Regular Board Meeting  
Tuesday, October 24, 2017 - 7:00 P.M.  
Board Room, Catholic Education Centre

The mission of the Dufferin-Peel Catholic District School Board, in partnership with the family and church, is to provide, in a responsible manner, a Catholic education which develops spiritual, intellectual, aesthetic, emotional, social, and physical capabilities of each individual to live fully today and to meet the challenges of the future, thus enriching the community.

AGENDA

A  Routine Matters
   1. Call to Order and Attendance
   2. Acknowledgement of First Nations Sacred Territory
   3. Opening Prayer
   4. Declaration of Interest
   5. Approval of the Agenda
      i. Approval of Consent of Calendar Items
   6. Approval of Minutes, Regular Board Meeting September 26, 2017
      i. Business Arising from the Minutes

B  Awards and Presentation
   1. 2017 Annual Toronto Star Teacher Awards Honour Roll:
      • Meagan Celestino, St. Margaret of Scotland School
      • Tia Duke, St. Marguerite d’Youville Secondary School
      • Marie Giesen, St. Kevin School
      • Deborah Johnson, Iona Catholic Secondary School
      • Daphne McMenemey, St. Pio of Pietrelcina School
      • Laura Moran, St. Christopher School
      • Sarlotta Vas, Father Michael Goetz Secondary School
   2. Ontario Catholic School Business Officials Association (OCSBOA) Outstanding Contribution Award 2017 to D. Reid, Manager of Supply Chain Management

C  Pastor’s Remarks
   Father James Tobin, Associate Pastor, St. Marguerite d’Youville Parish, Brampton

D  Delegations

E  Updates/Information/Reports from Trustees for Receipt
   i) Regular Reports
   ii) Good News Items

F  Information/Reports From Committees For Receipt
   1. Minutes of the Special Education Advisory Committee Meeting, September 13, 2017
      —S. Hobin
   2. Minutes of the Mississauga Public Library Board Meeting, September 20, 2017—T. Thomas
G  Information/Reports From Administration For Receipt
1. Random Selection: Cardinal Ambrozic Catholic and St. Marcellinus Secondary Schools
   —L. Papaloni/R. Eberhardt

H  Trustee, Committee, Administration Reports Requiring Action
1. Motions Recommended by the Administration and Finance Committee, October 3, 2017
   —F. Di Cosola
2. Motions Recommended by the Board By-Law/Policies Review Committee, October 17, 2017 —A. Abbruscato
3. Ontario Catholic School Trustees’ Association (OCSTA) 2017-2018 Membership Fee
   —J. Cherepacha
5. Preparing for the 2019-2023 Multi-Year Strategic Plan—M. Mazzorato

I  Notice of Motion

J  Additional Business

K  Questions Asked of, and by, Board Members

L  Declared Interest Items

M  In Camera Session
   See In Camera Agenda

N  Rise and Report

O  Future Meetings
   November 21, 2017  March 20, 2018
   December 5, 2017—Organizational Board  April 24, 2018
   December 12, 2017  May 22, 2018
   January 23, 2018  June 19, 2018
   February 27, 2018

P  Adjournment
OPENING PRAYER

O ALMIGHTY GOD
OUR FATHER IN HEAVEN
FROM WHOM ALL GOODNESS AND TRUTH ON
EARTH HAVE COME FORTH
GRANT TO US –
THE CATHOLIC COMMUNITY GATHERED AT THIS MEETING
THE VISION TO RECOGNIZE
AND THE VIGOR TO ESPOUSE
SOUND PRINCIPLES OF EDUCATIONAL THEORY
AND PRACTICE IN A SPIRIT OF BALANCED
JUDGEMENT
AND WITH PROPER PERSPECTIVE
GIVE US ALSO THE COURAGE
TO TURN AT ALL TIMES
ONTO THE PATH OF HIGHER GOODNESS
IN OUR DELIBERATIONS
ADMINISTRATIVE DECISIONS
AND COURSES OF ACTION
Remembering our Deceased

October 2017

Let us remember the students, staff, and family members of staff who have recently passed away, and keep them in our thoughts and prayers. Eternal rest grant unto them O Lord and let the perpetual light shine upon them. May they rest in peace. Amen

Students / Former Students


Staff / Former Staff

► Tomislav Prugo, vice-principal, St. Josephine Bakhita Catholic Elementary School, husband of Ivanka Prugo, former assistant secretary.

► Michelle Edmonds, retired employee.

Family Members of Staff / Former Staff

► Zofia Maria Knaf, grandmother of Marlene Diamond, teacher, St. Basil School.

► Annie Joyce Culleton, mother of Greg Crips, carpenter, Maintenance Services, Keaton Centre.


► Virginia Torresan, grandmother of Tania Migliaro, teacher, St. Jude School.

► Gail Broda, mother of Tammie Macchione, floating custodian.

► Giovanni Bortolamiol, father of Rodolfo Bortolamiol, teacher, Canadian Martyrs School.


► Dennis McNamara, father of Casey McNamara, teacher, St. André Bessette Catholic School.

► Brian Mackereth, brother-in-law of Laurie Mackereth, Board and Committee Information Officer, CEC.

► Nello Antonio Donati, father of Ugo Donati, former employee.

► Jack Joseph Belobradic Hon, father of Sandy Johnson, teacher, Our Lady of Good Voyage; father-in-law of Paul Johnson, department head, St. Joan of Arc Catholic Secondary School.

► Jadir Vilela de Sousa Junior, father of Julio Vilela, teacher, St. John Bosco School.

► Joseph Faltyn, father-in-law of Margaret Faltyn, Designated Early Childhood Educator, Bishop Scalabrin School.

► Rocco Colella, father of Lucie Kroeplin, teacher, St. Anne School.

► Francisco Peiges, grandfather of Nuno Tome, teacher, St. Edmund School; Teresa Tome, teacher, Corpus Christi School.

► John Gordon Davidson, father of Jacquie Carere, resource secretary, Special Education Department, CEC.

Norma Whalen, mother-in-law of Denise Sandiland, head secretary, St. Rita Catholic School.

And also for those whose passing we have not mentioned, we know that God will not forget.
RECOMMENDATION TO THE BOARD

REPORT NUMBER A 6

MINUTES OF THE REGULAR BOARD MEETING
SEPTEMBER 26, 2017

1. THAT THE MINUTES OF THE REGULAR BOARD MEETING SEPTEMBER 26, 2017, BE APPROVED.
Minutes of the Regular Board Meeting  
Tuesday, September 26, 2017 - 7:00 p.m.  
Board Room, Catholic Education Centre

Chair: M. Pascucci  
Vice Chair: S. Hobin  
Trustees: A. Abbruscato, D. D’Souza, A. da Silva  
L. del Rosario, F. Di Cosola, B. Iannicca  
E. O’Toole, T. Thomas, S. Xaviour  
Student Trustees: S. Cameron, K. Tom  
Director of Education: M. Mazzorato  
Associate Director of Corporate Services, Chief Financial Officer and Treasurer: J. Hrajnik  
Associate Director of Instructional Services: D. Amaral  
Superintendents: W. Brunton, J. Cherepacha, T. Cruz  
D. Del Bianco, R. Eberhardt, D. Finegan-Downey  
S. Gos, M. Lewis, C. Murphy  
L. Papaloni, T. Peel, S. Steer  
L. Storey, S. Strong, M. Vecchiario  
Counsel: M. Beck  
General Managers: B. Campbell, T. Davis, B. Hester  
R. Moriah  
Recorder: L. Mackereth

A Routine Matters

1. Call to Order and Attendance  
   Chair M. Pascucci called the meeting to order at 7:00 p.m.

2. Acknowledgement of First Nations Sacred Territory  
   Chair of the Board, M. Pascucci, acknowledged the sacred territory of the Mississaugas of the Credit First Nation.

3. Opening Prayer  
   Chair of the Board, M. Pascucci, led the Opening Prayer.
4. Declaration of Interest

The following trustees declared an interest in agenda items A6, H1 and M1:

- Trustee M. Pascucci – family member belongs to OECTA
- Trustee B. Iannicca – family members belong to CUPE and OECTA OT
- Trustee S. Hobin – family members belong to OECTA and OECTA OT
- Trustee A. Abbruscato – family members belong to OECTA

Motion 241 (17-09-26) by D. D’Souza    Seconded by F. Di Cosola

THAT THE DECLARED INTEREST ITEMS BE MOVED TO AGENDA ITEM L. 

CARRIED

5. Approval of the Agenda

The agenda was reordered: Pastor’s Remarks were moved prior to Awards and Presentations.

Addition to the In Camera Agenda - Uniform policy

i) Approval of Consent of Calendar Items

Motion 242 (17-09-26) by E. O’Toole    Seconded by T. Thomas

THAT THE EMPLOYEE POPULATION REPORT AS OF AUGUST 31, 2017, BE RECEIVED.

CARRIED

Motion 243 (17-09-26) by E. O’Toole    Seconded by A. Abbruscato

THAT THE AGENDA BE APPROVED, AS AMENDED.

CARRIED

6. Approval of the Minutes of the Regular Board Meeting, August 22, 2017 excluding Items L1 and L2

Motion 244 (17-09-26) by A. da Silva    Seconded by F. Di Cosola

THAT THE MINUTES OF THE REGULAR BOARD MEETING, JUNE 20, 2017 EXCLUDING DECLARED ITEMS L1 AND L2, BE APPROVED.

CARRIED

i) Business Arising from the Minutes

Nil
Pastor’s Remarks

His Excellency, Bishop Burchell Alexander McPherson, Bishop of Montego Bay, Jamaica

Motion 243 (17-09-26) by B. Iannicca Seconded by T. Thomas

THAT THE PASTOR’S REMARKS BE RECEIVED.

CARRIED

His Excellency, Bishop Burchell Alexander McPherson shared the educational challenges of Montego Bay, encouraging involvement and financial support as global citizens. Chair of the Board, M. Pascucci, thanked Bishop McPherson for his dedication to Catholic education.

Trustee S. Xaviour joined the meeting in progress at 7:18 p.m.

Awards and Presentations

1. Presentation of the St. Hildegard of Bingen Viriditas Award to Shealynn Verghese, Student, St. Aloysius Gonzaga Secondary School—T. Peel

Superintendent of Education T. Peel introduced and presented the award to Shaelynn Verghese, Grade 12 student at St. Aloysius Gonzaga Catholic Secondary School. This is the first time a student has been recognized with this award. Shaelynn was honoured for her outstanding efforts to encourage students to be leaders in positive environmental change, for her leadership role with students and staff in caring for our common home, and for sharing her passion for stewardship and sustainability.

Motion 244 (17-09-26) by S. Hobin Seconded by S. Xaviour

THAT THE PRESENTATION OF THE ST. HILDEGARD OF BINGEN VIRIDITAS AWARD TO SHEALYNN VERGHASE, STUDENT, ST. ALOYSIUS GONZAGA SECONDARY SCHOOL, BE RECEIVED.

CARRIED

2. Presentation of the Inclusion and Emerging Partnership Award from Community Living Mississauga

Superintendent of Education T. Cruz introduced Special Education teacher C. Jones and St. Marcellinus Secondary School Department Head A. Di Francesco to provide an overview of the award. The award was presented to Dufferin-Peel Catholic District School Board in recognition of the collaborative workplace experiences for students with diverse learning needs.

Motion 245 (17-09-26) by T. Thomas Seconded by L. del Rosario

THAT THE PRESENTATION OF THE INCLUSION EMERGING PARTNERSHIP AWARD FROM COMMUNITY LIVING MISSISSAUGA, BE RECEIVED.

CARRIED
3. Presentation to Laura Prestia, Non-Board Member Audit Committee—M. Mazzorato
Director of Education M. Mazzorato presented Laura Prestia, CPA with a memento to recognize her tremendous support, dedication and commitment to the Audit Committee from February 2011 to February 2017. Laura served for two full terms, the maximum terms allowed under Ontario Regulation for Audit Committees.

Motion 247 (17-09-26) by E. O’Toole Seconded by F. Di Cosola

THAT THE PRESENTATION TO LAURA PRESTIA, NON-BOARD MEMBER AUDIT COMMITTEE, BE RECEIVED.

CARRIED

4. Mississauga Marathon/MaraFun Program
Peter Milway, Youth Events coordinator, presented an overview of the Mississauga Marathon. Focusing on childhood obesity, P. Milway described events the Mississauga Marathon offers for students and encouraged more school participation. The purpose of the presentation was to request the board to encourage and promote the Mississauga Marathon with students to focus on a healthier lifestyle.

M. Mazzorato, Director of Education, indicated the information will be distributed by the Communications department to encourage student involvement.

Motion 248 (17-09-26) by B. Iannicca Seconded by L. del Rosario

THAT THE PRESENTATION, MISSISSAUGA MARATHON/MARAFUN PROGRAM, BE RECEIVED.

CARRIED

5. Proclamation—Bus Driver Appreciation Day, October 18, 2017- J. Hrajnik

Motion 249 (17-09-26) by A. da Silva Seconded by T. Thomas

THAT THE PROCLAMATION, BUS DRIVER APPRECIATION DAY, OCTOBER 18, 2017, BE RECEIVED.

CARRIED

Motion 250 (17-09-26) by A da Silva Seconded by T. Thomas

THE DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD PROCLAIMS THAT OCTOBER 18, 2017 BE RECOGNIZED AND CELEBRATED AS BUS DRIVER APPRECIATION DAY WHEREBY ALL DUFFERIN-PEEL SCHOOLS ARE ENCOURAGED, IN AN APPROPRIATE MANNER, TO CELEBRATE AND THANK THEIR BUS DRIVERS FOR A JOB WELL DONE.

CARRIED UNANIMOUSLY

D Delegations - Nil

E Information/Reports from Trustees, for Receipt

i) Regular Reports
ii) Good News Items

Trustee S. Hobin shared:

All Saints School
All Saints has had an excellent start to the school year. We warmly welcomed new and returning students and staff and our BBQ and Open House was a wonderful event. We gathered for our Code of Conduct and chocolate fundraiser kick off assemblies. We are welcoming Sara Westbrook and her UPower presentations at the end of the month, as well as supporting Terry Fox with our whole school walk. Many teams and clubs have begun and we are looking forward to working with our newly formed Catholic School Council. We are truly living our motto “Dare to Learn! Date to Dream! All Saints Building Roads to the Future”.

Christ the King Catholic School
Students once again enjoyed a smooth start up to the 2017-18 school year with no re-organization of classes. We already have our Cross Country team and Intermediate Soccer team up and running in order to be in shape to compete in October. On September 18, Father Bernard led our Opening School Mass. On September 27, students, Catholic School Council members and staff are excited to host our annual Open House, beginning with our ever-popular BBQ. The month will end as our whole school will dawn red and white attire to walk around the community in support of Terry Fox.

St. Christopher School
The St. Christopher Crusaders are off to a great school year. After welcoming many new families and students to the community, we have settled in and are looking forward to the many clubs and activities that will soon begin. Our opening school Mass was a wonderful celebration of community led by Fr. Scott. Our open house was a wonderful BBQ evening attended by many. Among our many new students we also have new faces on staff and we look forward to the new faces to come on our Catholic School Council! St. Christopher is where it is at. Follow us on Twitter @StChris__DPCDSB.

St. Clare School
On the first day of school, St. Clare Catholic School staff, students and parents participated in our annual Flag Raising Ceremony. We were pleased to welcome our trustee, Sharon Hobin, to help celebrate opening day and to bring greetings from the board. Our liturgy focused on the Catholic Education Week 2018 theme: Renewing the Promise. With the support of our vibrant Catholic School Council, we also had an opportunity to come together at our annual BBQ Open House. Our Cross Country Team is practicing for the Family Meet and staff and students are preparing for our Thanksgiving Mass.

St. Francis of Assisi School
This September brought fresh new faces to St. Francis and a smooth opening, as we did not need to reorganize. Our cross-country team, junior volleyball teams and co-ed soccer are all up and running as well as our Youth Faith Ambassadors who continue to inspire and motivate us every day. We are well on our way with our upcoming 50th Anniversary Celebrations and have many school wide school initiatives that support this event. We continue to look for ways to highlight student voice & choice as we get to know our learners.
St. Helen School
St. Helen’s school start-up went smoothly and included reorganization. Intramural Sports and Cross-Country are underway. The Grade 7/8 class, under direction of their teacher Mrs. Jay, is collecting toothbrushes and toothpaste for Dr. Simone. Our BBIZZA (That is where you serve pizza instead of BBQing) Open House took place with a very substantial presence of parents on September 19. The Book Fair took place for one week in the Library and was very successful to help replenish our Library Resources. The Terry Fox walk, which will take place on September 29, is a wonderful team builder. Students walk the neighborhood wearing Terry Fox emblems. A Virtues Assembly took place in the gym the first day of school and on September 29. St. Christopher Parish welcomed students back to school. X-Movement, a program to build life skills and promote a positive school climate, will be at St. Helen School for 3 days at the end of September to work with all students. All activities have promoted a strong relationship between school, home and parish.

St. Louis School
September was a great month at St. Louis. Pizza and Breakfast Club started on September 13 which is always great fun for our kids. Photo Day was September 22. Then we had our eyes and ears tested on September 25. We ended the month at Tim Horton’s Camp with our Grade 6, 7 and 8 students.

St. Luke Catholic School
St. Luke had a ROCKING start to the school year. “My School Rocks” kicked off the school year with a message of Respect, Open up to someone, Confidence, Kindness and Stand up to bullying, through a rocking concert with performances by some St. Luke staff and students! Our Open House Bar-B-Q provided an opportunity to strengthen engagement between staff, trustees and parents. We look forward to celebrating our first school Mass at St. Mary Star of the Sea with our families and parish priest.

St. Margaret of Scotland School
‘I am among you as one who serves.’ (Luke 22:27) St. Margaret of Scotland School is planning a Thanksgiving Food Drive in support of Eden Food for Change. We will begin accepting donations beginning Thursday, September 21 to Wednesday, September 27. We welcome donations beginning on the Feast Day of St Matthew, the day of our first School Mass, our Open House and our Family BBQ, Thursday, September 21. We hope that our families will celebrate and pray for our school community while supporting the less fortunate.

St. Mark School
We began the school year with our “Renewing the Promise” celebration where students focused on symbols representing our school community – Learning, Growing and Serving in the Love of Christ. Open House/Curriculum Night welcomed new and returning students and families for an evening of meeting staff and visiting classrooms. September ends off with our commitment to the Terry Fox Walk where staff, students and families walk together providing support and building community.

Iona Catholic Secondary School
On Thursday, September 21, over 50 of Iona’s Grade 10 and 11 Native Arts and Cultural students visited the Six Nations Woodlands Cultural Center in Brantford, Ontario. They participated in a virtual tour of a residential school and experienced an opportunity to hear first-hand, residential school experiences from a senior residential school survivor. A museum
on the site provided a broad glimpse of Mohawk history, beliefs and cultural traditions. Our students also participated in exciting hands-on music and dance workshops, and had the valuable opportunity of exploring the negative and damaging effects that stereotyping has had on Indigenous communities. At the conclusion of the day, students came away with a deeper understanding of First Nations history as well as Native societies’ ongoing issues and concerns. What a truly poignant experience!

**St. Joan of Arc Catholic Secondary School**
Megan Ty, Grade 12 student and member of our EcoTeam, created an environmental video this summer and was selected as one of three finalists in the Peel Secondary School Video Challenge. Screening and awards took place on September 23rd at Celebration Square.

**Loyola Catholic Secondary School**
Link Crew hosted the Grade 9 students for ice cream and a reunion to celebrate their first week of high school. We launched our first-ever Chaplaincy Club with approx. 100 students coming out! The Girls Basketball team participated in the Lady Bruin Classic and won the entire tournament. The school raised $2000 for Sickle Cell research. The Breakfast Program has been running since September 12th, offering a hot breakfast to students every Tuesday-Friday inclusive.

Trustee E. O’Toole shared:

**St. Aloysius Gonzaga Secondary School**
We had an extremely well attended Math Camp for new Grade 9 students in August as transition to secondary school. The whole school community will participate in the Terry Fox Walk on September 29.

Student Tamara Steeves won Gold for Wheelchair Basketball at the Special Olympics in August. Sheilynn Berghese is the winner of an Environment Award for the Board.

**St. Edith Stein School**
Our students will embark on the annual Terry Fox Run on Friday, September 29. We expect a substantial community turn out.

**St. Elizabeth Seton School**
St. Elizabeth Seton’s Open House took place on September 20, 2017. Big Kid Entertainment taught Grade 1-4 students to be accepting of others differences, through Fairy Tales. Staff and students will participate in the Terry Fox Walk Annual fundraising event. Grade 5 to 8 students experienced *My Life Online*, teaching them about their digital life online, ensuring that it is kind and positive.

**St. Faustina School**
We welcomed guest speaker from Terry Fox Foundation to bring awareness of the importance of Terry Fox and all he has done. St. Faustina is looking forward to walking for Terry on September 28th.

**St. Joseph Catholic Elementary School - Streetsville**
To help the Credit River Retirement Center in Streetsville raise money for the Alzheimer’s Society students and staff participated in a pie throwing challenge. CTV News at Noon covered the event with reporter Anwar Knight. $550 was raised. Kudos to the entire school community.
St. Simon Stock School
The Youth Education Officer visited St. Simon Stock’s Grade 8 students to discuss Youth & the Law. On September 21, an Open House/BBQ was well attended by the Stock community and Trustee O’Toole joined us. Author Jenny Dupuis visited St. Simon Stock School to speak with staff and students about residential school. She has written a children’s book *I am Not Just a Number*. Staff and students at Stock participated in *National Wear Orange to School Day* to acknowledge the impact of residential schools. On September 28, Motivational Speaker “Saidat” will visit Stock students for an assembly and hip hop workshop. The staff and students will participate in the Terry Fox Walk to raise funds for cancer. The St. Simon Stock community collecting non-perishable items for Eden Food Bank.

St. Teresa of Avila School
We had an excellent turn out to our Meet the Teacher/Open House night. We will participate in the Terry Fox Run on September 28th and our first Virtue Assembly in on September 29th.

Trustee L. del Rosario shared:

I would like to thank the principals of St. Herbert, St. Bernadette and St. Valentine Schools for the smooth transition from St. Dunstan and St. Gertrude Schools. Also, thank you to the previous principals of St. Dunstan and St. Gertrude Schools for all the assistance they provided as well as the staff and the rest of the transition team.

It was a hectic two weeks with Open Houses and BBQs. Thank you to the principals, staff and Councils for coordinating successful open houses.

I’m happy to share that Our Lady of Good Voyage Catholic School welcomed the Ontario Early Years Program to its community beginning Monday, September 25.

Congratulations to our Principal, staff and students of St. Joseph’s Elementary school for raising $400 in support of Alzheimer Society of Peel. The event was covered by CTV news at noon.

Trustee B. Iannicca shared:

St. Paul Secondary School fishing club had a successful fishing excursion on Lake Ontario. Everyone was required to wear a life jacket.

F Reports from Committees, for Receipt

1. Minutes of the Mississauga Public Library Board Meeting, June 20, 2017

Motion 251 (17-09-26) by T. Thomas Seconded by A. Abbruscato

THAT THE MINUTES OF THE MISSISSAUGA PUBLIC LIBRARY BOARD MEETING, JUNE 20, 2017, BE RECEIVED.

CARRIED
2. Minutes of the Central Committee for Catholic School Councils, June 8, 2017—S. Xaviour

Motion 252 (17-09-26) by T. Thomas Seconded by L. del Rosario

THAT THE MINUTES OF THE CENTRAL COMMITTEE FOR CATHOLIC SCHOOL COUNCILS, JUNE 8, 2017, BE RECEIVED.

CARRIED

3. Minutes of the Special Education Advisory Committee – June 14, 2017—S. Hobin

Motion 253 (17-09-26) by S. Hobin Seconded by D. D’Souza

THAT THE MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE, JUNE 14, 2017, BE RECEIVED.

CARRIED

4. Minutes of the Faith and Program Committee Meeting, September 12, 2017—L. del Rosario

Motion 254 (17-09-26) by L. del Rosario Seconded by A. da Silva

THAT THE MINUTES OF THE FAITH AND PROGRAM COMMITTEE MEETING, SEPTEMBER 12, 2017, BE RECEIVED.

CARRIED

G  Information/Reports from Administration, for Receipt

1. 2017 Distinguished Alumni—B. Campbell

B. Campbell, General Manager, Communications and Community Relations, presented the Distinguished Alumni posters celebrating Dufferin-Peel alumni who have achieved success in their chosen profession. This year, the following alumni are featured:

- Cara E. Yar Khan, Humanitarian: Father Michael Goetz Secondary School
- Prince Amponsah, Actor: Bishop Scalabrini Elementary School and Father Michael Goetz Secondary School
- Curtis Rukavina, NFL Scout, Buffalo Bills: St. Matthew Elementary School and St. Francis Xavier Secondary School
- Aileen Santos, Teacher and Author: Metropolitan Andrei Elementary School and Holy Name of Mary Secondary School

The posters will be distributed to schools, parishes, and municipal libraries and will be promoted on social media and through media release.

Motion 255 (17-09-26) by B. Iannicca Seconded by D. D’Souza

THAT THE REPORT, 2017 DISTINGUISHED ALUMNI, BE RECEIVED.

CARRIED
Trustee, Committee, Administration Reports, Requiring Action

1. Minutes of the Administration and Finance Committee Meeting, September 5, 2017 excluding items L1 and L2—F. Di Cosola

Motion 256 (17-09-26) by F. Di Cosola  
Seconded by S. Xaviour

THAT THE MINUTES OF THE ADMINISTRATION AND FINANCE COMMITTEE MEETING, SEPTEMBER 5, 2017, EXCLUDING ITEMS L1 AND L2, BE RECEIVED.  
CARRIED

Motion 257 (17-09-26) by F. Di Cosola  
Seconded by S. Xaviour

THAT THE PROCLAMATION OF SEPTEMBER 8, 2017 AS INTERNATIONAL LITERACY DAY IN DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD SCHOOLS AND THE PROMOTION OF LITERACY AS AN INTEGRAL PART OF LIFELONG LEARNING, BE APPROVED.  
CARRIED

2. Nomination for Membership on the Special Education Advisory Committee: September 2017 – December 2018—T. Cruz

Motion 258 (17-09-26) by S. Hobin  
Seconded by L. del Rosario

THAT THE REPORT, NOMINATION FOR MEMBERSHIP ON THE SPECIAL EDUCATION ADVISORY COMMITTEE: SEPTEMBER 2017 TO DECEMBER 2018, BE RECEIVED.  
CARRIED

Motion 259 (17-09-26) by S. Hobin  
Seconded by L. del Rosario

THAT THE REPORT, NOMINATION FOR MEMBERSHIP ON THE SPECIAL EDUCATION ADVISORY COMMITTEE: SEPTEMBER 2017 TO DECEMBER 2018, BE APPROVED.  
CARRIED

3. Minutes of the Audit Committee Meeting, September 26, 2017—E. O’Toole

The minutes were distributed at the meeting.

Motion 260 (17-09-26) by E. O’Toole  
Seconded by F. Di Cosola

THAT THE MINUTES OF THE AUDIT COMMITTEE MEETING, SEPTEMBER 26, 2017, BE RECEIVED.  
CARRIED

Motion 261 (17-09-26) by E. O’Toole  
Seconded by F. Di Cosola

THAT THE APPOINTMENT OF RORY T. KEILTY, FCPA FCA, AS AN EXTERNAL MEMBER OF THE AUDIT COMMITTEE FOR A THREE (3) YEAR TERM EFFECTIVE SEPTEMBER 26, 2017 TO SEPTEMBER 26, 2020, BE APPROVED.  
CARRIED
Motion 262 (17-09-26) by E. O’Toole

THAT THE AUDIT SERVICE PLAN FOR THE YEAR ENDED AUGUST 31, 2017, BE APPROVED

CARRIED

I Notices of Motion
Nil

J Additional Business
Nil

K Questions asked of, and by Board Members

1. Trustee A. Abbruscato inquired if parents could opt out of some items on the Annual Consent Form. Director of Education M. Mazzorato advised staff will review.

2. In response to Trustee S. Xaviour’s air conditioning inquiry, Superintendent D. Del Bianco advised the Board has undertaken an air conditioning feasibility study and the preliminary result indicates it will cost between $35M and $40M to fully air condition all of the Boards’ schools that currently have partial or no air conditioning. A report of all findings, the outcome of the feasibility study and associated costs will be presented in the fall.

3. Trustee S. Hobin inquired about supply secretaries for schools. Superintendent S. Strong advised staff have been in consultation with stakeholders. It is anticipated a supply list will be in place by the end of the year.

4. In response to Trustee S. Hobin’s transportation inquiry, Superintendent D. Del Bianco advised the system should stabilize in the next two weeks. Contractors/Operators are responsible to post delays to the STOPR website.

5. Trustee S. Hobin requested an update on the fact sheet provided by the Communications Department.

6. Trustee A. da Silva inquired about assisting students who are not baptized. S. Peterson, Co-coordinator of Religious Education and Faith Formation advised staff have ongoing communication with the bishops and are working closely with parishes.

7. Trustee A. da Silva requested a list of schools that are experiencing ongoing transportation delays.

8. Trustee A. da Silva shared a faith formation pamphlet from the Toronto Catholic Teachers Guild.

9. Trustee E. O’Toole inquired about Catholic School Councils fundraising for air conditioners. Superintendent D. Del Bianco advised that residential units are not appropriate for schools.

10. Trustee E. O’Toole inquired about hiring of French teachers. Superintendent S. Strong advised when French teachers apply through Apply to Education staff are alerted. A welcome package is sent to all new employees.
11. Trustee B. Iannicca inquired about parents purchasing air conditioners for portables. Superintendent D. Del Bianco discourages the practice. They are not intended to run constantly, produce condensation resulting in mold, increase power consumption and must be shut off at the end of the day to remove the risk of fire.

12. Trustee B. Iannicca inquired about opening portable doors during warm periods. Director of Education M. Mazzorato indicated portable doors should not be propped open for security reasons.

13. Trustee B. Iannicca inquired about the challenges for school cafeterias. Director of Education advised that the board is required to follow the Ministry of Education Policy/Program Memorandum PPM 150 and assure the food offered is healthy food. Providers are finding it challenging.

14. Trustee B. Iannicca, noting the upcoming legalization of marijuana, inquired about the education of students and staff. Director of Education M. Mazzorato advised the Ontario government is working on a strategy with a focus on education. The board has the Mental Health and Well-Being Strategy and a progressive discipline policy. The Region of Peel will respond with leadership, mental health and well-being supports.

15. In response to Trustee B. Iannicca’s inquiry about the clothing policy in elementary schools, Director of Education M. Mazzorato indicated Policy 7.18 is on the board website. There is a link from the school websites to the Board website. Staff will endeavor to re-enforce modesty.

16. In response to Trustee L. del Rosario’s healthy habits inquiry, Director of Education M. Mazzorato indicated PPM 150 sets out expectations for schools. Associate Director D. Amaral advised that schools are involved in the Healthy Schools Certification Program.

17. Trustee L. del Rosario inquired about funding a Holocaust survivor speaker as funding was cut. Associate Director D. Amaral indicated costs will be shared with different departments in the school and moved to second semester to accommodate the entire grade level.

18. Trustee L. del Rosario inquired about air conditioning enhancements for the schools in transition. Superintendent D. Del Bianco advised the business case submitted included air conditioning and the planning for upgrades will take place in the fall.

19. Trustee L. del Rosario indicated late arrival of the Streetsville bus for St. Sofia School. Superintendent D. Del Bianco acknowledged some challenges and will investigate busing at St. Sofia School.

20. Trustee L. del Rosario requested staff review the bus stop at Rosebush.

21. Trustee S. Xaviour inquired about Secondary French Immersion in Brampton. Staff will provide information in Issues and Events.

22. Trustee S. Hobin inquired about long waits for uniforms from McCarthy. Superintendent J. Cherepacha will investigate.

22. Trustee E. O’Toole inquired about shuttering of classrooms. Superintendent D. Del Bianco advised that schools not at 100% capacity, having in excess of five empty classrooms, those
classrooms were cleaned and locked. Trustee E. O’Toole asked that her earlier inquiry to use the space for St. Joan of Arc Secondary Art teachers be reviewed.

L  Declared Interest Items

Trustee E. O’Toole assumed the Chair.

The following trustees left the meeting for the declared interest items.

Trustee M. Pascucci—family member belongs to OECTA
Trustee B. Iannicca—family members belong to CUPE and OECTA
Trustee S. Hobin—family members belong to OECTA and OECTA OT

1. Minutes of the Regular Board Meeting, August 22, 2017, Declared Interest Items L1 and L2

   Motion 263 (17-09-26) by ________________________________  Seconded by ________________________________

   THAT THE MINUTES OF THE REGULAR BOARD MEETING, AUGUST 22, 2017, DECLARED INTEREST ITEMS L1 AND L2, BE APPROVED.

   CARRIED

2. Minutes of the Administration and Finance Committee Meeting, September 5, 2017 items L1 and L2

   Motion 264 (17-09-26) by ________________________________  Seconded by ________________________________

   THAT THE MINUTES OF THE ADMINISTRATION AND FINANCE COMMITTEE MEETING, SEPTEMBER 5, 2017 ITEMS L1 AND L2, BE APPROVED.

   CARRIED

   Motion 265 (17-09-26) by ________________________________  Seconded by ________________________________

   THAT THE REINSTATED BUSING FOR ST. NICHOLAS STUDENTS RESIDING EAST OF COLERAINE DRIVE, FUNDED THROUGH THE ANNUAL TRANSPORTATION BUDGET, BE APPROVED.

   CARRIED

M  In Camera Session

   Motion 266 (17-09-26) by T. Thomas  Seconded by B. Iannicca

   THAT THE BOARD RESOLVE INTO THE COMMITTEE OF THE WHOLE FOR THE IN CAMERA SESSION.

   CARRIED

N  Rise and Report

   Approved:
   Minutes of the In Camera Session of the Regular Board Meeting, August 22, 2017

   Received:
   Personnel Matters
   Legal Matter
Motion 267 (17-09-26) by T. Thomas  Seconded by F. Di Cosola

THAT THE REPORT OF THE COMMITTEE OF THE WHOLE IN CAMERA BE PRESENTED AND THAT THE COMMITTEE’S RECOMMENDATIONS BE ADOPTED.

CARRIED

O Future Meetings

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<tr>
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<tr>
<td>October 2, 2017</td>
<td>February 27, 2018</td>
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<td>November 21, 2017</td>
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<td>Organizational Board - December 5, 2017</td>
<td>April 24, 2018</td>
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<td>December 12, 2017</td>
<td>May 22, 2018</td>
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<td>January 23, 2018</td>
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P Adjournment

Motion 268 (17-09-26) by L. del Rosario  Seconded by E. O’Toole

THAT THE MEETING BE ADJOURNED AT 11:45 P.M.

CARRIED
RECOMMENDATION TO THE BOARD

REPORT NUMBER B 1

AWARDS AND PRESENTATIONS

PEEL REGIONAL POLICE DIVERSITY SCHOLARSHIP
AWARDED TO RACHEL MURRAY
ST. JOAN OF ARC CATHOLIC SECONDARY SCHOOL

1. THAT THE AWARD, PEEL REGIONAL POLICE DIVERSITY SCHOLARSHIP, AWARDED TO RACHEL MURRAY, ST. JOAN OF ARC CATHOLIC SECONDARY SCHOOL, BE RECEIVED.
RECOMMENDATION TO THE BOARD

REPORT NUMBER B 2

AWARDS AND PRESENTATIONS

2017 Annual Toronto Star Teacher Awards Honour Roll:
• Meagan Celestino, St. Margaret of Scotland School
• Tia Duke, St. Marguerite d’Youville Secondary School
• Marie Giesen, St. Kevin School
• Deborah Johnson, Iona Catholic Secondary School
• Daphne McMenemey, St. Pio of Pietrelcina School
• Laura Moran, St. Christopher School
• Sarlotta Vas, Father Michael Goetz Secondary School

1. THAT THE AWARD, 2017 ANNUAL TORONTO STAR TEACHER AWARDS HONOUR ROLL, BE RECEIVED.
RECOMMENDATION TO THE BOARD

REPORT NUMBER B 3

AWARDS AND PRESENTATIONS

ONTARIO CATHOLIC SCHOOL BUSINESS OFFICIALS ASSOCIATION (OCSBOA)
OUTSTANDING CONTRIBUTION AWARD 2017
TO D. REID, MANAGER OF SUPPLY CHAIN MANAGEMENT

1. THAT THE AWARD, ONTARIO CATHOLIC SCHOOL BUSINESS OFFICIALS ASSOCIATION (OCSBOA)
OUTSTANDING CONTRIBUTION AWARD 2017 TO D. REID, MANAGER OF SUPPLY CHAIN MANAGEMENT, BE RECEIVED.
RECOMMENDATION TO THE BOARD

REPORT NUMBER C

PASTOR’S REMARKS

FATHER JAMES TOBIN, ASSOCIATE PASTOR
ST. MARGUERITE D’YOUVILLE PARISH, BRAMPTON

1. THAT THE PASTOR’S REMARKS FROM FATHER JAMES TOBIN, ASSOCIATE PASTOR OF ST. MARGUERITE D’YOUVILLE PARISH, BRAMPTON, BE RECEIVED.
RECOMMENDATION TO THE BOARD

REPORT NUMBER F 1

MINUTES OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE MEETING
SEPTEMBER 13, 2017

1. THAT THE MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING,
SEPTEMBER 13, 2017, BE RECEIVED.
Special Education Advisory Committee Meeting
Wednesday, September 13, 2017, 7:00 p.m.
Board Room, Catholic Education Centre

Committee Members:
Sharon Hobin, Chair, Trustee, Mississauga Wards 2 & 8
Christine Koczmara, Community Living Mississauga
Luz del Rosario, Trustee, Mississauga Wards 6 & 11
Thomas Thomas, Trustee (Alternate), Mississauga Wards 5
Bruno Iannicca, Trustee (Alternate), Mississauga Ward 7
Myra Del Rosario, ABC Association for Bright Children
Nancy Vrbanek, ABC Association for Bright Children (Alt.)
Dely Farrace, Brampton Caledon Community Living
Colette Munro, Autism Ontario, Peel Chapter
Janice Hatton, Autism Ontario, Peel Chapter (Alt.)
Lissette Gaylie, Easter Seals Ontario
Nisha Lewis, Canadian Mental Health Association/Peel
TBD, Epilepsy Halton Peel Hamilton
Veronika Okrugic, VOICE/Peel Parents for Hearing Impaired Children
Maria Demata, VOICE/Peel Parents for Hearing Impaired Children (Alt.)
Leslie Silvestri, Learning Disabilities Association of Peel Region
Heather Bialowas, Down’s Syndrome Association of Peel: Caring Network
Celeste Encila, Down’s Syndrome Association of Peel: Caring Network (Alt.)
Pam Olivieri, CCCSC, Member at Large
Andrew Pawlak, Member at Large

Rosie Della-Spina, Recorder

REGRETS:  L. del Rosario, B. Iannicca, M. Del Rosario, C. Munroe, J. Hatton, D. Logan, M. Demata
ABSENT:     A. Pawlak, N. Vrbanek

MINUTES

A  Routine Matters

1. Call to Order and Attendance
The meeting was called to order at 7:08 p.m. by Chair Hobin. Regrets were noted, guests welcomed and attendance was taken. Superintendent Cruz suggested staff introduce themselves due to the number of changes that took place since June. David Amaral was also mentioned as the new Associate Director of Instructional.

2. Chair Hobin read, as part of our By-Laws, under Routine Matters: Acknowledgement of First Nations Sacred Territory – “We would like to acknowledge that this is the sacred territory of the Mississaugas of the New Credit, and thank them for being stewards of this land.”
3. Opening Prayer – *Prayer For the Beginning of the New School Year.*
   Chair Hobin led us in prayer.

4. Approval of Agenda

   **Moved by L. Silvestri:**
   
   THAT THE AGENDA BE APPROVED.
   
   CARRIED

5. Approval of Minutes – SEAC Meeting June 14, 2017

   **Moved by L. Gaylie:**
   
   THAT THE MINUTES OF JUNE 14, 2017 BE APPROVED.
   
   CARRIED

6. Previous Business – NIL

   C. Koczmara brought ‘Smile’ Cookies from Tim Horton’s. This campaign supports various charities in our community with all funds going to Community Living Mississauga and runs from September 11 – September 17, 2017.

   S. Hobin shared a note from Sheila McWatters thanking the SEAC Committee for their kind wishes and tributes shared in her retirement. She also thanked the committee for the work done for children and communities through SEAC and wished continued success in our work for the years ahead.

   A letter from the Ministry of Education in response to the letter sent from SEAC last April was shared.

   S. Hobin asked to have the letter appended to the Minutes (Appendix 1). Approximately 90% of the funding for Special Education goes towards staffing and therefore leaves a small amount for resources and professional development. Special Education is overspent each year but with the support of our Trustees, the Board has been able to take money from other areas to cover the overage.

B Presentations and Staff Reports

1. Special Needs Strategy Update; C. Kyte

   On September 1 2017, a memo was received from the offices of the Deputy Ministers, thanking the Steering Committees, service provider agencies and district school boards for their work over the past two years developing integrated rehabilitation service delivery models. Given the complexity of the transformation to create seamless delivery of Integrated Rehabilitation Services and our commitment to ensure seamless support for families, the ministries will be taking a measured and phased approach to policy development and implementation.

   In phase one of implementation, current or existing contracts will be transitioned from LHINs to CTCs for students requiring speech services, as well as occupational and physiotherapy services in publicly-funded schools. The ministries will establish a provincial advisory group that will include clinical experts, sector partners and education stakeholders to provide advice to the ministries on key issues. Phase two of implementation will follow as a result of the advice from the provincial advisory group and provincial decision-making in phase one. Questions were taken and responses given.

   A motion was put forward for SEAC to send a letter to the Ministry of Education to acknowledge all of the work done in the region of Peel and to take all of the work done at the various tables to use in their deliberations to recognize the work that has been done over the last 3 years and that
it was a grassroots response, growing from the needs of our communities and being responsive to the needs of those communities.

**Motion by C. Koczmara**

**THAT THE SPECIAL EDUCATION ADVISORY COMMITTEE WRITE A LETTER TO THE MINISTRY OF EDUCATION IN REFERENCE TO THE DISOLUTION OF THE SPECIAL NEEDS STRATEGY COMMITTEE AND TO COPY OUR MPPS.**

**CARRIED**

Video of Speech and Language parent engagement evening was shown. The evening was for families with non-verbal children using augmentive communication systems. Feedback was very positive and thanks were expressed to all of the Speech-Language staff and all staff for the various parent engagement evenings done throughout the year. Parents always come away with positive feedback.

2. **Summer school For students with diverse learning needs; S. Pompili Bosco**
   A PowerPoint presentation was done and this is the 8th year that Special Education and Learning Services is reporting to SEAC. Dufferin-Peel offered courses at 8 of our secondary schools as well as 110 participants in 1 E-Learning site which allowed students to do courses from home. The presentation compared data to the previous year and showed a 97.1% success rate. Going forward, we will continue to research resources and supports for students with IEP’s. Feedback was given and will be forwarded to Continuing Education to work with Special Education and Learning Services department to include supports for students.

3. **The Special Education Plan; S. Pompili Bosco and M. Minnick**
   The plan was reviewed electronically showing changes and quick links. The plan is live on the board website. A comment sheet was handed out and members were asked to complete and forward to R. Della-Spina. An electronic version will also be sent out to members. Responses will be collated and shared at our October meeting. Members are urged to go on the Board website and navigate through the various areas of the Special Education Plan for a great deal of information.

**C Budget - NIL**

**D Updates/Information/Reports from Trustees**

1. L. Eschli reported that the PRO Grant for 2016-2017 was completed and sent in to the Ministry of Education prior to the due date of August 31, 2017. We received $8,500 and spent a total of $8,913.02. We have not heard back from the Ministry regarding what the allocation for 2017-2018 will be. Over the past seven years, SEAC has received a total of $81,451.85 for PRO Grants. Faith & Program meeting was held last night. It was a good start to the school year. There are a number of new administrators.
   Trustees addressed transportation issues. Some drivers are not returning in the afternoon to pick up students. Bus companies are addressing the issues. The number of issues are not as many as last year.
   A re-organization of schools boardwide will take place next week including changes in staff and classroom allocations. Communication will be sent out to the parents.
2. Mario Pascucci, chair of the Board and Sharon Hobin, vice chair, will be going down to meet Mitzie Hunter, Minister of Education, next Thursday. Trustees have sent items to discuss and will bring good news as well. S. Hobin hopes to come back with an update at our October meeting.

E Reports from Community Associations

1. Vice Chair, C. Koczmarak, representative for Community Living Mississauga shared flyers for workshops available for the community during the fall and are free. Community Living Mississauga also received information from the Peel Crisis Capacity Network offering 10 week programs, Families Connect, for parents and caregivers supporting children and youth with developmental disability and mental health concerns ages 8 – 17 and individuals with a developmental or dual diagnosis ages 18+. Electronic copies are available through R. Della-Spina.

F Work Groups - NIL

G Information and Correspondence

1. T. Cruz read resignations of Colette Munroe, representative of Autism Ontario, Peel Chapter and David Logan, representative of Epilepsy Halton Peel Hamilton. We hope to have them both at our meeting in October to acknowledge their service on SEAC. A letter will be sent out to the Associations for replacements. T. Cruz to check By-Laws but it is the agency who puts names forward.
2. T. Cruz announced that Carol Jones will present an award to the Dufferin-Peel Catholic District School Board at our next General Board meeting on September 26. The award, Inclusion Emerging Partnership Award was given from Community Living Mississauga.

H Communication

1. See Routine Matters #6.

I Questions asked of, and by Committee Members

1. L. Gaylie asked about Health and Safety committees work within our schools. Not the same as the Ministry of Labour and different from the Health and Safety department in our board. If a staff member sees something that needs to be repaired, a work order is placed and principals will follow-up. Accessibility issues are done through Special Education and Learning Services and Planning.

J Public Questions - NIL

K Future Meetings

October 11, 2017 November 15, 2017 December 6, 2017

L Adjournment

Moved by L. Eschli:
THAT THE MEETING BE ADJOURNED AT 9:43 PM.

CARRIED
RECOMMENDATION TO THE BOARD

REPORT NUMBER F 2

MINUTES OF THE
MISSISSAUGA PUBLIC LIBRARY BOARD MEETING
SEPTEMBER 20, 2017

1. THAT THE MINUTES OF THE MISSISSAUGA PUBLIC LIBRARY BOARD MEETING, SEPTEMBER 20, 2017, BE RECEIVED.
MISSISSAUGA PUBLIC LIBRARY BOARD
Regular Meeting
Minutes of the meeting held on Wednesday, September 20, 2017 at 5:30 p.m., Churchill Meadows Library, 3801 Thomas St, Mississauga, ON L5M 7G2

Present: Margot Almond (Acting Chair)
Nokha Dakroub
Harry Hastilow
Councillor John Kovac
Priscilla Mak
Antonio Maraschiello
Councillor Matt Mahoney
Laura Naismith
Val Ohori

Absent: Raj Chopra
Thomas Thomas

Staff Present: Rose Vespa, Director
Diana Krawczyk, Acting Manager, Central Library
Jennifer Stirling- Manager, Digital Library Services & Collections
Mike Menary- Manager, Planning, Development and Analysis
Sue Coles – Manager of Facilities and Operations
Sven Tretrop, IT Manager, Architecture & Innovation

Minutes Recorded: Mary Anne Rego

1.0 Call to Order/Excused Absences
The meeting was called to order at 5:45pm.

66:17 Resolved that R. Chopra and T. Thomas be excused from the meeting.

Moved by A. Maraschiello
Seconded by H. Hastilow
Carried

1.1 Approval of Agenda
The letter from Catherine Soplet was added to the agenda under Other Business.

67:17 Resolved that the agenda be approved as amended.

Moved by Councillor M. Mahoney
Seconded by L. Naismith
Carried

Mississauga Public Library Board Meeting
Wednesday, September 20, 2017

1.2 Declaration of Conflict of Interest
There were no conflicts of interest declared.

2.0 Consent Agenda

68:17 Resolved that the Consent agenda be approved as presented and the CEO of the Library is hereby authorized and directed to take such action that may be necessary to give effect to the recommendations as therein contained.

Moved by A. Maraschiello
Seconded by L. Naismith
Carried

3.0 CEO Report
The CEO welcomed new LLT managers, Jennifer Stirling (Manager, Digital Library Services & Collections) and Diana Krawczyk (Acting Manager of Central Library). Ingrid Keuper Dalton (Community Development Coordinator) and Kevin Berry (Homelessness Prevention Outreach Worker – HPOW) were also welcomed as guests.

The CEO highlighted several items in her report. She thanked Board members M. Almond and H. Hastilow for their presence at the Library Staff Appreciation event which was very successful and well attended.

She reminded members about upcoming events on September 23rd including Streetsville Library’s 50th anniversary celebrations, Cooksville Community Street Party and Rotary District 7080 Conference at LAC. As part of a Joint Literacy program between Rotary District 7080 and Mississauga Library, donated books will be presented to Oakridge Public School by Councillor M. Mahoney at an event in October. Councillors J. Kovac and M. Mahoney informed members about ‘The Gathering’ at Bradley Museum and Earth Market at Celebration Square also on September 23rd.

On September 25th, at the Central Library, author Frances Itani will talk about her book ‘Requiem’ which was the One Book, One Mississauga selection.

Analysis of Project Outcomes for the TD Summer Reading Club will be available in the Fall.

69:17 Resolved that the CEO Report dated September 20, 2017 be received for information.

Moved by P. Mak
Seconded by A. Maraschiello
Carried
3.1 **Organizational Alignment Update**  
The Director informed the Board that the Organizational alignment was proceeding successfully. The reorganization of core functions and Centres of Expertise (COEs) would ensure that important library activities like Programming and Social Media would have a centralized approach.

70:17 Resolved that the CEO Report on Organizational Alignment Update dated September 20, 2017 be received for information.

Moved by N. Dakroub  
Seconded by V. Ohori  
Carried

4.0 **Policy Review**  
There were two policies scheduled for review.

4.1 **Canadian Anti-Spam Legislation Policy – Annual Review**  
I. Keuper Dalton provided an update on the annual review of the Mississauga Library’s successful compliance with Canadian Anti-Spam Legislation Policy.


Moved by L. Naismith  
Seconded by A. Maraschiello  
Carried

4.2 **Review of Executive Limitations Policy**  
The Executive Limitations Policy was reviewed.

72:17 Resolved that the Review of Executive Limitations Policy dated September 20, 2017 be received for information.

Moved by N. Dakroub  
Seconded by Councillor J. Kovac  
Carried

5.0 **Executive Limitations/Internal Monitoring Reports**

5.1 **Connecting with Indigenous People and Communities in Mississauga**  
D. Krawczyk presented the Report on Connecting with Indigenous People and Communities in Mississauga. She told the Board that a consultative process has been initiated with Indigenous communities to expand the library’s Indigenous collections. At the suggestion of a Board member, a Policies and Permits Partnership with Indigenous communities in Mississauga would be initiated.
73:17 Resolved that the CEO Report on Connecting with Indigenous People and Communities in Mississauga dated September 20, 2017 be received for information.

Moved by N. Dakroub
Seconded by L. Naismith
Carried

6.0 Ends
6.1 Quarterly Report on Ends
  The Director provided status updates that the Card Campaign, Remote card registration and Website Redesign projects, currently on hold, will be restarted.

  Customer Experience outreach will be a combination of social media and face to face channels.

  In response to a suggestion by a Board Member, the number of First Step Card customers applying for a regular library card will be tracked if possible.

74:17 Resolved that the Quarterly Report on Ends be received.

Moved by L. Naismith
Seconded by P. Mak
Carried

6.2 Homeless Prevention Outreach Worker Project - Update
  The Director informed the Board that K. Berry, the newly appointed HPOW for the library, joined in early September and has already met with several clients. At a Board Member’s suggestion, a six monthly update on the HPOW Project will be presented to the Board.

75:17 Resolved that the Homeless Prevention Outreach Worker Project Update dated September 20, 2017 be received for information.

Moved by Councillor A. Maraschiello
Seconded by Councillor M. Mahoney
Carried

7.0 Governance
7.1 Workplan

8.0 Ownership Linkage
  There were no items included for discussion.
9.0 Board Advocacy
There were no items scheduled for discussion.

10.0 Board Development

11.0 Incidental Information
11.1 Upcoming Events/Meetings with Rotating Chair
The list of Upcoming Events/Meetings was updated.

The Steve Paikin event on October 14th will be live streamed and recorded. A Board Member’s suggestion to post the event on YouTube will be looked into.

12.0 Other Business
12.1 Action Log Review
The Chair reviewed the Action Log and added a few new items.

12.2 Letter from Auditor
The Letter from the Auditor was reviewed. The Director commented that the Financial Report indicated that the Board’s finances were in good order.

12.3 Letter from DPCDSB – International Literacy Day
At the suggestion of a Board member, the DPCDSB Trustee will be requested to provide more information.

12.2 Letter from C. Soplet
A letter From C. Soplet to the Ontario Human Rights commission (OHRC) was circulated among the members.

13.0 In Camera Agenda

76:17 Resolved that Board go into closed session at 6:55pm.

Moved by L. Naismith
Seconded by N. Dakroub
Carried

14.0 Board Self-Evaluation
H. Hastilow led the self-evaluation. He thanked acting Chair, M. Almond, for a job well done. He noted that all members came prepared, there was active participation and adherence to Rules of Order. He commented on the good amount of time spent discussing the Board’s Ends.
Mississauga Public Library Board Meeting
Wednesday, September 20, 2017

78:17 Resolved that the Board adjourn at 7:15pm

Moved by M. Mahoney
Seconded by A. Maraschiello
Carried

NEXT MEETING
The next Library Board meeting will be on October 18, 2017 at South Common Library.

________________________  ______________________
Secretary/Treasurer      Chair
RECOMMENDATION TO THE BOARD

REPORT NUMBER G 1

RANDOM SELECTION:
CARDINAL AMBROZIC CATHOLIC AND
ST. MARCELLINUS SECONDARY SCHOOLS

1. THAT THE REPORT, RANDOM SELECTION: CARDINAL AMBROZIC CATHOLIC AND
ST. MARCELLINUS SECONDARY SCHOOLS, BE RECEIVED.
Regular Board Meeting

October 24, 2017

**RANDOM SELECTION: CARDINAL AMBROZIC CATHOLIC AND ST. MARCELLINUS SECONDARY SCHOOLS**

**Strategic Goal:** Catholicity, Physical Environment, Community Engagement

**Administration/Operational**

**BACKGROUND**

Cardinal Ambrozic Catholic Secondary and St. Marcellinus Secondary Schools are capped Secondary schools within the Brampton North East Family of schools and the Mississauga Brampton Central Family of schools respectively. Cardinal Ambrozic has a population of approximately 1300 students and is projected to remain at the same level next year. Predictability of enrolment trends allows for approximately 50 positions for students not currently in our system. St. Marcellinus Secondary School has a population of 1800 students and is projected to remain the same for the upcoming year. Predictability of enrolment trends allows St. Marcellinus School to accept approximately 150 students not currently in our system.

Requests for admittance into the Grade 9 program from students outside of the Dufferin-Peel Catholic District School Board have far surpassed available spaces for the last several years at both schools. At one school in particular, Cardinal Ambrozic, parents/guardians have been known to line up in the middle of the night to increase their chances of acceptance. To facilitate the registration process, and to mirror similar processes in place for the French Immersion program, the Information, Communication and Technology Department in conjunction with the principals and superintendents of the schools have developed an on-line Random Selection Process.

**DISCUSSION**

Implementation of an on-line Random Selection Process will:

- Eliminate the need to line up for a position in the school;
- Provide for a fair and equitable means of selection, as all applicants will be assigned a number randomly;
- Enable all students not currently registered in the DPCDSB to use the process;
- Enable notification to parents that their on-line application has been accepted, on February 5, 2018; and,
- Enable school personnel to contact parents to verify all the necessary documentation.
Following verification of the required documents, the student will be registered for the 2018-19 school year.

For trustee reference, Appendix A is a sample of a PowerPoint presentation that further explains deadlines and processes for parents/guardians. Appendices B1 and B2 are samples of flyers that will be provided for the respective school communities.

CONCLUSION

Parent/Guardian information sessions for the Grade eight to Grade nine transition are scheduled for November 2nd at St. Marcellinus Secondary School and January 18th at Cardinal Ambrozic Catholic Secondary School. As well as other information regarding transition to Catholic secondary school, information regarding the random selection process will be shared on these evenings.

THE FOLLOWING RECOMMENDATION IS PROVIDED FOR CONSIDERATION:

   THAT THE REPORT, RANDOM SELECTION: CARDINAL AMBROZIC CATHOLIC AND ST. MARCELLINUS SECONDARY SCHOOL, BE RECEIVED.

Prepared by: W. Brunton, Superintendent, Mississauga Brampton Central Family of Schools
B. Campbell, General Manager, Communications & Community Relations
R. Eberhardt, Superintendent, Learning Technologies/CIO
M. Kirby, Manager Application Development & Support
L. Papaloni, Superintendent, Brampton North-East Family of Schools

Submitted by: L. Papaloni, Superintendent, Brampton North-East Family of Schools

Date: October 24, 2017
Secondary Random Selection Process
Considerations

• Process will be used for Open Access grade nine students applying for the 2018-2019 school year at St. Marcellinus SS and Cardinal Ambrozic CSS.
• Both schools will use the same start and end dates for receiving submissions.
• Applications can only be completed using the Online Registration (OLR) process for the random selection process.
• Registration for grade nine students outside of the selection process will use the paper registration form.
• Registration for special programs such as PIP/Comm will use the paper registration form.
• Non grade nine students will use paper registration process until all secondary schools are implemented on OLR.
Communication

• The key factor for the success and acceptance of the process is the communication with the community.

• A detailed communications plan including board/school websites, emails to parents, newsletters etc. must be developed to support the random selection process.
Process:

• Application for Registration
Secondary Random Selection Process

1. Parent Registers Student

5. Parent Notified of Success and Instructed to Visit School

6. Parent Visits School With Documentation

Online Application

2. School Verifies Address/Boundary

3. School Receives Randomized List

4. School Verifies Successful Registrants

7. School Provides Reg Package

8. Student is Enrolled
Step 1 – Registration Form

- Parent creates account
- Parent completes and submits Online Application Form
- Parent Receives Email Acknowledging Receipt of Online Application advising that they will be contacted, by a set date, only if they are selected.
Step 2 – Check Application Form

- School secretary checks submitted application forms for out of boundary submissions
- Secretary will advise out of boundary applicants that they are not eligible and they have been removed from the process.
Step 3 – Randomization Process

- Online Application Form is unpublished at pre-determined date so it cannot be accessed.
- A list of all applicants by school will be extracted from online system.
- The randomization utility will be applied on the list of applicants.
- The randomization utility will randomly assign a number from one to X, where X is the number of applicant, to each applicant.
- Schools will receive a spreadsheet of all applicants, including their random number.
Step 4 – Student Selection

- School will determine the students who are selected based on the number of openings and the student’s random number.
- Example: If a school has 55 openings, students with a random number of 1 thru 55 will be deemed successful.
- Students who are not selected (those with a random number of 56 and above) are placed on a wait list and the random number determines the order of selection.
- The school will change the status of selected students from Submitted to Validated which will activate an email to the parent instructing them that they were selected and to come to the school with the appropriate registration documentation.
Step 5- Parent Notification

• Selected applicants will receive an email notification.
• Parents are asked to visit the school with the required registration documentation.
• The email will contain a link to a page on the board website listing the required documentation.
Step 6/7- Parent Visit

• Selected parents will bring the required registration documentation to the school.

• Schools reserve the right to not accept students who do not have complete registration documentation and who do not meet the requirements (i.e., out of boundry)

• Parents are given a registration package to be completed and returned to the school
Step 8 – Student is Enrolled

• If documentation is complete and meets the requirements, the selected student is enrolled

• Student information in the Online Registration System is electronically transferred to Trillium.
Secondary Random Selection Process

1. Parent Registers Student

2. School Verifies Address/Boundary

3. School Receives Randomized List

4. School Verifies Successful Registrants

5. Parent Notified of Success and Instructed to Visit School

6. Parent Visits School With Documentation

7. School Provides Reg Package

8. Student is Enrolled
ONLINE REGISTRATION
FOR GR. 9 OPEN ACCESS STUDENTS

Cardinal Ambrozic C.S.S.

January 8-26, 2018

Who is Eligible?
Grade 9 students who reside in the school’s boundary area and are not currently enrolled in a Dufferin-Peel Catholic Elementary School (including siblings of current DPCDSB secondary students).

Step 1 - Online Registration
Parent/Guardian creates account, completes and submits Online Application Form. Parent/Guardian receives email acknowledging receipt of the application form and advising that they will be contacted by a set date, if they are identified through the random selection process.

Step 2 - Application Verification
School reviews applications to verify that the applicant meets eligibility requirements (e.g. resides in school boundary area).

Step 3 - Random Selection Process
An online randomization utility will generate a list of applicants with assigned numbers. The randomly assigned number determines who is selected based upon the number of spaces available at the school. Those not selected will be placed on a waiting list with the randomly assigned number determining the order of selection if additional spaces become available.

Step 4 - Parent Notification
Selected applicants receive an email notification on, or before February 5, 2018, and an invitation to visit the school with the required registration documentation.

Step 5 - Parent Visit
Parent/Guardian brings the required registration documentation to the school. They will receive a registration package to be completed and returned to the school. The school reserves the right to not accept students who do not have complete registration documentation and who do not meet the admission requirements.

Step 6 - Student Enrolled
If documentation is complete and meets the requirements, the student is enrolled.

NOTE: Registration for students not currently enrolled for Gr. 10-12 and special programs, must be completed through the school office.

ONLINE REGISTRATION LINK
www.dpcdsb.org/openreg

Online Registration will be available from January 8 at 8:00 a.m. to January 26 at 5:00 p.m.

For more information, contact the school office directly at 905-913-2989.

Extraordinary lives start with a great Catholic education.
ONLINE REGISTRATION
FOR GR. 9 OPEN ACCESS STUDENTS

St. Marcellinus S.S.

January 8-26, 2018

Who is Eligible?
Grade 9 students who reside in the school’s boundary area and are not currently enrolled in a Dufferin-Peel Catholic Elementary School (including siblings of current DPCDSB secondary students).

Step 1 - Online Registration
Parent/Guardian creates account, completes and submits Online Application Form. Parent/Guardian receives email acknowledging receipt of the application form and advising that they will be contacted by a set date, if they are identified through the random selection process.

Step 2 - Application Verification
School reviews applications to verify that the applicant meets eligibility requirements (e.g. resides in school boundary area).

Step 3 - Random Selection Process
An online randomization utility will generate a list of applicants with assigned numbers. The randomly assigned number determines who is selected based upon the number of spaces available at the school. Students who are not identified are referred to the designated overflow school, St. Joseph S.S.

Step 4 - Parent Notification
Selected applicants receive an email notification on, or before February 5, 2018, and an invitation to visit the school with the required registration documentation.

Step 5 - Parent Visit
Parent/Guardian brings the required registration documentation to the school. They will receive a registration package to be completed and returned to the school. The school reserves the right to not accept students who do not have complete registration documentation and who do not meet the admission requirements.

Step 6 - Student Enrolled
If documentation is complete and meets the requirements, the student is enrolled.

NOTE: Registration for students not currently enrolled for Gr. 10-12 and special programs, must be completed through the school office.

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Online Registration will be available from January 8 at 8:00 a.m. to January 26 at 5:00 p.m.

For more information, contact the school office directly at 905-564-6614.

For more information, contact the school office directly at 905-564-6614.
RECOMMENDATION TO THE BOARD

REPORT NUMBER H 1

MOTIONS RECOMMENDED BY THE ADMINISTRATION AND FINANCE COMMITTEE
OCTOBER 3, 2017

1. THAT THE RELEASE OF THE CREDIT VALLEY # 3 ELEMENTARY SCHOOL SITE, BE APPROVED.
RECOMMENDATION TO THE BOARD

REPORT NUMBER H 2

MOTIONS RECOMMENDED BY THE BOARD BY-LAW/POLICIES REVIEW COMMITTEE OCTOBER 17, 2017

1. THAT THE REPORT, POLICIES REVIEW AND DEVELOPMENT PROCESS 2017-2018, BE APPROVED.

2. THAT THE REPORT, CONSULTATION PROCESS: PROCEDURAL BY-LAW #1-01, BE APPROVED.

3. THAT POLICY 4.22: SUPERVISION OF FAMILY AND RELATIVES, BE APPROVED AS AMENDED.

4. THAT POLICY 7.12: TRESPASSING ON BOARD PROPERTY, BE APPROVED AND ADOPTED, AS AMENDED.

5. THAT POLICY 7.13: ACCESS TO SCHOOL PREMISES, BE RESCINDED.
RECOMMENDATION TO THE BOARD

REPORT NUMBER H 3

ONTARIO CATHOLIC SCHOOL TRUSTEES’ ASSOCIATION (OCSTA)
2017-2018 MEMBERSHIP FEE

1. THAT THE REPORT, ONTARIO CATHOLIC SCHOOL TRUSTEES’ ASSOCIATION (OCSTA) 2017-2018 MEMBERSHIP FEE, BE RECEIVED.

2. THAT THE PAYMENT OF THE ONTARIO CATHOLIC SCHOOL TRUSTEES’ ASSOCIATION (OCSTA) 2017-2018 MEMBERSHIP FEE OF $189,818, BE APPROVED.
Regular Board Meeting

October 24, 2017

OCSTA 2017-2018 MEMBERSHIP FEE

Strategic Goal: Catholicity, Catholic Learning Environment, Catholic Community Engagement

Policy/Governance

BACKGROUND

On an annual basis, the Ontario Catholic School Trustees’ Association (OCSTA) submits an invoice to each of the 29 Catholic school boards for the annual membership fees. A summary of the benefits of membership is attached to this report.

When the School Boards Collective Bargaining Act, 2014 was established, the trustee associations became the statutory central employer bargaining agencies for school boards in central negotiations.

Board Policy 1.50 – Associations: Membership, requires board of trustee approval each year to pay the requested fees. This report requests approval by the board of trustees to pay the 2017-2018 OCSTA membership fee in the amount of $189,818.

DISCUSSION

The formula for the membership fee is based on enrolment reported for the prior fiscal year. The proposed 2017-2018 membership fee has decreased slightly compared to previous years.

<table>
<thead>
<tr>
<th>Proposed 2017-2018 Membership Fee</th>
<th>$ 189,818</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017 Membership Fee</td>
<td>$ 190,338</td>
</tr>
<tr>
<td>2015-2016 Membership Fee</td>
<td>$ 191,395</td>
</tr>
</tbody>
</table>

The 2017-2018 budget approved by the board of trustees in June 2017, includes an allocation for this annual membership fee. Additional information regarding the membership fee and OCSTA is attached.

THE FOLLOWING RECOMMENDATIONS ARE PROVIDED FOR CONSIDERATION:

1. THAT THE REPORT, OCSTA 2017-2018 MEMBERSHIP FEE, BE RECEIVED.


Prepared by: J. Cherepacha, Superintendent of Financial Services

Submitted by: J. Cherepacha, Superintendent of Financial Services

Date: October 16, 2017
Please find attached your board’s invoice for 2017-2018 Membership fees based on the formula approved by the OCSTA Board of Directors.

As in recent years, the effect of declining enrolment in most boards continues to negatively impact OCSTA revenues. Cost savings measures have been put in place to maintain a balanced budget. Most boards will experience little change year-over-year with enrolment being the major determinant.

The FACE levy is included on this year’s Membership Fee Invoice. Every two years the support of the FACE Project (a joint venture with ACBO and OECTA) comes to our AGM as a resolution. Once approved by the membership at the AGM, payment of the FACE Project Levy becomes mandatory for all Boards.

Included with this memo and invoice are copies of:

- A Summary of OCSTA’s 2017-2018 Budget
- OCSTA’s Membership Fee Schedule (the formula used to determine fees)
- A Summary of some major benefits of OCSTA membership

On behalf of the Board of Directors, the 525,000 students in Catholic schools, and the 2.4 million separate school ratepayers, we thank you for your ongoing support of your Provincial Association.

Our Mission

Inspired by the Gospel, the Ontario Catholic School Trustees’ Association provides the provincial voice, leadership and service for elected Catholic school trustees to promote and protect publicly funded Catholic education in Ontario.

Our Vision

Ontario is enriched by a publicly funded Catholic education system governed by locally elected Catholic school trustees who serve with faith, commitment and compassion.

Attachments
Dufferin-Peel CDSB
40 Matheson Blvd. West
Mississauga, ON L5R 1C5
ATTENTION: Director of Education

Date | Terms | Invoice #
--- | --- | ---
9/15/2017 | Due Upon Receipt | 18-09-07

<table>
<thead>
<tr>
<th>Description</th>
<th>Rate</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>re 2017 - 2018 OCSTA MEMBERSHIP FEES &amp; F.A.C.E. LEVY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCSTA MEMBERSHIP FEES</td>
<td>189,818.00</td>
<td>189,818.00</td>
</tr>
<tr>
<td>To charge for OCSTA MEMBERSHIP FEES based on OCSTA 2017-2018 Fee Schedule, using 2016-2017 Final Total Enrolment of: 80,941</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F.A.C.E. LEVY re Promotion and Protection of Catholic Education</td>
<td>8,094.10</td>
<td>8,094.10</td>
</tr>
<tr>
<td>10 cents per pupil - Based on 2016-2017 Enrolment noted above F.A.C.E. levy is billed in accordance with the Resolution that was approved at the OCSTA General Assembly, with the next review due at the upcoming Annual General Meeting (AGM) being held April 27, 2018</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: HST does NOT apply to either Membership Fees nor Special Levy.

For more details, see Information Package & Memo provided by Nick Milanetti, Executive Director

TOTAL AMOUNT DUE to OCSTA: $ 197,912.10

If Questions, Please Contact June Johnson-Accounting 416 932 9460-ext 229/ jjjohnson@ocsta.on.ca

TOTAL DUE: $197,912.10

PROMOTING AND PROTECTING CATHOLIC EDUCATION
## 2017 - 2018 Expense BUDGET

<table>
<thead>
<tr>
<th>Account Name</th>
<th>BUDGET 2016-2017</th>
<th>Sub-Total as % of Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Partnerships</strong></td>
<td>$ 205,100</td>
<td>9.6%</td>
</tr>
<tr>
<td>CCSTA, ICE, Miscellaneous Membership Fees, Student Trustees'/1st Nations’ Projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Political Advocacy</strong></td>
<td>$ 147,450</td>
<td>6.9%</td>
</tr>
<tr>
<td>Political Affairs &amp; Government Relations, Catholic Curriculum &amp; Education Research, Fees:Consultants, Authors of Briefs, Analysts, Joint Venture</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communications and Media Relations</strong></td>
<td>$ 31,000</td>
<td>1.4%</td>
</tr>
<tr>
<td>Communications (Including Promotion of Catholic Education &amp; Media) Public Relations, Advertising</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Governance</strong></td>
<td>$ 86,500</td>
<td>4.0%</td>
</tr>
<tr>
<td>Committee &amp; Task Force Meetings, Directors’ Meetings, Outside Conferences &amp; Seminars</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Operations</strong></td>
<td>$ 371,400</td>
<td>17.3%</td>
</tr>
<tr>
<td>Rent, Office Expense, Furniture &amp; Computers, Telephone, Postage &amp; Courier, Audit, Insurance, Library, Miscellaneous</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Legal</strong></td>
<td>$ 35,000</td>
<td>1.6%</td>
</tr>
<tr>
<td>OCSTA-hosted Meetings/Seminars/AGM</td>
<td>$ 235,000</td>
<td>11.0%</td>
</tr>
<tr>
<td><strong>Human Resources</strong></td>
<td>$ 1,033,700</td>
<td>48.2%</td>
</tr>
<tr>
<td>Salaries &amp; Fees &amp; Contracted Services, Employee Benefits, Government Deductions &amp; Taxes, Professional Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL APPROVED EXPENSE BUDGET</strong></td>
<td>$ 2,145,150</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
# OCSTA Membership Fee Schedule

--- 2017 - 2018 ---

<table>
<thead>
<tr>
<th>Cat.</th>
<th>Enrolment</th>
<th>Basic Fee</th>
<th>Per Pupil Cost</th>
<th>Cat.</th>
<th>Enrolment</th>
<th>Basic Fee</th>
<th>Per Pupil Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>School Auth-$2,200 (ended FYE2010 by MOE legislation)</td>
<td></td>
<td></td>
<td>I</td>
<td>20,000 - 29,999</td>
<td>$20,400</td>
<td>2.561</td>
</tr>
<tr>
<td>B</td>
<td>600 - 2,999</td>
<td>$2,040</td>
<td>4.610</td>
<td>J</td>
<td>30,000 - 39,999</td>
<td>$30,600</td>
<td>2.278</td>
</tr>
<tr>
<td>C</td>
<td>3,000 - 4,999</td>
<td>$4,080</td>
<td>4.495</td>
<td>K</td>
<td>40,000 - 49,999</td>
<td>$40,800</td>
<td>2.006</td>
</tr>
<tr>
<td>D</td>
<td>5,000 - 6,999</td>
<td>$5,100</td>
<td>4.265</td>
<td>L</td>
<td>50,000 - 59,999</td>
<td>$51,000</td>
<td>1.693</td>
</tr>
<tr>
<td>E</td>
<td>7,000 - 7,999</td>
<td>$6,120</td>
<td>4.035</td>
<td>M</td>
<td>60,000 - 69,999</td>
<td>$61,200</td>
<td>1.526</td>
</tr>
<tr>
<td>F</td>
<td>8,000 - 11,999</td>
<td>$8,160</td>
<td>3.805</td>
<td>N</td>
<td>70,000 - 79,999</td>
<td>$71,400</td>
<td>1.421</td>
</tr>
<tr>
<td>G</td>
<td>12,000 - 14,999</td>
<td>$10,200</td>
<td>3.690</td>
<td>O</td>
<td>80,000 - 89,999</td>
<td>$81,600</td>
<td>1.337</td>
</tr>
<tr>
<td>H</td>
<td>15,000 - 19,999</td>
<td>$15,300</td>
<td>3.125</td>
<td>P</td>
<td>+++++</td>
<td>$91,800</td>
<td>1.296</td>
</tr>
</tbody>
</table>

Note: This Membership Fee Schedule was approved by Board in June 2012 for use starting in 2012-2013; continuing exactly the same in 2013-2014 + 2014-2015 + 2015-2016 + 2017-2018
Benefits of Membership

“One unified provincial voice for Ontario’s English Catholic school boards…”

Throughout the history of Catholic education in Ontario, our system’s strength has been our ability to organize our school trustees under the guiding principles of the Gospel to advance our shared goals for the promotion and protection of Catholic education in Ontario. We achieve those objectives through our ongoing lobbying efforts, our membership development services and the following key activities that directly benefit our members.

**OCSTA:**

1. Represents Catholic school boards on all provincial consultations and work groups.
2. Serves as the designated bargaining agent for Ontario’s 29 Catholic District School Boards.
3. Provides advice to boards on significant policy issues.
4. Provides an extensive array of classroom and community resources for Catholic Education Week. Information is located online at [http://www.goodnewsforall.ca](http://www.goodnewsforall.ca).
   a. These resources resonate strongly with students, parents and parishes and boards have expressed their appreciation for the materials and information that are generated and shared.
5. Lobbies the government on all funding issues most of which are identified by our member boards.
6. Represented 29 Catholic School Boards along with ECCODE and OCSOA on the development of the Executive Compensation. OCSTA shared costs of a third party (Mercer) to develop the framework and comparators saving boards the time and expense of creating their own framework.
7. Represents Catholic boards on significant legal issues as they arise.
8. Develops provincial messaging and platforms on key issues and developments in education affecting Catholic schools and shares such strategic resources with boards.
   To further support effective school board communications and community relations, OCSTA hosts an annual professional development session for school board communication staff.
9. Provides development opportunities for trustees and staff, including the delivery of 19 enrichment modules on various topics related to the role and responsibilities of Catholic trustees.
   a. 19 trustee development modules and a module for Catholic trustees are now offered online in the newly created Trustee Development area on the OCSTA website ([www.ocsta.on.ca](http://www.ocsta.on.ca)). All members can enter this centre using their OCSTA user ID and password.
   b. Annual trustee development events include the January Catholic Trustees Seminar, the Business Seminar, Labour Relations sessions (as needed) and the Annual General Meeting and Conference.
10. Protects the interests of Catholic school boards by monitoring activity in the Legislature, including draft legislation, as well as the release of new Regulations to identify impact on Catholic boards and propose amendments as necessary.

11. Maintains a provincial network, at both the political and staff levels, to position OCSTA to respond quickly to any issue of relevance to Catholic schools.

This list is not exhaustive.

In addition, OCSTA partners with the other three trustee associations and the Council of Directors of Education (CODE) to provide many services, most with direct financial benefits to boards that are available only to boards that are members of their respective provincial association. For a comprehensive understanding, please go to the Ontario Education Services website at http://oesccseo.org/English/services.html.

Examples of the services provided through OESC include:

- Serving as the intervenor at the Ontario Energy Board to keep energy costs down for school boards. An estimate of savings over the past year of $16M for Ontario school boards, with approximately $6M for Catholic boards. Since 2004 school boards have saved over $172M. This translates into a savings of $18 per pupil which greatly exceeds the cost of OCSTA membership.

- Provision of Behaviour Management Systems. This training is required for certain staff and is offered at a rate that saves all school boards, public and Catholic, approximately $2M annually. This program currently serves about 85% of all school boards.

- Supporting the trustee election process by providing an array of resources located at http://elections.ontarioschooltrustees.org that are designed to
  o raise the profile of trustee candidates and the municipal election process
  o educate the public on the role of trustees and school boards

- Representation and co-ordination of initiatives pertaining to the Ontarians with Disabilities Act. This is ongoing and is meant to assist and guide boards through the various stages of implementation of the legislation and regulations. This service is a major savings for member boards that would otherwise be required to develop materials locally at significant expense.

- Development of resources on topics such as equity and inclusion. OESC recently completed a training module for adults serving the LGBQT population in all four systems of public education. Projects such as this save each board the cost of developing such materials locally.

September 2017
RECOMMENDATION TO THE BOARD

REPORT NUMBER H 4

ONTARIO CATHOLIC SCHOOL TRUSTEES’ ASSOCIATION (OCSTA) 2017-2018 FRIENDS AND ADVOCATES OF CATHOLIC EDUCATION LEVY

1. THAT THE REPORT, ONTARIO CATHOLIC SCHOOL TRUSTEES’ ASSOCIATION (OCSTA) 2017-2018 FRIENDS AND ADVOCATES OF CATHOLIC EDUCATION LEVY, BE RECEIVED.

2. THAT THE PAYMENT OF THE ONTARIO CATHOLIC SCHOOL TRUSTEES’ ASSOCIATION (OCSTA) 2017-2018 FRIENDS AND ADVOCATES OF CATHOLIC EDUCATION LEVY OF $8,094.10, BE APPROVED.
Regular Board Meeting

October 24, 2017

OCSTA 2017-2018 Friends and Advocates of Catholic Education LEVY

Strategic Goal: Catholicity, Catholic Learning Environment, Catholic Community Engagement

Policy/Governance

BACKGROUND

On an annual basis, the Ontario Catholic School Trustees’ Association (OCSTA) submits an invoice to each of the 29 Catholic school boards for the annual OCSTA Friends and Advocates of Catholic Education (FACE) Levy. FACE project partners include the Assembly of Catholic Bishops of Ontario, the Ontario English Catholic Teachers’ Association and the Ontario Catholic School Trustee’s Association.

This report requests approval by the board of trustees to pay the OCSTA 2017-2018 FACE Levy in the amount of $8,094.10.

DISCUSSION

Support of the FACE Project is approved as a resolution every two (2) years at the OCSTA Annual General Meeting. The FACE Levy fee is a per-pupil amount based on enrolment reported for the prior year.

<table>
<thead>
<tr>
<th>Proposed 2017-2018 FACE Levy (rounded)</th>
<th>$ 8,094</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>$ 8,133</td>
</tr>
<tr>
<td>2015-2016</td>
<td>$ 8,048</td>
</tr>
</tbody>
</table>

The FACE Levy is used to support the promotion and protection of Catholic Education in Ontario. The 2017-2018 Budget approved by the board of trustees in June 2017, includes an allocation for these annual fees.

THE FOLLOWING RECOMMENDATIONS ARE PROVIDED FOR CONSIDERATION:

1. THAT THE REPORT, OCSTA 2017-2018 FACE LEVY, BE RECEIVED.


Prepared by: J. Cherepacha, Superintendent of Financial Services

Submitted by: J. Cherepacha, Superintendent of Financial Services

Date: October 16, 2017

Regular Board Meeting – October 24, 2017
OCSTA 2017-2018 FACE Levy
Ontario Catholic School Trustees’ Association

September 29, 2017

TO: Director of Education
CC: Board Chairperson, OCSTA Director
FROM: Nick Milanetti, Executive Director
RE: OCSTA Membership Fees – 2017-2018
FACE Levy – 2017-18

Please find attached your board’s invoice for 2017-2018 Membership fees based on the formula approved by the OCSTA Board of Directors.

As in recent years, the effect of declining enrolment in most boards continues to negatively impact OCSTA revenues. Cost savings measures have been put in place to maintain a balanced budget. Most boards will experience little change year-over-year with enrolment being the major determinant.

The FACE levy is included on this year’s Membership Fee Invoice. Every two years the support of the FACE Project (a joint venture with ACBO and OECTA) comes to our AGM as a resolution. Once approved by the membership at the AGM, payment of the FACE Project Levy becomes mandatory for all Boards.

Included with this memo and invoice are copies of:
- A Summary of OCSTA’s 2017-2018 Budget
- OCSTA’s Membership Fee Schedule (the formula used to determine fees)
- A Summary of some major benefits of OCSTA membership

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Attachments
Dufferin-Peel CDSB
40 Matheson Blvd. West
Mississauga, ON L5R 1C5
ATTENTION: Director of Education

<table>
<thead>
<tr>
<th>Description</th>
<th>Rate</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCSTA MEMBERSHIP FEES</td>
<td>189,818.00</td>
<td>189,818.00</td>
</tr>
<tr>
<td>F.A.C.E. LEVY re Promotion and Protection of Catholic Education</td>
<td>8,094.10</td>
<td>8,094.10</td>
</tr>
</tbody>
</table>

Note: HST does NOT apply to either Membership Fees nor Special Levy.

For more details, see Information Package & Memo provided by Nick Milanetti, Executive Director.

TOTAL AMOUNT DUE to OCSTA: $197,912.10

If Questions, Please Contact June Johnson-Accounting 416 932 9460-ext 229/ jjohnson@ocsta.on.ca

TOTAL DUE: $197,912.10
RECOMMENDATION TO THE BOARD

REPORT NUMBER H 5

PREPARING FOR THE 2019-2023
MULTI-YEAR STRATEGIC PLAN

1. THAT THE REPORT, PREPARING FOR THE 2019-2023 MULTI-YEAR STRATEGIC PLAN, BE RECEIVED.

2. THAT THE REPORT, PREPARING FOR THE 2019-2023 MULTI-YEAR STRATEGIC PLAN, BE APPROVED.
Regular Board Meeting
October 24, 2017

PREPARING FOR THE 2019-2023 MULTI-YEAR STRATEGIC PLAN

Strategic Goal: All
Policy/Governance

BACKGROUND

Strategic planning is one of a number of significant leadership roles of a board of trustees. A board of trustees’ Multi-Year Strategic Plan (MYSP) is its “face” to the community. The MYSP informs constituents of what the board of trustees intends to achieve, what its priorities are, and how it plans to achieve them. Furthermore, the MYSP reflects the vision for the board of trustees, including its overall purpose (mission statement), beliefs, and strategic directions. The local practices, traditions and cultures of school boards will inform each board’s goal-setting process.

In 2017, Ontario’s Ministry of Education released its new strategic planning guide, the Multi-Year Strategic Planning: A Guide for School Board Trustees (see Appendix A). The Ministry’s guide was created with the advice and input of many Ontario school board trustees and directors of education. The guide offers comprehensive information on the process of developing and monitoring multi-year strategic plans.

The purpose of this report is to outline the foundation for assessing the impact of Dufferin-Peel’s current MYSP, the 2014-2019 Strategic System Direction, in preparation for the development of a roadmap leading to the next MYSP.

DISCUSSION

The current Strategic System Plan is based on a five year cycle. It is recommended that Dufferin-Peel’s next MYSP align with the board of trustees’ election cycle (i.e., every four years).

Development of the MYSP involves four phases, each with associated timelines and actions:

1. Getting Organized
2. Gathering Information
3. Developing the MYSP
4. Implementing and monitoring the MYSP

A MYSP that aligns with the board of trustees election cycle would result in phases one and two occurring during the term of the current board of trustees. Phases three and four would engage the 2019-2023 board of trustees.
PHASES ONE AND TWO: GETTING ORGANIZED AND GATHERING INFORMATION

The first two phases of MYSP development involve identifying, reviewing, and coordinating a strategic planning process. Critical to the success of this process is capacity building among system stakeholders in terms of strategic thinking and planning skills, such as:

- Reflecting on ideas, models, and hypotheses;
- Taking into account internal and external interactions;
- Visioning a desired state that differs from the current context;
- Learning from past achievement to inform future direction.

Development of these skills requires gathering and analyzing of a wide range of data and information. The 2017-2018 Catholic Board Improvement Learning Cycle (CBILC) is the operational response to Dufferin-Peel’s 2014-2019 System Strategic Plan, and is the starting point from which the 2019-2023 MYSP may be developed. A review and needs assessment process, based on the data collected and analysed from the CBILC, would engage multiple system stakeholders (e.g., Trustees, Student Voice, Special Education Advisory Committee, Central Committee of Catholic School Councils, senior management, etc.).

The findings from the 2017-2018 CBILC, as well as other system data (e.g., Early Development Instrument, census data, suspensions/expulsions) provide this type of broad-based set of Board information that can be used to support these skills. Review and assessment of these data will provide information regarding system strengths and needs, including areas that require more information, which will inform the MYSP development. The gathering of this data will involve engaging a wide range of system stakeholder groups, through a variety of approaches (e.g., a forum, surveys, focus groups), to review and identify strengths, needs, and gaps based on the CBILC findings and other system information. Proposed timeline: December 2017-March 2018.

Staff recommend the establishment of a MYSP Committee. Trustee representation will be required on two committees: the phase one and two committee which will be established in 2018 and the phase three and four which will be established in 2019. The MYSP Committee will convene to develop the strategic planning process and the related skills, assess data and evidence, and to communicate and establish the foundation for Phases Three and Four of the MYSP, which will be developed and implemented by 2019 to 2023 board of trustees. Committee membership may include, but would not be limited to: the Director; trustee representatives (including student trustees); Religious Education and Adult Faith Co-ordinator, Superintendent of Policy, Strategy, and Global Learning; the Research Team; corporate and instructional superintendents; General Manager of Communications and Community Relations, Principal of Equity and Inclusive Education; Principals and Vice Principals Association representation, and other employee groups. Proposed timeline: February-June 2018.

Dufferin-Peel’s current mission statement and philosophy of education were last reviewed in 2003. Revisiting the Board mission, vision, and value statements could also be undertaken. Proposed timeline: February-June 2018.

PHASE THREE: DEVELOPING THE MYSP

Phase Three focuses on the collaborative development of the MYSP that responds to the identified needs, aligns with Ministry of Education priority areas, and reflects Dufferin-Peel’s identity as a Catholic institution. This development includes identification of strategic priorities, strategic goals, and an evaluation framework to understand impact. The Ministry of Education recommends board MYSPs to include the following:

- Alignment to the four goals from Achieving Excellence: A Renewed Vision for Education in Ontario with primary focus on equity and inclusion;
• Three to five strategic priority areas that “reflect all voices in the community and strive to transform the culture into one that supports higher achievement levels, a culture of respect for equity and human rights, and improved well-being for every child and student”;
• Strategic priorities with at least one goal per priority; having a small number goals makes it easier to monitor progress;
• Identification of a logic model that details, for each strategic priority area and goal, short term initiatives that are within reach, inputs, long term outcomes, performance measures and data collection tools to monitor ongoing progress;
• Clear and specific parameters for MYSP implementation, and measurable metrics for monitoring and evaluating progress towards achieving clearly stated outcomes.

Staff recommends the establishment of a MYSP Phase Three and Four committee in 2019 to accomplish the following:

• Identify and articulate clearly the duration, strategic priorities and goals in light of the work of the MYSP Phase One and Two Committee. **Proposed timeline: January-June 2019**;
• Create a framework that articulates the evaluation plan (evidence of impact) for each strategic priority area of the MYSP. **Proposed timeline: January-June 2019**;
• Determine how and how often progress will be reported to the Board of Trustees, the Director, and senior administration. **Proposed timeline: January-June 2019**;
• Create and share a communication plan for the MYSP. **Proposed timeline: January-June 2019**.

**PHASE FOUR: IMPLEMENTATION AND MONITORING**

The final phase involves ongoing implementation and monitoring of the MYSP and the initiatives necessary to support its outcomes. This phase also includes using the MYSP to foster alignment among the Director’s annual operation plan and budget, the Catholic Board Improvement Plan (CBILC), and Catholic School Improvement Plans (CSILC). As noted in the *Multi-Year Strategic Planning: A Guide for School Board Trustees*, 2017, the Director’s annual operation plan “translates the strategic policy direction of the MYSP into high level procedural reality” to ensure alignment between the MYSP and operations. The CBILC demonstrates how the strategic priorities and goals will be acted upon throughout the Board, and the CSILCs “transform the strategic priorities and goals of the MYSP into concrete school level initiatives”. Finally, monitoring of the MYSP, and the related plans, requires intentional identification and embedding of data collection mechanisms, including, data generation, storage, and analysis. **Proposed timeline: June 2019 to October 2023**.

**NEXT STEPS**

The MYSP for 2019-2023 represents Dufferin-Peel’s board of trustees’ long-term strategic goals and priorities, and will be the foundational document guiding the director’s annual operational plan and budget, as well as the CBILC and CSILCs for this time period. In addition, the engagement of a wide variety of internal (e.g., trustees, senior management, Board staff) and external (e.g., parish representatives, parents/guardians, community partners) system stakeholders to guide development of a new MYSP represents an opportunity to revisit Dufferin-Peel’s vision, mission, and values. Central to the successful development of the next MYSP is the formation of the MYSP committees with broad representation. These committees would be tasked with undertaking and/or overseeing, as appropriate, all activities intended to result in the creation of the MYSP and any related revisions to Dufferin-Peel’s vision, mission, and values.
THE FOLLOWING RECOMMENDATIONS ARE PROVIDED FOR CONSIDERATION:

1. THAT THE REPORT, PREPARING FOR THE 2019-2023 MULTI-YEAR STRATEGIC PLAN, BE RECEIVED.

2. THAT THE REPORT, PREPARING FOR THE 2019-2023 MULTI-YEAR STRATEGIC PLAN, BE APPROVED.

Prepared by: The Research Team – Policy, Strategy, and Global Learning
M. Vecchiarino, Superintendent – Policy, Strategy, and Global Learning

Submitted by: M. Mazzorato, Director of Education

Dated: October 19, 2017
This document has benefited from feedback and input from a variety of organizations and individuals, both inside and outside the education sector. The Ministry of Education is grateful to the Multi-Year Planning Resource Guide Advisory Committee, to Ontario’s school board associations, to the Council of Ontario Directors of Education, and to the many trustees, directors of education, and senior administrators who provided their advice and significant contributions to the materials in this guide.
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This publication is available on the Ministry of Education’s website, at www.ontario.ca/edu.
Seeing Our Students

Our students come to us with a lifetime of different experiences, beliefs, hurts, hopes, fears, questions, and dreams. Some come with many successes. Some with many disappointments. We must see our students with all their talents, skills, differences, and potential.

Our students come to us with different connections to this land and place. Some of our students have ancestral ties to this land, and their Indigenous histories and ways of knowing have been disrupted and harmed in the creation of our country. Some of our students are the descendants of those who came here generations ago. Some came by choice as immigrants, some came as part of a slave trade, some came desperate for economic opportunity, some came as refugees. Some of our students are recent immigrants who are just beginning to call Ontario home.

Our students come to us speaking many different languages. Some of our students are children of French-language rights holders in our predominantly English-speaking province. Some speak in sign language. Some speak languages they do not hear at school or on television.

Our students are differently abled. Some come ready to learn independently. Some need greater levels of support to reach their potential. All need support from their teachers, families, and friends.

Our students have various affiliations with religion and religious practices. Some see their religion celebrated in the public sphere. Some experience prejudice because of their religion. Some do not follow a religion.

Our students come from families of different configurations. Some have parents who are accepted in our society. Some see their guardians questioned about their parenting roles. Some have stable families. Some have families that are struggling. Some students live in hospitals, foster homes, shelters, and group homes. Some students live in houses and apartments. Some live alone.

Our students have diverse gender identities and sexual orientations. Some of our students are racialized. Some experience closed doors and closed hearts because of
the colour of their skin, or the way they dress, or how they look. Some fit in easily to society’s norms. Others struggle to find their place. Some experience bullying. Some act as bullies.

Our students are children, adolescents, and adults. They bring with them different experiences with scarcity and plenty, safety and violence, poverty and privilege, acceptance and discrimination, opportunity and rejection. Our students are reflections of their histories and experiences, as well as of their future potential and hope in the world. Some arrive ready to succeed. For others, the success is in arriving at all.

They all arrive on our doorstep.
Introduction

Every school board\(^1\) in Ontario is governed by a board of trustees that has a legislated requirement to ensure the creation of a multi-year strategic plan (MYSP).\(^2\) The MYSP is a visioning and policy document that sets the direction for the board. It is fundamental to ensuring good governance and to building public trust in boards of trustees not only to safeguard our schools, but also to ensure that they are caring, equitable, innovative, and flexible. While our schools make every effort to offer stability, they also strive to meet the changing needs and realities of our society. The operational and improvement plans created by the director of education\(^3\) and senior administrators are based on the MYSP and map out how the MYSP will be implemented.

Creating a strong MYSP requires careful planning at every step in the process. A thoughtful and robust plan reflects what has been learned from the past, not what has been done in the past. It provides a solid framework for shared ownership and meaningful impact.

To help ensure the success and well-being of every child and student, boards of trustees should strive to create MYSPs that are courageous, hopeful, and resilient. A strong MYSP is a driver for positive change in the board. When developing their plans, they should be relentless in their efforts to address the needs of all students and changing communities. There are many realities to consider. Technology is affecting us all in significant and ever-changing ways. Parental expectations are growing broader and deeper. Provincial priorities for education are continuing to expand beyond academics. Our understanding of equity is becoming increasingly sophisticated, yet inequity of outcomes for students persists. Our demographics are

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1. The terms school board and board are used in this document to refer to district school boards and school authorities.
2. The Education Act requires that “every board shall develop a multi-year plan”. In practice, a multi-year plan is a strategic plan. In this document, the term multi-year strategic plan (MYSP) is used to encompass both the legislated requirement and the strategic nature of multi-year planning.
3. In this document, director is used to refer to the director of education.
shifting due to immigration in some communities and population decline in others. These realities require that boards of trustees show leadership and drive, and that they collaborate closely with families, staff, and community members. The strategic planning process is the primary opportunity for boards to put leadership and collaboration into action.

A strong MYSP not only points the way forward, it provides a framework for how to get there by:

- detailing the allocation of the board’s resources among its strategic priorities;
- functioning as a guide for the board of trustees and senior administrators when they are making difficult choices;
- illustrating to stakeholders how decisions are made;
- focusing the board’s attention when it is dealing with unexpected challenges, and thus preventing reactive or short-sighted decision making;
- creating a shared vision for diverse internal and external stakeholders;
- motivating the board’s staff and giving employees at every level of the organization a sense of purpose.

An effective MYSP will also:

- help boards to reach the renewed provincial goals for education outlined in *Achieving Excellence: A Renewed Vision for Education in Ontario* (2014);
- support the Ontario government’s commitment to building a highly skilled workforce;
- help create coherence and cohesion for Ontario’s publicly funded education system;
- encourage collaborative professionalism and a collective growth mindset among educational stakeholders;
- engage communities in ongoing conversations about education;
- stand as a beacon for boards as they focus on creating a measurably better future for all children, students, and staff;
- not only protect, but promote human rights and ensure equity in achievement and well-being.

The Ministry of Education policy on collaborative professionalism, outlined in *Policy/Program Memorandum No. 159, “Collaborative Professionalism”* (2016), reflects the commitment of all education partners to work together on creating

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4. A growth mindset refers to the belief that people can acquire any given ability, provided they invest effort or study. Research shows that individuals and groups are more likely to be successful if they have a growth mindset rather than a fixed mindset. See Carol S. Dweck, *Mindset: The New Psychology of Success* (New York, NY: Random House, 2006).
the necessary conditions of trust and shared thinking required to improve student achievement and student and staff well-being. PPM No. 159 builds on the shared commitments summarized in *Achieving Excellence*.

Communication and engagement with internal and external stakeholders is vital throughout the strategic planning process in order to confirm respect for and inclusion of all voices. Effective communication and community engagement by the board of trustees should include providing regular updates; opening doors for discussion, feedback, and input; and ensuring that the planning process follows the principles of the Ontario government’s Equity and Inclusive Education Strategy. Transparency and collaboration will improve the quality of the MYSP and increase the likelihood that it will be wholly adopted by all members of the board community.

**About This Guide**

This guide is designed to support boards of trustees in the process of developing and monitoring their MYSPs. It builds on the innovative and bold work that school boards have done to date. Ontario has one of the best publicly funded education systems in the world and this is due, in large part, to the **clear and flexible thinking** of boards of trustees across the province who have prioritized the success and well-being of every child and student.

To best serve the evolving needs of students, each board of trustees should recognize that even as their existing targets are being realized, new goals must be set. An appreciation that “the work is never done” enables children and students who are underserved or who are not meeting their full potential to experience real and tangible improvement.

The seventy-two district school boards in Ontario include English- and French-language boards, and public and Catholic boards. There are also ten school authorities. This guide strives to meet the needs of all of these boards but cannot address the particular nuances of each individual board. The MYSP is an opportunity for each board to demonstrate its identity and values in ways that drive the board forward.

Although this guide is written primarily for trustees, it will be useful for everyone involved in the strategic planning process. The director of education, who, under the Education Act, is the chief executive officer and the chief education officer of the board,

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5. *Ontario’s Equity and Inclusive Education Strategy* provides a framework for the education community to identify and remove discriminatory biases and systemic barriers that may limit access to, and opportunity for, effective student engagement and achievement.
must operationalize the MYSP. This guide identifies both the specific accountabilities of the director and the key moments when the director must support and work collaboratively with the board of trustees to develop the MYSP. Note that, in some cases, the director may delegate responsibilities to senior administrators (e.g., ask them to write reports for the board of trustees on the progress towards achieving the strategic goals or to develop aspects of the board operational plan), but the director remains accountable to the board of trustees for any functions so delegated.

The board chair, the director, and senior administrators play a pivotal role in the development of the MYSP, as do board support staff, parents,6 students, and community partners. This collaboration ensures that the goals of the MYSP are deeply rooted in the realities of the children, students, families, and communities within the board.

This guide focuses on the four key phases involved in developing and monitoring the strategic plan. Recognizing that boards have different contexts, this guide provides guiding questions and considerations to account for differences in board size, geographic circumstances, and demographic trends. This guide also recognizes that boards of trustees are at different stages in the strategic planning process. While the strategic planning process is essentially the same for all boards of trustees, each one must determine the best way of using this guide. The MYSP process is not always linear and the phases may overlap and inform each other in various ways.

Some sections in this guide include electronic links to supplementary resources that provide more detailed information on aspects of the strategic planning process.

This guide strives to reflect current thinking and best practices in the strategic planning process of school boards. It will be updated periodically in response to emerging trends and changes in the sector.

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6. In this document, parent(s) refers to both parent(s) and guardian(s). It may also be taken to include caregivers or close family members who are responsible for raising the child.
Alignment with Effective Practices Outlined in *Strong Districts & Their Leadership*

*Strong Districts & Their Leadership* (2013) is a paper that was commissioned by the Council of Ontario Directors of Education (CODE) and the Institute for Education Leadership. Written by Kenneth Leithwood, it outlines the characteristics of strong districts and the specific leadership practices necessary to develop these characteristics. The strategic planning process offers many opportunities for boards of trustees to demonstrate these leadership practices and make these characteristics seen, felt, and heard. In this guide, the icon that appears below indicates where the guide’s recommended strategic planning process is directly aligned with these characteristics.

As outlined on page 11 of *Strong Districts & Their Leadership*, strong districts have the following nine characteristics:

1. a broadly shared mission, vision, and goals founded on ambitious images of the educated person
2. a coherent instructional guidance system
3. deliberate and consistent use of multiple sources of evidence to inform decisions
4. learning-oriented organizational improvement processes
5. job-embedded professional development for all members
6. budgets, structures, personnel policies and procedures, and uses of time aligned with the district’s mission, vision and goals
7. a comprehensive approach to leadership development
8. a policy-oriented board of trustees
9. productive working relationships with staff and other stakeholders
The MYSP Process

Under the Education Act, every school board must create a multi-year plan that spans a minimum of three years. The purpose of the MYSP is to help boards set long-term strategic priorities and goals. The plan must be based on evidence to ensure that it has a clear purpose and that it is effective. Once the MYSP is developed, all other short-term planning should be aligned with it and support progress towards its long-term vision.

It is important that both the board of trustees and the director create and maintain processes for capturing institutional memory of what’s been learned in the development of the MYSP. This helps to ensure that the MYSP is understandable to incoming trustees and directors and to inform future strategic planning processes.

It is also important that boards use a collaborative process at every step in the MYSP’s development, so that everyone can take ownership of the MYSP and feel responsible for its success.
The MYSP process involves four phases, as illustrated in this graphic.

Phases 1, 2, and 3 can each take up to a few months to complete, while Phase 4 can last anywhere from three to five years, the duration of the plan itself. In this graphic, the white arrow in Phase 4 represents the longer time frame. Each phase in the process is discussed in detail in the following pages.

SUPPLEMENTARY RESOURCE:
Legal Obligations for Multi-Year Strategic Planning
Getting Organized

For the development of the MYSP to be effective and meaningful, it is important to first devote time and attention to getting organized. Reviewing and coordinating the strategic planning process at the outset will ensure that future discussions stay focused on the content of the MYSP, rather than veering off course to procedural questions or next steps. At this stage of the process, a number of questions will need to be addressed, including questions about how the board of trustees can best hone its strategic thinking and planning skills. Discussions about this question and others appear in the following pages.

How Can We Best Build Capacity?

Building capacity in this context means improving both strategic thinking and strategic planning skills. These are different but connected activities. Strategic thinking is creative thinking that tackles the big issues facing an organization in clever, resourceful, and imaginative ways. Strategic thinking skills take dedicated time to develop. Like a muscle that needs to be used regularly and purposefully to make it strong, strategic thinking requires ongoing practice and refinement. An external facilitator (see the next section) can help the board of trustees to develop skills that strengthen strategic thinking.
Strategic thinking can be understood as being: (a) conceptual: reflecting ideas, models, and hypotheses, (b) systems-oriented: taking into account the interaction of the organization’s parts as well as its relationship with the external environment, (c) directional: providing a sense of an aimed-for future state which is different from the present, and (d) opportunistic: taking advantage of the organization’s past achievements and present competitive and environmental conditions.


Strategic planning puts big thinking into action. It involves putting the pieces together into one coherent plan that will drive the organization forward. To improve strategic planning skills, the trustees, the director, and senior administrators should review the planning process for the previous MYSP to determine what can be learned from it, and how it can be improved. This can be done through orientation sessions, workshops, and retreats.

At the same time, a workshop to discuss the nine characteristics of strong districts outlined in the document *Strong Districts & Their Leadership* could also be organized. The strategic planning process is an opportunity to foster strong and effective leadership practices.

**QUESTIONS FOR REFLECTION**

- How will our skills, expertise, and experiences inform the strategic planning process? Do individual trustees have experience with strategic planning and performance measurement?
- What gaps exist in our knowledge and competencies in terms of strategic planning and how will we fill them?
- What tools and resources do we have, and how can we use them efficiently to ensure we are well prepared for the strategic planning process?
- How can we build trustee capacity and ensure knowledge transfer to new trustees?
Could Our Planning Process Benefit from the Perspective of a Third Party?

Some boards of trustees have found it helpful to engage an external consultant, facilitator, or coach, particularly if there has been a major change in the school board’s operating environment, such as a high turnover of trustees or a change in provincial priorities. A third party can help identify trends and give a fresh, outside perspective. They can help with specific aspects of the planning process or with the overall process, to ensure that everyone is fully informed and prepared to participate. A third party can help a board of trustees to develop its own capacity and facilitate knowledge transfer. A third party should not do the work for the trustees, but rather support the trustees in doing their own work.

QUESTIONS FOR REFLECTION

• What part(s) of our strategic planning process might benefit from an external party’s input?
• Does the third party under consideration demonstrate skill and experience at ensuring that equity and human rights are embedded in the strategic planning process?
• Will the third party be able to support us in identifying and mitigating our own unconscious biases and in enhancing our understanding of systemic barriers to achievement and well-being in order to ensure equity of access and equity of outcomes for all students and staff?

7. Unconscious bias is a term that refers to the tendency for all individuals and groups to unintentionally think and act in ways that perpetuate discrimination.
Equity and inclusive education aims to understand, identify, address, and eliminate the biases, barriers, and power dynamics that limit students’ prospects for learning, growing, and fully contributing to society…. These barriers and biases, whether overt or subtle, intentional or unintentional, need to be identified and addressed.


How Will We Assign Responsibilities?

Strategic planning requires strong leadership to promote the process itself, to maintain momentum, and ultimately, to deliver an effective and inspiring MYSP. The director and the board of trustees should discuss who will be responsible for guiding the process and for ensuring that the strategic goals reflect the direction determined by the board of trustees.

Some boards of trustees may decide to establish a strategic planning committee⁸ that dedicates time for strategic planning outside of regular monthly meetings. Smaller boards may choose to include all trustees on the committee and to rely heavily on senior administrators to support the plan's development. Larger boards may include only a few trustees on the committee. The committee should include, among others, those who have the greatest responsibility for carrying out the plan and reviewing its progress – the board chair, the director, and the senior administrators. First Nations trustees, as representatives of First Nations communities, must be fully engaged and should be considered for membership on the committee.

To fulfil the Ontario government’s commitment to implementing the calls to action outlined in the Truth and Reconciliation report (Truth and Reconciliation Commission of Canada: Calls to Action [2015]), and the goals outlined in the Ontario First Nation, Métis, and Inuit Education Policy Framework (2007), the Indigenous Education Lead and/or another member of the Indigenous Education Advisory Council (IEAC) should be included as members of the committee. This ensures that the histories and current contexts of Indigenous communities in Ontario’s publicly funded education system are considered throughout the strategic planning process.

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⁸ In this document, committee is used to refer to the group of individuals selected to oversee the board of trustees’ strategic planning process.
Mainstream Canada sees the dysfunction of Indigenous communities, but [has] no idea how that happened, what caused it, or how government contributed to that reality through the residential school policy. They do not realize that just as Indigenous children were taught that they were inferior, so were non-Indigenous children [taught that Indigenous children were inferior]. They do not realize that for the non-Indigenous child, this teaching had an insidious aspect – it reinforced a false belief in their own superiority. This too must be addressed. Most Canadians do not realize, therefore, that for there to be true reconciliation, they must be part of the solution.


Student trustees should also be fully engaged throughout the strategic planning process. As they are elected to represent the interests of students, they bring an important perspective to the table. The board may also wish to consider including members of the public on the committee, such as representatives from social service agencies and representatives in equity and/or human rights.

Whatever the structure and composition of the committee, it is important to clarify the roles and responsibilities at the outset (e.g. in a reference document). The committee should have the autonomy to make preliminary decisions and then seek input and approval from the board of trustees, as required.

**QUESTIONS FOR REFLECTION**

- How can we ensure that our committee is diverse and provides multiple perspectives?
- How will we make sure our committee includes individuals from outside the organization, such as business leaders, social service agency representatives, advisors with experience in equity and/or human rights, and community partners? Have we included service system managers of child care and early years programs?
- What will the mandate of our committee be during the strategic planning process?
What Will Our Timelines Be?

The committee should determine both general and specific timelines – how long the plan will take to complete, and when to begin each step of the strategic planning process.

The time it takes to develop an MYSP varies widely. It can take as little as a few months or as long as a year, depending on the level of experience of the committee and senior administrators, their familiarity with the internal and external operating environments, and the extent of their plans for data gathering and formal stakeholder engagement.

The committee should determine specific timelines by establishing a final date for the new MYSP and then working backwards in the schedule until they arrive at the present. **There are no shortcuts in the process.** Each step is important. It takes time to create the plan, and this time needs to be planned for and protected from other competing priorities.

**QUESTIONS FOR REFLECTION**

- What staff capacity do we have to support the strategic planning process?
- Which parts of the process are dependent on predetermined timelines, such as budget submissions to the ministry? How can we plan accordingly?

Have We Reviewed Our Mission, Vision, and Values Statements?

At this stage of the strategic planning process, the board of trustees should review its school board’s mission, vision, and values statements. These statements are unique to each board and should reflect its beliefs, needs, and priorities. Mission, vision, and values statements guide the board in everything it does, including in the creation of the MYSP. They help ensure that the plan’s strategic direction is aligned with the school board’s purpose and its sense of who, and what, it represents. It is recommended that each board establish a regular and predictable review cycle for these statements. One recommended practice is to review them in the year prior to a new strategic planning cycle.
An organization’s **mission** statement is a concise description of its purpose. Its **vision** statement is a vivid and engaging description of its idealized future state, and its **values** statement outlines its core beliefs.

A renewed vision is integral to the MYSP process. In response to the changing needs of the community and to evolving provincial priorities for education, a board’s vision statement will probably change more frequently than its mission and values statements.

**QUESTIONS FOR REFLECTION**

- When was the last time we reviewed our mission, vision, and values statements? Do they still resonate?
- How do our mission, vision, and values statements reflect the legislated purpose and goals of public education in Ontario as well as our obligations under the Ontario Human Rights Code and related legislation? How do they reflect the specific circumstances of our school system and our schools? In Catholic and French-language school systems, for example, do the statements reflect the mandates of the respective systems?
- What are the views among our trustees and senior board staff members about the board’s direction?
- To what extent will educators, principals, and other board staff and volunteers see themselves reflected in these statements?
- To what extent will everyone in the larger community see themselves reflected in these statements? How can we solicit community input?
- How can we create opportunities for our stakeholders to tell us what they expect from our board, based on our mission, vision, and values statements? What collaborative processes can we refine or create to support a fulsome review and refresh of these statements?
- Are the statements concise, clear, aspirational, and optimistic?

**SUPPLEMENTARY RESOURCE:**

*Characteristics of Effective Mission, Vision, and Values Statements*
Gathering Information

When organizations make decisions that are grounded in the best available evidence, they are more purposeful about where they focus their efforts and channel their resources. For this reason, it is recommended that the committee gather a great deal of information and weigh it carefully before setting the strategic direction for its MYSP.

Gathering information tends to be time- and resource-intensive, but careful planning, with purpose in mind, will facilitate the most efficient use of resources. The information gathered needs to be current and relevant. New sources of information may also be needed. A discerning eye is required to sort through it and paint an accurate picture of what’s really happening in the board. Because it takes time to gather information, it is a good idea for the committee to update the board of trustees periodically throughout the two stages of this phase: data collection and formal stakeholder engagement.

How Will We Collect and Analyse Data?

Boards already have a wealth of existing data, so it is important to first understand what data is available and what data is needed for the strategic planning committee to do its work. The committee should prioritize gathering data that will support effective decision making on equitable outcomes for all students. This should include demographic data cross-referenced with student-level data on student achievement and well-being, and human
resources data on employment trends. Such a data set would support an analysis of intersectionality\(^9\) and the complex realities of how people experience discrimination.

The first step in collecting data is to conduct scans of the board’s internal and external environments. The second step is to analyse the data and identify the areas of greatest need. What follows is an overview of these two steps.

“Educational leaders and school staffs who are committed to professional accountability and making informed professional judgments think of accountability not as a static numerical accounting but as a conversation, using data to stimulate discussion, challenge ideas, rethink directions, and monitor progress, providing an ongoing image of their school as it changes, progresses, stalls, regroups, and moves forward again.”


### QUESTIONS FOR REFLECTION

- What do we already know about students who face systemic barriers to achievement and well-being and are not thriving? What more do we need to know to support effective decision making?
- What type of evidence should we be gathering? How much? And to what end?
- How will the evidence we gather be used and shared by the board and relevant stakeholders?
- How can we collaborate with coterminous boards to gather data on the external environment?

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\(^9\) Information on an intersectional approach to discrimination is available on the [Ontario Human Rights Commission website](https://www.ohrc.ca).
Step 1. Scan the internal and external environments

It is important for the committee to understand the internal environment of the school board, including the impact of the previous MYSP, student achievement levels, student and staff well-being, employee satisfaction, parent engagement, school climates, student perceptions of safe environments and experiences of discrimination, the status of buildings and infrastructure, enrolment trends, succession planning patterns, and the projected retirement rates of school and board leaders. Indicators for quantitative and qualitative measurements, such as Early Development Instrument (EDI) data; trends in employee movement into, within, and out of the board – generally and according to demographics; the state of student and staff well-being; and reviews of board governance structures and processes, are all sources of relevant information for the internal environmental scan. It is also important to identify what is working well and to continue to support those areas.

It is equally crucial for the committee to understand the evolving nature of the external environment in which their school board operates. They should be aware of demographic shifts; immigration patterns; the economic, political, and social climates; changes in policies and legislation; changes in technology; legal requirements and Ministry of Education directives; education trends; local developments in policies and procedures; new collective agreements; and global influences. Effective external environmental scans consider the factors that may be contributing to the challenges faced by the most underserved students and those not meeting their full potential. In this regard, demographic data can be particularly instructive.

At this stage of the process, boards should leverage their relationships with municipal councils. When boards and councils share plans, data, and information, both are better equipped to provide enhanced services to the public they serve and to mutually support each other’s initiatives. Boards are encouraged to maintain an ongoing responsive process with municipal councils within their jurisdiction as well as with municipal services organizations such as early childhood services, special needs services, mental health services, and police services. Such a partnership encourages wrap-around support for students who are struggling so that police, health care, and school officials can work together to support students and their families. Gathering information from municipal tables and sharing board data with those tables creates clearer thinking about the areas of the board’s greatest need.

SUPPLEMENTARY RESOURCE:
Potential Sources of Information for Data Collection
Step 2. Analyse the data

Data analysis is how sense is made of the information gathered. Effective data analysis ensures that the areas of greatest need become the areas of focus. Some boards find that collaboration software helps them to identify and distil the areas of focus. However the data is analysed, it is important that the process be collaborative so that a common understanding emerges regarding the areas of focus.

Two commonly used approaches for analysing internal and external factors affecting an organization are: SOAR (Strengths, Opportunities, Aspirations, and Results) and SWOT (Strengths, Weaknesses, Opportunities, and Threats). The SWOT approach requires an organization to focus on both its strengths and weaknesses. SOAR is part of the Appreciative Inquiry (AI) school of thought, which maintains that looking at what an organization is doing well, and basing planning on its strengths, is a more effective way of creating successful new strategies. With the help of either of these approaches, the committee can develop an accurate picture of where the board is and where it should go. As they analyse the data, the committee should do the following:

- **Find the themes and outliers**: Themes that suggest a direction for the board will gradually emerge as the committee analyses the data. At the same time, it is important for the committee to identify the “outliers”, or any evidence that may fall outside the primary strategic themes, as some of it may be significant.

- **Identify the tentative strategic priorities**: The committee sets the tentative strategic priorities that reflect the far-reaching results it would like to achieve across the board – in academics, well-being, equity, finance, employee relations, human resources, community partnerships, internal processes and procedures, and governance. These tentative strategic priorities will probably shift as the process unfolds, but having an initial set of priority areas provides a focus for the upcoming formal stakeholder engagement process (see the next section) and the planning process going forward.

**QUESTIONS FOR REFLECTION**

About the internal environment

- What progress have we made in realizing the four renewed goals for education outlined in *Achieving Excellence*? Consider achievement gaps; child and student well-being; safety and bullying prevention; global competencies and technology adoption; and parent engagement.

- What is our performance record for increasing equity of outcomes in student achievement? How are we measuring our impact, both
quantitatively (e.g., in terms of test scores) and qualitatively (e.g. in terms of critical thinking, collaboration, creativity)?

- What is our board’s record in ensuring that its staff is demographically diverse and broadly representative of the public we serve?
- To what extent has our board been successful in using the principles of “targeted universalism”\(^\text{10}\) in the development of all policies and practices?
- To what extent is our staff engaged and highly skilled? For example, in French-language boards, to what extent are staff members involved in enhancing the study and transmission of French language and francophone culture?
- How have we included and honoured the voices of all education professionals and staff throughout our strategic planning process?
- Do we have a strong Board Leadership Development Strategy (BLDS)? Does our BLDS ensure the hiring of high-quality staff and provide for their ongoing professional development? Does it support aspiring leaders from diverse backgrounds? What will be the board’s future human resource needs?
- How can data and input from the Indigenous Education Advisory Council (IEAC) be used to better support decision making?
- What is the level of parent and community engagement in our board? What have we done to identify and remove barriers that prevent marginalized families from becoming more involved?
- Are we allocating our resources effectively to support the areas of greatest child and student need?
- In what ways does our governance structure reflect effective and transparent practices? (Consider legislative compliance, regular reviewing of board policies, trustee use of school board association professional development opportunities and other ministry supports, regular evaluation of the director’s performance in realizing the goals of the MYSP.)

### About the external environment

- How can we realize our commitment to reconciliation and contribute to the collective efforts necessary to repair the relationship between Indigenous and non-Indigenous peoples in Canadian society?

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10. Targeted universalism means finding the policy or process that would best serve the most marginalized groups, and then applying that policy or process to everyone. (John a. powell, Stephen Menendian and Jason Reece, “The Importance of Targeted Universalism”, Poverty & Race, March/April 2009)
Phase 2: Gathering Information

- What are the current and expected population and demographic trends in our community? Factors to consider include immigration and urbanization, religious and ethnic composition, socio-economic composition, and languages spoken. How will a changing student composition affect our equity and inclusion initiatives?

- What are the major economic and social justice issues affecting our community? Consider indicators such as housing, household income, employment, educational attainment of parents, the health and well-being of the broader community, child and family resources, and technology.

- What are the current and emerging trends in education? Do they address specific challenges facing students, children, staff members, trustees, and school communities (e.g., the new global competencies and digital tools required for secondary school students)?

- For hospital-based school authorities, what are the emerging trends for in-care settings?
How Will We Engage with Our Stakeholders?

Engaging with stakeholders is fundamental to developing the MYSP and to ensuring that it is adopted and supported by the community. This guide makes a distinction between two types of engagement with stakeholders: ongoing community engagement and formal stakeholder engagement.

**Ongoing community engagement** happens on a regular basis, regardless of what the board of trustees is working on. It may involve weekly or monthly blog posts or website postings, live streaming of board and committee meetings, meetings with community members, or an “open door” approach in which the community is invited to raise issues and in which trustees proactively engage with their constituents. Ongoing community engagement helps turn stakeholders into partners and builds the board’s relationships with individual and group members of the public. Ongoing and effective community engagement paves the way for strong formal stakeholder engagement when developing the MYSP because stakeholders are kept abreast of board decisions and are able to participate in their development.

It is important to note that building and maintaining stakeholder relationships is not as simple as hosting an open meeting and expecting that people will come. Those who feel marginalized or disengaged may not attend these meetings because they may feel unwelcome or disempowered. It is the responsibility of the board to build and maintain good relationships with its many diverse communities and utilize their preferred process for engagement. Relationship building takes thoughtful and sustained effort.

**Formal stakeholder engagement** is a part of the strategic planning process that involves actively soliciting the views, concerns, ideas, and questions of the board’s communities, so that the committee can make informed, thoughtful, and courageous decisions. It takes time, partly because it requires the committee to see things through the lens of what matters to diverse stakeholders. It is efficient to make good use of existing structures, such as special education advisory committees, parent involvement committees, and community partnerships, as well as existing gatherings, such as senior administrator meetings, principal meetings, school council meetings, and student council meetings. The MYSP can be added to the meeting agendas, and in this way, the information and knowledge of existing groups can be utilized.

For formal stakeholder engagement to be meaningful and authentic, the committee may want to consider inviting stakeholders to help develop engagement processes, rather than simply responding to questions. Stakeholders can help identify others who should be engaged, develop and frame the engagement questions, and facilitate
the discussions. A collaborative approach can increase stakeholder ownership of the process and strengthens relationships with the board of trustees.

The formal process of engaging with stakeholders can be broken down into four steps; an overview of each step follows.

**Step 1. Identify the stakeholders**

Community voices are crucial, and not only the loud voices, but the quiet ones, the minority ones, the under-represented ones. The voices of children and students are important. Indigenous voices are important. Newcomer voices are important. Parent voices are important. The committee should ensure its list of stakeholders is robust and inclusive. Board staff should be invited to be heard. The committee should actively seek to hear from all parent and community groups – those speaking for children and students who are not achieving their full potential and those speaking for children and students who are thriving.

The ministry’s policy on collaborative professionalism, Policy/Program Memorandum No. 159, offers guidance on how to consider the key interests of multiple groups, including unions, teacher federations, and other partners.

**Step 2. Determine the engagement approach and questions**

A formal stakeholder engagement process can be conducted in various ways – through online surveys, collaboration software, teleconferencing, interviews and focus groups, and town hall or community meetings. The focus of the engagement will determine which approach is best. Whatever approach is used, it must be accessible. The *Accessibility for Ontarians with Disabilities Act (AODA), 2005* requires organizations to ensure that events and materials are accessible and that accommodations are offered. Upon request, accommodations must be made available to the best of the board’s ability.

The committee may decide to use a variety of approaches to deepen their understanding of the broader community issues and concerns. Again, it can be useful to invite stakeholders themselves to help determine the best approach and to play a role in crafting questions that will resonate with their constituents, invite conversation, and elicit useful information. Some boards have had tremendous success with increasing student engagement by using social media and mobile technology (e.g., by asking students one question per week for four weeks). It is an effective practice to conduct an engagement in the languages of the constituents.
Questions should be brief, straightforward, open-ended, unbiased, and meaningful to the stakeholders. They should be based on the tentative strategic priorities, so that the stakeholders can see the committee has done its research and is providing them with something concrete to respond to.

It is important for the committee to think through how it will gather the stakeholders’ input. Ideally it will do this in a way that facilitates both the stakeholder discussions and analysis of these discussions. The committee should choose what is right for the board and its constituency, and dedicate its resources to where it perceives the greatest need to hear different perspectives. The use of online collaboration software has dramatically increased the number and diversity of respondents in several boards. This software often has an analysis function that can provide enhanced data analysis in a short amount of time.

**Step 3. Conduct the engagement**

The committee may lead the engagement itself, work with a third-party facilitator, or, as mentioned above, engage stakeholders from either within or outside the board to facilitate the engagement process. For some boards, this process may take a few weeks; for others, several months. Stakeholders should be provided with multiple ways and opportunities to participate.

It is vital to capture the feedback from stakeholders accurately. The feedback that the committee receives should be reflected back to each stakeholder group to confirm that they were heard correctly. Some collaboration software programs build in a feedback function. However the confirmation process is conducted, it must invite engagement and relationship building. Once accuracy is confirmed, the committee should review all the input.

**SUPPLEMENTARY RESOURCE:**

*Guidelines for Formal Stakeholder Engagement*
QUESTIONS FOR REFLECTION

• Have we heard from all of our stakeholders, including those representing students who are underserved and students who are not achieving their full potential? What else can we do to reach these stakeholders?
• How have we engaged Indigenous communities as partners?
• How have we engaged all education professionals, at all levels, in fostering and sustaining the conditions for collaborative professionalism? What more should we do?
• Have we engaged stakeholders that have a particular interest in our school system? For example, in French-language school boards, have we heard from the ministry’s key French-language education partners, such as provincial French-language associations and organizations? In Catholic school boards, have we heard from diocesan bishops, diocesan staff, and parish communities? In hospital-based school authorities, have we heard from coterminous boards and treatment facilities, including local hospitals?

Step 4. Analyse the findings

Effective analysis of stakeholder input is a vital step in the MYSP process. It allows the committee to translate stakeholder thinking into board action and ensures that all decisions are based on evidence. As part of its analysis of the feedback, the committee should do the following:

• **Find the themes and outliers:** Common themes that suggest a direction for the board will become apparent. It is also necessary for the committee to distinguish between popular opinion and important points made by sometimes unpopular, or minority, groups. The latter can bring to light real issues that need to be addressed.

• **Compare the stakeholder feedback to the research data:** The findings from the formal stakeholder engagement and the research data should be consistent. For example, if the data shows a widening achievement gap between certain student groups, the findings from the engagement should reveal the same concern. If there are significant inconsistencies, more research may need to be done. The problem may be misinformation, miscommunication, or poor data.

Finally, at this stage, it is important to revisit and refine the tentative strategic priorities, although they will remain tentative until Phase 3, “Developing the MYSP”.
QUESTIONS FOR REFLECTION

- What were the notable variations in opinion across the stakeholder groups? Do these variations correlate with known or suspected systemic barriers to achievement and/or well-being?
- How can we make sense of any surprising or unexpected findings from the formal stakeholder engagement?
- In what ways do certain stakeholder groups seem more satisfied than others? What factors might be contributing to this? How can we ensure that we have considered how to meet everyone’s needs?
Phase 3

Developing the MYSP

The research has been done. The formal stakeholder engagement has taken place. The information has been analysed. Now the committee must develop the MYSP. As it does so, it should periodically share the emerging plan with the board of trustees. Based on the evidence that has been gathered, the board of trustees and senior administrators must decide on the direction to take for the school board’s future. This phase requires some heavy lifting – everyone must engage together in reflection and strategic thinking.

As the MYSP for the board is developed, the principles of equity and inclusion must be kept in mind. They need to be evident and visible throughout the plan. “Ensuring equity”, one of the four renewed goals for education outlined in Achieving Excellence, must be woven into every aspect of the MYSP, including the strategic priorities and the strategic goals. Equity of outcomes sets the conditions for success in the other three renewed goals for education – achieving excellence, promoting well-being, and enhancing public confidence.

What Would Be the Ideal Duration of Our MYSP?

Under the Education Act, the board of trustees is required to develop an MYSP that spans three or more school years. Boards of trustees should consider a four-year plan because it allows for short-term improvements to happen and for long-term improvements to begin to take shape. A four-year plan also aligns with the trustee
election cycle. One recommended practice is for the MYSP to run for the same duration as the trustee election cycle but offset by one year. This would allow incoming trustees to have a plan in place when they arrive and to participate in the creation of a new plan during their term of office.

**QUESTION FOR REFLECTION**

- What duration of our MYSP will allow us to be flexible and adaptive to changing needs while also enabling long-term progress?

> **Which Strategic Priorities Should We Finalize?**

A **strategic priority** is an area of high importance that an organization establishes in order to realize its vision. A strategic priority provides a framework for organizing, defining, and communicating strategic goals.

The **strategic goal(s)** are what an organization will achieve over the course of its strategic plan. Strategic goals are achieved through the initiatives that an organization implements.

It is now time for the committee to finalize its strategic priorities. A small number of ambitious priorities – three to five – is usually the most effective. Priorities identify the **direction** for the board. They should be courageous, focused, and unafraid to challenge the status quo. They should reflect all voices in the community and strive to transform the culture into one that supports higher achievement levels, a culture of respect for equity and human rights, and improved well-being for **every** child and student. They should be **responsible** and **responsive**. They should have the power to **motivate** every staff member, parent, child, and student.
QUESTIONS FOR REFLECTION

• Are our strategic priorities comprehensive and balanced – that is, concerned with all students, from their early years to adulthood, and with many facets of education (e.g., academics, equity, well-being, finance and governance, human resources, and community partnerships)?
• How can our strategic priorities be developed so that both internal and external stakeholders can see themselves reflected in them?
• Are our strategic priorities aligned with ministry priorities? Do they also address the local realities and mandates of our particular school system (e.g., French-language and Catholic school systems have particular interests and concerns)?
• Do our strategic priorities demonstrate the heart, mind, and identity of our board?
• Will our strategic priorities enhance public confidence in our board?

What Criteria Should Determine Our Strategic Goals?

Schools begin to change only when their leaders use equity as a lens to recognize the disparities that exist, and then intentionally develop, implement, and monitor clear, unambiguous action plans for producing the desired educational outcomes.


Once the strategic priorities are finalized, the committee must develop the corresponding strategic goals that will provide focus to the priority areas and determine where to allocate the board’s resources. Each strategic priority should have at least one strategic goal.

It is recommended that organizations adopt a small number of clearly defined goals that the board can focus on and achieve within the time frame of the MYSP. The goals should complement one another and present a unified vision of the future.
They should also be aligned with the vision, mission, and values statements of the board as well as with the ministry’s renewed vision for education, outlined in *Achieving Excellence*.

Note that having a small number of goals also makes it easier for the trustees to monitor the board’s progress and to appraise the performance of the director. (Phase 4, “Implementing and Monitoring the MYSP”, provides more information on these reviews.)

The committee should strive to ensure that each strategic goal is:

- **Translatable** into short-term initiatives so that progress can be seen each year;
- **Enduring** over the multi-year period – not so specific or easily achieved that it becomes irrelevant after the first year of the plan;
- **Aligned** with the board’s long-term vision;
- **Just within reach**: a stretch, but achievable.

### QUESTIONS FOR REFLECTION

- Given our commitment to implementing the calls to action in the Truth and Reconciliation report, in what ways do our goals prioritize education and awareness about Canada’s Indigenous histories and contemporary issues? In what ways will non-Indigenous students and staff fulfil their duties as treaty people? In what ways will the achievement and well-being of Indigenous children and students be demonstrated?
- How do our goals reflect a strong motivation to improve student achievement and the well-being of every child, student, and staff member?
- How do our goals reflect our commitment to ensuring equity for all?
- How have we utilized progress made on our previous MYSP to establish new aspirational, yet achievable, goals?

**SUPPLEMENTARY RESOURCE:**

*A Framework for Assessing Strategic Goals*

**How Will We Develop an Evaluation Framework?**

Evaluation frameworks translate high-level strategic thinking into concrete plans of action. They do this by providing statements about what will be accomplished and how these accomplishments will be measured. They set clear and specific parameters
for implementation, and measurable metrics for monitoring and evaluating progress towards achieving the stated outcomes. Like a rubric a teacher uses to assess students’ work, an evaluation framework provides clear expectations for the achievement of goals.

The primary structure for doing this work is the logic model. At this stage in the strategic planning process, the committee should work collaboratively to develop a high-level logic model for the MYSP as a whole. Later, in Phase 4, the director develops detailed logic models for each strategic goal in the MYSP.

Below is a template of a high-level logic model designed specifically for MYSP development. In the pages that follow, each step involved in creating this logic model is described.

<table>
<thead>
<tr>
<th>Strategic Priority 1</th>
<th>Goal 1.1</th>
<th>Short-Term Outcome(s)</th>
<th>Intermediate Outcome(s)</th>
<th>Target(s)</th>
<th>Reporting Structure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1.2</td>
<td></td>
<td>Short-Term Outcome(s)</td>
<td>Intermediate Outcome(s)</td>
<td>Target(s)</td>
<td>Reporting Structure(s)</td>
</tr>
<tr>
<td>Goal 1.3</td>
<td></td>
<td>Short-Term Outcome(s)</td>
<td>Intermediate Outcome(s)</td>
<td>Target(s)</td>
<td>Reporting Structure(s)</td>
</tr>
<tr>
<td>Strategic Priority 2</td>
<td>Goal 2.1</td>
<td>Short-Term Outcome(s)</td>
<td>Intermediate Outcome(s)</td>
<td>Target(s)</td>
<td>Reporting Structure(s)</td>
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<tr>
<td>Goal 2.2</td>
<td></td>
<td>Short-Term Outcome(s)</td>
<td>Intermediate Outcome(s)</td>
<td>Target(s)</td>
<td>Reporting Structure(s)</td>
</tr>
</tbody>
</table>

**Step 1. Articulate outcome statements for each goal**

The committee should articulate a few outcome statements for each goal. Outcome statements are specific descriptions of what success will look like, so that the parameters are clear when the progress of each goal is measured. An outcome statement describes the desired impact of the goal.

When designing outcome statements, it is important to be explicit about equity. This keeps equitable results at the forefront of every strategic goal, embedding in the MYSP a focus on mitigating systemic barriers to student achievement and well-being. It also enables the monitoring and measuring of **adverse impact** – negative effects that seemingly neutral policies or practices have on a particular group(s).
Logic models often distinguish among short-term, intermediate, and long-term outcomes:

- **Short-term outcomes**: In the short term, changes can be expected in learning, awareness, knowledge, and skills. These outcomes are a direct result of the initiatives.
- **Intermediate outcomes**: In the intermediate term, an initiative will effect changes in behaviours, practices, decision making, policies, and social action.
- **Ultimate (or long-term) outcomes**: In time, an initiative will contribute to change in the broader social sphere. This type of change is seldom due to one initiative but, rather, to many factors. Generally, the ministry determines the ultimate outcomes (e.g., the key goals for education), so they do not need to be indicated in the logic model. However, school boards may decide to establish additional ultimate outcomes that reflect their specific contexts.

**QUESTIONS FOR REFLECTION**

- Do our outcome statements describe how our desired future state will be different from our current state?
- Do our outcome statements clearly show the skills and behaviours the MYSP will cultivate?
- To what extent do our intermediate outcomes (e.g., improvements in behaviors and practices) align with our strategic priorities and goals?
- Are our outcome statements hopeful and reachable? Do they make us smile?
- Are our goals SMART (Specific, Measurable, Attainable, Relevant, Time-based)? Do our outcome statements reflect our SMART goals?

**Step 2. Determine targets for each goal**

With a baseline in mind, the committee should use data to define targets that are a stretch, but reachable, for each goal. A target provides a stated objective to be achieved within a set period of time, against which results can be measured. In this way, targets help maintain progress towards achieving a goal.

Targets are not simple to set and must be carefully considered. Targets should be:

- **Achievable**: When designing challenging targets, it helps to visualize attaining the stated outcomes (described in Step 1).
• **Measurable**: It is important for those implementing and monitoring the initiatives that targets be based on real data.

• **Time-bound**: A specific time frame for each target provides a clear sense of when progress will be measured and assessed.

Targets can be set by comparing a board’s current state to its ideal state. Based on the data, targets should be just within reach. In setting targets, it is useful to look at other successful boards in the province as well as at a board’s past performance.

**Step 3. Determine the reporting structures for each goal**

It is important for the committee to indicate in the logic model *how* and *how often* the progress of each strategic goal will be reported to the board of trustees by the director or senior administrators. Some goals will require more regular tracking and reporting than others. Updating the board on progress towards a particular goal should be done in different ways – for example, in the form of stand-alone reports and as brief updates that are part of a larger item for discussion. The reporting structures established by the committee will provide the director with regular and reliable information on the status of goals, which will help the director develop the annual operational plan (in Phase 4).

**QUESTIONS FOR REFLECTION**

• How often will our community expect to hear updates on the progress of each strategic goal? How will the community provide feedback to us?

• Which strategic goals will require more time to show results? Which goals will show results more quickly?

• How can the Indigenous Education Advisory Council (IEAC) be utilized to best support and guide our monitoring and reporting structures?

Determining the reporting structures is the final step in the development of the high-level MYSP logic model. Once the MYSP logic model is completed, the building blocks of the MYSP are in place. Now it is time to write the narrative.
How Can We Tell Our MYSP Story?

In order for the board’s communities to see themselves reflected in the plan and to understand how the MYSP came to be what it is, the committee should use story and narrative to transform the MYSP logic model into an accessible and engaging document. The story that is told should be one that everyone can relate to.

When the committee writes the MYSP document, it should balance facts and figures with student anecdotes, school descriptions, and invitations to the children, students, staff members, parents, and other community members to be part of bringing the MYSP to life. In this storytelling mode, the committee can tell what it learned in the information-gathering phase, why it chose the priorities and goals it did, and how it has put equity at the forefront of its process. In short, everyone should be made to feel as though they were at the table sharing in the decision making.

When Should We Submit Our MYSP for Final Approval?

An MYSP is ready for the approval process when it meets the requirements outlined in the checklist below.

<table>
<thead>
<tr>
<th>OUR MYSP:</th>
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<tbody>
<tr>
<td>□ is aligned with relevant provincial legislative requirements and addresses local circumstances</td>
</tr>
<tr>
<td>□ puts our mission, vision, and values statements into practice</td>
</tr>
<tr>
<td>□ reflects the diverse perspectives of the children, students, parents, staff, and communities within the board</td>
</tr>
<tr>
<td>□ reflects the interests of our educators, administrators, and support staff</td>
</tr>
<tr>
<td>□ maps out continuous, focused improvement for the board</td>
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<tr>
<td>□ is written in plain language</td>
</tr>
<tr>
<td>□ has been reviewed by the Indigenous Education Advisory Council (IEAC), and the council has been given an opportunity to provide feedback</td>
</tr>
<tr>
<td>□ is courageous, feasible, inclusive, and, above all, focused on improving student achievement and student and staff well-being</td>
</tr>
<tr>
<td>□ has a strong likelihood of building public confidence in our board</td>
</tr>
</tbody>
</table>
Before submitting a final copy of the MYSP to the board of trustees, the committee should submit a copy for review. During the review process, the board of trustees may decide to revisit the views of the stakeholders to ensure that their feedback has been accurately captured. Other revisions may also be requested before the board of trustees gives its final approval of the MYSP. The process of refining and approving the plan should give the committee, and the board of trustees as a whole, a sense of delight and accomplishment.

How Will We Create a Communications Plan?

The communications plan should name the multiple ways in which the board will communicate information about the MYSP, both at the plan's launch and throughout the life cycle of the plan. To launch the plan, a variety of communication tools and methods should be used, including posting the document online, hosting staff and advisory committee meetings, and sending a report home to parents.

As part of their communications plan, many boards create two versions of their MYSP – a full version with all the details included, and a streamlined version for broader publication. In the interest of transparency, each board should make its full plan publicly available on its website or at least be prepared to share the full version of its plan with the public upon request. Both versions should tell the MYSP story and invite everyone to participate in making the plan a living reality.

In all communications, the messaging of the plan must be consistent and clear. Communications should also be ongoing. The MYSP should be visible and communicated often at the school and board levels. In schools, the board should use posters, signs, and teacher and school email and website communications to clearly link classroom and school initiatives to the MYSP. This keeps everyone moving together towards shared goals.

At the board level, trustees and senior administrators should include MYSP language in all email and website communications. This will ensure that the MYSP guides their decision making and actions, and enhances the transparency of the board’s operations. Board and school leaders should be encouraged to continually reinforce the priorities and goals of the MYSP – both internally (during meetings, as part of professional development, in classrooms and schools, at school assemblies), and externally (at community events). In this way, everyone is accountable for the plan’s success and sees their contributions reflected in the plan.
QUESTIONS FOR REFLECTION

- How does our communications plan ensure that our stakeholders know they were heard and considered?
- What variety of communications methods will we use to provide all stakeholders with access to the MYSP, in both digital and non-digital formats?
- How can educators, school administrators, senior administrators, and trustees take advantage of communications opportunities to bring the MYSP to life?

SUPPLEMENTARY RESOURCE:

Key Considerations for the Communications Plan
Implementing and Monitoring the MYSP

The director and the board of trustees each have specific responsibilities for putting the MYSP into practice and monitoring it. These are outlined in the following pages as chronological steps. Alignment and coherence between the MYSP and board- and school-level operational and improvement plans is critical to ensuring that the MYSP vision and goals are realized.

What Are the Director of Education’s Responsibilities?

Step 1. Develop logic models for each strategic goal

In Phase 3, “Developing the MYSP”, the committee developed the high-level logic model for the MYSP. Now, in Phase 4, the director works collaboratively with senior administrators to develop a detailed logic model for each strategic goal. While this is the director’s responsibility, it is important that the board of trustees understands what is involved in developing these logic models. These detailed logic models help to organize board-level implementation and monitoring of each goal. They should include the initiatives, inputs, outputs, and outcomes, as well as performance measures, data collection tools, reporting structures, and champions. The template on the following page, which defines these terms in relation to one another, can be used when developing detailed logic models for each strategic goal.
### Step 2. Develop the annual operational plan

Under the Education Act, the director is responsible for the implementation of the MYSP. The director therefore works collaboratively with senior administrators to create an annual operational plan that identifies the key initiatives that will help advance the MYSP's strategic priorities and goals. This plan, which is also known as the Director's Annual Plan, translates the strategic policy direction of the MYSP into high-level procedural reality. It ensures that board planning is operationally aligned with the MYSP to support student achievement and well-being. The logic models created for each strategic goal (in Step 1 above) will greatly inform the development of the annual operational plan.
Step 3. Develop improvement plans

The annual operational plan provides a blueprint for the implementation of the MYSP throughout the board. Once the director has created this plan, the board and school improvement plans can be developed. These plans are also operational plans in the sense that they focus on the details of how to bring the MYSP to life.

In the creation of the board improvement plan, the director works collaboratively with senior administrators to further delineate how the strategic priorities and goals of the MYSP will be acted upon throughout the board. In the creation of school improvement plans, the director and senior administrators work collaboratively with school leaders, parents, teachers, and the broader community to transform the strategic priorities and goals of the MYSP into concrete school-level initiatives.

When the director ensures that all the plans are aligned with the MYSP (as in the graphic below), this increases the likelihood of consistent and sustained progress towards achieving the strategic priorities and goals of the board.
Step 4. Develop the annual board budget

The director, with the support of the senior administrators and the budget committee, develops the board budget, which is presented to the board of trustees for approval. The board budget is a dollar-based reflection of the MYSP, with the same strategic priorities and goals identified and supported. It ensures a strong stewardship of resources and a commitment to improving student achievement and well-being. The board budget development process must be transparent and collaborative and involve key stakeholders. Note that the board budget also reflects the projected cost of the annual operational plan. Developing the budget is thus an iterative process, involving ongoing dialogue between the board of trustees and senior administrators.

The board of trustees must adhere to the budget submission date set by the ministry.

Step 5. Embed data collection mechanisms and reporting structures into all board and school operations

The director is responsible for ensuring that the data collection mechanisms and reporting structures identified in the logic models for each strategic goal and those identified for particular outcomes are embedded into all board and school operations, including the annual operational plan and the improvement plans. When data collection mechanisms and reporting structures are embedded into all operations, monitoring the MYSP is not additional work, but part of regular practice. There are three stages of this process:

- **Generating the data:** Once all the plans have been created, data collection tools should be identified and embedded into the initiatives. At every level of the board, from the classroom level up, data collection tools should support monitoring and evaluation of initiatives. For every initiative that is planned, the following question should be asked: “How will we know if we’re succeeding?” The mechanisms for generating data, embedded into all the initiatives, will provide the answer to this question.

- **Storing the data:** The data that is generated needs to be collected and stored so that it can later be analysed and referenced. It is recommended that the director create repositories for the data. These repositories will be a reliable source of information when creating future operational and improvement plans, and during the next MYSP cycle, when conducting the internal environmental scan.

- **Analysing the data:** Directors should analyse the data themselves or ensure that they have sufficient staff to do this. Small boards may choose to share staff for this function or hire a consultant for a month or two each year to analyse the data. Boards may also purchase collaboration software that supports data collection and has an analysis function.
Step 6. Monitor the progress of the MYSP

With data regularly gathered, stored, and analysed, monitoring progress becomes more manageable for the director and senior administrators. The findings will provide them with an accurate and comprehensive flow of information from the ground up, and will allow for the evaluation of overall performance in an ongoing manner. The impact of each initiative can be assessed and each initiative can be refined as necessary. Board structural practices, student achievement, and the well-being of students and staff should all be evaluated and monitored.

Step 7. Report regularly to the board of trustees

Under the Education Act, the director must review the MYSP annually with the board of trustees. The director must also update the board of trustees on the progress of the MYSP. It is recommended that these updates be conducted semi-annually or quarterly so that the trustees are regularly kept up to date on the board’s progress towards achieving its goals.

SUPPLEMENTARY RESOURCE:
Sample Templates for the Director of Education’s Regular Reports

► What Are the Board of Trustees’ Responsibilities?

Step 1. Approve the annual board budget

As mentioned above, the director, with the support of the senior administrators and the budget committee, develops the budget. The budget is then presented to the board of trustees for approval. The budget reflects the proposed cost of implementing the strategic priorities of the MYSP, as outlined in the annual operational plan.

Step 2. Share the MYSP with the community

Community interest and involvement in board planning varies. Some members of the public are very engaged and want to know what’s going on in their schools and in their community. Others may feel disengaged or marginalized. Sharing the MYSP is an opportunity for outreach to the community and for building partnerships and shared ownership of public education. In this regard, it is important to demonstrate that the MYSP was developed through evidence-based decision making and has taken into account multiple voices within the community. But the data alone is not enough. The story of the MYSP must be told. Parents, students, children, and community
partners all need to know how every child and student is being supported to be successful – this includes those who are thriving and those who are struggling.

**Step 3. Monitor progress of the MYSP**

The board of trustees can practice its evaluative thinking skills by assessing how much progress has been made towards the achievement of the stated strategic goals. (The MYSP logic model, developed in Phase 3, identifies how often progress on these goals is to be reported on.) This reporting enables the trustees to monitor and evaluate the MYSP in an ongoing manner and to use evidence to think systemically and intentionally about how to move the school board to its desired future state. This is also a good time for the board of trustees to take stock of its performance as a governing body, specifically in relation to the MYSP, through a self-evaluation process. The director’s annual report, submitted to the board of trustees each December, should be aligned with the MYSP and provide the board of trustees with measures that show progress towards the MYSP goals.

**Step 4. Review the MYSP annually**

Under the Education Act, the director must review the MYSP annually with the board of trustees. With this evaluation comes the opportunity to measure success, to determine what to do about strategic goals that have not been met, and to consider how to communicate any updates to the public. In some boards, the trustees’ annual review of the MYSP is undertaken as part of the development of the director’s annual report. In other boards, the two processes are separate, with information from one process informing the other.

The annual review of the MYSP provides an opportunity for the board of trustees to keep the MYSP at the forefront of all board decision making. With its final destination in view and with built-in structures to provide constant feedback on its progress, the MYSP is more like a GPS than a static map. If an initiative is not working, or something has taken the board off course, the MYSP can lead everyone back on track and keep them moving in the right direction. Annual reviews of the MYSP can also provide evidence to inform the review and updating of the board and school improvement plans and ensure that all operations are aligned with the MYSP. The director’s regular reports (as discussed in the previous section) further support the annual review. Some boards may wish to review progress on the MYSP semi-annually or quarterly.
Phase 4: Implementing and Monitoring the MYSP

**QUESTION FOR REFLECTION**

- How can we ensure that the annual review of the MYSP takes place at a time when it can meaningfully inform the annual review of board and school improvement plans?

**Step 5. Review the director of education’s performance**

The hiring and evaluation of the director, and the creation and monitoring of the MYSP, are among the most important roles of the board of trustees. The Education Act requires each board of trustees to review its director’s performance. Since one of the director’s primary responsibilities is to operationalize the MYSP, it is incumbent on the board of trustees to base its appraisal of the director’s performance on how much progress has been made towards the MYSP’s priorities and goals. It is strongly recommended that these reviews be conducted annually.

**Step 6. Report regularly to the community on the progress of the MYSP**

It is good practice for the board of trustees to report regularly to the broader community, providing the public with substantive information about the progress that has been made towards achieving the goals in the MYSP. Both the director’s reports to the board of trustees and the board of trustees’ reviews of the MYSP are excellent documents to use for this purpose.

It is important for the community to have access to information about student achievement and well-being. Since trustees are the point of access to the school board for members of the public, the ongoing communication that trustees provide will help build public trust in education and help each board to develop a stronger relationship with its community.

**QUESTIONS FOR REFLECTION**

- Are our strategic priorities and goals still relevant to our community?
- How effective have our initiatives been at addressing the needs of our students and achieving the goals outlined in the MYSP?
- How efficient have we been at using board resources to achieve our goals? Is there room for improvement?
- How responsive have we been to feedback?
Looking Ahead

Our students and children have hopes and dreams. They strive to learn and do new things. They strive to have close relationships with their peers and with adults. They yearn for a sense of connection and belonging. They want to be valued and respected and to feel competent and capable. They want to contribute.

This is why our schools must be places where children and students feel safe to ask questions, to build friendships, to make their dreams a reality. They must feel accepted. They must feel confident in their identity and be proud of their cultural heritage, their beliefs and faiths, their first languages. We must foster their curiosity so that they can discover their own learning potential. We must make it easy for them to make smart choices.

To do all of this, our staff must have all the tools and support they need to put their good planning into action. Parents and families must be encouraged to become strong partners in the education of their children. In this way, our communities will benefit from the strength, resiliency, and innovative thinking of our students and children. Our students and children will bring the care, creativity, and integrity they learned at school into the workforce and into their roles as citizens.

All children and students deserve to be sustained in their efforts to pursue their own unique paths, to have equitable access to opportunity and achievement. Public education should be the great equalizer. It is our collective responsibility to make this happen and to ensure that each and every student experiences success.

It matters.

It makes a difference.

It is in our hands.