for Secondary - using pre/post student achievement assessments in gr.9
- Senior Administration M.A.A.P (Math Achievement Action Plan) visits at Priority Schools - May & June
- Analyze Term 2 Math report card data in terms of math tracker groups (June)
- Offer Math PJ Part 1 & Specialist AQ courses July 2024

This report is for information for the Board.

**Prepared/Reviewed By:**

- Tyrone Dowling
  Director of Education
- Jennifer Ritsma
  Superintendent of Learning
- Petra LeDuc
  K-12 Mathematics Coordinator, Board Math Lead

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*4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the CEO, subject in all instances to what otherwise actually occurred.*
Date: May 27th, 2024
To: Board of Trustees
From: Director of Education
Subject: Information Technology Board Report and 5-year IT Strategic Plan

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

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

Origin: (cite Education Act and/or Board Policy or other legislation)
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:
- Ontario Ministry of Education Curriculum and Resources Website:
  ○ The Role of Information and Communications Technology
- Policy/Program Memorandum 164 - Requirements for Remote Learning (PPM164)
- Policy/Program Memorandum 167 - Online Learning Graduation Requirement (PPM167)
- WCDSB Responsible Use of Information Technology and Electronic Data - APS017 (staff) and APC052 (student)
- WCDSB Electronic Communications and Social Media Use Guidelines - APS035
- WCDSB Procedure for the Purchase of All Electronic Computing Devices - APS015
- Ontario Broadband Modernization Project (BMP)
- Waterloo Region Education Public Network (WREPNet) https://www.wrepnet.on.ca/
- Ontario Rural Schools Grant http://www.edu.gov.on.ca/eng/parents/rural_schools.html

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 experience 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:

**Information Technology 5 Year Strategic Plan 2024-2029**

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<tr>
<th>Information Technology Services Vision</th>
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<td>An empowered community that embraces innovation to achieve success.</td>
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<tr>
<th>Information Technology Services Mission</th>
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<tr>
<td>Enrich our community and foster a culture of innovation and trust by facilitating dynamic solutions and services.</td>
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</table>

Table of Contents:

1. IT Governance
2. IT Services Organization
3. IT Key Performance Indicators
4. IT Project and Task Status 2023/24
5. IT Help Desk Status
6. Staff Training Resources
7. 5 Year Plan Detailed Descriptions
   1. Endpoint Technology
      a) Classroom
      b) Administrative
   2. Infrastructure
   3. Process Improvement
   4. Staff Support and Development

"The urgent need to orient the concept and use of artificial intelligence in a responsible way, so that it may be at the service of humanity and the protection of our common home, requires that ethical reflection be extended to the sphere of education and law."

Pope Francis
IT Services Working with Research to Improve Services to WCDSB

1. IT Governance - (MYSP 1.2, 3.2)

The Information technology 5-year strategic plan is formed through input from the WCDSB IT Governance committee and subcommittees. Information Technology Governance refers to the decision-making and accountability structure that ensures IT technology, support, availability, and security are aligned with the academic and administrative priorities outlined the Board’s operating and strategic plans.

Under the leadership of the Chief Information Officer, WCDSB’s IT Governance Committee contributes to these ends by ensuring that:
• IT resources are used responsibly, consistent with administrative procedures, best practices, and where appropriate, legislation.
• Key IT risks are managed including cyber security, data security and integrity, hardware renewal, network/system availability, compliance with provincial regulations, successful project management, quality assurance, and user training.
• The cost-of-service delivery is managed, and the use of technology is employed to reap gains in the efficiency and effectiveness of school board operations.

The IT Governance Committee performs the following functions:

• Receive and review reports from Sub-Committee Chairs on a quarterly basis.
• Provide advice to the CIO on priorities affecting:
  • IT operations
  • Reporting and data management to support student success
  • Administrative procedures
  • Infrastructure required to enable innovative teaching and learning practices.
  • Cyber security / privacy risks and opportunities
• Review and provide feedback on the CIO’s 5 Year IT Strategic Plan
• Review and ensure data from the following sources are included in decision-making:
  • Feedback from staff and students
  • Key Performance Indicators
  • Ontario Ministry of Education
  • Ontario multi-district technology in education committees such as:
    • Ontario Association of School Business Officials technology and information committees (OASBO) [http://www.oasbo.org/](http://www.oasbo.org/)
    • Education Computing Organization of Ontario (ECOO) [http://ecco.org/](http://ecco.org/); and
    • Educational Computing Network of Ontario (ECNO) [http://www.ecno.org/](http://www.ecno.org/)
• Report to Executive Council after each IT Governance Committee meeting.
IT Governance Sub-committees:

1.1 Classroom Technology Governance Committee:

Purpose:
- Act as a conduit of information between staff involved in teaching and learning and IT Governance
- Investigate the utilization of current technology and related practices in schools.
- Review efficacy of current hardware, software, and display technology in the context of innovative teaching and learning
- Oversee the work Digital Tools and Resources Committee (App Vetting)
- Determine statistics for utilization of technology to make informed decisions.
- Make recommendations to IT Governance Committee on:
  - infrastructure required to support innovative teaching and learning practices.
  - technology training required for educators including how about promote good practices for managing information more safely.
  - consistency of technology across all schools.
  - technology equity across schools.

1.2 Cyber Security and Privacy Governance Committee:

Purpose:
- Act as a conduit of information between security and privacy staff and IT Governance Committee.
- Identify changes to or requirements for new administrative procedures.
- Review trends in security, privacy, leading practices, legislative updates.
- Review risks to the board’s systems and data.
- Review hardware and software with a view to optimizing safe and secure operations.
- Review monitoring data from security systems.
- Create or implement training on privacy and security for staff. Review compliance and take action as necessary.
- Make recommendations to IT Governance Committee on:
  - Changes to hardware or software to improve security posture.
  - Cyber strategies
  - Training required for staff.
  - Risks, challenges, and opportunities to privacy and security
  - Other priority recommendations on an ongoing basis to ensure systems are secure.

1.3 Information Technology User Experience Governance Committee:

Purpose:
- Act as a conduit of information between IT stakeholders and IT Governance Committee.
- Identify changes to or requirements for new administrative procedures.
- Review KPIs and make recommendations for changes / improvements to practices / other required metrics.
- Review helpdesk metrics and identify areas of concern.
- Receive feedback from stakeholders on satisfaction with IT outputs, policies, technologies, and suggestions for improvement.
- Review hardware renewal continuity schedules.
- Review software renewal schedules.
- Review contracts for services.
- Review changes to technologies, innovations affecting hardware / software / process improvements, opportunities, trends.
- Staff onboarding and training requirements
- Make recommendations to IT Governance Committee on:
  - Human resources required to address productivity / knowledge gaps.
  - Improvements / changes required based on stakeholder feedback.
  - Hardware, software, contract changes.
• Other actions necessary to ensure data is managed effectively and desired reports are available for staff.

1.4 Reporting and Data Management Governance Committee:

Purpose:
• Act as a conduit of information between central academic teams involved in the use of data to inform teaching and learning practices and IT Governance Committee
• Identify data and or reports required by teachers, consultants, and administrators to support the student achievement outcomes identified in SIEPs, BIEPs, and MYSP
• Investigate the utilization and efficacy of existing data sources/reports.
• Review data management and reporting tools to ensure they are meeting users’ needs.
• Assess data literacy and make recommendations for educator professional development to ensure data is used to optimize teaching and learning.
• Make recommendations to IT Governance Committee on:
  • Human resources required to address reporting gaps.
  • Tools to be used to enable educators to achieve desired outcomes.
  • Professional development requirements for educators in the use of tools and data
  • Other actions necessary to ensure data is managed effectively and desired reports are available for staff.

1.5 Web, Social Media, and Parent Portals Governance Committee:

Purpose:
• Review and analyze the overall communication presence of the WCDSB, including:
  • Internal communications and platforms (including, StaffNet, Staff News/Announcements, Email, D2L, Teams, etc.)
  • External communications and platforms (including, School Messenger/Safe Arrival, Aspen Parent Portal, Apps, Newswire, Website(s), Twitter/X, Instagram, Facebook, YouTube, School Cash Online, etc.)
• Assess, using online metrics and tools, the usability, accessibility, and popularity of WCDSB social media accounts.
• Define the purpose of each of our social media accounts or forms of communication.
  • Once finalized, the Committee will share the definitions across the organization to ensure consistency and understanding.
  • Optimize the utilization of these environments to communicate and share with our staff, students, parents, and community.
• Committee members will engage in and report to IT Governance Committee on:
  • Identifying priorities to be discussed and addressed by the Committee.
  • Determining upcoming meeting agendas based on priorities decided upon by the group.
  • Brainstorming approaches to streamline and strengthen the WCDSB communications presence.
  • Analyzing metrics to assess the usability and effectiveness of social media accounts, communications methods, and online platforms.
  • Providing feedback on communications materials and accounts, using their subject matter expertise.
  • Soliciting feedback from their network on potential updates to communications approaches, definitions, or social media accounts.
  • Defining the purposes of social media accounts and disseminating any new or updated approaches to communications.
  • Identify gaps in communication and seek solutions to best align with WCDSB MYSP goals.
2. Information Technology Services Organization Chart (MYSP 1.2)

The IT Services Department Organization Structure Diagram (below) provides an overview of the structure of the Department. This optimized organizational structure services the Information technology requirements of the departments, schools, community, users, and systems of the Board in alignment with the Board’s Multi-Year Strategic Plan.

The ITS Department consists of three functional teams aligning individual staff responsibilities with the identified key departmental functions of. The functions of privacy, records management, freedom of Information and the support of web/digital media roles also are within the IT Services Department.
2.1 Data Systems and Information Support Services Team

The Data Systems and Information team manages the flow of data, information and reporting focused on student and staff data. Their area of focus includes:

- Student information systems and client support including the Aspen student information, Spec Ed and COOP.
- Compass for Success dashboard portal data warehouse to facilitate evidence-based decision making for student achievement Ministry.
- Power BI business Intelligence systems building and support for informed business and academic decisions.
- Student and business data reporting.
- The automation and optimization business process workflows, forms and data transfer between Board systems; and
- Database support for all Board systems.

2.2 IT Infrastructure and Operations Team

The Administrative Support team manages all the infrastructure and systems from which all business and student services flow from. Their area of focus includes:

- Administrative systems support.
- Administrative business systems and server support.
- Wide area network infrastructure support.
- Management of phone systems.
- Cellphone support and deployment.
- Video conferencing support.
- Internet, firewall and web filtering support.
- System virus and malware support.
- Cyber Security administration and training.
- Help desk incident, phone and system support.
- System wide wireless design, installation, and support.
- IT Project management and facilitation.
- Cloud infrastructure and related services.
- Active directory and identity management for Board electronic resource access; and
• For the Data centre and Disaster recovery site this team provides hardware support, virtual server support, physical server support, data storage support, environmental monitoring, and physical security.

2.3 Endpoint Support Services Team

The Endpoint Support Services team manages all devices and services used by administration, educators and the students of WCDSB. Their area of focus includes:

- Management of copiers and printers.
- Management (Intune and SCCM) of all workstations, laptops, and Chromebooks, administrative and classroom.
- School Chromebook and Windows 11 cloud book distribution, repair, and support.
- Spec-Ed software and hardware distribution, repair, and support.
- Classroom and lab computer distribution, imaging, repair and support.
- Management and distribution of iPads.
- Management of peripherals such as scanners and document cameras.
- Software support and delivery.
- School wireless connectivity.
- Library technology support.
- School based server support.
- School data projector distribution, repair, and support; and
- School local area network cabling, switching, classroom drops and physical support.

3. IT Key Performance Indicators - (MYSP 1.2, 1.3, 3.1, 3.2, 3.3)

Key Performance Indicators (KPI) are a set of quantifiable measures that Information Technology Services (ITS) uses to gauge performance and status of the IT infrastructure over time. These metrics are used to determine WCDSB progress in achieving its strategic and operational goals for Information Technology and IT’s ability to support system needs. KPI’s are also used as measures of performance against the WCDSB multiyear strategic plan.

Our KPI’s show a general increase in age of the IT infrastructure and devices. They also show a large increase in the number of devices and applications per IT staff member. The good news is the KPI’s show a decreased time to respond and resolve technology issues.

This IT strategic plan utilizes the KPI results to project areas where infrastructure, software, bandwidth, and devices need to be refreshed and scaled to need on a yearly basis. Find a sample of the KPI’s below. The full IT KPI working document can be found here: [ITS KPI 2024.xlsx](#) Sample:
4. IT Project and Task Status 2023/24 - (MYSP 1.2)

Over the last year, the Information Technology Services department has worked on and completed many projects. Below are the projects projected in the 2023/24 IT Strategic plan report with the status of each endeavor.

<table>
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<tr>
<th>Strategic Priority</th>
<th>Areas Affected</th>
<th>Initiative</th>
<th>2023/24</th>
<th>Status</th>
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<td>Broadcast Modernization Program</td>
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<td>Increase Internet Capacity</td>
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<td>School Mobile Device Management &amp; Monitoring</td>
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<td>Movement to Cloud Service/Storage</td>
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<td>Network Segmentation Upgrade</td>
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<td>Academic Network Switch Refresh</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>All Sites</td>
<td>Process Optimization: All Sites School Messenger Safe Arrival and Applications</td>
<td></td>
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<tr>
<td></td>
<td>All Sites</td>
<td>Process Optimization: All Sites Security</td>
<td></td>
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<tr>
<td></td>
<td>All Sites</td>
<td>Process Optimization: Secondary Schools</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Major IT Department Task Status, Strategic & Operational, 2022/23 (MYSP 1.2)

Major IT Department tasks and projects are all tracked and assigned to IT staff in Microsoft Planner. Here is an update of 2023/24 projects and tasks as of April 2024 as tracked in this environment.
Small sample section of IT Department Planner:

5. Status of IT Help Desk Service Overview: (MYSP 1.2)

The IT department tracks all service requests, incidents, and changes through our helpdesk system. WCDSB staff can enter requests into the system through StaffNet, by email and by phone. Our IT helpdesk staff route these requests to the correct resource within IT for timely resolution. With the ever-expanding technology, application and web resources, IT services has embarked on a process to improve our Helpdesk services and system to better meet the needs of our staff and our community. Our focus will make the process to request help easier and the process to address requests timelier and more efficient. Statistics by WCDSB site and helpdesk category are represented below.

Active Service Records Breakdown by Category, April 17, 2024
6. Staff Training Resources 2023/24 - (MYSP 1.2, 3.2)

It is essential that timely training and resources be made available for the utilization of software and technology. Over the last year, live staff training was provided in person and over Microsoft Teams. Training over the MS Teams platform allows for the recording of training to be reviewed by staff as required at any time. Training videos, documentation and other resources have been made available on the StaffNet staff portal.

<table>
<thead>
<tr>
<th>Training</th>
<th>Audience</th>
<th>Delivery Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspen (Report Cards, Attendance, Scheduling, Parent Portal)</td>
<td>Administrative and Academic staff RDO department</td>
<td>Online Live, documentation and videos, in-person training</td>
</tr>
<tr>
<td>Privacy</td>
<td>HR and Payroll departments, Encompass Team, Administrators, School staff, Literacy team</td>
<td>In person and online Live and Documentation Interactive video training in Vector</td>
</tr>
<tr>
<td>Microsoft OneDrive, Excel, Teams</td>
<td>Administrative and Academic staff</td>
<td>Online Live, Trainer and Videos</td>
</tr>
<tr>
<td>Microsoft Planner, Power Automate</td>
<td>Administrative and CEC staff</td>
<td>Online Live and Videos</td>
</tr>
<tr>
<td>School Messenger, Safe Arrival</td>
<td>Elementary and Secondary Administrative Staff</td>
<td>Online Live, Documentation and Videos, Meeting</td>
</tr>
<tr>
<td>Cyber Security, Safe Use of Social Media</td>
<td>All Staff Educators</td>
<td>Through Safe Schools Vector Application Phishing Campaigns and related training Digital Literacy for Educators</td>
</tr>
<tr>
<td>Administrative Assistant Training</td>
<td>New and existing direct support New Supply Lunch Hour Supply Secondary Leads Guidance training School Messenger Safe Arrival</td>
<td>Privacy, School Messenger, Cyber Security, Aspen, OnSIS, OneDrive, Teams, Safe Arrival. New role focused on AA supervision and training.</td>
</tr>
<tr>
<td>Video Surveillance</td>
<td>Secondary Administrators, Facilities and IT Endpoint Team</td>
<td>In Person and Online</td>
</tr>
<tr>
<td>Records Management Training</td>
<td>Administrative Assistants, Administrators, Encompass Team CEC Staff, St Louis Staff, Student Services</td>
<td>In Person and Online</td>
</tr>
<tr>
<td>Laserfiche Forms and Records Management System</td>
<td>Student Services, HR, Director’s Office and as required</td>
<td>In Person and Online</td>
</tr>
</tbody>
</table>
StaffNet Training Resources:

Microsoft Products

- M365 Training Library
- Bookings
- OneNote
- Planner
- Teams
- Excel
- Online Meeting
- PowerPoint
- Word
- OneDrive
- Outlook
- SharePoint

Teams and OneDrive File Sharing

- Encrypt email messages - Microsoft Support
- How to Share OneDrive Files and Folders
- External Sharing Overview
- Share OneDrive Files and Folders
- Share Files in Teams

Other Products

- Professional Learning (APS)
- Adobe
- RIC
- User Access Security
- Axis Cameras Station Training

Administrative Assistant Training

Short Term Supply Training  Long Term Occasional and Lead Training
7. Information Technology 5 Year Strategic Plan 2024-29 Details

1. Endpoint Support Services Team

Information Technology Services merged WCDSB support for both administrative and academic devices and connectivity under one team. The newly formed Endpoint Support team combined support for both administrative and academic environments under one team with the goal of harmonizing both environment methods into one easier to support standard. These projects provide students, educators, admin staff, and our community with the means of communicating and learning with leading technologies in a safe and reliable manner is required to successfully leverage technology and human ingenuity to help learners realize their full potential.

a. Classroom Endpoint Technology Plan (MYSP 1.1, 3, 3.1, 3.2)

<table>
<thead>
<tr>
<th>Areas Affected</th>
<th>Initiative</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Academic</td>
<td>Azure Labs</td>
<td>2024/25</td>
</tr>
<tr>
<td>All Schools</td>
<td>Chromebook/Mobile Device Refresh</td>
<td>1/4 Yearly</td>
</tr>
<tr>
<td>All Schools Academic</td>
<td>Chromebook/Mobile Device FTE Increase</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Secondary Academic</td>
<td>Devices for Equitable Access to Technology</td>
<td>2024-29</td>
</tr>
<tr>
<td>All Schools</td>
<td>Devices/Tech/Infrastructure for New Schools</td>
<td>25/26 26/27 27/28</td>
</tr>
<tr>
<td>All Schools</td>
<td>Display/Projector Technology Refresh</td>
<td>2024-29</td>
</tr>
<tr>
<td>All Schools</td>
<td>Educator Device Refresh</td>
<td>2024-26</td>
</tr>
<tr>
<td>Elementary Academic</td>
<td>Elementary Classroom Desktop Refresh</td>
<td>2024/25</td>
</tr>
<tr>
<td>All Schools</td>
<td>Monitor Refresh</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Secondary Academic</td>
<td>Secondary Classroom Desktop Refresh</td>
<td>2024/25</td>
</tr>
<tr>
<td>Secondary Academic</td>
<td>Secondary Printer Refresh</td>
<td>Yearly Staged</td>
</tr>
<tr>
<td>All Sites</td>
<td>Secure Access Service Edge (SASE)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>All Schools</td>
<td>VGA to HDMI Conversion</td>
<td>2024-28</td>
</tr>
</tbody>
</table>

- **Azure Labs for Computer Design Classes (2024/25)** We began piloting the utilization of cloud-based services to provide access to design lab applications (e.g.: AutoCAD, Adobe Creative Suite) to devices like Chromebooks and home computers. This initiative allows remote access to these applications for design classes to devices outside of our high-end design labs. The benefits to home access for homework is being investigated to evaluate the continued implementation across the system. This solution will be practical when all students have access to mobile technology and the Internet in school and at home.
• **Chromebook/Mobile Device Refresh (¼ Yearly)** Chromebooks and other inexpensive mobile devices like Windows 10 Cloudbooks have a limited lifespan of support by the vendors. WCDSB has achieved an average 2:1 ratio of Chromebooks and Windows Cloudbooks to students at every school. The ratio improved this year due to COVID funding from 3:1. The goal is to maintain this ratio of a Chromebook/Cloudbook type device over the next 5 years. A Chromebook/Cloudbook comes with a one-year warranty. Google has committed to a support lifespan of 4 years for performance, functionality, and updates. To maintain a current and supported fleet of Chromebooks/Cloudbooks, IT will refresh 1/4 of the devices every year.

• **Chromebook/Mobile Device FTE Increase (Ongoing)** WCDSB enrolment is increasing at most schools and is projected to continue increasing. As it is determined what schools are increasing and decreasing in enrolment, IT combines a strategy of redistribution of devices and purchasing of new devices in order to maintain the 2:1 student to device ratio at every school.

• **Devices for Equitable Access to Technology (Grade 9’s, Yearly)** Digital equity is about ensuring that every student has equal access and opportunity. This means access to devices and the Internet is essential. In September 2023, 1725 grade 8 students were identified as having registered at one of our secondary schools for grade 9 in September 2023. Last year, we surveyed their parent(s)/guardian(s) to determine who would require a WCDSB provided device for home and school use when entering grade 9. We were unable to reach students who came from outside WCDSB into Grade 9, so we found the survey data helpful, but not accurate. Using data from each secondary school as to how many devices were claimed, we applied that to the new enrolment numbers and believe we can more accurately determine the required devices per school. Our plan is to once again provide devices to grade 9 students who do not have ready access to a mobile device for learning. In this new school year, we should have met the needs for technology for those students who would not have had it for both grade 9 and grade 10 students at all secondary
schools. As we continue this endeavor yearly, with Bring Your Own Device support, all secondary students will have access to a device by Fall 2026.

- **Devices, Technology and Infrastructure for New Schools (2025, 2026, 2027)** Several schools are scheduled for opening in the next 5 years and more may be added. Currently schools are slated to open 2025, 2026 and 2027. New network, Internet, Wi-Fi, security, projection technology, phone systems, PA, innovation equipment, mobile devices and much more technology related devices need to be determined and deployed at these schools to meet the board’s changing requirements and standards.

- **Display/Projector Technology Refresh (2024-29)** Every classroom in WCDSB has a data projector. We have refreshed all projectors that were installed in 2011 in 2022. To maintain maximum availability of this critical classroom engagement tool. Functional decommissioned projectors are used as spares to minimize classroom downtime when the projectors fail. The next full refresh cycle will begin in 2024/25 to refresh all data projectors over 5 years. Each year failing projectors will be replaced as required.

- **Educator Mobile Device Refresh (2024-26)** Every Classroom in WCDSB has a dedicated computer for the Educator and for operating the data projector. The requirement for educators to incorporate technology into their pedagogy and remote instruction is best served by access to a mobile device with a larger screen than our student 11” Chromebooks and Cloudbooks. A provincial grant in 2011 had enabled WCDSB to purchase devices to support many classrooms and educators for this purpose. These devices will need to be refreshed from 2024 to 2026.

- **Elementary Classroom Desktop Refresh (2024/25)** Elementary desktop computers will be refreshed to replace broken and outdated computers. The continued goal is to continue to support 1 computer per classroom (attached to the projector) in elementary schools. Extra working computers will be shuffled to other schools as new classrooms are added or removed. The target is to refresh all desktops that do not support Windows 11 by 2025, staged and on a yearly basis.

- **Monitor Refresh (Yearly)** Classroom projectors have outdated video splitters paired with failing computer monitors that don’t allow for easy sharing of mobile devices to the screen. New and more energy efficient monitor technology allows for easy sharing to the screen of mobile devices while the teacher desktop computer can be used independently. We are replacing and repairing monitors as budget funding allows.

- **Secondary Classroom Desktop Refresh (2024/25)** One quarter of all Secondary desktop computers will be refreshed replacing broken and outdated computers. Demands of higher learning at secondary schools require access to high end design and business application labs. The continued goal is to support the one Microosft Windows based computer to every four students in the secondary schools. The target is to refresh all desktops that do not support Windows 11 by 2025.

- **Secondary Printer Refresh (Yearly Staged)** Printers are replaced as required at secondary schools with a focus on reducing the requirement for printing and reducing print costs.

- **Secure Access Service Edge [SASE] (Ongoing)** As part of the Ministry of Education Broadband Modernization Program (BMP), WCDSB has been funded to implement a Secure Access Services Edge (SASE) environment for our students and staff. SASE provides a secure and reliable way for students and staff to access applications and data from anywhere while filtering dangerous internet content. WCDSB will use SASE to help protect against cyber threats to our many systems and devices that connect to the Board network. We are launching SASE throughout the system this Spring and will continue to improve the environment on an ongoing basis.
VGA to HDMI Conversion (2024-28) Currently WCDSB classrooms are mostly wired for VGA connections to the data projector. The installation of VGA to HDMI wireless transmitters in a classroom is essential for several reasons. Firstly, it modernizes the classroom by enabling wireless connectivity, which is more convenient and reduces cable clutter. Secondly, it allows for greater flexibility in the placement of devices since you’re not restricted by cable lengths. Thirdly, it supports newer technology, as HDMI is the standard in all current mobile devices rather than VGA. This upgrade ensures compatibility with most modern devices and future-proofs the classroom for new technology. Lastly, it enhances the learning experience by providing higher quality visuals and audio, which can be crucial for educational content.

b. Administrative Endpoint Technology Plan (MYSP 1.2, 3.2)

<table>
<thead>
<tr>
<th>Areas Affected</th>
<th>Initiative</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEC</td>
<td>CEC &amp; Dutton Drive Computer Refresh</td>
<td>2028/29</td>
</tr>
<tr>
<td>All Sites</td>
<td>FTE Increases for New Staff</td>
<td>2024-29</td>
</tr>
<tr>
<td>Admin</td>
<td>Elementary Admin Desktop and Printer Refresh</td>
<td>2027-28</td>
</tr>
<tr>
<td>All Sites</td>
<td>School Administrator Laptop Refresh</td>
<td>2025/26</td>
</tr>
<tr>
<td>Admin</td>
<td>Secondary Administrative Desktop/Printer refresh</td>
<td>2026/27</td>
</tr>
<tr>
<td>CEC</td>
<td>Senior Admin Laptops</td>
<td>2028/29</td>
</tr>
<tr>
<td>Business</td>
<td>Smart Phone Refresh</td>
<td>2024 2026 2028</td>
</tr>
<tr>
<td>CEC</td>
<td>Technician device refresh</td>
<td>2025/26</td>
</tr>
</tbody>
</table>
• **CEC & Dutton Drive Computer Refresh (2028/29)** The Catholic Education Centre and Dutton Drive laptops and desktops are updated every 5 years to ensure functionality and ensure that they can be effectively supported.

• **FTE Increases for New Staff (2024-29)** With projected enrolment increase and the opening of schools, new staff require technology. This is determined on a yearly basis as staff are budgeted and approved to support the increase in schools and enrolment.

• **Elementary Administration Desktop and printer Refresh (2027-28)** Elementary administrative desktops and printers are refreshed on a 5-year cycle.

• **School Administrator Laptop Refresh (2025/26)** Administrator Laptops are refreshed every 5 years to maintain functionality.

• **Secondary Administration Desktop and Printer Refresh (2026/27)** Secondary administrative desktops and printers are refreshed on a 5-year cycle. We recently completed an update of these systems to assure compatibility with Windows 11.

• **Senior Admin Laptops (2028/29)** Senior Admin laptops are updated every 5 years to ensure required performance, functionality and that they can be effectively supported. Last year Senior Administrators chose to use their laptops for one more year to help balance the Board budget. These current laptops are now prone to failure and are unable to run some desired applications. The last refresh was 2023/24.

• **Smart phone Refresh (2024, 2026, 2028)** Smart phone contracts for devices utilized by school Administrators, senior administration and critical support staff are on a two-year contract. All Smart phones are currently being updated in 2024.

• **Technician device refresh (2025/26)** School based technicians require advanced mobile devices to effectively support our school’s technical requirements. To maintain the required level of functionality for their specialized devices, they are updated on a 3-year basis.

2. **Infrastructure Plan (MYSP 1.2)**

It is critical for a school district to maintain and update its technology, security, network, wireless infrastructure because it can support the increasing demand for digital learning and protect the data and privacy of students and staff. Updating technology infrastructure provides benefits such as improved connectivity, scalability, performance, reliability, and compatibility. Updating security infrastructure provides benefits such as reduced risk of cyberattacks, data breaches, ransomware, malware, phishing, and denial-of-service attacks. Updating network and wireless infrastructure provides benefits such as increased Internet bandwidth, speed, coverage, capacity, and access to critical learning resources. To achieve these benefits, WCDSB needs to invest in upgrading our hardware, software, devices, routers, switches, firewalls, antivirus programs and other components that make up our technology ecosystem.
### Areas Affected | Initiative | Years
---|---|---
All Sites | 10GB Wide Area Network Upgrade | 2024/25
Secondary Academic | Academic Secondary Server Refresh | 2027/28
CEC | Azure Virtual Desktop | 2025-27
All Sites | Broadband Modernization Program | 2024-29
All Sites | Firewall Infrastructure Refresh | 2025/26 2028/29
All Sites | Increase Internet Capacity | 2025-29
All Sites | Mobile Device Management & Monitoring | 2024-29
All Sites | Movement to Cloud Service/Storage | 2024/25
All Sites | Network Segmentation Upgrade | 2024/25
Academic | Network Switch Refresh | Yearly
All Sites | Phone System Optimization | 2024-29
All Sites | Photocopiers | 2028/29
All Sites | SDWAN Device Refresh | 2025-28
CEC | Storage Area Network Refresh | 2027/28
All Sites | Wireless Evergreen | Yearly
Infrastructure | WREPnet Core Upgrade | 2024-27 2028/29

- **10GB Wide Area Network Upgrade (2024/25)** Upgrading school connections to the wide area network from 1Gbps to 10Gbps is crucial for several reasons:
  - It allows for a tenfold increase in the data transfer rate, which is essential to accommodate the growing number of devices and data-intensive applications used in modern educational environments.
  - Higher bandwidth ensures smoother streaming of educational videos, faster download and upload speeds for educational materials, and more efficient online testing and assessment platforms.
  - As technology advances, the need for higher bandwidth will only increase. Upgrading now prepares the school for future technological advancements and the associated increase in data usage.
  - Upgrading the fibre connections from 1Gbps to 10Gbps can be done with higher capacity equipment, which is already required for our network refresh, without changing the fibre cabling, which keeps the costs the same. This makes it a financially viable option for the long term.
  - The architecture provided by the current network has given superior internet performance and unprecedented reliability, which is critical for maintaining a consistent educational experience.
  - These upgrades are not just about meeting current demands but also about anticipating future needs and ensuring that the educational infrastructure can support them without disruptive overhauls.

- **Academic Secondary Server Refresh (2027/28)** Secondary school servers are utilized to hold desktop operating system images, system patches, local school files, application images and are used for general school network management. These servers are replaced every 5 years to maintain functionality and warranty coverage. These servers were last refreshed in 21/22.

- **Azure Virtual Desktop (2025-27)** Remote access of administrative systems will be further secured with the use of Azure Virtual Desktop. This will allow administrative staff to remotely connect to systems with financial, staffing, student, and parent data with far greater security. Remote access performance will
greatly increase with this implementation. We have been conducting small pilots of this technology and believe 2025 would be a good date to start a wider implementation.

- **Broadband Modernization Program BMP (2024-29)** On February 17, 2022, the Ontario government announced $39.9 million in Grants for Student Needs funding to support the continued innovation, improvement, operation, and network security of school boards’ and schools’ networks to meet digital learning and operational demands, and ongoing transitions to accommodate changing technology and usage. The architecture and technologies that school districts have implemented through BMP include the tracking and reporting tools to allow each school board to monitor and report on the performance and security of their wide area network on a school-by-school basis. This monitoring information is to be reported to the Ministry of Education monthly which is to inform a sustainability and improvement strategy for security and access to pedagogical Internet resources. We have now moved into the stage of the program which focuses on security. We have been actively implementing security solutions and updates in alignment with these requirements such as implementing the Sentinel One security and 24/7 monitoring system and the Netskope Secure Access Services Edge (SASE) environment.

- **Firewall Infrastructure Refresh (2025/26 2028/29)** The WCDSB Firewall infrastructure performs the critical function of protecting the Board’s students, staff, data and systems from hackers, viruses, ransomware, and malware. The Firewall infrastructure also filters the Internet for safe content for our students.

- **Increase Internet Capacity (2025-29)** There are many components of the WCDSB infrastructure that are critical pieces to the delivery of web-based curriculum content to educators and students. Those components include school wireless infrastructure, wired network drops, network switching equipment, the wide area network between board sites, the firewalls, and the Internet feeds. Currently WCDSB has two central Internet feed providers, Rogers and the Ontario Research and Innovation Optical Network ORION http://www.orion.on.ca/. We have also implemented dedicated Internet feeds to each secondary school. The purpose of resilient Internet providers is to ensure availability to critical educational tools schools have become dependent on for delivery of curriculum of which Desire 2 Learn, Google Suite for Education, Compass for Success are just a few. Many administrative hosted applications also need guaranteed access such as Apply for Education, School Cash Online, StaffNet, Azure and Microsoft Office 365. We believe we currently have sufficient Internet bandwidth until 2025.

- **Mobile Device Management & Monitoring (2024-29)** IT is continuing to consolidate the management of Apple iPads, Windows cloud books, mobile phones and other mobile technology under Microsoft Intune to improve the speed of delivery of devices plus the management of devices and applications. This management environment also allows WCDSB to monitor where and when devices are being used to optimize future devices, improve device security, and expedite application distribution to better meet the classroom and administrative needs.

- **Movement to Cloud Storage (2024/25)** WCDSB student and staff file storage has been primarily held on Storage Servers housed at schools and the Board Data centers in the past. This file storage has been found on both network shares and within the Board’s StaffNet environment. Local storage servers are expensive to maintain and replace plus are potential targets for hackers and ransomware attacks. Access to locally stored educator and student work cannot be accessed from offsite work from home and other locations. These local storage methods do not easily allow for collaborative building of documents and projects. Starting in 2020, local storage has been migrated to Google Suite for Education and Office 365/Teams. Where possible, the movement to free services like Desire to Learn, Google Suite for Education and the Office 365 environments has saved the Board money and infrastructure while facilitating both on-site and off-site access to resources, ease of collaboration and home access to classwork. We will continue to migrate local storage to these cloud environments.

- **Network Segmentation Upgrade (2024/25)** With the support of the Ministry of Education Broadband Modernization Program (BMP), WCDSB is in the process of segmenting our networks with critical systems from less secure public networks used for personal devices and direct access to the Internet. These
measures greatly improve the security of our systems by separating paths to our critical systems. Our next stage of expanded network segmentation will take place in 2024/25.

- **Network Switch Refresh (yearly)** School network switches control the flow of all data, information, and content across the school networks. Many critical switches have been recently refreshed. This refresh is staged by areas of need every year to assure availability and responsiveness of required equipment. The goal is to have no school network switches in our deployment older than 10 years.

- **Phone System Optimization (2024-2029)** The system phone controllers may require an update in the 27/28 school year depending on expanding utilization and requirements. IT will research the most cost-effective manner to keep our phone system secure and maximize availability. To improve the reliability of our phones, IT will do a staged update of phones from old digital handsets to voice of IP (VoIP) handsets as required. We will be working to optimize voicemail for all staff to speed access to important messages which improve school safety.

- **Photocopier Refresh (2028/29)** School and office photocopiers are refreshed every 5 years or as required by reliability, required feature set and vendor contract. We completed a complete refresh of all copiers this year. We will be considering our next refresh in the 2028/29 year.

- **SDWAN Device Refresh (2025-28)** The first wave of the Ministry of Education sponsored Broadband Modernization Project (BMP) and SDWAN (Software Defined Wide Area Network) devices were installed starting in 2018. These will start requiring a refresh in 2025 and yearly after that as devices expire up until 2028.

- **Storage Area Network Refresh (2027/28)** The centralized Storage Area Networks host all student, finance and staff files, records, and data. These are critical storage systems that most board systems are dependent on. The Storage Area Networks arrays are situated in the primary board office data centre and in the disaster recovery data centre at Dutton Drive. These two arrays need to be refreshed on a staggered 5-year basis to ensure performance and availability of essential data and services.

- **Wireless Evergreen (Yearly)** Chromebook, iPads, Windows Cloudbooks and many more student and staff personal devices are widely utilized at every school and board site. WCDSB has expanded support for Bring Your Own Device for utilization in classroom curriculum activity. The Board also has a significant implementation of other wireless learning devices. To continually provide effective wireless service to the increased number of supported devices and the complexity of Internet content delivered to these devices, classroom wireless access points and components of the Board’s wireless infrastructure needs to be refreshed on a yearly basis to address areas of greater demand. We will begin to pilot Wi-Fi version 7 in secondary schools in 2024/25 in order to increase the number of devices supported and the increasing bandwidth required. In subsequent years, we will replace all current Wi-Fi access points with version 7 at all sites.

- **WREPnet Core Upgrade (2024/25 2028/29)** WREPNet is the Waterloo Region Educational & Public Network. This state-of-the-art high-speed fibre-optic network took shape between 1998 and 2001 as a partnership between the Waterloo Catholic District School Board (WCDSB) and Waterloo Region District School Board (WRDSB). [https://www.wrepnet.on.ca/](https://www.wrepnet.on.ca/). WREPNet quickly grew to become a strategic alliance of the school boards, local governments, public libraries, post-secondary institutions, hospitals, and social service agencies. We recently completed a core upgrade for secondary sites and are looking at elementary school sites in 2024/25. We are projecting the WREPNet core equipment will be next due for a refresh in 2028/29 to meet the growing demand for Wide Area Network bandwidth and connectivity across the Waterloo region.

3. **Process Improvement Plan (MYSP 1.2, 1.3, 2.3, 3.2, 3.3)**
Improving processes and optimizing workflows for WCDSB can be achieved through several key steps. This includes mapping out current processes, standardizing procedures, implementing automation, utilizing data analytics, utilizing workflow management within our software, providing staff training, and continuously monitoring and improving processes. By following these steps, WCDSB can streamline their operations, increase efficiency and productivity, reduce errors, and ultimately provide better services to students, parents, staff, and our community.

- **Aspen Con Ed Support (2024/25)** The IT Data Team has been actively working with other school districts across Ontario and with Aspen to build better support for St Louis and our Coned programs. These programs have unique business practices relative to regular day school. Each school district has developed non-standard practices to meet their local needs. One of our efforts is focused on trying to standardize business practices at all Ontario school districts, where they can be standardized. We are also working with Aspen to develop solutions for WCDSB business practices not shared with other Ontario districts.

- **Aspen Optimization (2024-26)** The IT Data Team has been working diligently on the optimization of our Follett Aspen student data system implementation. Aspen went live August 2020 and since then we have worked closely with the Ontario Aspen community representing 42 school districts, the Ontario Educational Community Marketplace (OECM) and Fujitsu. The Aspen system offers a far expanded capability to effectively manage students, perform assessment, manage the classroom, and communicate with the parent community. This system continues to be expanded to include greater parent portal functionality, online forms, digital signatures, improved English language learner tracking and improved IEP tracking. We are also investigating the Aspen integrated Case Management and Special Education modules. Many other features will also be investigated and possibly implemented in future years.
• **Aspen Parent Portal (2024/25)** Presently implemented and emerging web technology is providing WCDSB with the opportunity to engage parents and students from anywhere at any time. Web environments such as our provincial virtual learning environment (D2L), School Messenger, School Cash Online and now the Aspen Parent Portal have enabled parents to become more engaged in classroom activities and their children’s long-term achievement information. We will continue to grow and consolidate these environments to ease access for engaged parents and students under the new Aspen parent portal. The Aspen Parent Portal has seen great growth and enhanced features. We look to expand the rollout in 2024/25 and expand features such as distributing electronic report cards plus add the ability for parents to confirm and update their demographic data. With Online Registration, the Aspen Parent portal already has over 14,000 parents registered in the environment.

• **Aspen PLAR Management (2024/25)** Prior Learning Assessment Recognition is the formal evaluation and credit-granting process whereby students from grades 9 to 12 may obtain credits for Grades 10 to 12 courses based on prior learning. Prior learning includes knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in the provincial curriculum documents to earn credits towards the secondary school diploma. We have been working diligently with the Ontario Aspen community of school districts and the vendor to do development toward the PLAR effectively tracked within the Aspen system. This functionality is especially important for Continuing education at St. Louis. We have made much progress this year and plan to optimize the function of students with multiple PLARs.

• **Classification for Archiving for Long Term Records Automation (2025-27)** Classification for archiving long-term records involves organizing records into categories based on their content and level of importance. This helps ensure that records are stored in a way that makes them easy to find, access, and retrieve when needed. Some common categories for long-term records in a school district might include Student, Financial, Personnel, Legal, Board, Facilities, Curriculum, and Instruction Records. When classifying records for archiving, it is important to consider both their content and the legal requirements for retention. Different types of records may need to be retained for different lengths of time, so it is important to consult with legal and records management experts to ensure that records are retained for the appropriate amount of time. Additionally, it is important to ensure that records are stored in a secure and accessible manner, and that they are periodically reviewed and updated to ensure their accuracy and relevance. Our goal is to automate the process of these types of records retention using our Laserfiche and Microsoft 365 systems.
• **Data Warehouse (2024/25)** WCDSB has implemented and built several data warehouse environments to facilitate evidence-based decision making for improved student achievement. These environments include Compass for Success, Microsoft Power BI, Microsoft Reporting Services and Qualtrics. With the implementation of Aspen, many of our data warehouse environments required new conduits to be built. Now with the new conduits in place, we are in the process of adding new dashboards and reports to each environment. We have also updated, and we are rebuilding our Microsoft Reporting Services environment with new functionality to meet our changing requirements. Aspen will also have an analytics tool where helpful student data analytics can be built for our educators. We have been working with Compass for Success to have built in Power BI dashboards based on our in-house efforts and this project has resulted in built in Power BI functionality in the enCompass environment. Compass for Success has built on this functionality and improve with their other educational school districts as partners. We are looking at piloting to using the Aspen Analytics module for a better understanding of critical data impacting student achievement.

• **IT Helpdesk Optimization (2024-27)** With the ever-expanding technology, application and web resources, IT services have embarked on a process to improve our Helpdesk services and system to better meet the needs of our staff and our community. Our focus this year has been to make the process to request help easier and the process to address requests timelier and more efficient. We will be shortly launching these optimizations to the system. Future years we will be investigating migrating our IT Helpdesk functionality to a cloud implementation to improve security, assure uptime and further improve service with new functionality and an AI based chatbot to provide people with quick answers to issues.

• **Email and Electronic Records Management Retention Automation (2024/25)** Automated electronic retention policies to reduce legal liability and operational risk associated with retaining redundant, obsolete, and trivial information will be phased in on WCDSB systems. Impacted systems for automated retention include Laserfiche, Microsoft 365, Quick Tags, Google Suite for Education, and School Cash Online.

• **LaserFiche Process Automation and Forms (2024/25)** The Laserfiche system is currently utilized at WCDSB for electronic records management, retrieval, and disposal. https://www.laserfiche.com/ The system has the expanded capability to manage web electronic forms and its optimized workflow. Forms managed through the Laserfiche system are being automated for retention and easy retrieval. Laserfiche also allows the automated approval workflow to be designed within the form and integrated to the Board email system. The many forms attached to Administrative Processes (AP) will be easily tracked for completion and approval. ITS is continuing to implement the Laserfiche web forms and workflow modules with Board AP’s. Laserfiche will continue to expand to eliminate paper records to ease retention and searching for critical Board records. This involves ongoing scanning projects of paper documents and records.

• **Parent Portals (2024/25)** Presently implemented and emerging web technology are providing WCDSB with the opportunity to engage parents and students from anywhere at any time. Web environments such as our provincial virtual learning environment (Desire2Learn, D2L), School Messenger, Safe Arrival, School Cash Online and now the Aspen Parent Portal have enabled parents to become more engaged in classroom activities and their children’s long-term achievement information. D2L has enabled students to have anywhere online access to classroom curriculum material and assignments. School Messenger has provided expanded attendance and school notifications to families. We will continue to grow and
consolidate these environments to ease access for engaged parents/guardians under the new Aspen parent portal. Our goal is to find a method to unify all parent/guardian environments under one credential method. We are also consolidating these environments into a phone app and a parent website. We are working with other school districts and Microsoft to develop this unified parent/guardian credential.

- **Print Optimization and Reduction (Ongoing)** Printing at the board offices and at schools is a very significant part of the overall budget. For some schools, print can be half of the school budget. Reduction of print will be accomplished through the increase of the turning in of assignments and sharing of resources electronically. Not only is this a very green initiative, but it will also save the Board significant funds that can be invested in other educational equipment and programs. To help us track progress, we have forming a Print Governance committee to come up with innovative strategies to reduce printing while meeting our pedagogical and business needs.

- **School Messenger Safe Arrival and Phone App (2024/25)** This year we rolled out the pilot of Safe Arrival to many schools with great success! In the coming year we plan to roll out this functionality to all schools and add text/SMS alerting as an option for parents and guardians. School Messenger Safe Arrival brings many new features that our schools can take advantage of including:
  - Safe Arrival attendance call out and response automation;
  - Android and iPhone app for parents and school staff;
  - Text, phone voice and email broadcast messaging;
  - Direct communication from educators to parents;
  - Teams, clubs, and group messaging; and
  - Surveys feature through web and phone.

- **Security (Ongoing)** As an ever-increasing challenge, the scope of security in IT is far beyond what it was just a few years ago. Private staff and student information and WCDSB systems need evolving protection from the growing sophistication of hackers around the world. WCDSB is working closely with the Ministry of Education Broadband Modernization Program (BMP) team and the Educational Network of Ontario (ECNO) regional security team to harden our security and keep it up to date against new threats.

- **Specialist High Skills Major (SHSM) Tracking System (2024/25)** Currently this system has been in place for many years and no longer meets the requirements for our SHSM program. We will be building an environment within Aspen to meet the requirements of the board’s SHSM administrators for optimal management of the students within this program.

- **Sparkrock Finance Transition to Cloud (2024)** We have begun the project for the movement of our Navision Sparkrock finance system to the cloud from our on-premises implementation. Moving the system to be cloud hosted would isolate it from other systems, protect it from other WCDSB systems in the event of a cyberattack. Sparkrock would take on full server and update support easing local support burden while assuring that latest updates are applied to the system. Testing has taken place throughout this year and the transition will begin soon. Components of our finance system such as the Quicktag financial records management module will also be moved to the hosted environment and integrated with our Sparkrock system.

- **Special Education Management (2024/25)** Our current Special Education management system is no longer supported by the vendor. The system is based on an older architecture that is difficult to manage and secure. We have been working with the Lambton-Kent District School Board and the
Waterloo Region District School Board to procure a new solution through a Request for Proposal (RFP) process. Proposed systems are currently being evaluated by our Special Education department and Information Technology Services to find the best fit for our requirements.

4. Staff Support and Development (MYSP 1.2, 3.2)

<table>
<thead>
<tr>
<th>Areas Affected</th>
<th>Initiative</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Sites</td>
<td>Apply to Education Supply Automation</td>
<td>2024/25</td>
</tr>
<tr>
<td>All Sites</td>
<td>Approved Application Catalog</td>
<td>Ongoing</td>
</tr>
<tr>
<td>All Sites</td>
<td>Cyber Security/Privacy Training Expanded</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Business</td>
<td>Data Systems Training</td>
<td>OnGoing</td>
</tr>
<tr>
<td>All Sites</td>
<td>Generative AI internal chat bot for Staff</td>
<td>2024/25</td>
</tr>
<tr>
<td>IT Department</td>
<td>Microsoft Unified Training and LinkedIn</td>
<td>2024-29</td>
</tr>
</tbody>
</table>

This section includes tools to help our staff and community to effectively receive professional development and access related resources, report absences, access required student information and keep safe utilizing technology. We also place projects for improving staff efficiency in this section.

- **ApplyToEducation Supply Automation (2024/25)** IT is working with HR to automate the supply workflow within the ApplyToEducation application. ApplyToEducation’s Absence Management platform provides WCDSB with a comprehensive solution for tracking and managing absences within educational institutions. It provides a variety of communication options, including app, voice, text, and email, to reach occasional employees on their preferred terms. The system allows for efficient absence tracking, swift replacement dispatching, and accurate payroll integration. Key features include customizable rules for different groups or locations, smart matching for finding the best replacements based on real-time availability, and over 100 annual enhancements to ensure the system remains cutting-edge. Additionally, it offers real-time notifications for decision-makers, detailed insights into fill rates and acceptance history, and seamless integrations with our existing HR and payroll systems.

- **Approved Application Catalog (Ongoing)** Many applications on the Internet have significant privacy and security issues. The Digital Tools and Resources Committee continues to support responsible acquisition and use of digital tools and resources by reviewing requests through a pedagogical, procurement, privacy, security, and deployment lens. The privacy of the Board’s staff and students is paramount. The committee uses a process to determine pedagogical value and the safety of applications is essential for our staff, students, and community. The ECNO VASP program also helps guide our app vetting process: [https://ecno.org/projects/vasp/](https://ecno.org/projects/vasp/). Currently a list of WCDSB vetted (Green) applications are listed under APS017 Approved Digital Tools and Resources section: [https://www.wcdsb.ca/about-us/policies-and-administrative-procedures/responsible-use-of-information-technology-and-electronic-data-aps017/](https://www.wcdsb.ca/about-us/policies-and-administrative-procedures/responsible-use-of-information-technology-and-electronic-data-aps017/). Many new applications have been requested by our educators through the IT Helpdesk and are currently going through this vetting process.
• **Cyber Security/Privacy Training Expanded (Ongoing)** In order to assure the safety of WCDSB systems, staff, and student personal data, we provide all staff comprehensive mandatory yearly training on cybersecurity. This training is updated yearly to raise awareness of new threats and exploits staff should be aware of. This program consists of several videos covering topics that include, but are not limited to, creating strong passwords, avoiding phishing attempts and authenticating using multi-factors. These cybersecurity resources can also be used by educators with students as a digital citizenship learning tool. Ongoing privacy training resources are also kept up to date and made available to staff to understand requirements and prevent breaches.

• **Data Systems Training (Ongoing)** WCDSB has built and invested in tools that are used for effectively storing and exposing accessible data to those who require it. Tools like Aspen, Power BI, Compass for Success, and Qualtrics are examples of systems that are used for the collection, storage, access, and interpreting of data. IT works with Program and Research to provide up to date, ongoing training, and resources to aid in making evidence-based decisions.

• **Generative AI Chatbot for Staff (2024/25)** IT is looking into developing an AI chatbot for WCDSB internal staff as a centralized and efficient solution to streamline access to a wide array of information and resources. By integrating all district websites, staff portals, IT helpdesk documentation, Program documentation, School Services staff material, HR and Finance materials, as well as district forms, policies, and procedures, the chatbot would serve as a quick-reference tool, enhancing productivity and decision-making. It would provide immediate, 24/7 assistance to staff, reducing the workload on human support teams and ensuring consistent, accurate information dissemination, which is crucial for the effective operation of the district's educational and administrative services.

• **Microsoft Unified Support and LinkedIn Learning IT Department Training (Ongoing)** The IT department can utilizes Microsoft Unified Support training and LinkedIn Learning to ensure the department stays current with the latest technology and best practices. Microsoft Unified Support provides on-demand training and live webinars, which can help IT staff learn about new features, security practices, and troubleshooting techniques for Microsoft products. This is crucial for maintaining the functionality and security of the school district’s IT infrastructure. LinkedIn Learning offers a wide range of courses on various topics, including IT, which can help staff develop new skills and stay updated with industry trends. Continuous learning and development are essential in the rapidly evolving field of technology, where new threats and innovations emerge regularly.
Recommendation:

This report is for the information of the Board of Trustees.

Prepared/Reviewed By:

Tyrone Dowling  
Director of Education

Chris Demers  
Chief Information Officer

Shesh Maharaj  
Executive Superintendent, Corporate Services

*4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the CEO, subject in all instances to what otherwise actually occurred.
Date: May 27, 2024
To: Board of Trustees
From: Director of Education
Subject: Innovation Board Report

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

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

Origin: (cite Education Act and/or Board Policy or other legislation)
Education Act Section 169.(1) Every Board shall; (a) promote student achievement and well-being; (b) ensure effective stewardship of the board’s resources; (c) deliver effective and appropriate education programs to its pupils; (d) 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:
Ontario Ministry of Education Curriculum and Resources Website:
- The Role of Information and Communications Technology
- Experiential Learning
- Transferable Skills
- Cross-curricular and integrated learning
Ontario Ministry of Education Kindergarten Program
Ontario Ministry of Education Curriculum Documents
Growing Success: The Mathematics Addendum, Grades 1 to 8, 2020
Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12
Supporting Minds: An Educator’s Guide to Promoting Students’ Mental Health and Well-being
Policy/Program Memorandum 164 – Requirements for Remote Learning (PPM164)
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:

Innovation at Waterloo Catholic District School Board:

Innovation, strategic planning, and accelerated technological progress have catalyzed a significant cultural transformation at the Waterloo Catholic District School Board. Our focus is firmly set on student-centered design, fostering deep learning, and cultivating transferable skills.

Throughout the 2023 - 2024 school year, we have encountered various challenges. However, our adaptability remains unwavering. We continue to prioritize robust pedagogical practices, ensuring they are responsive to the diverse needs of students, families, and staff. Equity, diversity, and inclusion are foundational principles guiding our decisions. We acknowledge the diverse identities and circumstances that shape our students' learning requirements, particularly those who are underserved.

Our strategic planning is driven by a commitment to navigating the dynamic digital landscape. We emphasize digital citizenship, AI Literacy, cyber-awareness, and the creation of safe learning environments, both virtual and physical, for everyone involved. We champion novel approaches and
nurture innovative ideas from all quarters. Our dedication to innovation and agility remains steadfast, as reflected in the forthcoming report.

**MYSP Connection:**
- **Pillar:** Ignite to Believe
- **Goal:** Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- **MYSP indicator:** #10 – Student Well-Being Index
- **MYSP indicator goal:** Decrease the proportion of students who answer “no” by 5% across each of the MYSP indicator #10 questions.

The Board recognizes that a strong connection exists between the innovative initiatives that focus on fostering Deep Learning with the development of the Ontario Catholic School Graduate Expectations (OCSGEs) and the corresponding Transferable Skills that is deeply rooted in the MYSP's objectives. These objectives emphasize the importance of nurturing a holistic education that caters to students' academic, spiritual, and emotional growth. By aligning with MYSP indicator #10, which focuses on student well-being, the strategy acknowledges the importance of student engagement and aims to improve the learning environment by decreasing the proportion of students who respond “no” to experiencing OCSGEs opportunities at school by 5%.

The initiatives outlined, such as the Deep Learning Framework and the various collaborative programs, underscore the importance of equipping students with essential learning skills and fostering their holistic development. These programs align with the OCSGEs and respond to the increasingly complex tools and systems that educators are navigating. By providing clear guidelines on leveraging emerging technologies, such as Generative AI, and fostering innovative teaching practices, the WCDSB ensures that educators are supported in their efforts to deliver high-quality education. These efforts contribute to the development of students' transferable skills, preparing them to thrive in an ever-evolving world, and highlight the importance of creating learning environments that are responsive to both students' needs and the broader demands of the modern educational landscape.

**Innovation Strategic Roadmap**

**Goal:** To increase the proportion of students that experience Deep Learning in their school experience.

**Measuring:** Starting in 2024, all students between grades 4 to 12 are invited to participate on an annual student survey. In 2024, when students participated in the Middle-years Development Instrument (MDI) students were asked questions about how frequent students are engaged in various components of the Ontario School Graduate Expectations (OCSGE), which are also directly mapped to Ministry Transferable Skills. The student questions were:

- **Given time to pray and celebrate God in their lives.** [note: A Discerning Believer (OCSGE) / Critical Thinking and Problem Solving, (Transferable Skill)]
- **Encouraged to communicate with others in a respectful and honest way.** [note: An Effective Communicator (OCSGE) / Communication, Digital Literacy (Transferable Skill)]
- **Encouraged to use their creativity and imagination to solve problems and make decisions for the good of others.** [note: A Reflective, Creative and Holistic Thinker (OCSGE) / Critical Thinking and Problem Solving, Innovation, Creativity and Entrepreneurship (Transferable Skill).]
- **Given time to learn about things they are interested in.** [note: A Self-Directed, Responsible, Lifelong Learner (OCSGE) / Self-Directed Learning, (Transferable Skill).]
- **Given opportunities to work with others to achieve common goals and help others.** [note: A Collaborative Contributor (OCSGE) / Communication (Transferable Skill).]
- **Encouraged to show care for their family, friends, and faith community.** [note: A Caring Family Member (OCSGE) / Global Citizenship and Sustainability (Transferable Skills).]
- **Encouraged to act Christ-like in their responsibly and respectfulness towards themselves, others, and their environment.** [note: A Responsible Citizen (OCSGE) / Digital Literacy, Global Citizenship and Sustainability (Transferable Skills).]

From the 2024 annual student survey, here are the distribution of responses from students grade 4-12 across these questions:

**At school, students are:**

- given time to pray and celebrate God in their lives.  
  - Yes: 65%  
  - Sometimes: 29%  
  - No: 6%
- encouraged to communicate with others in a respectful and honest way.  
  - Yes: 60%  
  - Sometimes: 27%  
  - No: 5%
- encouraged to use their creativity and imagination to solve problems and make decisions for the good of others.  
  - Yes: 66%  
  - Sometimes: 28%  
  - No: 6%
- given time to learn about things they are interested in.  
  - Yes: 52%  
  - Sometimes: 39%  
  - No: 9%
- given opportunities to work with others to achieve common goals and help others.  
  - Yes: 62%  
  - Sometimes: 34%  
  - No: 5%
- encouraged to show care for their family, friends, and faith community.  
  - Yes: 60%  
  - Sometimes: 27%  
  - No: 5%
- encouraged to act Christ-like in their responsibly and respectfulness towards themselves, others, and their environment.  
  - Yes: 65%  
  - Sometimes: 28%  
  - No: 6%

Moving forward, these questions will be included in the annual student survey to monitor how students are experiencing these transferable skills in their classrooms.

**Programming:**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
<th>Implementation &amp; Monitoring</th>
<th>Connected Transferable Skills</th>
<th>Deep Learning Framework</th>
</tr>
</thead>
</table>
| WCDSB Innovates Website| Innovation website to provide resources and support to our WCDSB community.| Sep 2023- May 2024:  
33,457 site views       | All                           | All                       |
<table>
<thead>
<tr>
<th><strong>Social Media presence</strong></th>
<th>@WCDSBInnovates account aims to keep educators informed with the latest in GenAI, Digital Literacy, Citizenship, Safety &amp; Security, pedagogy, and Deep Learning in the classroom.</th>
<th>5,911 users</th>
<th>All</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monthly Deep Learning Skills</strong></td>
<td>Provide monthly materials for educators to use with and for students that integrate OCSGEs, the Deep Learning framework, and Transferable Skills into the classroom and professional practice.</td>
<td>446 Followers</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td><strong>Generative AI</strong></td>
<td>Develop clear guidelines for teachers and students on when and how to use artificial intelligence in the classroom. All educators have received PD to introduce them to GenAI. Additional PD is provided through the WCDSB podcast “Deep Learning Dialogues”, in-class and virtual webinars.</td>
<td>Presented to over 1500 WCDSB educators, EAs, CYCWs, ECEs</td>
<td>Digital Literacy, Self-Directed Learning, Communication, Critical Thinking, Innovation</td>
<td>Presented to over 1500 WCDSB educators, EAs, CYCWs, ECEs</td>
</tr>
<tr>
<td><strong>Innovation Committee</strong></td>
<td>Members engage in Professional Development to learn and implement Deep Learning within their educational context. Books and materials were provided.</td>
<td>35 members</td>
<td>Leveraging Digital, Pedagogical Practice</td>
<td>4 meetings throughout the 2023-2024 school year.</td>
</tr>
<tr>
<td><strong>Global Read Aloud</strong></td>
<td>WCDSB K-12 teachers engaged in Deep Learning with their students through the WCDSB</td>
<td>249 educators</td>
<td>Collaboration, Communication, Critical Thinking</td>
<td>Learning Partnerships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3541 students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Activity</td>
<td>Participants</td>
<td>Feedback:</td>
<td>Areas of Focus</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
<td>--------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td><strong>KPL Partnership</strong></td>
<td>Weekly, a Gr. 5 class from Kitchener visits the Kitchener Public library for a workshop on creating a video about Tiny Home Takeout using the website WeVideo. Students participate in a library tour and students can obtain a library card with family permission. Classes attending in the spring will take Grand River Transit.</td>
<td>30 classes</td>
<td>Feedback: 98% of participants intend to integrate BTC into their teaching practice</td>
<td>Leveraging Digital, Learning Environment, Learning Partnership</td>
</tr>
<tr>
<td><strong>TLIA (Ministry GSN)</strong></td>
<td>Peter Liljedahl, the author of “Building Thinking Classrooms” (BTC) came to WCDSB for four days to deliver pedagogical professional development to our educators, administrators, international teacher partners, and consultants. Beginner and intermediate level workshops were offered and materials provided to further build capacity within WCDSB.</td>
<td>171 participants</td>
<td>Feedback: 98% of participants intend to integrate BTC into their teaching practice</td>
<td>Collaboration, Communication, Critical Thinking, Innovation</td>
</tr>
<tr>
<td><strong>GIMI Impact Program</strong></td>
<td>In collaboration with Smart Waterloo Region, the <a href="#">GIMI Impact Program</a> has been successfully implemented at St. Benedict SS to integrate Deep Learning into the classroom by creating youth-lead community initiatives.</td>
<td>3 Educators</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td><strong>Rural School Grant</strong></td>
<td>Support our three WCDSB rural schools to implement innovative technology through professional development.</td>
<td>St. Boniface</td>
<td>Digital Literacy</td>
<td>Leveraging Digital, Pedagogical Practice, Learning Environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>St. Brigid</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td></td>
<td>St. Clement</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td><strong>Esports Program</strong></td>
<td>Enhance teacher learning and professional development across WCDSB schools by implementing a comprehensive esports program that equips</td>
<td>35 students</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>students with 11 teams and 5 teachers.</td>
<td>11 teams</td>
<td>All</td>
<td>All</td>
</tr>
</tbody>
</table>

*GIMI Impact Program*

In collaboration with Smart Waterloo Region, the GIMI Impact Program has been successfully implemented at St. Benedict SS to integrate Deep Learning into the classroom by creating youth-lead community initiatives.

---

*TLIA (Ministry GSN)*

Thinking Classroom

Peter Liljedahl, the author of “Building Thinking Classrooms” (BTC) came to WCDSB for four days to deliver pedagogical professional development to our educators, administrators, international teacher partners, and consultants. Beginner and intermediate level workshops were offered and materials provided to further build capacity within WCDSB.

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*GIMI Impact Program*

In collaboration with Smart Waterloo Region, the GIMI Impact Program has been successfully implemented at St. Benedict SS to integrate Deep Learning into the classroom by creating youth-lead community initiatives.

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*Rural School Grant*

Support our three WCDSB rural schools to implement innovative technology through professional development.

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*Esports Program*

Enhance teacher learning and professional development across WCDSB schools by implementing a comprehensive esports program that equips students with 11 teams and 5 teachers.
<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Participants</th>
<th>K-12 Administrators</th>
<th>K-12 Schools</th>
</tr>
</thead>
</table>
| **Girls Who Game**                           | The Girls Who Game program, created by Dell Technologies in collaboration with partners Microsoft and Intel, aims to empower female students in grades 4 to 8. Through this extracurricular initiative, underserved students across the world learn about science, technology, engineering, and mathematics (STEM) by engaging in gaming activities to become future leaders in STEM-related fields. | 15 students  
3 teachers | All                 | All            |
| **The "Sustainable Communities for Tomorrow" Project** | Foster Deep Learning among K-8 students by introducing them to skilled trades in Ontario and aligning their educational activities with the United Nations Sustainable Development Goals (SDGs). Through this initiative, K-8 students will be inspired to design sustainable models of homes and cities, while also establishing learning partnerships that enable teachers to effectively engage students in deep learning experiences. | PD was delivered to all K-12 administrators  
Kits and resources were distributed to all K-12 schools | All                 | All            |
| **Entrepreneurship Program**                 | In partnership with Experiential Learning, entrepreneurship Education Projects were developed across grades 7-12, aimed at cultivating an entrepreneurial mindset and equipping students with the practical skills necessary to | 300 students  
12 teachers | All                 | All            |
<table>
<thead>
<tr>
<th>Initiative</th>
<th>Description</th>
<th>Participants</th>
<th>Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7 and 8 Robotics in the Skilled Trades Program Development</td>
<td>Provide grade 7 and 8 students and teachers with a comprehensive one-day robotics workshop using Lego Spike Prime kits, aiming to introduce them to the fundamental principles of engineering design while concurrently fostering cross-curricular learning and highlighting the significant links between skilled trades in Ontario and future career pathways.</td>
<td>323 students</td>
<td>All</td>
</tr>
<tr>
<td>Grade 9 Equitable Device Program Support</td>
<td>To establish a system of equitable device distribution for Grade 9 students at WCDSB, ensuring that every student in need has access to a device for educational purposes. Guidelines were developed and distributed for schools to help them implement this program.</td>
<td>Presented to secondary administrators about the program</td>
<td>Digital Literacy</td>
</tr>
</tbody>
</table>
To enhance digital citizenship and cybersecurity awareness in K-12 classrooms, focusing on reducing cyberbullying, through proactive resource provision and responsive support to educators within the WCDSB, ensuring a safer and more informed digital environment for students. A campaign in the month of October aligned with our Deep Learning skill of Digital Literacy.

Regular System Announcements and Tweets/X from @WCDSBInnovates

Parent Presentation (virtual) – 209 registrations and 8 school “watch parties”

Digital Literacy, Critical Thinking

Leveraging Digital

The overarching objective of working with ComKids is to enhance digital literacy and empower students through technology. Devices and Digital Literacy lessons and resources were provided to grade 7 students.

5 schools

115 student participants

The Innovation Team is dedicated to driving educational excellence through comprehensive support for teachers. By focusing on both enriching high-yield pedagogical practices and enhancing assessment and evaluation techniques, the team ensures that educators are well-equipped to foster deep learning and accurately measure student progress. This dual approach not only empowers teachers but also transforms the classroom experience, ultimately promoting student success and achievement.

Time is dedicated in classrooms to directly support teachers in enriching their high-yield pedagogical practices rooted in deep learning. Through close collaboration with educators, tailored professional development sessions are provided, effective teaching strategies are modeled, and real-time feedback is offered to foster an engaging learning environment. Innovative instructional techniques, including the integration of technology and project-based learning, are explored to deepen students’ understanding and critical thinking skills. This hands-on approach ensures that teachers are empowered and equipped to deliver transformative educational experiences that drive student success.

Summary Statement
In addition to enriching high-yield pedagogical practices, time is also dedicated to supporting teachers with assessment and evaluation practices, ensuring they align with high-impact teaching strategies. By working closely with educators, comprehensive workshops and one-on-one coaching sessions are provided to enhance their understanding and application of assessment techniques. This includes developing clear, measurable learning outcomes, creating diverse assessment tools, and utilizing data-driven insights to inform instructional decisions. Emphasis is placed on fostering a deep understanding of triangulation of data, where continuous feedback and reflective practices are encouraged to promote student growth and achievement. This support enables teachers to implement robust assessment practices that accurately measure student learning and drive instructional improvement.

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

**Prepared/Reviewed By:**
- Tyrone Dowling
  Director of Education
- Judy Merkel
  Superintendent of Learning
- Katrina Gouett and Whitney McKinley
  Student Achievement Consultants for Learning Innovation
- Kelly Roberts
  Research Coordinator

*4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the CEO, subject in all instances to what otherwise actually occurred.*
Date: May 27, 2024
To: Board of Trustees
From: Director of Education
Subject: Extended Day Programs

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

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

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

- O. Reg. 221/11 – Extended Day Programs and Third-Party Programs
- MOE Memo EL12 – Regulatory Amendments for Full-Day Junior Kindergarten and Kindergarten and Extended Day Programs

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

WCDSB’s Extended Day Program offers parents and students in kindergarten to Grade Six, a convenient school location with equity of access in a safe and healthy learning environment for young children.

For more information on the “The Kindergarten Program” and “How Does Learning Happen” documents please visit:

The Kindergarten Program 2016 | Ontario.ca

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

The Extended Day Program is an integral part of the Early Learning Kindergarten program and is led by Registered Early Childhood Educators (RECE). The Extended Day Program is funded by parent fees and set on a cost-recovery model. The Extended Day Program is optional for parents and offered by boards where there is sufficient demand to make the program viable at individual school sites. All school boards shall, in every elementary school, ensure the operation of an Extended Day Program or third-party operation for children from kindergarten to grade 6, where there is sufficient demand. The ECE Administrative Team continues to work towards licensing in collaboration with other internal departments to maintain and improve the quality and efficiency of Extended Day Programs.

Parental Interest

Parent information brochures have been made available to parents of children currently enrolled in Kindergarten to grade 6 through school newsletters and to parents registering their children for Year One Kindergarten in their registration packages. Parents express their interest in the Extended Day Program by pre-registering their children for the upcoming school year. All information pertaining to the WCDSB Extended Day program is available on the WCDSB website and through kindergarten registration. The Extended Day registration website (OneList) distributes emails to all registered families reminding them to register for the next school year. This notification process is completed in the Spring.

Promotion of Program

Our Extended Day programs are promoted through the Region of Waterloo OneList, the Extended day website and at the school level through:
   a. Welcome to Kindergarten evenings
   b. Kindergarten registration
   c. School newsletter
   d. School signage

Current Fees

The Board of Trustees approved an Equal Billing Fee for Extended Day Programs not to exceed $30.00 per day including PD days, Christmas, and March Break for 2023-2024 school year. The daily base fee was developed to ensure the Board can operate the Extended Day Program on a cost recovery basis. The Board will continue to be responsible for the collection of fees from parents. Fees are prorated based on school bell times. Our Extended Day Programs has been approved for the Canada Wide Early Learning Childcare (CWELCC) fee reduction program, which will be implemented upon licensing by the Ministry of Education. CWELCC funding is projected to assist in meeting the budget needs.

Proposed Fee Changes

For the 2024-2025 school year, non-instructional days, such as select PD days, and Christmas are no longer a part of the regular registration process for parents. There will be a separate registration for these dates which will allow for better planning and staffing of programs. The cost of this program, along with regularly scheduled days, will now be $32.50 with only a full-day registration option. This is an increase of $2.50 per day.
Registration, Caps and Waitlist

Effective January 8, 2024, our Extended Day Programs have implemented a 4-week registration period (increased from 2 weeks). Caps have been put on programs resulting in possible wait lists.

Registration Response

The Extended Day Program was deemed non-viable at 5 schools for the 2024-2025 school year.

Please see list below.

Christ the King, Cambridge
St. Gregory, Cambridge
St. Margaret, Cambridge
St. John, Kitchener
St. Matthew, Waterloo

The Extended day program was deemed viable at 39 schools.

Please see list below.

Before and After School Programs

Blessed Sacrament, Kitchener
St. Boniface, Breslau
St. Teresa of Calcutta, Cambridge
Canadian Martyrs, Kitchener
Holy Family, New Hamburg
Holy Rosary, Waterloo
Holy Spirit, Cambridge
John Sweeney, Kitchener
Monsignor Haller, Kitchener
Our Lady of Grace, Kitchener
Our Lady Fatima, Cambridge
Our Lady of Lourdes, Waterloo
Saint John Paul II, Kitchener
Sir Edgar Bauer, Waterloo
St Anne, Cambridge
St Anne, Kitchener
St Agnes, Waterloo
St. Aloysius, Kitchener
St. Augustine, Cambridge
St. Bernadette, Kitchener
St. Brigid, Ayr
St. Daniel, Kitchener
St. Dominic Savio, Kitchener
St. Elizabeth, Cambridge
St. Gabriel, Cambridge
St. Joseph, Cambridge
St Josephine Bakhita, Kitchener
St. Kateri Tekakwitha, Kitchener
St. Luke, Waterloo
St. Mark, Kitchener
St. Michael, Cambridge
St. Nicholas, Waterloo
St. Paul, Kitchener
St. Peter, Cambridge
St. Teresa, Kitchener
St. Teresa of Avila, Elmira
St. Timothy, Kitchener
St. Clement, St. Clement
St. Vincent de Paul
Professional Development Days 2024-2025

Executive Council approved the following Professional Development Days for the 2024-2025 school year.

<table>
<thead>
<tr>
<th>Date</th>
<th>PD</th>
<th>Operate</th>
<th>Close</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 3</td>
<td>Ministry PD Health and Safety</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>October 11</td>
<td>Faith Day (1.0)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>November 1</td>
<td>Ministry PD (1.0)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>January 17</td>
<td>Report Cards (1.0)</td>
<td></td>
<td>X</td>
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<tr>
<td>March 31</td>
<td>Ministry PD (1.0)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>May 30</td>
<td>Report Cards (1.0)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>June 27</td>
<td>AM – OECTA/CUPE PM – Transition/Curriculum Planning</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Financial Viability:

The Manager of Operations for Extended Day continues to work with Human Resources, Facilities, and the procurement team to implement cost effective measures to keep costs for down for families.

Staffing

Part 3.6 of the Childcare Centre Licensing Manual (Ministry of Education) states the following:

Where fewer than six children who are not in a licensed infant group receive childcare, there must be at least one adult in attendance. {{O. Reg. 137/15, ss. 8(6)1.}}

Where six or more children who are not in a licensed infant group receive childcare, there must be least two adults in attendance. {{O. Reg. 137/15, ss. 8(6)2.}}.

Food/Snack

Organic Kids has been awarded the food contract for a two-year term between 2024-2026.

Licensing of WCDSB Extended Day Programs:

The WCDSB Extended Day Programs will be licensed with the Ministry of Education with a target date of September 2024. Upon receipt of licensing, the WCDSB Extended Day Program will be eligible to participate in the Canada Wide Early Learning and Childcare (CWELCC) program. This will allow us to offer reduced rates to families for their children who are under 6 years of age. The WCDSB Extended Day program continues to work with the Region of Waterloo on the implementation of licensing.
Staff Solicitation and Retention

Human Resources and the Manager of Operations for Extended Day continue to work alongside our partners at Conestoga College to provide opportunities for ECE students and ECE graduates to work within the Waterloo Catholic District School Board. Additionally, the Manager of Operations for Extended Day is collaborating with Conestoga College to provide meaningful professional development opportunities for ECE’s.

Recommendation:
That the board of trustees approve an increase of $2.50, to the daily cost of extended day programming, for a total of $32.50 per day.

Prepared/Reviewed By:    Tyrone Dowling
                          Director of Education
                          
                          Paul Mendonca
                          Superintendent of Learning
                          
                          Ronda Roy
                          Manager of Operations-Extended Day

*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: 05/27/24
To: Board of Trustees
From: Student Trustees
Subject: May 2024 Student Trustee Report

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

Type of Information:  □ Information for Board of Trustees Decision-Making  □ Monitoring information of board policy  □ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)
Policy II 011 Student Representation on the Board
Policy II 012 Student Trustee Role Description

Alignment to the MYSP:

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

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

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

**Background/Comments:**
May is a particularly busy month for the WCDSB Secondary Schools. As the year is coming to a close, students are engaging in a variety of activities and events to maintain morale and energy. A focus on Catholic values has been evident throughout the month, with Catholic Education Week providing an entry point for this.

**Common Activities Hosted by The Schools:**

- **Catholic Education Week**
  - Love enhances personal growth and fulfilment, strengthens social harmony and cohesion, and fosters spiritual and ethical development. It promotes emotional well-being, self-improvement, and a sense of purpose while providing psychological benefits like resilience and happiness. With this year's Catholic Education Week theme being “Called to Love”, WCDSB schools value this message and devoted their time to promote the importance of this message.

- **Co-President Election Week**
  - As the school year comes to a close, and the Co-President term ending, many secondary schools' election weeks occurred the week of May 13th. With St. Mary's new Co-Presidents for 2024 - 2025 being Bella Poulopoulos & Portia Curnew, the results will soon be announced for Monsignor Doyle, Resurrection, St. Benedict, and St. David.

- **Spirit Week**
  - Monsignor Doyle organised Senior Sunset on May 16th. This event is the final sendoff for our graduating grade 12 students and serves as a time to gather, have fun, and look back at their high school careers.
  - Resurrection began their spirit week starting May 20th. Within the week they had “Grade Wars”, which are organised games for students to win points for their grade level, a carnival including games, opportunities to win prizes and check out booths organised by many clubs.
  - At St. Benedict, grade seven students from their feeder schools visited the secondary school to get familiar with the space and play games with current St. Benedict students.

- **Relay For Life**
  - The secondary school of WCDSB continue their efforts to promote Relay For Life, such as assemblies, “pie-in-the-face” fundraisers, in-class presentations, and teacher interviews discussing the impact cancer has on someone's life. The overall goal was to create more dialogue and raise awareness for individuals currently experiencing or have overcome cancer in the past.
  - Monsignor Doyle’s Relay for Life starts May 30th. The relay day will consist of themed laps: dance lap, water lap, open lap, and a survivors lap; athletic
activities like volleyball, spike ball, table tennis, and football; as well as several ceremonies throughout the day that revolve around Cancer dialogue. With the main event being the luminary ceremony, which is the act of patrons of the event, light candles in honour of those who have survived or have lost the battle against Cancer.

- **SPARK Student Council Conference**
  - On May 23rd, all WCDSB secondary school Student Councils attended the 2024 SPARK Conference at Canada’s Wonderland. This conference day celebrates the great achievements and continuous work ethic of each student council, concluding this school year off with a fun day at Wonderland!

**Student Trustee Role Update:**

- **OCSTA Annual General Meeting**
  - From May 2nd to the 4th, Trustee Petrie attended the 2024 OCSTA Annual General Meeting in Niagara Falls. He valued how grounded the conference was in the catholic teachings, encouraging attendees to use faith within the role as a catholic Trustee to unite our communities.

- **OSTA-AECO Annual General Meeting**
  - From May 23rd to 26th, Trustee Donoghue, Trustee Petrie, and incoming Trustee Berwick-Hernandez attended OSTA-AECO’s Annual General Meeting. Both incoming, outgoing, and transitional Student Trustees attend this conference to provide professional development that all Student Trustees can benefit from. A variety of workshops occurred, the purpose of which was to introduce new Student Trustees to concepts and language surrounding education and allow outgoing Student Trustees to build future skills as they transition out of the role. All the WCDSB Student Trustees engaged in work with the Catholic EIG as well as their respective AIGs. It has been a privilege for Trustees Donoghue and Petrie to engage in the work of OSTA-AECO, and they hope the incoming Student Trustees will reap the same benefits.

- **Incoming Student Trustee Training**
  - Over the past few months, Trustees Donoghue and Petrie have been training the incoming Student Trustees, Allison Berwick-Hernandez and Matteo Leone. This has included informing them about resources at their disposal, providing them with training sessions regarding the workings of education at a variety of levels, and various discussions to allow opportunities for questions. This training will continue for as long as necessary or until the outgoing Student Trustees have completed their terms. After their terms end, Trustees Donoghue and Petrie will still be available to support the incoming Student Trustees.

- **SEEC Conference**
  - On May 10th, Trustee Petrie attended the first WCDSB Student Equity Engagement Council Conference hosted at the Waterloo Catholic Education Centre. At this conference students from all five secondary schools discussed
multiple social issues their communities faced and worked as a team to overcome these challenges with diverse action plans.

- **Student Senate**
  - Throughout the month, Trustee Petrie has been able to individually connect with Student Senators to provide support and guidance. Both Student Trustees have been discussing the overview of the year for the Student Senate and are preparing feedback on areas of improvement. As the year is coming to a close, the Senate is getting ready to launch an end-of-year fundraiser and are beginning to think about how to support the incoming Student Senate.

- **St. Mary’s Indigenous Affinity Space Opening**
  - On May 6th, Trustee Petrie was invited to the St. Mary’s Indigenous Affinity Space family night. This Infinity space is crucial for student success; allowing for Indigenous students to have a section of the school dedicated to supporting their academics, Indigenous culture, and well-being.

- **Community Leaders Breakfast**
  - Trustee Petrie was invited to the Community Leaders Breakfast on May 8th. He appreciated the opportunity to network and build connections with leaders from numerous sectors of Waterloo Region that strengthen our communities.

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

**Prepared/Reviewed By:** Bryanna Donoghue and Xavier Petrie
Student Trustees

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Report

Date: May 27, 2024
To: Board of Trustees
From: Chair of the Board
Subject: Chair’s Report

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

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

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

Policy Statement and/or Education Act/other Legislation citation:
Policy I 001 Ends
Policy II 003 Board Job Description
Policy II 004 Advocacy and Advertising

Alignment to the MYSP:

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

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

☒ Strengthen to Become
☐ Every student reaches their full potential.
☐ Staff see their impact on student achievement.
☐ Are engaged as active partners in our students’ Catholic education journey.
Background/Comments:
May brings the opportunity to celebrate Catholic Education during the many events during Catholic Education Week.

Calendar Activities
Several discussions with Director Dowling and Vice-Chair Cuff
April 23 – SEAC speaker presentations on diversity and inclusivity
April 24 – Political Campaign Simulation at Monsignor Doyle
April 24 – Cultural Exchange Dinner with International Education Department
April 30 - Ministry of Education bi-weekly teleconference
May 2-4 – OCSTA Business Meeting, AGM and Conference
May 6 – St. Johnn Bible Society event at Monsignor Doyle
May 6 – Resurrection Family of Schools Mass and Social at St. John’s
May 7 – Folk Dance Festival - Cambridge
May 8 – WCDSB Community Leader’s Breakfast
May 8 – St Anne (K) Science Fair
May 8 – St. Brigid’s 25th Anniversary
May 9 – Woolwich State of the City breakfast
May 9 – St. Josephine Bakhita Blessing
May 13 – Committee of the Whole
May 15 – Interfaith Community Breakfast
May 16 – Staff Recognition Dinner
May 21 – Governance Committee
May 22 – STEMovation Event – St Peter
May 27 – Board of Trustees Meeting

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

Date: May 27, 2024
To: Board of Trustees
From: Director of Education
Subject: Treatment of Staff IV 004

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

Type of Information: ☒ Information for Board of Trustees Decision-Making
☐ Monitoring Information of Board Policy Hiring and Promotions IV 005
☐ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)
Treatment of Staff IV 004

Policy Statement and/or Education Act/other Legislation citation:
Occupational Health and Safety Act
Workplace Safety and Insurance Act
Well-Being Strategy

Alignment to the MYSP:

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

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

☒ Strengthen to Become
☐ Every student reaches their full potential.
☒ Staff see their impact on student achievement.
☐ Are engaged as active partners in our students' Catholic education journey.
Background/Comments:
1) The CEO shall not cause or allow conditions, procedures, actions, or decisions that are unclear, unsafe, or unhealthy or arbitrarily inequitable.

CEO Interpretation

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

i) Unclear

The Board has 126 Administrative Procedure (AP) Memorandums specifying processes and required actions for a multitude of situations. The AP Memorandums are available on the public website and select AP Memorandums are reviewed with staff before each school year.

Prior to the arrival of students for the 2023-2024 school year, staff received legislated training as applicable and other training per the Ministry of Education. Staff were also informed of any operational changes or updates via email or the applicable administrator/manager.

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

The AP memorandums, reporting relationships and communications demonstrate clear and transparent directions to staff.

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

ii) Unsafe and Unhealthy

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

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

Regarding overall health and safety performance, as of April 30, 2024 there were 2,460 workplace safety incidents reported since September 1, 2023. Of those, 2,042 incidents were reported as workplace violence incidents. By comparison, there were 1,865 incidents reported during the 2022-
2023 school year. Of those incidents, 1,499 were reported as workplace violence. The majority of incidents are being reported in the primary division. The employees most impacted are as follows:

- Educational Assistants - 49%
- Elementary Teachers - 21%
- Child and Youth Care Workers - 11%

In 2022-2023 the Board had a total WSIB claims frequency rate of 3.81 per 100 employees. The average rate for similar sized boards in Ontario was 3.85. While this was an increase from 2021-2022.

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

Below is a breakdown of the claims per employee group for the 2022-2023 school year and to date in the 2023-2024 school year.

Approved WSIB Claims Summary for September 1, 2022, to August 31, 2023:
- There were 188 claims made and 135 claims approved by WSIB in total
- 49 approved healthcare WSIB claims (37% of all claims)
- 86 approved lost time WSIB claims (63% of all claims)
- 57% of all approved claims were for CUPE
- 27% of all approved claims were for OECTA
- 10% of all approved claims were for Unifor
- 6% of all approved claims were for Other (PASS, P/VP etc)

Approved WSIB Claims Summary for August 31, 2023, to April 30th, 2024:
- There were 159 claims made to date and 104 claims approved by WSIB in total
- 28 approved healthcare WSIB claims (27% of all claims)
- 76 approved lost time WSIB claims (73% of all claims)
- 66% of all approved claims were for CUPE
- 23% of all approved claims were for OECTA
- 7% of all approved claims were for Unifor
- 3% of all approved claims were for Other (PASS, P/VP etc)

The Board's lost-time frequency rate in 2022-2023 was 2.86 per 100 employees with the average rate for Ontario boards at 2.66 per 100 employees. Data for the 2023-24 school year is not available at the time of this report.

The Board has experienced nine (9) critical injuries in the current school year as of April 30, 2024. The Board experienced nine (9) critical injuries in 2022-2023.
The Board has received 11 visits from the Ministry of Labour in the current school year as of May 13, 2024, due to complaints or work refusals. There were three (3) visits from the Ministry of Labour in the 2022-2023 school year.

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

There continues to be an increase in the rate of sick leave usage experienced by the Board as of 2022-2023 in comparison with previous years:

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<th>Rate</th>
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<tr>
<td>2021-22</td>
<td>11.64%</td>
</tr>
<tr>
<td>2020-21</td>
<td>7.87%  (lower due to school closures in January and from April)</td>
</tr>
<tr>
<td>2019-20</td>
<td>6.43%  (lower due to school closure from March)</td>
</tr>
<tr>
<td>2018-19</td>
<td>9.71%</td>
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</tbody>
</table>

Feedback received by SBCI from Ontario school boards suggests that an increase in long-term absences may be due to rescheduled assessments, surgeries and other investigative procedures that were delayed due to the pandemic. However, long-term sick leave claims due to mental health issues and results from the Guarding Minds at Work survey indicate that staff are at risk of psychological injury.

With respect to how the WCDSB compares with other boards, the annual SBCI absenteeism report indicates that the Board continues to experience lower absenteeism than the average of the school boards which participate in the annual absence study.

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

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

iii) Arbitrarily Inequitable

The Board is often confronted with complex situations where decisions impact competing wants and priorities. In making such decisions, the Board reviews all information available, including the Board’s Mission and Vision, Multi-Year Strategic Plan, data, cost, Board policy, relevant legislation, Ministry direction, feedback from stakeholders, and collective agreements and terms of employment. All decisions are made with due regard to the impact on students, staff and communities.
In addition, no terms and conditions are intentionally breached, and all staff have access to a process whereby alleged breaches may be raised.

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

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

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

Staff Morale

The national staffing shortage continues to negatively impact the balance of work in schools and there is increased workload pressure on staff as a result of inadequate numbers of staff in the schools. Changes to recruitment practices have been made to reduce the time from application to hiring and to broaden the pool of qualified candidates.

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

In the spring of 2023, the Board developed and implemented a Wellness at WCDSB Steering Committee in response to the 2022 Guarding Minds at Work survey results. Survey results were shared with all employees of the board. The Board also engaged the School Board’s Co-operative Inc. (SBCI) to establish a strategy to address the results of the 2022 survey. As such, the Board administered the Guarding Minds at Work full survey a second time in November of 2023. Focus Groups will be facilitated in May of 2024 to delve deeper into the underlying issues identified by respondents. These focus groups will be facilitated by SCBI in an off-site location. Results of the focus group will be shared with the Wellness Steering Committee and next steps will be determined.

The results of the Guarding Minds at Work survey are specifically linked to the MYSP Pillar: Awaken to Belong, the MYSP Goal: Staff experience a positive, healthy, inclusive workplace and MYSP Indicator #6. As the work continues it is expected that the Guarding Minds at Work survey results will reflect reduced concerns in the psychosocial factors it measures. The work is expected to be ongoing year over year.

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

- The Director has visited all sites and engaged with employees.
- Recruitment efforts have been enhanced and supporting processes have been streamlined to increase applicant numbers and reduction in onboarding timelines.
- Advocacy for the development of a provincial strategy to address staffing shortages across the province.
• Ongoing meetings with representatives of all employee groups on the Initiatives and Opportunities Council.
• Ongoing meetings with employee group representatives in the Collaborative Professionalism Committee.
• Ongoing work with the Guarding Minds at Work Survey and SBCI in developing a wellness strategy.
• Development and implementation of a Wellness at WCDSB Steering Committee.
• Messaging to all staff and the parent community regarding the Right to Disconnect.
• Initial planning has been undertaken for a Civility Campaign to be launched in 2024-25.

Staff Performance

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

The variety of surveys for students and families that are presented in various reports to the Board of Trustees throughout the 2023-2024 school year indicate positive gains with respect to student achievement, indicating strong staff performance.

The 2023-2024 school year has continued to be challenging for many Board staff due to conditions that are impacting the education sector across Ontario. Efforts made to improve these conditions and mitigate their impact indicate that the Board does not cause conditions that adversely impact on staff morale and performance and that work is being done to promote a positive work environment that supports employee performance.

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

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

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

Recommendation:
That the Board accept this report indicating compliance with Treatment of Staff Policy IV 004.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Kerry Pomfret
Superintendent of Human Resources
4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the CEO, subject in all instances to what otherwise actually occurred.
Date: May 27, 2024
To: Board of Trustees
From: Director of Education
Subject: Monitoring Report – IV 009 “Asset Protection”

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

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

Origin: (cite Education Act and/or Board Policy or other legislation)
This report will provide Trustees with information to assess the Director of Education’s compliance with Board Policy IV 009 “Asset Protection”.

Policy Statement and/or Education Act/other Legislation citation:
Executive Limitation IV 009, “Asset Protection”

Alignment to the MYSP:

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

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

☒ Strengthen to Become
☐ Every student reaches their full potential.
☐ Staff see their impact on student achievement.
☐ Families engaged as active partners in our students’ Catholic education journey.
Policy Statement:
The CEO shall not allow assets to be unprotected, inadequately maintained nor unnecessarily risked.

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

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

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

While many of the published administrative procedures address some element of risk management, the following have been developed to address the direct protection and safeguarding of the Board’s assets:

Records and Information Management - APC 016
Responsible Use of Information Technology and Electronic Data - Students – APC052
Student Personal Information Collection/Use/Disclosure – APC023
Video Surveillance – APC028
Addition/Removal of Portables at School Sites – APF004
Appliances, Home Furnishings and Carpets – APF011
Proposed Alterations and/or Renovations to Board Facilities – APF003
Use of School Facilities – APF002
Emergency Planning and Procedures – APH013
School Accidents – APH002
Environmental Education, Stewardship and Sustainability – APO025
Purchasing Procedures – APO006
Surplus Assets – APO027
Access to Legal Counsel – APS007
Electronic Mail and Social Media Use Guidelines – APS035
Electronic Monitoring – APS051
Mobile and Personal Technology – APS012
Procedure for the Purchase of All Electronic Computing Devices – APS015
Travel, Expenses, Meals, and Refreshments – APS010
Play Structure Installation – APH016

The CEO also has in place subject matter experts in all relevant fields who have special knowledge of the Board’s various systems and assets.

Finally, the CEO has negotiated a comprehensive insurance plan which covers those instances where risk management measures do not fully mitigate the prevention of loss or damage.
Further, without limiting the scope of the foregoing and without approval of the board, the CEO shall not:

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

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

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

   [A list of confidential coverages held with OSBIE can be found here.](link) (link will only work for Trustees and Senior Staff)

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

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

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

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

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

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

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

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

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

School-Based Inspections

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

Inspections include:

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

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

Central Maintenance

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

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

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

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

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

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

Emergency, minor, and priority work are undertaken immediately outside of the SM schedule.
A total of 10,471 work orders were received between May 9, 2023 and May 9, 2024, with major categories shown below:

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

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

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

The Bank Act can be found here:

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

The following excerpts from the Bank Act are helpful in assessing compliance:
5. **Fail to present an annual report to the Board of Trustees on the Labour Relations Solicitor of Record and the Local Solicitor of Record that includes a year over year fee comparison and professional performance statement.**

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

**Evidence**
Appendix A contains the required information.
(link will work for Trustees and Senior Staff)

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

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

**Evidence**
Evidence can be found here.
(Linked will work for Trustees and Senior Staff)
Recommendation:
That the Board of Trustees approves this report as demonstrating the CEO’s compliance with Board Policy IV 009 for the 2023-24 school year.

Prepared/Reviewed By:
Tyrone Dowling
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

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