



Committee of the Whole Meeting

Date: May 8, 2017

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

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

Attendees:

Board of Trustees:
Joyce Anderson (Chair), Bill Conway, Manuel da Silva, Amy Fee, Jeanne Gravelle, Wendy Price, Greg Reitzel, Brian Schmalz, Melanie Van Alphen

Student Representatives:
Joseph De Sousa, Samantha Lim

Senior Administration:
Loretta Notten, Gerry Clifford, Jason Connolly, David DeSantis, John Klein, Shesh Maharaj, Richard Olson, Laura Shoemaker

Special Resource:

Recording Secretary:
Barb Pilsner

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Board Chair		
1.1 Opening Prayer & Memorials	Pastoral Team	--	--
1.2 Approval of Agenda	Board of Trustees		Approval
1.3 Declaration of Pecuniary Interest	Individual Trustees		
1.3.1 From the current meeting			
1.3.2 From a previous public or in-camera meeting			
2. Consent Agenda: Director of Education (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)			
3. Consent Agenda: Board (Minutes of meetings)			
3.1 Minutes of April 10, 2017 Committee of the Whole Meeting	Trustees	pp. 1-3	Approval
4. Delegations			

ITEM	Who	Agenda Section	Method & Outcome
5. Advice from the CEO			
5.1 Summer Boost	Pat Runstedler/ Heather Papp	pp. 4-6	Information
5.2 Student Re-engagement	David DeSantis Shaun Reagan	pp. 7-15	Information
5.3 Social Media	Joseph De Sousa. Samantha Lim	pp. 16-24	Information
6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Linkages Activity	Trustees	--	Discussion
6.2 Pastoral Care Activity	Trustees	--	Discussion
7. Reports from Board Committees/Task Forces			
8. Board Education (at the request of the Board)			
8.1 OCSTA Communication	Joyce Anderson	pp.25-58	Information
9. Policy Discussion (Based on Annual Plan of Board Work)			
10. Assurance of Successful Board Performance (monitoring)			
11. Assurance of Successful Director of Education Performance (monitoring)			
11.1 Monitoring Reports & Vote on Compliance			
12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries			
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):			
14. Items for the Next Meeting Agenda	Trustees		
15. Adjournment Confirm decisions made tonight	Director of Education		
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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

Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, April 10, 2017 at Waterloo Region Catholic Education Centre, Kitchener

Trustees Present:

Joyce Anderson (Chair), Bill Conway, Manuel da Silva, Jeanne Gravelle, Wendy Price, Melanie Van Alphen

Student Trustees Present:

Joseph De Sousa, Samantha Lim

Administrative Officials Present:

Loretta Notten, Gerry Clifford, Jason Connolly, Shesh Maharaj, Richard Olson, Laura Shoemaker

Special Resources For The Meeting:

Regrets:

Amy Fee, Greg Reitzel, Brian Schmalz, David DeSantis, John Klein

Absent:

Recorder:

Barb Pilsner, Executive Administrative Assistant

NOTE ON VOTING: Under Board by-law 5.7 all Board decisions made by consensus are deemed the equivalent of a unanimous vote. A consensus decision is therefore deemed to be a vote of 9-0. Under Board by-law 5.11 every Trustee "shall vote on all questions on which the Trustee is entitled to vote" and abstentions are not permitted.

1. Call to Order:

The Chair called the meeting to order at 6:00 p.m.

1.1 Opening Prayer & Memorials

The opening prayer was led by J. Gravelle, Pastoral Team.

1.2 Approval of Agenda

2017-56 -- It was *moved* by **W. Price** and *seconded* by **M. da Silva**:

THAT the agenda for April 10, 2017 be now approved. --- Carried by consensus.

1.3 Declaration of Pecuniary Interest

1.3.1 From the current meeting – NIL

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

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

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

3.1 Approval of Minutes of Regular and Special Meetings

3.1 Minutes of March 6, 2017 Committee of the Whole Meeting

2017-57 -- It was *moved* by **B. Conway** and *seconded* by **M. Van Alphen**:

THAT the Consent Agenda Board of Trustees and the recommendations contained therein be now approved. --- Carried by consensus

4. Delegations

5. Advice From the CEO

5.1 One by One: Student Service Trips to Guatemala

R. Olson introduced John Schneider, Elementary Chaplain, to share his experience in Guatemala. We have been offering students the opportunity for a global experience specifically in the Dominican Republic. The overall impact for staff and students who have had this experience has been consistently positive. We have partnered with One by One a local not-for-profit organization who offers service experiences for high school students and adults in the Central American country of Guatemala.

J. Schneider advised One by One is a new organization operated by experienced Catholic educators who also have extensive experience leading and organizing service trips. He travelled to Guatemala with this organization to assess whether future possibilities might exist for our students that would:

- provide experiences of the embodiment of the Catholic School teachers that may transform both the students and the world;
- develop students as responsible, global citizens;
- deepen students' understanding of the importance of encounter, relationships and solidarity in overcoming a culture of indifference;
- foster the development of authentic persons through the integration of their thinking, their understanding, valuing, living and loving;
- nurture the students' developing faith and spirituality, prepare students to be responsible, respectful international travelers.

The experience is designed to be hands-on. There are work projects and opportunities to connect with local community members. The Partners in Catholic Education for the Diocese of Hamilton have been briefed on this initiative and are supportive of it. It is prudent to begin the process of identifying our next partner in providing faith-based, service learning experiences for our students that include the active participation of our most important partners in Catholic Education,

5.2 Renewing the Promise Symposium 2017

L. Notten advised the work we are doing tonight is being launched by Institute for Catholic Education and all Catholic partners and will culminate in a symposium in November in which every board including the French board will have representation.

She advised in preparation for the provincial symposium on November 14 and 15, 2017 each board was asked to have discussion on three questions.

From the Ontario Bishops' Pastoral Letter *Fulfilling the Promise* – *The heart and soul of Catholic education is Jesus Christ, and our school system finds its very reason for existence in its communication of the Christian message. The goal of Catholic education is nothing less than a truly holistic formation of persons who will be living witnesses to the faith. We are needed as a full partner in the human question for greater justice.*

1. What are some of the ways that Catholic education in Ontario supports students to be living witnesses to their faith?
2. What are some of the current challenges facing Catholic Education in Ontario?
3. What are some of the current opportunities for Catholic Education in Ontario that will help shape a positive future?

As a large group trustees shared their thoughts on each of the questions and then individually completed the online survey providing their answers to each question.

6. Ownership Linkage (Communication with the External Environment)

Trustees discussed items for Linkages and Pastoral Care.

6.1 Linkages Activity

L. Notten reported on the list of those who have responded to the invitation to community leaders to attend a breakfast on

Friday, May 5th. J. Shewchuk to follow-up with those who haven't responded and send invitations to the clergy. The agenda for the breakfast was reviewed.

6.2 Pastoral Care Activity

L. Notten advised trustees and senior staff enjoyed the Escape Room activity on April 3rd. Trustees and their families invited to attend mass will be at 11:45 a.m. on May 7th at Blessed Sacrament church.

7. Reports From Board Committees/Task Forces

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

8.1 OCSTA Communications

J. Anderson asked trustees if there were any comments or questions on the attached OCSTA communications.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

13. Announcements

13.1 Upcoming Meetings/Events (ass scheduled for the Catholic Education Centre unless otherwise indicated):

14. Items for the Next Meeting Agenda/Pending Items

14.1 Items for the Next Meeting Agenda

14.2 Pending Items

15. Adjournment – Confirm decisions made tonight. Closing Prayer

The Recording Secretary confirmed the meeting decisions.

16. Closing Prayer

17. Motion to Adjourn

2017-59-- It was *moved* by **W. Price** and *seconded* by **B. Conway**:

THAT the meeting be now adjourned.

The meeting was adjourned by consensus at 8:21 p.m.

Chair of the Board

Secretary

Date: May 8, 2017
To: Board of Trustees
From: Director of Education; Superintendent of Learning: Special Education
Subject: Summer Boost

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

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

Origin:

The Council of Ontario Directors of Education (CODE) in partnership with the Ministry of Education (LNS) fund Summer Learning Programs for students SK-5 to examine student growth in literacy and numeracy during the summer program to determine if summer learning programs minimize summer learning loss.

Multi-Year Strategic Plan:

Student Engagement, Achievements and Innovation:

- To focus on personalized authentic and culturally relevant inquiry.
- To subject our student in meeting Ontario Catholic Graduate Expectation (OCGE).
- To improve student learning and achievement in mathematics.

Background/Comments:

The purpose of this report is to provide an update to the Board of Trustee's with respect to the 2017 Summer Boost program fulfilling one of the reporting mandates of this grant. The learning goals for the Summer Boost program are the are to reduce "**summer slide**" or "**summer learning loss**" that can occur over the summer; improve student numeracy (math fluency, inquiry-based problem solving) and literacy skills; develop a belief in students as learners through the power of perseverance (Growth-mindset); enhanced parent engagement and to have fun and make new friends.

The program is designed for students who are approaching the provincial standard and require a little 'boost' in the areas of numeracy and/or literacy. The underlying philosophy of the program is that given enough time and targeted intervention all students can learn. Summer Boost affords teaching staff the time to do this. All the high-yield strategies (descriptive feedback, differentiation, co-created learning goals/success criteria, rich tasks, integration, gradual release, moderation, growth-mindset approach) are employed and embraced by the teaching staff.

Resources employed to assist the WCDSB Summer Boost strategy are 21 committed and passionate teachers across 7 school sites; Leaps and Bounds as a numeracy resource coupled with daily number strings/number talks carefully selected Mentor texts that require students to think critically; Integrated learning block which allow teachers infuse engaging science/social studies concepts as well as the arts and phys-ed into literacy and numeracy development; 21st Century Technologies used as tools assist to learning (Chromebooks, Ipad).

To ensure accountability and monitoring of student achievement the metrics used to assess the efficacy of the program includes STAR testing – ministry diagnostic administered at the beginning and end of the program; smiles on students

faces indicating they are believing in themselves as learners; learning portfolios/journals and Student and teacher testimonials.

The program has a long history of demonstrated success and that can be referenced with the following evidence STAR testing data from 2015 and 2016.

Summer Learning Program Student Achievement Results

Waterloo Catholic District School Board

2015 Blended Literacy and Numeracy Program: STAR Average Change grades 1-5 (6 Classes)

Waterloo Catholic District School Board (n = 67)

Average Change Reading (NCE)	Gain+/Loss-Instructional Time
+4.2 Statistically significant $p < 0.05$	+6.6 weeks

Waterloo Catholic District School Board (n = 67)

Average Change Math (NCE)	Gain+/Loss-Instructional Time
+2.4 <i>No Statistical Significance</i>	+3.8 weeks

Province (n = 2272)

Average Change Reading (NCE)	Gain+/Loss-Instructional Time
+1.3 Statistically significant $p < 0.05$	+2.0 weeks

Province (n = 2110)

Average Change Math (NCE)	Gain+/Loss-Instructional Time
+0.7 Statistically significant $p < 0.05$	+1 week

2016 Blended Literacy and Numeracy Program: STAR Average Change grades 1-5 (8 Classes)

Waterloo Catholic District School Board (n = 110)

Average Change Reading (NCE)	Gain+/Loss-Instructional Time
+6.1 Statistically significant $p < 0.05$	+9.5 weeks

Province

Average Change Reading (NCE)	Gain+/Loss-Instructional Time
<i>Not available yet</i>	<i>Not available yet</i>

Waterloo Catholic District School Board (n = 109)

Average Change Math (NCE)	Gain+/Loss-Instructional Time
+6.4 Statistically significant $p < 0.05$	+10 weeks

Province

Average Change Math (NCE)	Gain+/Loss-Instructional Time
<i>Not available yet</i>	<i>Not available yet</i>

Recommendation:

Presented for your information.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Laura Shoemaker
Superintendent of Learning: Special Education

*Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – *except where approval is required by the Board of Trustees on a matter delegated by policy to the Board* – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."

Date: May 8, 2017
 To: Board of Trustees
 From: Director of Education
 Subject: Student Re-engagement

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

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

Origin:

Board Policy I 001 - Ends

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

Achieving Excellence: A Renewed Vision for Education in Ontario

<http://www.edu.gov.on.ca/eng/about/renewedVision.pdf>

Alignment to the MYSP:

Strategic Priority: Student Engagement, Achievement & Innovation

Strategic Direction: Students are achieving at their highest potential in a 21st century world;

Goal:

To support our students in meeting the Ontario Catholic Graduate Expectations.

Background/Comments:

This report highlights the work of our board's Student Re-Engagement Steering Program for improving our graduation rates. This is in addition to the myriad of student success strategies our board has in place.

The provincial government has published the school board level graduation rates from across the province. Ensuring parents, students, teachers and boards have access to consistent data will help inform efforts to improve students' success.

Below is our Graduation rates relative to the provincial averages as posted by the Ministry of Education.

Year	WCDSB cohort	4 Year Graduation Rate	Province 4 Year Graduation Rate	5 Year Graduation Rate	Province 5 Year Graduation Rate
2014	20092010	77.0%	76.0%	84.0%	84.0%
2015	20102011	78.8%	78.3%	84.1%	85.5%
2016	20112012	78.1%	TBA	85.9%	TBA

N.B. (This is the first time the graduation data will not include deceased students and those that have moved out of province. The graduation rate for a board includes all Grade 9 students that started with the cohort in 20102011 irrespective of where they ended up graduating. For example, Student A starts Grade 9 in our board and graduates in another board. Student A counts in our board's graduation data.)

Re-Engagement Officers have been facilitating credit accumulation of those students that have left the system for several years in our board. With a renewed focus on improving graduation rates, a Re-Engagement Steering Committee representing all five secondary schools and our Re-Engagement Officer are working in a more coordinated fashion to ensure that more student's in-risk of not graduating have the individual support of achieving their OSSD.

Strategies for Student Re-Engagement Success

1. Increased role of Re-engagement Officer from 0.33 FTE to 0.5 FTE.
2. Formation of our Re-Engagement Steering Committee.
3. Create and track school re-engagement metrics for the 2016-17 calendar year.
4. Target and connect with "*Early Leavers*" who are Year 5 Cohorts with our board.
5. Be proactive with our current on-roll students who are in-risk of not graduating.

WCDSB Re-engagement Steering Committee

This Committee includes the Superintendent of Learning: Student Success, our Re-Engagement Officer and the Guidance Program Head from each secondary school and a Guidance counselor from Continuing Education. This team created a strategy that included targeting our "*Early Leavers*" and current on-roll student's in-risk. There are monthly meetings to review our school reports and metrics and we review the progress of each student that we are tracking.

School Re-Engagement Metrics Process

We created metrics using the Early Leavers and the Current On-Roll Reports. We filtered out students not working towards an OSSD. [see data for metrics by school].

How are we Supporting Re-engaged Students?

Compulsory Credits

1. Enrolment in Continuing Education at St. Louis.
2. Independent Learning Course support through Student Success in home schools.
3. Recovering credits with learning packages sent home.

Elective Credits

1. Enrolment in Continuing Education at St. Louis.
2. Independent Learning Course support through Student Success in home schools.
3. Recovering credits with learning packages sent home.
4. Credits at work Coop Program through St. Don Bosco

OSSLT

1. Ontario Secondary School Literacy Course

Community Involvement Hours

1. Directing students to volunteer programs.
2. Encouraging students to complete hours.

Data: [see Appendix for more details by school]

St. Benedict

The team to date has graduated 6/6 of their 5th year cohort students and 4/11 from their "Early Leavers Report."

No further graduates expected

St. David

The team to date has graduated 6/11 of their 5th year cohort students and 1/6 from their “Early Leavers Report.”

We are on track to graduate 2 more 5th year cohort students (8/11) and 2 more early leavers (3/6).

St. Mary's

The team to date has graduated 7/28 of their 5th year cohort students and 5/11 from their “Early Leavers Report.”

We are on track to graduate 8 more 5th year cohort students (15/28) and 1 more early leavers (6/11).

Monsignor Doyle

The team to date has graduated 0/8 of their 5th year cohort students and 0/4 from their “Early Leavers Report.”

We are on track to graduate 7 more 5th year cohort students (7/8) and 2 more early leavers (2/4).

Resurrection

The team to date has graduated 5/10 of their 5th year cohort students and 0/8 from their “Early Leavers Report.”

We are on track to graduate 2 more 5th year cohort students (7/10) and 5 more early leavers (5/8).

Celebrations:

- New Re-Engagement Steering Committee
- New Metrics for goal setting for our secondary schools
- Extra hours for our Re-Engagement Officer to re-engage students
- To date we have graduated 34 students in our program and hope to add another 27 students
- Data platform being used to identify students and to foster more dialogue with Senior team and Secondary administration

Next Steps:

- Continue to support students in their quest for an OSSD until June 2017
- Continue to focus on Year 5 Cohort but will look to become more proactive in supporting Year 4 Cohort students that are in-risk of not graduating

Recommendation:

For report is for the information of the Board.

Prepared/Reviewed By:

Loretta Notten
Director of Education

David DeSantis
Superintendent of Learning

Shaun Reagan
Re-engagement Officer

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Appendix

St. Benedict Re-Engagement Statistics for 2016/2017

5th Year Cohort Potential Graduates:

Cohort	Grade	Total Number	International	Not working towards OSSD	Didn't start with WCDSB In grade 9	Graduated	Final Number
2012-2013	5 th year	87	8	0	29	44	6

These 6 students are:

Name of student:	Total Credits:	Community Service Hours:	OSSLT Status	Present Status
	31	46.5	successful	Graduated Feb 17
	31	45	successful	Graduated Feb 17
	30	159	successful	Graduated Feb 17
	30	53	successful	Graduated Feb 17
	30	40	successful	Graduated April 17
	30	44	OLC completed	Graduated Feb 17

Early Leavers Report 11 Students:

Name of student:	Total Credits:	Community Service Hours:	OSSLT Status	Present Status
	30	40	yes	Graduated
	31	40	yes	Graduated
	22	0	yes	Off Roll
	20	2	yes	Off Roll
	30	46	Yes	Graduated – April 17
	30	40	Yes	Graduated
	23	0	Yes	Off Roll
	20	41	No	Off Roll
	20	0	Yes	Off Roll
	20	0	Yes	Off Roll
	22	0	Yes	Off Roll

In-school 5th year cohort potential graduates: 6/6 = 100% (to date: 6 of 6)

Estimated number of potential graduates from Early Leavers Report: 4/11 = 36% (to date: 4 of 11)

Combined In-school/Early Leavers Report Potential 5th year cohort grad rate = 10/17 = 59% (to date: 10 of 17)

St. David Re-Engagement Statistics for 2016/2017

5th Year Cohort Potential Graduates:

Cohort	Grade	Total Number	International	Not working towards OSSD	Didn't start with WCDSB In grade 9	Graduated	Final Number
2012-2013	5 th year	68	10	1	6	41	11

Year 5 Cohort Students On Roll:

Name of student:	Total Credits:	Community Service Hours:	OSSLT Status	Present Status
	30	40	yes	Graduated Mar. 2017
	32 – Eng	120	yes	On Roll – on track
	30	40	yes	Graduate Mar 2017
	27 (recover ppl3?)	0	yes	St Louis–not on track
	30	40	yes	Graduated Feb 17
	24.5	50	no	On Roll- not on track
	30	50	yes	Graduated July 16
	30	40	Yes	Graduated Dec 16
	27	42	yes	On Roll – on track
	30	40	yes	Graduated Feb 17
	25	7.5	yes	Off Roll-not on track

Early Leavers Report 6 Students:

Name of student:	Total Credits:	Community Service Hours:	OSSLT Status	Present Status
	29	999	yes	St Louis – on track
	29	3	yes	Off-roll
	26	0	yes	St Louis-not on track
	27	0	yes	St Louis-on track
	30	72	yes	Graduated July 16
	23	0	yes	On Roll- not on track

In-school 5th year cohort potential graduates: 10/11 = 91% (to date: 6 of 11)

Estimated number of potential graduates from Early Leavers Report: 5/6 = 83% (to date: 1 of 6)

Combined In-school/Early Leavers Report Potential 5th year cohort grad rate = 15/17 = 88% (to date: 7 of 17)

St. Mary's Re-Engagement Statistics for 2016/2017

5th Year Cohort Potential Graduates:

Cohort	Grade	Total Number	International	Not working towards OSSD	Didn't start with WCDSB In grade 9	Graduated	Final Number
2012-2013	5 th year	106	3	4	22	49	28

Year 5 Cohort Students On Roll:

Name of student:	Total Credits:	Community Service Hours:	OSSLT Status	Present Status
	29	48	yes	St Louis-on track
	25 – Recover HRE4O	41	no	On-roll – not on track
	29 - Coop?	16	Yes	Off Roll-not on track
	29	73	yes	St Louis –on track
	31 – need English	0	no	On Roll- on track
	30	40	yes	Graduated Feb 17
	26	48	yes	On Roll- on track
	31	48	yes	Graduated Feb 17
	28	40	yes	On Roll-not on track
	28 – on track	20	yes	On Roll- not on track
	27 - english	0	yes	On Roll – not on track
	31	0	yes	Off Roll – on track
	25	40	yes	On Roll – not on track
	29	40	yes	St Louis – on track
	30	54	yes	Graduated Feb 17
	30	0	yes	Off Roll- on track
	30	52	yes	Graduated Feb 17
	20	0	yes	Off Roll –not on track
	19	40	no	Off Roll –not on track
	31 - english	633.5	yes	On Roll- on track
	31	0	yes	Graduated Mar 17
	32	40	yes	Graduated Jan 17
	21	0	yes	Off Roll
	26 – recover??	0	yes	St Louis –not on track
	29 – on track	190	no	On-roll
	30	0	yes	Graduated Mar 17
	29	54	yes	On Roll- not on track 30 in Eng
	28	59	yes	Off-roll

Early Leavers Report 11 Students:

Name of student:	Total Credits:	Community Service Hours:	OSSLT Status	Present Status
	30	41	yes	Graduated Jan 17
	24	27	yes	Off Roll –not on track
	24	20	No	Off Roll-not on track
	30	42	yes	Graduated Jan 17
	28	44	Yes	Off Roll- not on track
	27	0	Yes	St Louis–not on track
	30	40	Yes	St Louis- on track
	30	43	yes	Graduated Jan 17
	32	0	Yes	Off Roll
	30	40	Yes	Graduated March 17
	30	64	Yes	Graduated St Louis – Nov 16

In-school 5th year cohort potential graduates: 22/28 = 79% (to date: 7 on 28)

Estimated number of potential graduates from Early Leavers Report: 7/11 = 64% (to date: 5 of 11)

Combined In-school/Early Leavers Report Potential 5th year cohort grad rate = 29/39 = 74% (to date: 12 of 39)

Monsignor Doyle Re-Engagement Statistics for 2016/2017

5th Year Cohort Potential Graduates:

Cohort	Grade	Total Number	International	Not working towards OSSD	Didn't start with WCDSB In grade 9	Graduated	Final Number
2012-2013	5 th year	52	2	1	1	40	8

Year 5 Cohort Students On Roll:

Name of student:	Total Credits:	Community Service Hours:	OSSLT Status	Present Status
	27 (3 electives)	40	yes	Doyle & Other Board- on track
	27	42	no	SWAC – on track
	25	0	yes	SWAC – on track
	29	45	yes	Off Roll
	25.5	0	yes	On Roll – on track
	28	416	yes	Doyle- on track
	29	15	yes	Doyle
	24	40	yes	On Roll –on track

Early Leavers Report 4 Students:

Name of student:	Total Credits:	Community Service Hours:	OSSLT Status	Present Status
	29	0	yes	On Roll –on track
	29	0	yes	Off Roll –not on track
	21	22	yes	Off Roll-not on track
	22	0	no	Hab.Abs (Off Roll)- not on track

In-school 5th year cohort potential graduates: $6/8 = 75\%$ (to date: 0 of 8)

Estimated number of potential graduates from Early Leavers Report: $2/4 = 50\%$ (to date: 0 of 4)

Combined In-school/Early Leavers Report Potential 5th year cohort grad rate = $8/12 = 67\%$ (to date: 0 of 12)

Resurrection Re-Engagement Statistics for 2016/2017

5th Year Cohort Potential Graduates:

Cohort	Grade	Total Number	International	Not working towards OSSD	Didn't start with WCDSB In grade 9	Graduated	Final Number
2012-2013	5 th year	69	5	0	18	46	10

Year 5 Cohort Students On Roll:

Name of student:	Total Credits:	Community Service Hours:	OSSLT Status	Present Status
	23	0	Successful	Off Roll- not on track
	30	41	Successful	Graduated Feb 17
	31	40	Successful	Graduated Feb 17
	28 – French sub?	6	enrolled in OLC	On Roll –not on track Science
	33	40	Successful	Graduated Feb 17
	32	0	Successful	Graduated Feb 17
	33 - English	40	Successful	St Louis- on track
	29 - English 44 recover?	0	Successful	St Louis – on track
	31	0	Successful	Off Roll
	32	40	Successful	Graduated Feb 17

Early Leavers Report 8 Students:

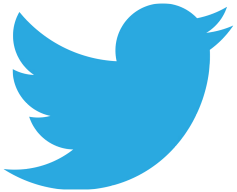
Name of student:	Total Credits:	Community Service Hours:	OSSLT Status	Present Status
	29	0	yes	St Louis- on track
	20	40	yes	Bosco – on track
	22	0	no	Off Roll –not on track
	26	0	yes	On Roll March- not on track
	28	40	Yes	On Roll March – on track
	29	40	Yes	St Louis – PLAR on track
	23	40	No	St Louis–not on track
	28	40	yes	On Roll- on track

In-school 5th year cohort potential graduates: 9/10 = 90% (to date: 5 of 10)

Estimated number of potential graduates from Early Leavers Report: 4/8 = 50% (0 of 8)

Combined In-school/Early Leavers Report Potential 5th year cohort grad rate = 13/18 = 72% (to date: 5 of 18)

HOW TO NAVIGATE SOCIAL MEDIA



WELCOME TO TWITTER! ¹⁷

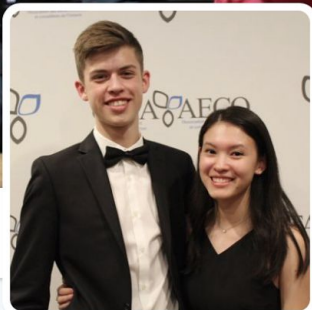
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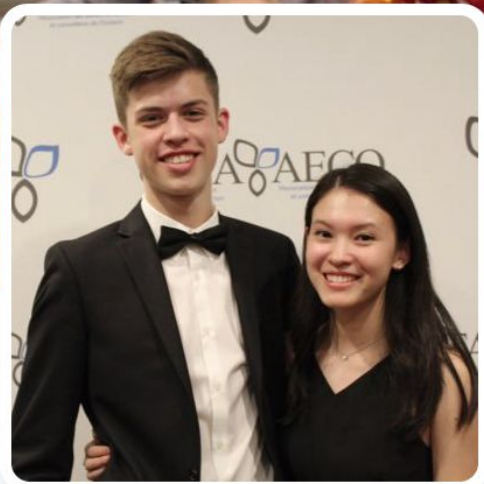


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📅 Joined May 2016

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2 5



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Koodo 11:32 AM 86%



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WCDSB Sustainability @W... 2017-04-19
I hope you have seen the poster for the competition and schools tweet their p...



Nonso Moneme @CJMaestro... 2017-01-25
Okay. Thanks for this. I'll try to talk to the other arts execs and see how exp...



Kathryn @KathMcQuillan 2017-01-24
Ok perfect! I'm seriously so excited for that



Jerome The Eagle @St_Mary... 2016-12-07
Yikes, don't know why we weren't following you before...



haydo @bbbergs 2016-06-08
Okay cool!!



Ottawa Catholic SB @Ot... 2016-05-29
Thank you for following us! Have a great week :) -via @crowdfire



Check out some of the amazing things our WCDSB students are doing! Congratulations Jena 

Jena @jenadeutschmann

so happy to announce that i received a grant of \$800 to put towards my mental health awareness group #celticsletstalk

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3

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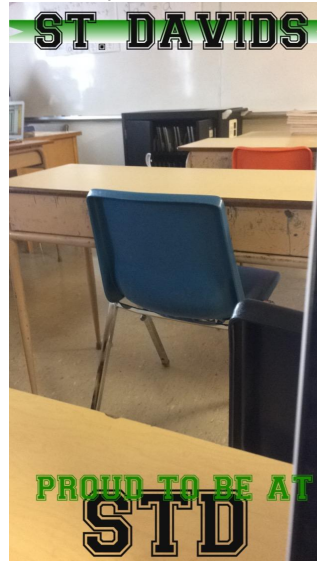
76



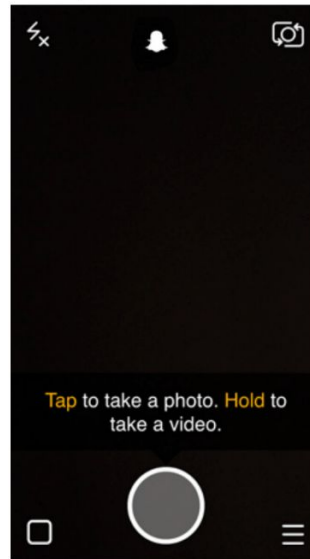
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- photos only last for up to 10 seconds, unless you take a **screenshot**
- ”stories” last for 24 hours and can be viewed by any of your contacts
- can be used for promotion of events
- snapchat “geotags” make events more interactive

Snapchat Geofilters



Snapchat Homescreen



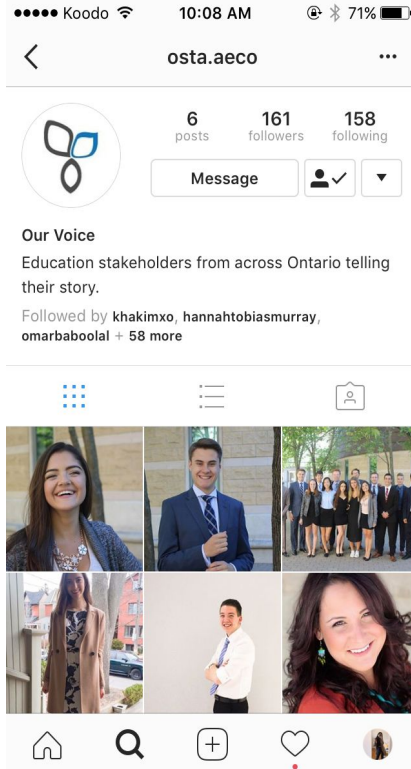
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Snapchat Stories



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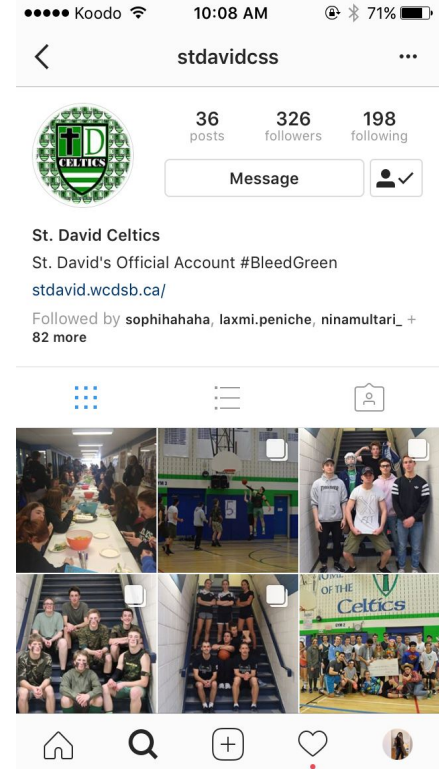


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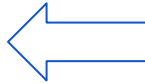
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I THINK YOU ALL KNOW FACEBOOK... BUT WE'LL²³ REVIEW IT ANYWAYS



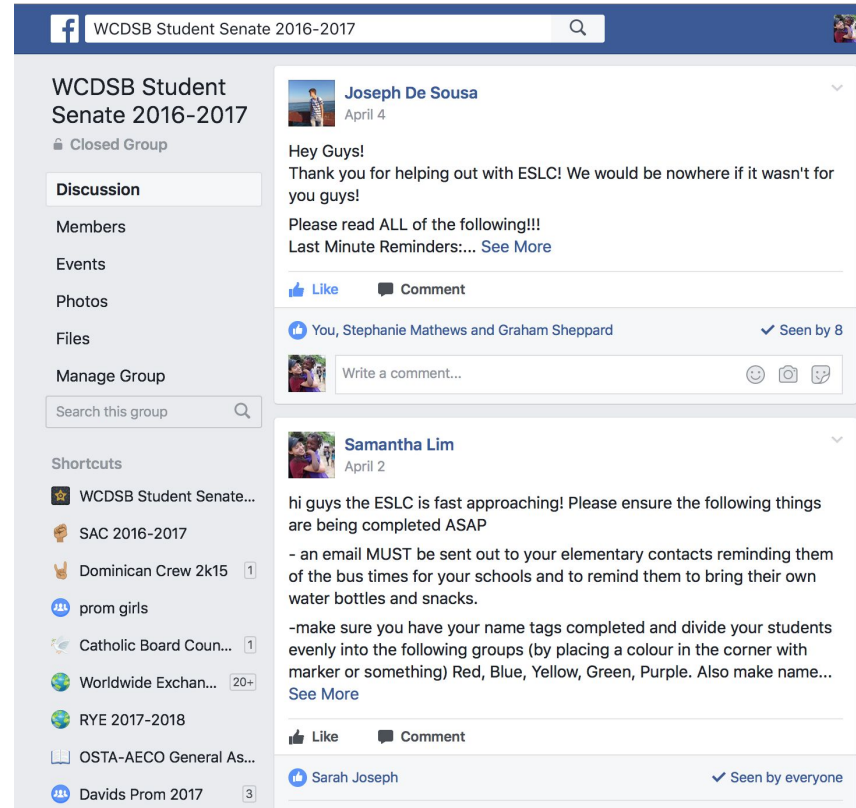
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117



Ontario Catholic School
Trustees' Association

April 20, 2017

MEMORANDUM

TO: Chairpersons and Directors of Education
School Board Copyright Leads
- All Catholic District School Boards

FROM: Stephen Andrews, Director of Legislative and Political Affairs

SUBJECT: Copyright Posters and Copyright Matters Booklets

The Ministry of Education has made available to Boards and schools Copyright Reference Materials including printed copies of Copyright posters and Copyright Matters Booklets (4th edition), **but only if requested by boards**. Please see copy of the Ministry's January 17 memorandum re: Copyright School Bundle attached for your convenience.

School boards are required to display both the Fair Dealing Guidelines poster and the Consumables poster at each photocopier in schools and in board offices. Boards can choose whether they wish to print their own posters, however, the posters provided by the Ministry are in colour and are more effective.

Additionally, school boards can take advantage of the printed copies of Copyright Matters (4th edition) and should replace all older versions throughout the school system.

We encourage member boards to take advantage of these excellent materials.

The Ministry's memorandum also references the very excellent resource website: www.copyrightdecisiontool.ca. If school boards have not incorporated this website into their teacher resource material, you are encouraged to do so.

Attachment

Ministry of Education

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2



To: Directors of Education
Executive Director and Superintendent of the Provincial Schools Branch
Secretary/Treasurer of School Authorities

From: Shirley Kendrick
Director
Curriculum and Assessment Policy Branch

Lillian Patry
Director (A)
French-Language Education Policy and Programs Branch

Subject: **Copyright School Bundle**

Date: January 17, 2017

Ministries and departments of education across Canada strive to ensure that all schools have the latest information about copyright law. The Copyright Consortium Committee of the Council of Ministers of Education, Canada (CMEC) has developed an on-line resource for teachers pertaining to the use of copyright-protected materials in the classroom. The new resource can be viewed at: www.copyrightdecisiontool.ca

Copyright rules for educators have changed significantly in recent years. While teachers have new opportunities to use copyright-protected materials in their lessons, they also have responsibilities. There are limits to what can be copied and communicated in the classroom. Teachers must know what they can and cannot do with the copyright-protected works of others. Failure to comply with copyright law can result in a teacher, school, or school board being sued for copyright infringement.

The new copyright website features a copyright decision tool that allows teachers to quickly determine whether they can make use of specific materials in their lessons. This site also provides an overview of the "Fair Dealing Guidelines" as well as Copyright Matters! 4th Edition, a publication containing information about the copyright-permission procedure when copyright authorization is needed.

Principals are asked to:

1. Print and post the attached notice about the availability of Copyright Reference Materials in the staff room and/or main office;
2. Print and post one copy of the Consumables Poster at each photocopier in their school; and

3. Share the www.copyrightdecisiontool.ca website at a staff meeting and encourage all teachers and staff to visit the website and to view and become familiar with all of the related materials.

In Ontario, copyright materials are being made available electronically (see zipfile) and one hard copy of the Copyright School Bundle has been mailed to each school board. You are encouraged to practice environmental stewardship; however, if schools in your board would prefer print copies of the documents, the Ministry is providing copies of each document except for the Copyright Go-To-Person Postcard and the notice of Copyright Reference Materials (see instructions below for ordering; note, between 4 - 10 copies of each material is available to each school).

Ordering Print Copies of the Copyright School Bundle

If Principals would like to request print copies of documents in the Copyright School Bundle, they can order the documents directly from **ServiceOntario** for delivery to their school. As per **ServiceOntario**, the ordering process is as follows:

- Beginning Feb. 13, 2017, Principals are asked to log in to the **ServiceOntario Publications** website – <http://www.serviceontario.ca/publications> – using their assigned EDU user name and password (EDUwxyz). If Principals have forgotten or do not have a username and password, send an e-mail to webpubont-EDU@ontario.ca, providing the full school name and mailing address.

Questions about copyright and the ordering process can be directed to Greg Nickles at Greg.Nickles@ontario.ca.

Original Signed by

Shirley Kendrick

Original Signed by

Lillian Patry

Copy: Ontario Principals' Council
Catholic Principals' Council of Ontario
Regional Managers

Zipfile enclosures:

- Consumables Poster;
- "Fair Dealing" Guidelines Poster;
- Copyright Compliance Checklists;
- Decision Tree (Microsite) Postcard;
- Copyright Go-To-Person Postcard;
- Copyright Matters! 4th edition;
- Copyright Reference Materials notice



Ontario Catholic School
Trustees' Association

April 20, 2017

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Stephen Andrews, Director of Legislative and Political Affairs

SUBJECT: Ontario Government Announces Kick-Start Strategy

On Wednesday April 19, 2017 the Ontario government announced a new program called “Kick-Start Strategy” that will assist in preparing students for careers by creating 40,000 new work-related learning opportunities over three years for K-12 and postsecondary students as well as recent graduates. The program investment is roughly \$190 million over three years.

The Kick-Start Strategy includes:

- Expanding the successful Specialist High Skills Major Program over the next three years to introduce 17,000 more Grade 11 and 12 students to career options while obtaining their high school diploma.
- A new Career Ready Fund to help universities, colleges and employers create career-oriented learning experiences and related supports for students and recent graduates.
- Supporting more than 3,000 high-impact, industry-led research internships through the Mitacs Accelerate program and 140 additional internships and fellowships per year in the TalentEdge program.
- Giving all college and university students free access to high-quality, skills-focused online learning through Lynda.com.

If you have any questions, please do not hesitate to contact me at sandrews@ocsta.on.ca.

Attachment

News Release

Ontario Boosting On-the-Job Learning Opportunities for Students

April 19, 2017

Province Helping People Get the First Line on Their Resume

Ontario is helping young people prepare for successful careers by creating 40,000 new work-related learning opportunities over three years for K-12 and postsecondary students, as well as recent graduates.

Charles Sousa, Minister of Finance, and Deb Matthews, Minister of Advanced Education and Skills Development, announced the province's new Career Kick-Start Strategy while touring the Toronto office of technology company Salesforce.

Ontario has one of the most highly educated and skilled workforces in the world, but graduates often face challenges landing their first job if they lack work-related experience. Career Kick-Start will create more opportunities for high school and postsecondary students, along with recent graduates, to build their resumes and develop job relevant skills. The initiative includes:

- Expanding the successful [Specialist High Skills Major Program](#) over the next three years to introduce 17,000 more Grade 11 and 12 students to career options while obtaining their high school diploma
- A new Career Ready Fund to help universities, colleges and employers create career-oriented learning experiences and related supports for students and recent graduates
- Supporting more than 3,000 high-impact, industry-led research internships through the Mitacs Accelerate program and 140 additional internships and fellowships per year in the TalentEdge program
- Giving all college and university students free access to high-quality, skills-focused online learning through [Lynda.com](#).

Employers, schools and students agree that hands-on learning opportunities are essential for a successful career start. In addition to expanding the number of work-focused learning placements, the Ontario government is also investing in guidance and career counselling to expose students to a wider range of options for their future.

Opening doors to new careers is part of our plan to create jobs, grow our economy and help people in their everyday lives.

QUICK FACTS

- Ontario will invest nearly \$190 million over three years to support the Career Kick-Start Strategy.
- In 2016, 68 per cent of adults in Ontario had a postsecondary degree, up from 56 per cent in 2002 — higher than rates for any country in the Organisation for Economic Co-operation and Development.
- The province's 44 universities and colleges produce more than 39,600 skilled graduates each year in science, technology, engineering and mathematics.
- Ontario is making college and university tuition free for more than 210,000 students starting this fall through the new [Ontario Student Assistance Program](#). Applications are now open.

ADDITIONAL RESOURCES

- [Ontario's Highly Skilled Workforce Strategy](#)
- [Preparing Students to Thrive in Ontario's Innovative Economy](#)
- [Creating the Jobs and Economy of Tomorrow](#)
- [Strategic Investments Creating Foundation for Prosperity](#)

QUOTES

"Ontario's historic investments in education mean more students are graduating than ever before. In order to ensure their continued success, and increase youth employment, our government is committed to funding important, successful initiatives that prepare students for success in the world of work. Building partnerships between colleges, universities and businesses is vital to helping more people gain valuable experience to support lifelong success."

— Charles Sousa, Minister of Finance

"Ontarians and the skills they bring to work are our province's greatest economic strength. However a rapidly changing economic environment means students need better supports to enter the workforce. Employers are looking for job-ready graduates with the confidence, skills and experience to hit the ground running. Our Career Kick-Start plan will help learners of all ages develop practical skills, while building a stronger bridge to careers for people moving from the classroom to the workplace. The benefits are clear: better opportunities for talented Ontario students and more highly skilled talent for employers."

— Deb Matthews, Deputy Premier and Minister of Advanced Education and Skills Development

"Work-related learning opportunities create more relevant, applied and innovative learning experiences. They provide students with the chance to learn beyond the classroom and build the knowledge and skills to succeed in their future. And just as important, they can help spark students' curiosity and inspire them to follow their passions."

— Mitzie Hunter, Minister of Education

"The Ontario Undergraduate Student Alliance has been a strong advocate for experiential learning; we know the importance of hands-on learning opportunities for students. Knowing the value of experiential learning, it is encouraging to see the government making an investment that will help students move into their future careers."

— Jamie Cleary, President of the Ontario Undergraduate Student Alliance

CONTACTS

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Tanya Blazina
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tanya.blazina@ontario.ca
Ministry of Finance
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Ontario Catholic School
Trustees' Association

April 24, 2017

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Patrick J. Daly, President

SUBJECT: Discussion Paper for Rural & Remote Education Consultation

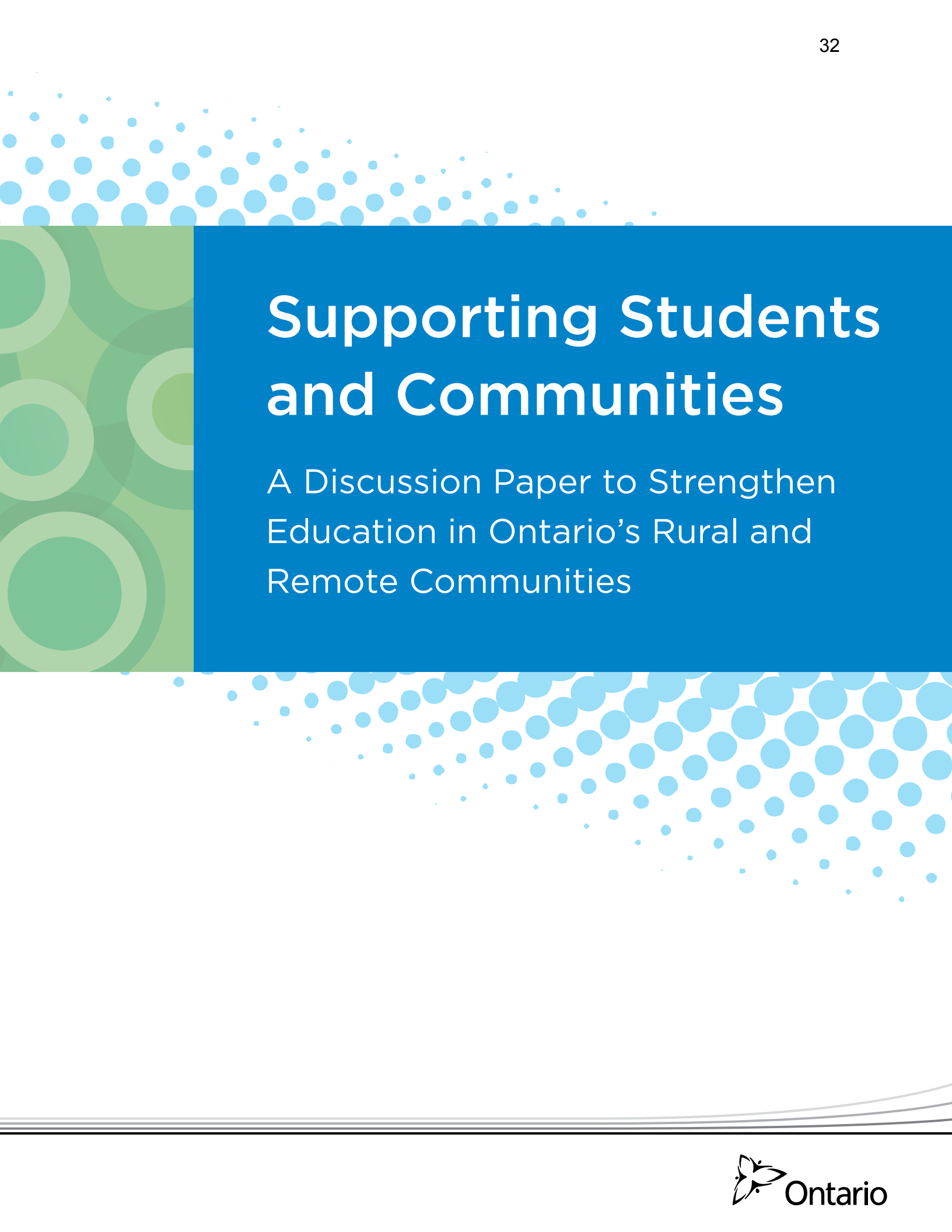
OCSTA recently received information from the government regarding previously announced government consultations in support of students in rural and remote communities. Consultation dates have been announced (see dates below) and a discussion paper has been circulated (*attached*).

In an April 6th memo to members, I mentioned that OCSTA's Regional Meetings on April 28th will be an opportunity to discuss key topics the government will be addressing in the upcoming school board Governance Consultations. I encourage you to review the attached paper on supporting students in rural and remote communities as it will also be discussed at this week's Regional Meetings in preparation for related government consultations beginning next week. For your reference, also enclosed is the Association's 2003 response to the government's Rural Education Strategy. The 2003 response was based on feedback from OCSTA member boards.

Public engagement sessions will be held as follows:

- Merrickville: Friday, May 5 – 6:30 p.m. – 8:30 p.m. at Merrickville-Wolford Community Centre
- Lakefield: Friday, May 6 – 6:30 p.m. – 8:30 p.m. at Lakefield-Smith Community Centre
- Picton: Friday, May 12 – 6:30 p.m. – 8:30 p.m. location TBC
- Amberstburg: Tuesday, May 23 – 6:30 p.m. – 8:30 p.m., location TBC
- Honey Harbour: Tuesday, May 23 – 6:30 p.m. – 8:30 p.m., location TBC
- Thedford: Wednesday, May 24 – 6:30 p.m. – 8:30 p.m., location TBC
- Markstay: Wednesday, May 24 – 6:30 p.m. – 8:30 p.m., location TBC
- Markdale: Thursday, May 25 – 6:30 p.m. – 8:30 p.m., location TBC
- Wawa: Thursday, May 25 – 6:30 p.m. – 8:30 p.m., location TBC
- Nipigon: Friday, May 26 – 6:30 p.m. – 8:30 p.m., location TBC

Attachments: MoE Discussion Paper – Supporting Students & Communities, OCSTA Paper re Sharing/Joint Use of Facilities, OCSTA Letter to Dr. Downey (June 6, 2003)



Supporting Students and Communities

A Discussion Paper to Strengthen
Education in Ontario's Rural and
Remote Communities

We value diverse cultural, linguistic, geographic and ability perspectives, and look forward to advice from all individuals and groups, including those from First Nations, Métis, Inuit, Francophone, and northern, rural and remote communities.

Table of Contents

Introduction.....	2
Supporting the Sustainable Use of School Space in Rural Communities	3
Community Hubs and Schools	4
Having School Boards Share Space	5
Supporting Decision-making Around School Closures	7
Supporting Quality Education in Rural Communities	9
How are Ontario's schools funded?	9
In Conclusion	11
Additional Reading	12

Introduction

Schools are where we educate our children, and as such, they are at the heart of our communities. Their value extends beyond the classroom – beyond the children and families that they serve – to residents of all ages, interests and life stages.

Parents talk about schools as one of the few places where people regularly see each other, share stories, offer help and support when times are hard, and learn from one another. Teachers talk about the creative and interactive opportunities they provide for students to learn, grow and develop their skills. Neighbours and business owners talk about the value of a school to the local economy, as an anchor for families and a sustainable workforce.

The education system has experienced declines in the school-aged population for more than a decade – a challenge that school boards and communities have continued to address over the years through difficult conversations about school consolidations.

In some small towns and villages, the school is the last remaining public building. But under-enrolled schools can limit student opportunities, including course options and student supports.

That is why it is so important that when a school may have to close, school boards, communities and municipalities need to work together to understand the balance of these considerations.

It is also why the Province is reaching out to rural and remote communities across Ontario to have this important conversation about their schools. We need to ensure that school buildings are considered in a way that acknowledges their value to students and to small communities, and the relationship between the two.

We understand how strongly Ontarians value living in rural Ontario, and we remain committed to ensuring that all students have access to an excellent education. This document is intended to guide a discussion on that commitment, including the changes that may be needed and how to make those changes in a way that best supports our students, schools and communities.



Supporting the Sustainable Use of School Space in Rural Communities

The Ontario government is committed to ensuring that schools serve local communities to the greatest extent possible, and that community impacts are considered when school boards make decisions about pupil accommodation. That commitment includes students, who deserve the best possible education experience.

There can be tension between these considerations, where school boards and communities must manage the impacts of a steady decline in the school-age population. Many schools now have low enrolment, which may make it difficult to provide a breadth of quality education and experiential learning opportunities for students.

Many school boards have addressed this challenge successfully through partnerships, collaboration and efficiencies. However, others continue to face challenges.

This section is intended to discuss some of the strategies which are currently in place to support sustainable school space in rural communities. In addition, this section will consider other possible ways that the province, municipalities, and communities can work together to address these challenges.

The Demographic Challenge

School enrolment has trended downward across Ontario over the past decade. The introduction of Full-Day Kindergarten, which was fully implemented in the 2014-15 school year, helped to offset the decline by bringing kindergarteners into the system as full-time students. After that one-time event, however, the decline continued until 2016-17, the first time in over a decade that enrolment across the province went up.

Within those over-all numbers lies a more challenging reality for school boards outside the major cities. Enrolment fell by more than 3 percent in areas outside the Greater Toronto Area, Hamilton, Ottawa, and Niagara up to 2016-17. Within these cities, the drop was only about 1 percent.

Community Hubs and Schools

One strategy available to school boards to sustainably manage school space involves bringing a tenant or partner into a school or a portion of a school, on a cost-recovery basis. School boards across the province have partners in their schools, such as child care providers, early years centres, special education, mental health and well-being services, public libraries, seniors' programs, recreational facilities, health services and employment and training supports, to name a few.

To support and encourage these kinds of arrangements, the Ministry of Education introduced the [Community Planning and Partnerships Guideline](#), which was revised in 2015. It requires school boards to hold at least one public meeting per year to discuss potential planning and partnership opportunities with public and community organizations. School boards are expected to notify municipal government, community partners and the general public about the annual meeting. Municipal governments and community partners are expected to participate to foster collaboration and understanding.

The sharing of planning information between school boards and other community partners is a central requirement of this revised guideline. School boards are expected to share enrolment data, their capital plans and facility partnership opportunities. Similarly, municipalities are invited to share information, including population projections, growth plans, community needs, land use and green space requirements.

Decision-makers at the local level, including municipalities and school boards, are well-positioned to recognize the need for a community hub and to start moving ahead. In looking at how best to harness the potential community hub benefits, however, these decision-makers may often come

up against challenges. These include the cost of creating the right space for a range of uses, security and traffic concerns, the differing planning timelines and budget cycles of potential partners, and addressing the question of who would ultimately be responsible for managing the facility and paying the ongoing operating and capital costs of the space.

The Province is working to help local communities overcome these challenges through its

[Community Hubs initiative](#):

- The Ministry of Education announced \$50 million in November 2016 towards retrofitting available school space for community use and making it more accessible to partners.
- When a school that housed community partners is closed or sold, capital funding may now be available for replacement space in new facilities.
- The Ministry of Education has made converting closed schools into hubs easier by providing more time for potential community partners to place an offer before the school is placed on the open market, and more partners, including Indigenous organizations, are now eligible.
- Consideration is also being given to making up the difference if a board sells a surplus school at less than fair market value, where there is a provincial interest to enable a viable hub.
- The Ministry of Municipal Affairs hosted forums across the province and continue to research to bring together the right partners to plan effectively.
- The Ministry of Infrastructure's new Community Hubs Division is working to implement the recommendations of the [Community Hubs in Ontario: A Strategic Framework and Action Plan](#).

While these measures have led to many successful partnerships, we have heard that these processes and engagement could be improved.

Let's Talk:

1. What steps can the provincial government, municipal governments, and community partners take to better support early and collaborative community planning to make the most of all public resources, including schools?
2. Where the will exists for community partnerships, what are the hurdles to effectively implement, and how can governments, school boards and partners work to overcome them?

Having School Boards Share Space

Another strategy to ensure space is sustainably used is to encourage collaboration between Ontario's four school systems. In some cases, collaboration to create a school facility shared by more than one school board, also known as a "joint-use" school, can result in a school staying in a community and, with a larger total enrolment, being able to offer better facilities, programming and other opportunities.

Since 2013, the Ministry of Education has reviewed these joint proposals on a priority basis in the annual capital funding process. In October 2016, it also committed seed funding towards the development of joint-use proposals and tools to encourage more sharing.

Going forward, the Ministry of Education will review all capital proposals for new schools, additions or consolidation projects to ensure joint-use opportunities between school boards have been fully explored before funding is granted.

Fort Frances: High school, college and theatre in one location

Fort Frances is an interesting example of how one community has used the community hub model to support a number of local needs. A hub in Fort Frances, a town of about 7,800 people located some 350 kilometres west of Thunder Bay, offers education to high school and college students as well as serving the theatre-going public. The multi-use facility includes Fort Frances High School, operated by the Rainy River District School Board, a campus of Confederation College, based out of Thunder Bay, and the 430-seat Townshend Theatre operated by the Township of Fort Frances.

At present, fewer than 40 of the 4,900 schools in Ontario are shared by more than one school board. Especially in rural and remote areas, boards in the same area should be more fully exploring the idea of joint facilities to benefit both students and communities.

As a part of this conversation, we are interested in how these opportunities could be more fully explored, and how communities and school boards can come together to explore shared use of space between two or more school boards.

Let's Talk:

1. What are the opportunities for school boards to share space in your area? What do you see as the obstacles?
2. What should the provincial government and school boards be doing to ensure that opportunities to co-operate are supported?

Terrace Bay

In Terrace Bay, a town of about 1,500 roughly halfway between Wawa and Thunder Bay, the English-language and French-language Catholic school boards share an elementary school. Students of both schools have access to the library and gym.

Similar arrangements in other parts of the province are allowing school boards to maintain a school in a community despite low enrolment. Other spaces that both student bodies can use include technology labs, the cafeteria and sports fields.

Supporting Decision-making Around School Closures

In some cases, despite the strategies above, school boards may find it necessary to consider the closure or consolidation of a school, because consolidated schools can give students a fuller and richer range of programs and services, particularly at the secondary level. It also saves the costs of heating, lighting and maintaining aging facilities, funds that can be reinvested into front-line education.

Nonetheless, school closures and consolidations are among the hardest decisions that school boards in rural and remote areas must make. There may be more ways to balance the needs of students with the needs of the community. There may be new ways of mitigating the impacts of these decisions on students and families, such as different approaches to student transportation.

Where a school closure or consolidation is under consideration, the Ministry of Education requires school boards to follow a process set out in the [Pupil Accommodation Review Guideline \(PARG\)](#) before making a decision. This helps to ensure consistency across school boards. The guideline requires, at a minimum:

- **Step 1:** An initial staff report, including specific enrolment, program and accommodation issues, with a recommendation on how to proceed, is presented to the Board of Trustees.
- **Step 2:** The Board of Trustees authorizes a pupil accommodation review based on the staff report and its recommendation.
- **Step 3:** An Accommodation Review Committee (ARC) is established, including parent/guardian representatives from the school(s) under review.
- **Step 4:** A community consultation process is undertaken, including public meetings and required consultation with impacted municipal governments and community partners.
- **Step 5:** A final staff report and recommendation are provided to the Board of Trustees. The staff final report must include community feedback.
- **Step 6:** The public provides comments directly to the Board of Trustees through public delegations.
- **Step 7:** A final decision is made by the Board of Trustees.
- **Step 8:** A transition process is outlined for any school consolidation or closure and the relocation of students.

We recognize that these conversations are never easy, and communication between local leaders has been challenging in some cases.

Going forward, we would like to consider how community impacts can meaningfully inform the pupil accommodation review process. We are committed to working with municipalities and school boards to explore how the provincial government can best support this type of analysis in the future, including potentially in the initial staff report.

Let's Talk:

1. How can the Province best support a meaningful conversation about the impact of schools on local communities and student well-being through the pupil accommodation review process?
2. How can the Province ensure that the feedback from the community is given full consideration, and that this input is reflected in the review process?

Strengthening Rural Communities

Strong rural communities are the key to a strong, healthy province. Ontario is committed to creating conditions where the province's rural municipalities, businesses and regional economies can grow and prosper.

We're listening to rural Ontarians, businesses and municipalities and working with them to implement programs and services that directly benefit rural Ontario.

[The Rural Roadmap for 2015: The Path Forward](#) provides an update on our progress, identifies initiatives benefiting rural Ontario and sets the stage for ongoing consultations and engagement with rural Ontarians.

Supporting Quality Education in Rural Communities

The Ministry of Education and Ontario's school boards have worked together to craft a system of support for achievement and well-being that is designed to ensure equitable access to quality education across the province, no matter where a student lives. However, in rural communities where schools tend to be smaller, providing a broad range of quality learning opportunities can be challenging.

In addition to examining ways to sustainably use school space, exploring innovative approaches to support learning in rural and remote communities is crucial, such as through exploring new approaches to digital education and experiential learning. We are committed to working with communities and school boards to explore options to support a rich learning experience in rural schools.

In some cases, this may require adjustments to the education funding formula, known as the [Grants for Student Needs \(GSN\)](#). Through the funding formula, the Province recognizes the unique needs of students, schools and school boards. At the same time, the Province understands the need to seek out and incorporate feedback on how provincial supports work. Every year changes are made to the way funding works, sometimes by investing more money and sometimes by improving the way the money is targeted at specific priorities.

The current funding formula uses a variety of measures to support students in rural, remote and northern communities. For example, we provide increased levels of support for teachers, principals, vice-principals, special education funding and administrative supports, based on factors that

recognize increased student needs, and the higher cost of delivering these in rural, remote and northern communities.

However, as with all aspects of the formula, the supports for rural, remote and northern boards can benefit from open and frank discussion.

Let's Talk:

1. What is working well now to help students in small and rural communities have a positive learning experience and quality education? What could be improved?
2. How could the Province best recognize and address the unique funding needs of your region and community through the funding formula?

How are Ontario's schools funded?

The largest factor in Ontario's education funding formula is enrolment, because it's the number of students that drives the need for teachers, classrooms and other educational supports. However, the funding formula also provides additional supports to account for the varying costs associated with running schools in different parts of the province, especially those in more rural and remote areas.

These supports account for approximately one third of all funding, and are the reason that Ontario's government is investing more in rural schools than ever before. Since 2013, annual funding for rural boards has increased by nearly \$200 million. Boards in rural and remote areas currently get extra funding – about \$1,200 more per student

than urban boards. This recognizes the challenges of serving students in schools that are distant from bigger cities, widely spread out and smaller than elsewhere in Ontario, and the higher costs of professional and other services and supplies. We have also built 60 new schools, 250 additions, and 140 major retrofits in rural Ontario since 2003.

Funding supports that particularly aim to help rural and remote schools and their boards include:

- The School Foundation Grant, which provides funding for principals, vice-principals, office support staff and office supplies, recognizes that remote schools require a higher level of funding support than other schools.
- The School Operations and Renewal Grant, which supports the costs of operating, maintaining and repairing school facilities, recognizes that remote schools require additional funding to maintain underutilized space.
- The Geographic Circumstances Grant, which provides higher levels of teacher staffing support for remote schools and provides additional funding to recognize the additional costs in small, disperse and remote boards.
- The Differentiated Special Education Needs Amount of the Special Education Grant, which recognizes the need for higher levels of funding for small, disperse and remote boards.

21st Century Learning

All students, including those in rural and remote communities, must benefit from a range of 21st century tools and services, including e-learning, that give students access to enhanced information and resources not otherwise available in their classrooms. E-learning resources include a virtual learning environment and a digital library of materials relevant to the Ontario curriculum. Students can use these to take courses fully online and/or to benefit from blended learning, which allows them to access resources during and outside school hours to supplement face-to-face lessons. In both approaches, the password-protected virtual learning environment provides a suite of tools allowing students to communicate and interact with their teacher and classmates.

In rural and remote areas, better broadband connection is key to making e-learning a real option. The Ontario 2016 Budget committed to support equitable and affordable access to high-speed broadband services in Ontario's schools. As well as e-learning, better broadband access will support the delivery of mental health and well-being services. An example is Ontario's Tele-Mental Health Service, which provides children and youth in rural, remote and underserved communities with access to specialized mental health consultations through videoconferencing.

The Upper Canada District School Board in Eastern Ontario, one of the largest English public school boards by geographical area in the province, is making e-learning more widely available to ensure all students can access the courses they need to complete their secondary school diploma. The school board is diligently working to build capacity among e-learning teachers to ensure they understand and apply the most effective teaching techniques. This effort aligns with the school board's strategic plan and with the realities of declining enrolment that has led to closure and consolidation discussions.

In Conclusion

Looking forward to the future, our government is committed to continuing to invest in and support students, rural schools, and communities. It is the responsibility of everyone involved in the delivery of education and building strong communities to come together around the common goal of ensuring that students are receiving a high quality education.

While the government has taken steps to put the focus on students, classrooms, and communities, there have also been challenges along the way. It must be acknowledged that in many parts of rural Ontario, communities have raised concerns

that their needs are not always fully considered. The dialogue we are opening now is intended to help us address those challenges, and to ensure that Ontario continues to be one of the best places in the world to live.

The good news is that the opportunities for fulfilling and exceeding this goal have never been greater. With creative thinking, open conversation, and a willingness to explore new solutions, there is no doubt that our students will continue to thrive in a globally competitive world – no matter who they are or where they grow up.



Additional Reading

A user-friendly guide to the Grants for Student Needs:

www.edu.gov.on.ca/eng/funding/1617/2016_gsn_guide_en.pdf

Case studies on school consolidations:

www.edu.gov.on.ca/eng/parents/consolidate/

The Community Planning and Partnerships Guideline:

www.edu.gov.on.ca/eng/funding/1516/2015B9appenBEN.pdf

The Pupil Accommodation Review Guideline:

www.edu.gov.on.ca/eng/funding/1516/2015B9appenAEN.pdf

Guide to Pupil Accommodation Reviews:

www.edu.gov.on.ca/eng/policyfunding/PupilReview.html

Pupil Accommodation Reviews:

www.edu.gov.on.ca/eng/policyfunding/reviewGuide.html

Community Hubs in Ontario: A Strategic Framework and Action Plan:

www.ontario.ca/page/community-hubs-ontario-strategic-framework-and-action-plan

Enabling and Celebrating Community Hubs: One-Year Progress Update on Community Hubs in Ontario:
A Strategic Framework and Action Plan, August 2016:

www.ontario.ca/CommunityHubs

Build On: 2017 Infrastructure Update, Ministry of Infrastructure:

www.ontario.ca/BuildON

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Ontario Catholic School
Trustees' Association

June 6, 2003

Rural Education Strategy
P.O. Box 50
77 Wellesley Street West
Toronto, ON
M7A 1N3

Dear Dr. Downey:

The Ontario Catholic School Trustees' Association appreciates your invitation for written submissions to the work of the Rural Education Strategy. OCSTA is the provincial association representing Ontario's 29 English-language Catholic district school boards and 5 English-language Catholic school authorities that collectively educate over 600,000 students from junior kindergarten to grade 12/OAC.

The Mission of all Catholic school boards and their schools is to create a faith community where religious instruction, religious practice, value formation and faith development are integral to every area of the curriculum. This is in addition to providing a complete curriculum as defined by the Ministry of Education.

In considering the discussion framework for the Rural Education Strategy, OCSTA has consulted with personnel from many Catholic school boards that encompass rural and remote areas and include small schools in single school communities. Their discussion of your five questions surfaced many common issues and recommendations regarding support for small schools in single-school communities, making decisions about school consolidation, and the role and future of the local community school. You will no doubt have heard many of these themes reflected in the comments of the trustees and senior staff members from Catholic school boards who participated in your roundtable discussions across Ontario.

OCSTA appreciates the respect for the constitutional rights and unique mandate of Ontario's four publicly funded systems that is reflected in your mandate as adviser for the Rural Education Strategy. This recognition is consistent with the position of the government throughout the process of education finance reform, and more recently in the work of the Education Equality Task Force.

OCSTA welcomed Dr. Rozanski's report as a clear blueprint for addressing the urgent funding needs of the province's education system. The government's positive response and speedy implementation of a number of Dr. Rozanski's recommendations has provided significant additional funding for school boards and enabled boards to provide enhancements to programs and services for students.

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OCSTA appreciates Dr. Rozanski's understanding of the importance of maintaining small schools in isolated, rural single-school communities. Catholic school boards take very seriously their responsibility to locate Catholic schools in a manner that meets the needs of the Catholic community. Catholic parents, including those who live in remote rural communities, have a constitutional right to choose to send their children to Catholic schools. For this right to be exercised, Catholic schools must be truly accessible to these children and their families, either by virtue of their close proximity or through the provision of appropriate pupil transportation.

Many towns in Ontario have only one Catholic school which is often the center of life-long learning, child-centered activities and community and parish events for the Catholic community. Such schools cannot be closed unless relocation of students to an alternate Catholic school within a reasonable distance is a viable alternative. Suitable programs that meet the particular educational needs of the students must be available in a facility that can reasonably accommodate an increase in enrolment, without overcrowding.

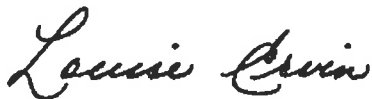
If an objective case can be made that it is necessary to keep a low-enrollment small school open in a single-school community, the school board should not be penalized in its ability to qualify for new pupil place grants required to meet accommodation needs in other parts of their jurisdiction. OCSTA would support a review of the factors within the New Pupil Place Grant in order to address these exceptional circumstances. Removal of such a school from the board's facilities inventory, or some form of additional top-up adjustment to capacity levels should be explored.

Funds allocated through the Rural Education Strategy should assist school boards to keep those schools that are necessary to make Catholic education accessible to families in remote single-school communities open. At the same time, it would be unfortunate if the Rural Education Strategy resulted in circumstances that would make it impossible for boards to exercise their responsibility to close schools for educational reasons. Local boards, in consultation with their local community, are well positioned to make decisions regarding the best means of delivering quality education programs to students, the most effective use of available resources and appropriate location of schools.

School boards must also retain the autonomy and flexibility to allocate human resources in a manner that best meets the needs of their local schools. The need for full-time or part-time principals, secretaries, teachers and other staff depends on a variety of factors specific to particular communities and school boards.

OCSTA would like to thank you again for the opportunity to provide input to your consultation for the Rural Education Strategy. Please contact us at any time for any further assistance we can provide.

Sincerely,

A handwritten signature in cursive script that reads "Louise Ervin".

Louise Ervin
President

SHARING/JOINT USE OF FACILITIES

“Joint Use” could imply one building used by public/Catholic schools; one building with public and Catholic wings; one building with a central service area and public and Catholic schools wings; a campus concept involving separate buildings in proximity to services for both; or any other such combination. It could also refer to the joint use of a facility by a school board and civic government, community organizations, parishes or other “public” services. It appears that “joint use” is not as prevalent as the concept of sharing services.

Principle

To be successful, sharing must be based on a partnership of equals.

Decision to enter a joint use agreement must be voluntary.

Catholic boards’ constitutional right to site schools as required for access by Catholic families and students must be respected.

Integrity of Catholic programs must be maintained.

Catholic identity, character and environment must be maintained.

Denominational rights must be protected.

Rights of all parties involved must be protected.

Sharing partners must remain autonomous, regardless of size.

Joint use must be in the best interest of students.

Each board involved must realize a financial advantage from joint use arrangement.

“The fundamental principles upon which Catholic school systems might approach sharing and cooperative ventures would include the following:

- *That the Catholic identity and character of their schools be maintained.*
- *That Catholic school denominational rights be maintained.*
- *That Catholic school board autonomy be maintained.*
- *That there must be an improvement in the education of the children.*
- *That there be a demonstrable cost benefit.”*

(Quotation from December 1995 document prepared by Catholic section of Saskatchewan Catholic School Trustees’ Association.)

Formal Agreement

Need a formalized memorandum of agreement between parties.

Savings in Capital and operating costs to be achieved through joint use should be identified prior to entering into a formal sharing arrangement.

A clear, detailed statement re: ownership of the facility is required.

Formal joint use agreements between boards must provide for shifting enrolment patterns.

Agreements must provide for equitable distribution and financing of shared facilities over time through clear formulae.

Legal agreements must clearly spell out who pays for what.

Need clear definition of responsibilities of each partner.

The joint use arrangement should be formally reviewed annually.

A mediation/arbitration arrangement must be built into all agreements.

Agreements must set out terms of operation and terms of dissolution, should this be required.

Practical Suggestions

In these times there is need to examine all options and to be creative.

The degree of success of sharing is dependent upon the spirit of cooperation and respect between those involved – the principals are key. The Directors must be in contact.

Optimal use of existing facilities must be examined e.g. extending school year; converting other buildings for school use; joint use with municipality, province; community organizations, parishes reassigning schools from one board to another; greater use of technology, e-learning.

Sharing of facilities is more easily implemented if the facility is custom-built for sharing.

Sharing a facility with a French Catholic school board or municipality (library, recreation centre) may be more easily accomplished than sharing with a coterminous board.

More successful and amicable arrangements seem to prevail when the joint uses are civic governments, government agencies and a school board (vs. 2 boards). Should also consider joint use with a community college.

Possible sharing of facilities through community partnerships must be assessed on an individual basis.

Areas that could be shared include the gym, music rooms, libraries, tech areas, computer labs.

Separate entrances/administrative offices are recommended.

Physical symbols of Catholicism must be present e.g. chapels, crucifixes.

Signage must clearly designate Catholic school.

Advantages of Sharing

1. Cost-savings
2. Facilities shared by two boards or by others may provide the board with enhanced facilities they could not afford to build on their own.
3. Joint use may result in attainment of sufficient capital funding to build a needed school.
4. Duplication of construction is eliminated.
5. In some cases of declining enrolment in small, isolated communities, a shared facility may be the only viable mechanism for maintaining a presence for Catholic education in the community.
6. Better utilization of public spaces.
7. Potential for more course options for students.

Disadvantages of Shared Facilities

1. Operational challenges e.g. acceptable materials for library? When to turn on air conditioning?
2. Joint management can present problems e.g. building security (who supervises which areas?), scheduling of common areas, trespassing, cleanup
3. Larger board can have undue influence on decision-making
4. Joint use can lead to “faith” problems – e.g. use of faith symbols
5. A facilities manager may be required

6. A joint services committee that meets regularly can be useful.
7. More school administrators' meetings.

NOTE: Do we need a legal opinion on the constitutionality of government directly or indirectly requiring a Catholic board to enter into a joint-use agreement with a public-board (indirect – 2 schools in a community – both PTR – Minister will give money only if 2 schools agree to joint use of a facility)? (see 1999 Presentation of Saskatchewan STA to Minister of Education)

From: Ashlee Cabral [<mailto:acabral@ocsta.on.ca>]

Sent: Monday, May 01, 2017 10:44 AM

To: Ashlee Cabral <acabral@ocsta.on.ca>

Subject: OCSTA News Release - Catholic School Trustees Honour Service, Elect New Leaders



NEWS RELEASE

Catholic School Trustees Honour Service, Elect New Leaders

FOR IMMEDIATE RELEASE

Toronto—May 1, 2017—The Ontario Catholic School Trustees' Association (OCSTA) is pleased to announce the results of its Annual General Meeting election held on April 28.

“I want to thank all candidates who stepped forward to be a part of this election. Serving as a Catholic trustee is a call to service that requires significant commitment at the local level. Choosing to serve the mission of Catholic education at the provincial level as a Regional Director is an added commitment that directly contributes to the Association's success at advancing the priorities of Ontario's publicly funded Catholic schools,” said OCSTA President Patrick Daly.

OCSTA Regional Directors - Election Results:

Acclamations:

Region 1: Colleen Landers, Northeastern CDSB

Region 2: Paul Landry, Kenora CDSB

Region 3: Michael Bellmore, Sudbury CDSB

Region 5: Linda Ward, St. Clair CDSB

Region 9: Michelle Griepsma, Peterborough Victoria Northumberland & Clarington CDSB

Region 10: Todd Lalonde, CDSB of Eastern Ontario

Region 11: Clifford Casey, Brant Haldimand Norfolk CDSB and Arlene Iantomasi, Halton CDSB

Elections:

Region 4: Marino Gazzola, Wellington CDSB

*CDSB – Catholic District School Board

Trustee Award of Merit

Each year OCSTA selects a trustee who has demonstrated outstanding commitment and service to Catholic education to receive the Association's Award of Merit. The 2017 recipient is

Renfrew County Catholic District School Board Trustee Andrew Bray. Andrew has served his board as a trustee for 33 years and contributed to a number of provincial education initiatives as a former member of OCSTA's Board of Directors.

Student Trustee Alumnus Award

This year OCSTA introduced a new award that acknowledges former student trustees in Catholic schools who have exemplified through their post graduate pursuits, the values promoted in the Ontario Catholic School Graduate Expectations.

Two student trustee alumni were selected for the 2017 award:

1. York Catholic District School Board alumna and social justice advocate Kristine Soufian. Kristine is a graduate of St. Joan of Arc Catholic High School in Maple and is now a teacher with the Toronto Catholic District School Board.
2. Durham Catholic District School Board alumnus and nationally acclaimed mental health awareness advocate, Ben Verboom. Ben is a graduate of Denis O'Connor Catholic High School in Ajax and is pursuing a PhD in Social Intervention at the University of Oxford.

25-Year Service Award

Many Catholic trustees dedicate a significant part of their lives to the service of their local schools and the goals of Catholic education in this province. To honour that contribution the Association awarded the following trustees with 25-year service awards:

Bruno Iannicca, Dufferin-Peel CDSB
 Anita Mallette-Snobelen, St. Clair CDSB
 Jim McCafferty, Durham CDSB
 Barbara McCool, Nipissing-Parry Sound CDSB
 Janice Oldman, Durham CDSB
 Esther O'Toole, Dufferin-Peel CDSB

The Ontario Catholic School Trustees' Association is the provincial voice for publicly funded Catholic education. Founded in 1930, OCSTA represents the interests of Catholic school boards that collectively educate approximately 550,000 students in Ontario, from Junior Kindergarten to Grade 12.

-30-

For more information, please contact:

Sharon McMillan, Coordinator, Communications and Media Relations
 Tel: 416-932-9460, ext. 232/Cell: 416-460-7937 E-mail: smcmillan@ocsta.on.ca



**THE TERRY FOX
FOUNDATION**

April 2017

Ms. Loretta Notten
Waterloo Catholic District School Board
35 Weber Street West, Unit A, PO Box 91116
Kitchener, Ontario
N2G 4G2

Dear Ms. Notten,

The results are in and we are very pleased to share with you the incredible accomplishments of your schools in support of the 2016 Terry Fox School Run! With over 4,200 Ontario schools going above and beyond, more than \$6.7 million was raised for cancer research! It gives us great pleasure to recognize the following school in your Board that successfully ranked in the elementary division of our Top 50 Fundraising Schools for 2016.

22nd Place - St. Mark Catholic Elementary School

On April 12th, 1980 Terry Fox took the first steps in his effort to make the world a little better for all of us. Canadians were drawn to his story and his vision of a world free of cancer, inspired by his passion and relentless drive. For 143 days, we followed his cross-Canada Marathon of Hope as it gained unprecedented momentum. Remarkably, not even Terry's death in 1981 has diminished our nation's passion for his legacy.

This year as we commemorate Canada's 150th anniversary, we look forward to celebrating one of our country's greatest heroes on Thursday, September 28, 2017. We thank you for your continued support and look forward to working with your wonderful group of schools again for the Terry Fox School Run this Fall.

Sincerely,

Lisa Armstrong, Wendy Fric and the School Team
The Terry Fox Foundation

Enclosure

The Terry Fox Foundation

Top 50 of 2016 in Ontario: \$979,267.15

56



THE TERRY FOX
FOUNDATION

Elementary: \$458,035.46

1. The Sterling Hall School	Toronto	\$58,712.55
2. RHMS	Richmond Hill	\$31,411.90
3. Rotherglen School	Mississauga/Oakville	\$25,952.46
4. Lambton Kingsway Junior Middle School	Etobicoke	\$21,592.40
5. Our Lady of Sorrows School	Etobicoke	\$20,727.40
6. William Grenville Davis Senior Public School	Brampton	\$20,353.69
7. Runnymede Junior and Senior Public School	Toronto	\$20,012.46
8. Kingsway College School	Etobicoke	\$18,789.00
9. Branksome Hall (Junior School)	Toronto	\$17,596.00
10. TFS Canada's International School*	Toronto/Mississauga	\$16,935.00
11. Hazel McCallion Senior Public School	Mississauga	\$16,856.22
12. Upper Canada College	Toronto	\$16,181.11
13. St. Robert Elementary School	Toronto	\$15,241.48
14. Claude Watson School for the Arts	North York	\$14,940.92
15. Havergal College Junior School*	Toronto	\$14,679.00
16. Town Centre Montessori Private School	Markham	\$14,660.50
17. TMS	Richmond Hill	\$13,826.10
18. Royal St. George's College*	Toronto	\$13,438.35
19. St. John Paul II Elementary School	Oakville	\$12,916.80
20. Pineland Public School	Burlington	\$12,906.52
21. Sacred Heart Elementary School	Sioux Lookout	\$12,756.45
22. St. Mark Catholic Elementary School	Kitchener	\$12,627.40
23. Christ the King School	Richmond Hill	\$11,890.00
24. Bobcaygeon Public School	Bobcaygeon	\$11,780.75
25. Cardinal Leger Catholic School	Scarborough	\$11,251.00

*Primarily elementary participation

Secondary: \$521,231.69

1. St. Peter's Secondary School	Peterborough	\$63,522.30
2. I. E. Weldon Secondary School	Lindsay	\$53,173.15
3. Holy Trinity Catholic High School	Kanata	\$44,507.30
4. East Northumberland Secondary School	Brighton	\$36,700.21
5. De La Salle College "Oaklands"***	Toronto	\$21,688.78
6. All Saints Catholic Secondary School	Whitby	\$20,363.21
7. St. Robert Catholic High School	Thornhill	\$19,304.85
8. Adam Scott Collegiate and Vocational Institute	Peterborough	\$17,965.79
9. Villanova College**	King City	\$17,741.42
10. Holy Cross Catholic Secondary School	Peterborough	\$17,730.83
11. Thomas A. Stewart Secondary School	Peterborough	\$16,870.60
12. St. Pius X High School	Ottawa	\$16,223.53
13. Columbia International College**	Hamilton	\$15,387.62
14. Toronto Prep School	Toronto	\$15,104.00
15. Cobourg Collegiate Institute	Cobourg	\$15,085.62
16. Father Leo J. Austin Catholic Secondary School	Whitby	\$14,898.08
17. The Humberview Secondary School	Bolton	\$14,479.60
18. St. Thomas Aquinas Secondary School	Brampton	\$14,064.22
19. Immaculata High School	Ottawa	\$13,209.94
20. Greenwood College School**	Toronto	\$13,090.94
21. Crestwood Secondary School	Peterborough	\$12,935.84
22. St. Anne High School	Belle River	\$12,485.00
23. St. Augustine Catholic High School	Markham	\$12,138.35
24. Holy Trinity Catholic Secondary School	Courtice	\$11,594.20
25. St. Joan of Arc Catholic High School	Maple	\$10,966.31

**Primarily secondary participation



For these, and other stories, please visit our CCSTA Website.



Put a Toonies for Tuition Fundraiser in your 2017-18 School Calendar

As we approach the end of the school year, we know that principals, teachers, trustees, parents and clergy are already turning their attention to the upcoming year's school calendar.



As you look at your 2017-2018 school calendar, please keep the Toonies for Tuition initiative in your plans to help raise money and awareness for a good cause.

[Find out how your school can plan out a Toonies Fundraiser.](#)

Share your Catholic Education Week Stories with Us!

CATHOLIC EDUCATION:
WALKING
forward
together

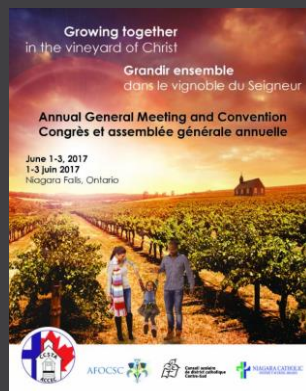
[Get in touch with us directly.](#)

National Trustee Gathering on Aboriginal Education Expected to Drive Discussion



[Read more about the National Gathering.](#)

There's Still Time to Register for the CCSTA 2017 AGM!



[Get the AGM Details Here.](#)

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STAY CONNECTED:

