



Board of Trustees' Board Meeting

Date: Monday, December 9, 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:
 Allison-Hannah Berwick, Matteo Leone

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

Special Resource:

Recording Secretary:
 Stephanie Medeiros

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order 1.1 Opening Prayer/Memorials 1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally cared for by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today. 1.3 Approval of Agenda 1.4 Declaration of Pecuniary Interest 1.4.1 From the current meeting 1.4.2 From a previous public or in-camera meeting 1.5 Items for Action:	Chair Board of Trustees Chair Board of Trustees Individual Trustees		Approval
2. Consent Agenda: Director of Education (e.g.: day –to –day operational matters from the Ministry of Education that the Board is required to do)			

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board (Minutes of meetings, staff report)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Inaugural Meeting of the Board of Trustees – Nov 18, 2024 3.1.2 Board of Trustees Minutes – Nov 25, 2024 3.2 Director’s Report	Board of Trustees Board of Trustees T. Dowling	pp. 4-6 pp. 7-10 pp. 11-13	Approval Approval Information
4. Delegations/Presentation			
5. Advice from the CEO			
5.1 Annual Report of Surpluses 5.2 Revised Estimates Report 5.3 Equity Action Plan Update 5.4 CEO’s Annual Report 5.5 MYSP Report 2022-2025	S. Maharaj S. Maharaj P. Mendonça T. Dowling T. Dowling	pp. 14-16 pp. 17-20 pp. 21-27 pp. 28-29 pp. 30-35	Approval Information Information Approval Approval
6. Ownership Linkage (Communication with the External Environment)			
7. Reports from Board Committees/Task Forces			
7.1 Student Trustee Report	A. Berwick/M. Leone	pp. 36-38	Information
8. Board Education (at the request of the Board)			
8.1 OCSTA/CCSTA Communications OCSTA/CCSTA Communications Link	Chair	Link	Information
8.2 Chair of the Board Report	Chair	pp. 39-40	Information
9. Policy Discussion			
10. Assurance of Successful Board Performance			
10.1 Board Policy Review 10.1.1 Board Policy I 001 Ends – Board Policy Provision Is there a need to review the Policy?	All Trustees	Link	Approval
10.1.2 Board Policy II 005 Consultation Is there a need to review the Policy?	T. Weiler	Link	Approval
11. Assurance of Successful Director of Education Performance			
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			
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13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): • Dec 11 – CPIC Meeting • Dec 18 – Advent Celebration Mass and Lunch • Dec 23 – Jan 3 – Christmas break • Jan 8 – SEAC Meeting	Chair	--	Information

ITEM	Who	Agenda Section	Method & Outcome
<ul style="list-style-type: none"> Jan 13 – Committee of the Whole Jan 17-18 – Trustee Seminar (Toronto) Jan 20 – Governance Committee Jan 22 – CPIC Meeting Jan 27 – Board of Trustees 			
13.2 Pending Items: 13.3 Pending Items for OCSTA Consideration	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
14. Items for the Next Meeting Agenda	Trustees		
14.1 January 13, 2024 – Committee of the Whole Meeting <ul style="list-style-type: none"> Leadership Strategy Update Literacy Strategy RDO 	Board of Trustees	--	Information
15. Adjournment Confirm decisions made tonight	Director of Education		
15.1 Confirm Decisions Made Tonight	Recording Secretary	--	Information
16. Closing Prayer			
16.1 Closing Prayer	All		
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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



Board of Trustees' Inaugural Board Meeting

A public meeting of the Board of Trustees was held on Monday, November 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

*-attended virtually via Teams

Student Trustees Present:

Matteo Leone

Administrative Officials Present:

Tyrone Dowling, Gerald Foran, Shesh Maharaj, Judy Merkel, Kerry Pomfret, Jennifer Ritsma, Annalisa Varano

Special Resources For The Meeting:

Regrets: Allison-Hannah Berwick, Paul Mendonça

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 Secretary of the Board called the meeting to order at 6:00 p.m.

2. Opening Prayer & Memorials

Deacon Richard Olson led in prayer.

3. Territorial Acknowledgement

Territorial Acknowledgement declared by Secretary Dowling.

4. Roll Call

All Trustees were present.

5. Declaration and Signing of Oath of Allegiance

Trustees together made their declaration and signed the Oath of Allegiance.

6. Election of the Chair

The Secretary asked for nominations for Chair of the Board.

Trustee Phillips put forth Trustee Sikora's name.

The Secretary asked Trustee Sikora if he accepted the nomination, and he did.

The Secretary asked if there were further nominations for Chair of the Board three times.

Secretary Dowling requested a motion to nominate Trustee Sikora to be Chair of the Board.

**2024-115 -- It was moved by Trustee Francis and seconded by Trustee Guerin:
THAT Robert Sikora is nominated to be the Chair of the Board of Trustees.
--- Motion carried by consensus**

7. Inaugural Remarks by the Chair of the Board

Chair Sikora gave his inaugural remarks.

8. Election of the Vice-Chair of the Board

The Chair asked for nominations for Vice-Chair of the Board.

Trustee Phillips put forth Trustee Cuff's name.

The Chair asked Trustee Cuff if she accepted the nomination, and she did.

The Chair asked for nominations for Vice-Chair of the Board.

Trustee Kraft put forth Trustee Guerin's name.

The Chair asked Trustee Guerin if he accepted the nomination, and he did.

The Chair asked if there were further nominations for Vice-Chair of the Board three times.

Chair Sikora requested a show of hands for the election of Trustee Cuff.

Show of hands in favour: 4

Chair Sikora requested a show of hands for the election of Trustee Guerin.

Show of hands in favour: 4

Chair Sikora noted a tie and cast his vote for Trustee Cuff, resulting in a total of 5 votes. The majority was in favour of Trustee Cuff.

Chair Sikora requested a motion to nominate Trustee Cuff to be the Vice-chair of the Board.

**2024-116 -- It was moved by Trustee Francis and seconded by Trustee Guerin:
THAT Linda Cuff is nominated to be Vice-Chair of the Board of Trustees.
--- Motion carried by Majority**

9. Inaugural Remarks by the Vice-Chair of the Board

Vice-Chair Cuff had no inaugural remarks.

10. Confirm Decisions

The recording secretary confirmed the decisions made tonight.

11. Closing Prayer and Motion to Adjourn

**2024-117-- It was moved by Trustee Cuff and seconded by Trustee Stanley:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 6:17 p.m.**

Chair of the Board

Secretary of the Board



Board of Trustees' Board Meeting

A public meeting of the Board of Trustees was held on Monday, November 25, 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

*-arrived at 6:07 p.m.

Student Trustees Present:

Allison-Hannah Berwick, Matteo Leone

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.

1. Call to Order:

The Chair of the Board called the meeting to order at 6:04 p.m.

1.1 Opening Prayer & Memorials

Students from St. Clements C.E.S led prayer with a video recording.

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 amendment:

- Add item 15.2 Trustees to move into Double In Camera meeting.

2024-118-- It was moved by Trustee Phillips and seconded by Trustee Cuff:

THAT the agenda for Monday, November 25, 2024, be now approved, as amended.

--- Carried by consensus

1.4 Declaration of Pecuniary Interest

1.4.1 From the current meeting – NIL

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

1.5 Items for Action - 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 Minutes – Oct 28, 2024

3.2 SEAC Minutes – Oct 2, 2024

3.3 Director's Report

3.4 Governance Minutes – Oct 21, 2024 (Approval of Minutes)

3.5 Governance Minutes – Oct 21, 2024 (Approval of the Recommendations)

Chair Sikora motioned for approval of items 3.1, 3.2, 3.3.

2024-119-- It was moved by Trustee Weiler and seconded by Trustee Francis:

THAT the Consent Agenda: Board of Trustees items 3.1, 3.2, 3.3 and the recommendations contained therein be now approved.

--- Carried by consensus

Vice-Chair Cuff motioned for Governance Committee to approve the Governance minutes of October 21, 2024.

2024-120-- It was moved by Trustee Guerin and seconded by Trustee Doherty-Masters:

THAT the Governance Committee approve the Governance minutes from October 21, 2024.

--- Carried by consensus

Chair Sikora motioned for the Board of Trustees to approve the Governance minutes of October 21, 2024.

2024-121-- It was moved by Trustee Cuff and seconded by Trustee Guerin:

THAT the Board of Trustees approve the recommendations of the Governance minutes from October 21, 2024.

--- Carried by consensus

4. Delegations

5. Advice from the CEO

5.1 Community Planning & Partnerships (CPPG)

Superintendent Maharaj welcomed Jennifer Passy, Manager of Planning, to deliver the Community Planning and Partnerships report. This report provided an overview of facility partnerships and their advantages, as well as an examination of the long-term accommodation plan aimed at identifying appropriate locations for facility partnerships. Trustees asked clarifying questions.

5.2 Financial Statements/Year End Report

Superintendent Maharaj welcomed Laura Isaac, Senior Manager of Financial Services, to deliver the Financial Statements and Year-End Report. The presentation confirmed to inform the Audit Committee that the Board achieved a balanced financial position for the fiscal year ending August 31, 2024. Trustees asked clarifying questions.

2024-122-- It was moved by Trustee Weiler and seconded by Trustee Guerin:

That the Board of Trustees approve the 2023-24 audited Consolidated Financial Statements as attached.

--- Carried by consensus

5.3 Indigenous Education Update (BAP)

Superintendent Ritsma welcomed Jennifer Staats, Indigenous Education Consultant, to deliver the Indigenous Education Update. The presentation explored the various components of the Medicine Wheel and their significance for Indigenous students within our board. Additionally, it highlighted the recent addition of a second Indigenous support worker to support the elementary level and the other supporting the secondary level. Trustees asked clarifying questions.

5.4 Multilingual Language Learner Report

Superintendent Mendonça welcomed Barbara McCourt, the Student Achievement Consultant for Multilingual Learners, to deliver the Multilingual Language Learner Report. The presentation provided an overview of the support schedule

from the Multilingual Learner Support Teachers and examined the ML module within the student information system, Aspen, which tracks ELL programming and assessments. Additionally, the session covered the Lexia program and the ELD Program Pilot, emphasizing that assisting multilingual learners in classrooms is equity work. Trustees asked clarifying questions.

5.5 Special Education Update

Superintendent Foran presented the Special Education Update, introducing Tee Battistella, Manager of Student Services, and Erin Lemak, Principal of Student Services. Superintendent Foran discussed the Special Education Transition Navigator and the inclusive special education model that aligns with Catholic values. Tee highlighted proactive strategies aimed at fostering self-regulation, while Erin provided an overview of literacy resources designed for community living and active programs. Trustees asked clarifying questions.

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

7. Reports From Board Committees/Task Forces

7.1 Student Trustee Update

Student Trustees Berwick and Leone 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 November.

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

8.1 Chair Sikora noted OCSTA Communications

Chair Sikora noted review of OCSTA communications and emphasized the planning and timelines associated with the OCSTA Resolutions, along with the upcoming OCSTA Seminar scheduled for January 2025.

8.2 Chair's Report

Chair Sikora delivered the Chair's report for November, highlighting the events in which Trustees engaged in across the Region.

9 Policy Discussion

10 Assurance of Successful Board Performance

10.1 Board Policy Review

10.1.1 Board Policy II 004 Advocacy and Advertising. Is there a need to review the Policy?

Trustee Doherty-Masters confirmed review of Board Policy II 004 Advocacy and Advertising and confirmed compliance, however requested that it be returned to the Governance Committee to amend the first line to read 'Catholic rate payers.' Chair Sikora proposed that the policy be sent to Governance for a review aimed at enhancing the last paragraph. Chair Sikora then called for a mover and seconder to affirm compliance.

Recommendation to send the policy to the Governance Committee for review.

2024-123-- It was moved by Trustee Doherty-Masters and seconded by Trustee Weiler:

THAT the Board of Trustees reviewed Board Policy II 004 Advocacy and Advertising and find that the Board is in compliance.

--- Carried by consensus

11 Assurance of Successful Director of Education Performance

12 Potential Agenda Items

13 Announcements

13.1 Upcoming Meetings/Events

Chair Sikora 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 Sikora reviewed upcoming agenda items.

15 Adjournment – Confirm decisions made tonight.

15.1 The Recording Secretary confirmed decisions made tonight.

15.2 Trustees moved into Double In Camera meeting at 7:53 p.m.

2024-124 -- It was moved by Trustee Kraft and seconded by Trustee Francis:

THAT the Board of Trustees move into a Double In Camera meeting.

--Carried by consensus

16 Closing Prayer

16.1 Closing prayer.

17 Motion to Adjourn

2024-125-- It was moved by Trustee Guerin and seconded by Trustee Cuff:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 10:40 p.m.

Chair of the Board

Secretary



Date: December 09, 2024
To: Board of Trustees
From: Director of Education
Subject: December Director’s Report

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

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

Executive Limitation IV 012 Communication to Board

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

Policy 1 001 Ends
Policy IV 013 Leadership

Alignment to the MYSP:

- Awaken to Belong**
 - Every student can see themselves reflected in their learning.
 - Staff experiences a positive, healthy, and inclusive workplace.
 - Are aware of and/or use the available resources to assist in navigation of the school system.
- Ignite to Believe**
 - Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
 - Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
 - The relationship between home, parish and school is strengthened.



Strengthen to Become

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

Background/Comments:

As December begins, we enter the season of Advent, and our schools are reflecting on the significance of each week. This month, the Deep Learning theme is Learning Partnerships, with a focus on relationships with our parish partners. Our school communities are engaged in various charitable projects and community events.

Awaken to Belong

This month, students are developing the Deep Learning skill of Learning Partnerships by addressing real-world problems and contributing meaningfully to their community. Building on last month's Homes for Hope campaign, which raised funds and awareness for the unhoused, students are encouraged to embrace collaboration. They will share ideas and perspectives, actively participate in activities with peers, teachers, and the community, and engage in meaningful conversations. Students will be guided to express their thoughts, ask questions, and seek and provide feedback from peers, teachers, and community experts.

Ignite to Believe

Each school and site is celebrating each week of Advent. Staff have received Advent resources from the Diocese of Hamilton and the CCCB to support their classroom and school activities. Our Pastoral Teams will gather for an Advent Retreat. As we approach the Jubilee Year, we are planning activities and have purchased an ICON door for use in our schools throughout the year. Several schools and sites are participating in the Nutrition for Learning fundraiser and local food drives to support those who are food insecure.

Strengthen to Become

To better serve our Grade 7, 8 and students and educators, Program Services has purchased Lexia PowerUp licenses. Selected elementary schools, and all secondary schools, are piloting this online literacy program to support students who struggle with reading, as part of their preparation for secondary school. To date, over 5,000 SK – Grade 2 students have been screened with our Early Reading Screener, Acadience. We will continue to work with administrators and educators to implement next steps. In secondary schools, teachers are collaborating to deliver new course content, assessment, and evaluation strategies.

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

- Executive Council meetings – once a week
- Academic Council meetings – once a week
- Equity Services meetings – bi-weekly
- Faith, Indigenous & Equity meeting
- Human Resource Services meetings – bi-weekly



- Corporate Services meetings – bi-weekly
- RDO meeting - monthly
- MYSP Indicator Review meeting with WCDSB Research – monthly
- K-12 Administrators' Meeting - monthly

A few other highlights from this month include:

- Participated in several meetings and conversations with the Chair of the Board
- Diocesan Meeting with Bishop Crosby and other Diocesan Officials
- Director Visits: St. David, St. Boniface, St. Teresa of Avila, St. Mary's, St. Clement, Holy Rosary, St. Clement, St. Kateri Tekakwitha, St. Timothy, St. Don Bosco, St. Louis, St. Josephine Bakhita
- Met with Administrator Association Co-chairs
- Rosenberg Site Visit
- St. Mary's Annual Community Christmas Dinner
- Project Seach Advent Liturgy at St. Mary's Hospital
- Math Achievement Action Plan Visit at Christ the King
- Community Safety and Wellbeing Plan Meeting
- FACE Committee Meeting
- Pastoral Teams Advent Retreat
- CCFOWR Board Meeting
- CEC Christmas Mass
- Board of Trustees Meeting
- Student Senate – SAC Unity Conference

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

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





Date: December 9, 2024
To: Board of Trustees
From: Director of Education
Subject: Annual Report on Accumulated Surpluses

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)

Board Policy IV 008 allows the CEO to use only those amounts from accumulated surpluses that have been approved in advance by the Board of Trustees. This report is being presented to Trustees to request the use of certain reserves for operational and capital requirements.

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

Board Policy IV 008 "Financial Conditions and Activities"

"...the CEO shall not:...

2. Use any reserves"

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:

Accumulated surpluses are amounts held by the school board that have resulted from surpluses in prior years where no external restrictions have been imposed on their use. Some amounts have been apportioned internally for specific uses, while others are general in nature.

For purposes of policy monitoring, the terms accumulated surplus and reserve are used interchangeably.

Surpluses up to 1.0% of operating revenues can be used at the discretion of the Board of Trustees without requiring ministerial consent. The Ministry has now communicated that Boards may use up to 2.0% of operating revenues without ministerial consent during these uncertain times.

Accumulated Surplus Balances

1. **WSIB:** \$222,726

Using data from the Board's actuaries (School Boards Cooperative Inc.), management has estimated the annual expenses associated with staff injuries while at work. This amount is \$775,000 and is already built into the approved school year budget. In prior years, management would request access to this reserve to support actual expenses which exceed budgets. The balance in this reserve has varied, but not materially from year to year. Accordingly, management will request use of these funds during the year should trending vary from expectations. **No access to this reserve is being made at this time.**

2. **Operating/Working Funds:** \$3,714,992

This is a general surplus without internal or external restrictions. **Currently, there is no request for use of these funds.**

3. **Technology Renewal:** \$1,624,516

This amount was set aside to replace the Board's HRIS and Payroll system in the future (\$924,516) and to support infrastructure upgrades as required (\$700,000) by the ITS department. The HRIS replacement has been deferred to a future year. Infrastructure upgrades beyond what has been allocated in budget are not required. As such, **there is no request for technology reserves for the 2024-25 school year.**

4. **Insurance:** \$150,000

The insurance surplus was set aside to manage deductibles related to multiple incidences of property damage where available operating budget dollars are insufficient. **If access to this reserve is required, it will be requested in a separate report.**

5. **Early Learning Resources:** \$961,688

The Early Learning Resource surplus was set up to provision for future resource and staffing needs related to the Extended Day Program. Funds have been set aside in the 2024-25 school year budget for resource renewal and staffing needs. There is currently an in-year pressure within the program due to increases in specialized staffing required by students. **Access to this reserve is requested below.**

6. **Student Support Funds (SSF/LPF):**

Support for Student Funds/Learning Priority Funds (SSF/LPF) grants were provided by the Ministry of Education as part of contractual settlements with employee groups who bargain collectively with the government. This surplus of \$93,905 represents unused grants as at the end of 2023-24, to be spent in the future. Management will work with the affected employee groups to honour the requirements of the grant during 2024-25. **Access to this reserve is requested below.**



7. Administrative Capital: \$715,385

This reserve was set up to provide for future administrative capital needs. The Ministry of Education does not provide any funding for major repairs, building renewal or replacement of administrative buildings. The CEC was fully renovated 5 years ago and there are no major repairs needed. The Facilities Centre (Dutton Drive) is also in good condition. Management is assessing options for additional warehouse storage onsite, but at the time of writing of this report, plans are still preliminary, and costs are not known. **There is no request for use of these reserves.**

8. Strategic Plan Implementation: \$458,098
There is no request for the use of these funds.

Recommendation:

1. That the CEO be given permission to use up to \$93,905 from the Student Support Fund surplus to offset related costs.
2. That the CEO be given permission to use up to \$250,000 from the Early Learning Resources surplus to offset related costs.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Laura Isaac
Senior Manager, Financial Services

Shesh Maharaj
Executive Superintendent of Corporate Services

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





Date: December 9, 2024
To: Board of Trustees
From: Director of Education
Subject: Revised Estimates – Impacts on Approved Budget

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 **IV008 “Financial Conditions”**
- Information only of day-to-day operational matters delegated to the CEO

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

This report provides Trustees with information on changes made to the June 2023 approved budget which result from changes in enrolment, funding, and updated operational needs.

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

[2024: SB23 2024-25 Revised Estimates \(District School Boards\)](#)

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:

Revised estimates of revenues have been calculated using actual enrolment as of October 31, 2024, and an updated enrolment projection for March 31, 2025. The average of these two numbers is called Average Daily Enrolment (ADE). The ADE change over the enrolment estimates used for the June 2024 budget is an increase of 23 students. This has had a minimal impact on revised estimate revenues.

Significant increases for both revenues (\$12.6M) and expenses (\$13.1M), have been made to salary and benefits over the estimates. All collective agreements have now been settled, and Bill 124 impacts have been incorporated into the both the Ministry funding and expenditures.

Revenue Adjustments

Aside from salary and benefit changes to funding benchmarks, the following items are noteworthy:

- The Language Allocation grant has increased to align with final reports from year end which are now incorporated into the funding.
- Continuing Education has seen an increase in revenues due to enrolment and programming.
- The International program has adjusted revenue expectations to be more conservative. This approach has been adopted to reduce the risk associated with short term program cancellations (which had a negative impact in 2023-24).
- The Extended Day program has adjusted projections to reflect the impact of the registration issues in the fall.

The Region will be adjusting licensing funding in January 2025. Impacts to funding are unknown as information is not available on the proposed changes. A conservative approach to revenues expected has been incorporated into the Extended Day budget. This will buffer any negative funding adjustments beginning in the new calendar year.

- At Estimates, the Temporary Accommodation grant was unexpectedly reduced. This error was identified and discussed with Ministry staff and a correction was built into the June Estimates budget. While Ministry staff confirm the error was due to an operational breakdown on their end, no progress has been in recovering the missing funds. While staff will continue to pursue a remedy, revenues have been adjusted down to account for the likelihood of receiving the money.

Expense adjustments:

- Salary and benefit increases associated with Bill 124 remedies and centrally negotiated increases.
- To settle a complaint from an employee group, management added 22 resource teachers after the Estimates budget was approved. This expense is budgeted to be offset in part by covering for teachers who are absent (supply costs and missed planning time). These teachers are likely to move into full time jobs during the school year which may further reduce costs to the Board.
- Additional EAs, ECEs, and other support staff were added to meet student needs.
- Increases to salary and benefits budgets resulting from a job evaluation process for an employee group were added to the budget.



- Portable move budgets have been increased based on 2023-24 experience and known summer work.
- Utility contingencies and professional development budgets (from all areas) have been reduced.

All spending identified in estimates were reviewed by finance staff and budget holders to ensure budgets reflect the current operating environment and programming expectations.

A balanced Revised Estimates budget will be filed with the Ministry of Education on or before December 15, 2024, based on the changes outlined below.

Day School Enrolment	2024-2025	2024-2025	Change
	Estimates	Revised Estimates	
Elementary	19,844	19,801	(43)
Secondary	7,822	7,888	66
Total	27,666	27,689	23
Elementary – VISA	50	24	(26)
Secondary – VISA	180	165	(15)
Total Students of the Board	27,896	27,878	(18)



Changes to budget:

Revenue adjustments		
Benchmark and enrolment changes	\$	12,558,316
Language Allocation grants		3,564,602
Continuing Education revenues		435,291
International and Extended Day revenues		(893,532)
Temporary Accommodation		(359,345)
Other revenue adjustments (interest and miscellaneous)		201,921
		\$ 15,507,253
Expense adjustments		
Staffing and benefit adjustments (collective agreement compliance)	\$	13,075,007
Additional teaching staff (resource teachers)		1,993,615
Additional school support staff (ECEs, EAs, CYCWs etc)		708,282
Increased insurance and portable lease/move costs		386,700
Facilities reductions		(345,000)
General PD reduction		(208,625)
Other expense adjustments		(102,726)
		\$ 15,507,253
2024-2025 Revised Estimates submission - December 2024		\$ (0)

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Tyrone Dowling
 Director of Education

Laura Isaac
 Senior Manager of Financial Services

Renée King
 Manager of Budget

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.





Date: 2024 • 12 • 09
To: Board of Trustees
From: Director of Education
Subject: Equity Action Plan Update

Type of Report:

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

Type of Information:

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

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

Board Governance Policy I:001 Ends
 Ontario Catholic School Graduate Expectations (OCSGE, 2011): [Institute for Catholic Education]

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

Ontario’s Equity and Inclusive Education Strategy (2009)
 APO028: Fair and Equitable Hiring Promotions (revised 2021)
 APC037: Equity and Inclusive Education Policy
 Ontario’s Well-Being Strategy for Education: Discussion Document (2016)
 Ontario Ministry of Education Equity Action Plan (2017)
 Anti-Racism Act (ARA 2019)
 Ontario Ministry of Education issued the Policy/Program Memorandum 165 (2021)
 The Better Schools and Student Outcomes Act, 2023 (the Act)

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:

Background

Guided by our Catholic faith, we believe in the inherent worth and dignity of every individual. Our Gospel values of love, inclusion, compassion, and care for all are at the heart of our mission. Scripture affirms that human beings are created in the image and likeness of God, each possessing unique characteristics that deserve respect and dignity. As Catholic educators, we are called to create environments that reflect these values and to advocate for justice and equity.

Catholic Social Teachings provide a strong foundation for our efforts:

- **Human Dignity:** Every person is precious, and the lives and welfare of all people are priorities. This principle underpins our commitment to respect and protect the rights of all individuals.
- **Solidarity:** We are one human family, and we are called to love our neighbours without exception. Our solidarity with marginalized communities means we stand against injustice and discrimination in all forms.
- **Preferential Option for the Poor and Vulnerable:** We are called to prioritize the needs of the poor and vulnerable. Those who face discrimination and marginalization deserve our support and protection.
- **Common Good:** The social conditions that allow people to reach their full human potential and realize their dignity must be improved. We work to create safe, inclusive environments where all students and staff can thrive.

A school board must ensure that all board policies, programs, procedures, and practices are aligned with the board's equity and inclusive education policy and with the requirements set out in PPM No. 119 and the strategy. According to the [Ontario Ministry of Education \(2022\)](#) Ontario's diversity is its greatest asset. It is every school board's responsibility to respect and value the range of differences we find in our students, staff, and community. Based on extensive research, educators and educational leaders know we must create safe, inclusive, and engaging learning environments for every student to reach one's full potential. Equity in education is the practice of creating educational systems that help all students achieve their academic and social potential, regardless of their personal or social circumstances, including their religion, class, race, ethnicity, gender, gender identity/expression, and/or sexual orientation. We must do the following:

- Identify and minimize barriers and discriminatory practices in schools and classrooms
- Prohibit discrimination based on religion, class, race, ethnicity, gender, gender identity/expression, and sexual orientation
- Ensure all students have access to the high-quality resources and support they need to succeed



Strong evidence-based equity practices raise student academic performance, promote creativity, boost problem-solving, and increase health and well-being. Researchers have also shown a diverse workforce offers a broader range of perspectives and contributes toward unconventional and innovative thinking. The primary goals of equity in education are to identify, remove, and prevent systemic barriers and discriminatory practices to help students reach their full academic and social potential, improve student achievement and to create a strong, committed workforce.

Key Work

Each year the Ontario Ministry of Education reminds school boards of their human rights obligations as they set their equity priorities. Below are the key reminders and our board's response.

1. The Ministry acknowledges discrimination and racism such as anti-Indigenous racism, anti-Black racism, anti-Asian racism, Islamophobia, antisemitism, and other forms of oppression have been, and continue to be, prevalent issues. Given this, WCDSB celebrates the Canadian commemorative days and months throughout the year to highlight the rich diversity in our nation and to bring understanding and compassion to the groups of Canadians who have been traditionally overlooked and undervalued. Staff throughout the board, including leaders, participate in professional development opportunities on how to combat discrimination and bigotry in the educational setting. Some of the professional development training has included the following topics:
 - a. Types of racism
 - b. Anti-Black racism, anti-Indigenous racism, anti-Asian racism
 - c. Eradicating the n-word
 - d. Culturally relevant and responsive pedagogy
 - e. Implicit bias
 - f. Microaggressions
 - g. Equitable hiring practices
 - h. Inclusive education
 - i. Cultural curiosity, humility, and competence
 - j. Respectful discourse through an equity lens
 - k. Addressing Hate

Students have helped us create educational campaigns, such as LEAD (i.e., Listen, Empathize, Address, Do Something) and the eradication of the N-Word in Schools campaign. Further, students have created co-led student groups such as SEEC (Student Equity Engagement Council) and affinity groups to provide support to all students in schools.

2. Every student in Ontario's publicly funded schools have a right to equitable opportunities in education, free from discrimination. School boards must be committed to upholding and promoting human rights and working with education partners and communities to eradicate disparities in outcomes for students and families who face barriers in our educational system. Currently, all publicly funded school boards are required to collect data on:
 - a. Demographic data (e.g., race, Indigenous ancestry, religion, gender)
 - b. EQAO, OSSLT
 - c. Course enrolment (e.g., math, science, job skills)
 - d. Graduation



e. Suspensions, expulsions, and exclusions

WCDSB conducted student and workforce censuses to learn about our community, and to identify strengths, shortfalls, and disparities in services and outcomes. The board is in the process of using that data to make data-driven decisions to minimize the disparities in academic and socio-emotional outcomes. We will continue to disaggregate our data to understand how to serve all students at the board.

3. School and system leaders are expected to promote school cultures that uphold the principles of equity, respect, and human rights to continually improve student achievement and well-being. High expectations can help create a culture where students are motivated to succeed, and where factors like race, gender, disability, neurodiversity, and socioeconomic status do not prevent students from achieving their goals. When students are held to high expectations, they are more likely to perform “up” and reach those expectations. Educators understand the link between dignity, self-respect, well-being and academic performance so they continue to compassionately work with students, families, and community leaders to understand the barriers students face and create solutions to overcome them, while still maintaining high expectations and standards. Thus, WCDSB will continue and expand its partnerships with families and community leaders to promote high expectations and standards throughout the board.
4. When reviewing or developing equity and inclusive education policies, boards are expected to consult with students, parents, principals, teachers, other staff, community partners and other stakeholders. The director, superintendents, senior managers, research team, and the equity team have prioritized consultations with our stakeholders through a variety of avenues. Parents, students, and staff have multiple opportunities throughout the school year to provide feedback through surveys, emails, and meetings.

The current equity priorities throughout the board mirror the expectations of the Ontario Ministry of Education; they are outlined in the [2024-2025 Equity Action Plan](#). The board’s equity action plan also complements this year’s Catholic Education Theme, Pilgrims of Hope, refers to the journey of faith that we make as individuals and as a community. It is about living out the Christian call to be a light in the world, following Jesus with hope, courage, and love. This journey is not just personal; it is communal, and it’s rooted in our commitment to build a just and compassionate world.

Below are three initiatives that have advanced the work of equity, supporting students’ academic achievement and well-being.

Affinity Groups

Different identity groups face unique challenges in educational and professional settings. Affinity groups, which consist of individuals sharing a common background or identity characteristic, meet regularly to engage in activities or discussions. These groups often focus on shared racial or religious backgrounds, sexual orientation, socioeconomic status, or common interests.

Equity Services, Indigenous Education and Services, and school leaders have championed affinity spaces and groups for Black and Indigenous students in our secondary schools. Students from other identities are now forming their own affinity groups, such as the South Asian Association and the Muslim



Student Group. The WCDSB has also established affinity groups for employees, including a BIPOC (Black, Indigenous, People of Colour) affinity group and a 2SLGBTQIA+ affinity group.

A common misconception is that affinity groups are divisive and separate individuals. However, affinity groups aim to unite people through shared commonalities. Interacting with those who share similar identities or experiences benefits everyone. For individuals in the numerical minority, these bonding interactions may be enhanced within an affinity group. Affinity groups may start out “exclusive” solely to create a safe space for those who may not feel secure in the larger community. During meetings, members can share their experiences freely and without inhibition, fostering a sense of visibility and inclusion. Often when these groups are well-established, allies are welcomed. These groups enhance our commitment to inclusivity and benefit the larger community by promoting a sense of belonging, improving morale, and fostering overall community cohesion.

Researchers have demonstrated that affinity groups can significantly impact various aspects of community life, from boosting morale to fostering greater engagement. Listed below are ways in which affinity groups to help organizations, including educational institutions:

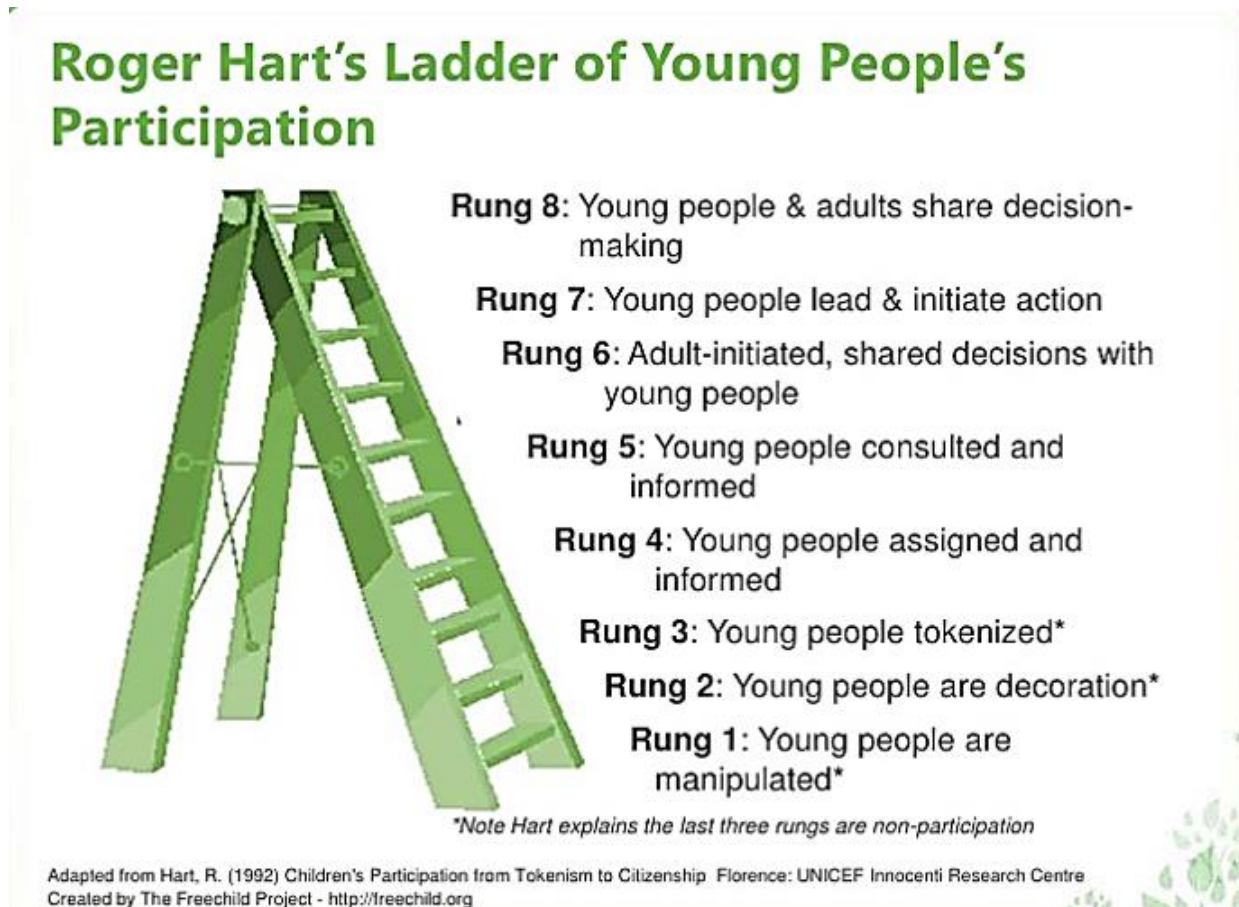
1. **Create a culture of inclusion and belonging:** Research indicates that affinity groups can enhance feelings of inclusion in both secondary and post-secondary educational institutions. Studies have found that participants in affinity groups feel more supported and connected to their peers within the greater community.
2. **Generate new and creative ideas:** In affinity spaces, the voices of minority and marginalized individuals are heard. These spaces provide opportunities for minority individuals to develop strategies and ideas within a smaller, psychologically and emotionally safer environment. Affinity group settings can foster new ideas, creative thinking, and innovative strategies that might not emerge in larger, more traditional spaces.
3. **Reduce stress and increase well-being:** Affinity groups help reduce stress and enhance well-being for students and employees who belong to historically and currently marginalized groups.
4. **Improved self-esteem and self-efficacy:** Studies have shown that members of affinity groups have reported increased resilience and empowerment and had improved self-acceptance or self-esteem after participating in an affinity group.
5. **Increased cultural awareness:** Research has demonstrated that affinity groups benefit not only their members but also the broader community. These groups can elevate collective awareness within an institution about specific marginalized identities. Additionally, studies have shown that intergroup contact is a crucial method for reducing biases and fostering meaningful, positive relationships between different groups.

Student Voice

WCDSB is dedicated to empowering student voice at both the elementary and secondary levels. Research from the Quaglia Institute for School Voice and Aspirations (2016), indicates that students who feel they have a voice in school are seven times more likely to be academically motivated than those who do not. When students feel heard, they are more likely to experience self-worth, engagement,



and a sense of purpose at school. Providing students with choice, control, challenge, and opportunities for collaboration can significantly boost their motivation and engagement. This, in turn, can positively impact their effort and persistence, which are critical factors in academic achievement (Toshalis & Nakkula, 2012).



WCDSB is promoting initiatives that achieve the top two rungs of the student voice and participation ladder. Student voice lets students contribute to decision-making, develop a healthy school culture, and actively shaping their educational experience. Listed below are the benefits of student voice:

- When students feel their voices are heard, they feel more valued, supported, and respected, leading to better relationships with staff and a more inclusive learning environment
- Students are more likely to engage in their learning when they believe their ideas and opinions are valued
- Encouraging student voice helps students develop critical thinking, problem-solving, and decision-making skills
- Student voice ensures diverse perspectives are considered and heard
- It prepares students to be informed and willing to share their viewpoints within the community
- Promoting student voice can contribute to improved student mental health

Students have a unique perspective on how high-level decisions impact their day-to-day school life. By listening to students, schools can make informed decisions that support all learners.



Advisory Councils

WCDSB is in the infancy stages of creating two advisory councils, specifically a Black Advisory Council and a 2SLGBTQIA+ Advisory Council. The advisory councils will consist of a group of outside advisors, including current and former students, parents, staff, and community leaders who will work to provide recommendations to enhance board operations and governance. Essentially, an advisory council provides advice but does not engage in decision-making.

The advisory councils were established to provide a regular and recurring platform to advise, support, and hold Waterloo Catholic District (WCDSB) accountable for their Equity Action Plan, build equity-knowledge capacity throughout its workforce to ensure better social-emotional and academic outcomes for Black and 2SLGBTQIA+ students and their families. Waterloo Catholic District School Board's 2SLGBTQIA+ Advisory Council and the Black Advisory Council will advise the Director of Education and the senior team on ways to address anti-Black racism, anti-2SLGBTQIA+ sentiment, including homophobia, biphobia, and transphobia, and to support safety, inclusion, and belonging of diverse 2SLGBTQIA+ and Black communities throughout the school board.

We have created Terms of Reference for both councils and are actively recruiting for the group who will serve during the inaugural term. The Ministry of Citizenship and Multiculturalism's Anti-Racism Directorate will be working with Director, Superintendent of Learning—Equity, and Senior Manager of Equity to help us establish these advisory groups, so that we can learn from advisors in the community and serve our students and families effectively.

Conclusion

Ultimately, Equity Services and leaders throughout the board are building capacity to foster a culture of respect for human rights and equity. We help identify and address systemic human rights and equity issues, support the board to comply with their human rights obligations, and engage in early resolutions of human rights complaints and violations.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By:

Tyrone Dowling
Director of Education

Lynn Garrioch
Senior Manager of Equity

Paul Mendonça
Superintendent of Learning, Equity

*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: December 09, 2024
To: Board of Trustees
From: Director of Education
Subject: Director’s Annual 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
 Multi-Year Strategic Plan

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

Education Act Section 283(3)
 Multi-Year Strategic Planning A Guide for School Board Trustees
 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:

Presented at the first Board meeting in December each year, in accordance with Section 283(3) of The Education Act, the Annual Report by the Director of Education outlines the Waterloo Catholic District School Board's progress towards the stated goals of the Multi-Year Strategic Plan, which serves as a guiding document for the board's staff and communicates our objectives and aspirations to the broader community.

During the December 2024 update to the Board on the Multi-Year Strategic Plan 2022-2025, a baseline for each pillar was established.

Reflecting on the past year, there are numerous achievements to celebrate. These successes are a testament to the dedicated staff who, in collaboration with students, colleagues, and community members, have achieved noteworthy milestones and maintained consistent student engagement.

The Waterloo Catholic system has continued to adapt, staying relevant and responsive to the needs of our students and stakeholders. Our Vision and Mission, deeply rooted in faith and gospel values, have provided a steadfast foundation during these challenging times. Specific points of celebration and accomplishment will be detailed in the Annual Report.

This year's report will be available in electronic format. The Annual Report will be available on our [Annual Report 2024](#).

Recommendation:

That the Board accept this report indicating compliance with our obligations under Section 283(3) of The Education Act.

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: December 09, 2024
To: Board of Trustees
From: Director of Education
Subject: MYSP 2022 – 2025 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)

The Education Act requires school boards to develop multi-year plans that are 3 years or more in scope. The multi-year plan provides focus and direction to the board to achieve both the Ministry of Education goals but just as importantly, the vision of the board. The multi-year plan is aimed at achieving the Ministry of Education goals of increased student achievement and well-being, equity of achievement and opportunity for all students, as well as increased public confidence. These objectives were articulated in *Achieving Excellence* in April 2014 and find a role in the Ministry’s newer vision for education “*Education that Works for You*” (March 2019). This has been reaffirmed by the release of the Student Achievement Plan from the Better Schools and Students Outcomes Act (2023). The province has clearly identified its aspiration that Ontario’s classroom will be modernized, numeracy will improve, and our schools will be recognized as amongst the best in the world. The Waterloo Catholic District School Board’s Multi-Year Strategic Plan has endeavored to be faithful to these articulated priorities, as well to our Catholic Graduate Expectations and the principles of our Catholic Social Teachings.

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

- The Education Act, Section 169.1(1)
- Board Governance I 001: Ends

Alignment to the MYSP:

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



☒ Ignite to Believe

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

☒ Strengthen to Become

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

Background/Comments:

The 2022-2025 WCDSB Multi-Year Strategic Plan provides the roadmap for the staff of Waterloo Catholic District School Board and proclaims to the broader community our goals and aspirations.

Section 169.1(1) of The Education Act requires the Director of Education to submit a multi-year strategic plan.

In December of 2022 the Board accepted the [Multi Year Strategic Plan](#). As the plan was developed, it was informed by the stakeholder survey administered in the spring of 2022, along with feedback from administrators in the fall of 2022. Within that work, stakeholder feedback reaffirmed our previously identified Mission, Vision, Beliefs and thus it was identified those would remain constant and provide a foundational framework for the new strategic plan.

Informed by the work and MYSP survey of the spring of 2022 and several conversations throughout the fall of 2022, the Director and senior staff worked to identify both new Strategic Directions and corresponding goals for each of the three pillars.

The MYSP was created using an accountability framework and evidence-based indicators will monitor our progress both throughout and at the end of the MYSP term. One of the key considerations for the MYSP is to have a through-line across all WCDSB plans (i.e., Pastoral [Plan](#), Board Improvement and Equity Plan (BIEP), School Improvement and Equity Plan (SIEP), Mental Health & Well-Being Strategy).

The 2022-2025 Multi-Year Strategic Plan has strategic goals within three pillars: Awaken to Belong, Ignite to Believe, and Strengthen to Become. Each of the three pillars has a goal unique for students, staff and for our parents, families, and community. The goals are written to ensure that every stakeholder can see themselves in this plan, without exerting complete control over every outcome. Due to the many challenges throughout and flowing from the pandemic, we intentionally avoided creating a rigid reporting and monitoring methodology at the beginning. Based on our stakeholder consultation, our aim was to keep the plan concise and relevant to the needs of the system.

Utilizing evidence-based practices, indicators were chosen to monitor specific goals within the MYSP, some indicators historically constructed and utilized by the Board (e.g., graduation rates, student achievement, etc.) and others created new (e.g., stakeholder survey questions, St Louis outcomes, etc.). These 30 indicators were specifically matched to each goal, and where possible, multiple indicators are present to evaluate each goal from multiple perspectives across multiple methods. The majority (24 out of 30) of the indicators have been administered since spring 2023. In September 2023 the [MYSP Indicator Dashboard](#) was launched, being updated monthly, so that the indicators are dynamic, allowing stakeholders to have access throughout the school year.



Each action plan, program or strategy includes significant qualitative and quantitative data (i.e., performance measures) collected by departments to guide and inform implementation. Performance measures (i.e., information that informs our programming and/or implementation) are beyond the scope of the [MYPSP Monitoring Strategy](#) and are reported on throughout the implementation of the MYPSP through various Board reports.

**Strategic Plan Report Highlights:
Awaken to Belong**

Awaken to Belong promotes a culture of belonging and respect supporting success for all. At its core, much of this pillar focuses on issues of equity, diversity and inclusion of students, staff and our community. Within this pillar we can see the results of our first Student Census (November 2021). The results of our School Climate survey, the Middle-Years Development Instrument (MDI) is integrated across the [Well-Being Plan](#), and we continue with our disaggregation of these results to identify areas in need of focus to support all of our students. The combination of the Staff Census and the Guarding Minds at Work staff survey, allow us to more accurately respond to key demographic indicators in our equity, well-being and student engagement indicators, and continue to triangulate data to evaluate our outcomes and plan for next steps. The WCDSB integrated Well-Being Plan work continued this year and was intended to support staff and student needs across the five pillars of well-being. Well-being has continued to be a focus in our schools and in the work rolled out and prioritized at the system level, and as we look to the Student Achievement Plan, we see that this data is now purposefully embedded. so that this key lens is core to all work within our student engagement and achievement plans.

Indicator Highlights for Awaken to Belong

<p>Student Every student can see themselves reflected in their learning. Indicator #1 – Middle-Years Development Instrument</p>	<p>The Middle-Years Development Instrument (MDI) is a survey administered to students in grades 4-12 to measure their well-being, known as the Well-Being Index. Analysis of data from 2019, 2022, and 2024 shows a positive trend in student well-being, moving towards our pre-pandemic goal. Our objective is to use tools such as trauma-informed practices with school staff to increase the number of students reporting medium to high well-being.</p>
<p>Staff Staff experience a positive, healthy, and inclusive workplace. Indicator #6 – Guarding Minds at Work</p>	<p>Guarding Minds at Work is an evidence-based survey designed to assess workplace health and safety. Since its implementation in 2022, we have established baseline levels of staff perceptions regarding significant psychosocial concerns. Our goal is to align our support practices, such as wellness campaigns, to address areas of need and increase the number of staff reporting these psychosocial factors as minimal concerns or relative strengths. The survey was recently administered in November 2024, and updated data will be shared with Trustees early in the new year.</p>
<p>Parents/Families/Community Are aware of and/or use the available resources to assist in navigation of the school system. Indicator #8 – Google Analytics</p>	<p>We have identified the monthly usage of our online resources by parents, families, and community members to assist them in navigating the school system. Our goal is to increase the use of these online tools (e.g., D2L, Aspen Parent Portal) to ensure accessibility for all. To date, we have observed positive growth in the majority of the tools we are able to measure.</p>



Ignite to Believe

The Ignite to Believe pillar is deeply rooted to our faith as a Catholic community. This pillar is placed in between the other two to demonstrate the dependence and positionality in supporting all the work we do at WCDSB. In 2022-2023 we began our new three-year Pastoral Plan with the theme of Awaken. Last year, our theme was Strengthen and this year, we've entered our final year, Ignite – We are the People of God, discerning our mission to serve, ignited to be pilgrims of Hope. Our recent Spiritual Development Day focused on this year's theme, bringing the entire system together at The Aud to celebrate the Eucharist together with our Auxiliary Bishop, Wayne Lobsinger, and to hear from our guest speaker, Fr. Tony Ricard, on the theme of Ignite. Each school and site staff spent the afternoon at their respective sites learning about four different types of prayer with the goal of assisting staff to ignite their faith in their work and interactions.

Indicator Highlights for Ignite to Believe

<p>Student Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.</p> <p>Indicator #12 – OCSGEs Programming in Schools</p>	<p>At WCDSB, we aim to cultivate the Ontario Catholic School Graduate Expectations in our students, along with the curriculum expectations. We monitor this goal by ensuring that each expectation is strategically integrated into our school programs. We are proud to report that all schools have implemented precise programs to foster and develop these expectations in all students. Over the course of the past year many schools have embarked on projects to ensure that these expectations are visibly displayed within the building, reinforcing our survey results that indicate we continue to meet our goal in all schools.</p>
<p>Staff Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.</p> <p>Indicator #14 – Opportunities for Prayer</p>	<p>The results of our MYSP stakeholder survey show that there has been a 10% increase in the number of staff who know about the faith development opportunities at their location. We continue to use these results and other feedback from the survey to plan more and better opportunities and to communicate them clearly to staff. Although we have met our initial goal our work in this area continues as we take strides to assist staff with their faith formation journey.</p>
<p>Parents/Families/Community The relationship between home, parish and school is strengthened.</p> <p>Indicator #17 – Relationship between school, home and parish</p>	<p>The results of the MYSP stakeholder survey provide us with some insights into how our stakeholders perceive the relationships between home, parish and school. We can identify some areas where these relationships are strong (for example, between parish and school, and between school and home), and some areas where they need to be enhanced (such as between home and parish). Through our work with the deanery and local parishes (e.g., Parish School Collaboration) we are committed to implementing activities that will strengthen all relationships and increase the percentage of stakeholders who rate each relationship as excellent, great or good. To date we are seeing positive movement in survey responses.</p>



Strengthen to Become

Strengthen to Become is the pillar that focuses on academic growth and improvement, honouring all student pathways. Over the past year we've continued to see a focus from the Ministry of Education on literacy, numeracy and the skilled trades. In support of these WCDSB staff at the elementary level have been engaged in training to utilize the Acadience Screener for students in K – Gr. 2 and learning how to take that data to inform their instruction. In numeracy, staff have been learning how to use and utilize Knowledgehook to assess where students are and to plan lessons accordingly. They were also exposed to a digital Mock EQAO Assessment for the first time. Another tool for teachers to determine where their students were ahead of the spring to allow teachers to make necessary adjustments in their programming. In the secondary panel, we saw a return to one P.A. Day, each year, focused on program disciplines, allowing teachers from each of the secondary schools to learn and work together on material specific to their field. Additionally, students and staff have been exposed to more information, material and opportunities within the skilled trades over the 2023 – 24 school year.

All of these foci are geared towards graduation. We continue to work with students via multiple pathways to provide them with a plan that will see them be successful.

Indicator Highlights for Strengthen to Become.

<p>Student Every student reaches their full potential.</p> <p>Indicator #21 – EQAO Achievement</p>	<p>The EQAO assessments for grade 3, 6, 9 and OSSLT provide us with valuable data on our students' performance, specifically the proportion of students that meet provincial standard (i.e., level 3 or level 4). Based on the results from 2021-2022, 2022-2023 and 2023-2024, we can see some areas of strength and some areas where we can make improvements. Our Grade 6 Mathematics outcomes have increased ($\geq 1\%$), Grade 9 Mathematics ($\geq 2\%$), Grade 10 OSSLT ($\geq 1\%$). However, we have noticed decreases in Grade 3 Reading ($\geq 4\%$), Writing ($\geq 6\%$) and Mathematics ($\leq 1\%$), Grade 6 Reading ($\geq 7\%$), Writing ($\leq 6\%$). As a system, we are continuing to support students through the Math Achievement Action Plan, the launch of the new Math (2020) and Language (2023) curriculums. Our goal is that proportionally more students meet provincial standard on the 2024-2025 EQAO assessments.</p>
<p>Staff Staff see their impact on student achievement.</p> <p>Indicator #28 – Staff Impact on Students</p>	<p>The results of the MYSP Spring survey provide us with some insights into how staff perceive their influence on student achievement. The results show that 94% of our staff feel that they have an impact on student achievement frequently or often. Although we have seen progress over the past year whereby we've met our goal we continue to review this measure through regular and recurring opportunities where staff can see and reflect on the impact they are having</p>



	through our school improvement framework and plans.
Parents/Families/Community Are engaged as active partners in our students' Catholic education journey. Indicator #29 – Parents/Guardians as engaged active partners	The results of the MYSP stakeholder survey provide us with the perceived frequency that our parents, guardians and/or community are provided with opportunities to be engaged, active partners in their child's Catholic education journey. Currently, 52% of stakeholders, a 6% increase, report having frequent or often opportunities and our goal is to raise this percentage to 75% by 2025. Through various actions (e.g., communication strategies, various advisory committees) our aim is to provide more frequent opportunities for stakeholders.

As we look back upon the first two years of the Multi-Year Strategic Plan we can see that progress has been made to meet the goals set out within the 30 identified indicators. We note that:

- 76% of our goals have been achieved or exceeded
- 21% of our goals show movement toward the goal
- 3% of our goals are showing limited evidence.

This report summarizes our current Multi-Year Strategic Plan, associated monitoring strategy (including highlights from key indicators), and reinforces our use of evidence-based practise informed from each indicator to work towards reaching our goals. We will continue to update the [MYSP Indicator Dashboard](#) as new data becomes available, including the addition of baseline measures where data was unavailable, on a monthly basis. These chosen indicators associated with our strategic priorities and goals, allow us to continuously evaluate our impact and effectiveness of our actions, resources, programs, supports, and professional development as it relates to our stated goals for students, staff, and our community.

Recommendation:

That the Board approve the Multi-Year Strategic Plan Update for the 2024-2025 school year, as presented in this report.

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: December 9th, 2024
To: Board of Trustees
From: Director of Education
Subject: Student Trustee Report – December 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)

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

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

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 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:

Summary: This month the WCDSB schools focused on the Christmas season. Creating a multitude of activities and events that spread Christmas cheer and spirit. The highlight of the month is SAC Unity as it is the biggest event meant to connect all the Student Activities Councils of the WCDSB.

Student Senate

- As SAC Unity is the major event taking place this December, here is a rundown of the main goals and activities planned for the December 13th conference:
 - Introductions to the Co-Presidents and the Student Trustees
 - This promotes a connection between all levels of student leadership.
 - Establishing the Senate's theme
 - Establishing this aims to encourage the WCDSB student leadership to keep a goal in mind when thinking of new events, activities, and objectives for their SACs (the theme this year is: United We Grow).
 - Icebreakers
 - This is meant to break down any barriers between the SACs, allowing them to feel more comfortable conversing about possible events, activities, and initiatives being down all over the board.
 - Networking Breaks
 - Similar to the intentions of the icebreakers, the networking breaks are a great chance to build community and share ideas.
 - The Co-President Presentations
 - These presentations are meant to cover a wide range of topics that allow students to feel comfortable making their voices heard. The topics covered are the following:
 - How to be a Mentor
 - Adaptability
 - Communication and Feedback
 - Optimism
 - Building Trust: Why Being Authentic Matters
 - Keeping Up with the Co-Presidents Session
 - The session is a fun way for the students to get competitive in showing how well they know their student representatives. This is a great opportunity for them to learn more about their Co-Presidents and get comfortable in the SAC environment.
 - Guest Speaker
 - To speak at Unity is Dr. Suzanne Kearns from the University of Waterloo. She is a Canadian author, academic, and professor of aviation. She is the Founding Director of the Waterloo Institute for Sustainable Aeronautics (WISA) and teaches within the Aviation programs. The talk she has set up is focused on leadership and her past experiences with it.
 - Spirit Games
 - These final games act as a final way to push forward the main idea of the conference, Unity.
 - A Message from St. Jerome's



- Since the University is being very gracious in letting us use their space once again this year, they will be giving a presentation to encourage students to consider St. Jerome's when applying to post-secondary institutions. It is a great opportunity for students to learn about their local University that is based in faith just as our school board is.
- Warm and Fuzzies
 - As a way to close off the conference on a positive note, the warm and fuzzies is a way for the members of the SACs to give out heart-felt messages to any of the new or old connections they have/have made.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Allison-Hannah Berwick and Matteo Leone
Student Trustees.

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Date: December 9, 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 activities of Board Chair

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:

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Strengthen to Become

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



Background/Comments:

As we near the end of the calendar year, we rejoice in the start of our Liturgical Year.

Calendar Activities

Several discussions with Director Dowling and Vice-Chair Cuff

December 4 – SEAC

December 9 – Board Meeting

December 12 – FACE Meeting

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Robert Sikora
Chair of the Board

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