



Committee of the Whole Meeting

Date: Monday, March 3, 2025.

Time: **6:00 p.m.** (to follow Special Board of Trustees meeting)
* *Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.*

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

Attendees: **Board of Trustees:**
Linda Cuff (Vice-Chair), Winston Francis, David Guerin, Renée 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	Board Chair		
1.1 Opening Prayer & Memorials – Deferred to Special Board of Trustees meeting	Board of Trustees	-- --	-- --
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. - Deferred to Special Board of Trustees meeting	Board Chair	--	--
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest 1.4.1 From the current meeting 1.4.2 From a previous public or in-camera meeting	Individual Trustees		
1.5 Items for Action: N/A			

ITEM	Who	Agenda Section	Method & Outcome
(e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)			
3. Consent Agenda: Board (Minutes of meetings)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Committee of the Whole Minutes – Feb 10, 2025	Board of Trustees	pp. 4-7	Approval
4. Delegations			
5. Advice from the CEO			
5.1 Student Success Update/Plan (Re-Engagement Strategy Update (12 / 12+)	A. Varano	pp. 8-44	Information
6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Linkages Activity	Trustees	--	Discussion
6.2 Pastoral Care Activity	Trustees	--	Discussion
7. Reports from Board Committees/Task Forces			
8. Board Education (at the request of the Board)			
8.1 OCSTA/CCSTA Communications OCSTA/CCSTA Communications Link	Board of Trustees	Link	Information
8.2 Equity Training	P. Mendonça/ L. Garrioch	--	Information
8.3 Trustee Work Plan – March	Chair	--	Information
9. Policy Discussion (Based on Annual Plan of Board Work)			
10. Assurance of Successful Board Performance (monitoring)			
11. Assurance of Successful Director of Education Performance (monitoring)			
12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries			
13. Announcements			

ITEM	Who	Agenda Section	Method & Outcome
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): - Mar 5 - SEAC Meeting - Mar 4 – Shrove Tuesday - Mar 5 – Ash Wednesday - Mar 7 – International Woman’s Day Breakfast - Chamber of Commerce - Mar 10-14 – March Break - Mar 17 – Governance Committee Meeting - Mar 19 – CPIC Meeting - Mar 24 – Board of Trustees - Mar 26 – Audit Committee Meeting - Mar 31 – PD day - Apr 2 – SEAC Meeting - Apr 5 – Mayors’ Dinner (Bingemans) - Apr 14 – Committee of the Whole	Chair	--	Information
14. Items for the Next Meeting Agenda	Trustees		
14.1 Board of Trustees Meeting: (March 24, 2025) - Education Development Charge (EDC) Update - Parent Engagement Update - Update on Budget Preparation - Update on Student Equity Engagement Council - Student Trustee Report - Chair of the Board Report - Director’s Report - Monitoring Report IV -005 – Hiring and Promotions - Monitoring Report IV 010 – Facilities Accommodations	Chair	--	Information
15. Adjournment/ Confirm decisions made tonight	Director of Education		
15.1 Confirm Decisions	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



Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, February 10, 2025, 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

Trustees Present:

Linda Cuff (Vice-Chair), David Guerin, Renée Kraft, Marisa Phillips, Robert Sikora (Chair), Conrad Stanley, Tracey Weiler

Student Trustees Present:

Allison-Hannah Berwick, Matteo Leone* - joined at 6:28

*-attended virtually via Teams

Administrative Officials Present:

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

Special Resources For The Meeting: Josh Fullan, Director, Maximum City

Regrets:

Absent:

Recorder:

Stephanie Medeiros, Executive Administrative Assistant

NOTE ON VOTING: Under Board by-law 4.7, when a decision is reached by consensus, the minutes of the Meeting shall indicate a decision by consensus with the notation in the minutes that consensus means the decision was supported by all Trustees present and eligible to vote on a matter. Under Board by-law 4.11 Whenever a vote is required, every Trustee present when a vote is taken, including the Chair but excluding any Trustee who has declared a direct or indirect pecuniary interest as required by the Municipal Conflict of Interest Act, shall vote on all questions on which the Trustee is entitled to vote and abstentions are not permitted.

1. Call to Order:

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

1.1 Opening Prayer & Memorials

Opening prayer led by Student Trustee Berwick.

1.2 Territorial Acknowledgement

Territorial Acknowledgment declared by Chair Sikora.

1.3 Approval of Agenda

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

- Move item 8.3 MYSP Consultant ahead of section 6.

**2025-06 -- It was moved by Trustee Cuff and seconded by Trustee Weiler:
THAT the agenda for Monday, February 10, 2025, 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 Committee of the Whole Minutes – Jan 13, 2025

Chair Sikora motioned for approval of the consent agenda.

**2025-07 -- It was moved by Trustee Guerin 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

Nicole Brewer gave a presentation on addressing LGBTQ2S+ library materials in schools. Trustees asked clarifying questions.

5 Advice From the CEO

5.1 Early Years Report

Superintendent Ritsma introduced Kimberley Namespetra-Sullivan, Student Achievement Kindergarten Consultant and Early Years Lead, who presented the Early Years Report. The report emphasized the Welcome to Kindergarten bags and their educational contents, along with details about the Welcome to Kindergarten night that each school will organize, including the resources obtained to facilitate the event. It also covered the kindergarten literacy pilot program, the addition of 12 new kindergarten classrooms this year, and the equipment and resources supporting the program. Furthermore, it highlighted the professional development opportunities available to kindergarten groups throughout the year and briefly mentioned the new kindergarten curriculum set to arrive in September 2025. Trustees asked clarifying questions.

5.2 Interim Financial Report #1

Superintendent Maharaj introduced Laura Isaac, the Senior Manager of Finance, to deliver the Interim Financial Report #1. The presentation gave a summary on budget for student enrollment and staffing as well as focused on an analysis of revenues and expenditures. Trustees asked clarifying questions.

Trustees moved to item 8.3

6. Ownership Linkage (Communication with the External Environment)

6.1 Linkages Activity

Trustee Kraft requested for Linkages Activity to be forgone this month, and an email communication will be sent to Trustees with updates. Trustees were in consensus.

6.2 Pastoral Care Activity

Trustee Guerin requested for Pastoral Care Activity to be forgone this month, and an email communication will be sent to Trustees with updates. Trustees were in consensus.

7. Reports From Board Committees/Task Forces

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

8.1 OCSTA/CCSTA Communications

Chair Sikora briefly discussed OCSTA/CCSTA Communications.

8.2 Trustee Work Plan - February

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

8.3 MYSP Consultant

Director Dowling introduced Josh Fullan, the Director at Maximum City, our MYSP consultant to facilitate the MYSP Visioning Session. The presentation provided an overview of Maximum City, detailing their expertise and how they will assist the WCDSB in developing the new MYSP. It covered the project phases and outlined a detailed list of activities, as well as the roles and responsibilities of Trustees and Senior staff essential for the MYSP's development. Additionally, demographic data highlighting the growing diversity in the Region of Waterloo was discussed, along with relevant ministry directives that will help with generating the new plan. Fundamentals around strategic work, including structure, components, and values, were also reviewed, followed by clarifying questions from the Trustees.

Trustees and the Executive Council engaged in facilitated discussions within breakout groups to brainstorm initial ideas and visions for the board. The session concluded with a summary of next steps and target dates for achieving each step.

Chair Sikora motioned for an extension of the meeting at 8:50 p.m.

2025-08 -- It was moved by Trustee Weiler and seconded by Trustee Cuff:

THAT the meeting be extended passed 9:00 p.m.

--- Carried by consensus.

Trustees moved back to item 6.1 and continued with the remainder of the agenda.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

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

13.1 Upcoming Meetings/Events

Trustees discussed upcoming events.

14. Items for the Next Meeting Agenda/Pending Items

14.1 Trustees discussed upcoming items on the next agenda.

15. Adjournment – Confirm decisions made tonight.

15.1 Confirm Decisions

The Recording Secretary confirmed the meeting decisions.

15.2 Trustee move into a Double In Camera meeting at 9:01 p.m.

**2025-09 -- It was moved by Trustee Cuff and seconded by Trustee Guerin:
THAT the Board of Trustees move into a Double In Camera meeting.
--Carried by consensus**

16. Closing Prayer

16.1 Closing prayer led by all.

17. Motion to Adjourn

**2025-10 -- It was moved by Trustee Cuff and seconded by Trustee Weiler:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 11:05 p.m.**

Chair of the Board

Secretary



Date: March 3, 2025
To: Board of Trustees
From: Director of Education
Subject: Student Success Update

Type of Report:

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

Type of Information:

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

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

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

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

Ministry of Education: Education for Tomorrow: <https://www.ontario.ca/page/preparing-students-future>

Ministry of Education: Student Success Programs for Secondary Students:
<http://www.edu.gov.on.ca/studentsuccess/>

The Ontario Curriculum, Grades 11 and 12: Cooperative Education, 2018

Dual Credit Programs: Policy and Program Requirements, 2020

Pathways to Apprenticeship: Options for Secondary School Students, 2017

Building the Workforce of Tomorrow: A Shared Responsibility <https://www.ontario.ca/page/building-workforce-tomorrow-shared-responsibility>

Alignment to the MYSP:

☐ **Awaken to Belong**

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

☐ **Ignite to Believe**

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



☐ Strengthen to Become

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

Background/Comments:

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

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

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

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

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

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



Student Success Consultants Support Grade 7-9 Overview

Introduction

There were two Student Success Consultants (SSCs) hired for the 2024/2025 school year, reduced from the four SSCs in 2023/2024. Our priority and overall goal is to provide students with the skills to help them transition into high school and close gaps in academics. We collaborate with board and school staff (e.g., administrators, special education, etc.) and families to collectively work together for the best interest of the student. **The value of strong collaboration between all stakeholders is the key to student success.**

Student Success Support - Identifying Priority Schools

Several pieces of student achievement data were analyzed, such as CAT-4 scores, previous years report cards, Grade 6 EQAO, and attendance records. These reports help us become intentional when planning gap closing measures, transitions, and other classroom activities to increase student engagement and overall success. The first chart is a snapshot of CAT-4 data, and the second chart is one FOS comparative analysis of data, which was vital to the selection of priority schools.

- Two SSCs are servicing approximately 25 Elementary Schools on a weekly basis
- In September/October of 2024, SSCs identified approximately 483 Grade 8 students through CAT-4 results that will receive direct small group support. However, our support both directly and indirectly benefits all 1,193 students across 101 intermediate classrooms that we work in.
- SSCs visit other schools, varying from weekly to monthly. Support in these classrooms ranges from small-group academic support, social-emotional support, MyBlueprint and high school pathways planning, and teacher guidance with Math or Language resources.
- SSCs continue to build capacity with classroom teachers through direct mentorship, providing resources that align with support services and literacy and numeracy initiatives.

Transition Supports



Skilled Trades Activities

SSCs developed a set of introductory activities to share with classrooms upon their initial visits to explore various post-secondary pathways with a focus on Apprenticeships. These tasks were designed to provide students with a connection to the various skills utilized in the hospitality, construction, and hairstyling/aesthetics industries. Various career pathways that connect to these skilled trades were then discussed and explored further within myBlueprint.



Gap Closing

In conversations with classroom teachers, SSCs identified students who would benefit from gap closing support in various subject areas. During their visits to the elementary schools, SSCs would provide one-to-one or small group instruction to these students. Specific focus was placed on Literacy and Math, for example additional instruction for students within the Lexia PowerUp pilot schools.

myBlueprint

SSCs actively facilitated the IPP tasks within **30 schools and 1,837 intermediate students.**

Pathway Presentations

In preparation for the transition to high school, SSCs provided Grade 8 students with resources to facilitate the course selection process. Incorporating resources from the Guidance departments from all high schools, students were guided through the OSSD requirements including compulsory and optional credits required to graduate. SSCs supported the selection of Grade 9 courses in MBP.

Multi-Language Learner Course Selections

In collaboration with Barb McCourt and ML teachers, SSCs presented in December and January to assist with course selections through myBlueprint. Highlighting ELD/ESL courses and how to properly place students in the appropriate pathway. SSCs (especially in the Resurrection and St. Mary's FOS) work closely with ML teachers and consultants to help Gr. 8 students navigate myBlueprint and choose ESL or ELD courses for Gr. 9. Numerous conversations are shared with ML and classroom teachers to ensure step levels are accurate and coincide with ESL/ELD course selections. Meetings with parents and translators take place to share insight and confirm selections.

Tours

In discussions with administrators, special education and classroom teachers, SSCs organized tours to the high schools as a strategy to increase comfortability with the transition experience. A vital part of these tours is to make introductions between the students and future supportive staff that will become caring adults in their learning journey. **In May and June of 2024 SSCs gave tours to over 80 students across all five high schools.**

Check and Connect- Mental Health Supports

Check and connect is an emotional wellness intervention used with students who show warning signs of disengagement with school, such as poor attendance, behavioural issues and/or low grades. SSCs collaborate with Social Work and CYCW in cases where community support or further interventions may be beneficial.

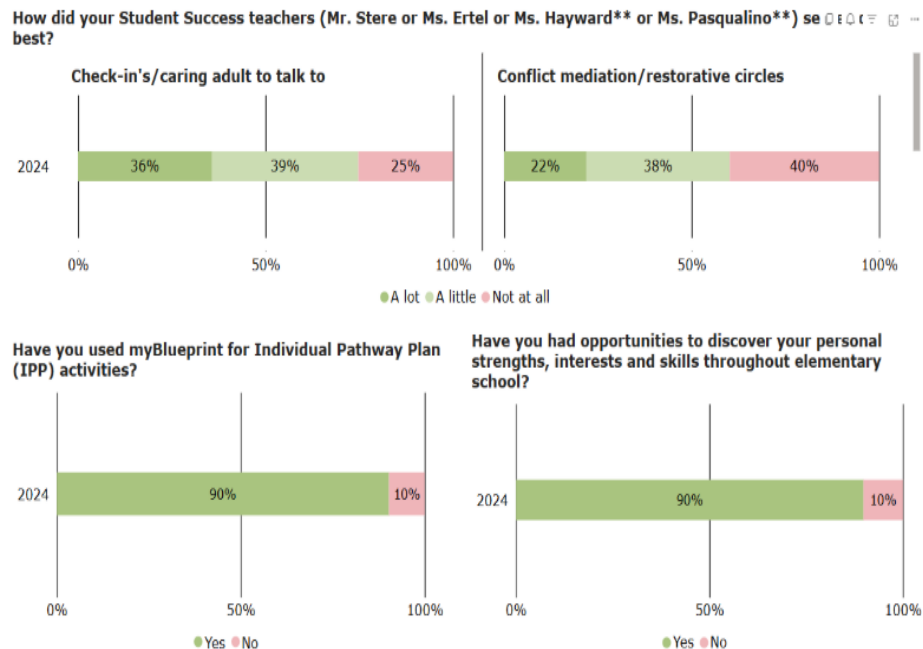
SSC Additional Supports

- Participate in the Grade 8 Days organized by the high schools to encourage student interest



- Attend Grade 8 Information Nights to provide additional information about transition process with families
- Through relationship building, SSCs are able to meet with grade nine students who had been considered 'at risk' in their first week of high school to ensure a smooth transition
- Facilitate restorative justice circles to address emotional, equity and other issues as requested
- Check in with Guidance, CYCW, and Student Success teachers to collaborate on Grade 9 transitions
- Increase in parent contact (phone and virtual) to support secondary school information
- **57 students** from our feeder schools registered for Individual and Family Living the Gr. 9 Summer Reach Ahead Credit Course and received a credit
- Exploring Engineering continues to be a desired summer program at St. Benedict's with **128 students** participating and completing the program in Summer 2024
- Attend transition meetings to provide input on "at risk" students and assist with IEP student transitions
- Participate in a variety of extracurricular activities with the schools they service, including coaching, Mount Mary/Brebeuf retreats, field trips, and various celebrations and/or activities
- Provide uniform support to over **106 students** and low-income families

Data snapshot taken from the 2024 Grade 8 Exit Survey.



Pathways to Success

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

myBlueprint Individual Pathway Plan (IPP) Tasks



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

47,335 Who Am I? surveys have been completed by grade 7-12 students in WCDSB from September 2024- January 2025. Students are actively exploring post-secondary options through the myBlueprint education planner with **549** different occupations being favoured by students **32, 870** times.

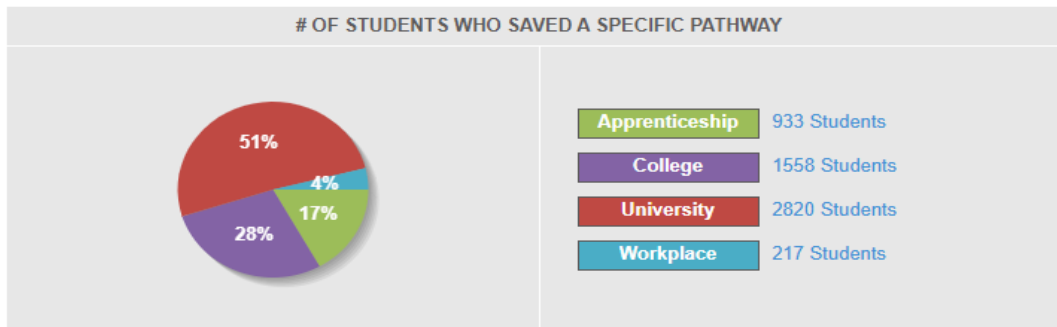
The **top 5 occupations** favoured by WCDSB students are:

1. Professional Athlete
2. Lawyer
3. Actor
4. Elementary School Teacher
5. Video Game Designer

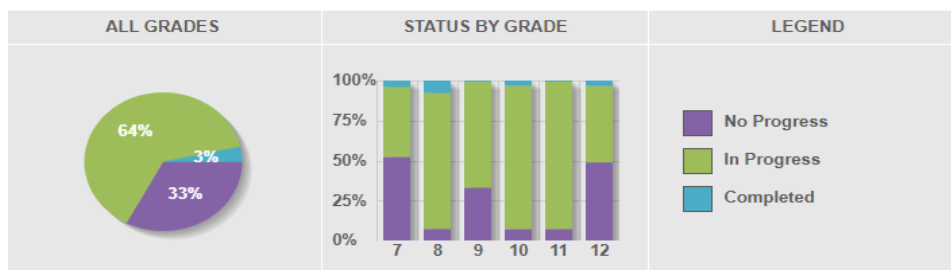
Pathway Exploration

This report shows the Pathways most often saved by WCDSB students. If a student has saved multiple opportunities in the same pathway, the pathway is only counted once.

Waterloo Catholic District School Board [What is Favourite Pathways?](#)



IPP Activity Completion September- January 2025



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

Entering Secondary School (ESS) Guide

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



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

A “digital” translatable version was created in partnership with WCDSB IT Services to allow all families access to the same information in multiple languages.

NEW* for 2024-2025- Information regarding Deep Learning and Transferable skills was added to the guide in collaboration with the Innovation Team.

Pathways Programs-

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

Community Programs – highlighted below are some of the many community offerings for students, parents/guardians and educators to support education and career/life planning. Many of these programs/ events are offered in partnership with the Business and Education Partnership of the Waterloo Region (BEP).

FREE Pathway Event/Program	Description	Target Audience	Participation *Year To Date (January 2025) *Projected #'s to Year End
<u>BEP Waterloo Region</u> Speakers Bureau	Our volunteer Speakers Bureau enables Waterloo Region educators and schools to connect with inspirational volunteer guest speakers from the local workforce quickly and easily. Students are educated and inspired to make better informed career choices for their future.	Grade 7-12 students and educators	Projected 2296- surpassed by 80 2024 Actuals: 2376 students reached in 5 high schools Breakdown of Students Reached - 1976 high school - 175 grade 7-8 - 400 special events <u>Secondary Schools</u> Monsignor Doyle, Resurrection



			St. Benedict's, St. David's St. Mary's -63 classroom visits -15 active educators using the speakers bureau K-8 School St. Luke's 7/8 Career Event Special Events -BEP Explore the Future Event -GSA Conference -BEP ICE Challenge
<u>BEP Waterloo Region</u> Innovation Creativity and Entrepreneurship Challenges	Innovation, Creativity and Entrepreneurship (ICE) Challenges help local students learn about the world of work, develop 21st century skills, and grow their confidence by applying design thinking skills to problems facing local businesses and community organizations.	Grades 11-12 students (SHSM)	In 2024 there were 2 ICE Challenge workshops organized for WCDSB with 90 participants. January - May 2024 May 21, 2024 CLAC CLAC Member Centre 50 participants attended September - December 2024 October 16, 2024 MADD Canada WRPS HQ 40 participants attended
<u>BEP Waterloo Region</u> Explore Your Future	Explore Your Future is a series of events that brings together local youth in grades 7-12, their parents/guardians, and community members to explore career planning.	Parents and Caregivers Educators and Youth Mentors Students Grade 7-12 Industry Professionals	Explore Your Future Career Expo Waterloo (April 18, 2024): 249 registered Parents/caregivers registered: 82 Students grades 7-12 registered: 163 Educators registered: 4 Explore Your Future Career Expo Cambridge (May 1, 2024): 524 registered, approximately 300 attended. Parents/Caregivers registered: 254 Students grades 7-12 registered: 267 Educators registered: 3 Explore Your Future Career Expo Kitchener (May 15th, 2024): 1685 registered, approximately 900 attended. Parents/caregivers registered: 834



			Students grades 7-12 registered: 842 Educators: 9 Total anticipated participation: 200 students
<u>BEP Waterloo Region</u> Graduated from OYAP sessions	2 annual events connecting graduating OYAP students to local employment supports Semester #1 - Jan 16, 2025 and Semester #2 June 4, 2025	Grade 12 students (OYAP)	8 WCDSB students registered for the January 16, 2025 event (4 attended- all female identifying) 15 WCDSB students expected participation for June 7 event
<u>BEP Waterloo Region</u> Legacy Builders	The Legacy Builders program provides young students with a fun, interactive, and informative session about what a career in the construction industry could look like.	Grades 7-12 students	1 school participated, reaching 30 students. (Canadian Martyrs, Kitchener)
<u>BEP Waterloo Region</u> Career Hunt	Career Hunt is a virtual JA Southwestern Ontario program offered in partnership with the Business and Education Partnership of Waterloo Region for grade 7 and 8 students.	Grade 7 & 8 Students	Exceeded projection of 314 students (exceeded by 95) ACTUAL 409 Students Reached 8 schools 14 classrooms participated -St Daniel x 3 -Sir Edgar Bauer -John Sweeney x 2 -St Josephine Bakhita x 3 -St. Mark -Canadian Martyrs
<u>BEP Waterloo Region</u> Challenge Mindset Workshop	A workshop to allow students to think critically about the problems they want to solve and identify which careers will help them do so. Each challenge & career is directly connected to a SHSM sector promoting this EL program throughout.	Grade 7, 8, 9	84 students participated.

<u>BEP Waterloo Region</u> Panel Series Session #1 - Jan. 2024 What Waterloo Region Parents Need to Know About Careers in the Skilled Trades Session #2 - Feb. 2024 5 Great Reasons for Pursuing a Career in the Skilled Trades	This panel series will inform students and parents about pursuing a career in the skilled trades and why this post-secondary pathway should be considered as a viable career option.	Grade 7-12	Webinar series with a goal of 50 WCDSB registrants per session 148 actual registrations 80 actual attendees
<u>Take Our Kids to Work Day</u> Nov. 6, 2024	Students participated in Take Our Kids to Work Day by attending the workplace of their parent or family member for the day on November 6, 2024: Our Experiential Learning Team provided a half day of activities for employees of the CEC.	Grade 9	Across the 5 secondary schools, 1210 students participated in Take Our Kids To Work Day at a family member's workplace. This number represents 61% of our grade 9 students.
<u>Build a Dream</u> Waterloo Region-Women's Career Discovery Expo International Day of the Girl Career Discovery Expo	https://www.webuildadream.com/ Interactive day and evening events with breakout presentations, Q&A sessions and opportunities to speak with experts.	Gr. 7-12 Parents /Guardians	Dreamer Day Career Expo in Toronto (Oct 2024), 78 students attended. Build A Dream "Career Discovery Expo" in person at Bingemans Event Centre in Kitchener (Nov. 2024). Total event participation was approximately 400+ students
<u>Youth Creativity Fund</u> In partnership with WCDSB Young Entrepreneurs in Action Projects	The Youth Creativity Fund empowers students to bring their innovative ideas to life. Through this initiative, the Business & Education Partnership (BEP) provides funding and mentorship for individual student projects, while the Waterloo Catholic District School Board (WCDSB) offers	Grades 5-12	January 1, 2024- December 31, 2024 2 students from Holy Family 3 students from St. Anne 1 student from St. David



	additional support to help young entrepreneurs succeed.		
<u>2024 Culinary & Baking Competition</u> In partnership with Conestoga College	Conestoga's School of Hospitality and Culinary Arts offered a chance to win 1st year Tuition for their Culinary Management or Baking and Pastry Arts Management programs at the state-of-the-art Waterloo campus. Teams of 2 from 6 different school boards competed in both Culinary or Baking categories to produce recipes for a panel of Conestoga Chefs.	Grade 12	October 24, 2024

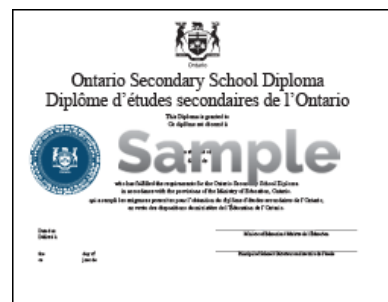
OYAP (Ontario Youth Apprenticeship Program)

OYAP provides students with the opportunity to explore a skilled trade, gain valuable work experience, and network with employers with the ultimate goal of beginning their apprenticeship journey prior to leaving high school.



OYAP News

- OYAP participation remained strong from last year and into this year. We handily surpassed our OYAP participation targets last year and should once again this school year.
- Last year, we had **354** OYAP participants and **33** OYAP apprentices.
- This school year we are on pace to keep our participation and apprenticeship rates. Currently, we have **269** OYAP Participants, and **18** students have started their apprenticeship journey.
- Accelerated OYAP Electrical program through IBEW continues to be a popular program with strong results. **5** students from WCDSB were successful applicants out of a class size of **16** shared over **4** school boards.
- The Accelerated Union programs have included the Local UA Plumbers, and we had **2** students enrolled in the program during 2023-24.
- LIUNA's Level 1 Construction Craft Worker Program had 5 Students complete the Level 1 program.
- 13 Skilled Trades Bursaries of \$1000 will again be awarded to students this school year.
- In the 2025-2026 school year, we will introduce the **Ontario Youth Apprenticeship Program - Focused Apprenticeship Skills Training (OYAP-FAST)** as a pathway option for students interested in pursuing a career in the skilled trades. Please see our website for further information: <https://el.wcdsb.ca/regular-oyap/ontario-youth-apprenticeship-program-focused-apprenticeship-skills-training-oyap-fast/>
- Students who complete the requirement of the program will graduate with a blue OYAP-FAST seal on their diploma



OYAP Student Participation

WCDSB is on track to meet or exceed OYAP Participation and OYAP Apprentices this school year.

	Jan 2024 - Jan 2025	Sept 1, 2024 to Jan 18, 2025
Overall Total Students:	274	131
	Total Students	Total Students

Number of OYAP Registered Apprentices

	Jan 2024 - Jan 2025	Sept 1st, 2024 - Jan 18th, 2025
Overall Total Students	40	11

OYAP Participation Top 10 Trades

OYAP Participation - TOP 10 TRADES Jan 2023 to Jan 18th, 2024			
#	School Name	Total Students	Overall %
1	310S - Automotive Service Technician Apprenticeship	91	25.8
2	332A - Hairstylist Apprenticeship	53	15
3	309A - Electrician - Construction and Maintenance Apprenticeship	39	11
4	450A - Construction Craft Worker Apprenticeship	23	6.5
5	403A - General Carpenter Apprenticeship	15	4.2
6	306A - Plumber Apprenticeship	12	3.4
7	415A - Cook Apprenticeship	10	2.8
8	620C - Child Development Practitioner Apprenticeship	8	2.3
9	620E - Educational Assistant Apprenticeship	8	2.3
10	429A - General Machinist Apprenticeship	7	2

Number of OYAP Apprentices by Trade

Number of OYAP Apprentices - RTA's by Trade Jan 2024 to Jan 18th, 2025	
Trade Name	# RTA's
332A - Hairstylist Apprenticeship	18
450A - Construction Craft Worker Apprenticeship	4
309A - Electrician - Construction and Maintenance Apprenticeship	3
306A - Plumber Apprenticeship	3
310S - Automotive Service Technician Apprenticeship	5
429A - General Machinist Apprenticeship	2
310J - Truck-Trailer Service Technician Apprenticeship	1
433A - Industrial Mechanic Millwright Apprenticeship	2
403A - General Carpenter Apprenticeship	1

The success of OYAP in 2024 can be attributed to a robust promotional presence through various events and experiential offerings. These include numerous in-class and in-school presentations on



skilled trades and the apprenticeship pathway. Our strong community partnership with the Business Education Partnership (BEP) continues to help us evolve OYAP into a prominent regional brand. Through the BEP, we participated in two regional "Explore Your Future" events for students and families, as well as two "Life After OYAP" events for current OYAP students. We also offered two evening webinars with and a staff presentation during the April 19, 2024 P.A. Day.

- Over 350 elementary students participated in the Level Up Skilled Trades Career Fair events in Hamilton and London this Fall.
- 17 classes (approximately 27 students per class) participated in the OYAP shed building activity, 14 classes (approximately 27 students per class) participated in the OYAP picnic table building activity and 24 classes (approximately 700 students) participated in the OYAP car kit building activity last spring 2024.
- 1000 cardboard house building kits and OYAP information promoting the skilled trades were placed in every kindergarten family package that went home to parents as part of their welcome package.
- 12 Indigenous students participated in the Opportunity Knocks Conference hosted by the Niagara Peninsula Area Aboriginal Management Board (NPAAMB). Students were able to explore hands-on activities relating to various trades and had the opportunity to learn about career options through OYAP and the Skilled Trades.
- Jill of All Trades (May 2024) & Women's Day Celebration Event in Guelph, ON (March 2024) - Both Females in the Skilled Trades workshop events were held by Conestoga College and were very well attended. We enrolled over our maximum allotment. We had 35+ students participating and exploring various skilled trades workshops (construction, welding, electrical, brick & stone mason). Visit <https://jillofalltrades.college/news/> We plan to have 20 students participate in Jill of all Trades in spring of 2025 plus 20 students for the Women's Day Celebration event.

Skills Ontario Competition

The Secondary Skills Ontario Competition provides students with the opportunity to enhance their abilities in communication, problem-solving, teamwork, creativity and innovation, collaboration, adaptability, digital literacy, reading, numeracy, and writing. Participants engage in hands-on, experiential projects that align with both curriculum and industry standards, while also networking with fellow competitors, educators, professionals, and potential employers.

- In May 2024, we succeeded in having a strong Secondary Skills Ontario Competition with **39** students representing the Waterloo Catholic District School Board participating in a variety of skilled competitions such as Hairstyling, Baking, Construction, Cabinetmaking, Job Interview. Our results were tremendous. At the Provincial Competition we earned **1 gold medal** for cabinetmaking.



- The Gold medalist moved onto the Skills Canada National Competition and earned a National competition bronze medal for cabinetmaking (medaling for the second time nationally).



- Currently, we are planning for the spring of 2025 competition. We intend on keeping most competition opportunities and expanding to some not represented in previous years such as IT Office Software Applications, as well as Workplace Safety.

The Waterloo Catholic District School Board had a strong presence at the three-day event, with participation in the Elementary Young Women's Conference (21 students), the Secondary Young Women's Conference (40 students), the First Nations, Métis, & Inuit Student Conference (9 students), and the Career Exploration Showcase (10 students). Competitors from all five high schools showcased their skills in 19 different categories, representing the board with outstanding effort.

Junior Achievement - (JA)

The Junior Achievement Program (JA) is a non-profit organization dedicated to helping students realize their limitless potential. It achieves this by developing skills in market-based economics and entrepreneurship, aiming to create a more sustainable world through innovative products and services. These objectives are fostered through the strength of partnership and collaboration.

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

22 schools, 76 classes and 1936 students participate in JA programs between Jan 1-Dec 31, 2024. JA programs utilized included:

- JA More than Money - Gr 4
- JA Our Business World - Gr 5
- JA A Business of Our Own - Gr 6
- JA Dollars with Sense - Gr 7
- JA Economics for Success - Gr 8
- JA Success Skills - Gr 8
- JA World of Choices/ JA Career Hunt (live virtual event) - Gr 7/8
- JA Personal Finance - Gr 9-12
- JA Company Program In-School - Gr 9-12
- Money Matters - Making Money Decisions

There are already 804 students (~30 classes) registered for JA Programs for the Winter/Spring 2025. We anticipate excellent participation through the remainder of this school year.

Cooperative Education

Cooperative education is a valuable educational approach that combines classroom learning with practical work experience. Here are some key benefits of experiential learning programs:

1. **Real-World Experience:** Co-op programs provide students with hands-on experience in their field of study, allowing them to apply theoretical knowledge in real-world settings.
2. **Skill Development:** Students develop essential skills such as problem-solving, communication, teamwork, and time management, which are highly valued by employers.
3. **Career Exploration:** Co-op placements help students explore different career paths and industries, giving them a clearer understanding of their interests and career goals.
4. **Networking Opportunities:** Students build professional networks by working with industry professionals, which can lead to future job opportunities and mentorship.
5. **Enhanced Employability:** Graduates with co-op experience often have a competitive edge in the job market, as they have practical experience and a better understanding of workplace dynamics.

Cooperative education bridges the gap between academic learning and professional practice, preparing students for successful careers.

We strive to increase the number of cooperative education placements with local industry, community and public organizations to provide more opportunity for students to explore their post-secondary pathway opportunities and aid in their career/life planning. This year, we developed promotional resources to assist co-op teachers in the recruitment process. See postcard below:



COOPERATIVE EDUCATION

Shape the Workforce of Tomorrow—Host a Co-op Student Today!

WHAT IS CO-OP?

- Co-op is a 16-week experiential learning program aligned with the school semester where students can gain hands on experience volunteering with a community partner
- Students earn 2 secondary school credits while developing essential skills and work habits necessary for the workforce
- The program includes 3 weeks of in-class job readiness skills development, health and safety training and various certifications in preparation for the work placement
- Students attend the placement 2-3 hours daily depending on placement needs (AM or PM). Approximately once per month, they return to class to reflect on placement experiences
- Students are covered by the Ministry of Education (through WSIB) for all workplace injuries/accidents



HOW CO-OP BENEFITS YOU

- Opportunity to directly impact the work culture of tomorrow
- Provide opportunities for younger generations to develop work skills and habits
- A co-op student in a volunteer position is a cost-effective resource in the workplace
- Employers who sign a student to an apprenticeship have access to \$1000 through the Achievement Incentive Grant funded by the Ministry of Labour, Immigration, Training and Skills Development of Ontario

WANT TO LEARN MORE?

<http://el.wcdsb.ca/programs/co-op/>



ROLES AT A GLANCE

Employer - The employer is responsible for providing mentorship, learning opportunities, job related experiences, and monitoring student progress

Student - The student is responsible for gaining skills and knowledge of the workplace, having professional conduct, learning from leaders in the industry, respecting health and safety guidelines and demonstrating commitment and responsibility

Teacher - The teacher is responsible for program coordination, student job-readiness (health and safety training, etc.), support and communication between all parties, and monitoring of student progress and achievement

We also created a window decal for our co-op partners to proudly display at their business so that the community can be aware of their contributions to our programs and the impact they are having on our students and the workforce of tomorrow.



Number of Participating Co-op Students



	2023-2024 - Semester 2	2023-24 Semester 2 - Community/Active Living Students	2024-2025 Semester 1	2024-2025 Semester 1 - Community/Active Living Students
Total Number of Students	340	16	401	8

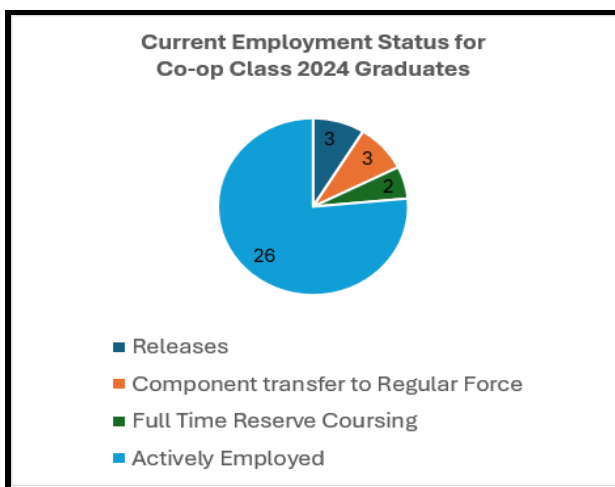
Navy Reserve Co-op Program -<https://el.wcdsb.ca/programs/navy-reserve-co-op-program/>

- 9 WCDsb students graduated from the Navy Co-op Reserve Program in June 2024
- Starting in Feb 2025, 30 students from across the region are enrolled at St. Louis, earning credits and working as a Navy reservist. 8 students will be from WCDsb.

Graduation Ceremony, June 2024



The graphic below illustrates the pathway taken by the class of 2024.



Class of 2025 Enrolment - Jan. 25, 2025

Below is a link of the Hamilton media coverage for the event:
[High School Students Join Navy Through Co-op](#)



Co-op Career Fair

Monsignor Doyle hosted a semester 1 co-op career fair where students displayed information about their placements and discussed career opportunities with community members.



Centralized Cooperative Education

To provide an equitable opportunity to students across Waterloo Region, access to highly sought after cooperative education placements like Waterloo Region Police Services, Cambridge Memorial Hospital, Grand River Hospital, St. Mary's Hospital, Drayton Entertainment, Cambridge Fire Rescue, etc., is provided through a legacy agreement with our coterminous board Waterloo Region DSB. All students may apply to opportunities deemed 'centralized placements' through an agreed upon procedure through central staff & employers. Re-establishing & growing these centralized placement opportunities has been an ongoing goal.

In the 2024-2025 school-year City of Kitchener was successfully re-recruited and will be taking applications for semester 2, which will aid us in securing Kitchener Fire placements in the near future.

- In the **Winter 2024** Semester **49** placement opportunities with 14 different employers were accessible to students centrally
- In the **Fall 2024** Semester **56** placement opportunities with 15 different employers were accessible to students centrally

University Cooperative Education Program

The University Co-op Education Program (UCEP) allows qualified students who are enrolled in their final year of secondary school to participate in a co-operative education work placement within the University of Waterloo campus while taking a course at the University of Waterloo in order to meet their interests, abilities and full potential. The UCEP Program currently only occurs in Semester 1 each school year.

- 2024 program participation saw a **7%** increase from 2023, with a total final attendance of **30** students
- An information session will be held in February 2025 for current grade 10 & 11 students and families
- Approximately one third of the 30 university placements were **new** for 2025 including: StartUpLab (Laurier), Idea Clinic (UW), AquaGHG Lab (UW) and UW Fire Research Group
- A handful of UCEP participants will continue on in a volunteer capacity with their placements outside of co-op.



Specialist High Skills Major Program (SHSM)

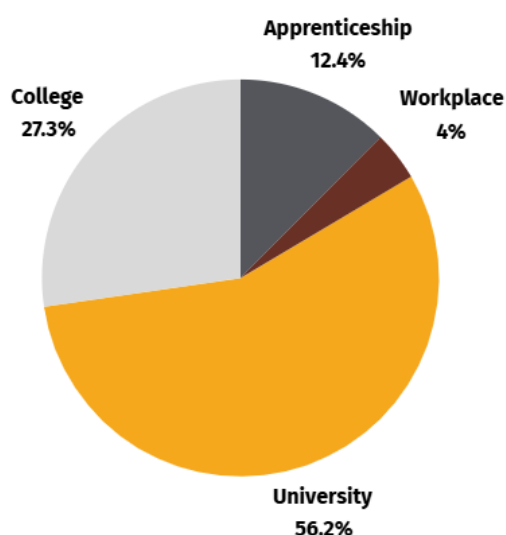
SHSM allows for students to focus their senior years on a specific economic sector through the courses that they are taking, industry recognized certifications and a Cooperative Education experience.

- The Specialist High Skills Major (SHSM) central and school-based teams continue to support our students in their pathway journeys through participation in the SHSM program.
- Fifty-two sector-specific Specialist High Skills Major (SHSM) programs involve 1616 students in grade 11 and 12 this school year, across all 5 high schools. The 2023-2024 board's total SHSM footprint was 40% - which remains one of the highest footprints in the province.
- Students in SHSM take a variety of certifications through the program; each sector includes a variety of compulsory certifications such as CPR-C, Standard First Aid, WHMIS as well as elective certifications particular to that sector such as, Conflict Resolution, Working at Heights and Business Etiquette. Some of these are centrally offered and run, while others are coordinated and delivered at the school level by classroom teachers as teacher-leds.
- SHSM Lead teachers at each of the secondary schools advise and counsel students to completion of the requirements of the program. The SHSM completion rate for the 2023-2024 school year was 81% and the estimated SHSM completion rate for this year is between 75% and 80%.



- Four pathways of students are represented in SHSM across 5 secondary schools:

Pathway Representation in SHSM 2024-2025



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

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

The goal of Dual Credit Programs is to support students in the achievement of their OSSD and provide a successful transition to a college and/or apprenticeship program. The primary focus is on students who face significant challenges in completing the requirements for graduation and have the potential to succeed in college or apprenticeship. In partnership with the School College Work Initiative and Conestoga College, the Waterloo Catholic District School Board offers 4 Dual Credit programs to meet the needs of our learners who are working towards the Apprenticeship and College pathways. These are:

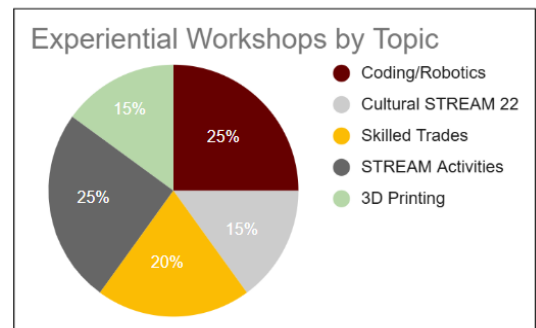
- **School Within a College (SWAC)** - involving 7 students across both semesters working towards the achievement of their OSSD requirements, including Cooperative Education, in person at the Doon campus of Conestoga College.
- **Exploring the Trades Program (ETT)** - involves 34 students across both semesters; this program is delivered in person at the Conestoga College Reuter Drive campus and includes 2 Cooperative Education credits.
- **College Cooperative Experiential Program (CCEP)** - involving 18 students across both semesters who are working towards the achievement of their OSSD. This program is delivered in person at Conestoga College Doon campus and includes 2 Cooperative Education credits.
- **College Apprenticeship Preparation Program (CAPP)** and **Level 1 OYAP Dual Credit** - involving 10 students in Semester 2 in person at a Conestoga College campus location depending on the program (Guelph or Reuter Drive) including 2 Cooperative Education credits.

Experiential Learning

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

Workshops

- January- February 2024: 35 workshops delivered servicing 769 students from grades 6-12 system wide. This is a decrease of approximately 1800 students from the same period in the previous year. No workshops were offered from March to June due to redeployment of E.L. teacher to cover staffing shortages. Workshops included: Circuit & Electrical Boards, Coding (robotics, sustainable housing, lunar rovers), and various STREAM workshops (Makedo).
- September 2024-January 2025: 63 Workshops delivered servicing 2021 students from grades 7-12 system wide. These workshops focused on: Cultural STREAM projects (e.g., Red River Cart); coding & robotics, mechatronics & robotics, 3D printing and various STREAM (e.g., sustainable poppy creation, automation, video creation etc.).
- February 2025-June 2025: Variety of workshops continue to be offered including new workshops for Climate Action Kits and Religious STREAM activities. There will be an estimated 60 workshops delivered between January and June 2025.
- Workshops actively promote the learning of its participants involving a variety of hands-on activities and interactive sessions. They are designed to encourage the teachers to actively participate and engage with the material, using a job embedded PD model. Throughout the workshop, there are opportunities for teachers to reflect on their own learning and discuss how they plan to apply what they have learned in their own classrooms.



- This fall there has been a shift in interest this term, with Cultural STREAM workshops focusing on Indigenous Learning and 3D printing experiencing higher demand, while coding continues to remain strong. This fall, more teachers have been incorporating Cultural STREAM into their workshops. At the same time, coding has solidified its position as the top choice for workshop topics among both students and teachers, maintaining its high demand and popularity. These workshops draw direct connections to the Mathematics Curriculum (Algebra) and the Science and Technology Curriculum (Strand A - Science, Technology, Engineering, and Mathematics Skills and Connections).



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

- WCDSB STREAM and Skilled Trades Competition gives students the opportunity to practice and develop practical skills. These opportunities provide students with hands-on experience, allowing them to apply the knowledge they have learned in the classroom to real-world situations.
- Focusing on critical thinking and problem-solving students are challenged to think creatively and critically to find solutions to complex problems.
- New challenges have been added this year that focus on Religion STREAM activities. The challenges apply to the skilled trades and meet specific expectations in the Ontario Religion Curriculum (e.g., researching themes and passages of the bible and creation of symbols of faith, creation of inclusive prayer spaces, Lego builds to tell bible stories).
- Registration opened January 2025 and closes April 2025. So far this month there have been 413 students registered for the competition.



Robotics

The Robotics program has seen exciting growth and engagement over the past year, with multiple phases of development aimed at enriching students' skills in robotics and introducing them to potential careers in the skilled trades.

Phase 1: February to May 2024

During this initial phase, educators and students applied their learning through the First Robotics Lego Spike Prime program, following a professional development (PD) session in February. Over 310 students and 9 educators participated in hands-on robotics activities. The distribution of OYAP (Ontario Youth Apprenticeship Program) materials helped raise awareness about future opportunities in the skilled trades, expanding the program's reach to families and communities.



The highlight of this phase was the Robotics Competition Day on May 22, 2024, where 69 students and 6 educators showcased their skills in a competitive setting. The event not only allowed students to demonstrate their abilities but also provided an informative OYAP presentation that inspired attendees to explore trades pathways.

Phase 2: September 2024 - June 2025

This year the program has expanded with ongoing professional development for 31 educators from 16 schools. Around 200 students are anticipated to participate in the robotics tournaments in May, spread across two days at locations in Kitchener and Cambridge.

This growing initiative is equipping students with valuable hands-on experience, sparking their interest in robotics, and fostering awareness of career opportunities in skilled trades through engaging, real-world applications.

Students were also provided the opportunity to visit Conestoga College for Mechatronic and Robotics workshops to form meaningful connections between WCDSB programming and real life career options.

Esports

The Esports program has rapidly expanded over the past year, creating exciting opportunities for both students and educators to engage in competitive gaming and skill development.

Professional development (P.D.) has been a key focus, with 35 educators across both elementary and secondary panels participating in specialized esports training. Drop-in P.D. sessions for educators and student teams are held monthly to further support growth in this area.

2023-2024 School Year

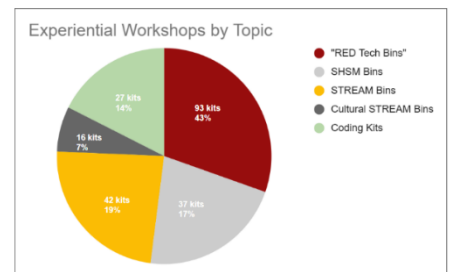
The Secondary Esports Tournament, held at Conestoga College, marked a significant milestone, with 15 participants from 3 of the 5 high schools. This event set the stage for further growth, showcasing the potential of esports in fostering teamwork and strategic thinking among students.

Fall 2024

The Fall Secondary Esports Tournament saw a substantial increase in participation, with 30 students from all 5 high schools competing at Conestoga College. Additionally, an Elementary Esports tournament is scheduled for January 31, 2025, with an anticipated 395 students from 18 schools across the board. This is set to be the largest elementary Minecraft tournament in Ontario.

Spring 2025

To continue building momentum, two more tournaments are planned: one for elementary (April) and one for secondary (June) students. Both tournaments will be held at Conestoga College and have a cap of approximately 40 athletes.



The expanding Esports program is creating a thriving community that not only enhances students' gaming skills but also fosters important life skills like communication, collaboration, and critical thinking

High Impact Professional Learning Opportunities for Educators

- Continuation of the Experiential Learning Ambassador program with 47 of the schools within our board being represented. These Ambassadors help to engage and enroll educators and classes in a variety of experiential learning opportunities.
- Opportunities provided for teachers to improve practice and enhance student learning outcomes. These opportunities involve personalized, ongoing support and collaboration with other educators based on interest and need. Some of these opportunities include building coding capacity; 3D printing, ideation for entrepreneurial projects, lego robotics training.
- STREAM kits for elementary and Secondary students have been updated and added to providing further opportunities for teachers and students for hands-on engaging learning. They have been signed out by educators 215 times this school year. STREAM kits include: Judo Bots, Electrical Circuits, Light Spinner, Elastic Powered Car, Easel, Grabbing Device, Little Bits, Electric Motor, Lunar Rover Inventors Kit, SHSM Kits, New Climate Action Kits, & Cultural STREAM kits.

Entrepreneur Project

This is the final year for the Entrepreneur pilot funded by the Ministry of Education. The challenge empowers students to develop an entrepreneurial mindset and business skills, encouraging them to explore entrepreneurship and social enterprise. The initiative provides seed funding for innovative, student-led projects, particularly those related to STREAM (Science, Technology, Robotics, Engineering, Arts, and Mathematics) and skilled trades. This challenge is geared for grades 7-12 and so far all of our projects have been submitted by High school classes. Some exciting projects supported by this challenge include: pop-up food festivals, student-created swag, school-run restaurants, and t-shirt sales. This initiative fosters creativity, leadership, and practical business experience, giving students the tools they need to turn their entrepreneurial ideas into reality.

Call for Proposals

The Call for Proposals invites educators to create meaningful, hands-on learning experiences that meet the diverse needs of their students. Through this initiative, high school classes have undertaken unique projects that blend education with real-world experiences, such as outdoor education trips, developing athletic leadership programs, creating sustainable gardens, and raising ducks and chicks to teach the life cycle. Other projects include organizing Living Book walks and producing live-streamed school announcements. These proposals offer students valuable experiential learning opportunities that foster creativity, teamwork, and leadership while making learning more engaging and relevant.

Online Learning (eLearning)

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



WCDSB is currently hosting 63 sections of eLearning in the 2024-25 school year. St Louis Continuing education plans to offer over 45 additional eLearning sections in July 2025.

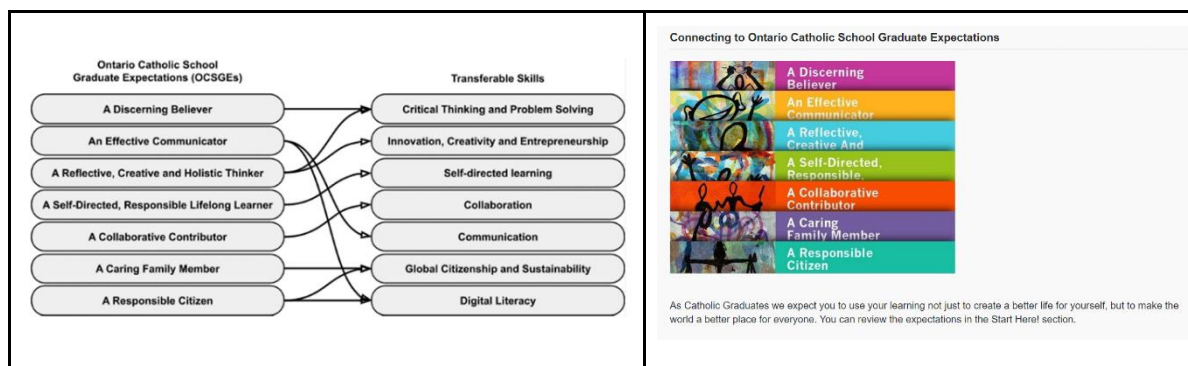
Our program has been growing over the past decade:

- increased sections to meet student demand and as part of the [PPM 167 \(mandatory online learning\)](#). (53 sections in 2023-24 school year, 46 sections in 2022-23 school year + additional remote learning sections)
- increased variety of courses in every grade, pathway, and subject area. We are currently hosting 9 sections at the intermediate level with an additional 12+ sections hosted during summer school. Most courses are at the senior level with approximately 84%
- continued support for students who are fully online. For semester 2, we have over 45 students taking 3+ courses including about 10 students in grades 9 and 10.

Next Steps:

- further development of the eLearning support plan so that the TELT, SST, guidance, and teacher can work more effectively to support student achievement. We are putting special focus on how we can improve our support for students taking multiple eLearning courses. As of mid-term November 2024, 79% of students were achieving at level 1- or higher, over 69% of these students were at level 3- or higher and the overall median mark was over 80%.
- further coordination with other Catholic boards to share spots in courses so that we can offer a breadth of courses including art, French, computer science, and more
- further implementation of [Catholic courses from CVO](#) and WCDSB course development to include OCSGE and Catholic Social Justice teachings. Approximately 100 Catholic courses have been developed to date.
- further development of professional learning for eTeachers. Multiple 1:1 and small group support over the school year including office hours and support on demand. 1 teacher attended “Bringing Online Teachers Together” conference in Toronto in November and 2 teachers added London Regional PD session in February 2024. Virtual webinars hosted by CVO, D2L, and OeLC with options to watch recordings later.

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



Re-engagement Strategy 12+

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

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

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

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

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

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

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

What follows is our August 2023 summary:

Totals						
	Number of Students	Credits Accumulated	CSH	OSSLT	Graduates	Currently ON-Roll St. Louis
WCDSB Students	130	376	23	10	75	19
Other Board Students	60	291	15	5	39	6
Early Leavers	174	103	3	5	20	35
Miscellaneous Re-Engagement	279	322	34	21	43	10
Total	643	1092	75	41	177	70

Program Highlights 2023-24

177 Graduates in program (1 Grads Year 4 - 135 Grads Year 5 - 41 Grads Year 6 and 7)

75 WCDSB Graduates Year 5 (Started with WCDSB in Grade 9)

39 Graduates from other school boards (Year 5)

*****130 Coop credits completed through Bosco Coop Program - 38 Students, supported 21 Grads**

75 Students ready to finish up in the fall - On Roll at Home School or St Louis



Year-to-Date Re-Engagement Summary:

January Totals 2023-24						
	Number of Students	Credits Accumulated	CSH	OSSLT	Graduates	Currently ON-Roll St. Louis
Year 5 On Roll Students	280	52	3	2	16	22
Year 5 Early Leavers	139	42	5	3	8	86
Miscellaneous Re-Engagement	265	21	4	6	15	45
Total	684	115	12	11	39	153
*Miscellaneous Re-Engagement is Year 6 and 7 Cohorts						
Program Highlights to Date 2023-24						
39 Graduates in program to date (First Semester Not Completed)						
153 Students currently on roll at St Louis						
Experiential Learning to Date - Coop Program with Gavin Burns						
5 Grads						
37 Coop Credits						
28 Students in program						

Literacy 7-12

Supporting WCDSB Student Success on the OSSLT

WCDSB provides targeting programming to help students succeed on the Ontario Secondary School Literacy Test (OSSLT). Key student success initiatives include:



Real-Time Feedback Practice Assessment through EQAO's Practice Test and the Grade 9 Mock OSSLT:

- Students complete EQAO's practice e-assessment to become familiar with the test format and tools
- Immediate feedback on multiple choice questions highlights strengths and areas for growth
- Students can submit written responses for feedback from dedicated educators



Lunch and After-School Homework Club Programming:

- Targeted sessions focus on essential skills, including foundational literacy, effective paragraph and essay writing, and strategies for multiple-choice questions

Cross-Curricular Literacy Blitz:

- Schools organize literary blitzes across subject areas before the OSSLT, integrating and reinforcing literacy skills in various academic contexts

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

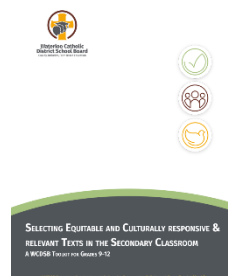
- Utilizing multiple data points such as report card, mock OSSLT, and Cat-4 level 17 (from Grade 7), identified at-risk students receive personalized small group instruction to address specific learning needs and enhance readiness for success on the OSSLT

Locally-Developed Reading Intervention Pilot

In Spring 2024, WCDSB launched a pilot program using Lexia PowerUp to address literacy gaps in our intermediate students in word study, grammar, and comprehension. Building on its success, a two-year initiative has begun to enhance literacy skills with evidence-based practices. Starting Semester 2 of 2025, 76 WCDSB students in grade 9 or 10 locally developed English courses will receive Lexia PowerUp licenses to address literacy gaps. Educators will also participate in professional development to ensure effective program implementation in the secondary classroom.

Selecting Equitable and Culturally Responsive & Relevant Texts Educator Toolkit

Fostering student success is supported by developing culturally responsive and relevant classroom libraries, offering students opportunities to engage with texts that reflect their own experiences or provide insights into the diverse lived experiences of WCDSB. The development and implementation of *Selecting Equitable and Culturally Responsive & Relevant Texts Educator Toolkit* supports students and educators in ensuring that joy and possibility are cultivated in the literacy experience.



NBE3C/U: Understanding Contemporary First Nations, Métis, and Inuit Voices

Supporting student success is central to WCDSB's full transition of its Grade 11 English program to NBE3U/C: *Understanding Contemporary First Nations, Métis, and Inuit Voices* in the 2024-2025 academic school year. 32 representatives from the five secondary schools and St. Louis will continue engaging in experiential workshops and curriculum development initiatives through a six-part series that began in the fall of 2023.

Educators have immersed themselves in capacity building alongside WCDSB's Indigenous and Secondary Literacy Consultants and collaborate with Indigenous community partners. The program will explore Indigenous pedagogies and engage with literature that amplifies First Nations, Métis, and Inuit voices while making meaningful connections to the language and literacy skills essential for post-secondary pathways.



All Grade 11 students participating in the college or university pathway NBE course will complete a pre and post-data survey. In the Semester 1 pre-learning survey, 85% of participating students indicated that they had prior exposure to and/or learning about Indigenous Peoples in Canada. At the time of this report, 87% of participating students reported that after completing the NBE3C/U: Understanding Contemporary First Nations, Métis, and Inuit Voices course, their understanding of Indigenous Peoples in Canada deepened highlighting clear success in the new Grade 11 English program and the experiential initiatives designed to support its success.

Initiated first in the Spring of 2024, multiple Grade 11 classes across WCDSB will continue participating in the (Virtual) Indigenous Arts Immersion Program through the Stratford Festival in the Spring of 2025. This three-part series engages both educators and students in exploring the stories and artistry of Indigenous theater creators.



As part of fostering student success and supporting the transition in NBE3C and NBE3U courses, the program encourages teachers to immerse students in Indigenous narratives and artistic expressions. Its key objectives include:

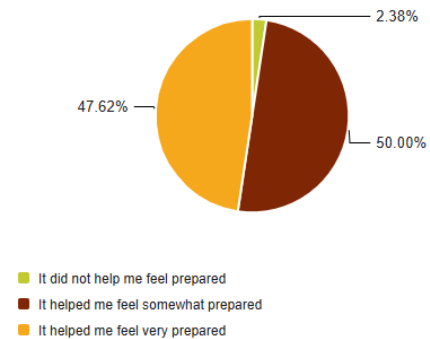
- Integrating Indigenous perspectives throughout the curriculum.
- Promoting the inclusion of theater and drama as vital components of the Grade 11 English curriculum.
- Deepening educators' and students' understanding of Indigenous artistry and methodologies by analyzing productions in their historical and artistic contexts. This includes exploring the creative skills behind their development and engaging in live arts experiences through viewing and discussion.

Mathematics 7-12

GLS10M

To support students in enhancing their mathematical understanding and boosting achievement in grade nine de-streamed mathematics, our schools continue to offer GLS10M, a math preparation course for grade 9 students to support them in achieving success in high school math. This course equips them with the essential skills needed to succeed in de-streamed math and reinforces key concepts that students will encounter in secondary school. Majority of our students who enrolled in the course last school year indicated that it improved their confidence in math (57%) and prepared them for de-streamed mathematics (98%).

To what degree do you feel GLS10M prepared you for de-streamed grade 9 math (MTH1W)?



Grade 9 PRE/POST Assessments on Knowledgehook

This year, grade 9 teachers had the opportunity to conduct entry and exit assessments with their students. The entry assessments were based on grade 8 curriculum expectations and were used to establish a baseline, inform instruction, and identify gaps and strengths in students' mathematical knowledge. The exit assessments used similar curriculum expectations from the grade 9 curriculum and will be used to measure learning progress in our grade 9 students and identify areas of our program that require further development. Ninety percent of grade 9 classes participated in this new initiative.



Math Supports for Students

The secondary math program at WCDSB strives to include the principles of Universal Design for Learning and Differentiated Instruction to give students the greatest chance at success. To achieve this, students have access to a mix of digital and physical resources that cater to their diverse learning needs and offer them choice and autonomy over their learning experiences.



PHYSICAL RESOURCES

- All schools were provided with large whiteboard graphs for their math classrooms. These boards support the research around using vertical non-permanent surfaces to enhance student learning.
- Teachers were provided with additional magnetic manipulatives such as magnetic algebra tiles. The use of these manipulatives allows students to explore multiple representations of math concepts and supports the high impact instructional strategy of using tools and representations to support a conceptual understanding of mathematics.
- Teachers were given the opportunity to order Math Mats from Mathology. These mats are write-on-wipe-off, laminated math tools developed to help support students as they represent, demonstrate and illustrate their understanding of math concepts. These mats support diversity in the way students share their math thinking and encourage student-choice and risk taking.



DIGITAL RESOURCES

- All WCDSB math teachers continue to have premium Knowledgehook accounts. Using this digital resource was encouraged this year as it was the platform used for the entry/exit assessments as well as the mock EQAO. Familiarizing students with online test taking in math is a key strategy for ensuring their success on the EQAO assessment.
- Select grade 9 teachers will receive trial accounts for the digital resource Mathology. This curriculum-aligned tool is already the primary resource for grades K-8 at WCDSB. By implementing Mathology in grade 9, we aim to smooth the transition from grade 8, providing students with a familiar resource and fostering continuity between grades 8 and 9.



EQAO

All students enrolled in MTH1W write the Grade 9 Assessment of Mathematics. As per ministry direction, the assessment will count toward 10% of a student's grade in grade 9 de-streamed math. WCDSB has taken several steps to support students in achieving success on this assessment.



MOCK EQAO

- To support students with the writing of the grade 9 assessment of mathematics, grade 9 classes will be participating in a mock EQAO assessment. This assessment mirrors one session of the EQAO assessment using released questions from previous years.
- The assessment is being administered through Knowledgehook to provide students with familiarity with taking an online math assessment.



EQAO Presentations

- To help students feel more prepared and comfortable with the EQAO online assessment, teachers have been signing their classes up for EQAO presentations with the secondary math consultant.
- During these presentations students are taught about the format of the assessment, the tools available in the e-assessment, and also some strategies they can use to be successful on the assessment.
- Over 400 students received the presentation in semester one.

Booklets

- We know students perform better on math assessments when they write down their calculations and draw diagrams.
- Continuing with an initiative that started last year, teachers were offered booklets for their students to write in to encourage deep thinking about the questions even in an online environment.

Strand and Skill Data

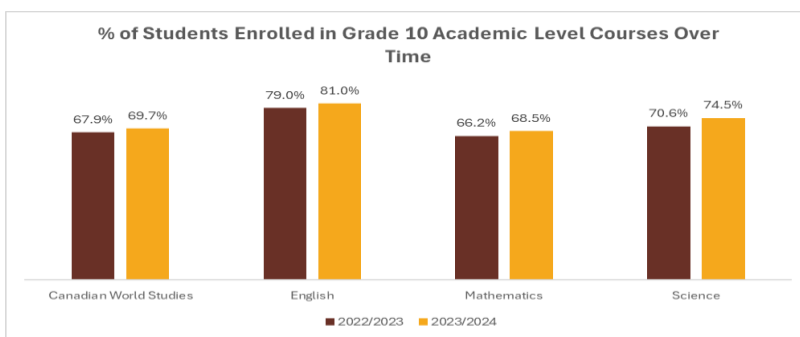
- Each secondary school was provided with a detailed EQAO report highlighting students' abilities and needs in mathematics.
- These reports allow for data-informed conversations and decisions related to setting goals, monitoring progress, and making programming decisions that will improve student achievement.

De-Streaming and Pathway Support

Impact of De-streaming Measures on Academic Pathways

De-streaming aims to create equitable learning opportunities by removing the practice of dividing students into different academic pathways (e.g., applied vs. academic) early in their education. During the 2022-2023 school year, all Grade 9 applied level courses were discontinued. This approach fostered a more inclusive environment and allowed all students to develop their potential and feel successful in the academic pathway. As a result, there was a significant increase in WCDSB students

opting for the academic pathway in their Grade 10 year, reflecting the success of various de-streaming initiatives in encouraging higher aspirations and greater confidence among learners.



Cross Panel Project

A cross-panel project is being planned to be implemented in the spring of this school year. This project will provide an opportunity for Grade 7/8 and Grade 9 teachers to collaborate on subject-specific content, share instructional strategies, and promote consistency across grade levels. The project aims to support de-streaming efforts and facilitate a smoother transition for students moving from Grade 8 to Grade 9. Participants will engage in professional learning related to differentiation and universal design for learning, collaborate on lesson planning, and observe lessons in various curricular areas.



Reach Ahead Technology Courses

In Fall 2023, the Ministry of Education released a memo stating that a technology credit would be mandatory for students in their grade 9 or 10 year. WCDSB responded by continuing to offer a Reach Ahead Technology Course, [Exploring Engineering](#), for students in the summer between grade 8 and 9. This course offers students success as they enter secondary school with one compulsory credit, leaving more space in their schedule for Arts, Business or Physical Education credits. Student achievement in these courses is supported by the De-streamed Consultant in collaboration with the Skills Trades Consultant to build classroom resources, lessons and provide physical materials.

Summer Programs

Exploring Engineering – Gr. 9 Credit

Summer Credit

Summer ESL

Summer International Languages – JK-Grade 8

Bridge to Success – Gr. 9 Credit

Exploring Engineering – Gr. 9 Credit



Graduation Rates & Requirements:

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

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

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

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

Ministry Calculated Graduation Rates:

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

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

Figure: Ministry Graduation Rates for the WCDSB over time

Ministry Graduation Rates:

Ministry calculation includes the following mobility categories:

FULL, MID, and OUT



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

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

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

Ministry Graduation Rates: who is better off?

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



Better

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

Worse

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

Internally Calculated Graduation Metrics:

The Internally calculated Graduation Metrics differs from the Ministry calculated graduation rate as it only includes those students from the following “mobility pathways”: FULL, MID

Reviewing the past six years of graduation data from our internal student information system (SIS) (i.e., Student cohorts starting grade 9 in 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019, and 2019-2020), we have noticed a slight increase in our 4-year graduation rate for our most recent graduates in June 2023 compared to June 2018 (i.e., from 84.8% in June 2018 to 85.4% in June 2023)(see Figure below, Internal Graduation Metric).

Figure: Internal Graduation Metric for the WCDSB over time

WCDSB Internal Graduation Metric*:

Ministry calculation includes the following mobility categories:
FULL, **MID** (and not OUT)



Grade 9 Cohort	4-Year	5-Year
2019-2020	85.4% June 2023	Pending June 2024
2018-2019	86.2% June 2022	90.3% June 2023
2017-2018	82.9% June 2021	89.4% June 2022
2016-2017	87.7% June 2020	92.2% June 2021
2015-2016	85.6% June 2019	90.4% June 2020
2014-2015	84.8% June 2018	90.5% June 2019

Data as of May 23, 2024

Contextual Changes over time impacting Graduation Rates:

Since the onset of the COVID-19 pandemic in March 2020, schools have faced new and varied challenges: multiple school closures with quick pivots to remote learning and instruction, the addition of St. Isidore and hybrid learning as virtual opportunities for students who chose it; cohorting with reduced numbers of in-school learning hours for our bricks & mortar students, quadesters vs semesters and lack of face-to-face learning opportunities. Although the 2023-2024 had minimal restrictions compared to previous years, we are still observing delayed COVID-19 effects in our Internal Graduation Metrics. The Figure below outlines the context for each cohort of students as it related to COVID-19 restrictions and/or Graduation requirements (see Figure # below). For example, the Ontario Secondary School Literacy Test (OSSLT) requirement for graduation was waived for all students graduating in 2019-2020 and 2020-2021, the community service hours requirement for 2019-2020 was waived, while reduced to 20 hours for graduating students in 2020-2021 and 2021-2022, and reinstated for students in 2022-2023.

Figure: Summary of Contextual Challenges for Each Cohort and Ministry Graduation Rates:

Graduation Context Overtime by Cohort

Grade 9 Cohort	2019-2020	2020-2021	2021-2022	Ministry Graduation Rate	Internal Graduation Metric
	- Beginning of COVID pandemic (March 2020) - Grad Requirements: no Community Hours, no OSSLT - Use of student data (e.g., ASPEN, encompass, PowerBI)	- Quadmesters + 5-day Cohorts (50% virtual) - Grad Requirements: reduced community hours (20), no OSSLT - Lack of student data	- Quadmesters - Grad Requirements: reduced community hours (20), no OSSLT - Lack of student data		
2019-2020	Grade 9 year: *do no harm	Grade 10 year: no credit recovery *Q1 & Q2 - new *Q3 /Q4- Partial/Full shut down	Grade 11 Re-engagement strategy designed to recover our 4-year rate	4 year (June 2023) pending	4 year (June 2023) 85.4%
2018-2019	Grade 10 year: *do no harm	Grade 11 year: no credit recovery *Q1 & Q2 - new *Q3 /Q4- Partial/Full shut down	Grade 12 Re-engagement strategy designed to recover our 4-year rate	4 year (June 2022) 82.5%	4 year (June 2022) 86.2%
2017-2018	Grade 11 year: *do no harm	Grade 12 year: no credit recovery *Q1 & Q2 - new *Q3 /Q4- Partial/Full shut down	Grade 12+ Re-engagement strategy designed to recover our 5-year rate	4 year (June 2021) 78.9%	4 year (June 2021) 82.9%
2016-2017	Grade 12 year: *do no harm	Grade 12+ year: Immediate COVID Effect		4 year (June 2020) 82.7%	4 year (June 2020) 87.7%
2015-2016	Grade 12+ year: *do no harm			4 year (June 2019) 79.7%	4 year (June 2019) 85.6%
2014-2015	Left before COVID pandemic			4 year (June 2018) 79.8%	4 year (June 2018) 84.8%

Next Steps:

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

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

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



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

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Tyrone Dowling
Director of Education

Annalisa Varano
Superintendent of Learning

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

