Agenda

Board of Trustees’ Board Meeting

Date: Monday, June 24, 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>
<td>1. Call to Order</td>
<td>Chair</td>
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<tr>
<td>1.1 Opening Prayer/Memorials</td>
<td>Board of Trustees</td>
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<td>1.2 Territorial Acknowledgement</td>
<td>Chair</td>
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<tr>
<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>Board of Trustees</td>
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<td>1.3 Approval of Agenda</td>
<td>Individual Trustees</td>
<td>Approval</td>
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<td>1.4 Declaration of Pecuniary Interest</td>
<td>Board of 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>
<td>Board of Trustees</td>
<td>Approval</td>
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<tr>
<td>Items for action arising from the Double In Camera meeting of Wednesday, June 19, 2024, regarding HRS matters.</td>
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<td>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)</td>
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### 3. Consent Agenda: Board (Minutes of meetings, staff report)

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<td>pp. 4-8</td>
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<tr>
<td>3.1.1 Board of Trustees’ Meeting Minutes – Apr 22, 2024</td>
<td>Board of Trustees</td>
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<td>3.1.2 Special Board of Trustees – Budget Presentation – Jun 18, 2024</td>
<td>Board of Trustees</td>
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<td>3.3 SEAC Minutes – May 28, 2024</td>
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<td>3.4 Audit Minutes – Apr 10, 2024</td>
<td>Board of Trustees</td>
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<td>3.5 CPIC Minutes – Apr 17, 2024</td>
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<td>3.6 Director’s Report</td>
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### 4. Delegations/Presentation

### 5. Advice from the CEO

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<td>S. Maharaj</td>
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<td>5.2 Boundary Review Process Report</td>
<td>S. Maharaj</td>
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### 6. Ownership Linkage

(Communication with the External Environment)

### 7. Reports from Board Committees/Task Forces

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<td>J. Merkel</td>
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<td>R. Kraft</td>
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<td>7.6 Pastoral Committee Annual Report</td>
<td>D. Guerin</td>
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<td>7.7 Governance Committee Annual Report</td>
<td>L. Cuff</td>
<td>pp. 122-123</td>
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### 8. Board Education (at the request of the Board)

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### 9. Policy Discussion

### 10. Assurance of Successful Board Performance

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<td>All Trustees</td>
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<td>Is there a need to review the Policy?</td>
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<td>C. Stanley</td>
<td>Link</td>
<td>Approval</td>
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<td>Is there a need to review the Policy?</td>
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<td>10.1.3 Board Policy II 010 – Board Committee Structure</td>
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<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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<td>11.1 Monitoring Reports</td>
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<td>12. Potential Agenda Items/Trustee Inquiry Report (CEO)</td>
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<td>13. Announcements</td>
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<tr>
<td>13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):</td>
<td>Chair</td>
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<td>• Jun 25 – Project SEARCH Graduation</td>
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<td>• Jun 26 – Year-End Mass &amp; Lunch</td>
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<td>• Aug 22 – Links Fore Learning Golf Tournament – CCFOWR, Inc.</td>
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<td>• Sept 4 – Students return to school</td>
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<td>• Sept 4 – SEAC Meeting</td>
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<td>• Sept 9 – Committee of the Whole</td>
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<td>13.2 Pending Items:</td>
<td>Committee/Task Force</td>
<td>Due Date</td>
<td>Action Taken</td>
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<td>13.3 Pending Items for OCSTA Consideration</td>
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<td>14. Items for the Next Meeting Agenda</td>
<td>Trustees</td>
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<td>Board of Trustees</td>
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<td>• TBD</td>
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<td>15. Adjournment</td>
<td>Director of Education</td>
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<td>Confirm decisions made tonight</td>
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<td>15.1 Confirm Decisions Made Tonight</td>
<td>Recording Secretary</td>
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<td>Information</td>
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<td>16. Closing Prayer</td>
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<td>17. Motion to Adjourn</td>
<td>Board of Trustees</td>
<td>Motion</td>
<td>Approval</td>
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**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
A public meeting of the Board of Trustees was held on Monday, May 27, 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, Renee Kraft*, Marisa Phillips, Robert Sikora (Chair), Conrad Stanley, Tracey Weiler

*-left meeting at 9:01 p.m.

**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:**

**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 6:01 p.m.

**1.1 Opening Prayer & Memorials**
Trustee Francis 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

2024-57-- It was moved by Trustee Phillips and seconded by Trustee Weiler:
THAT the agenda for Monday, May 27, 2024, be now approved.
--- Carried by consensus

**1.4 Declaration of Pecuniary Interest**
1.4.1 From the current meeting – NIL

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

**1.5 Items for Action: NIL**
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 – Apr 22, 2024
   3.2 CPIC Minutes – Jan 24, 2024
   3.3 Director’s Report
   3.4 Board Meeting Dates 2024-2025
   3.5 Long Term Accommodation Approval Plan

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

2024-58– It was moved by Trustee Stanley and seconded by Trustee Phillips: 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 Theresa Rose to the podium to deliver their presentation regarding Catholic teachings in schools. Trustees asked clarifying questions.

5. Advice from the CEO

5.1 Energy Conservation Plan
Superintendent Maharaj introduced Zeb Foss, Energy Conservation Supervisor to present on the Energy Conservation Plan. The presentation reviewed the district's energy consumption data, outlining the trends and metrics of energy intensity over the past several years. Reviewed emission performance, highlighting both the 5-year energy conservation goals and the results achieved thus far. Mr. Foss then proceeded to share a detailed utility cost analysis, breaking down the financial implications of the district's energy usage and conservation efforts. Highlighted the alignment with broader sustainable development goals, emphasizing the benefits of their energy conservation work. The presentation concluded with a look at the district's current energy-saving projects, as well as a glimpse into the innovative, future initiatives planned for the coming years. Trustees asked clarifying questions.

5.2 Special Education Update/Plan
Superintendent Foran presented on the Special Education Update/Plan. The presentation reviewed the community active living and partnerships. Mr. Foran noted that the letter written by the Trustees to the Ministry requesting funding for the Speech and Language Pathologist position was approved and thanked Trustees for their support. Erin Lemak, Principal of Student Services gave an update on the expansion of Project SEARCH Waterloo Region. Tee Battistella, Senior Manager of Student Services reviewed the trends and goals of Student Services Collaborative Teams and the current supports in place. Trustees asked clarifying questions.

5.3 Budget Presentation Update
Superintendent Maharaj introduced Laura Isaac, Manager of Financial Services to present the Budget Presentation Update. The presentation highlighted the 2024/2025 budget timeline and changes to specific categories of funding. Trustees asked clarifying questions.

5.4 Final Math Strategy Update (KPIs)
Superintendent Ritsma introduced Sarah Gonzalez-Day, Student Achievement Consultant, to present the Final Math Strategy Update (KPIs). The presentation highlighted secondary student Achievement Data and pathways. Reviewed the support methods in place for students. The presentation concluded with a review of Professional Development for staff and next steps. Trustees asked clarifying questions.

5.5 Math Achievement Action Plan
Petra LeDuc, K-12 Math Coordinator and Board Math Lead presented on the Math Achievement Action Plan. The presentation shared insights from the OAME Conference Presentation earlier this month at St. Lawrence College. Provided highlights on Senior Admin MAAP visits, touched upon the progress made in math Coach Tracking – Mathematics 1-8. Other aspects discussed were math Tracker Groups and ongoing, rotational math centers. The presentation concluded by outlining the next steps in the Math Achievement Action Plan. Trustees asked clarifying questions.
5.6 IT Board Report
Superintendent Maharaj introduced Chris Demers, Manager of IT Services to present the IT Board Report. The presentation reviewed the IT Governance Structure that emphasized the importance of roles, responsibilities, and decision-making processes within the IT department. Highlighted IT Key Performance Indicators and data points that provided an overview of the department's performance metrics. The IT project and Task status for 2023/2024 section highlighted the progress and status of ongoing projects and tasks. The presentation concluded with outlining the various training programs and resources available to IT staff to enhance their skills. Trustees asked clarifying questions.

5.7 Innovation Report
Superintendent Merkel introduced Whitney McKinley, Student Achievement, and Innovation Consultant to present the Innovation Report. The presentation reviewed the MDI student responses and the alignment with the Ontario Catholic School Graduate Expectations (OCSGE) and Transferable Skills and reviewed the effectiveness of the learning design framework. The presentation concluded by outlining the next steps in Innovation. Trustees asked clarifying questions.

5.8 Extended Date Update
Superintendent Mendonça introduced Ronda Roy, Manager of Operations - Extended Day, to present on the extended day update. The presentation reviewed a program introduction, and the reasons behind increasing the cost of extended day by $2.50.

2024-59-- It was moved by Trustee Cuff and seconded by Trustee Phillips:
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.
--- Carried by consensus

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

7. Reports From Board Committees/Task Forces
7.1 Student Trustee Update
Student Trustees 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 May.

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 May.

2024-60-- It was moved by Trustee Phillips and seconded by Trustee Cuff:
That the meeting be extended past 9:00 p.m.
--- Carried by consensus

9 Policy Discussion

10 Assurance of Successful Board Performance
10.1 Board Policy Review

10.1.1 Board Policy II 011 Student Representation on the Board. Is there a need to review the Policy?
Trustee Phillips confirmed review of Board Policy II 011 Student Representation on the Board and confirmed compliance. The Chair requested a mover and seconder to confirm compliance.

The policy does not require review at Governance.

2024-61-- It was moved by Trustee Phillips and seconded by Trustee Cuff:
THAT the Board of Trustees reviewed Board Policy II 011 Student Representation on the Board and find that the Board is in compliance.
--- Carried by consensus
10.1.2 Board Policy II 012 Student Trustee Role Description
Trustee Doherty-Masters confirmed review of Board Policy II 012 Student Trustee Role Description and confirmed compliance. The Chair requested a mover and seconder to confirm compliance.

The policy does not require review at Governance as it was updated last year, however, the updated version must be posted to the WCDSB website. Recommendation from Student Trustees to change wording in item 11.

2024-62-- It was moved by Trustee Doherty-Masters and seconded by Trustee Guerin:
THAT the Board of Trustees reviewed Board Policy II 012 Student Trustee Role Description and find that the Board is in compliance.
--- Carried by consensus

10.1.3 Board Policy III 001 Global Governance-Management Connection
Chair Sikora confirmed review of Board Policy III 001 Global Governance-Management Connection and confirmed compliance. The Chair requested a mover and seconder to confirm compliance.

Requires review at governance to align it with the updated Education Act.

2024-63-- It was moved by Trustee Cuff and seconded by Trustee Weiler:
THAT the Board of Trustees reviewed Board Policy III 001 Global Governance-Management Connection on the Board 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 – 004 Treatment of Staff
Superintendent Pomfret presented on Monitoring Report IV – 004 Treatment of Staff and confirmed compliance. Chair Sikora requested a mover and seconder of the recommendation.

2024-64-- It was moved by Trustee Weiler and seconded by Trustee Francis:
That the Board accept this report as indicating compliance with Policy IV – 004 Treatment of Staff.
--- Carried by consensus

11.1.2 Monitoring Report IV – 009 Asset Protection
Superintendent Maharaj presented on Monitoring Report IV – 009 Asset Protection and confirmed compliance. Chair Sikora requested a mover and seconder of the recommendation.

2024-65-- It was moved by Trustee Guerin and seconded by Trustee Cuff:
That the Board approve this report as demonstrating the CEO's compliance with Policy IV – 009 Asset Protection for the 2023/2024 school year.
--- Carried by consensus

12 Potential Agenda Items

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

2024-66-- It was moved by Trustee Cuff and seconded by Trustee Stanley:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:30 p.m.

________________________________________________________________________
Chair of the Board                                             Secretary
Minutes

Special Board of Trustees’ Board Meeting

A public meeting of the Board of Trustees was held on Tuesday, June 18, 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, Renee Kraft, Marisa Phillips, Robert Sikora (Chair), Conrad Stanley, Tracey Weiler

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

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

**Special Resources For The Meeting:**

**Regrets:** Judy Merkel

**Recorder:**
Stephanie Medeiros, Executive Administrative Assistant

**NOTE ON VOTING:** Under Board by-law 4.7 all Board decisions made by consensus are deemed the equivalent of a unanimous vote. A consensus decision is therefore deemed to be a vote of 9-0. Under Board by-law 4.11 every Trustee “shall vote on all questions on which the Trustee is entitled to vote” and abstentions are not permitted.

**1. Call to Order:**
The Chair 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

2024-67-- It was moved by Trustee Stanley and seconded by Trustee Francis:
THAT the agenda for Tuesday, June 18, 2024, be now approved.
--- Carried by consensus

1.4 **Declaration of Pecuniary Interest**
1.4.1 From the current meeting – NIL

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

1.5 **Items for Action:**
Items for action arising from the Triple In Camera meeting of June 4, 2024 and the In Camera meeting of June 18, 2024 regarding HRS matters.

Chair Sikora requested a mover and seconder to approve the items for action of the Triple In Camera and In Camera...
It was moved by Trustee Phillips and seconded by Trustee Francis:
THAT the items for action arising from the Triple In Camera meeting of Tuesday, June 4, 2024 and the In Camera meeting of Tuesday, June 18, 2024 regarding HRS matters be now approved.
---Motion not passed

Trustee Weiler was not in consensus as there were no items for action, or approvals in the Triple In Camera meeting of Tuesday, June 4, 2024. Trustee Weiler was not comfortable approving the motion and suggested alternate wording.

Chair Sikora suggested to move the Triple In Camera meeting into the Consent Agenda: Board of Trustees as item 3.1 for information and to amend the motion to approve only the In Camera meeting of Tuesday, June 18, 2024. Trustee Phillips and Trustee Francis agreed to support the amended motion below.

It was moved by Trustee Phillips and seconded by Trustee Francis:
THAT the items for action arising from the In Camera meeting of Tuesday, June 18, 2024, regarding HRS matters be now approved.
---Carried by consensus

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

3. Consent Agenda: Board of Trustees (Minutes of meetings)
3.1 Triple In Camera meeting was held on Tuesday, June 4, 2024, regarding HRS matters.

4. Delegations

5. Advice from the CEO
5.1 Proposed 2024-2025 School Year Budget Presentation
Superintendent Maharaj presented a balanced 2024-2025 School Year Budget for Trustee approval on Tuesday, June 18, 2024. Laura Isaac, Senior Manager of Financial Services and Renee King, Manager of Budget and Financial Reporting presented various budget topics. All Superintendents presented on topics related to their individual portfolio. Trustees asked clarifying questions and provided comments. Questions from the Trustees will also be accepted by email to budget@wcdsb.ca.

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

7. Reports From Board Committees/Task Forces

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

9 Policy Discussion

10 Assurance of Successful Board Performance

11 Assurance of Successful Director of Education Performance

12 Potential Agenda Items

13 Announcements
13.1 Upcoming Meetings/Events
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

2024-70-- It was moved by Trustee Kraft and seconded by Trustee Stanley:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:56 p.m.
--- Carried by consensus

______________________________  ________________________________
Chair of the Board               Secretary
# SEAC Committee Meeting Minutes

| Date & Time: | April 3, 2024, at 6:00 p.m. |
| Location (Hybrid): | In-Person: St. Francis Room (2nd Floor), Catholic Education Centre Online: Via Teams [Click here to join the meeting](#) |
| Next Meeting: | May 15th or 22nd, 2024, @ 6:00 pm |
| Committee Members: | Kim Murphy, Amanda Hennig, Cindy Benedetti, Erin Sutherland, Daina Colbourne, Laura Shoemaker, Jeanne Gravelle, Monica Wenzlaff, Bob Sikora, Conrad Stanley |
| Administrative Officials: | Gerald Foran, Erin Lemak |

## 1. Opening Prayer
- Welcome

## 2. Approval of Agenda
- Motion by: Erin Sutherland
- Seconded: Jeanne Gravelle

## 3. Declared Pecuniary Interest
- N/A

## 4. Approval of the March 6th minutes:
- Motion by: Jeanne Gravelle
- Seconded: Erin Sutherland

## 5. School System Operational Business
### 5.1. Post Secondary Pathways Support: College and University
- Community Integration Through Co-operative Education (CICE) – Conestoga College
  - Presented by [Sarah Daly](mailto:sarah.daly@conestogacollege.ca), Program Learning Strategist, Community Integration Through Cooperative Education from Conestoga College
  - Program Overview
  - Admissions Criteria
  - Core Courses (2,3 core Courses each semester with other CICE Students)
  - Topics include communication, health & wellness, community resources, life skills
  - Area of Specialization Courses (modified credits – 1-2 courses, 5 areas of specialization each year)
  - Areas of Specialization
  - Filed Placements (1 day a week in Level 1 and 2 days a week in Levels 2-4)
  - Learning Strategists
  - Modifications – Tailored for each student based on student needs

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>Erin Lemak</td>
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<tr>
<td></td>
<td>CICE&amp; Accessible Learning WLU</td>
</tr>
</tbody>
</table>
- Schedules (14 hrs. of class time and 5 hrs. of support time, field placements)
- Applying for CEC – through Ontario Colleges application center

Q&A

Accessible Learning – Wilfred Laurier University (WLU)
Presented by Dr. Jeanette Parsons, Director, Accessible Learning and
Anahid Shirkhodae, Learning Strategist & Educational Supports Coordinator
- About 3000 students supported through the program.
- Purpose is to provide equitable access (e.g., time)
- Identities (students from different communities)
- Accommodations
- Accommodation Supports
- Learning Strategies
- Peer supports. – volunteers

- Registering with Accessible Learning:
  1. Complete registration and submit documentation.
  2. Meet with the Intake Coordinator and Accommodation Consultant
  3. Sign up for Golden Hawks Orientation to Accessible Learning – GOALS
- Link for parents of students with disabilities on the WLU website

Q&A

6. Ministry Updates (10 min)
6.1. Durham Catholic District School Board letter to the Minister

7. SEAC Committee Functions
7.1. PAAC on SEAC
7.2. April 23rd Presentation by Dr. Parekh and Michal Jacques: updates

8. Policy Advice to the Board
N/A

9. Updates

- WRFN- [UPDATES](#)

- WWDSS:
  - We were delighted to see so many schools and administrators participating in the World Down Syndrome Day on March 21. WWDSS sends a heartfelt thank you to all who shared photos proudly rocking their socks!
  - WWDSS is holding a Spring Mini Conference - Saturday May 4/24 from 9 am to 1 pm at RIM Park, Waterloo. See details below:
• 1st Session
  Young Advocate: Anthony Tamming

• 2nd Session: Positive Advocacy:
  Practical, proven, and positive strategies to work with Schools to support children with Down syndrome as well as other educational needs.
  Speaker: Ed Mahoney
  In this workshop Ed MAHONEY, special education teacher and advocate, will explore what you really need to know to work with educational staff to meet your child’s needs.
  Topics include:
  Special education legislation
  What really counts in the Individual Education Plan (IEP)
  The Identification, Placement And Review Committee (IPRC)
  Understanding the reality of Ontario schools
  Approaches to working with staff that really work
  Meetings
  The legal framework surrounding special education: The Special Education Tribunal & The Ontario Human Rights Commission
  If you have additional questions, you would like Ed to address, please email them to info@wwdss.ca by April 30, 2024.
  OR

• 2nd Session: Life After School: Collaborating and Brainstorming with other families
  This facilitated session for families of adults with Down syndrome will provide an opportunity to connect with and discuss topics of interest. Families will have an opportunity to ask questions, share their knowledge, and build connections with other families. If there are specific topics that you would like to be discussed, please email info@wwdss.ca and we will work to incorporate as many topics as possible.

➢ CADDAC - UPDATES

➢ TRUSTEE UPDATES
  • Chair Sikora updated SEAC on March events.

10. Pending Items
   N/A

11. Adjournment
   Motion by: Jeanne Gravelle
   Seconded: Erin Sutherland

12. Action Items Place Holder
   N/A
**SEAC Committee Meeting Minutes**

<table>
<thead>
<tr>
<th>Date &amp; Time:</th>
<th>May 28, 2024, at 6:00 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td>Online: Via Teams <a href="#">Join the meeting now</a></td>
</tr>
<tr>
<td>Next Meeting:</td>
<td>June 5, 2024, @ 6:00 pm</td>
</tr>
</tbody>
</table>

**Committee Members:** Kim Murphy, Amanda Hennig, Cindy Benedetti, Erin Sutherland, Daina Colbourne, Laura Shoemaker, Jeanne Gravelle, Monica Wenzlaff, Bob Sikora, Conrad Stanley

**Administrative Officials:** Gerald Foran, Erin Lemak

**Regrets:** Erin Sutherland

<table>
<thead>
<tr>
<th>1. Opening Prayer</th>
<th>Welcome</th>
<th>Erin Lemak</th>
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<thead>
<tr>
<th>2. Approval of Agenda</th>
<th>Motion by: Jeanne Gravelle</th>
<th>Seconded: Kim Murphy</th>
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</thead>
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<tr>
<th>3. Declared Pecuniary Interest</th>
<th>N/A</th>
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</thead>
</table>

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<tr>
<th>4. Approval of the April minutes:</th>
<th>Motion by: Daina Colbourne</th>
<th>Seconded: Jeanne Gravelle</th>
</tr>
</thead>
</table>

**School System Operational Business**

5.1. Update on Sacramental Kits
- Board representative met with Dufferin-Peel Catholic District School Board
- SEAC Committee to remain involved with the roll out of this program.
- SEC Members looking forward to working with the Board on this program.

5.2. PAAC on SEAC ([Module 3](#))

5.3. PAAC on SEAC Quiz
- Members completed the quiz.

5.4. Next Year’s Topics [https://forms.office.com/r/PEL8eGRX76](https://forms.office.com/r/PEL8eGRX76)
- Chairs and Erin to meet and create the plan for the next year based on the standing items and interest of the committee.

<table>
<thead>
<tr>
<th>6. Ministry Updates (10 min)</th>
<th>6.1 DDSB Letter to the Minister of Education</th>
<th>G. Foran</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>7. SEAC Committee Functions</th>
<th>7.1. Future Grant Use – Proposal</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
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<thead>
<tr>
<th>8. Policy Advice to the Board</th>
<th>N/A</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>9. Updates</th>
<th>TRUSTEE UPDATES:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chair Sikora updated SEAC on April events.</td>
</tr>
</tbody>
</table>


- **MEMBER AT LARGE:**
  - Laurier offered first ever session for perspective students to teach them how to apply for their adaptive program. Both parents and students were invited.

- **IDA ONTARIO**
  - [https://www.idaontario.com/](https://www.idaontario.com/)

- **CADDAC - ADHD**
  - Newsletter

- **AUTISM ONTARIO**
  - [2024 Summer Support Worker Reimbursement Fund Flyer](#)

- **WWDSS**
  - WWDSS will continue to offer programming during the summer. Check out the calendar for more info: [Waterloo Wellington Down Syndrome Society :: Events](#)

- **WRPS**
  - Special Olympics
  - Kadet Program
  - [Working with Neurodiverse Children and Youth: An Anti-Oppressive Approach Workshop (Remote)](#)

**10. Pending Items**

N/A

**11. Adjournment**

Motion by: Jeanne Gravelle
Seconded: Karen Applebee

**12. Action Items Place Holder**

N/A
Audit Committee Open Meeting

Date: April 10, 2024
Time: 6:00 p.m.
Location: CEC 109a – St. Mary’s Boardroom
Next Meeting: June 6, 2024

Attendees: Committee Members:
Marisa Phillips, David Guerin, Tracey Weiler
Community Members:
Jennifer Gruber, Zeynep Danis
Administrative Officials:
Tyrone Dowling, Shesh Maharaj, Laura Isaac, Shane Durham
Guests:
Andrea Eltherington (RIAM), Bob Sikora (ex officio)

Regrets:

1. Welcome and Opening Prayer
2. Territorial Acknowledgement

3. Approval of Agenda
   Motion: David Guerin
   Seconded: Tracey Weiler
   Carried by consensus

4. Declared Pecuniary Interest
   None

5. Approval of the Minutes
   • Meeting of January 31, 2024
     Motion: Tracy Weiler
     Seconded: David Guerin
     Carried by consensus

6. Discussion Items

6.1 Q2 Dashboard Report
   • Laura presented the 2nd Quarter financial results which showed a small surplus position

   Motion: That the 2nd Quarter dashboard report for the year ended August 31, 2024 be sent to the Board of Trustees for approval.
   Motion: Tracey Weiler
   Seconded: David Guerin
   Carried by consensus
6.2 Audit Committee Closed Session

Motion: That the Audit Committee move into Closed Audit Committee agenda at 6:32pm
Motion: Tracey Weiler
Seconded: David Guerin
Carried by consensus

5 Pending Items

6 Adjournment at 7:11pm
Motion: Tracey Weiler
Seconded: Zeynep Danis
Carried by consensus

Jennifer Gruber
# Catholic Parent Involvement Committee (CPIC) Minutes

**Date:** Wednesday, April 17, 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>
</tr>
</thead>
<tbody>
<tr>
<td>Judy Merkel</td>
<td>Superintendent of Learning</td>
<td>In-Person</td>
</tr>
<tr>
<td>Conrad Stanley</td>
<td>Trustee</td>
<td>In-Person</td>
</tr>
<tr>
<td>Marisa Phillips</td>
<td>Trustee</td>
<td>In-Person</td>
</tr>
<tr>
<td>Winston Francis</td>
<td>Trustee</td>
<td>In-Person</td>
</tr>
<tr>
<td>Andrew Gordon</td>
<td>Elementary Administrator</td>
<td>In-Person</td>
</tr>
<tr>
<td>Monica Carlin</td>
<td>Secondary Administrator</td>
<td>In-Person</td>
</tr>
<tr>
<td>John Murphy</td>
<td>Diocesan Representative</td>
<td>Regrets</td>
</tr>
<tr>
<td>Joy Stephen</td>
<td>Monsignor Doyle Family</td>
<td>In-Person</td>
</tr>
<tr>
<td>Chetna Tomar</td>
<td>Resurrection Family</td>
<td>Online</td>
</tr>
<tr>
<td>James Sebastian-Scott</td>
<td>St. Benedict Family (CPIC Chair)</td>
<td>Regrets</td>
</tr>
<tr>
<td>Craig LeBlanc</td>
<td>St. David Family</td>
<td>In-Person</td>
</tr>
<tr>
<td>Paul Marchwica</td>
<td>St. Mary’s Family</td>
<td>In-Person</td>
</tr>
<tr>
<td>Dave Perlaky</td>
<td>Secondary: Cambridge (Budget)</td>
<td>In-Person</td>
</tr>
<tr>
<td>Irene Vassalo</td>
<td>Secondary: Kitchener</td>
<td>In-Person</td>
</tr>
<tr>
<td>Janek Jagiellowicz</td>
<td>Secondary: Waterloo</td>
<td>Regrets</td>
</tr>
<tr>
<td>Cara Ferreira</td>
<td>Member-at-Large</td>
<td>Regrets</td>
</tr>
<tr>
<td>Tina Karwalajtys</td>
<td>Member-at-Large</td>
<td>Online</td>
</tr>
<tr>
<td>Brenda Tibingana-Ahimbisibwe</td>
<td>Member-at-Large</td>
<td>Absent</td>
</tr>
<tr>
<td>Abuobeida (Obaida) Mudawi</td>
<td>Member-at-Large</td>
<td>In-Person</td>
</tr>
<tr>
<td>Melissa Phillips</td>
<td>Member-at-Large</td>
<td>Absent</td>
</tr>
<tr>
<td>Jessey Fraga</td>
<td>Recorder</td>
<td>In-Person</td>
</tr>
</tbody>
</table>

**Action Items:** Noted in Green

<table>
<thead>
<tr>
<th>Item #</th>
<th>Topic</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome, Opening Prayer &amp; Territorial Acknowledgment, Call for Additional Agenda Items</td>
<td>Judy</td>
</tr>
</tbody>
</table>
| 2      | Approval of the April 17, 2024 Agenda  
Joy moved and Irene seconded approval of the Agenda. | Judy      |
| 3      | Approval of the Minutes of January 24, 2024  
Craig moved and Paul seconded approval of the Minutes. | Judy      |
4 **Re-Approval of the Minutes of December 13, 2023**
Irene moved and Paul seconded approval of the Minutes.  

5 **Superintendent Update:**
- Guardians of the Game webinar 265 people in attendance
- TCDSB shared resource on webinar presentations – Jessey to share out
- Invitations for school events
- Dwayne Morgan Spoken Word recent visits to schools
- Team David heading to Texas for robotics
- Waiting for Ministry announcement regarding GSN

6 **Trustee Update**

7 **Administrator Updates:**

**Secondary**
School Year
- Second semester is at mid-term
- Parent Teacher interviews were held just after Easter and were well attended
- Mid-term reports will be sent out at the end of April
- OSSLT was written last week

Teacher Professional Development
- April 8th PD Day - promoting Skilled Trades - Guest Speaker Jon Callegher
- Work in afternoon was dedicated to Program Areas transposing elements of our SIEP (School Improvement and Equity Plan) to SAP (School Achievement Plan) - which is standardized by Ministry of Education

Parental Engagement
- There was an opportunity for parents to join the “Watch Party”; school board was offering to fund refreshments - low uptake of the opportunity (Doyle specifically)
- Parent engagement through Family School Climate survey - number of parents who participated was quite low - less than 5% at secondary.
  - Recognizing that Parents/Guardians are an integral part of students' education, secondary schools continue to struggle to have parents engaged in the school.
  - CSAC number are low
- Catholic Education Week is at the end of May - schools will have individual activities planned that week; where appropriate, invitations will be extended to Trustees and parents
- Schools with Spring Theatrical productions, art nights, coffee houses, etc. will be happening in the next few weeks which will all be evening community events
- Convocation ceremony planning is well underway. Ceremonies will take place mid-June
### Elementary

- Report cards and Term 2 IEPS completed
- MDI Student survey was conducted, as well as one sent to Parents (Called the School Climate Survey)
- Preparations for EQAO have begun in earnest (PD made available, meetings at school, marker students identified, etc.)
- Testing conducted – with the CCAT for Grade 4 (to screen giftedness) and CAT-4 for Grade 7 (identify any persisting gaps in learning)
- Director and each Family of Schools’ SO made visits during this period to get sense of school climate, needs, and celebrations
- Grade 8 Transition Meetings to High School were held to ease students with needs transitioning smoother to secondary
- March 27 Immunization Suspension Day (lessons learned; there were clinics leading up to the day and much information distributed to forewarn parents)
- Lent and Easter events
- HNV Meetings to determine support needed in each school for students with special needs
- Catholic Education Week during the first two weeks of May
- Beacon of Hope awards for each school...during Catholic Education Week
- EQAO Testing will begin in most schools

**Discussion Items/Updates:**

a. **ProGrant Events:**
   i. EGaming 265 people – no speaker fee for presentation
   ii. Human Trafficking on April 30th – Jessey to send out flyer to CPIC
b. Coffee Chat – 5 people attended – double check if it was sent out March 27th
c. Next Coffee Chat is on May 22nd
d. Next CPIC Meeting is on May 29th – preplanning for next year
e. Consensus on general overview of budget was achieved
Date: June 24, 2024  
To: Board of Trustees  
From: Director of Education  
Subject: June 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:

In June, as the school year draws to a close, our focus has been on fostering self-directed learning. At each grade level, we’ve encouraged students to take responsibility for their own learning, tailoring this approach to their age and developmental stage. We kicked off the month with the Novena to the Sacred Heart of Jesus, emphasizing spiritual growth alongside academic progress. During the month our Catholic Graduate Expectation was A Self-directed, responsible, lifelong learner, and our Global Competency focused on Character. The Learning Skills were organization, responsibility and independent work. Alongside the Umbrella Skills of authenticity, autonomy, grit, growth mindset, resilience and compassion, alongside the Grandfather Teaching of humility, our students were tasked with putting all that they’ve learned with what they’ve learned about how to learn to work in a demonstration of how far they come over the duration of the 2023 – 2024 school year.

Awaken to Belong

Throughout June, our school communities have celebrated inclusivity and belonging. Pride season and National Indigenous Peoples Month have been acknowledged, promoting a sense of unity and acceptance. Notably, St. Gabriel CES commemorated its ten-year anniversary, and the return of in-person Special Olympics events brought joy to students, staff, and volunteers.

Ignite to Believe

June witnessed significant milestones. Grade 2 students celebrated their First Communion, while secondary students engaged in the Culture of Life event, focusing on healing and joy. Relay for Life events showcased student advocacy against cancer. Additionally, the Convocation of the Clergy reviewed the new Family Life Curriculum, fostering collaboration between educators and clergy. The Convocation was co-hosted by the Diocese of Hamilton and the Institute for Catholic Education, bringing all priests in the Diocese together to learn about the new program, Blessed and Beloved.

Strengthen to Become

Convocation ceremonies for secondary schools and Grade 8 graduation ceremonies provided a platform to honour our students’ accomplishments. These events allowed us to celebrate their commitment to the Catholic Graduate Expectations. It’s heartening to witness our students embodying these values as they transition to the next phase of their educational journey. Additionally, in June, WCDSB hosted its first-ever esports tournament—an innovative approach to student learning and participation.

Some of the regular meetings that were held in May have included:

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

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

- Participated in several conversations with the Chair of the Board
- Director’s visits at St. Benedict, St. David

- Monsignor Doyle Coop Job Fair
- Special Olympics Track and Field Meet
- CCFOWR Board of Director’s Meeting
- Secondary School Graduation Ceremonies
- Project Search Graduation
- Math Lead Update
- Esports Tour at Conestoga College
- Meeting with Sustainable Waterloo Region
- Audit Committee
- Ministry of Education Summit on Artificial Intelligence
- Convocation of the Clergy – Review of Blessed & Beloved
- Navy Co-op Graduation
- CEC Year End Mass.

**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.*
Governance Committee Meeting

Date: Monday, March 18, 2024
Time: 5:00 p.m.
Location: CEC
Next Meeting Date(s): Monday, May 6, 2024

Board of Trustees: Linda Cuff (Chair of Governance), Kathy Doherty-Masters, David Guerin, Robert Sikora

Regrets:

Administrative Officials: Tyrone Dowling

Call to Order: 5:03pm

1. Welcome, Territorial Acknowledgement & Opening Prayer

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

2. Approval of Agenda

Motioned: Guerin
Seconded: Sikora

3. Declared Pecuniary Interest

4. Approval of the Minutes

4.1 January 15, 2024 - Governance Minutes – Approved February 26, 2024, Board Meeting Review only.

5. Discussion Items

5.1 Bylaw – Articles to review:
- 1 Interpretation
- 2 Inaugural Meeting of the Board
- 3 Meetings
- 4 Board Meeting Process

5.2 Bylaw – Articles to review:
- 5 Delegations
- 6 Committees/Task Forces
- 7 Officers
- 8 Trustee Vacancy

5.3 Policy II 016 Trustee Meeting Attendance – Electronic & In Person
6. Pending Items

7. Recommendations to the Board

8. Adjournment
   Motioned: Doherty-Masters
   Seconded: Sikora
   Time Adjourned: 7:38 p.m.
Number: II 016
Subject: Trustee Meeting Attendance – Electronic & In-Person

Approval Date:

Effective Date:

Revised:

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

POLICY STATEMENT:
The Waterloo Catholic District School Board (the “Board”) recognizes the necessity of providing Trustees and Student Trustees with the ability to participate in all meetings arranged by the Board that require Trustee/Student Trustee membership (both In Camera and Open Sessions).

The purpose of this policy is to outline Trustee attendance requirements and a process that allows Trustee participation in meetings of the Board by electronic means in accordance with the requirements under the Education Act (Section 208.1) and Regulations (O. Reg. 463/97).

This policy applies to all meetings arranged by the Board that require Trustee/Student Trustee membership (both In Camera and Open Sessions).

REFERENCES:
• Education Act, Section 208.1
• Ontario Regulation 463/97

COMMENTS AND GUIDELINES:
The Board believes that:

Open, accessible public meetings where members of the public, community partners and stakeholders can see, hear or otherwise engage in-person with their representatives is a fundamental part of demonstrating transparency and accountability;

• Participation in meetings of the Board is best served in-person and all Trustees and/or Student Trustees will endeavour to be present in-person at meetings.

• Electronic means are intended to provide for more efficient use of time and productive use of resources in special circumstances where time and/or availability of Trustees and/or staff are affected by matters beyond their control.
• Electronic means which permit Trustees and/or Student Trustees to hear and be heard through auditory and/or visual means should be provided at meetings of the Board;

• Trustees and Student Trustees who participate in a meeting through electronic means shall be deemed to be present at said meeting subject to such conditions or limitations that may be provided for in the Act and/or Regulation and/or Board By-laws; and

• Electronic meetings of the Board or recognized committees defined in the approved Board By-laws (including Ad Hoc Committees) are recognized as being a legitimate means of the Board conducting its business.

1. Requirements

1.1 At the request of any Trustee or Student Trustee, the Board will provide the Trustee or Student Trustee with electronic means of participating in one or more meetings of the Board or a committee of the Board, including a committee of the whole Board, except where to do so would not comply with clauses 1.5.1 a) and 1.6.1 a).

1.2 Virtual meetings shall be conducted from the Catholic Education Centre unless otherwise determined by the meeting schedule

1.3 Notwithstanding the electronic means provided:
   a) the designated meeting location must be such that the public can attend the Open session, unless the meeting is closed to the public in accordance with the Act.
   b) meetings of the Board shall be conducted in accordance with the Board’s approved By-laws or, where not stated, Robert’s Rules of Order.
   c) meetings shall be provided in such a way to ensure compliance with the rules of governing Conflict of Interest of Trustees.

1.4 Attendance at Board or Committee of the Whole Board Meetings

1.4.1 In-Person
   a) At every meeting of the Board or of a Committee of the Whole Board, the following persons must physically present in the meeting room of the Board:
      i. The Chair of the Board or designate subject to section 6.5.2;
      ii. At least one additional member of the Board;
      iii. The Director of Education or designate.
   b) Notwithstanding clauses 1.5.1 a) and 1.5.2 a), the Chair of the Board or designate must be physically present for at least half of the meetings of the Board for any 12-month period beginning November 15, 2022.
   c) Each member of the Board shall be physically present in the meeting room of the Board for at least three regular meetings of the Board during each 12-month period beginning November 15, 2022.

1.5.2 Electronic Means
   a. The Chair of the Board or designate may participate in a meeting of the Board by electronic means if:
      i. the distance from the Chair’s or designates current residence to the meeting location is 200 kilometers or more;
      ii. weather conditions do not allow the Chair or designate to travel to the meeting location safely; or
      iii. the Chair or designate cannot be physically present at a meeting due to health-related issues.
   b. Section 1.5.1 does not apply if all schools of the board are closed pursuant to an order made by:
      i. the Minister under section 5(1) of the Education Act;
      ii. a medical officer of health or the Chief Medical Officer of Health under section 22 or 77.1 of the Health Protection and Promotion Act;
iii. the Lieutenant Governor in Council under paragraph 5 of subsection 7.0.2(4) of the Emergency Management and Civil Protection Act; or
iv. the Lieutenant Governor in Council under clause 4(1)(a) of the Reopening Ontario (A Flexible Response to COVID-19) Act, 2020. O. Reg. 42/20, s.1; O. Reg. 632/20, s.4(1); O. Reg. 416/21, s.3(1).

b. It is incumbent upon the Trustee and/or staff member to ensure participation in electronic meetings that are In Camera and conducted in a manner and location that uphold the confidentiality of the In Camera component.

c. Student Trustees who are participating through electronic means shall not participate in any proceedings that are not open to the public.

1.5 Attendance at Committee of the Board Meetings

1.6.1 In-Person

a. At every meeting of a committee of the Board, except a Committee of the Whole Board, the following persons must be physically present in the meeting room of the committee:
   
   i. The Chair of the committee or designate subject to section 6.6.2;
   
   ii. If the Chair of the committee or designate participates in a meeting by electronic means pursuant to section 1.6.2, at least one additional member of the committee;
   
   iii. The Director of Education or designate.

1.6.2 Electronic Means

a. The Chair of a committee of the Board or designate may participate in a meeting of a committee of the Board by electronic means if:
   
   i. the distance from the Chair’s or designates current residence to the meeting location is 200 kilometres or more;
   
   ii. weather conditions do not allow the Chair or designate to travel to the meeting location safely; or
   
   iii. the Chair or designate cannot be physically present at a meeting due to health-related issues.

b. Section 1.6.1 does not apply if all schools of the board are closed for a total of two or more months during that period pursuant to an order made by:
   
   i. the Minister under section 5(1) of the Education Act;
   
   ii. a medical officer of health or the Chief Medical Officer of Health under section 22 or 77.1 of the Health Protection and Promotion Act;
   
   iii. the Lieutenant Governor in Council under paragraph 5 of subsection 7.0.2(4) of the Emergency Management and Civil Protection Act; or
   
   iv. the Lieutenant Governor in Council under clause 4(1)(a) of the Reopening Ontario (A Flexible Response to COVID-19) Act, 2020. O. Reg. 42/20, s.1; O. Reg. 632/20, s.4(1); O. Reg. 416/21, s.3(1).

1.7 Security Measures

1.7.1 All Trustees and staff participating must make every effort to ensure that privacy can be maintained during In Camera sessions. Consideration must be given to location, proximity to others, and digital technologies that could compromise privacy.

1.7.2 All Trustees will use the appropriate conference ID or meeting link through their Board account to access all Board and committee meetings.
## Governance Committee Meeting

<table>
<thead>
<tr>
<th>Date:</th>
<th>Tuesday, May 21, 2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time:</td>
<td>5:00 p.m.</td>
</tr>
<tr>
<td>Location:</td>
<td>CEC</td>
</tr>
<tr>
<td>Next Meeting Date(s):</td>
<td>October 2024</td>
</tr>
</tbody>
</table>

**Board of Trustees:** Linda Cuff (Chair of Governance), Kathy Doherty-Masters, David Guerin, Robert Sikora

**Regrets:**

**Administrative Officials:** Tyrone Dowling

---

**Call to Order:** 5:02 pm

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

2. **Approval of Agenda**
   
   **Motioned:** Sikora
   
   **Seconded:** Guerin - Consensus

3. **Declared Pecuniary Interest**

4. **Approval of the Minutes**

4.1 **March 18, 2024 - Governance Minutes – for approval**
   
   **Motioned:** Doherty-Masters
   
   **Seconded:** Guerin
   
   --Consensus

5. **Discussion Items**

5.1 **Bylaw – Articles to review:**
   
   - 9 Execution of Documents
   - 10 Development of and Changes to Board Policy
   - 11 Amendments to By-laws

   Motion: That WCDSB General Board Operational and Procedural By-law be brought to the CoW meeting on September 9th for review.
   
   **Motioned:** Guerin
   
   **Seconded:** Sikora
   
   Consensus
5.2 Bylaw - suggested edits

5.3 II 016 Electronic Meetings
Motion: That Policy II 016 be brought to the CoW meeting on September 9th for review.
Motioned: Sikora
Seconded: Guerin
Consensus

5.4 II 014 Trustee Expenses
Motion: That Policy II 014, with suggested edits, be brought to the Board meeting on June 24 for approval.
Motioned: Guerin
Seconded: Sikora
Consensus

6. Pending Items

7. Recommendations to the Board

8. Adjournment

Motioned: Sikora
Seconded: Guerin
Consensus

Time Adjourned: 7:54 pm
POLICY STATEMENT:

The Waterloo Catholic District School Board is committed to an organizational culture that operates with integrity and promotes responsibility, excellence and accountability with respect to decisions and practices. The Board recognizes the need to reimburse Trustees for expenses reasonably incurred in carrying out their role as Trustee. Therefore, it is a policy of the Waterloo Catholic District School Board that Trustees shall be reimbursed for travel and out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a Trustee.

References:

- The Education Act and Regulations
- The Income Tax Act
- Report of the Auditor, December 2005
- MOE Trustee Expense Guideline, July 2009
- WCDSB Professional Standards of Ethics
- Broader Public Sector Expenses Directive

COMMENTS AND GUIDELINES

Travel

1. The Board will reimburse trustees for automobile travel at the current mileage rate prescribed by Canada Revenue Agency.

2. Trustees will be reimbursed for travel for business to/from their home.
3. Trustees will be reimbursed based on the standard travel distance, where applicable or for actual mileage travelled.

**Convention and Conference Expenses**

4. The Board will pay for expenses incurred by a trustees who attend approved conference in the following manner:
   
   a) When accommodation is required, the traveller should stay at the host hotel in the standard room offered to attendees. Reasonable hotel expenses eligible for reimbursement include telephone, internet, and standard parking charges. Expenses of personal nature such as hotel movies, mini bars, and valet parking (where a self-serve option is available) are not eligible for reimbursement.
   
   b) Where possible, registrations, including the payment of any fees, will be processed by support staff prior to the conference.
   
   c) Travel expense is defined as the most practical mode of transportation to suit to the occasion at standard pricing. The reimbursable cost of air travel shall be up to Economy Air Fare or equivalent.
   
   d) Personal expenses incurred on Board purchasing cards or submitted as part of an expense reimbursement request must be reimbursed.

5. The Chair has the right to approve conference attendance and number of persons at any conference, etc. to ensure the Board operates within budget allowances.

**Meals**

6. Meals will be reimbursed at actual cost up to a maximum of $75.00 (CDN) per day including taxes, gratuities and other reasonable sundry expenses while at conferences, conventions, or other Board related business. The lesser of the actual cost or the maximum will be reimbursed. Gratuities will be capped at 15% and the employee will be responsible for anything above the maximum.

7. All meals must be accompanied by an original, separate, and itemized receipt including written on the back – the names of the people at the meal and the business reason for the meal (i.e. attending conference). Meals appearing on a Trustee’s hotel bill must be accompanied by an itemized receipt.

**Gifts and Donations**

8. Gifts to any groups or individuals will not be reimbursed unless approved in advance by Board of Trustees.

9. Donations may be made on behalf of the Board of Trustees if approved by the Board in advance. Supporting a fundraiser or event for a specific political party is not eligible for reimbursement.

**Advertising and Communications**

10. Trustees will not be reimbursed for expenses related to political advocacy. Only Board approved advertising and communication will be reimbursed.
Office Supplies

11. The Board does not reimburse Trustees for home office equipment. The Board will reimburse Trustees for printer paper and toner. Any other purchases require special approval from the Board.

12. All equipment provided to trustees must be returned to the Board, and all expenses will cease to be covered upon the Trustee’s end of term or date of resignation.

Alcohol

13. Alcohol will not be reimbursed under any circumstance. Alcoholic beverages appearing on meal receipts will not be reimbursed.

Other Considerations

14. The Board recognizes that certain expenses (such as those incurred for professional development and conferences) may create a financial burden for elected Trustees or Student Trustees. As such these costs will be expensed through the Chair of the Board of Trustees or the Executive Administrative Assistant of the Board of Trustees purchase card.

Other Expenses

15. Any other extraordinary or unusual expenses that a trustee feels should be paid by the Board must be submitted to the Chair of the Board for approval with a written explanation and request for payment. The Chair of the Board may approve or disapprove of payment.

16. The Chair of the Board will be issued a Board Purchase Card with a limit of $1,000. This is in recognition of the extraordinary expenses incurred in this role. The Purchase Card must be used for board expenses as noted above. When purchases made on the Purchasing Card are reconciled, the Chair must submit original receipts as per the normal Purchasing Card expenditure process outlined on Staffnet.

Approval of Expenses

17. An expense voucher reimbursement request may be submitted at the end of each month for payment but must be submitted at least quarterly listing dates, location and reasons for the claim.

18. All expenses must be accompanied by original receipts and the original bill/invoice providing the details of the expense.

19. At year end, all expenses must be approved and submitted to accounting for reimbursement prior to the second Friday in September. Claims filed after that date will be denied.

20. All trustee expense claims must be approved by the Chair.

21. The expense claims of the Chair must be approved by the Superintendent of Business and Treasurer, Executive Superintendent of Corporate Services.

22. On an annual basis, the Internal Audit Officer will review and make available a summary report on all Trustees and their compliance with this policy.
Where an expense claim is denied

23. When a Trustee’s expense claim has been denied, the Trustee will be informed of the reason in writing. If the Chair of the Board denies the claim, the Chair will inform the Trustee. If the Superintendent of Business and Treasurer Executive Superintendent of Corporate Services denies the claim, the Executive Superintendent of Corporate Services will inform the Trustee outlining the reason(s) for the denial.

If the Trustee disagrees with the denial, the Trustee may bring the matter to the next regular meeting of the Audit Committee for a recommendation. In making their decision, the Audit Committee will determine whether or not the denial is consistent with the terms of the Board Policy. If a satisfactory resolution is not reached then the affected party shall contest the decision during a public meeting of the Board of Trustees.
Date: June 24, 2024
To: Board of Trustees
From: Director of Education
Subject: Interim Financial Report - #3 of 3

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-Board Policy IV 008 “Financial Conditions and Activities”
☐ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)
Interim financial reports are presented to the Board to assist Trustees in their monitoring of the financial well-being of the school board. Interim reports are presented to the Board of Trustees three times per school year (January, March, and June). Reports are reviewed by the Audit Committee prior to being sent to the Board of Trustees.

Policy Statement and/or Education Act/other Legislation citation:
Executive Limitation IV008: Financial Conditions and Activities:

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

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:
Attached to this report are the following:

1. Dashboard Report
2. Expenditure Summary
3. Revenue Summary

These reports contain forecasts which are based on financial data up to and including May 31, 2024, the end of the third fiscal quarter of the year. Notes, where appropriate, have been included to provide the reader with contextual or explanatory information.

Since the last financial report, there have been no changes to management’s assumptions or forecasting methodologies that would have a material impact on the Board’s financial position.

- Enrolment has been increased by marginally over revised estimates. As schools continue to clean up and sign off on their March 31st data, a conservative approach to enrolment reporting has been taken.

- Staff are taking an increased number of sick days, which, in combination with a provincial shortage of teachers has resulted in short-term sick leave costs trending well beyond expectations (75% / 3.5M over budget). This is an unfunded pressure for which there is no obvious local solution.

- The province has negotiated a settlement with employee groups in relation to Bill 124 “Protecting a Sustainable Public Sector for Future Generations Act, 2019”. Remedy payments are being processed for employees based on these agreements. Matching estimates of revenues and expenditures ($14.3M) have been incorporated into this forecast. The province is unable to provide confirmation of the revenues to be transferred to school boards to support these payments. The province has messaged that funding will be provided based on staffing benchmarks in the funding formula. The province has also messaged that some boards will be winners and some boards will be losers, based on how they have chosen to staff schools. It is important that Trustees be aware of the budget risk associated with Bill 124 payments.

- Employee groups continue to negotiate with the province for annual increments associated with new agreements ending August 31, 2026. A recent arbitration decision affecting OSSTF teachers will provide them with increases of 2022-23 – 3%, 2023-24 – 3%, 2024-25 – 2.75%, and 2025-26 – 2.5%. Assuming our employee groups reach agreements for the same amounts, and depending on timing, retroactive payments or provisions for retroactive payments may be shown in the year end results / Q4 financial report. Given the province’s approach to funding Bill 124 payments, it is important to note that this may be an additional pressure to budget.

- Management will continue to monitor perennial areas of risk – utilities and staffing costs for high needs students.

Lawsuits, grievances, and other claims, if any, have been disclosed in private to the Audit Committee. Provisions for these claims, if any, have been included in the expenses shown in the quarterly report, or set up as a contingent liability on the Statement of Financial Position.

Management’s risk assessment related to the Board’s financial well-being for the 2023-24 school year is MODERATE. This is an increase over the Q2 financial report and is directly related to remedy payments for Bill 124 and upcoming agreements with employee groups for annual increments.

There have been no significant deviations from the budget priorities set in June 2023 and revised in December 2023.
Recommendation:
That the Board of Trustees receive this interim financial report as information on the financial well-being of the Board as at May 31, 2024.

Prepared/Reviewed By:  
Tyrone Dowling  
Director of Education

Laura Isaac  
Senior Manager, Financial Services

Renee King  
Manager of Budget

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.”*
## Summary of Financial Results

<table>
<thead>
<tr>
<th></th>
<th>Budget 2023-24</th>
<th>Revised Estimate 2024</th>
<th>Forecast 2024</th>
<th>In-Year Change</th>
</tr>
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<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provincial Grants (GSN)</td>
<td>308,881,979</td>
<td>313,326,037</td>
<td>328,668,005</td>
<td>19,786,026</td>
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<tr>
<td>Grants for Capital Purposes</td>
<td>3,041,006</td>
<td>3,706,430</td>
<td>3,706,430</td>
<td>(332,676)</td>
</tr>
<tr>
<td>Other Grants</td>
<td>7,311,664</td>
<td>7,744,726</td>
<td>7,843,662</td>
<td>533,998</td>
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<tr>
<td>Other Revenues</td>
<td>17,331,092</td>
<td>20,243,741</td>
<td>19,929,767</td>
<td>2,608,673</td>
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<tr>
<td>Amortization of DCC</td>
<td>20,883,836</td>
<td>23,801,699</td>
<td>23,801,699</td>
<td>2,915,863</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>360,351,577</td>
<td>370,824,633</td>
<td>385,963,563</td>
<td>23,611,986</td>
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<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Classroom</td>
<td>248,790,140</td>
<td>253,799,282</td>
<td>267,223,924</td>
<td>18,433,748</td>
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<tr>
<td>Non-Classroom</td>
<td>51,049,932</td>
<td>51,708,247</td>
<td>52,840,055</td>
<td>1,341,712</td>
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<td>Transportation</td>
<td>9,506,825</td>
<td>9,860,919</td>
<td>9,963,988</td>
<td>493,070</td>
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<tr>
<td>Pupil Accommodation</td>
<td>29,102,412</td>
<td>30,538,331</td>
<td>31,052,133</td>
<td>513,802</td>
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<tr>
<td>Capital and In-Kind Expenditures</td>
<td>2,915,862</td>
<td>3,052,313</td>
<td>3,052,313</td>
<td>136,451</td>
</tr>
<tr>
<td>Amortization/Write downs</td>
<td>23,801,699</td>
<td>23,801,699</td>
<td>23,801,699</td>
<td>2,915,863</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>328,668,005</td>
<td>343,824,633</td>
<td>355,963,563</td>
<td>12,316,094</td>
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<tr>
<td><strong>Balance before Accum Surplus</strong></td>
<td>(1,000,000)</td>
<td>(897,649)</td>
<td>(775,140)</td>
<td>224,860</td>
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<tr>
<td>Accumulated surplus</td>
<td>(10,000,000)</td>
<td>681,720</td>
<td>681,720</td>
<td>(318,280)</td>
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<tr>
<td>Surplus/Deficit - end of year</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Other Support Staff</strong></td>
<td>2,922</td>
<td>2,976</td>
<td>2,937</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Board</strong></td>
<td>343,824,633</td>
<td>355,963,563</td>
<td>368,730,703</td>
<td>12,907,136</td>
</tr>
</tbody>
</table>

### Changes in Revenue over Estimates Budget

- **GSN**: Increase due to enrolment increases and Bill 124 settlement.
- **Other Grants**: Increase due to targeted grants provided over budget presented.
- **Other Revenues**: Increase due to higher participation in both International and Extended Day programs, interest earned and miscellaneous revenues.
- **Accumulated surplus**: Draw on surplus anticipated to support implementation of MYESP and use of support for student funds. MYESP reserve reflects amended.

### Changes in Expenses over Estimates Budget

- **Classroom**: Increase due to enrolment, Bill 124 settlement, additional targeted grants announced, sick leaves, missed planning time, and programming supports.
- **Non-Classroom**: Increase due to enrolment, Bill 124 settlement.
- **Pupil Accommodation**: Increase due to enrolment, Bill 124 settlement, utilities and portable leading/movement costs.

### Summary of Enrolment

#### ADE

<table>
<thead>
<tr>
<th></th>
<th>Budget 2023-24</th>
<th>Revised Estimate 2024</th>
<th>Forecast 2024</th>
<th>In-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pupils of the Board</strong></td>
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<tr>
<td>JK-3</td>
<td>8,892</td>
<td>9,293</td>
<td>9,317</td>
<td>335</td>
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<tr>
<td>4-8</td>
<td>9,322</td>
<td>9,486</td>
<td>9,512</td>
<td>192</td>
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<tr>
<td>9-12</td>
<td>7,552</td>
<td>7,603</td>
<td>7,603</td>
<td>51</td>
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<tr>
<td><strong>Total Pupils of the Board</strong></td>
<td>25,854</td>
<td>26,382</td>
<td>26,432</td>
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</tr>
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</table>

#### International Students

<table>
<thead>
<tr>
<th></th>
<th>Budget 2023-24</th>
<th>Revised Estimate 2024</th>
<th>Forecast 2024</th>
<th>In-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JK-3</td>
<td></td>
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<td>4-8</td>
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<tr>
<td>9-12</td>
<td></td>
<td></td>
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<tr>
<td><strong>Secondary</strong></td>
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<tr>
<td>JK-3</td>
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<td>4-8</td>
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<tr>
<td>9-12</td>
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<tr>
<td><strong>Total International Students</strong></td>
<td>308</td>
<td>319</td>
<td>319</td>
<td>11</td>
</tr>
</tbody>
</table>

#### JK-3

- Increase due to enrolment reported at October 31, 2023 and projected enrolment as of March 31, 2024.

#### 4-8

- Increase due to enrolment, Bill 124 settlement, additional targeted grants announced, sick leaves, missed planning time, and programming supports.

#### 9-12

- Increase due to enrolment, Bill 124 settlement, additional targeted grants announced, sick leaves, missed planning time, and programming supports.

### Summary of Staffing

#### FTE

<table>
<thead>
<tr>
<th></th>
<th>Budget 2023-24</th>
<th>Revised Estimate 2024</th>
<th>Forecast 2024</th>
<th>In-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>1,584</td>
<td>1,609</td>
<td>1,609</td>
<td>2</td>
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<tr>
<td>Child &amp; Youth Care Workers (CYCWs)</td>
<td>58</td>
<td>61</td>
<td>61</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Other Support Staff

- **School Administration**: 176 | 176 | 176 | - | 0% |
- **Library & Guidance**: 67 | 69 | 69 | 2 | 3% |

### Changes in Staffing: Budget vs. Forecast

#### Classroom Teachers

- Increase due to enrolment.
- Increase to support student needs.

#### Classroom Support - CYCWs

- Increase due to needs identified.

### Classroom Support Staff - DECEs

- Increase due to participation in the Extended Day program.

### Facility Services

- Increase due to unfilled custodial positions.

### Changes in Enrolment: Budget vs. Forecast

#### ADE

<table>
<thead>
<tr>
<th></th>
<th>Budget 2023-24</th>
<th>Revised Estimate 2024</th>
<th>Forecast 2024</th>
<th>In-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>JK-3</td>
<td>8,892</td>
<td>9,293</td>
<td>9,317</td>
<td>335</td>
</tr>
<tr>
<td>4-8</td>
<td>9,322</td>
<td>9,486</td>
<td>9,512</td>
<td>192</td>
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<tr>
<td>9-12</td>
<td>7,552</td>
<td>7,603</td>
<td>7,603</td>
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<td><strong>Total Classrooms</strong></td>
<td>25,854</td>
<td>26,382</td>
<td>26,432</td>
<td>589</td>
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#### International Students

<table>
<thead>
<tr>
<th></th>
<th>Budget 2023-24</th>
<th>Revised Estimate 2024</th>
<th>Forecast 2024</th>
<th>In-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>JK-3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JK-3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-12</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Total International Students</strong></td>
<td>308</td>
<td>319</td>
<td>319</td>
<td>11</td>
</tr>
</tbody>
</table>

### Changes in Staffing: Budget vs. Forecast

#### Classroom Teachers

- Increase due to enrolment.
- Increase to support student needs.

#### Classroom Support Staff - DECEs

- Increase due to participation in the Extended Day program.

### Facility Services

- Increase due to unfilled custodial positions.
<table>
<thead>
<tr>
<th>Budget Assessment</th>
<th>2023-2024</th>
<th>Change</th>
<th>Material Variance Note</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Budget</td>
<td>Revised Budget</td>
<td>Forecast</td>
</tr>
<tr>
<td>Grant Revenues</td>
<td></td>
<td></td>
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<tr>
<td>Pupil Foundation</td>
<td>149,272,717</td>
<td>152,037,603</td>
<td>152,536,527</td>
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<tr>
<td>School Foundation</td>
<td>19,963,491</td>
<td>19,930,663</td>
<td>19,930,663</td>
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<td>Special Education</td>
<td>39,427,277</td>
<td>40,009,384</td>
<td>40,038,966</td>
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<td>10,462,088</td>
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<td>Learning Opportunities</td>
<td>7,458,663</td>
<td>7,436,655</td>
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<td>Adult Education, Continuing Education</td>
<td>3,164,158</td>
<td>3,492,869</td>
<td>3,710,259</td>
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<td>Teacher and DECE Q&amp;E</td>
<td>31,256,996</td>
<td>28,442,075</td>
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<td>Transportation</td>
<td>9,201,054</td>
<td>9,268,789</td>
<td>9,268,789</td>
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<tr>
<td>Administration and Governance</td>
<td>8,421,659</td>
<td>8,519,634</td>
<td>8,519,634</td>
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<tr>
<td>School Operations</td>
<td>27,233,512</td>
<td>27,850,212</td>
<td>27,850,212</td>
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<tr>
<td>Community Use of Schools Grant</td>
<td>335,238</td>
<td>335,238</td>
<td>335,238</td>
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<tr>
<td>Indigenous Education</td>
<td>1,425,241</td>
<td>1,544,690</td>
<td>1,544,690</td>
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<td>Mental Health and Well-Being Grant</td>
<td>1,448,173</td>
<td>1,464,516</td>
<td>1,464,516</td>
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<tr>
<td>New Teacher Induction program</td>
<td>199,332</td>
<td>240,465</td>
<td>240,465</td>
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<tr>
<td>Rural and Northern Education Fund</td>
<td>94,405</td>
<td>93,951</td>
<td>93,951</td>
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<td>Permanent Financing - NFF</td>
<td>397,975</td>
<td>397,975</td>
<td>397,975</td>
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<tr>
<td>Bill 124 Remedy</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Regular Operating On-going Grants</td>
<td>308,881,979</td>
<td>313,326,037</td>
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<tr>
<td>Grants for Capital Purposes</td>
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<tr>
<td>School Renewal</td>
<td>366,582</td>
<td>439,825</td>
<td>439,825</td>
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<tr>
<td>Temporary Accommodation</td>
<td>3,563,571</td>
<td>3,563,571</td>
<td>3,563,571</td>
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<tr>
<td>Short-term Interest</td>
<td>468,320</td>
<td>1,625,051</td>
<td>1,625,051</td>
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<td>Debt Funding for Capital</td>
<td>1,542,533</td>
<td>1,542,533</td>
<td>1,542,533</td>
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<tr>
<td>Total Capital Grants</td>
<td>5,941,006</td>
<td>5,708,430</td>
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<tr>
<td>Other Grants</td>
<td></td>
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<tr>
<td>Continuing Education</td>
<td>2,044,598</td>
<td>2,113,208</td>
<td>2,113,208</td>
</tr>
<tr>
<td>Ontario Youth Apprenticeship Program</td>
<td>273,332</td>
<td>280,239</td>
<td>280,239</td>
</tr>
<tr>
<td>Partnership and Priorities Fund (PPF)</td>
<td>4,906,300</td>
<td>5,280,215</td>
<td>5,280,215</td>
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<tr>
<td>In-Kind Grant</td>
<td>67,527</td>
<td>65,000</td>
<td>65,000</td>
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<tr>
<td>Total Other Grants</td>
<td>7,311,664</td>
<td>7,436,655</td>
<td>7,436,655</td>
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<tr>
<td>Other Revenues</td>
<td></td>
<td></td>
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<tr>
<td>Continuing Education Fees</td>
<td>3,328,783</td>
<td>3,418,783</td>
<td>3,418,783</td>
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<tr>
<td>Rentals</td>
<td>762,709</td>
<td>793,704</td>
<td>818,479</td>
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<tr>
<td>Interest</td>
<td>430,000</td>
<td>993,000</td>
<td>1,258,179</td>
</tr>
<tr>
<td>Extended Day Fees</td>
<td>4,580,535</td>
<td>5,697,465</td>
<td>5,697,465</td>
</tr>
<tr>
<td>International Tuition and Fees</td>
<td>7,204,400</td>
<td>7,402,750</td>
<td>7,402,750</td>
</tr>
<tr>
<td>Other</td>
<td>1,024,665</td>
<td>1,938,039</td>
<td>1,938,039</td>
</tr>
<tr>
<td>Total Other Revenue</td>
<td>17,331,092</td>
<td>20,243,741</td>
<td>19,939,767</td>
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<tr>
<td>Deferred Revenues</td>
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<tr>
<td>Amortization of DCC</td>
<td>20,885,836</td>
<td>23,801,699</td>
<td>23,801,699</td>
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<tr>
<td>Net Deferred Revenue</td>
<td>20,885,836</td>
<td>23,801,699</td>
<td>23,801,699</td>
</tr>
<tr>
<td>Total Revenue and Grants</td>
<td>360,351,577</td>
<td>370,824,633</td>
<td>385,963,563</td>
</tr>
</tbody>
</table>

Explanations of Material Grant Variances

a. Increase due to enrolment.
b. Increase due to immigration to the Region and enrolment.
c. Increase due to enrolment for day school, summer school and international language elementary program.
d. Decrease due to lower teacher experience.
e. Increase due to a greater number of new teachers hired than anticipated.
f. Increase due to Bill 124 labour enhancement.
g. Decrease due to timing of capital projects and reduction of long term debt.
h. Increase due to Community Use of Schools rentals.
i. Increase due to trending of cash on hand.
j. Increase due to participation in the program and subsidies received from the Region of Waterloo to support licencing.
k. Decrease due to short-term international student group cancellation.
l. Increase due to miscellaneous revenues such as rebates and refunds.
m. Increase due to immigration to the Region and enrolment.

Note:
1. Budget is the 2023 - 2024 Estimates Budget as approved by the Board of Trustees in June 2023.
## Budget Assessment 2023-2024

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Revised Budget</th>
<th>Forecast</th>
<th>$ Increase (Decrease) over Budget</th>
<th>% Increase (Decrease)</th>
<th>Material Variance</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OPERATING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Supply Teachers</td>
<td>4,679,458</td>
<td>6,074,615</td>
<td>8,182,333</td>
<td>3,502,875</td>
<td>74.9%</td>
<td>a.</td>
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<tr>
<td>Educational Assistants</td>
<td>20,240,104</td>
<td>20,768,636</td>
<td>21,929,586</td>
<td>1,689,482</td>
<td>8.3%</td>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>Designated Early Childhood Educators</td>
<td>11,435,604</td>
<td>11,877,549</td>
<td>12,366,839</td>
<td>931,235</td>
<td>8.1%</td>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>Classroom Computers</td>
<td>4,327,423</td>
<td>3,820,593</td>
<td>3,888,507</td>
<td>(438,916)</td>
<td>(10.1%)</td>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>Textbooks and Supplies</td>
<td>6,510,624</td>
<td>8,434,942</td>
<td>8,383,346</td>
<td>1,872,722</td>
<td>28.8%</td>
<td>c.</td>
<td></td>
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<tr>
<td>Professionals and Paraprofessionals</td>
<td>16,086,665</td>
<td>16,568,133</td>
<td>17,903,192</td>
<td>1,816,527</td>
<td>11.3%</td>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>Library and Guidance</td>
<td>5,958,136</td>
<td>6,046,125</td>
<td>6,363,852</td>
<td>405,716</td>
<td>6.8%</td>
<td>a.</td>
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<tr>
<td>Staff Development</td>
<td>889,210</td>
<td>996,583</td>
<td>1,152,557</td>
<td>263,347</td>
<td>29.6%</td>
<td>d.</td>
<td></td>
</tr>
<tr>
<td>Department Heads</td>
<td>503,689</td>
<td>503,736</td>
<td>522,313</td>
<td>18,624</td>
<td>3.7%</td>
<td>d.</td>
<td></td>
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<tr>
<td>Total Classroom</td>
<td>248,790,140</td>
<td>253,799,282</td>
<td>267,223,924</td>
<td>18,433,784</td>
<td>7.4%</td>
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<tr>
<td>Non-Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal and Vice-Principals</td>
<td>10,987,814</td>
<td>11,258,957</td>
<td>11,179,307</td>
<td>191,493</td>
<td>1.7%</td>
<td>a.</td>
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<tr>
<td>School Office</td>
<td>7,287,739</td>
<td>7,283,454</td>
<td>7,521,547</td>
<td>233,088</td>
<td>3.2%</td>
<td>a.</td>
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<tr>
<td>Co-ordinators and Consultants</td>
<td>9,711,353</td>
<td>9,633,170</td>
<td>9,497,306</td>
<td>(214,047)</td>
<td>(2.2%)</td>
<td>b.</td>
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</tr>
<tr>
<td>Continuing Education</td>
<td>10,912,789</td>
<td>11,146,787</td>
<td>11,406,809</td>
<td>494,020</td>
<td>4.5%</td>
<td>b.</td>
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<tr>
<td>Total Non-Classroom</td>
<td>38,899,695</td>
<td>39,322,368</td>
<td>39,604,969</td>
<td>705,274</td>
<td>1.8%</td>
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<tr>
<td>Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trustees</td>
<td>335,568</td>
<td>346,377</td>
<td>340,695</td>
<td>5,127</td>
<td>1.5%</td>
<td>e.</td>
<td></td>
</tr>
<tr>
<td>Director and Supervisory Officers</td>
<td>1,671,449</td>
<td>1,636,618</td>
<td>1,817,800</td>
<td>146,381</td>
<td>8.8%</td>
<td>e.</td>
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<tr>
<td>Board Administration</td>
<td>10,143,220</td>
<td>10,402,884</td>
<td>10,920,591</td>
<td>777,371</td>
<td>7.2%</td>
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<tr>
<td>Total Administration</td>
<td>12,150,237</td>
<td>12,385,879</td>
<td>13,079,086</td>
<td>928,849</td>
<td>7.6%</td>
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<tr>
<td>Transportation</td>
<td>9,506,825</td>
<td>9,860,819</td>
<td>9,962,988</td>
<td>456,163</td>
<td>4.8%</td>
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<tr>
<td>Pupil Accommodation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>School Operations and Maintenance</td>
<td>28,735,828</td>
<td>30,040,470</td>
<td>30,612,308</td>
<td>1,875,745</td>
<td>6.5%</td>
<td>f.</td>
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<tr>
<td>School Renewal</td>
<td>366,584</td>
<td>497,861</td>
<td>439,825</td>
<td>73,241</td>
<td>20.0%</td>
<td>g.</td>
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<tr>
<td>In-Kind Donation</td>
<td>67,527</td>
<td>65,000</td>
<td>65,000</td>
<td>(2,527)</td>
<td>(3.7%)</td>
<td>g.</td>
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<tr>
<td>Other Pupil Accommodation</td>
<td>1,944,374</td>
<td>1,944,374</td>
<td>1,944,374</td>
<td>-</td>
<td>0.0%</td>
<td></td>
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<tr>
<td>Amortization and Write-downs</td>
<td>20,890,367</td>
<td>23,806,229</td>
<td>23,806,229</td>
<td>2,915,862</td>
<td>14.0%</td>
<td>g.</td>
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<tr>
<td>Total Pupil Accommodation</td>
<td>52,004,680</td>
<td>56,353,934</td>
<td>56,867,736</td>
<td>4,863,056</td>
<td>9.4%</td>
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<td>TOTAL OPERATING</td>
<td>361,351,577</td>
<td>371,722,282</td>
<td>386,738,703</td>
<td>25,387,126</td>
<td>7.0%</td>
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<td></td>
</tr>
</tbody>
</table>

### Explanations of Material Budget Variances

a. Increase due to Bill 124 settlement, sick leave and missed planning time trends.
b. Increase due to cost savings associated with software and hardware changes.
c. Increase due to targeted grants announced since budget, enrolment increase, and faith materials, Indigenous and Extended Day programs.
d. Increase due to targeted grants announced and allocation of program resources to PD, not known at budget.
e. Increase due to restructuring.
f. Increase due to Bill 124 settlement, utilities and portable leasing/placement costs.
g. Increase due to timing and nature of construction projects.

### Notes:

1. Budget is the 2023 - 2024 Estimates Budget as approved by the Board of Trustees in June 2023.
Report

Date: June 24, 2024
To: Board of Trustees
From: Director of Education
Subject: Boundary Review Process Administrative Procedure

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

Type of Information: ☒ Information for Board of Trustees Decision-Making
☐ Monitoring Information of Board Policy 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)
The Ministry of Education Pupil Accommodation Review Guideline, March 2015 (Guideline) requires that school boards undertake Pupil Accommodation Reviews (i.e., school closure reviews) if they are planning to close or consolidate a school or relocate 50% or more of a school's enrolment. However, the Guideline also exempts boards from undertaking such rigorous processes if they are proposing changes to school boundaries which would result in the relocation of less than 50% of a school's enrolment.

The current school closure review and the boundary review processes are detailed in APF008 Pupil Accommodation Review Process.

This report outlines proposals being considered by management:

• Divide APF008 into two new administrative procedures: (1) Accommodation Reviews and (2) Boundary Reviews
• Modify the Boundary Review AP to mirror processes used by other school boards
• New Holding Zones and Holding School Designations Administrative Procedure

While administrative procedures are created and managed at a staff level, trustees have traditionally participated in the boundary review processes through membership on committees, attending public meetings, and ultimately making decisions on behalf of rate payers. Accordingly, the proposed administrative procedures must align with the interests of trustees and thus any feedback is welcomed.

Finally, a recommendation to modify Board Policy IV010 is made at the end of this report to align with management’s changes.

Policy Statement and/or Education Act/other Legislation citation:
Executive Limitation IV 010, "Facilities/Accommodations” … “the CEO shall not:

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

☒ Awaken to Belong
☐ Every student can see themselves reflected in their learning.
☐ Staff experiences a positive, healthy, and inclusive workplace.
☒ 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 are engaged as active partners in our students' Catholic education journey.

Background/Comments:
In April 2023, staff presented a proposed revision to the Boundary Review Process Administrative Procedure including a recommendation that the Board of Trustees amend to Board Policy IV010 to clarify revised Trustee participation as part of boundary review processes in accordance with APF008. The following documents are attached hereto:

• Last year’s report to the Board is attached as Appendix A. That report outlines similarities of the current and proposed boundary review process, the challenges of the current process, and the opportunities for improvement created by the new process.
• Appendix B is the modified AFP008 Pupil Accommodation Review Process
• Appendix C is the proposed new Boundary Review Process Administrative Procedure, and
• Appendix D is the proposed Holding Zones and Holding School Designations Administrative Procedure

School Community Engagement
The proposal is to move toward a process which allows parents / guardians to participate equitably and more openly as members of their school communities. The current process requires that parent / guardian members must consider the needs of the entire school system. Parent / guardian members are expected to establish an understanding of system level issues and must not advocate for their own interests or any school or neighbourhood in the review. Further, there is a significant time commitment expected from parent / guardian members. The last three reviews have included 4-6 meetings spread over 4 months or longer, while staff remain responsible for developing the final recommendations presented to the Board of Trustees for decision.

Public Consultation
The proposed process seeks to engage school communities by discussing the proposed review at the school level via Catholic School Advisory Council (CSAC) meetings. This will allow parents / guardians the opportunity to share their personal perspectives while seeking input on the recommendation and alternatives prior to the Final Boundary Review Report. Such school-level discussions, input and Public Information Session feedback will be recorded and will be considered before staff present the Final Boundary Review Report to the Board of Trustees for consideration.

The proposed process continues to include a public open house or other appropriate format. These will remain open to the affected school communities, Trustees, and other stakeholders. The administrative procedure includes
the identification of two (2) Trustees from the municipal area where a review is undertaken to attend CSAC and public engagement meetings.

Beyond these public engagement opportunities, staff will continue to collect input via other means such as surveys, and email. All input received from the public before the Final Boundary Review Report is prepared will be considered and shared. Staff will prepare and update FAQ documents, as needed, and the boundary review specific websites will be updated with information and input throughout the processes.

In accordance with the Board’s by-laws, delegations will be permitted to also present to Committee of the Whole or the Board of Trustees before decisions are made.

**Staff Committee Composition and Operation**

Of note, the proposed Boundary Review Process would be led by a Staff Committee comprised of:

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

The Staff Committee will be administrative. Staff will work to develop alternatives and an initial recommendation to be included in the Initial Boundary Review Report.

Throughout the review, staff will consider the input and feedback received on the Initial Boundary Review Report and explore alternatives to the initial options, as appropriate.

Considering the input received through the school-level discussions, Public Information Session and other feedback opportunities, staff will present a final recommendation informed by the input collected throughout the process.

The Board of Trustees remains the ultimate decision maker.

**New Holding Zone / Holding School Administrative Procedure**

In addition to the proposed changes to divide the Accommodation Review and a modified Boundary Review process into two documents, staff have brought forward a proposed new Holding Zones and Holding School Designations Administrative Procedure to management.

This approach is a common means of addressing the interim accommodation of future students throughout the province, where growth related accommodation pressures necessitate the interim redirection of students where long term capital solutions are not yet available.

The current Accommodation Review procedure provides process exemptions. A boundary review is one exemption which allows the board to redirect fewer than 50% of a school’s enrolment. Further, there are other defined exemptions in APF008 and the proposed new Boundary Review Process AP which allows boundary changes without a full process where no or very few students would be impacted.

With increasing enrolment pressure throughout the district, redirecting certain geographic areas, such as a future plan of subdivision or high-rise residential development project, via a boundary change may not be the most effective way of managing the interim accommodation of students. For example, where the board’s Long Term Accommodation Plan identifies a future capital project which would address capacity constraints but there needs to be interim arrangements to redirect an area without existing students.
The Holding Zones and Holding School Designations Administrative Procedure allows senior management to redirect specific geographic areas, i.e. Holding Zones, to attend a Holding School. Unlike the existing Boundary Change exemption, Holding Zones would not form part of the Holding School’s boundary. When additional capacity becomes available, the Holding Zone may be returned to the previous home school boundary, dissolved into the Holding School boundary, or directed elsewhere, if appropriate.

**Recommendation:**

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

1. Allow material changes to facilities, boundary changes, or the closure of existing facilities to occur without established procedures that include the Board appointing:
   a. Two (2) trustees as non-voting members of an Accommodation Review Committee, or
   b. Two (2) trustees to attend public engagement meetings associated with Boundary Reviews

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**Prepared/Reviewed By:**

Tyrone Dowling  
Director of Education

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

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

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

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

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

Policy Statement and/or Education Act/other Legislation citation:
Executive Limitation IV 010, “Facilities/Accommodations” … “the CEO shall not:

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

Alignment to the MYSP:

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

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

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

The new process continues to include the following key elements:

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

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

**Challenges of Current Process**

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

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

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

**Opportunities**

Formalizing an expanded Board Staff Committee encourages more fulsome discussions and presentation of implications at the Initial Staff Report stage.
Meetings with individual schools via the Catholic School Advisory Councils allows for more open / transparent school-centric conversations about recommendations / options and feedback.

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

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

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

**Recommendation:**

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

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

**Prepared/Reviewed By:**

Tyrone Dowling  
Director of Education

Shesh Maharaj  
Chief Executive Officer and Executive Superintendent of Corporate Services

Jennifer Passy  
Manager of Planning

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

APFXXX – Boundary Review Process Administrative Procedure
Administrative Procedures Memorandum  
# APFXXX

Boundary Review Process

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

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

PURPOSE:

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

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

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

REFERENCES:

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

FORMS:

- N/A.

REPORTS:

- N/A.

APPENDICES:

Appendix A – Transition Planning Framework for School Communities
COMMENTS AND GUIDELINES:

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

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

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

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

RATIONALE FOR A BOUNDARY REVIEW

There are many reasons a Boundary Review process may be initiated. Examples include but are not limited to:
- Enrolment exceeds capacity
- Enrolment is below capacity causing an inefficient use of board resources
- Excessive transportation costs
- Site and building limitations
- Accommodation of special programs

GUIDING PRINCIPLES

A Boundary Review shall align with the following guiding principles.
- Catholic presence in each community
- Student well-being
- Academic achievement
- School Board financial viability/sustainability

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

BOUNDARY REVIEW PROCESS

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

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

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

REPORTS

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

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

Initial Boundary Review Report

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

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

Final Boundary Review Report

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

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

PUBLIC CONSULTATION

Following the presentation of the Initial Boundary Review Report and the Board of Trustees approval to conduct a School Boundary Review, Board Staff will provide written notice to:
• The affected school communities.
• The Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division.

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

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

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

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

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

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

**BOARD OF TRUSTEE DECISION**

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

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

**TRANSITION PLANNING**

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

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

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

**COMMUNICATIONS PLAN**

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

The Initial Staff Report will be posted on dedicated boundary review webpage after direction is received from the Board of Trustees to proceed with the review process.
Information on the boundary review will be shared via board and school social media and other means advising affected school communities of the review and directing how to access Boundary Review information.

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

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

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

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

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

**EXEMPTIONS**

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

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

**Communication**

Where senior administration is the decision making body, the proposed boundary change will be communicated directly to the affected school community. In addition, the details of the boundary change will be posted on the Board’s website.
TRANSITION PLANNING FRAMEWORK FOR SCHOOL COMMUNITIES

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

Purpose of this Framework

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

Priorities for the Transition Process

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

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

<table>
<thead>
<tr>
<th>Community Building – Activities, Events &amp; Strategies</th>
<th>Before the Move</th>
<th>The Move</th>
<th>After the Move</th>
<th>New School</th>
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<tbody>
<tr>
<td>Ask school communities for suggestions to include in transition plans.</td>
<td>Playdate in August for new JK/SK families so everyone has one friend on the first day. Students given colour-coded stickers to help identify who will be in their class.</td>
<td>Opening assembly held in afternoon on first day – introduce staff, theme of the year, read a story.</td>
<td>Monthly school newsletter specific to the new school.</td>
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<td>Develop a theme or catch phrase to bring focus to the transition (e.g., We Are One)</td>
<td>T-shirts made before the change(s) takes effect and ready for the 1st day of school.</td>
<td>First assembly held 1st or 2nd week of school (after kindergarten starts)</td>
<td>New principal to attend school council meetings.</td>
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<tr>
<td>Introduction letter from new principal</td>
<td>2 JK/SK orientation nights – 1 at previous school for parents only, 1 at new school with kids to meet the teacher.</td>
<td>Welcoming mass at local parish</td>
<td>Assembly for new student community held off-site at local parish.</td>
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<tr>
<td>New principal writes column in existing school newsletter</td>
<td>If a school is closing, transfer plans.</td>
<td>3-Pitch exhibition game between old &amp; new school so friends can see each other.</td>
<td>June or August open house (timing &amp; location depends on construction)</td>
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<td>New principal to visit students at existing schools (may be helpful to have a small assembly of students who will be moving).</td>
<td>Mass held at each school for all students before merging.</td>
<td>Take a group/aerial picture in new t-shirts – “we are one” or spirit wear.</td>
<td>All staff attends.</td>
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<td>Mass held at each school for all students before merging.</td>
<td>Junior play day</td>
<td>Develop new mascot – Principal presents options at first assembly.</td>
<td>Displays of new school (if not ready)</td>
<td></td>
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<td>Junior play day</td>
<td>Primary picnic at the park (splash pad)</td>
<td>Give each student a ballot to vote.</td>
<td>Slideshow of construction progress &amp; community building events.</td>
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<td>Grade 7 leadership day (first Grade 8 class at new school)</td>
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<td>School councils merged, co-chair from each.</td>
<td>Board staff attend to answer questions about construction.</td>
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<td>Establish a committee to oversee the transition process &amp; activities.</td>
<td>Establish a committee to oversee the transition process &amp; activities.</td>
<td>Representation on school council from each neighbourhood.</td>
<td>Welcoming day for kindergartens held at the new school or local parish if construction does not permit.</td>
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<tr>
<td>Student ambassadors from receiving school to visit departing school to answer questions from students.</td>
<td>Student ambassadors from receiving school to visit departing school to answer questions from students.</td>
<td>Create a video of the school’s history &amp; the joining of the school communities to post on the website (e.g., St. John).</td>
<td>Opening ceremony/First day</td>
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<td>Set up pen pals between students who are transferring and students in the same grade at the school they’ll move to</td>
<td>Set up pen pals between students who are transferring and students in the same grade at the school they’ll move to.</td>
<td>Spend 1st week of school celebrating using play-based getting-to-know activities.</td>
<td>invite police, firefighters, mayor, MPP, board officials, radio, priest.</td>
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<td>Spirit wear day with treats</td>
<td>Parade around school</td>
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<td></td>
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<td>Students write down their favourite &amp; memorable activities from last year</td>
<td>New t-shirts/spirit wear</td>
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<td>Ribbon cutting at each classroom (all done at once when announced over the PA)</td>
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## Appendix A

<table>
<thead>
<tr>
<th>Before the Move</th>
<th>The Move</th>
<th>After the Move</th>
<th>New School</th>
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</table>
| • Plan school trips together to get kids meeting offsite - neutral zone.  
• Involve students by asking them what their concerns are and work together toward solutions.  
• Students march from one school to another.  
• Review school council budgets to identify expenditures to benefit students and determine joint/new priorities going forward.  
• Ability for students to participate in after school activities with possible transportation.  
• Invite students to Drama production in the spring.  
• Design new logo together  
Carnival/BBQ | regardless of which school they attended (done individually or summarizes as a class, school council can also complete). This is used to bring the best of all worlds to the new school community.  
• Celebration at the school welcoming new students  
• Plant a tree to signify a new beginning.  
• Graffiti wall (on paper) | • Opening ceremony starts outside. All students, staff, & community members walk into school together.  
• Plaques gifted from each school council where the students came from at the end of the first school year.  
• Previous school councils send gifts (e.g., Christmas tree) to new school.  
• Creation of a time capsule to be brought to new school and opened at a later anniversary of the school to reflect the joining of communities. |
| Staffing & Student Supports | Joint staff meeting with all new staff in the spring.  
• Team building activities for staff (prayer, reflection, icebreakers)  
• Develop a communication strategy.  
• Develop new logo, flag, and mascot as a surprise for students.  
• Hire some staff (teachers & EA’s) from the same schools that the students are coming from.  
• Transition meeting with EA’s and Spec Ed teachers at outgoing and incoming schools. Support from Spec. Ed. staff at board office should be involved.  
• Discussion of student needs with incoming & outgoing principals and teachers.  
• Teachers from both schools involved in putting the classroom lists together - determined by friends, academic needs, gender, behaviour.  
• Wherever possible try to put friends in the same classroom and ensure separation of students where there have been past difficulties.  
• All principals involved meet with principals who have gone through a similar process in the past. | First staff meeting in (June or August) with team building activities. Provide a tour of the school.  
• Give access to staff earlier in the summer so they can unpack their classrooms. | • Hold June staff meeting at new school and include a tour of school.  
• New principal assigned in January to prep for opening.  
• VP assigned to existing school if principal is still in charge of an existing school (this may occur in a merge). |

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### Before the Move
- Staff from the departing school prepare summaries highlighting the particular learning styles of each student.
- Provide school staff with information so they can talk to students about the change process.
- Offer support for students having difficulty with change.
- If a walking school, hire buses to do a "test run" with students to help them get used to being on a bus.

### The Move
- Mail invitations regarding first day of school information if not known at the end of June.
- Invite spec. ed. students and families to visit the school at their convenience during the prior to start of school year.
- Open house:
  - Families tour new school.
  - Slideshow showing each teacher in front of their new classroom played on a loop.
  - Give maps out for self-guided tours.
  - Signs on rooms explaining what they'll be used for
  - Greeters at doors
  - School song playing in library
- Scavenger hunt with teachers stamping when students find various items around the school. Helps students explore every area of their new school.

### After the Move
- Scavenger hunt with teachers stamping when students find various items around the school. Helps students explore every area of their new school.
- Open house to view construction plans.
- Update letters to community, including WRDSB school, neighbourhood association, and posted on website.
- Display boards of new school in schools that students currently attend.
- Photos of construction progress.
  - If school is being rebuilt, create a wall of photos of the progress (could use the photos to build a bridge from the old building to the new building)

### New School
- Open house to view construction plans.
- Update letters to community, including WRDSB school, neighbourhood association, and posted on website.
- Display boards of new school in schools that students currently attend.
- Photos of construction progress.
  - If school is being rebuilt, create a wall of photos of the progress (could use the photos to build a bridge from the old building to the new building)

### Getting to know the new school
- EA’s & Spec. Ed teachers create welcome videos for each student of new classroom, new school, washrooms, library, gym so they can see the school before they move. Give students a hard copy photo book of what the new school looks like (inside & outside) for the summer to help with anxiety.
- Letters/messages pertaining to construction or merge have a separate logo or letterhead as a visual cue that it’s important.
- Mark important communication with a sticker indicating that it should be translated (depends on community needs).
- Communicate any construction changes to the community.
- School tours for students and/or families
- Mail invitations regarding first day of school information if not known at the end of June.
- Invite spec. ed. students and families to visit the school at their convenience during the prior to start of school year.
- Open house:
  - Families tour new school.
  - Slideshow showing each teacher in front of their new classroom played on a loop.
  - Give maps out for self-guided tours.
  - Signs on rooms explaining what they'll be used for
  - Greeters at doors
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Administrative Procedures Memorandum
# APF008

Pupil Accommodation Review Process

Date of Issue: August 31, 1999
Reviewed/Revised: June 2024
Memo To: All Staff
From: Director of Education

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

PURPOSE:
The purpose of this administrative procedure is to outline the process to be followed when conducting a Pupil Accommodation Review (i.e. school consolidation or closure review).

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

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

When the school board is proposing the relocation (in any school year or over a number of school years) of students or grades, in which the number of students or enrolment of the grades is less than 50% of the school’s enrolment, APFXXX – Boundary Review Process is used to direct the conduct of a Boundary Review.

REFERENCES:
• Education Act
• Ontario Regulation 444/98 Disposal of Surplus Real Property
• Ministry of Education Pupil Accommodation Review Guideline (March 2015)
• Ministry of Education Administrative Review of Pupil Accommodation Review Process (March 2015)
• APF012 - Community Planning and Facility Partnership
• APFXXX – Boundary Review Process
• APFXXX - Holding Zones and Holding School Designations

FORMS:
• N/A.
RATIONAL FOR AN ACCOMMODATION REVIEW

There are many reasons Pupil Accommodation Review may be initiated. Examples include but are not limited to:

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

MINISTRY GUIDELINE

In October 2006, the Ministry of Education released the Pupil Accommodation Review Guideline (the Guideline). The Guideline was revised in June 2009, March 2015 and April 2018. The Ministry of Education has not issued additional materials in support of the April 2018 guideline, as such, this Administrative Procedure is a reflection of the complete March 2015 Guideline.

The Guideline provides a framework of minimum standards for school boards to undertake pupil accommodation reviews (school closure reviews) in order to determine the future of a school or group of schools. The Guideline ensures that a decision is made with the involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students.

The Ministry of Education recommends that, wherever possible, schools should only be subject to a school closure review once in a 5-year period, unless there are circumstances determined by the school board that deem it necessary (e.g. significant change in enrolment, changes to funding, building deterioration, etc.).

GUIDING PRINCIPLES

A Pupil Accommodation Review shall align with the following guiding principles.

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

INITIATING A PUPIL ACCOMMODATION REVIEW

A Pupil Accommodation Review shall be initiated via an Initial Staff Report and subsequent decision by the Board of Trustees whether to proceed.

The Initial Staff Report must include the following:

- Summary of accommodation issues for the school(s) under review
- One or more options to address the issues, including supporting rationale
  - Where students would be accommodated
  - If proposed changes to existing facilities are required
- Identify any program changes
- How student transportation would be affected
- If new capital investment is required including how the board intends to fund the project and an alternative solution should funding not become available
- A recommended option (if more than one option is presented)
  - A timeline for implementation
- Any relevant information obtained from municipalities or community partners, including any confirmed interest in using underutilized space.

Following a decision by the Board of Trustees to proceed with a Pupil Accommodation Review, the Initial Staff Report will be made available to the public and posted on the board’s website and communicated to affected school communities in accordance with the Communication Plan.

**ACCOMMODATION REVIEW COMMITTEE**

An Accommodation Review Committee (ARC) will be formed following the Board of Trustee’s decision to proceed with a Pupil Accommodation Review, and prior to the first public meeting.

**Membership**

The ARC membership will include:
- Executive Superintendent of Corporate Services
- Superintendent(s) of Learning of the schools under review
- Administrator of each school under review
- Two (2) parent / guardian representatives from each school under review (1 selected by Catholic School Advisory Council, 1 selected by the Administrator)
- Two (2) Trustees (selected by the Chair of the Board)
- One (1) parish representative, where possible
- One (1) student from each school under review (secondary reviews only)

Parents / guardians of each school community will be invited to apply to become a parent representative on the ARC. One of the parent / guardian representatives will be selected by the Administrator at each school and one will be the Catholic School Advisory Council chair or designate. No substitute parent / guardian representatives will be allowed to attend ARC meetings in the absence of the designated parent / guardian representatives.

The parish representative must not be personally affiliated in any way with the schools under review.

**Role**

The role of the ARC is as follows:
- To act as the official conduit for information shared between the school board and the school communities
- Act as a consultation body, providing advice to staff
- Comment on the Initial Staff Report
- Seek clarification on the Initial Staff Report
- Request clarification about information in the School Information Profiles
- Suggest other accommodation options, including supporting rationale
- Review materials provided by board staff
- Consider the needs of the entire school system and resist advocating for any particular school or neighbourhood
- Attend public meetings and review public comments

If, for any reason, the ARC refuses to complete or unnecessarily delays the review process, then board administration may continue the Pupil Accommodation Review on behalf of the ARC.

Staff will compile feedback from the ARC and present this information in the Final Staff Report to the Board of Trustees.
Meetings

Meetings of the ARC will be open to the public. Members of the public attending ARC meetings are expected to act with decorum and in a manner that respects the work of the ARC. Individuals or groups that disrupt the ARC meetings may be asked to leave.

The first meeting of the ARC will describe the mandate, roles, responsibilities, and the procedures of the ARC.

Terms of Reference

Board staff will provide the ARC with a Terms of Reference based on the generic Terms of Reference found in Appendix A. The Terms of Reference will include the following:

- The board’s education and accommodation objectives for the ARC
- Reflect the board’s strategy for supporting student achievement and well-being
- The roles and responsibilities of the ARC
- The procedures of the ARC
- Minimum number of working meetings

SCHOOL INFORMATION PROFILES

The purpose of the School Information Profile (SIP) is to provide an understanding of and familiarity with each school under review. The SIPs will be shared with the ARC and the community as an orientation document.

Prior to the commencement of the review, Board staff will prepare SIPs that are complete and accurate to the best of the board’s ability.

A generic SIP is attached as Appendix B. The generic SIP may be customized to reflect the specific circumstances of the review. The SIP must consider the value of each school to the student and to the board. For comparison purposes, the SIP must examine the same criteria for each school under review.

PUBLIC CONSULTATION

All data, reports, submissions, parent / ratepayer comments received during the school closure review process are subject to Freedom of Information/Protection of Privacy legislation. All written public comments received by staff will be distributed to the Board of Trustees in their entirety. Public comments received throughout the process may be shared with the public and may become part of the public record.

Consultation with Governments & Community Partners

Following the Board of Trustee’s decision to proceed with a review, staff will invite the affected municipalities (upper and lower tier via the Clerk’s Departments) and community partners (who have requested to be notified) to a meeting to comment on the recommended option in the Initial Staff Report.

Staff will document its efforts to meet with municipal and community partners and provide any relevant information as part of the Final Staff Report to the Board of Trustees.

In addition, the parish of the school(s) proposed to close will be notified as will the Diocese of Hamilton.

Feedback must be received within ten (10) business days following the final public meeting in order to be considered in the Final Staff Report.

Public Meetings

A Public Meeting is an open meeting with the purpose of sharing relevant information with members of the public and soliciting feedback. A public meeting may take on a variety of formats including, but not limited to, a presentation, question/answer period, open house, workshop, or small group discussions.
A minimum of two (2) Public Meetings are required.

Public meetings will be advertised in advance using a variety of methods (e.g. posted on the board and affected schools’ websites, notice via board and affected schools’ NewsWire, board and affected schools’ social media channels)

Board staff will facilitate public meetings. The first public meeting must include the following:
- The Initial Staff Report with recommended option(s)
- An overview of the ARC orientation session (First Meeting)
- A presentation of the SIPs

Trustees are encouraged to attend all public meetings.

RECOMMENDATIONS AND APPROVALS

Final Staff Report

Following the public consultation process, staff will submit a Final Staff Report to the Board of Trustees, which will include the following information:
- Community Consultation
  - feedback from the ARC
  - summary of comments and questions received from the public, relevant information obtained from affected upper and lower tier municipalities/community partners prior to and during the Pupil Accommodation Review
- A recommended option including: a proposed accommodation plan and a timeline for implementation. The recommended option does not have to be the same as the recommended option provided in the Initial Staff Report.
- Communication Plan

The Final Staff Report will be made available to the public and posted on the board’s website.

Delegations to the Board of Trustees

Once the Final Staff Report is submitted to the Board of Trustees, members of the public will be invited to register as a delegation to provide their comments directly to the Trustees. Delegations must adhere to the General Board Operational and Procedural By-law.

The community will be made aware of the dates and times of meetings of the Board of Trustees in a similar manner to the notification provided for other public consultation opportunities.

Comments from delegations will be recorded in the minutes of the Board of Trustee meetings.

There must be a minimum of ten (10) business days between the meeting when the Board of Trustees received the last delegation(s) and the meeting when the Board of Trustees makes a decision. As a result, delegations will not be permitted at the same meeting where the Board of Trustees are scheduled to make their final decision. Likewise, delegations may not be permitted at the Committee of the Whole meeting prior to the final decision if that meeting date falls within ten (10) business days of the final decision.

Decision of the Board of Trustees

At a board meeting where the Board of Trustees considers the Final Staff Report and recommendation(s):
- recommendation(s) may be accepted by the Board of Trustees by resolution and the boundary change(s) implemented as set out in the Final Staff Report, or
- recommendation(s) may be referred back to Board Staff for additional action as directed by the Board of Trustees, or
- a decision may be deferred for additional consideration by the Board of Trustees.
Where a proposed decision varies from the recommendations of the Final Staff Report, sufficient time should be provided to staff to evaluate the merits and feasibility of the alternative proposal. The public should also be given the opportunity to comment prior to the decision being finalized.

**TRANSITION PLANNING**

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

A Transition Planning Committee will be formed in the year prior to the change(s) taking effect. The Transition Planning Committee will include the Superintendent of Learning acting as the Chair, and Administrator(s) of the affected schools, and may also include students and parents / guardians. The Transition Planning Committee may solicit input from Board Staff who support equity initiatives, as required.

**TIMELINES**

A Pupil Accommodation Review must comply with the following minimum timelines:

- Within five (5) business days of the Board of Trustee’s decision to proceed with the review, staff will provide written notice to:
  - The affected single and upper-tier municipalities as well as community partners that expressed an interest prior to the review. The notice will include an invitation for a meeting to discuss and comment on the recommended option(s) in the initial staff report.
  - The Directors of Education at the coterminous boards
  - The Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division
- The affected single and upper-tier municipalities and the notified community partners must provide their comments prior to the final public meeting.
- There must be no fewer than thirty (30) business days between the decision to proceed with the review and the first public meeting.
- There must be a minimum of forty (40) business days between the first and final public meeting.
- The Final Staff Report must be posted publicly no fewer than ten (10) business days after the final public meeting.
- From the posting of the Final Staff Report, there must be no fewer than ten (10) business days before public delegations.
- There must be no fewer than ten (10) business days between public delegations and the final decision of the Board of Trustees.

**COMMUNICATIONS PLAN**

A Communications Plan will form an appendix to the Initial Staff Report and Final Staff Report.

Initial Staff Report and Final Staff Reports will be posted on the board’s website after presentation to the Board of Trustees and information shared via board and school social media and other means advising affected school communities of the review and directing how to access Pupil Accommodation Review information.

Information presented at the Public Meetings will be posted on the board’s website.

Agendas and minutes of ARC meetings will be posted on the board’s website.

Comments received at the Public Meetings will be posted on the board’s website.

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

**MODIFIED PROCESS**

The Guideline allows for an optional modified process for reviews that are less complex. Specifically, a modified process would include only one (1) public meeting. The Board of Trustees must approve a defined set of criteria that would allow a review to qualify for the modified process.
Community consultation would be required to adopt the modified process as part of this Administrative Procedure. Additional consultation with affected school communities would be required prior to the initiation of a modified accommodation review.

A modified process has not been included in this procedure.

**EXEMPTIONS**

The Guideline identifies specific circumstances where there is no requirement to undertake a school closure review.

- Where a replacement school is to be rebuilt by the board on the existing site, or rebuilt or acquired within the existing school attendance boundary as identified through the board’s existing policies;
- Where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction;
- When a lease for a school is terminated;
- When the board is planning the relocation in any school year or over a number of school years of grades, or programs, in which the enrolment constitutes less than 50% of the enrolment of the school’s enrolment. This calculation is based on the enrolment at the time of the relocation or the first phase of a relocation carried over a number of school years;
- When the board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- Where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
- Where there are no students enrolled at the school at any time throughout the school year.

APFXXX is used to direct the conduct of a Boundary Review Process where the school board is proposing the relocation (in any school year or over a number of school years) of students or grades, in which the number of students or enrolment of the grades is less than 50% of the school’s enrolment.

Where a Holding Zone is designated in accordance with APFXXX Holding Zones and Holding School Designations to address interim pupil accommodation arrangements for an area of future residential development, this process is exempt from the Accommodation or Boundary Review processes.

For all circumstances where the board would be exempt from undertaking a Pupil Accommodation Review, the board will consult with affected school communities, in accordance with the respective Administrative Procedure about the proposed accommodation options for students.

At least 5 days following a decision to proceed with an exemption resulting in the consolidation, closure, or move of a school or students, the board will provide written notification to the following:

- The Ministry of Education (Assistant Deputy Minister of the Financial Policy and Business Division)
- Single and upper-tier municipalities (Clerks Department or equivalent)
- Community partners who have previously expressed an interest prior to the exemption.
- Coterminous school boards (Director of Education)

A transition plan will be put in place following the Board of Trustees’ decision to consolidate, close, or move a school or students in accordance with this section.

**ADMINISTRATIVE REVIEW**

The Guideline describes a process by which the public may apply for Administrative Review of a Board of Trustees’ Pupil Accommodation Review decision.

An Administrative Review cannot overturn a decision by the Board of Trustees and can only examine the Board’s process.

The Ministry of Education’s Administrative Review of Accommodation Review Process can be found online.
GENERIC TERMS OF REFERENCE
Accommodation Review Committee

1.0 Mandate
The Board of Trustees has asked that an Accommodation Review Committee (ARC) be formed as part of a pupil accommodation review of _______________ (review area). The ARC, as a consultation body and official conduit for information shared between the school board and the school communities, will review and comment on staff’s initial report, review school information profiles and other relevant data, and suggest alternative accommodation scenarios with supporting rationale.

2.0 Education and Accommodation Objectives

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

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

2.3 Review Goals
[This section will be customized to the individual review prior to distributing the terms of reference to the ARC. The review goals are those created to address issues or concerns specific to the individual review area.]
3.0 Roles and Responsibilities

An ARC has been appointed by the Board, in accordance with APF008 – Pupil Accommodation Review Process, to act as the official conduit for information shared between the school board and school communities throughout this accommodation review process.

ARC members can expect approximately ____________ ARC meetings over a ____________ month period. A minimum of ____________ public meetings will also be held.

Throughout the process the committee, as a consultation body, the ARC will be required to review and comment on various data, options, and reports provided by board staff. The outline below illustrates the relative division of responsibilities between the committee and staff.

The role of the ARC terminates once the Final Report and recommendations have been submitted to the Board of Trustees.

<table>
<thead>
<tr>
<th>TASK</th>
<th>ROLE OF THE ARC</th>
<th>ROLE OF BOARD STAFF</th>
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</thead>
<tbody>
<tr>
<td>Agendas &amp; Minutes</td>
<td>• Approve minutes of each ARC meeting.</td>
<td>• Prepare meeting agendas.</td>
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<td>• Ensure the accuracy of meeting minutes.</td>
<td>• Record minutes.</td>
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<td></td>
<td>• Post minutes on the Board website.</td>
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<td>Materials, Support and Analysis</td>
<td>• Review information prepared by staff</td>
<td>• Prepare a timeline outlining tasks, milestones and</td>
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<td>• Seek clarification as necessary.</td>
<td>deadlines according to APF008.</td>
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<td>• Organize school tours for the ARC.</td>
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<td>• Prepare, distribute and present information to the</td>
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<td>ARC and public.</td>
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<td>• Provide any additional information requested by the</td>
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<td>ARC, if appropriate.</td>
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<tr>
<td>Staff’s Initial Staff Report</td>
<td>• Review initial staff report prepared by staff</td>
<td>• Prepare initial staff report for the Board of Trustees,</td>
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<td></td>
<td>• Seek clarification as necessary.</td>
<td>which includes:</td>
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<td>o Summary of issues;</td>
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<td>o Proposed option(s); and,</td>
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<td>o Recommended option, if various options are present.</td>
</tr>
<tr>
<td>School Information Profile (SIP)</td>
<td>• Review the School Information Profiles.</td>
<td>• Prepare a School Information Profile for each school in</td>
</tr>
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<td></td>
<td>• Seek clarification as necessary.</td>
<td>the review.</td>
</tr>
<tr>
<td>Alternative Accommodation Scenarios/Options</td>
<td>• Suggest additional accommodation options with</td>
<td>• Prepare accommodation options.</td>
</tr>
<tr>
<td></td>
<td>supporting rationale.</td>
<td>• Prepare data to support the evaluation of options.</td>
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<tr>
<td>TASK</td>
<td>ROLE OF THE ARC</td>
<td>ROLE OF BOARD STAFF</td>
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|      | accommodation options for consistency with the Education and Accommodation Objectives.  
• Consider the needs of all students at all of the schools objectively and fairly. | • Advise the ARC on legislative requirements, Board policy and budget implications. |

**Community Consultation**

- Ensure that respective school communities are aware of public meetings.
- Ensure that all relevant information is made available to the public.
- Attend public meetings and review public comments.
- Hold a minimum of ______ public meetings.
- Advertise meetings in accordance with Board policy.
- Prepare presentation materials.
- Post all relevant information on the Board’s website.
- Ensure that the ARC and Board of Trustees receive all written public comments.
- Respond to public inquiries regarding the review.

**Recommendations & Final Report**

- Provide input, where necessary.
- Determine a recommended option (may differ from initial report).
- Prepare the Final Report to the Board of Trustees, outlining recommendations and public consultation summary.
- Present the final report to the Board of Trustees.
- Post the Final Report on the Board’s website.

**Meeting Conduct**

- The chair shall guide the meeting according to the agenda.
- ARC members are expected to treat each other and board staff with respect.
- The goal is to work toward consensus on key issues.
- ARC members are expected to attend every ARC meeting where feasible. At least one parent representative from each school should be in attendance at every meeting.
- ARC members are expected to attend public consultation sessions.
## SCHOOL DESCRIPTION

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<tbody>
<tr>
<td><strong>School Name:</strong></td>
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<tr>
<td><strong>Address:</strong></td>
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<tr>
<td><strong>Building:</strong></td>
<td></td>
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<tr>
<td><strong>Original Construction Year:</strong></td>
<td></td>
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<tr>
<td><strong>Year of Additions/ Renovations:</strong></td>
<td></td>
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<tr>
<td><strong>Building Size – GFA (sq.ft/m²):</strong></td>
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</tr>
<tr>
<td><strong>Number of Permanent Classrooms:</strong></td>
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<tr>
<td><strong>Number of Port-a-Pak/RCM Classrooms:</strong></td>
<td></td>
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<tr>
<td><strong>On-The-Ground Capacity:</strong></td>
<td></td>
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<tr>
<td><strong>Number of Regular Classrooms:</strong></td>
<td></td>
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<tr>
<td><strong>Number of Purpose-Built Kindergarten Rooms:</strong></td>
<td></td>
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<tr>
<td><strong>Number of Empty Classrooms:</strong></td>
<td></td>
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<tr>
<td><strong>Number of Portables:</strong></td>
<td></td>
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<tr>
<td><strong>Describe the classroom layout:</strong></td>
<td>open concept (pods) ❑ permanent walls ❑ combination ❑</td>
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<tr>
<td><strong>Do all regular classrooms have windows?</strong></td>
<td>Yes ❑ No ❑</td>
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<tr>
<td><strong>Does the school have purpose-built classrooms for:</strong></td>
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</tr>
<tr>
<td><strong>Science:</strong></td>
<td>Yes ❑ No ❑</td>
</tr>
<tr>
<td><strong>Music:</strong></td>
<td>Yes ❑ No ❑</td>
</tr>
<tr>
<td><strong>Art:</strong></td>
<td>Yes ❑ No ❑</td>
</tr>
<tr>
<td><strong>Spec. Ed:</strong></td>
<td>Yes ❑ No ❑</td>
</tr>
<tr>
<td><strong>What size is the gymnasium?</strong></td>
<td>single ❑ over-sized single ❑ double ❑ partition wall? ❑</td>
</tr>
<tr>
<td><strong>Are the following spaces available?</strong></td>
<td>change rooms ❑ gym storage ❑ stage ❑ servery ❑</td>
</tr>
<tr>
<td><strong>Is the size of the gymnasium appropriate for the capacity of the school?</strong></td>
<td>Yes ❑ No ❑</td>
</tr>
<tr>
<td><strong>Are the size, shape, and configuration of the library adequate for the capacity of the school?</strong></td>
<td>Yes ❑ No ❑</td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Is the size of the administration adequate for the size of the school?</td>
<td></td>
</tr>
<tr>
<td>Is there sacred space for small groups to reflect, pray and share?</td>
<td></td>
</tr>
<tr>
<td>Are there clear sight lines <em>inside the school</em> that allow corridors and stairwells to be easily monitored?</td>
<td></td>
</tr>
<tr>
<td>Describe any deficiencies.</td>
<td></td>
</tr>
<tr>
<td>Describe the accessibility of the school. (eg. Accessible entrance, sufficient door widths, barrier-free washrooms, percentage of school that is accessible, etc.)</td>
<td></td>
</tr>
<tr>
<td><strong>Site:</strong></td>
<td></td>
</tr>
<tr>
<td>Site Size (Ha/Acres):</td>
<td></td>
</tr>
<tr>
<td>Area of hard surfaced outdoor play area:</td>
<td></td>
</tr>
<tr>
<td>Area of green space:</td>
<td></td>
</tr>
<tr>
<td>List the site’s amenities and playground space (e.g. baseball diamond, soccer field, basketball court, outdoor classrooms, creative play structure, etc.)</td>
<td></td>
</tr>
<tr>
<td>Is there parkland adjacent to the school site?</td>
<td></td>
</tr>
<tr>
<td>If yes, does it have sports fields?</td>
<td></td>
</tr>
<tr>
<td>If not, is there a park within 200m of the school with sports fields?</td>
<td></td>
</tr>
<tr>
<td>Number of parking spaces on site:</td>
<td></td>
</tr>
<tr>
<td>Recommended minimum number of parking spaces (2 per classroom):</td>
<td></td>
</tr>
<tr>
<td>Are there designated barrier-free parking spaces? Number: _____</td>
<td></td>
</tr>
<tr>
<td>Is there a designated bus drop-off area?</td>
<td></td>
</tr>
<tr>
<td>on the site               on the street</td>
<td></td>
</tr>
<tr>
<td>Describe any site limitations (e.g. steep slope, forest, etc.).</td>
<td></td>
</tr>
<tr>
<td>Approximate number of portables that could be accommodated on the site:</td>
<td></td>
</tr>
<tr>
<td>Is there space on the site to accommodate an addition if needed?</td>
<td></td>
</tr>
<tr>
<td>Are there clear sight lines that allow the <em>site</em> to be easily monitored?</td>
<td></td>
</tr>
<tr>
<td>Does the site require extra staff to supervise?</td>
<td></td>
</tr>
<tr>
<td>Describe any deficiencies.</td>
<td></td>
</tr>
</tbody>
</table>
### PROXIMITY TO STUDENTS

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students walking to school:</td>
<td></td>
</tr>
<tr>
<td>Total number of students bussed to the school:</td>
<td></td>
</tr>
<tr>
<td>Number of students bussed due to a hazard:</td>
<td></td>
</tr>
<tr>
<td>Number of students living in the bussed area:</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of students attending the school but living out of boundary:</td>
<td></td>
</tr>
<tr>
<td>Number of students living in the boundary but attending another school:</td>
<td></td>
</tr>
</tbody>
</table>

#### Lengths of bus ride:
- Shortest Time: ________
- Longest Time: ________
- Average Time: ________

#### Average distance to the school for students:

### PARISH

- Which parish is affiliated with this school? N/A
- Which other parishes do students at this school attend? N/A
- Distance from the school to the parish (km):

### ENROLLMENT FACTORS

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment</th>
<th>Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Historical Enrolment:
- past 5 years

#### Current enrolment:

#### Enrolment Projection:
- next 10 years
Student yield: Board average student yield:

Describe the student yield trend at the school:
- declining
- stable
- increasing

| STAFFING |
|-----------------|-----------------|-----------------|-----------------|
|                | Current Staffing (# FTE) | # FTE Students | Staffing Benchmark | No. of Staff Provided by Benchmark |
| Full-time Principal |                      |                |                   |                                   |
| Vice-Principal    |                      |                |                   |                                   |
| Teaching Staff    |                      |                |                   |                                   |
| JK/SK Teachers    |                      |                |                   |                                   |
| Primary Teachers  |                      |                |                   |                                   |
| Junior/Intermediate Teachers |                  |                |                   |                                   |
| Program Support Staff |                  |                |                   |                                   |
| Special Education Teachers |              |                |                   |                                   |
| Education Assistant |                      |                |                   |                                   |
| French as a Second Language Teachers |             |                |                   |                                   |
| Planning Time Teachers |                  |                |                   |                                   |
| English as a Second Language Teachers |            |                |                   |                                   |
| School Support Staff |                  |                |                   |                                   |
| Secretary          |                      |                |                   |                                   |
| Library Technician |                      |                |                   |                                   |
| Lunch Hour Supervisor |                  |                |                   |                                   |
| Custodial Staff    |                      |                |                   |                                   |
| Other (Specify)    |                      |                |                   |                                   |
| Total Number of FTE Staff |                |                |                   |                                   |

<table>
<thead>
<tr>
<th>SCHOOL PROGRAMS &amp; ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current grade configuration:</td>
</tr>
<tr>
<td>Other (please specify)</td>
</tr>
</tbody>
</table>
### Current grade organization:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Classes</th>
<th>Combined Grades</th>
<th>Number of Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>JK</td>
<td></td>
<td>JK/SK</td>
<td></td>
</tr>
<tr>
<td>SK</td>
<td></td>
<td>SK/GR 1</td>
<td></td>
</tr>
<tr>
<td>GR 1</td>
<td></td>
<td>GR 1/GR 2</td>
<td></td>
</tr>
<tr>
<td>GR 2</td>
<td></td>
<td>GR 2/GR 3</td>
<td></td>
</tr>
<tr>
<td>GR 3</td>
<td></td>
<td>GR 3/GR 4</td>
<td></td>
</tr>
<tr>
<td>GR 4</td>
<td></td>
<td>GR 4/GR 5</td>
<td></td>
</tr>
<tr>
<td>GR 5</td>
<td></td>
<td>GR 5/GR 6</td>
<td></td>
</tr>
<tr>
<td>GR 6</td>
<td></td>
<td>GR 6/GR 7</td>
<td></td>
</tr>
<tr>
<td>GR 7</td>
<td></td>
<td>GR 7/GR 8</td>
<td></td>
</tr>
<tr>
<td>GR 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>Total Number of Classes:</td>
</tr>
</tbody>
</table>

### Programs:

Describe the course and program offerings at school (e.g. French immersion, Intensive French, etc.)

N/A

Describe specialized services offerings at school (e.g. Cooperative placements, guidance counselling, etc.)

N/A

### Extracurricular Activities:

Which extracurricular activities are currently offered?

#### Athletics:
- Basketball: girls ☐ boys ☐
- Volleyball: girls ☐ boys ☐
- Softball / 3 pitch: girls ☐ boys ☐
- Other (List): ☐
- Soccer: junior ☐ intermediate ☐
- Cross Country ☐ Track & Field ☐
- PALS ☐

#### Arts:
- Choir ☐
- Drama ☐
- Dance ☐
- Art/Crafts ☐
- Other (List): ☐

#### Clubs:
- Chess/checkers ☐
- Computers ☐
- Fundraisers ☐
- Other (List): ☐

Does the school have a large enough population to enable participation in intramurals against other schools? Yes ☐ No ☐
**Appendix B**

<table>
<thead>
<tr>
<th>List any agreements governing the joint use of green space.</th>
<th>N/A ☐</th>
</tr>
</thead>
</table>

**Description of the school’s suitability for facility partners:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes ☐</th>
<th>No ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there sufficient parking to accommodate an additional use?</td>
<td>Yes ☐</td>
<td>No ☐</td>
</tr>
<tr>
<td>Is it located within 400m of a transit stop?</td>
<td>Yes ☐</td>
<td>No ☐</td>
</tr>
<tr>
<td>Is it located on a collector or arterial road?</td>
<td>Yes ☐</td>
<td>No ☐</td>
</tr>
<tr>
<td>Can a portion of the building be segregated from the rest of the school?</td>
<td>Yes ☐</td>
<td>No ☐</td>
</tr>
<tr>
<td>Do the surrounding land uses support an alternate use?</td>
<td>Yes ☐</td>
<td>No ☐</td>
</tr>
</tbody>
</table>

**Have any community organizations or government agencies expressed an interest in partnering on this site?**

| Yes ☐ | No ☐ |

**Attachments:**

* Official Plan ☐
* Secondary Plan ☐
* Zoning By-Law ☐
* Aerial/Context Map ☐
* School Boundary Map ☐
* Site Plan ☐
* Floor Plan/Space Template ☐
Appendix C

TRANSITION PLANNING FRAMEWORK FOR SCHOOL COMMUNITIES

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

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

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

![Table](image)

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

![Table](image)
## Before the Move

- Plan school trips together to get kids meeting offsite - neutral zone.
- Involve students by asking them what their concerns are work together toward solutions.
- Students march from one school to another.
- Review school council budgets to identify expenditures to benefit students and determine joint/new priorities going forward.
- Ability for students to participate in after school activities with possible transportation.
- Invite students to Drama production in the spring.
- Design new logo together.
- Carnival/BBQ.
- Regardless of which school they attended (done individually or summarizes as a class, school council can also complete). This is used to bring the best of all worlds to the new school community.
- Celebration at the school welcoming new students.
- Plant a tree to signify a new beginning.
- Graffiti wall (on paper).

## The Move

- First staff meeting in (June or August) with team building activities. Provide a tour of the school.
- Give access to staff earlier in the summer so they can unpack their classrooms.

## After the Move

- New principal assigned in January to prep for opening.
- VP assigned to existing school if principal is still in charge of an existing school (this may occur in a merge).

## New School

- Opening ceremony starts outside. All students, staff, & community members walk into school together.
- Plaques gifted from each school council where the students came from at the end of the first school year.
- Previous school councils send gifts (e.g., Christmas tree) to new school.
- Creation of a time capsule to be brought to new school and opened at a later anniversary of the school to reflect the joining of communities.

## Staffing & Student Supports

- Joint staff meeting with all new staff in the spring.
- Team building activities for staff (prayer, reflection, icebreakers).
- Develop a communication strategy.
- Develop new logo, flag, and mascot as a surprise for students.
- Hire some staff (teachers & EA’s) from the same schools that the students are coming from.
- Transition meeting with EA’s and Spec Ed teachers at outgoing and incoming schools. Support from Spec Ed. staff at board office should be involved.
- Discussion of student needs with incoming & outgoing principals and teachers.
- Teachers from both schools involved in putting the classroom lists together - determined by friends, academic needs, gender, behaviour.
  - Wherever possible try to put friends in the same classroom and ensure separation of students where there have been past difficulties.
- All principals involved meet with principals who have gone through a similar process in the past.
### Before the Move
- Staff from the departing school prepare summaries highlighting the particular learning styles of each student.
- Provide school staff with information so they can talk to students about the change process.
- Offer support for students having difficulty with change.
- If a walking school, hire buses to do a "test run" with students to help them get used to being on a bus.

### The Move
- Mail invitations regarding first day of school information if not known at the end of June.
- Invite spec. ed. students and families to visit the school at their convenience during the prior to start of school year.
- Open house:
  - Families tour new school.
  - Slideshow showing each teacher in front of their new classroom played on a loop.
  - Give maps out for self-guided tours.
  - Signs on rooms explaining what they’ll be used for
  - Greeters at doors
  - School song playing in library

### After the Move
- Scavenger hunt with teachers stamping when students find various items around the school. Helps students explore every area of their new school.

### New School
- Open house to view construction plans.
- Update letters to community, including WRDSB school, neighbourhood association, and posted on website.
- Display boards of new school in schools that students currently attend.
- Photos of construction progress.
  - If school is being rebuilt, create a wall of photos of the progress (could use the photos to build a bridge from the old building to the new building)

### Getting to know the new school
- EA’s & Spec. Ed teachers create welcome videos for each student of new classroom, new school, washrooms, library, gym so they can see the school before they move. Give students a hard copy photo book of what the new school looks like (inside & outside) for the summer to help with anxiety.
- Letters/messages pertaining to construction or merge have a separate logo or letterhead as a visual cue that it’s important.
- Mark important communication with a sticker indicating that it should be translated (depends on community needs).
- Communicate any construction changes to the community.
- School tours for students and/or families
- Mail invitations regarding first day of school information if not known at the end of June.
- Invite spec. ed. students and families to visit the school at their convenience during the prior to start of school year.
- Open house:
  - Families tour new school.
  - Slideshow showing each teacher in front of their new classroom played on a loop.
  - Give maps out for self-guided tours.
  - Signs on rooms explaining what they’ll be used for
  - Greeters at doors
  - School song playing in library

- Scavenger hunt with teachers stamping when students find various items around the school. Helps students explore every area of their new school.
Appendix C
Boundary Review Process

Date of Issue: June 2024
Reviewed/Revised: N/A
Memo To: All Staff
From: Director of Education

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

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

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

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

REFERENCES:
• Ministry of Education Pupil Accommodation Review Guideline (March 2015)
• APF008 Pupil Accommodation Review Process
• APFXXX Holding Zones and Holding School Designations

FORMS:
• N/A.

REPORTS:
• N/A.

APPENDICES:
Appendix A – Transition Planning Framework for School Communities
COMMENTS AND GUIDELINES:

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

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

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

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

RATIONALE FOR A BOUNDARY REVIEW

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

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

GUIDING PRINCIPLES

A Boundary Review shall align with the following guiding principles.

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

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

BOUNDARY REVIEW PROCESS

The Staff Committee will be comprised of the following:

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

The Staff Committee will consider the following parameters:

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

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

REPORTS

Two (2) staff reports shall be prepared and presented to the Board of Trustees for their decision:
1. A Boundary Review is initiated by the Initial Boundary Review Report
2. The Final Boundary Review Report will be presented to the Board of Trustees

Initial Boundary Review Report

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

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

Final Boundary Review Report

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

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

PUBLIC CONSULTATION

All data, reports, submissions, parent / ratepayer comments received during the boundary review process are subject to Freedom of Information/Protection of Privacy legislation. All written public comments received by staff will be
distributed to the Board of Trustees in their entirety. Public comments received throughout the process may be shared with the public and may become part of the public record.

Following the presentation of the Initial Boundary Review Report and the Board of Trustees approval to conduct a School Boundary Review, Board Staff will provide written notice to:
• The affected school communities.
• The Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division.

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

Representatives of the Staff Committee will attend the Catholic School Advisory Council(s) of school or group of schools to present information in the Initial Boundary Review Report. The intent of the school level meetings is to obtain input directly from affected school communities.

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

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

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

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

Once the Final Boundary Review Report is submitted to the Board of Trustees, members of the public may register as a delegation to provide their comments directly to the Trustees. Delegations must adhere to the General Board Operational and Procedural By-law.

**Trustee Participation**

Upon approving the start of a Boundary Review, the Chair of the Board of Trustees will select two (2) Trustees from the municipal area where a review is undertaken to attend the Catholic School Advisory Council (CSAC) meetings where information in the Initial Boundary Review Report is presented, and input is collected by the Staff Committee.

Trustees may attend any open Public Information Session during a Boundary Review Process.

**BOARD OF TRUSTEE DECISION**

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

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

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

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

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

COMMUNICATIONS PLAN

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

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

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

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

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

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

The Final Staff Report will be made available to the public and posted on the board’s website.

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

EXEMPTIONS

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

- Where a boundary change is being considered for an area where there are no existing students, the boundary options may be considered by senior administration and a decision reached by them without community consultation.
- Where there are relatively few students affected by a proposed boundary change, the families of those students will be consulted directly and given an opportunity to comment on the boundary options being considered.
  - Following this consultation, senior administration may make a decision or may conduct a full review.
  - Where a boundary change is being considered for an area which was part of a Pupil Accommodation Review or Boundary Review up to and including five years previous, the change will be recommended to the Board of Trustees for approval.
- Where a Holding Zone is designated in accordance with APFXXX Holding Zones and Holding School Designations to address interim pupil accommodation arrangements for an area of future residential development.
Communication

Where senior administration is the decision-making body, the proposed boundary change will be communicated directly to the affected school community. In addition, the details of the boundary change will be posted on the Board’s website.
TRANSITION PLANNING FRAMEWORK FOR SCHOOL COMMUNITIES

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

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

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

<table>
<thead>
<tr>
<th>Community Building – Activities, Events &amp; Strategies</th>
<th>Before the Move</th>
<th>The Move</th>
<th>After the Move</th>
<th>New School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask school communities for suggestions to include in transition plans.</td>
<td>Playdate in August for new JK/SK families so everyone has one friend on the first day. Students given colour-coded stickers to help identify who will be in their class.</td>
<td>Opening assembly held in afternoon on first day – introduce staff, theme of the year, read a story.</td>
<td>Monthly school newsletter specific to the new school.</td>
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<td>Develop a theme or catch phrase to bring focus to the transition (e.g., We Are One)</td>
<td>T-shirts made before the change(s) takes effect and ready for the 1st day of school.</td>
<td>First assembly held 1st or 2nd week of school (after kindergarten starts)</td>
<td>New principal to attend school council meetings.</td>
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<tr>
<td>Introduction letter from new principal</td>
<td>2 JK/SK orientation nights – 1 at previous school for parents only, 1 at new school with kids to meet the teacher.</td>
<td>Welcoming mass at local parish</td>
<td>Assembly for new student community held off-site at local parish.</td>
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<tr>
<td>New principal writes column in existing school newsletter</td>
<td>If a school is closing, transfer artefacts, pictures, trophies to the new school to display.</td>
<td>3-Pitch exhibition game between old &amp; new school so friends can see each other.</td>
<td>June or August open house (timing &amp; location depends on construction)</td>
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<tr>
<td>New principal to visit students at existing schools (may be helpful to have a small assembly of students who will be moving).</td>
<td>Mass held at each school for all students before merging.</td>
<td>Take a group/aerial picture in new t-shirts – “we are one” or spirit wear.</td>
<td>All staff attends.</td>
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<tr>
<td>Mass held at each school for all students before merging.</td>
<td>Junior play day</td>
<td>Develop new mascot – Principal presents options at first assembly.</td>
<td>Displays of new school (if not ready)</td>
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<tr>
<td>Primary picnic at the park (splash pad)</td>
<td>Primary picnic at the park (splash pad)</td>
<td>Give each student a ballot to vote.</td>
<td>Slideshow of construction progress &amp; community building events.</td>
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<tr>
<td>Grade 7 leadership day (first Grade 8 class at new school)</td>
<td>Grade 7 leadership day (first Grade 8 class at new school)</td>
<td>School councils merged, co-chair from each.</td>
<td>Board staff attend to answer questions about construction.</td>
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<tr>
<td>Establish a committee to oversee the transition process &amp; activities.</td>
<td>Establish a committee to oversee the transition process &amp; activities.</td>
<td>Representation on school council from each neighbourhood</td>
<td>Welcoming day for kindergartens held at the new school or local parish if construction does not permit.</td>
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<tr>
<td>Student ambassadors from receiving school to visit departing school to answer questions from students.</td>
<td>Student ambassadors from receiving school to visit departing school to answer questions from students.</td>
<td>Create a video of the school’s history &amp; the joining of the school communities to post on the website (e.g., St. John).</td>
<td>Opening ceremony/First day</td>
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<tr>
<td>Set up pen pals between students who are transferring and students in the same grade at the school they’ll move to.</td>
<td>Set up pen pals between students who are transferring and students in the same grade at the school they’ll move to.</td>
<td>Spend 1st week of school celebrating using play-based getting-to-know activities.</td>
<td>Invite police, firefighters, mayor, MPP, board officials, radio, priest.</td>
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</tbody>
</table>

Appendix A

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

<table>
<thead>
<tr>
<th>Before the Move</th>
<th>The Move</th>
<th>After the Move</th>
<th>New School</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plan school trips together to get kids meeting offsite - neutral zone. &lt;br&gt; • Involve students by asking them what their concerns are work together toward solutions. &lt;br&gt; • Students march from one school to another. &lt;br&gt; • Review school council budgets to identify expenditures to benefit students and determine joint/new priorities going forward. &lt;br&gt; • Ability for students to participate in after school activities with possible transportation. &lt;br&gt; • Invite students to Drama production in the spring. &lt;br&gt; • Design new logo together &lt;br&gt; • Carnival/BBQ regardless of which school they attended (done individually or summarizes as a class, school council can also complete). This is used to bring the best of all worlds to the new school community. &lt;br&gt; • Celebration at the school welcoming new students &lt;br&gt; • Plant a tree to signify a new beginning. &lt;br&gt; • Graffiti wall (on paper)</td>
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<tr>
<td>Staffing &amp; Student Supports</td>
<td>Joint staff meeting with all new staff in the spring. &lt;br&gt; • Team building activities for staff (prayer, reflection, icebreakers) &lt;br&gt; • Develop a communication strategy. &lt;br&gt; • Develop new logo, flag, and mascot as a surprise for students. &lt;br&gt; • Hire some staff (teachers &amp; EA’s) from the same schools that the students are coming from. &lt;br&gt; • Transition meeting with EA’s and Spec Ed teachers at outgoing and incoming schools. Support from Spec. Ed. staff at board office should be involved. &lt;br&gt; • Discussion of student needs with incoming &amp; outgoing principals and teachers. &lt;br&gt; • Teachers from both schools involved in putting the classroom lists together - determined by friends, academic needs, gender, behaviour. &lt;br&gt; • Wherever possible try to put friends in the same classroom and ensure separation of students where there have been past difficulties. &lt;br&gt; • All principals involved meet with principals who have gone through a similar process in the past. &lt;br&gt; • First staff meeting in (June or August) with team building activities. Provide a tour of the school. &lt;br&gt; • Give access to staff earlier in the summer so they can unpack their classrooms.</td>
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<tr>
<td></td>
<td>First staff meeting in (June or August) with team building activities. Provide a tour of the school. &lt;br&gt; • Give access to staff earlier in the summer so they can unpack their classrooms.</td>
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<td></td>
<td>• Opening ceremony starts outside. All students, staff, &amp; community members walk into school together. &lt;br&gt; • Plaques gifted from each school council where the students came from at the end of the first school year. &lt;br&gt; • Previous school councils send gifts (e.g., Christmas tree) to new school. &lt;br&gt; • Creation of a time capsule to be brought to new school and opened at a later anniversary of the school to reflect the joining of communities.</td>
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</table>

• Hold June staff meeting at new school and include a tour of school. <br> • New principal assigned in January to prep for opening. <br> • VP assigned to existing school if principal is still in charge of an existing school (this may occur in a merge).
### Appendix A

#### Before the Move
- Staff from the departing school prepare summaries highlighting the particular learning styles of each student.
- Provide school staff with information so they can talk to students about the change process.
- Offer support for students having difficulty with change.
- If a walking school, hire buses to do a "test run" with students to help them get used to being on a bus.

#### The Move
- Mail invitations regarding first day of school information if not known at the end of June.
- Invite spec. ed. students and families to visit the school at their convenience during the prior to start of school year.
- Open house:
  - Families tour new school.
  - Slideshow showing each teacher in front of their new classroom played on a loop.
  - Give maps out for self-guided tours.
  - Signs on rooms explaining what they’ll be used for
  - Greeters at doors
  - School song playing in library

#### After the Move
- Scavenger hunt with teachers stamping when students find various items around the school. Helps students explore every area of their new school.

#### New School
- Open house to view construction plans.
- Update letters to community, including WRDSB school, neighbourhood association, and posted on website.
- Display boards of new school in schools that students currently attend.
- Photos of construction progress.
  - If school is being rebuilt, create a wall of photos of the progress (could use the photos to build a bridge from the old building to the new building)

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#### Getting to know the new school
- EA’s & Spec. Ed teachers create welcome videos for each student of new classroom, new school, washrooms, library, gym so they can see the school before they move. Give students a hard copy photo book of what the new school looks like (inside & outside) for the summer to help with anxiety.
- Letters/messages pertaining to construction or merge have a separate logo or letterhead as a visual cue that it’s important.
- Mark important communication with a sticker indicating that it should be translated (depends on community needs).
- Communicate any construction changes to the community.
- School tours for students and/or families
- Mail invitations regarding first day of school information if not known at the end of June.
- Invite spec. ed. students and families to visit the school at their convenience during the prior to start of school year.
- Open house:
  - Families tour new school.
  - Slideshow showing each teacher in front of their new classroom played on a loop.
  - Give maps out for self-guided tours.
  - Signs on rooms explaining what they’ll be used for
  - Greeters at doors
  - School song playing in library

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Appendix D
Holding Zones and Holding School Designations

Date of Issue: June 2024
Reviewed/Revised: N/A
Memo To: All Staff
From: Director of Education

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

PURPOSE:
The purpose of this administrative procedure is to detail the process to be followed by staff when identifying and modifying Holding Zones and Holding Schools to address interim accommodation of students.

In circumstances where there is an area of future residential development within an existing school boundary, staff may consider the identification of interim pupil accommodation arrangements for that area.

This administrative procedure sets out the process for establishing Holding Zones and Holding Schools, as well as amendments to same.

This procedure does not apply to the use of facilities for alternative education, adult education and / or continuing education.

REFERENCES:
• Ministry of Education Pupil Accommodation Review Guideline (March 2015)
• Administrative Procedure APF008 – Accommodation Review Process
• Administrative Procedure APFXXX – Boundary Review Process

FORMS:
N/A.

REPORTS:
N/A.

APPENDICES:
N/A.
COMMENTS AND GUIDELINES:

Definitions

For purposes of this Administrative Procedure the following definitions will apply:

**Boundary**: a defined geographic area which determines, in part, a student’s eligibility to attend a particular school or program (e.g. French Immersion), based on a student’s primary residence.

**Holding School**: a school designated to accommodate students from one (1) or more Holding Zones.

**Holding Zone**: a defined geographic area that does not belong to a school boundary, usually with a high concentration of new homes or imminent residential development, where students may be directed to attend a specified Holding School until such time as a new school, additional capacity or revised school boundaries are established.

**School**: a body of elementary school students or secondary school students organized as a unit for educational purposes.

Process

**Holding Zone Decision Making**

Staff will prepare a Holding Zone Report to address areas of pending residential development where it is anticipated that the volume of students from the area has the potential to exceed the operational capacity of the designated school for the boundary in which such area of pending development is located. Staff may identify one (1) or more Holding Zone(s) and Holding School(s) for the area of development in question.

A Holding Zone Report will be considered under the following circumstances:

**NO AFFECTED STUDENTS**

Should staff deem that the establishment of a Holding Zone(s) and Holding School(s) are advisable, a Holding Zone Report will be prepared and presented to senior administration.

Where designation of Holding Zone(s) and Holding School(s) is recommended for an area where there are no existing students, the designation may be considered by senior administration and a decision reached by them without community consultation.

**AFFECTED STUDENTS**

Where there are few students affected by the establishment of a Holding Zone(s) and Holding School(s), the parents / guardians of those students affected will be consulted directly.

Following consultation, senior administration may confirm the Holding Zone Report recommendations or may request that the Board of Trustees initiate a boundary review following the processes contained in **APO012 – Transportation**.

Where senior administration is the decision-making body, the details of the Holding Zone(s) and Holding School(s) will be reported to the Board of Trustees for information and communicated directly to the affected school community. In addition, the details of the Holding Zone(s) and Holding School(s) will be posted on the affected school(s) and Board websites.

The provision of student transportation to any student(s) will continue in accordance with eligibility as determined by **APO012 – Transportation**.
Holding Zone Report

Staff's Holding Zone Report to senior administration will analyse and consider the following:

- the limitations of existing school facilities to accommodate existing or future development within the school's boundary (i.e., built and temporary capacity, outdoor play spaces, parking, student drop-off / pick-up facilities and bus loading / unloading areas);
- the effect on existing school facilities if no change occurs;
- the effect the proposed interim accommodation of students from the proposed Holding Zone will have on the utilization of the proposed Holding School(s) and whether temporary accommodation measures will be required and whether the proposed Holding School(s) have suitable outdoor play spaces, parking, student drop-off / pick-up facilities and bus loading / unloading areas to accommodate in-boundary students and students from the proposed Holding Zone(s);
- whether legislative and operational requirements will continue to be met at the proposed Holding School(s) following the addition of students from the proposed Holding Zone(s);
- the status of long-term pupil accommodation planning as it relates to the proposed Holding Zone; and
- Any relevant grandparenting provisions.

Holding Zone Amendment Report

Should the Holding School assignment of a Holding Zone(s) designation need to change, or be dissolved based on the availability of capacity in a school or establishment of revised school boundaries that allow the Holding Zone(s) to become part of a school boundary, staff will prepare a recommendation report to senior administration including analysis and consideration of the matters evaluated in the Holding Zone Report above insofar as the proposed amendments are concerned.

The outcome of a Boundary Review conducted in accordance with APFXXX – Boundary Review Process may replace the need for a Holding Zone Amendment Report.

Notification of Approved Holding Zones

Following designation of Holding School(s) and related Holding Zone(s) by senior administration, staff will provide notice to:

- the administrators of any schools affected by such decisions;
- Student Transportation Services of Waterloo Region;
- the parent / guardian of any student whose primary residence is in the Holding Zone(s) at the time of the designation;
- the owner of undeveloped property within the Holding Zone in question, who has submitted an application for future residential development within that Holding Zone (i.e. draft plan of subdivision, site plan), so long as staff has knowledge of same;
- the respective municipality in which such Holding Zone is located.

Such notice may be by mail or e-mail and will specify the date(s) on which the Holding Zone designation will come into effect.
Planning Act Applications

When requested by a municipality to comment on a residential plan of subdivision, residential plan of condominium or residential site plan, staff will request that such municipality include a clause similar to the following to be included in the respective approval of said applications (with such amendments as may be appropriate):

“That the Owner/Developer agree in the Subdivision Agreement and/or Site Plan Agreement to notify all purchasers of residential units and/or renters of same, by inserting the following clauses in all offers of Purchase and Sale/Lease:

Waterloo Catholic District School Board present and future families - please note that your new home is located in an area that has been designated as a Holding Zone as we await construction of a new school(s). Students may be accommodated temporarily in a Holding School(s) until construction is complete. Please visit www.wcdsb.ca/accommodations for additional information.”
Date: 06/24/24
To: Board of Trustees
From: Student Trustees
Subject: June 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
Background/Comments:

As the school year draws to a close, the WCDSB secondary schools come together for celebratory events that acknowledge all the hard work and achievements of our students, staff, and educators. These gatherings are especially poignant as we bid a heartfelt farewell to our grade 12 students, honouring their dedication and accomplishments while wishing them success in their future endeavours.

Common Activities Hosted by The Schools:

- Convocation
  - Each WCDSB secondary school convocation took place in the month of June. These ceremonies granted opportunities for families, staff, and community members to celebrate the sheer determination and successes of the senior students graduating in the year 2024.

- Pride Month
  - The WCDSB recognizes and embraces June as Pride Month. In the month of June Resurrection’s GSA, “S.A.G.A”, hosted a movie night to celebrate the month of Pride. This also included a dance performed by the Resurrection dance team and an 2SLGBTQ+ art gallery. St. David organised a “Pride Week,” including a rainbow scavenger hunt, rainbow shirt day, face painting, and handing out rainbow coloured spirit items. Each secondary school used their social media platforms to spread awareness and advocate for the 2SLGBTQ+ community.

- Community Improvement
  - 2023-2024 Senate Initiative: School Supplies Drive
    - The final 2023-2024 Senate Initiative came to a close on June 14th. The school supplies collected will be collected and stored to distribute to student success spaces in the upcoming school year.
  - “Eagles Eats”
    - As St. Mary’s hospitality classes have been creating healthy food to provide to the school community on-site. The St. Mary’s hospitality class has officially launched their “Eagles Eats” program to continue their efforts to support students’ physical health.
  - Bike to School Week
    - From June 3rd to June 7th, St. held their “Bike to School Week,” which promoted more environmentally conscious transportation methods to travel to and from school.

- Banquets
  - Athletic Banquet
Resurrection, St. David, and St. Mary’s held their annual Athletic Banquets to recognize the achievements, teamwork, development, and dedication of all WCDSB athletes.

- **Arts Banquet**
  - On June 6th, St. David hosted their Arts Banquet, an event honouring the arts. This was open to anyone who has been involved in the Celtics Arts Community this year or is an arts enthusiast.

- **Club Banquet**
  - St. Mary’s newly structured event, the “Club Banquet”, is a space for club members to celebrate their year at a glance with a club acknowledgment ceremony, food and refreshments, a photo booth, and interactive activities.

- **Grade 12 Events**
  - **Senior Sunrise**
    - St. Benedict ran their “Senior Sunrise” event for grade 12 students to join as a community as they watched the sun rise.
  - **“Relive Recess”**
    - St. David celebrated their graduating grade 12 students journey through high school, as they relive common childhood activities with the “Relive Recess” Event. This event included activities such as Tug of War, Musical Chairs, Duck Duck Goose, and t-shirt design creations.

- **End of The Year Assembly**
  - Many WCDSB secondary schools organised their end of the year assemblies to close the 2023-2024 school year off with a final commemoration of all the valued work students, educators, and staff contributed to the school community.

**Student Trustee Role Update:**

- **Resurrection Crosswalk Painting**
  - Trustee Petrie attended the Resurrection crosswalk improvement event. The design used to re-define the crosswalk was created by Joanne Jendo, a grade 12 student.

- **Transitional Senate Meeting**
  - On June 7th, the incoming and outgoing Student Senate met at St. Mary’s High School for the Transitional Senate meeting. This was an opportunity for the outgoing Senate to pass the torch to the new Senate, sharing words of wisdom and important information. It was also a chance for the outgoing Senate to exchange final goodbyes and share plans for next year.

- **St. Mary’s Convocation**
  - On June 13th, Trustee Petrie attended the St. Mary’s Convocation, and appreciated the opportunity to acknowledge the graduates and present an apprenticeship award to Mason G.

- **Project SEARCH Graduation**
On June 25th, Trustee Petrie attended the Project SEARCH graduation for St. Mary’s General Hospital. Project SEARCH is a school-to-work program for students with disabilities. Students gain employability skills and career planning support from teachers and skills trainers.

**Student Senate Constitution**

- **Background**
  - When Trustees Donoghue and Petrie began their roles as Student Senate Co-Chair, they identified a number of issues within the Student Senate. The most notable issues were a lack of clarity regarding the purpose and practice of the Senate, as well as no concrete regulations or procedures regarding Senate activity. They decided the best way to resolve this was through the creation of a Student Senate Constitution. They engaged in a consultation process with the current Senate, the incoming Student Trustees, previous Student Trustees, Student Trustees from other boards, and WCDSB staff, all to create an effective document. After months of drafting, editing, and discussing, the Student Senate Constitution is finally complete, to come into effect next school year.

- **Purpose**
  - The purpose of creating this document was to establish principles for the Student Senate to utilise, rules for them to abide by, and a structure and procedure to be followed for various matters. This will provide a clear direction for the Student Senate when planning initiatives and events.

- **Significance**
  - With this document, the WCDSB joins a number of other school boards in solidifying the direction of their student representative bodies and providing transparency to the greater community regarding the role of student leadership at the board.

- **Content (See Appendix A)**
  - **Definitions**
    - The definitions provide individuals who may not be aware of the specific language used to refer to the Student Senate context for the remainder of the constitution.
  - **Mandate/Functions**
    - These explain the purpose of the Student Senate and the role of members on the Student Senate. It clearly outlines the values and responsibilities that must be upheld by the Student Senate.
  - **Structure and Procedure**
    - The remainder of the document discusses the structure of the Senate and its organs, as well as specific procedural matters (such as meetings and vacancies).

- **What's Next?**
  - The Constitution is designed to be a foundational document for the Student Senate that can be developed and built upon in the future.
The outgoing Student Trustees have had discussions with the incoming Student Trustees regarding ideas surrounding the document and potential changes they may wish to advocate for in the future. This has included:

- The potential to reintroduce the Elementary Student Senate.
- Adding new bodies to the Student Senate to include students in kindergarten through grade ten, special education, and more.
- Diversifying the focus of the Student Senate to include more advocacy initiatives as opposed to just events promoting school spirit.

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

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

*4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the CEO, subject in all instances to what otherwise actually occurred.*
1. Name
   1.1. The name of the organisation shall be the Waterloo Catholic District School Board (WCDSB) Student Senate, hereby referred to as the Student Senate.

2. Definitions
   2.1. **Student Senators** shall be defined as participating members of the Student Senate in grades nine to twelve (9-12) and representatives of schools within the jurisdiction of the WCDSB.
   2.2. **Student Trustees** shall be defined as the elected student representative(s) who represent the Student Senate and the student body of the WCDSB to the Board of Trustees. They shall chair the Student Senate and manage all Student Senate affairs in conjunction with Student Activities Council Advisors. The Student Trustees shall be defined in unison with WCDSB and Ministry of Education guidelines.
   2.3. **Co-Presidents** shall be defined as the individuals elected at each WCDSB secondary school to represent the student body at that respective school. They shall chair each school's Student Activities Council and participate as members of the Student Senate Co-Presidents Council.
   2.4. **The Co-Presidents Council** shall be defined as the collective body of WCDSB secondary school Co-Presidents. The Co-Presidents Council shall focus on building community and uniting students through initiatives and events.
   2.5. **The Advisory Council** shall be defined as a collection of WCDSB staff (teacher liaisons, superintendent) who advise the Student Senate and the Student Trustees on Student Senate initiatives and affairs.
   2.6. **Student Activities Council** shall be defined as the central student leadership group at each WCDSB secondary school.

3. Mandate
   3.1. The Student Senate shall serve the following mandates:
       3.1.1. To work in consultation with each secondary school's Student Activities Council teacher advisor and other Advisory Council members.
       3.1.2. To represent the perspectives, ideas, and voices of all students in the WCDSB.
       3.1.3. To implement initiatives that promote student voice, community, school spirit, and positive change within the WCDSB.
3.1.4. To act as the centralised student representative body and be the bridge between the student population and the WCDSB Board of Trustees and staff.

3.1.5. To advocate for student rights and engagement.

3.1.6. To demonstrate the Ontario Catholic School Graduate Expectations (OCSGEs).

3.1.7. To honour and serve under the Student Senate Constitution.

4. Functions

4.1. The functions of a Student Trustee in regards to the WCDSB Student Senate are:

4.1.1. Serve as co-chairs of the Student Senate.

4.1.2. Provide leadership within the Student Senate for its responsibility to promote the distinctiveness of a Catholic education within the Waterloo Catholic District School Board and the Region of Waterloo.

4.1.3. Participate as a member of their home school student council as an ex-officio member. The degree of participation beyond attendance at regular Student Activities Council meetings is at the discretion of the Student Trustee.

4.1.4. Report regularly to the Student Senate on the activities of the Board of Trustees and the Ontario Student Trustees Association.

4.1.5. Develop and plan a student leadership conference(s) to include grades 7-12 under the direction of the superintendent and with the guidance of student council directors.

4.1.6. Participate in student leadership development activities associated with their school, board and association roles. All participation is subject to the board’s administrative education excursion supervision policy where appropriate supervision must be available. If the excursion is outside of Board jurisdiction, supervision is to be provided by the student trustee parents. All excursions are subject to the availability of funds.

4.2. The functions of a Co-President are:

4.2.1. Hold membership on the Co-Presidents Council of the WCDSB Student Senate.

4.2.2. Co-Chair their home school Student Activities Council.

4.2.3. Produce monthly reports during the school year regarding the activities occurring at their home school and submit these reports to the Student Trustees.

4.2.4. Represent the interests of student leaders while serving on the WCDSB Student Senate.

4.2.5. Collaborate with other Co-Presidents to plan board-wide initiatives focusing on school spirit and community building.

5. Composition

5.1. The Student Senate shall consist of the following councils:

5.1.1. The Advisory Council

5.1.2. The Co-Presidents Council
5.3 The Advisory Council shall consist of the Student Activities Council Advisors from each WCDSB secondary school, superintendent, and other necessary staff.

5.5 The Co-Presidents Council shall consist of two (2) Co-Presidents from each WCDSB Secondary School, Co-Chairs by the Student Trustees.

6. Membership of Student Senate
6.1. All WCDSB secondary schools are member schools of the Student Senate.
6.2. All Student Senators are expected to remain in their positions for the entirety of the school year they were selected or elected to serve.
   6.2.1. Should a Student Senator resign, be disqualified, or vacate their position for any reason, the vacancy procedure in Section 14 shall be followed.
6.3. Student Senators have the right to:
   6.3.1. Participate in discussions, projects, initiatives, and other endeavours within the Student Senate.
   6.3.2. Have access to all materials and resources pertaining to the Student Senate.

7. Co-President Election Process
7.1. Co-Presidents are to be elected by the student body of each WCDSB secondary school.
7.2. The eligibility requirements to run for the Co-President position are at the discretion of each WCDSB secondary school.
7.3. The election process for Co-President position is at the discretion of each WCDSB secondary school.
   7.3.1. Should there only be two (2) eligible candidates at a WCDSB secondary school, both shall be appointed as Co-Presidents.
   7.3.2. Should there only be one (1) eligible candidate at a WCDSB secondary school, the candidate shall be appointed as Co-President. The open Co-President position may be filled at the discretion of that WCDSB secondary school. It will be left to the discretion of each WCDSB secondary school to determine how to fill the open position.
7.4. Co-Presidents shall be elected no later than June 1st of the school year prior to the beginning of their term.

8. Student Trustees
8.1. Student Trustees are to follow the guidelines from the WCDSB policy labelled Student Representation on the Board, the WCDSB policy labelled Student Trustee Role Description, and the Education Act.
8.2. The Student Trustees shall co-chair the Student Senate.
8.3. Student Trustees, when conducting Student Senate affairs, shall lead in a fair, unbiased, and supportive manner.
   8.3.1. Student Trustees shall be held accountable to this by the Advisory Council. If the Advisory Council feels that Student Trustees are not
acting accordingly, the appropriate disciplinary actions will be left to the discretion of the Advisory Council.

9. **Student Trustee Elections**
   9.1. Student Trustees shall be indirectly elected by the WCDSB through the WCDSB Student Senate.
   9.2. All Student Senators are eligible to and must vote.
     9.2.1. If unforeseen circumstances occur, a Student Senator may be exempt from voting.
   9.3. The voting procedure and format for Student Trustee elections is subject to change each year.
   9.4. Student Trustees must be elected no later than February 28 each school year.

10. **Term**
    10.1. The term of the Student Trustees shall be from August 1 to July 31.
    10.2. The term of Co-Presidents shall be from September 1 to June 30 of every year.
    10.3.

11. **Vacancies**
    11.1. Should the position of Student Trustee become vacant, the Superintendent of Education responsible for student leadership and the Director shall work with the School administration and advisors to determine next steps.
    11.2. Should the position of Co-President become vacant, the position may be filled at the discretion of the WCDSB secondary school from which the Co-President vacancy occurred. The process to fill the position, if applicable, is at the discretion of each WCDSB secondary school.

12. **Meetings**
    12.1. The Co-Presidents Council shall meet a minimum of six (6) times per school year.
    12.2. The Advisory Council shall meet on an adhoc basis.
     12.2.1. The Advisory Council can be called to meet by any member of the Council.

13. **Amendments**
    13.1. Should the WCDSB Student Senate express intent to make an amendment to the Student Senate Constitution, the following steps must be taken:
     13.1.1. A written proposal for an amendment to the Constitution must be submitted to the Student Trustees by a Student Senator or Advisory Council member. Student Trustees may also write proposals themselves.
     13.1.2. The Student Trustees shall initiate a consultation process with the WCDSB Student Senate regarding the amendment.
13.1.3. Following this consultation process, if the Student Trustees, jointly with the Advisory Council, feel the amendment is necessary, the Student Senate Constitution will be amended.

13.1.4. The Student Trustees shall provide the amended Student Senate Constitution to the Board of Trustees for information, on behalf of the Student Senate.

14. The Student Senate Constitution shall come into effect annually upon the signature of the Student Trustees of the elected year of the Waterloo Catholic District School Board and the signature of the Director of Education.

Allison Berwick, WCDSB Student Trustee 2024 - 2025

Matteo Leone, WCDSB Student Trustee 2024 - 2025

Tyrone Dowling, WCDSB Director of Education
Report

Date: 06/24/24
To: Board of Trustees
From: Student Trustees
Subject: Student Trustee Feedback and Recommendation 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:

In April of 2024, the Waterloo Catholic District School Board Student Trustees were asked to complete a feedback survey, providing opinion and comments regarding the experience of the Student Trustees during their term. The feedback provided identified a number of strengths as well as a number of opportunities for development of the board. Addressing these opportunities for development will be beneficial in preserving and protecting student advocacy and voices in the WCDSB. The Student Trustees conducted a meeting with the Chair of the Board to discuss these items. It was concluded that the most constructive way to share and address the feedback provided would be through a comprehensive report, prepared by the Student Trustees. This report is separated into two sections: “Areas of Strength” details items that have greatly benefited the experience and productivity of the Students Trustees, while “Areas of Opportunities for Improvement and Recommendations” highlights areas that may require additional attention to allow Student Trustees to feel better supported. This section proposes various recommendations that have the potential to address these areas (These recommendations are not for approval).

Areas of Strength:

**Student Trustee Mentorship**: Throughout the year, the Student Trustees have greatly benefited from the support provided by their Trustee mentors. Through one-on-one discussions, continuous encouragement, and constant support and feedback, the Student Trustees have been able to actively and effectively participate at the board table. The Student Trustees would like to thank Trustee Guerin and Trustee Weiler for their mentorship.

**Professional Development Opportunities**: The Student Trustees have been provided access to a large number of robust professional development opportunities, most notably OSTA-AECO and OCSTA conferences. There are Student Trustees around the province who have little to no access to these beneficial sessions, but this has never been an issue for WCDSB Student Trustees. The Student Trustees are grateful to the board for making these opportunities accessible.

**Financial Support**: It is important to note that for many Student Trustees, school board financial barriers are a factor that inhibit them from implementing certain initiatives and accessing opportunities. WCDSB Student Trustees and the WCDSB Student Senate do not experience these barriers, as the board ensures that these students are provided with the necessary resources for the tasks they need to complete.
Access to the Director of Education: Throughout the year, the Student Trustees have been able to have direct access to the Director of Education, whether it be emails or meetings, without any obstacles. This allows the Student Trustees to feel supported when engaging in their work.

Ability to Present Motions with Support of Mentors: The Student Trustees have had the opportunity to present a motion on mental health. The Trustee Mentors provided an immense amount of support to allow this to move forward, and this action sets precedent for future Student Trustees to be able to utilise an avenue like this to promote items important to students.

Personal Skill Development: Over the past year, the Student Trustees have been able to develop a wide array of skills, especially in the areas of public speaking and governance. These skills will provide benefits in the Student Trustees’ further endeavours, and they are grateful for the opportunity they had to cultivate them during their time at the board.

Areas of Opportunities for Improvement and Recommendations:

Area of Opportunity - Training of the Student Trustees: The training provided to the Student Trustees prior to beginning their terms is inconsistent and, at times, minimal. Additionally, the resources used to train Student Trustees from year to year greatly differ in substance and how robust they are. The outcome of these factors could lead to incoming Student Trustees being ill prepared for their terms. At the WCDSB, Student Trustees have one year terms, and the more time that is spent at the beginning of their terms learning how to fulfil their position, the less time they have to engage in meaningful work and advocacy.

Recommendation: That a training module for Students Trustees be developed. This training module will be shared with the incoming Student Trustees every year and will be changed as needed. Additionally, standards and targets will be set for the outgoing Student Trustees to ensure that they are accountable for providing proper training. Further, it would be helpful if the Trustee mentors were assigned to incoming Student Trustees earlier in the year (May) to build that relationship.

Area of Opportunity - Communication to the Student Trustees: When it pertains to specific events, deadlines, and other affairs related to the board, the communication of these items to the Student Trustees is inconsistent. It is not uncommon for Student Trustees to miss event invitations and to be informed of due date changes with little notice.

Recommendation: That the Chair and the Director of Education have monthly communication with the Student Trustees (Preferably at the beginning of the month, and this may consist of an email or brief Teams meeting) and provide Student Trustees with necessary information about upcoming dates and items. This will allow Student Trustees to be kept informed, easing their ability to engage with the rest of the board.
**Area of Opportunity** - Access to Resources: In the Education Act, Section 55, it states that “A student trustee has the same status as a board member with respect to access to board resources.” However, there are many useful resources that Trustees have access to that Student Trustees do not have access to (e.g. Teams Drive) or have not had access to until recently (e.g. OCSTA Folders). While it is understood that certain items cannot be shared due to confidentiality, there are many resources that Student Trustees should be able to access without barriers.

**Recommendation:** That all vital resources be directly shared with the Student Trustees at the beginning of their term.

**Area of Opportunity** - Access to Committees and Opportunities to Provide Student Perspectives: Currently, Student Trustees are members of the Linkages, Pastoral, and Sustainable Development Committees. Beyond these, Student Trustees have not been given the opportunity to engage in other committees of the board and advocate for students in those spaces. This means that there are many committees that do not have a student voice, which can minimise the significance of the student experience in those discussions.

**Recommendation:** That Student Trustees be informed of opportunities to access and explore the work of various committees that are a part of the board as a guest.

**Area of Opportunity** - The Student Trustees Role: The role of a Student Trustee has an important history and robust legislation designed to protect the rights of Student Trustees. There are a number of procedural avenues and legislatively supported actions available to Student Trustees that allow them to advocate for students. Awareness of the role is important when Student Trustees are trying to promote actions and initiatives to support students.

**Recommendation:** That as part of the board’s ongoing professional development, a session be provided to enhance education on the role of the Student Trustee and its significance. OCSTA and OSTA-AECO may be able to provide some assistance in this area.

**Area of Opportunity** - Structure of the Student Representative Body (Student Senate): As it stands, the Student Senate consists of the Student Council Co-Presidents from each of the WCDSB secondary schools. There are several concerns with this:

1. Criteria for the role of Co-President differs at each high school.
2. Co-President candidates are not always aware of their potential role on the Student Senate.
3. The Student Senate has limited opportunity to hear from elementary students and students in alternative learning programs.
4. The focus of the Student Senate is limited in the areas of advocacy and representing the student body due to the current structure.
Recommendation: That the board, in coordination with the Superintendent and other staff affiliated with the Student Senate, a thorough review be conducted of the current student representative body’s structure and its operations to determine opportunities for improvement.

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

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

*4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the CEO, subject in all instances to what otherwise actually occurred.
Date: June 24, 2024
To: Board of Trustees
From: Director of Education
Subject: Catholic Parent Involvement Committee Summary Report 2023/2024

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

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

Origin: (cite Education Act and/or Board Policy or other legislation)
Board Policy: APSC001 Catholic School Councils

Policy Statement and/or Education Act/other Legislation citation
O. Reg. 612/00: School Councils and Parent Involvement Committees under Education Act, R.S.O. 1990, c. E.2

Parent Engagement Policy www.edu.gov.on.ca/eng/parents/policy.html

Parents Reaching Out Grants www.edu.gov.on.ca/eng/parents/reaching.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.
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Background/Comments:

The Waterloo Catholic District School Board Catholic Parent Involvement Committee (CPIC) is an important board-level advisory body that operates as a direct link between parents and our director of education and trustees. Both the CPIC and our Catholic School Advisory Councils (CSAC’s) encourage parent involvement in support of student achievement, equity, and well-being.

During the 2023/24 school year, the Waterloo Catholic District CPIC committee was intentional in their work and meetings. The committee met for five meetings as scheduled in addition to the dates that included the Catholic School Advisory Council Onboarding and the Catholic School Advisory Council Commissioning. We do hold representation on board levels committee and this year a CPIC member contributed to the Budget Advisory Committee.

The CPIC’s primary role is to support, encourage and enhance parent engagement at the board level to improve student achievement and well-being. This purpose is achieved primarily by providing advice on parent engagement to the board, communicating with and supporting school community councils and undertaking activities to help parents support their children’s learning at home and at school. The WCDSB CPIC has successfully achieved these goals through:

• Communication with CSAC’s
• Direct Support to Catholic School Advisory Councils
• Pro Grant Funding

Communication with Catholic School Advisory Councils
The office of CPIC regularly seeks feedback through surveys, emails, and event summaries. CSAC Chairs receive regular communication from CPIC office regarding provincial resources and local initiatives for consideration, information, and for distribution to their broader school communities.
Direct Support to Catholic School Advisory Councils

Ontario Association of Parents in Catholic Education

All Catholic School Advisory Council Chairs have been designated as representatives for Ontario Association of Parents in Catholic Education. Every month the CSAC chairpersons receive the link to the Parents4parents Press. CPIC sponsored two parents to attend the OAPCE Conference and the 2 attendees provided a report back to CPIC.

CPIC Microsoft Team
CPIC undertook the development of a CPIC and CSAC Microsoft Team where all resources, minutes, shared files, and templates are housed. Each member of all CSAC’s are registered, have access and are directed to this site for their council needs.

Onboarding Session

Approximately 60 attendees were able to take part in the information evening. Parents and trustees had the opportunity to learn more about the role of the CSAC, budget awareness and applicable policies, WCDSB direction as it relates to mental health and equity/inclusion, and of course the strong roots tying all that we do based on our Catholic faith.

Commissioning

Celebrating and recognizing our strong parent relationship has now become a yearly tradition at the WCDSB. The event, celebrated face to face again this year, was attended by approximately 95 parents, administrators, trustees, and superintendents. A combined total of 41 parents and new administrators were commissioned this year.

Professional Development Resources for CPIC and CSAC’s

Over the course of the year Catholic School Advisory Councils as well as CPIC members have been invited to take part in professional development opportunities through our COFFEE CHATS and other publicized speakers. Topics offered included:

- Generative AI: WCDSB Families in the Know – Katrina Gouett and Whitney McKinley
- Mental Health- Digging Deeper into School Mental Health Ontario Resources and our WCDSB strategy- Andrea Snyder, Mental Health Lead
- How to Foster Faith Experiences for Families – John Murphy, Religion Consultant
- Math Strategic Plan- Our WCDSB Math Strategic Plan presented by Petra LeDuc, Math Lead
Microsoft Teams Use by Whitney McKinley and Katrina Gouett  
Galaxy Esports and online safety By Matthew Johnson, the Director of Education from Media Smarts and Katina Papulkas the Senior Education Strategist from Dell Technologies  
Human Trafficking by Timea Nagy Best-Selling Author, Award-winning Human right activists, UN Advisor, Human Rights Activist and Keynote Speaker

Pro-Grant for School Based and System Projects

Catholic School Advisory Councils were surveyed to inform CPIC led Pro-Grant initiatives and CSAC’s were encouraged and invited to apply for funding to run a school led events. Funds were directly shared with the Special Education Advisory Committee (SEAC) as well as with St. Louis Adult Education Centre to ensure that the scope of reaching all parents was far reaching. Funds are always directly allocated for the Catholic Faith based subscription for all parents called FORMED as well.

Summary

The Catholic Parent Involvement Committee (CPIC) has been a strong board level committee that has come together to advocate for the strong link between home, school, and church. Following are the members of the 23/24 CPIC committee all of which welcome communication from the family of schools they represent.

<table>
<thead>
<tr>
<th>CPIC Members</th>
<th>Name</th>
</tr>
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<tbody>
<tr>
<td>Director of Education Designate</td>
<td>Judy McKern</td>
</tr>
</tbody>
</table>
| Trustees (2 + 1 Alternate) | Conrad Stanley  
| Trustee #1 | Matthias Phillips  
| Trustee #2 | Winston Francis  
| Trustee Alternate | Monica Carlin |
| Administrators: Elem (1), Sec (1) | Elementary | Andrew Gordon  
| Secondary | Monica Carlin |
| Diocesan Representative | John Murphy |
| Elementary Parent from each FOS | Monsignor Doyle Family (OAPC) | Joy Stephen  
| Resurrection Family | Catherine Tomar  
| St. Benedict Family (CPIC Chair) | James Sebastian-Scott  
| St. David Family | Craig LeBlanc  
| St. Mary’s Family | Paul Mandica |
| Secondary Parent by City (3) | Cambridge (Budget Committee) | Dave Perdaly  
| Secondary: Kitchener | Irene Yasato  
| Secondary: Waterloo | Janek Jagiellowicz  
| Member-at-Large | Carla Ferrara  
| Member-at-Large | Tina Karawalyszyn |
| Member-at-Large | Brenda Tligiogana-Adimbibwe  
| Member-at-Large | Abimbak (Obinike) Madsen  
| Member-at-Large | Melissa Phillips |
| Recorder | Joey Fraga |
| Director of Education | Tyrone Dowling |

When parents and schools collaborate, positive outcomes include improved faith development, student achievement, behaviour, and reduced absenteeism, and a greater sense of inclusion and confidence among parents about their children’s education. CPIC is committed to the hard work of ensuring that all of our parents experience our WCSCB vision that Our Catholic Schools are the heart of the community — success for each, a place for all.
Recommendation:
For Information for the Board of Trustees.

Prepared/Reviewed By: James Sebastian-Scott, CPIC Chairperson
Judy Merkel, Superintendent of Learning
Tyrone Dowling, Director of Education

*4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the CEO, subject in all instances to what otherwise actually occurred.
Date: June 24, 2024
To: Board of Trustees
From: Director of Education
Subject: SEAC Committee Presentation to Board

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

Type of Information: ☑ Monitoring Information of Board Policy XX XXX
☐ Information for Board of Trustees Decision-Making
☐ 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.
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☐ 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:

<table>
<thead>
<tr>
<th>Month</th>
<th>Topic</th>
<th>Presenter</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>September 6, 2023</td>
<td>• Equity</td>
<td>L. Garrioch</td>
<td>St. Francis Room</td>
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<td>• Revised Brochure</td>
<td>E. Lemak</td>
<td>CEC</td>
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<td>• Special Education Plan review</td>
<td>G. Foran</td>
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<td>October 4, 2023</td>
<td>• Special Education PD Plan for the Year</td>
<td>Gerald Foran</td>
<td>St. Francis Room</td>
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<td>• Student Services Focus Areas</td>
<td>E. Lemak</td>
<td>CEC</td>
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<td>• SEAC Topic Discussion</td>
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<td>November 1, 2023</td>
<td>• Board Improvement and Equity Plan (BIEP)</td>
<td>Jenny Ritsma</td>
<td>St. Francis Room</td>
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<td>• Provincial Parent Association Advisory Committee (PAAC) on SEAC</td>
<td>G. Foran</td>
<td>CEC</td>
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<td>December 6, 2023</td>
<td>• Math Strategy Plan</td>
<td>P. LeDuc</td>
<td>St. Francis Room</td>
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<td>January 10, 2024</td>
<td>• Multi Language Learners (MLL)</td>
<td>B. McCourt</td>
<td>St. Francis Room</td>
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<td>• Special Education Protocol</td>
<td>L. Smits</td>
<td>CEC</td>
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<td>February 7, 2024</td>
<td>• WCDSB Reading Intervention Strategy</td>
<td>A. Leonardo</td>
<td>St. Francis Room</td>
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<td>• Project Search Community Transitions</td>
<td>L. Shoemaker</td>
<td>CEC</td>
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<td>March 6, 2024</td>
<td>• Community ACTIVE Living Co-op</td>
<td>F. Cruz</td>
<td>St. Francis Room</td>
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<td>• Project Search Community Transitions</td>
<td>E. Lemak</td>
<td>CEC</td>
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<td>April 3, 2024</td>
<td>• Post Secondary Pathways Support: College and University</td>
<td>Community Integration Through Co-operative Education (CICE)</td>
<td>St. Francis Room</td>
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<td></td>
<td>• Accessible Learning WLU</td>
<td>Accessible Learning WLU</td>
<td>CEC</td>
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<td>May 28, 2024</td>
<td>• Sacramental Packages Update</td>
<td>E. Lemak</td>
<td>Virtual meeting</td>
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<td>June 5, 2024</td>
<td>• Budget</td>
<td>R. King</td>
<td>St. Francis Room</td>
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<tr>
<td></td>
<td>• PD Update</td>
<td>E. Lemak</td>
<td>CEC</td>
</tr>
</tbody>
</table>

**Recommendation:**

Continue to build capacity of SEAC members to provide a forum for parent associations, whose members are eligible to sit on SEAC, to share ideas, compare strategies and address common concerns related to SEACs across the province.
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: June 24, 2024
To: Board of Trustees
From: Chair of Linkages Committee
Subject: Linkages Report 2023/2024

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

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

Origin: (cite Education Act and/or Board Policy or other legislation)
II 015: Ownership Linkage

Policy Statement and/or Education Act/other Legislation citation:
It is the job of the Board of Trustees of the Waterloo Catholic District School Board to be the link between the organization and the Catholic School ratepayers of Waterloo Region.

Alignment to the MYSP:

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Background/Comments:
For the 2023-24 school year the Linkages Committee has consisted of four trustees:
• Renée Kraft (Chair)
• Kathy Doherty Masters,
• Marisa Phillips,
• Robert Sikora
As well as student trustee Bryanna Donoghue
Public gatherings post-pandemic was plentiful this year and well attended by various trustees. Thanks to the previous chair Bob who put together a spreadsheet to capture the events, who attended etc. This will continue to benefit us moving forward.
The committee has worked on the following;
1. Identifying regularly occurring events (e.g. annually) where Trustee involvement helps to strengthen relationships with the broader community to ensure support for board ends. Ensuring that trustees have notice as to where and when these events are taking place. This helped to ensure great attendance by trustees across multiple events throughout the school year.
2. Linkages hosted Community Leaders Gathering on May 8, 2024, at the Catholic Education Centre and was a great success. Next year’s event has already been booked, with a slightly earlier timeline to accommodate more working community professionals.
3. Various congratulatory letters have been sent out.
4. Trustees attended secondary school graduation ceremonies.
Future plans for the Linkages Committee:
• Continue to identify and notify Trustees of events.
• Sending ongoing recognition and appreciation letters.
  o Terms of reference – agreeing on types of letters that will go out for recognition- ideally before or just as the next school year begins.
• Arranging an event with WRDSB Trustees to determine joint efforts to promote education and student achievement.
Stay on top of events spreadsheet – make shareable and ask Trustees to fill in monthly.
Recommendation:
This report is for the information of the Board.
Prepared/Reviewed By: Renée Kraft
Chair of Linkages Committee

*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:       June 16, 2024
To:         Board of Trustees
From:       David Guerin, Chair
Subject:    Pastoral Care Committee Annual Report

Type of Report:  ☒ Incidental Information concerning day-to-day operations.

Type of Information:  ☒ Information only of day-to-day operational matters

Origin: (cite Education Act and/or Board Policy or other legislation)
Board Policy II 010 Board Committee Structure

Policy Statement and/or Education Act/other Legislation citation:
2. Trustees who are assigned to chair a Board of Trustee Committee will:
   f) Facilitate the performance review of the committee and it works

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:

Terms of Reference:

The Pastoral Care Committee was established to assist the Trustees in their pastoral needs. Its focus is on the spiritual welfare of the trustees and the trustee’s community.

Action item outcomes include:

- Introducing creative and meaningful prayers, with deeper reflection.
- Yearly Spiritual Retreat, with budget and trustee approval.
- Create a schedule to invite other groups, churches, and schools to take part in prayer with us.
- Maintain prayer binder.
- Update reading materials and CDs in the trustee lounge.

Members:

The Pastoral Care Team Committee is composed of the following trustees: Linda Cuff, Winston Francis, David Guerin (Chair), Xavier Petrie, Conrad Stanley, and Tracey Weiler. Trustee Renee Kraft was previously on the committee until she joined the Linkages committee in early 2024.

Activities:

The committee has worked on the following throughout the 2023-2024 school year.

1) Trustees attended the opening of our newest school, St. Josephine Bakhita, in September. The prayer for our Board Meeting in September was dedicated in her honour. Trustees also participated in the Blessing of the new school by Bishop Lobsinger during Catholic Education Week in May.

2) Organized a Spiritual Retreat with Spiritual Animator Richard Olson on April 15, 2023. The theme of the evening was “Christ Risen Strengthens Us and Makes All Things New.” Participants were able to share their personal experience with Catholic education. Richard also led us through an exercise discussing the Paschal Mystery (based on the writing of Fr. Ronald Rolheiser, O.M.I.) and its 5 distinct stages:
   a. Good Friday (real death)
   b. Easter Sunday (new life)
   c. 40 days (grieving for what has been lost, adjusting to our new life)
   d. Ascension (letting go)
   e. Pentecost (receiving the Spirit for the New Life Given).

3) Trustees attended several activities during Catholic Education Week (May 5-11, 2024) including:
   a. Interfaith Community Breakfast
   b. Folk Dance Festivals at various schools.
   c. SEEC Conference
   d. 25th anniversary celebration at St. Brigid’s School.
   e. Resurrection H.S. Family of Schools Mass and Social at St. John’s Church and St. John’s School
   f. St. Peter Community Assembly, featuring a panel discussion with former superintendents Maria Ivankovic and Laura Shoemaker on “Why Celebrate Catholic Education?”
   g. Family Fun Night at St. Clement
   h. St. John’s Bible Society Event at Monsignor Doyle H.S.
   i. St. Anne Grade 7 Science Fair
   j. St. John Community Cafe

4) Prayers for each Board meeting and Committee of the Whole meeting were led by committee members. We also invited WCDSB students from schools including St. Josephine Bakhita and St. David’s H.S. to provide our opening prayer on video or in person. This practice will be expanded in 2024-25.
Recommendations:

1) Improve linkages with our Catholic Partners, including local parishes and the diocese, by inviting clergy to attend our Board meetings and Committee of the Whole meetings and lead us in prayer.

2) Expand the practice of having WCSDB students lead us in prayer before Board meetings or Committee of the Whole Meetings on video or in person. Finalize the protocols to be followed and communicate with school principals/chaplains and the Board’s communication team. Investigate whether we should also include reciting of the Territorial Acknowledgement in this practice.

3) Move the Trustee Spiritual Retreat to October/November instead of April/May.

4) Support social justice issues by explicitly focusing on local groups and issues so that our actions are reflective of our Board Ends. This may include community volunteering events at the Food Bank or Marillac Place.

5) Trustees will continue to participate in activities at our schools.

This report is provided as monitoring information for the Board of Trustees

Prepared/Reviewed By: David Guerin
Chair, Pastoral Care Committee

*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: June 24, 2024
To: Board of Trustees
From: Chair of Governance Committee
Subject: Governance Report 2023/2024

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

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

Origin: (cite Education Act and/or Board Policy or other legislation)
Board Policy II 010 Board Committee Structure

Policy Statement and/or Education Act/other Legislation citation:
Trustees who are assigned to chair a Board of Trustee Committee will facilitate the performance review of the committee and its works: Linda Cuff, Robert Sikora, David Guerin, Kathy Doherty-Masters

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 governance committee met four times from September 2023 to June 2024.

The committee spent the majority of the meetings updating the current Board bylaws with regard to:
- Consistent language (capitalizations, definitions)
- New legislation and results of court decisions

The Trustees received training from Paul Marshall regarding governance through questions and an overview of the requirements of the code of conduct.

**Recommendation:**

1. That the board spend time in September reviewing the changes to the Board bylaws
2. To await ministry direction for further changes to Policy II 007 Board Members’ Code of Conduct
3. That Trustees continue to engage in regular Professional Development specific to Governance and Policy

This report is for the information of the Board.

**Prepared/Reviewed By:** Linda Cuff
Chair of Governance Committee

*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: June 26, 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.
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☑ 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:
June provides the opportunity to celebrate student achievement with its many convocation and graduation ceremonies

Calendar Activities
Several discussions with Director Dowling and Vice-Chair Cuff

May 27 – State of the Region

May 28 – Jill of all Trades at Conestoga College

May 30 – June 1 – Canadian Catholic School Trustees’ Association AGM & Conference

June 10 – St Benedict Convocation

June 11 – Monsignor Doyle Co-op Job Fair

June 11 – St David Convocation

June 12 – Resurrection Convocation

June 17 – Monsignor Doyle Convocation

June 18 – Special Board of Trustees Meeting – Budget Presentation

June 24 – Board of Trustees Meeting

June 25 – Project SEARCH Graduation

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

Prepared/Reviewed By: Robert Sikora
Chair of the Board

*4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the CEO, subject in all instances to what otherwise actually occurred.
Date: June 24, 2024
To: Board of Trustees
From: Director of Education
Subject: Board Policy IV 001 General Executive Limitation

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 001
☑ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)
General Executive Limitation IV 001

Policy Statement and/or Education Act/other Legislation citation:
Education Act Section 169.1
Achieving Excellence: A Renewed Vision for Education in Ontario
Education that Works for You, March 2019
Multi-Year Strategic Planning: A Guide for School Board Trustees, 2017
Communication Guidelines for Staff and Parents APC 001

Alignment to the MYSP:

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

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

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

Background/Comments:

The CEO shall not cause or allow any practice, activity, decision or circumstance in the organization that is unlawful, imprudent, unethical, or contrary to the teachings and traditions of the Catholic Church.

CEO Interpretation:

This policy signals that the CEO must ensure that no decision that is made or action that is taken shall breech any and all applicable legislation and should be consistent with and informed by our Catholic values. Therefore – to me it signals that we must ensure all applicable laws have been considered, that thoughtful consideration is given to the consequences of all decisions, guided by a strong moral and ethical compass, that looks at the impacts to all WCDSB stakeholders and that we ensure we are consistent with Catholic teaching.

Evidence:

a) A listing of legal liabilities is reviewed on a regular basis to the audit committee to ensure that any liabilities faced by the Board are both known and understood. Cases are usually related to matters related to Human Resource grievances.

b) Complaints to the Ontario Human Rights Commission are also possible, though typically rare. Such cases are always immediately shared with the Chair of the Board. Legal counsel will advise regarding any potential liability and as CEO, all decisions regarding direction in such cases are reviewed with Chair and/or full Board of Trustees as need be.

c) The CEO and senior team are guided by the regulations of the Education Act when making decisions and writing Administrative Procedure memos. All APs are reviewed within a three-year cycle and are fully compliant with the most recent legal and ethical guidance. All revisions to APs are vetted at the Executive Council table. The APs outline guidelines and process that staff and stakeholders must follow to ensure that the Board’s obligations are discharged in compliance with common legislation applicable to all school boards. The Sr. Manager of Equity, as well as the addition of Human Rights reflection questions, further ensures that an even more rigorous Human Rights, equity, diversity and inclusion (EDI) lens is brought to all policies and administrative procedures as they undergo this cyclical review.

d) As the volume of legislation and common law in the education sector cannot be contained in a concise primer for senior leaders, management relies on several sources for advice, direction, and guidance.

Management works closely with the Ontario Ministry of Education, Ontario Catholic School Trustees Association, Council of Senior Human Resource Officials, Council of Senior Business Officials, Ontario Association of School Business Officials, Council of Directors of Education, employee groups, legal firms, and other school boards to ensure operational practices are in alignment with expectations set out in legislation and in common law, and more importantly that leading practices are employed throughout the organization.

e) Further, as of the 2019-2020 school year there had been a semi-annual report to Board listing those APs which have been revised, and summarizing with any significant changes, revisions or deletions of an Administrative Procedure. During the pandemic, this cycle had to be adjusted. In this past year those reports came forward in February 2024, with the goal of having all APs back on cycle by the end of the 2024-2025 school year.
f) The Board regularly consults with the Vicar of Catholic Education and the Diocese of Hamilton on issues that arise where there is need for guidance, to ensure compliance with the teachings and traditions of the Catholic Church.

g) The Superintendent of Faith Development and our Religious Education Consultant attend meetings with our Catholic Consortium partners to ensure fulsome discussion of the topics of the day and to ensure best practices are followed and decisions are consistent with our Catholic Church Teachings.

h) The CEO meets two times a year with the Bishop of the Diocese and other Directors of Education of the Diocese to ensure alignment and discussion regarding any challenges in relations to our Catholic Teaching, and to share promising practices.

i) The CEO and other members of the Board team work in close partnership with the Board’s Spiritual Animator to ensure a strong parish relationship, and to discuss issues of concern within our Waterloo Catholic region. We have benefitted greatly from this partnership and the Spiritual Animator works to further support and strengthen our relationship with the region’s parishes, clergy and Catholic community.

j) The CEO attends Regional Deanery Meetings three times a year. These meetings are used as an opportunity to share key highlights from the Board, particularly those that are related to spiritual and faith development.

k) The CEO regularly shares all memos and directives from the Ontario Catholic School Trustees Association sharing best practices or recommendations for prudent decision making faithful to the traditions of the Catholic Church.

l) The CEO shares with all appropriate staff the guidance shared by the Institute for Catholic Education (ICE), intended to assist in strengthening the distinct ethos of Catholic schools within our publicly funded education system. This guidance informs our actions and curriculum delivery as a board.

Recommendation:

That the Board accept this report indicating compliance with General Executive Limitation Policy IV 001 for the 2023-2024 school year.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

*4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the CEO, subject in all instances to what otherwise actually occurred.
Date: June 24, 2024
To: Board of Trustees
From: Director of Education
Subject: Board Policy IV 002 Treatment of Public

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 002
□ 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 002

Policy Statement and/or Education Act/other Legislation citation:
Education Act Section 169.1
Education that Works for You, March 2019
Communication Guidelines for Staff and Parents APC 001

Alignment to the MYSP:

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

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

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

IV 002 Policy states:
With respect to interactions with the public, the CEO shall not cause or allow conditions, procedures, actions, or decisions that are undignified, unprofessional, or contrary to the preservation and promotion of Catholic values and teachings and to a positive image of the Board.

CEO Interpretation:
This policy signals that the CEO must ensure that no reputational damage comes to the Board in the broader community and that in particular, that the direction given to our school staff, students and communities should be consistent with and informed by our Catholic values so that the WCDSB is not cast in a negative light within the region or the province. Therefore – to me it signals that I need to demonstrate how we assess people’s understanding of our reputation, indicate if we have not had negative stories associated with Catholic teaching and speak to ways we ensure we are consistent with Catholic teaching.

a) The Board regularly consults with the Vicar of Catholic Education and the Diocese of Hamilton on issues that arise where there is need for guidance to ensure compliance with the teachings and traditions of the Catholic Church.

b) The CEO administered a survey in spring of 2024 of the WCDSB MYSP to all stakeholders of the board. The expressed purpose of the survey was to signal to all community members that their feedback and impressions are important to the overall governance and operation of the board. This spring the survey was implemented for 3 weeks in May. It provided us with feedback from the current MYSP using the voice of our community.
   i. 1339 respondents participated, of these, 1095 indicated they were parent/guardians, 192 Staff, 43 “Community Member” and “another” offering feedback to represent “the public”. The total number of participants shows a healthy rise from the foundational MYSP survey in the spring of 2022 (1050), but lower than the participation observed last year in 2023 (2577).
   ii. Over 960 respondents (92%) understood the goals listed, while over 852 saw themselves reflected in those goals (82%).

c) The current MYSP has a goal expressly tied to increased parent engagement and awareness.
   i. In the MYSP survey over 350 parents (52%) indicated that they were provided with opportunities to be an, active partner in their child’s Catholic education journey, an increase of 6% compared to 2023.

d) The CEO shares with the Board of Trustees, in a timely manner, any items of interest that are likely to garner media attention and that may, in any way, cast a negative light on the WCDSB. Those items have been (for the most part) limited.

e) In the last year, there have been primarily positive media stories that have promoted the reputation of the board.

f) Confidence in our system is at an all-time high, with significant growth taking place at all of our schools in the Region. The Ministry of Education annually publishes a ‘Proportions of Enrolment’ report which shows each board’s market share of students in a geographic Region. The percentage of all students in the Region attending WCDSB schools has been growing steadily since 2018. The 2024 report shows the proportion of students attending WCDSB schools increased by 0.3% over the prior year.

g) Within the WCDSB Administrative Procedures there is an express Communication Guideline for Parents and Staff, that ensures that feedback and information to stakeholders is timely, and shared in a clear, concise and easily followed manner. (APC 001) We have ensured that our public facing website is always current, containing the CEO’s communications and all other relevant updates.

h) Currently the CEO is working with the Sr. Manager of Equity to refine existing supports (i.e., the equity systems navigator assists to establish/re-establish the school/family partnership) so that parents and the public navigate
The system, particularly if there are cultural, racial or diversity issues which may be impeding full understanding and engagement in WCDSB processes. This is being further supported by ensuring that we expand the translation of key surveys and communications to our parents.

i) The CEO supports the Board of Trustees Linkages Committee and spearheads other efforts that bring community leaders into the board for special functions that celebrate our presence in the community, e.g., Community Leaders’ Breakfast, Beacons of Hope, Winter Walk to School Day, etc. While some activities (Bishop’s Banquet, Cambridge event) had been postponed, altered or cancelled due to COVID, they began to return in 2023-2024 (Cambridge Trivia Event) and we will continue to find ways to redefine that presence.

j) The CEO chairs the Board’s FACE committee which oversees three sub-committees related to communications, political advocacy and School-Parish relationships. Within the meeting the cause of Catholic education and constructive ideas are generated which will enhance the reputation of the board as a representative of the Catholic community in Waterloo Region.

k) All employees of the Board are governed by APS 017, an Acceptable Use Policy – “Responsible Use of IT and Electronic Data - Staff” - when using the communication tools of the WCDSB, which ensures that WCDSB social media presence does not adversely affect the reputation of the Board or conflict with our Catholic values.

l) The Superintendent of Faith Development and our Religious Education Consultant attend meetings with our Catholic Consortium partners to ensure fulsome discussion of the topics of the day and to ensure best practices are followed, and decisions are consistent with our Catholic Church Teachings.

m) The CEO meets two times a year with the Bishop of the Diocese and other Directors of Education of the Diocese to ensure alignment and discussion regarding any challenges in relation to our Catholic Teaching, and to share promising practices.

n) The CEO and other members of the Board team, work in close partnership with the Board’s Faith Animator to ensure a strong parish relationship, and to discuss issues of concern within our Waterloo Catholic region.

o) The CEO and/or superintendent designate attend Regional Deanery Meetings three times a year. Reciprocal knowledge sharing is a feature of these meetings, with Waterloo Catholic regularly providing updates to the group.

p) In order to ensure that the reputation of the Board is protected and decisions are well informed, the CEO regularly shares all memos and directives from the Ontario Catholic School Trustees Association, sharing best practices or recommendations for prudent decision-making, faithful to the traditions of the Catholic Church.

**Recommendation:**

That the Board accept this report indicating compliance with communication and support to Board Policy IV 002 Treatment of Public for the 2023-2024 school year.

**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.*
Report

Date: June 24, 2024
To: Board of Trustees
From: Director of Education
Subject: Board Policy IV 003 Treatment of Students

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 003
□ 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 002

Policy Statement and/or Education Act/other Legislation citation:
Education Act Section 169.1
Achieving Excellence: A Renewed Vision for Education in Ontario
APH APs: APH 004, APH 005, APH 028, APH 027, APH 015, APH 021, APH013, APH 026, APH 029, APH022, APH 008, APH 012, APH 016, APH 001, APH 002, APH 017, APH 019, and APH 010

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:

IV 003 Policy states:
In addition to all of the policy direction that applies to the public, with respect to interactions with students, the CEO shall not cause or allow conditions, procedures, actions, or decisions that are unsafe, or unhealthy or inherently inequitable.

CEO Interpretation:
This policy signals that the CEO must ensure that consistent with the policy on the treatment of public, that there should be no reputational damage comes to the Board in the broader community and that in particular, that the direction given to our school staff, students and communities should be consistent with and informed by our Catholic values so that the WCDSB is not cast in a negative light within the region or the province. Further – it signals to me as CEO that we have to ensure our schools are places where all children can excel and be treated fairly regardless of their background or identity, while also having the confidence that they will not come to any harm.

a) In addition to all those measures which ensure compliance with IV 002 (found in items b-p below), the following would also be offered as evidence of compliance:

i. The welfare of students is governed by a number of Administrative Procedures dealing with Health and Safety, including but not limited to: APH 004, APH 005, APH 028, APH 027, APH 015, APH 021, APH013, APH 026, APH 029, APH022, APH 008, APH 012, APH 016, APH 001, APH 002, APH 017, APH 019, and APH 010. These APs are listed as evidence that the safety of our children is well considered in the administrative procedures by which our schools are bound.

ii. Last year, we added APC 052 – Responsible Use of Information Technology and Electronic Data. Student has been added to make explicit the requirement for students in terms of responsible use of technology and social media. Further, in 2022, we added APH 036 in relation to Human Trafficking, also aimed at increasing awareness and education for our students on this heinous crime that victimizes too many youth.

iii. In addition to the Education Act, and APH 024 – Health and Physical Education Safety Guidelines, staff are informed and governed by regulations and best practice shared by OPHEA which ensures that practices in all Health and Active Living settings is safe.

iv. There is an Equity, Diversity and Inclusive Education Committee comprised of educators and staff who are offering a critical eye and guidance regarding the advancement of equitable practices in the WCDSB. There is now formal alignment to the WCDSB Wellness Strategy, with a Well-Being Steering Committee and aligned well-being (equity) goals now in place. This year we continue to see a strong investment in and deployment of culturally responsive resources, as well as the requirement for school-based goals related to equity at the local level. Further “environmental audits” are taking place in our schools to ensure they are appropriately and sensitively reflective of the population our schools serve.

v. The WCDSB initiated a review of its School Resource Officer (SRO) program with results being shared with the Board in spring and fall of 2021. The WRPS terminated the program. We continue to be involved in meetings with WRPS to examine our relationship and how it can continue to evolve so the needs of all students are met, while not adversely impacting our racialized student population.

vi. Staff have instituted an annual Student Transition Survey which allows students to share their experience of transition from grades 8 to 9 and from grades 9 to 10.
vii. There are 2 student Trustees who have ample opportunity to share the voice of students within the Boardroom but also in a variety of forums throughout the WCDSB. There is also an active Student Senate which provides students a forum for discussion and advancement of their thoughts and opinions.

b) The CEO administered a survey in spring of 2024 of the WCDSB MYSP to all stakeholders of the board. The expressed purpose of the survey was to signal to all community members that their feedback and impressions are important to the overall governance and operation of the board. This spring the survey was implemented for 3 weeks in May. It provided us with feedback from the current MYSP using the voice of our community.

   i. 1339 respondents participated, of these, 1095 indicated they were parent/guardians, 192 Staff, 43 “Community Member” and “another” offering feedback to represent “the public”. The total number of participants shows a healthy rise from the foundational MYSP survey in the spring of 2022 (1050), but lower than the participation observed last year in 2023 (2577).

   ii. Over 960 respondents (92%) understood the goals listed, while over 852 saw themselves reflected in those goals (82%).

c) The current MYSP has a goal expressly tied to explicit metrics related to increased parent engagement and awareness.

   i. In the MYSP survey over 350 parents (52%) indicated that they were provided with opportunities to be an, active partner in their child’s Catholic education journey, an increase of 6% compared to 2023.

d) The CEO shares with the Board of Trustees, in a timely manner, any items of interest that are likely to garner media attention and that may, in any way, cast a negative light on the WCDSB. Those items have been (for the most part) limited.

e) In the last year, there have been primarily positive media stories that have promoted the reputation of the board and in one case more recently where the integrity and commitment of the board was called into question, there was a strong and transparent statement was issued.

f) Confidence in our system is at an all-time high, with significant growth taking place at all of our schools in the Region. The Ministry of Education annually publishes a ‘Proportions of Enrolment’ report which shows each board’s market share of students in a geographic Region. The percentage of all students in the Region attending WCDSB schools has been growing steadily since 2018. The 2024 report shows the proportion of students attending WCDSB schools increased by 0.3% over the prior year.

g) Within the WCDSB Administrative Procedures there is an express Communication Guideline for Parents and Staff, that ensures that feedback and information to stakeholders is timely, and shared in a clear, concise and easily followed manner. (APC 001) We have ensured that our public facing website it always current, containing the CEO’s communications and all other relevant updates.

h) Currently the CEO is working with the Sr. Manager of Equity refine existing supports – community based and full time who can support parents and the public navigate the system, particularly if there are cultural, racial or diversity issues which may be impeding full understanding and engagement in WCDSB processes. This is being further supported by ensuring that we expand the translation of key surveys and communications to our parents.

i) The CEO supports the Board of Trustees Linkages Committee and spearheads other efforts that bring community leaders into the board for special functions that celebrate our presence in the community, e.g., Community Leaders’ Breakfast, Beacons of Hope, Winter Walk to School Day, etcetera. While some activities (Bishop’s Banquet, Cambridge event) had been postponed, altered or cancelled due to COVID, they began to return in 2023-2024 (Cambridge Trivia Event) and we will continue to find ways to redefine that presence.

j) The CEO chairs the Board’s FACE committee which oversees three sub-committees related to communications, political advocacy and School-Parish relationships. Within the meeting the cause of Catholic education and constructive ideas are generated which will enhance the reputation of the board as a representative of the Catholic community in Waterloo Region.

k) All employees of the Board are governed by APS 017, an Acceptable Use Policy – “Responsible Use of IT and Electronic Data - Staff” - when using the communication tools of the WCDSB, which ensures that WCDSB social media presence does not adversely affect the reputation of the Board or conflict with our Catholic values.
l) The Superintendent of Faith Development and our Religious Education Consultant attend meetings with our Catholic Consortium partners to ensure fulsome discussion of the topics of the day and to ensure best practices are followed, and decisions are consistent with our Catholic Church Teachings.

m) The CEO meets two times a year with the Bishop of the Diocese and other Directors of Education of the Diocese to ensure alignment and discussion regarding any challenges in relations to our Catholic Teaching, and to share promising practices.

n) The CEO and other members of the Board team, work in close partnership with the Board’s Faith Animator to ensure a strong parish relationship, and to discuss issues of concern within our Waterloo Catholic region.

o) The CEO and/or superintendent designate attend Regional Deanery Meetings three times a year. Reciprocal knowledge sharing is a feature of these meetings, with Waterloo Catholic regularly providing updates to the group.

p) In order to ensure that the reputation of the Board is protected and decisions are well informed, the CEO regularly shares all memos and directives from the Ontario Catholic School Trustees Association, sharing best practices or recommendations for prudent decision-making, faithful to the traditions of the Catholic Church.

**Recommendation:**

That the Board accept this report indicating compliance with Board Policy IV 003 Treatment of Students for the 2023-2024 school year.

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

*4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the CEO, subject in all instances to what otherwise actually occurred.*
Date: June 24, 2024
To: Board of Trustees
From: Director of Education
Subject: Board Policy IV 007 Monitoring Report and 2024-25 Budget 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 IV007
- Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)
A monitoring report on how the proposed budget aligns with Board Policy IV 007 is required on an annual basis. This report satisfies this requirement.

Policy Statement and/or Education Act/other Legislation citation:
Board Policy IV 007

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 the available resources to assist in navigation of the school system.

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

- ✗ Strengthen to Become
  - Every student reaches their full potential.
  - Staff see their impact on student achievement.
  - Families are engaged as active partners in our students' Catholic education journey.
Primary Resources:
2024-25 Budget Presentation
2024-25 Budget Report
Both can be found at https://www.wcdsb.ca/financial-information/

Background/Comments:

Policy Statement:

Financial Planning for any fiscal year or the remaining part of any fiscal year shall not deviate materially from board’s Ends priorities, established in the Board’s Ends policy, risk fiscal jeopardy, violate the Education Act or Ministry of Education Guidelines, or fail to be derived from a multi-year plan.

Definition:

This policy statement is interpreted to mean that the Director of Education shall ensure that all published operational plans and commitments in the MYSP are supported through the proposed budget. Further, reserves will not be used to support on-going expenditures (i.e., structural deficit), and all applicable laws, regulations, and directives will be followed in the development of the budget.

Evidence:

The proposed budget supports the priorities outlined in the plans referenced on page 9 of the Budget Book:
Confirmation of drawing on surpluses not previously approved or legislatively required can be found on page 34 of the Budget Book. The draw shown reflects expenses associated with the ‘Support for Students Fund’ which were centrally negotiated by the province with our employee groups ($36,668).

Accumulated Surpluses

Accumulated surpluses are amounts from prior years which have no external restrictions. Most amounts are apportioned internally and all are available for use by the Board.

The Ministry assesses board financial health based on the amount of accumulated surpluses maintained.

<table>
<thead>
<tr>
<th></th>
<th>2021-2022 Actuals</th>
<th>2022-2023 Actuals</th>
<th>2023-2024 Forecast</th>
<th>2024-2025 Estimates</th>
<th>Year over Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>$1,079,630</td>
<td>$1,073,335</td>
<td>$974,335</td>
<td>$8,999,713</td>
<td>-7.94%</td>
</tr>
<tr>
<td>Contributions</td>
<td>2,033</td>
<td>51,011</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Drawn MYSF</td>
<td>-</td>
<td>-</td>
<td>(61,720)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Drawn Other</td>
<td>(286,698)</td>
<td>(113,335)</td>
<td>(81,420)</td>
<td>(56,668)</td>
<td>56,752</td>
</tr>
<tr>
<td>Closing Balance</td>
<td>$10,823,332</td>
<td>$9,774,363</td>
<td>$8,399,213</td>
<td>$8,362,445</td>
<td>$36,668</td>
</tr>
</tbody>
</table>

Composition of Accumulated Surplus

<table>
<thead>
<tr>
<th>Component</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating surplus</td>
<td>$3,778,479</td>
</tr>
<tr>
<td>Network infrastructure</td>
<td>1,824,436</td>
</tr>
<tr>
<td>Early learning resources and Learning Priorities Funding</td>
<td>1,002,846</td>
</tr>
<tr>
<td>Sinking fund interest/Committed Capital (Committed)</td>
<td>918,943</td>
</tr>
<tr>
<td>Administrative capital</td>
<td>716,186</td>
</tr>
<tr>
<td>WSB (Committed)</td>
<td>357,844</td>
</tr>
<tr>
<td>Insurance</td>
<td>90,000</td>
</tr>
<tr>
<td>Strategic plan implementation</td>
<td>350,333</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$8,962,545</strong></td>
</tr>
</tbody>
</table>

Finally, the proposed budget is fully compliant with all regulations including class size, applicable sections of the education act, ministry priorities and directives, and legislation as applies to employers in general.

An example of budget compliance can be found on page 43 of the Budget Book.
Further, without limiting the scope of the foregoing, the CEO shall not:

1. Develop a budget without conducting a formal process for soliciting input on the needs and priorities of the system

   Interpretation:
   The Director of Education must engage stakeholders to obtain feedback on system priorities and potential investments. Where possible and appropriate this feedback should be reflected in the proposed budget.

   Evidence:

   Stakeholders were involved in the budget development process in the following ways:

   - Parents, families, staff members, and the public were invited to take part in the development of the current MYSP which sets out the priorities of the system and are supported through the school year budget. In 2022, the Governance Committee of the Board of Trustees determined this fulfilled the requirements of specific outreach to stakeholders.

   - A Budget Advisory Committee was established. The Committee assisted in establishing enrolment used to calculate revenues. Membership included Trustees, parents (via CPIC and SEAC), administrators, the Director, and staff from Corporate Services. Reference to this committee can be found on page 21 of the Budget Book

2. Develop a budget without employing credible projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosing planning assumptions

   Definition:

   This policy provision is defined to mean that the budget must be built on a foundation of verifiable and accurate information. Where estimates must be made, they must be realistic and conservative. This policy provision also requires the Director of Education to provide summaries of proposed capital and operational budgets, planning assumptions, and to ensure the budget provisions for any expense associated with negative cash flow (interest).

   Evidence:

   Revenues are based primarily on enrolment projections. To ensure revenue projections are realistic and conservative, management has created internal enrolment committees to develop enrolment scenarios for both elementary and secondary panels. These enrolment committees consist of school administrators and staff from IT, HR, Finance, Internal Audit, the Director’s Office, and Planning.

   An Enrolment Committee agenda and minutes can be found here.

   The enrolment projections were reviewed by the Budget Advisory Committee, and the numbers that were approved were believed to be realistic given prior years’ trends and registration information.

   A Budget Advisory Committee agenda can be found here.
Enrolment information can be found on page 27 of the Budget Book.

Detailed information on revenues can be found on pages 26, 30, 31, 40, and 48 of the Budget Book.

Descriptions and details on expenditures can be found on pages 28, 32, 33, and 41 of the Budget Book. Appendix III beginning on page 57 contains details on spending by funding pillar.
A proposed budget dashboard has been provided to allow stakeholders to quickly assess projections of revenue and expenses as well as key drivers – enrolment and staffing. This can be found on page 38 of the Budget Book.

A summary of capital and operating budgets can be found beginning on page 47 of the Budget Book.

Cash flow has been considered based on payment schedules from the province, municipalities, and other funders. An amount to support interest expense has been incorporated into the budget based on these scheduled payments and a forecast of expenditures and capital projects. This amount ($33,000) is shown on slide 111 of the budget presentation.

### School Board Administration

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Board administration</td>
<td>$6,923,538</td>
<td>$7,665,646</td>
<td>$7,675,169</td>
<td>$8,347,930</td>
<td>$8,246,821</td>
<td>$571,652 7.4%</td>
</tr>
<tr>
<td>Director and Superintendents</td>
<td>1,539,753</td>
<td>1,575,211</td>
<td>1,481,498</td>
<td>1,679,105</td>
<td>1,612,285</td>
<td>130,787 8.8%</td>
</tr>
<tr>
<td>Other expenditures</td>
<td>746,702</td>
<td>1,105,996</td>
<td>1,228,654</td>
<td>1,236,267</td>
<td>1,059,042</td>
<td>(169,612) -13.8%</td>
</tr>
<tr>
<td>Information technology</td>
<td>934,042</td>
<td>677,081</td>
<td>809,724</td>
<td>838,515</td>
<td>938,060</td>
<td>128,336 15.8%</td>
</tr>
<tr>
<td>Contracts</td>
<td>746,406</td>
<td>572,305</td>
<td>575,080</td>
<td>595,269</td>
<td>572,942</td>
<td>(2,318) -0.4%</td>
</tr>
<tr>
<td>Professional memberships, PD Trustees</td>
<td>141,308</td>
<td>291,837</td>
<td>200,784</td>
<td>369,597</td>
<td>250,616</td>
<td>49,832 24.8%</td>
</tr>
<tr>
<td>Trustees</td>
<td>112,236</td>
<td>119,670</td>
<td>116,318</td>
<td>116,445</td>
<td>116,318</td>
<td>- 0.0%</td>
</tr>
<tr>
<td>Interest expense</td>
<td>32,098</td>
<td>49,627</td>
<td>34,000</td>
<td>14,818</td>
<td>33,000</td>
<td>(1,000) -2.9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$11,176,083</strong></td>
<td><strong>$12,007,746</strong></td>
<td><strong>$12,087,227</strong></td>
<td><strong>$13,183,128</strong></td>
<td><strong>$12,796,084</strong></td>
<td><strong>$708,857 5.9%</strong></td>
</tr>
</tbody>
</table>

Planning assumptions are listed on page 56 of the Budget Book.
3. Develop a budget that does not include trend analysis and historical comparators

Definition:

The Director of Education must provide multiple years of historical and projected data to support trustee budget deliberation. Areas to be reported on include enrolment, revenues, and expenditures.

Evidence:

Throughout the Budget Book and Presentation, there are examples of historical and projected data.

Specific examples:

- Expenditures: Page 28 of the Budget Book
- Revenues: Page 26 of the Budget Book
- Enrolment: Page 27 of the Budget Book

4. Plan the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period

Definition:

This policy provision is defined to mean that reserves will not be used to balance the budget except where previously approved or required by legislation.

Evidence:

The proposed budget does not contain a draw on unencumbered reserves for the 2024-25 school year.

A continuity schedule for reserves can be found on page 34 of the Budget Book. The draw of $36,668 relates to provincially negotiated agreement between employee groups and the government. Use of these dollars is based on discussion with employee groups.

5. Provide less for board prerogatives during the year than is set forth in the Cost of Governance policy

Definition:

This policy is defined to mean that the trustees’ proposed budget will be included in its entirety as submitted.

Evidence:

The budget has been included as requested.

The budget amount requested by Trustees can be found on page 41 of the Budget Book.
6. Present a budget that does not allow sufficient time for decision-making

**Definition:**

This policy provision is defined to mean that the Director of Education will work with trustees to determine meeting dates including those related to budget presentation. The agreed upon dates will be used to define the time for decision-making.

**Evidence:**

The budget was presented on June 18, 2024.

The budget has been scheduled for approval on June 24, 2024.

These dates were approved by the Board of Trustees in the spring of 2024 based on a desire to present on a date that did not conflict with graduation dates.

Questions were welcomed up to and including June 24th.

To support awareness around budget related matters leading up to the presentation dates, management has provided Trustees with monthly updates on budget preparation and has also shared with Trustees a summary of the key budget memos provided by the province.
7. Present a budget that cannot be readily understood by persons without a financial/education background

Definition:

This policy provision is defined to mean that any budget materials presented to trustees and other stakeholders must not be overly technical and must incorporate the use of charts, graphs, pictures, and easy to read narratives with limited edu-jargon.

Evidence:

The budget materials and presentation have been developed with a non-financial user in mind. All materials are provided in easy-to-understand formats including pictographs, charts, and simple narratives. Limited jargon has been included only where necessary and a glossary of these terms is provided in the Budget Book on page 64.

The Association of School Business Officials International (ASBOI) recognized WCDSB’s budget presentation materials in 2023 with their Meritorious Budget Award. This award celebrates those school boards who meet international standards for budget clarity, accessibility, and accuracy. As the only Ontario school board to receive this award, management believes the materials provided fulfil the policy provision and definition.
Recommendation:

1. That the Board of Trustees accept this report as providing evidence that the CEO is compliant with Board Policy IV007 “Financial Planning/Budgeting”.
2. That the Board of Trustees approve an operating budget of $367,631,702 for the 2024-25 school year as presented to the Board.
3. That the Board of Trustees approve a capital budget of $29,196,284 for the 2024-25 school year as presented to the Board.
4. That the Board of Trustees direct Administration to file this balanced budget with the Ministry of Education before the deadline of June 28, 2024.

Prepared/Reviewed By:  
Tyrone Dowling  
Director of Education  
Shesh Maharaj  
Executive Superintendent of Corporate Services, Treasurer + CFO

*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."*