

Committee of the Whole Meeting

Date: **Monday, March 5, 2018**

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 Bill Conway, Manuel da Silva, Amy Fee, Jeanne Gravelle, Wendy Price (Chair), Greg Reitzel, Brian Schmalz, Melanie Van Alphen

Student Representatives:
Kate Jamieson, Meghan Nemeth

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

Special Resource:

Recording Secretary:
Alice Figueiredo, Executive Administrative Assistant

| ITEM | Who | Agenda Section | Method & Outcome |
|---|---------------------|----------------|------------------|
| 1. Call to Order | Board Vice-chair | | |
| 1.1 Opening Prayer & Memorials | Pastoral Team | -- | -- |
| 1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today. | Chair | -- | -- |
| 1.3 Approval of Agenda | Board of Trustees | | Approval |
| 1.4 Declaration of Pecuniary Interest 1.3.1 From the current meeting 1.3.2 From a previous public or in-camera meeting | Individual Trustees | | |
| 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) | | | |

| ITEM | Who | Agenda Section | Method & Outcome |
|---|-----------------------|------------------------|----------------------------|
| 3. Consent Agenda: Board (Minutes of meetings) | | | |
| 3.1 Minutes of February 12, 2018 Committee of the Whole Meeting | Trustees | pp. 4-7 | Approval |
| 4. Delegations | | | |
| | | | |
| 5. Advice from the CEO | | | |
| 5.1 21 st Century Learning and Engagement 5.2 Assessment and Evaluation Practice in Schools | J. Merkel J. Klein | pp. 8-13 pp. 14-17 | Information Information |
| 6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication) | | | |
| 6.1 OCSTA 2018 AGM & Conference Preparations/ Discussions | Trustees | -- | Receipt |
| 7. Reports from Board Committees/Task Forces | | | |
| | | | |
| 8. Board Education (at the request of the Board) | | | |
| 8.1 OCSTA Communication 8.2 54 th Annual Elmira Maple Syrup Festival | W. Price B. Conway | pp. 18-68 pp. 69-73 | Information Discussion |
| 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): Mar. 20: Beacons of Hope St. Benedict FOS Mar 26: Board of Trustees' Board Meeting Mar. 28 Beacons of Hope Resurrection FOS Apr 4: Beacons of Hope Monsignor Doyle FOS Apr. 12: Beacons of Hope St. Louis April 25: Beacons of Hope St. David FOS May 3: Beacons of Hope St. Mary's FOS | | | |
| 14. Items for the Next Meeting Agenda | Trustees | | |
| | | | |

| ITEM | Who | Agenda Section | Method & Outcome |
|---|-----------------------|----------------|------------------|
| 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, February 12, 2018 at Waterloo Region Catholic Education Centre, Kitchener

Trustees Present:

Joyce Anderson, Bill Conway (Vice-Chair), Manuel da Silva, Amy Fee, *Jeanne Gravelle, *Wendy Price (Chair), Greg Reitzel, Brian Schmalz, Melanie Van Alphen

*via Skype

Student Trustees Present:

Kate Jamieson, Meghan Nemeth

Administrative Officials Present:

Loretta Notten, Gerry Clifford, Jason Connolly, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson,

Special Resources For The Meeting:

Regrets:

Laura Shoemaker

Absent:

Recorder:

Alice Figueiredo, 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 Vice-chair called the meeting to order at 6:00 p.m.

1.1 Opening Prayer & Memorials

The opening prayer was led by Student Trustee Nemeth.

1.2 Approval of Agenda

Move 8.1 before 6

2018-04 -- It was moved by Trustee da Silva and seconded by Trustee Fee:

THAT the agenda for Monday, February 12th, 2018 as amended 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

3.1.1 Minutes of January 15, 2018 Committee of the Whole Meeting

2018-05 -- It was moved by Trustee Reitzel seconded by Trustee Schmalz:

THAT the Minutes of January 15, 2018 Committee of the Whole Meeting and the recommendations contained therein be now approved. --- Carried by consensus

4. Delegations

5. Advice From the CEO

5.1 Annual Report on Student Transportation Services of Waterloo Region

Benoit Bourgault (General Manager, STSWR) presented the Annual Report on the Student Transportation Services of Waterloo Region (STSWR). Mr. Bourgault discussed the key accomplishments and priorities of the past school year. Also discussed was the new pressures that STSWR has been facing including, managing a regional driver shortage, transience in bus drivers as they move between operators and to better paying jobs in other sectors, implementation of higher minimum wage and increased competition for drivers from neighbouring regions who have increased their driver's wages.

Mr. Bourgault shared the new GPS technology which increased the accuracy of GPS tracking along with an alcohol detection for all school bus. The alcohol detection will be used as a safety precaution.

Special needs transportation continues to be a main objective as STSWR continues to review network for efficiency focusing on reducing ride time and reducing the use of taxis. In addition, talks continue in the Region to pursue the stop arm camera. Ottawa is currently under a pilot project and will share information once the process is complete.

5.2 Rate Increase – Bus Drivers

Shesh Maharaj (Executive Superintendent of Corporate Services) presented on the current status of bus driver shortage at WCDSB. Currently there are eight routes that do not have a permanent drivers and this creates disruption within our system as drivers are not familiar with routes or students. Wellington-Dufferin Student Transportation Services completed their competitive bidding process and has increased their minimum rate for their bus drivers at \$17.50 per hour. Currently, bus drivers in Waterloo Region have a base rate of \$14.50 per hour.

To help manage the issues being experienced in the Region, STSWR has engaged in discussions with bus operators. At this time, given the circumstances outlined above, a recommendation has been made that the minimum rate for drivers be increased to \$17.50 per hour effective February 1, 2018 and to \$18.00 per hour effective January 1, 2019. Based on budget projections within the transportation envelope as at February 1, 2018, this rate increase can be absorbed without affecting other services.

Information will be requested on a periodic basis from STSWR on driver attraction and retention and further updates will be brought to the Board of Trustees as required.

Dialogue took place between Trustees as perhaps this could be an issue that is brought forth to OCSTA to motion the Ministry.

5.3 Kindergarten Update

Julie Tonin (Early Learning, Literacy/Numeracy K-3) presented the Kindergarten update regarding the ongoing implementation of the Kindergarten program at the Waterloo Catholic District School Board. Ms. Tonin provided Trustees with WCDSB Kindergarten bags which will be presented to each student entering Kindergarten. Ms. Tonin requested the Trustees partner up and choose items to create a new game. This was an opportunity for the Trustees to play and have the same experience that a child would have. This exercise brought together the four frames of the Kindergarten program: Belonging and Contributing, Self Regulation and Well Being, Demonstrating Literacy and Mathematics Behaviours and Problem Solving and Innovating along with Global Competencies.

WCDSB is building supportive Community Partnerships with Region of Waterloo Public Health, Early Literacy Alliance of Waterloo, Region of Waterloo Community Services and lastly a newly launched initiative, Family Compass Waterloo Region.

Challenges were discussed including attraction and retention of ECE's within our system. There is a continued need to have kindergarten planning time teacher voice in kindergarten learning sessions. We continue our partnership with Conestoga College, including an apprentice program for ECE's.

5.4 Parent Engagement Update

Judy Merkel (Superintendent of Education) provided Board with an update on Parent Engagement and WCDSB continually focus on support partnerships between home and school to meet the various forms of parent engagement as presented in the Ontario Parent Engagement Policy by promoting and supporting:

- Catholic School Chairperson "Grassroots" knowledge and information sharing event
- Parent Reaching Grant applications, system and regional
- Celebration of our Catholic School Advisory Council Chairpersons through our WCDB annual commissioning ceremony.

The next steps include obtaining a list of various events that our Catholic School Councils have planned and sharing this information and WCDSB CPIC will obtain information from attendees at the "Grassroots" session to determine planning for the next meeting.

6. Ownership Linkage (Communication with the External Environment)

Trustees, in small groups, discussed items for Linkages and Pastoral Care

6.1 Linkages Activity

Currently there are 5 confirmed attendee for the Clergy dinner on March 1st (not including Trustees). Request that a reminder e-mail be sent immediately and Trustee Van Alphen will follow up with clergy via telephone. The flow of the night will start with a welcome, dinner and wrap up with a presentation from the Director regarding Home-Parish Relationships. Recommendation that the invitation be extended to our CPIC Chairs.

Invitation were sent to Audit Committee, CPIC and SEAC to attend a Committee of the Whole meeting. Currently SEAC and Audit have confirmed that they wish to attend on May 13th, 2018.

6.2 Pastoral Care Activity

Reminder that Soup Sisters will be taking place on February 27th, 2018.

Trustee da Silva is currently awaiting confirming from Our Lady of Fatima Church in Cambridge as a venue for Catholic Education Week.

The Student Trustees will be planning the escape room event; more details will be forthcoming.

7. Reports From Board Committees/Task Forces

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

8.1 OCSTA Communication

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

11.1 Monitoring Reports & Vote on Compliance

12. Potential Agenda Items

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

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

- Feb 7: SEAC – cancelled due to inclement weather
- Feb 14: CPIC
- Feb 26: Board of Trustees
- Feb 27: Soup Sister
- Mar 1: Clergy Dinner

Director Notten read a thank you letter from Jim Erb for our participation in Rotary Club of Kitchener-Conestoga's Turkey Drive and its success. Proceeds from the CEC Christmas lunch were donated to this cause.

14. Items for the Next Meeting Agenda/Pending Items

15. Adjournment – Confirm decisions made tonight. Closing Prayer

The Recording Secretary confirmed the meeting decisions.

16. Closing Prayer

17. Motion to Adjourn

2018-06-- It was *moved* by Trustee da Silva and *seconded* by Trustee Reitzel.

***THAT the meeting be now adjourned.* The meeting was adjourned by consensus at 7:57 p.m.**

Vice-chair of the Board

Secretary

Date: March 5, 2018
To: Board of Trustees
From: Director of Education
Subject: 21 Century Learning and 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: (cite Education Act and/or Board Policy or other legislation)

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

Towards Defining 21st Century Competencies for Ontario

http://www.edugains.ca/resources21CL/About21stCentury/21CL_21stCenturyCompetencies.pdf

Collaborative Action Research <http://www.tmerc.ca/digitalpapers/car.html>

<http://www.edu.gov.on.ca/eng/policyfunding/memos/feb2014/QuickFactsWinter2014.pdf>

Alignment to the MYSP:

Strategic Priorities:

Student Engagement, Achievement & Innovation, Building capacity to Lead, Learn and Live Authentically

Strategic Directions:

Students are achieving at their highest potential in a 21st century world.

Background:

Over the last few years the WCDSB has focused specific attention to the 21st Century Learner and how we can best support the adoption of best practices in terms of pedagogy and technology infrastructure and learning environments. It is with intention that we look to the power of the learning task and how technology-enabled instruction can improve student achievement. There is thoughtful planning in system next steps to ensure decisions are evidence-based and focused on the instructional core.

In alignment with our MYSP our goals are as follows:

- To focus on personalized authentic and culturally relevant Inquiry
- To ensure that all PD in relation to digital technology is mapped to one of the 4 pillars of the BIPSA and a specific area of student need.
- Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.
- To focus on the 21st century competencies of critical thinking and problem solving, creativity and collaboration.

Strategic Goal:

To engage students in personalized authentic learning experiences and culturally relevant inquiry

In 2018, 784 elementary students are registered to participate in our [Elementary Skills Challenge](#). Our vision is to engage students in authentic, deeper learning experiences through design thinking challenges that help to solve a problem in their community. These activities are designed to develop global competencies that are aligned with our Ontario Catholic School Graduate Expectations. The learning for students is rooted in the NPDL framework where students are continually given opportunities for deeper learning. Our goal continues to focus on creating opportunities where our learners contribute to the common good, address global challenges and flourish in a complex world.

| Challenge Categories | Teams | Members | Total | |
|---------------------------|-------|---------|------------|--------------|
| 4-6 3D Printing | 16 | 2 | 32 | |
| 4-6 Coding (with Scratch) | 27 | 2 | 54 | |
| 4-6 Lego Mechanics | 27 | 4 | 108 | |
| 4-6 Lego Robotics | 26 | 4 | 104 | |
| 4-6 Technology | 17 | 4 | 68 | |
| 4-6 Video Editing | 8 | 2 | 16 | |
| | | | 382 | Junior |
| | | | | |
| 7-8 3D Printing | 20 | 2 | 40 | |
| 7-8 Coding (with Apps) | 24 | 2 | 48 | |
| 7-8 Lego Mechanics | 24 | 4 | 96 | |
| 7-8 Lego Robotics | 25 | 4 | 100 | |
| 7-8 Technology | 19 | 4 | 76 | |
| 7-8 Video Editing | 21 | 2 | 42 | |
| | | | 402 | Intermediate |
| | | | | |
| | | | 784 | Total |



72 students worked on design thinking challenges to create 3D printing prototypes to solve human centered problems.

Strategic Goal:

1. *Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning*
2. *To ensure that all PD in relation to digital technology is mapped to one of the 4 pillars of the BIPSA and a specific area of student need.*

Teachers as Leaders

A group of 16 classroom teachers have been trained to deliver the New Pedagogies for Deeper Learning (NPDL) Professional Learning Cycle to teachers in each school throughout the Board (2 teachers/ elementary school, 8 teachers/ secondary school = 128). The purpose of implementing the NPDL framework is to foster deeper learning so that our learners contribute to the common good, address global challenges and flourish in a complex world.

The NPDL framework is being used to build capacity in the areas of the BIPSA that deal specifically with assessment and monitoring.

Knowing the Learner through Assessment:

- How can we understand what a student knows, thinks, and is able to do (assessment for learning)?
- How will we give students voice and choice in their learning and build on a desire to make sense of their world?

Responding through Effective Instruction & Learning Environment

In partnership with students how can we design learning experiences based on the current strengths and needs of these students at this time?

Monitoring Learning

- How do we document and measure student learning? *Our Catholic, Global-Minded Graduates will; Collaborate & Communicate, Think Critically & Problem Solve, Create & Innovate, Develop Character, Demonstrate Resiliency & Persevere* section identified in your [SIPSA](#)
- The Progression rubrics for [Global Competencies](#) are being used to ...
 - a. Assess the current level of students on the competency

- b. Guide the design of deep learning tasks to move students to the next level of growth
- c. Have [students self-assess](#) their development of the competency (assessment as learning)
- d. Measure student growth on the competency (assessment of learning)

The [dimensions of deep learning](#) are the considerations that go into designing a learning experience that will foster the development of the global competencies to their fullest potential.

- a. *Learning partnership* between students, educators, family, and community driven by transparency, mutual benefit, accountability. Students as active co-designers and co-learners with partners
- b. Interactive, authentic, & virtual *learning environments* that establish a culture of knowledge creation and collaboration
- c. Learning design uses evidence-based *pedagogical practices* that scaffolds thinking based on student needs and interests and incorporates assessment to provide feedback that promotes metacognition and self-regulation to maximize learning potential
- d. *Leveraging digital* tools and resources to *access timely and precise feedback* that accelerates and informs learning processes to generate and share new knowledge artefacts and innovations

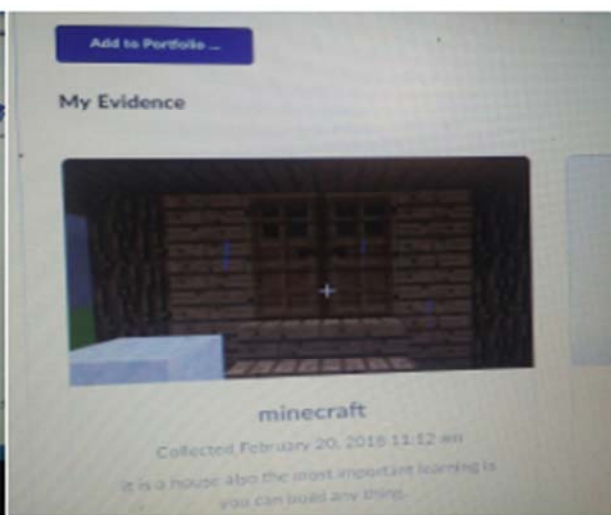
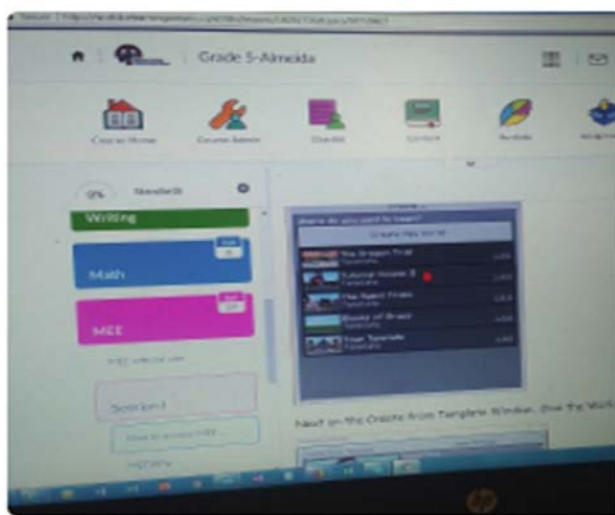
Gamification and Minecraft for Numeracy Pilot

WCDSB implemented a rural school Windows 10 Cloud book and Minecraft EDU pilot with a focus on numeracy at St. Boniface, St. Clement and St. Bridget. Each school is receiving 10 Windows 10 Cloud books and 1 Windows 10 touch Flipbook with Minecraft EDU installed. Microsoft working with Michelle Booth is funding PD with the pedagogy required to utilize this tool to focus on numeracy. This pilot builds excitement around learning with the intent to continue to build their knowledge around numeracy and the global competencies through the Minecraft Game Platform.



Michelle Booth @wc_booth · 12m

Super learning about #MEE today @StBrigidAyr @mr_aquil1 #reflect #d21 #portfolio #numeracy #engaged



Transforming Libraries into Learning Commons:

The Library Learning Commons project is in year one of a five-year implementation plan. This project will enhance the 21st Century learning for students in environments where collaboration and innovation are the norm. Our learning commons will be outfitted with collaborative furniture, shelving, Lego walls, branding, and additional electrical outlets to support use

of mobile devices for collaborative student work. Furniture has been ordered for three of the eleven schools identified for transformation in 2017-2018. Planning is in progress for the remaining eight schools.

Strategic Goal: *To focus on the 21st century competencies of critical thinking and problem solving, creativity and collaboration.*

21st Century Learning in the Classroom Committee (Innovative Learning Committee)

The WCDSB 21st Century Learning in the Classroom Committee is being renamed the Innovative Learning Committee. This year we have moved to four full day meetings per year. The committee is made up of our exemplary classroom educators, technology focused administrators and key board office staff with a focus on technology based pedagogy. The purpose of this committee is to inform strategic direction, leading practices, pedagogy and budgeting for technology and related professional development. This year we have expanded the membership to include representative from other school districts so we can share ideas, leading practices and investigate sharing opportunities. Guests boards this year include Waterloo Region DSB, Wellington Catholic DSB, Upper Grand DSB, Brant Haldimand Norfolk Catholic DSB, Huron Perth Catholic DSB and London Catholic DSB.



Technology Equipment and Infrastructure Upgrades

This year we updated and strengthened the critical infrastructure and required technology to facilitate effective instruction. Wireless infrastructure and the Board's Internet bandwidth have been increased to meet the needs of increased online educational resources and to facilitate the use of personal devices in curricular activities. Computers in specialty labs at our secondary schools have been updated to meet the needs of high end design software like AutoCAD. Secondary Chromebooks have been updated to support current Google Suite for Education requirements. One fifth of WCDSB Epson Bright-Link touch data projectors have been replaced with the latest technology.

Survey Technology Survey to Inform Future Technology Strategy

WCDSB used a comprehensive survey to gather input to inform ongoing implementation of various resources, programs and learning opportunities from various Board departments. We invited all staff to complete this survey to provide timely

feedback about different implementations to inform future directions. Results from this survey has been presented to the IT Governance Council, Executive Council and the Innovative Learning Committee. All responses were anonymous. We were pleased to have 485 responses of which 369 were our systems educators.

Questions focused on utilization of various technologies, levels of proficiency, resiliency, data informed decision making, assessment methodology, pedagogy and the focus for future professional development.

Next Steps:

To create a culture to optimize the conditions for instructional leadership in 21st century teaching and learning, the Board will host its third [Education Innovation Conference](#) on April 13, 2018. We will use the open space conference format to permit the participants to engage in hands-on, self-directed professional learning related to the use of 21st century learning tools and approaches. By adopting a shared leadership model, we are able to leverage the expertise and experience of a large number of our teachers who are committed to transforming learning and teaching. This is an important initiative because it allows for the innovative practices to be adopted on a broader scale due to the ability of our educators to take ownership of the diverse ways the tools and approaches can be adapted to improve student achievement.

We are currently in the process of hiring an Experiential Learning Teacher (K-12). This system teacher will support schools as they provide cycles of learning that comprise of three phases where: students *participate* in community-connected learning experiences; *reflect* on those experiences to derive meaning from them; and *apply* their learning in various aspects of their lives. This teacher will work to support community partnerships, make connections to education/career life planning, and provide leadership in support of experiential learning.

Recommendation:

This report is being provided as information on 21st Century Programming at WCDSB.

Prepared/Reviewed By: Loretta Notten
Director of Education

Judy Merkel
Superintendent of Education

Chris Demers
Chief Information Officer

*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: March 5, 2018
To: Trustees
From: Director of Education
Subject: Assessment and Evaluation Practice in Schools

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

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

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

Education Act Section 169.(1)

Every Board shall: (a) promote student achievement and well-being; (b) ensure effective stewardship of the board's resources; (c) deliver effective and appropriate education programs to its pupils; f) develop a multi-year plan aimed at achieving the goals of student achievement and well-being, positive school climate, inclusive and accepting schools, stewardship of resources, and effective and appropriate education programs to its pupils.

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

Growing Success, Assessment, Evaluation, & Reporting in Ontario Schools (2010)

Growing Success Kindergarten Addendum (2016)

APC017 Assessment, Evaluation, & Reporting in Secondary Schools

APC022 Elementary School Policy for Assessment, Evaluation, Grading, & Reporting, Grades 1-8

Priority Area:

Nurturing our Catholic Community

Strategic Direction:

Everyone is included, respected and welcomed.

Goal:

To support an environment of inclusion with improved implementation of the principles of Learning for All.

Priority Area:

Student Engagement, Achievement, & Innovation

Strategic Direction:

Parents, parishes, community partners and student engagement are nurtured and valued

Goal:

To engage students in authentic learning experiences that reflect real-life application and engagement within a global context

Priority Area:

Student Engagement, Achievement, & Innovation

Strategic Direction:

Students are achieving at their highest potential in a 21st Century world

Goal:

To focus on personalized authentic and (culturally) relevant inquiry

Priority Area:

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:

The system inquiry question that guides the Waterloo Catholic District School Board's Board Improvement Plan for Student Achievement (BIPSA) establishes a clear emphasis on assessment: "What impact will collaborative teaching and learning, that focuses on the assessment for learning process, have on increasing the number of students approaching, achieving at or beyond the provincial standard K-12?"

The BIPSA, goes on to stress the importance of assessment practices as levers of student achievement. Through such terms as, "knowing the learner through assessment" and "collaboration and assessment", the BIPSA guides educators in the WCDSB toward an ambitious yet attainable goal: the "Increase in student achievement & well-being through triangulated assessment (observations, conversation & products) for/as learning in all curricula."

Policy and best practice regarding the assessment, evaluation, and reporting of student achievement in Ontario has been, for nearly a decade, articulated and set by the provincial document *Growing Success, Assessment, Evaluation, & Reporting in Ontario Schools (2010)*. This policy defines for parents, students, and educators seven key principles of assessment, evaluation, & reporting. In order to ensure that these practices ensure validity, student engagement and achievement, teachers' practices and procedures should:

- Be fair, transparent, and equitable for all students;
- Support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- Be carefully planned, to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles, preferences, needs, and experiences of all students;
- Be communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- Be ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;

- Provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning

Performance Standards – The Achievement Chart

All curricula in Ontario contain content standards and performance standards both of which form the foundation of assessment and evaluation practice. Content standards are rooted in the overall and specific curriculum expectations found in each subject/course. Performance standards are defined in achievement charts found in each subject/course curriculum document and assist teachers in providing effective feedback to students as well as make consistent judgements about the quality of student achievement.

Assessment Framework

Research on impactful assessment identifies three key processes teachers and students use in concert to promote student learning:

- Establishing where the learners are going in their learning;
- Establishing where they are in their learning;
- Establishing what needs to be done to get them where they are going

Five strategies serve to promote these processes:

- Identifying and clarifying learning goals and success criteria;
- Engineering effective classroom discussions and other learning tasks that elicit information about student learning;
- Providing feedback that helps learners move forward;
- Through targeted instruction and guidance, engaging students as learning resources for one another;
- Through targeted instruction and guidance, helping students understand what it means to “own” their own learning, and empowering them to do so

Capacity Building and Monitoring

The WCDSB continues to work to strengthen the assessment literacy and efficacy of its staff in many ways. In recent years, one Professional Activity (PA) Day per year has been dedicated, in part, to the theme of assessment and evaluation. Furthermore, other PA Days (*i.e.* Nov. 17, 2018 which focused on Numeracy) contain significant content and themes that strongly complement and align with the WCDSB's focus on the assessment skills of our educators. As well, ongoing professional development stemming from other WCDSB and provincial priorities (*i.e.* the Renewed Math Strategy, Student Success, 21st Century Learning/New Pedagogies for Deep Learning, Kindergarten, *etc.*) also addresses assessment practices in numerous ways. In this way, assessment and evaluation continue to weave through all professional development practices in the Board. This occurs in many ways, such as:

- Monthly administrator meetings where assessment and evaluation practices and concepts are examined
- The WCDSB's leadership strategy insofar as Ontario's Leadership Framework has, as part of its mandate, a set of skills and dispositions that support and prioritize assessment and evaluation
- Every school has a lead teacher who continues to refine his/her assessment and evaluations practice through leadership in the use of a student achievement electronic management system (Gradebook and enCompass)

Assessment practices are monitored with care, thought, and diligence by both principals and supervisory officers. The Board Improvement Plan for Student Achievement (BIPSA) has, not only a clear priority placed on knowing the learner and responding in a collaborative and professional manner (assessment-driven instruction), but, as well, a requirement of all formal leaders, that they continuously monitor the utilization and impact of renewed assessment and evaluation practices.

The BIPSA clearly articulates the specific strategies these leaders take as they monitor for impact. Monitoring strategies include:

- Observations of classroom learning on the part of school improvement teams, principals/vice-principals, and superintendents
- Teacher Professional Development Survey
- Superintendent visits and conversations with school leadership teams using the SIPSA's assessment theme as point of reference and priority
- Deeper, broader, and increasingly aligned and refined use of the student achievement data electronic platform (enCompass)

The WCDSB will continue to increase student engagement, achievement, and well-being by more completely understanding the unique strengths and needs of each of its students and responding effectively. It will do so through an increasingly nuanced and responsive assessment practice that aligns with and complements other priorities and strategies.

Recommendation: for information

Prepared/Reviewed By: Loretta Notten, Director of Education

John Klein, Superintendent of Learning



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Patrick Daly, *President*
Beverley Eckensweiler, *Vice President*
Nick Milanetti, *Executive Director*

February 23, 2018

TO: Chairpersons & Directors of Education
Christian Service Activity Coordinators/Catholic Education Week Administrators

CC: Student Trustees

FROM: Patrick J. Daly, President

SUBJECT: **Catholic Education Week Christian Service Activity**

We are pleased to share with you, additional information regarding the Christian Service Activity being planned by the student trustee leadership as part of the 2018 Catholic Youth Day program. Catholic Youth Day is scheduled for May 8 and the Catholic Board Council Student trustee leaders, Ben Smith and Christina Atrach, have worked diligently to plan a Christian service experience for students that addresses the need both in our own country and internationally for improved access to clean water.

Christian Service Activity

The focus of this province-wide initiative is to raise funds and generate support for clean water projects at the local or international level. A **“WE Walk for Water” Event Toolkit** has been created which provides information on the planning of a 5 KM walk to raise funds for initiatives that can provide sustainable means to access clean water. This toolkit is enclosed along with a helpful “Frequently Asked Questions” document and other informational resources.

While **April 27th** is the suggested date for the 5 KM walk, boards may plan the event for any date prior to the May 8 Catholic Youth Day event.

In support of this initiative please see attached letters and resources from:

- His Eminence, Thomas Cardinal Collins – Archbishop of Toronto
- Marc Kielburger, LLB - Co-Founder WE
- The Catholic Board Council Student Trustee Executive
- The Canadian Catholic Organization for Development and Peace

1/2

Catholic Youth Day – May 8

The Catholic Youth Day event will take place on May 8th at the WE Global Learning Centre in Toronto. This meeting facility can accommodate 200 guests and all boards are invited to send up to 9 students and 1 supervisor to participate in this celebration of Catholic Youth Day. Given that participation at this event may not be feasible for all boards, there may be an opportunity for some boards to send more than 9 students.

Catholic Youth Day in Toronto will begin with a celebration of the Eucharist at 9:30 a.m. on May 8th at St. Paul's Basilica (83 Power St.). Our celebrant will be His Excellency Bishop G. Bergie. After Mass students and other guests will be guided on a short 5-minute walk to the WE Global Learning Centre (339 Queen St. E.). The program for the day will include presentations by individuals representing Catholic Education leadership in Ontario as well as those from the Canadian Catholic Organization for Development and Peace and the WE organization. A detailed program will be provided in the coming weeks.

Boards will be responsible for providing transportation for students to attend this event in Toronto.

Selecting Students for the Catholic Youth Day Event in Toronto

All boards are invited to select 9 student leaders (e.g., student senate members, student trustees) and 1 supervisor as delegates for this event. Please use the attached form to respond no later than April 2. After that date, any left-over seating will be made available to boards wishing to send more than 10 delegates.

Please complete and return the attached form to Ashlee Cabral (acabral@ocsta.on.ca) by April 2, 2018 in order to provide OCSTA with the number of students who will be attending from your board, and details on the Christian Service Activity that your board will be launching as part of this Catholic Youth Day celebration.

We greatly appreciate the support of all boards for this student-led initiative that is so firmly rooted in our values and the mission of Catholic education.

7 Attachments (Pages 1-47)

- *WE Toolkit (1-28)*
- *FAQ (29-32)*
- *Letter from His Eminence, Thomas Cardinal Collins (33)*
- *Letter from Marc Kielburger, Co-Founder WE (34)*
- *Letter from Catholic Board Council Student Trustee Executive (35-37)*
- *Resources from CCODP (38-47)*
- *Response Form (separate page)*

WE walk for water

Event Toolkit

We're the generation that believes every person deserves clean water. Walk with us for all the women and children who travel hours each day just to get water.



Welcome

Thank you for participating in our first-ever international one-day fundraiser!

We are so excited to have you join us as we walk and raise money for the millions of women and children who walk hours each day to collect water.

By improving access to clean water, girls can attend school, parents can run sustainable farms and communities can lift themselves out of poverty with improved health, nutrition, education and opportunity. Clean water is truly the gift that keeps on giving.

We are the generation that believes every person deserves access to clean water. To date, WE Villages has provided more than one million people with access to clean water and sanitation. Now, we're on a mission to give another 50,000 people clean water for life.

We are asking people to get involved with their school, family, company, community or as an individual. For every \$25 raised, one person will gain access to clean water for life. And when we all work together, our small actions will create a tidal wave of good.

Thank you for your commitment to a better world where everyone has access to clean water. We couldn't do this without you.

Together, we change the world.



Craig and Marc Kielburger
Co-Founders, WE



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This handbook will support you and your students through each step of planning a world-changing WE Walk For Water event. Check off each step as you go to help keep you on track!

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| 02 | Learn about water..... | 7 | <input type="checkbox"/> |
| 03 | WE Villages activity | 8 | <input type="checkbox"/> |
| 04 | Classroom resource | 9 | <input type="checkbox"/> |
| 05 | Create a donation page | 11 | <input type="checkbox"/> |
| 06 | Plan your walk..... | 12 | <input type="checkbox"/> |
| 07 | Spread the word | 16 | <input type="checkbox"/> |

During your walk

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| 08 | Collect pledges | 18 | <input type="checkbox"/> |
| 09 | Fundraising rewards..... | 19 | <input type="checkbox"/> |
| 10 | Let's walk the walk..... | 21 | <input type="checkbox"/> |

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Step 01 | Why water?

\$25. That's what it costs to give one person clean water for life. Clean water isn't a luxury— it's a basic human right. One that millions of people around the world lack access to because of water sources that are unreliable or far from home. Children—especially girls—are often given the daily task of walking to collect water for their families, which prevents them from attending school and reduces their future economic opportunities.

WE Walk For Water

Join us on April 27 for WE Walk For Water. Walk five kilometers and help us reach our goal of providing 50,000 people with clean water for life.

To date, WE Villages has provided more than one million people with access to clean water and sanitation.

For every \$25 raised, you'll provide one person with access to clean water for life!



WE Villages

The goal of WE Villages is to implement a holistic, sustainable development model so that communities can lift themselves out of poverty and never have to rely on charity again. This is achieved through five Pillars of Impact.

Water Pillar

The WE Villages Water Pillar helps provide communities with:

- ▶ Clean water for drinking and cooking
- ▶ Healthy and clean sanitation facilities
- ▶ Water infrastructure like irrigation or catchment systems for growing food
- ▶ Educational programming to equip people with the knowledge they need to live healthy lives

To learn more about our WE Villages development model, visit WE.org.



UN Sustainable Development Goals (SDG)

In September 2015, countries from around the world came together and adopted a set of goals to reach by 2030 to end poverty, protect the planet and ensure prosperity for all. Of those 17 goals, SDG 6 was identified as an issue that specifically talks about water and humanity's responsibility to create sustainable and accessible sources for all humankind.

SDG 6: Clean water and sanitation

SDG 6 aims to ensure the availability and sustainable management of water and sanitation for all. This goal aligns with WE's Water Pillar, which means that when you take action with WE, you are becoming part of a global community that is working toward a sustainable Earth.

\$25 gives one person clean water life

Every \$25 raised for WE Walk For Water will help implement water projects and programs in WE Villages communities. This takes into account general costs of water projects, the anticipated longevity of the project, average community size, etc. The funds will be put toward a project or program within the Water Pillar, ensuring a sustainable and holistic impact that takes into consideration the specific needs of the communities we work with.

Having access to clean water is directly tied to a better quality of life. When communities have access to clean water, girls can attend school instead of bearing the responsibility of fetching water, parents can run sustainable farms and families can avoid contracting waterborne illnesses. Clean water helps improve chances for success and productivity for all.



Step 02 | Learn about water

Now that you've signed up for WE Walk For Water, we want to equip you with tools to learn more about water issues and prepare your students for a successful event!

Explore the issue

Access to clean water can mean the difference between life and death. Since 1990, 2.6 billion people have gained access to improved drinking water sources, but there is still work to be done to improve the livelihood of over 800 million people living without access to safe drinking water.

In developing communities, women and girls have the primary responsibility of collecting water from distant sources. This means they often miss out on school and income-generating activities at home while hauling water for themselves and their families.

With access to clean water, families are able to have their girls attend school, watch their crops flourish at home and improve their personal health. Children are especially at risk for water-related diseases, and with better access to clean water school attendance rates increase—expanding the opportunities in children's lives and improving the overall health of their family, too.

Discussion questions:

- ▶ How would your daily routine change if you did not have access to clean water?
- ▶ Why do you think millions of people still do not have clean drinking water?
- ▶ What do you think needs to be done to make clean water accessible to everyone?

WE Villages community member profile

Samson Morompi
Sikirar, Kenya

After months of drought in the village of Sikirar, farmers were beginning to watch their cows die by the hundreds. Samson Morompi turned to Sikirar Primary School, the one source for clean water in the community, with an innovative idea. The school was built in partnership with WE Villages and equipped with a borehole connection for clean water. To create a makeshift trough for the cows, Morompi ran a long rubber pipe from the school's water tower toward a row of black truck tires sawn in half—giving the cows a much needed drink of water. Since he launched the initiative, Morompi has seen a big change in the health of the community's herds, and the health of his family.



Step 03 | WE Villages activity

Share this activity with other educators in your school to help prepare students for your WE Walk For Water campaign! This activity will help students gain perspective on the daily issues people face to access water.

Objective

Participants will learn about the various challenges and successes that WE Villages community members face in their daily lives. Participants will be assigned a community member's profile and through that profile will learn about the five Pillars of Impact.

For more information on the WE Villages sustainable development model, visit [WE.org](https://www.wewalkforwater.org).

Materials

- ▶ Printed and cut copies of profiles
- ▶ See **Appendix B** for the WE Villages community story and **Appendix C** for the profiles
- ▶ A line on the ground to divide the physical space of the room (using rope, tape, chalk, etc.)

Directions

- 01** Ask all students to stand up and line up single file along the middle of the room.
- 02** In front of their feet, draw a line down the middle of the room using the tape or rope—ask them to stand still with both feet on the line.
- 03** With all of the community profiles (**Appendix C**) cut up and folded in a hat, walk down the line and allow each student to pick a profile, then read it silently to themselves. Multiple students may have the same profile.
- 04** Once each person has a profile, remind the group that this is a silent, reflective activity, where you will be reading a story to them and they will have to listen carefully, taking steps forward and backward based on how the story relates to the character written on their profile. There will be times when students will remain where they are on the line; this is okay. Remind them that they will need to interpret the story for themselves and make a judgment on whether to step forward, backward or remain still.
- 05** Begin reading out the WE Villages community story (see **Appendix B**).
- 06** Once the story is complete, you should have students spread throughout the classroom, with a few people many steps ahead, and the vast majority of the group many steps back from the line. This represents how limited access to valuable resources can be detrimental to the quality of one's life.
- 07** Ask the participants to take a moment to look around the room and reflect on where they are in comparison to everyone else.
- 08** Now ask them to form a circle to begin the debrief discussion using the following prompts:
 - Think of one word that describes this activity to you. Share it if you feel comfortable.
 - What made you feel this way? (Sad/frustrated/guilty, etc.)
 - What would life be like if each of these communities had access to basic rights? (I.e., education, water, food, health and income.)

Step 04 | Classroom resource

The WE Walk For Water Classroom Resource is designed to create an experiential service-learning opportunity for students. They will develop understanding about the current global water crisis, how this crisis impacts people and communities around the world, and how they can be a part of positive change. The classroom resource links to Provincial Ministry of Education expectations and American Common Core standards.

Students will learn that access to safe water is a human right and necessary for survival. The lessons will take students through the four steps of WE Schools, where they will investigate and learn about the water crisis, then plan and take action. Reflection is also a key component of the learning process, where students consider what they have learned and how they see themselves as part of the solution. The WE Walk For Water event is the culminating activity that will build empathy for those women and girls around the world who spend much of their lives seeking and transporting water for their families. After the event, students will be encouraged to reflect and celebrate as they share their learning with other students, parents and the community to raise awareness about the importance of access to water.

The lessons will:

- ▶ Begin with an experience to help build students' understanding of girls and women's daily walking experience;
- ▶ Encourage students to reflect on real-life stories of people who are affected by the crisis;
- ▶ Develop an understanding of the purpose of the water walk and how they can contribute toward giving a person, family or community clean water for life; and
- ▶ Provide additional lessons to go deeper into the concept of safe water and how they can use their scientific skills to test water.

Like all of our teacher-created classroom resources, you will find:

- ▶ Essential questions to guide the learning and specific lesson learning goals
- ▶ Educator notes with suggestions for differentiation, enrichment and extension activities
- ▶ Assessment and evaluation suggestions with reproducible student activity templates
- ▶ An extensive resource list for additional inquiry projects

Visit [WE.org/wewalkforwater](https://www.wewalkforwater.org) to access the lesson packages.



Step 05 | Create a donation page

This year, we're going digital for donations! CrowdRise is one of the world's largest online platforms dedicated to charitable giving. By creating your own CrowdRise page, your class will have an easy, accessible way to raise money for WE Walk For Water. Go to crowdrise.com/wewalkforwater2018 to create your own WE Walk For Water fundraising page!

Choose country

Start by selecting which country you will be participating in.

CANADA



USA



Create fundraising team page

To start setting up your school or group's fundraising page, select "Create your page."

You'll then be able to join an existing team, or start your own team by assigning a name, setting a fundraising goal and filling out the contact information.

Individual fundraising page

Once your school or group page is all set up, students will be able to create their own individual fundraising page under your team name. Donations will be tracked by individual participants, as well as a school or group as a whole.



Donating made easy

Share your fundraising page with friends, family and community members. Donors will be able to see who is participating in the event, what your goal is and why raising money for clean water is important! CrowdRise will track your donation goals and make it easy for people to donate to your cause!

Not able to use CrowdRise? No problem!

Pledge forms are available for download at WE.org/wewalkforwater. There is also a pledge form included on page 28 for you to photocopy for students.

Step 06 | Plan your walk

To start planning your event, choose the right type of walk for your group or school community.

1. Choose your walk

| | |
|------------------------|--|
| Classic walk | <ul style="list-style-type: none">▶ 5 km▶ Entire class or school▶ Carry weights |
| Relay walk | <ul style="list-style-type: none">▶ 5 km▶ Determine the distance breakdown▶ Carry light weight in a backpack |
| Customized walk | <ul style="list-style-type: none">▶ Symbolic walk (younger kids or families)▶ Pick your distance▶ Decide the weight you will carry |

2. Choose weight

Many women and children in developing communities use a jerry can, a re-used plastic container, to collect their water from distant sources. When full, this jerry can weighs approximately 40 pounds.

To simulate this during your event, have students choose something to walk with that holds a bit of weight to it (i.e., fill a backpack with books, carry a reusable container filled with water, etc.).

3. Assign roles

To help plan the event, have students choose a role based on their individual strengths and passions. Below are a few examples.

- ▶ Sign/poster makers
- ▶ Social media team
- ▶ Water advocates
- ▶ Fundraising team
- ▶ Event team
- ▶ Research committee

Remember to involve your school council, social justice committee and art club to help spread the word and make your event a success by bringing together different skills sets and support!

4. Map it out

To help prepare for the walk, have students research the routes women and children in developing communities take to access water each day. Then, have students research their own walk. Depending on the type of walk you choose to do, consider what would be the best environment to do this in. (i.e., gymnasium, hallways, outside, throughout community.)

5. Make a list

Have students make a list of items they will need on the day of their walk. Below are a few examples.

- ▶ Signs and noise makers
- ▶ Comfortable shoes
- ▶ Photographer
- ▶ Sunscreen
- ▶ Water
- ▶ Permission forms

6. Create a schedule

Block off half the day for your WE Walk For Water event to ensure students have time to prepare, complete their walk and reflect on it afterward.

This is a suggested schedule for your WE Walk For Water event. Please adjust accordingly based on your specific group or school!

| | |
|------------|--|
| 9:00 a.m. | Gather in school gymnasium or regroup as a class after morning announcements. |
| 9:15 a.m. | Review your route and remind students of why they are walking. |
| 9:30 a.m. | Go over your walk checklist and gather the materials needed. Get excited to head out and walk together. |
| 10:00 a.m. | Start your walk (as a class, relay or customized version)! |
| 11:00 a.m. | Regroup in the gym or classroom and celebrate your actions. Enjoy some time to chat about your walk, rehydrate and have a snack. |
| 11:15 p.m. | Debrief the walk and how it impacted students. See page 23 for suggested reflection questions. |

If permission forms are needed make sure to collect them before you start your walk.



S.M.A.R.T. goals

Help your students plan their event by encouraging them to create goals and assign tasks to one another to ensure the event goes off without a hitch. Have your students use the following S.M.A.R.T. goals activity to help guide them in setting goals that they can work toward and achieve.

Specific:

What, exactly, do you hope to accomplish? Is there a certain number of people you'd like to participate in your walk? Every \$25 raised gives one person access to clean water for life. How many people are you aiming to give clean water to?

Measurable:

How will you know when you've achieved your goal? Be specific about what you must do to successfully achieve it, whether that means reaching a target number of people to participate or raising a certain amount of money. Measure your success!

Attainable:

Is your goal realistic, or more of a dream? Don't be afraid to dream big, but be reasonable and set realistic goals so that you can successfully work toward and achieve them.

Relevant:

How does your goal support the event? How would you explain this goal to other people?

Time-bound:

WE Walk For Water is on April 27, 2018. What date do you plan to hold your walk? When will you have your goal met by?

Step 07 | Spread the word!

This is WE's first-ever one day event, and we want everyone to get involved! Make sure to spread the word about your WE Walk For Water event so that anyone who's interested can join and help make a difference.

Resources to spread awareness

- ▶ Visit WE.org/wewalkforwater to download the WE Walk For Water event poster. Photocopy it and have students place posters around the school, above water fountains and throughout community spaces. Or get creative and have students design their own!
- ▶ Make sure to use **#WEwalkForWater** and tag **@WEmovement** in all of your WE Walk For Water social media posts!
- ▶ Share the story of Mercy Rop to inspire others to join your cause.

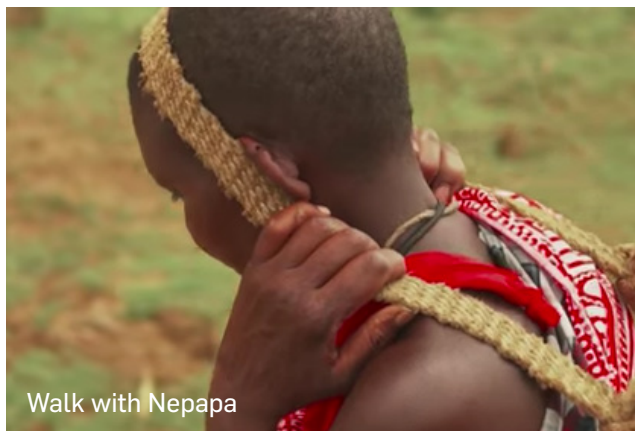
WE Villages community member profile

Mercy Rop
Kipsongol, Kenya

The only water Mercy had ever known was what she fetched from the river. The task had been hers since childhood, with the first of five daily trips starting at dawn. As a teenager, she dreamed of becoming a teacher. But with her unending hunt for water, Mercy struggled to focus on her studies, often arriving for class exhausted before the school day had even begun. Years later, WE came to her village to construct a borehole, and she pushed through the crowd with her eldest daughter to watch the clean water shoot from the ground, awe-struck. Since that day, Mercy has been unearthing a potential she never knew she had. With clean water just minutes down the path from her home, she's gained time back to earn a better income for her family by focusing on productive activities. Her farm is blossoming, cows growing stronger and her children are healthy and educated. She now has time to pursue her dream of opening a small shop of her own. Now is the moment Mercy has been waiting for.

Visit www.WE.org/stories/human-interest-stories-celebrating-clean-water-on-world-water-day to read more.





Walk with Nepapa



Teen turns on the tap for the first time



Miguel Vargas' fight for clean water



What's a water walk? Youth volunteers find out.

Fast facts

Encourage students to use these global water stats on posters, during morning announcements or on social media posts! These facts will help spread awareness about the water crisis and how gaining access to clean water is a life-changing opportunity.

- ▶ Raising \$25 through WE Villages provides one person with clean water for life.
- ▶ 844 million people lack access to basic drinking water services.¹
- ▶ Since 1990, 2.6 billion people have gained access to improved drinking water sources.²
- ▶ The United Nations is working to provide affordable access to clean water and adequate sanitation facilities to everyone on earth by 2030.¹
- ▶ 91% of the world's population had access to an improved drinking-water source in 2015, compared to only 76% in 1990.²
- ▶ 2.3 billion people lack basic sanitation service.¹
- ▶ Women and girls bear the primary responsibility of fetching water in 8 out of 10 households with water off premises.¹
- ▶ Two thirds of the world's population live in areas with water scarcity for at least one month a year.³
- ▶ Almost 700 million people live without adequate sanitation facilities in Sub-Saharan Africa.³

See Appendix A for sources.

Visit [WE.org/wewalkforwater](https://www.wewalkforwater.org) for videos to share on social media.

Step 08 | Collect pledges

Collecting pledges is easy with CrowdRise. Have students use their CrowdRise page to collect pledges before their WE Walk For Water event and track their fundraising goals. Plus, it's easy to share on social media channels!

Additionally, pledge sheets are a great way to collect donations. Encourage students to use them if they do not have access to the Internet. Pledge sheets can be found on page 28 and online at WE.org/wewalkforwater.

Encourage students to create a plan for collecting pledges. If they are using CrowdRise, they can share the link to donate on their social media channels and in emails to family and friends. Remind students to reach out to their community, whether it be their sports teams, dance clubs, libraries or any other extracurricular club they may be a part of. We do not recommend students go door-to-door to collect donations.

Weekly review

Some goals may seem tough to reach! Help students keep on track by encouraging them to reflect on the progress of their goal at the end of each week. Have students discuss what worked and what didn't for collecting pledges and set time aside to review and discuss best practices and swap fundraising stories!

WE Villages Community Member Profile Miguel and Maria Vargas Mondaña, Ecuador

When Miguel and Maria Vargas' daughter Nelly passed away after drinking contaminated water, the couple vowed that no other family should have to endure the same pain. Miguel and his wife began to campaign for access to clean water, and, with WE's support, their pipe dreams came true. With the support of the community and local government, WE built two clean water projects to serve each side of the community. Water is now piped from a spring to a filtration system, before making its way into neighborhood homes. This is the change Miguel had been advocating for. The legacy of Nelly now lives in every clean drop.

Visit www.WE.org/stories/parents-confront-tragedy-with-action-for-access-to-clean-water to read more.



Step 09 | Fundraising rewards

Each student who participates in WE Walk For Water has a minimum fundraising goal of \$25, which will deliver clean water for life to one person. When your school or group meets their fundraising goal, they will earn fundraising rewards, honoring their commitment to providing global access to clean water!

| Amount raised as a school or group | Fundraising reward |
|------------------------------------|--|
| \$500+ | 20 Rafiki bracelets* |
| \$1,000+ | 40 Rafiki bracelets* Personalized video from a WE ambassador |
| \$10,000+ | 400 Rafiki bracelets* Specialized plaque Entered to win a visit from a WE ambassador |

*Minimum quantity of Rafikis will be determined by number of participants and amount raised.

| Amount raised as an individual** | Fundraising reward |
|----------------------------------|---|
| \$500+ | Exclusive thank you video from WE ambassadors Swag bag, including a Rafiki, water bottle and T-shirt |

**Within a school or group that has reached the minimum fundraising reward level

To receive their fundraising rewards before the day of the event, students must fundraise through their WE Walk For Water CrowdRise page. Rewards packages will be based on donation amounts as of April 6 to ensure products are delivered on time for the event.

If students choose to fundraise using a pledge sheet, their rewards package will be mailed once their pledge form has been received by WE Schools.

Note: April 6 is the cut-off date for the rewards program, however, donations can still be made after this day.

Educators! You have the chance to earn rewards, too.

When your school or group raises \$5,000 or more you will:

- ▶ Be entered to win a professional learning trip to Ecuador!
- ▶ Receive a special thank you video from WE ambassadors.
- ▶ Earn an educator swag bag, including a Rafiki, water bottle and T-shirt.





Step 10 | Let's walk the walk!

On the day of your WE Walk For Water event, you will be walking for all of the women and children around the world who spend hours each day walking to collect water for their families. Remind students what it means to have access to clean water, and how this walk and the money they've raised will create real impact in developing communities around the world.

Whether your school or class is completing their WE Walk For Water event around the school property or throughout the community, students should be prepared to answer questions about what they're fundraising for and why it matters.

Pre-event reminders

- ▶ Have students choose a fact from page 17 that stands out to them and inspires them to participate
- ▶ Encourage students to review the research they've done, including watching the videos mentioned on page 17
- ▶ Ensure the route you've chosen is accessible to everyone involved
- ▶ Make school announcements and visit each classroom to remind everyone about the event
- ▶ If permission forms are needed, make sure to get them all turned in before your walk

Now, it's time to get moving

On April 27, join a generation of people who believe in access to clean water for all. Have fun and stay safe on your walk, and make sure to share your photos with us on social media!



Step 11 | Reflect

Thank you for participating in the WE Walk For Water event! By walking and raising money, you and your students are truly part of the generation that believes every person deserves access to clean water. Now it's time to reflect on the experience, share your successes and access resources to continue spreading awareness.

Have students reflect on their WE Walk For Water event. Ask them:

- ▶ Did you run into any problems on your walk? How did you solve them?
- ▶ How many people participated in your event?
- ▶ How much money did you raise toward your goal?
- ▶ How would your life be different if you had to travel every day to get water?
- ▶ How will your actions create impact in developing communities worldwide?
- ▶ How did taking action on one issue make you aware of other issues? How do you think your contribution toward access to water has impacted other issues?
- ▶ How did it feel taking action as an individual/school/community to support a global community? What did you learn?
- ▶ How will you continue to make an impact after your fundraiser has ended?

Step 12 | Celebrate

It's important to celebrate and share the success and impact of your campaign, and to reward your students for all their hard work.

- ▶ Share photos of your actions with your school, community and WE Schools Program Manager
- ▶ Record the highlights of your event day and create a video
- ▶ Celebrate impacts through a class party, assembly or WE DayX.

Have students share their WE Walk For Water event by posting photos to social media using **#WEwalkForWater**.

Step 13 | Give thanks

Thanking your friends, family, donors, sponsors, participants and volunteers is so important! Remind students that it's thanks to their support that you are able to help make an impact for access to clean water. This step is just as important as asking for donations.

Have students show their gratitude by:

- ▶ Making thank you cards for everyone who donated
- ▶ Writing a letter of thanks to people who supported them along the way
- ▶ Creating a gratitude jar and having students place the names of everyone who donated and supported into the jar. Keep the jar in your classroom as an honoring of your event and impact. Ask students to share names and why they are thankful, if they feel comfortable.

Appendix A: Fast fact sources

1. "Progress on Drinking Water, Sanitation and Hygiene," Joint Monitoring Programme, 2017 Update and SDG Baselines, www.who.int/water_sanitation_health/publications/jmp-2017/en/.
2. "Key Facts from JMP 2015 Report," World Health Organization, www.who.int/water_sanitation_health/monitoring/jmp-2015-key-facts/en/.
3. "Wastewater: The Untapped Resource," *The United Nations World Water Development Report 2017*, <http://unesdoc.unesco.org/images/0024/002471/247153e.pdf>.

Appendix B: WE Villages community story

The following community stories and profiles (Appendix C) are to be used alongside the WE Villages activity on page 8. Photocopy, print and cut out the community profiles (page 26–27) to hand out to students during the activity.

1. If you wake up in the morning and can turn on a tap to receive clean water in order to brush your teeth, shower, or cook with, take a step forward.
2. If you are a female and it is your responsibility to fetch water for your family from a local water source, take two steps backward.
3. If your community has worked to implement a clean water project, take a step forward.
4. If you or someone in your family will fall ill because of a waterborne illness, take a step backward.
5. If you fall ill and have access to proper health care, take two steps forward. Take one step forward if there is a local clinic you can walk to.
6. If you can walk to a fridge or cupboard and make yourself a hot breakfast, take a step forward. Stay where you are if your meals are insecure (meaning not always available).
7. If you eat one or fewer meals a day, take a step backward. If your local school has (or will soon have) a school garden, take a step forward.
8. If you work as a farmer, you can usually provide some food for your family to eat, however, due to the changing weather patterns, your family misses their dinner because there is not enough to eat. Please take a step back.
9. If you are under 19 and are going to school, take a step forward. Take two steps forward if you went, or are going to, university.
10. If you are enrolled in primary or secondary school, take a step forward. Stay where you are if getting to school is not always possible.
11. If you or a family member had to drop out of school to help make money for your family, take two steps back.
12. If you are a teenage girl and married, please take a seat. You represent the 14 million girls around the world every year whose lives are halted due to child marriage.
13. If you are a female and have access to an alternative income program, take a step forward.
14. If you are able to take vacation, take two steps forward.

Appendix C: Community profiles

You are a 14-year-old girl living in Mondana, Ecuador. You are the youngest of five children, and the youngest member of the community's alternative income project. You make jewelry to sell to visitors, and because of this income you are able to buy your own school supplies and even a small computer to help with school work. Your community has a small school room, and is building a new health clinic but it only provides very basic care and there is still no access to clean drinking water. You must take your water from the Napo River, or collect the rain water.

You are a 29-year-old mother of four in Osenetoi, Kenya. Your husband left your Maasai community to go work in the city as a truck driver and sends remittances back every few months. Your two youngest children go to the local school, but you had to make the tough decision to keep your two eldest at home to help with the home and watching your cattle. Your community has a borehole where you can fetch clean water, but it is a five-kilometer walk away, which you must make twice a day if you want enough water to cook, clean and drink. You had a plentiful maize crop, but due to an infectious maize fungus, you lost your crop.

You are an 18-year-old boy in Shuid, Ecuador. Your community is high in the mountains, which makes it very difficult to grow any produce, so most of what you eat must be bought at the market. Recently, the school your five younger brothers and sisters attend broke ground on a new school kitchen, and soon there will be a community vegetable garden to assist with feeding the students. Your father spends three weeks every month working on a banana plantation six hours away due to the lack of local jobs. You are still finishing school, as much of your schooling has been delayed so you can help with family jobs. The local water source is a mountain spring, a few hours away by foot.

You are a 16-year-old girl in Kalthana, India. It is your primary responsibility to fetch water for your family, and your community depends on one well and three hand pumps, which are several kilometers away. The well often dries up in the summertime, and the water collected there is often contaminated and causes many illnesses. Your father works on the farm every day, as well as your older brother. Your two younger brothers attend the primary school. Your daily meal consists of black tea for breakfast and lunch and some rice and corn for dinner.

You are a father of three in Los Rios, Ecuador. Los Rios is located along the Napo River in the Amazon region. You work on a cacao plantation about 30 minutes downriver from where you live. The community your family has lived in for generations is one of the most vulnerable in Latin America, due to lack of authority over land use, poor health care and limited work opportunities. Last month, your seven-year-old daughter became extremely sick with skin lesions due to the chemicals that mining companies dump into the water.

You are a 12-year-old boy in Aluo, China. You attend the local school with your younger sister and brother, which is a 45 minute walk from where you live with your siblings, parents and grandparents. It can be challenging to walk to school safely because the roads often wash out during the heavy rains. You must make the decision every day whether or not to risk it with your younger siblings. Your parents sell produce and eggs to make a living, but the unpredictable floods make that income unstable.

Appendix C: Community profiles

You are a 45-year-old man living in the small community of El Trapiche, Nicaragua. While you are passionate about your three children receiving an education, there is no existing school building. The closest school is a 40-minute walk away, and it is a dangerous walk through a canyon that often fills up with water, leaving many parents no choice but to keep their children home. The closest clinic is around 10 kilometers away, and your youngest daughter often gets sick with diarrhea from drinking dirty water.

You are a 16-year-old girl from Engikaret, Tanzania. You live at home with your father, your father's sister and three younger siblings. Your mother died during childbirth last year, and since then you have been primarily responsible for raising your siblings. You attended school until you were 15, but are awaiting your wedding next month and are no longer able to attend school, as a wife. Your community is a pastoralist community, meaning your husband raises and sells livestock as a living, so he is gone all day and you will be responsible for raising children, fetching water and firewood, and taking care of the home. The water you will fetch comes from a dam, which both people and animals share from, resulting in a very high prevalence of waterborne illnesses.

You are an eight-year-old boy from Namelok, Tanzania. Your family consists of your mother, father, grandparents, five older siblings and one newborn baby girl. You have been attending primary school but recently had to drop out to help with your family's income. You are responsible for watching your family's herd of cattle during the day, alongside your 11-year-old brother. Due to climate change, your community often has a challenging time harvesting crops, resulting in malnutrition for most families.

You are a 17-year-old boy from St. Catharines, Ontario. You live with your dad, step-mom and half-brother. You attend your local high school, where you are in the yearbook club. You work 10 hours a week at your local grocery store. Your step-mom is a nutritionist and, as such, your diet consists of mostly fresh fruit and vegetables, and organic meat. When you graduate high school, you plan on going to the University of Ottawa to study journalism.

You are a 28-year-old woman from Winnipeg, Manitoba. You live with a roommate in a two bedroom apartment on the outskirts of downtown. You work as a graphic designer for a small company. You are financially stable, but cannot put away much in terms of savings. You are mindful of your grocery bill, but can eat three meals a day comfortably and never have to worry about a lack of access to clean water.

You are a 56-year-old woman from Boston, Massachusetts. You live with your wife in a small townhouse, which you work from as a consultant. Your wife is a librarian at the local university, and is passionate about growing your own fruits and vegetables in your home garden. You spend a week each winter visiting friends in Florida, and are financially comfortable. You both plan on retiring at 60, because you have been able to save enough money from having stable employment.

Please print clearly. Full name and mailing address are required for tax receipt.

Participant name: _____

Address: _____

City: _____ Prov/State: _____

Postal code/ZIP: _____ Tel: _____

Email: _____

Walk location: _____

Team/School name: _____

Please make check payable to WE Charity. WE Charity can issue charitable tax receipts for all donations \$10 or more.

| Donor Information | | | Amount Donated | Cash or check |
|-------------------|------|------------------|----------------|--------------------------------|
| Donor name: | Tel: | | | <input type="checkbox"/> Cash |
| Address: | Apt: | Postal code/ZIP: | \$ | <input type="checkbox"/> Check |
| Email address: | | | | |
| Donor name: | Tel: | | | <input type="checkbox"/> Cash |
| Address: | Apt: | Postal code/ZIP: | \$ | <input type="checkbox"/> Check |
| Email address: | | | | |
| Donor name: | Tel: | | | <input type="checkbox"/> Cash |
| Address: | Apt: | Postal code/ZIP: | \$ | <input type="checkbox"/> Check |
| Email address: | | | | |
| Donor name: | Tel: | | | <input type="checkbox"/> Cash |
| Address: | Apt: | Postal code/ZIP: | \$ | <input type="checkbox"/> Check |
| Email address: | | | | |
| Donor name: | Tel: | | | <input type="checkbox"/> Cash |
| Address: | Apt: | Postal code/ZIP: | \$ | <input type="checkbox"/> Check |
| Email address: | | | | |

Remember: WE Charity strongly discourages youth from going door-to-door to collect pledges, unless accompanied by a parent or guardian.

WE Charity

339 Queen Street East, Toronto, ON M5A 1S9

Canada Tax ID: 88657 8095 RR0001

U.S. Tax ID: 501(c)(3)-16-1533544

WE.org **27**



FAQs

Q: What is WE Walk For Water?

A: WE Walk For Water is our first-ever, one day fundraising event happening on April 27. Our goal is to give 50,000 people access to clean water for life and we're asking groups to walk and raise money to help us reach our goal! For every \$25 your group raises, one person in our WE Villages communities will receive access to clean water for life.

Q: Do we need to host our event on April 27?

A: This is the day we are inviting people to join WE in our walk for clean water, but if this date does not work for your group, you are welcome to choose another date accordingly!

Q: How do I sign up?

A: You can sign up with your school, group, family, company or as an individual at **WE.org/wewalkforwater**.

Q: Does each student need to raise \$25?

A: No. By signing up, you are committing to raising at least \$25 as a group. But each student who does raise \$25 individually will receive a Rafiki bracelet. \$25 is our price point for giving one person access to clean water for life.

Q: What is CrowdRise?

A: CrowdRise is one of the world's largest online platforms dedicated to charitable giving. We've launched a CrowdRise page for WE Walk For Water where you can set up your own class event and each student can easily collect donations online. This makes it easier to keep track of fundraising goals and progress in one convenient place! Just go to **crowdrise.com/wewalkforwater2018** to set up your fundraiser.

Q: What fundraising rewards are you offering?

A: We are providing students with the opportunity to receive a special, collectable mini water Rafiki with a water droplet paillette. Students are eligible to receive this Rafiki once their class fundraises \$500 dollars. When they reach this amount, the class will be sent 20 mini rafikis. For every \$25 dollars raised thereafter, an additional mini Rafiki will be sent.

For the individual who raises \$500 dollars and above on their own, and is within the class that reaches the \$500 donation amount; this student will receive a thank-you video from the faces of WE and a special swag bag.

If a class/group raises \$1000 they receive the above mini Rafiki (adjusted to the fundraising amount) plus a thank-you video from the faces of WE.

If a class/group raises \$5,000 and over they get the above mini rafikis (adjusted to the fundraising amount) and thank-you video, in addition to the educator being entered to win a PL trip through ME to WE and receiving a special educator swag bag.

If a class/group raises \$10,000 and over they receive the above mini rafikis (adjusted to the fundraising amount), thank-you video, educator being entered to win a PL trip through ME to WE and receiving a special educator swag bag, in addition to being entered to win a school visit from a WE ambassador and

receiving an honorary WE Walk for Water plaque.

Q: Why are you offering fundraising rewards?

A: Offering fundraising incentives is a new approach for WE Charity, however many other non-profits have found this to be extremely motivating to support individuals, families and youth in fundraising for causes they care about. We are excited that we are able to offer this meaningful reward thanks to our unique partnership with ME to WE, to thank our youth for providing others with access to clean water. This rewards also act as a symbol of their accomplishment that can be a conversational piece to bring greater awareness to this initiative with the goal of providing even more people with clean water for life.

Q: Why are students receiving Rafiki bracelets for free when you sell them to empower women?

A: With every beautiful Rafiki made, we employ Kenyan mamas through ME to WE to help them generate income for their families and communities. This income is well above the minimum wage in Kenya and helps them to provide health care, food and education for their family. This is an investment the organization is making in these women's empowerment programs, meaning even though we are offering the Rafikis as an incentive for students who fundraise, the mamas will continue to earn their wage for each product they create.

Q: Can I decline the fundraising reward so the most amount of dollars goes towards the Water Pillar?

A: We greatly appreciate the commitment from educators and youth to want the most funds possible to go directly towards our development work, specifically raising funds to provide clean water for this new fundraising initiative. If they choose, students can opt to not receive the fundraising reward, although we know this is a great way to honour these students who are working so hard to support this event.

Q: We aren't able to use CrowdRise. How else can we fundraise?

A: We have pledge forms available to download at **WE.org/wewalkforwater**. There is also a pledge form included in your WE Walk For Water Event Toolkit that you can cut out and photocopy for students.

Q: How far do we need to walk?

A: That part is up to you! We suggest hosting a 5km walk to help raise awareness of how far women and children in developing communities walk every day to access water, but you can decide on the type of walk that best suits your class or group size.

Q: We're not able to do a 5km walk. What else can we do?

A: There are lots of ways you can get involved! We suggest trying a relay style walk where you break down the distance of 5km into smaller walks for each class or group involved in the event. You can also do your own customized walk where you choose the distance and treat it as a symbolic walk of solidarity.

Q: Do we need to carry something with us? How much?

A: To help simulate the walk women and children take in WE Villages communities, we are suggesting groups carry some type of weight with them on their walk to help experience what it feels like for children who do this every day. Students can fill their backpack up with textbooks, or you could use a reusable water container. Whatever you have around your school that is accessible and manageable for kids to carry will do the trick!

Q: What kind of water projects do you do through WE Villages?

A: WE Villages improves access to clean water in developing communities by installing hand pumps, boreholes, wells, pipes, hand-washing stations and latrines. We know that improving access to clean water is one of the most crucial and quickest ways to lift a community out of poverty. This access reduces illness, allows girls to go to school instead of bearing the responsibility of fetching their family's water and leads to better agriculture and access to food. As of today, one million people have gained improved access to clean water, health care and sanitation through the support of WE.

Q: How do the water projects differ by country?

A: We work in seven countries to help break the cycle of poverty with our Water Pillar specifically. This includes Kenya, India, Ecuador, Nicaragua, Haiti, Sierra Leone, China, Tanzania and Ethiopia. The types of water and sanitation systems we implement differ by country. For example in Kenya, we drill boreholes, implement spring-harvesting systems and build latrines and handwashing stations. In Ecuador, we build water catchment systems, implement household water connections and build bathrooms and handwashing stations. Each year we review our WE Villages Community needs and allocate our project resources accordingly.

Q: What does \$25 actually go towards?

A: All donations fund the WE Villages Water Pillar. This amount accounts for average Water Pillar infrastructure costs, maintenance costs, programming costs, project longevity, community size, and region-specific factors that influence how clean water is provided to a person for life.

Q: What are the impacts of WE's water projects and programs?

A: Overall, our water projects lead to healthier more productive communities! This includes access to education surrounding healthy sanitation and hygiene practices—when students practice good water use and sanitation behaviours, this also increases knowledge among their parents and community members. We also see a reduction in the incidence of waterborne diseases with healthier practices surrounding sanitation and hygiene. Access to safe and clean sanitation facilities for both genders increases school attendance among teenage girls who previously were not comfortable going to school during menstruation. Also, access to clean water improves the health of community members by reducing the transmission of waterborne illness, and providing a consistent source of water for drinking and food preparation. In addition to this, access to water during the dry season helps improve household food security by providing families with water for irrigation. With better agricultural outcomes during dry seasons; family members won't have to leave the community for a stable source of food and income, and they are less likely to pull their children from school to help with agricultural and livelihood activities.

Q: Can my fundraising donations go to any pillar I choose?

A: Since this is an event, when you choose to give money to WE Walk for Water you are directly making an impact to our Water Pillar.

Q: Can I choose what country I want my \$25 dollars to go to?

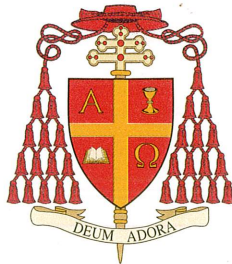
A: Since our goal is to impact 50,000 people with clean water, the money raised will go towards the projects and people with the greatest need. We are not encouraging people to donate \$25 dollars to individual countries as this would fragment our efforts and reduce the amount of impact we have on people.

Q: Will the money raised go towards our overall WE Villages fundraising goal?

A: Yes, this will go to your schools overall WE Villages goal, but the money will be directed at the Water Pillar.

Q: When will we know where our money has gone and how we have contributed?

A: Our experts on the ground in our WE Villages communities are identifying the greatest need for water projects and people who need access to water. We will celebrate and report with our schools following the closing of our event in June.



2018

Dear Students,

When I visit Catholic schools, I often point out that the only exam that matters happens when the Lord asks each of us, at the end of life when we have finished our earthly journey: “Have you loved the Lord, your God, with heart and mind and soul?” and “Have you loved your neighbour as yourself?” Those are the two great commandments identified by Jesus, and they are the deep questions which are at the foundation of Catholic education.

We rightly strive to provide the highest level of education in the various subjects that are taught in every school, because whatever we do, we do for the Lord, and so we must do it well. But Father Ronald Knox, a very wise Catholic educator and writer of the last century, made clear the reason for Catholic education when he said that its purpose is to allow all of us to “fly to the heart of things,” to focus on what really matters, in this world and the next. Such an education affects the whole person, and is not merely intellectual. It calls for us to become actively engaged in knowing, loving, and serving both God and those around us.

We fly through this world, on our way home to the Heavenly Father, using the two wings of faith and reason, which always work together. The environment of faith in our schools, which comes alive through prayer and through a deep experience of the revelation of God’s love in the Bible and in the life of the Church, should affect how we treat another with respect and reverence, and how we reach out to care for those who are lonely, or who are suffering in any way. In each person, we see the face of Christ, and act accordingly. That is the reason why bullying of any kind, or any lack of compassion, have no place in a Catholic school. Love God. Love neighbour.

Flowing from our love of God, rooted in the Gospel of Jesus Christ, which we should read prayerfully every day, are the actions of practical service which can change the world, as we live in the imitation of Christ. I once read a sign at the side of a road: “Doing good is our God.” No. God is our God, but as St John says in the New Testament: how can I love the God I do not see if I do not love the neighbour I do see? So it is essential that in Catholic schools we put our faith into practice. One way to do that in places around the world is through “Caritas”, the charitable service of the Pope, which in Canada is represented by “Development and Peace.” But we should look not just far away, but close at hand. In each community there are local agencies that are rooted in the Gospel and which not only benefit from financial donations, but also allow for the practical experience of service. I am delighted that throughout Ontario Catholic students are actively engaged in such service. You are an inspiring example for all of us.

Catholic education has a long and glorious tradition in Ontario, and now the time has come to renew the promise. I pray that God will abundantly bless you as you grow in knowledge and in faith, and as you put that faith into practice by your loving service of those who are most in need.

In Christ Our Lord,

+ Thomas Card. Collins
Thomas Collins
Archbishop of Toronto



February, 2018

Dear Students,

It is with an incredible amount of excitement that we look forward to Catholic Education Week. We are truly honoured to be celebrating this amazing annual event by working with so many young change-makers across the province.

As graduates from Catholic Schools ourselves, Craig and I are proud to be able to share this letter with you. Over the years, WE and Catholic School Boards across Ontario have worked together to inspire incredible change. Youth have attended WE Days and dedicated their time to thousands of local and global causes, bringing food to the hungry and helping those who have struggled to find opportunity a chance to lift themselves up. We have also been lucky enough to work with Development and Peace, the Canadian member of Caritas Internationalis, on a number of impactful initiatives. For many of our Catholic Schools, Development and Peace is the selected local initiative in the WE Schools program. One project we are particularly proud of was our work in creating the Catholic leadership camp at Camp Olympia 9 years ago. Programming there continues to inspire so many young people, and we are always touched to see all that the graduates are able to accomplish.

The interest many students and student trustees have shown in our WE Walk for Water campaign is just one more reason to be incredibly thankful for all of the generosity that Catholic school boards have shown us. This is an amazing opportunity to bring clean and accessible water to 50,000 people currently lacking a safe, reliable water source.

Every day, women and children around the world spend 200 million hours fetching water. On April 27th, you can help make a difference by organizing your own water walks here in Canada. We are grateful that the Catholic Student trustees have embraced Water as a focus for Catholic Education Week. You can find out more information, and ways to act, by visiting our [website](#) and by accessing the resources included in this package.

Throughout the work leading up to WE Walk for Water, we often found inspiration in the trailblazing international programs that Development and Peace has been able to establish. They have been an incredible force for good and for our Catholic Schools, WE directs emergency relief to Development and Peace and Caritas. We are excited that together we will all join the Catholic student trustees and Catholic student leaders, Bishop Bergie, Spencer West, and others for a day of celebrating Catholic education at St Paul's Basilica and the WE Global Learning Centre in Toronto on May 8th.

Thank you once again for your heartfelt support, and I look forward to seeing all of the amazing ways that Catholic school students will continue to make the world a brighter place.

Sincerely,

A handwritten signature in blue ink, reading 'Marc Kielburger'.

Marc Kielburger, LLB
Co-Founder
WE



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Ben Smith, *President*
Christina Atrach, *Vice-President*

*"Let your light shine before others, that they may see your good deeds and glorify your Father in heaven."-
Matthew 5:16*

Dear Catholic Education Community,

On behalf of Ontario's 600,000 students in Catholic education, and more specifically, the Catholic Board Council of the Ontario Student Trustees Association, thank you for supporting our vision for the 2018 edition of the Ontario Catholic Student Youth Day. Ontario's Catholic education system continues to play a pivotal role in the formation of our province. Ontario's Catholic schools create servant leaders rooted in Gospel values that will definitely make positive impacts on our world.

Put simply, there's a different message, a different vision, a different feeling in Catholic schools. We inspire students to remember that it is the little things that push the human race forward. Things like courage, respect, faith and character. It is our hope that the students of Ontario are shaped into individuals who are guided by faith and will enact change that will inspire others to do the same.

This year's Ontario Catholic Student Youth Day focuses on the next 150 years of Catholic education in Ontario. Ontario's Catholic students have been working together to raise funds to give children across the world and across our nation access to clean water, which in many countries, serves as a major barrier to a quality education. Students across Ontario have found innovative and exciting ideas to fundraise and spread the message that it is our duty to fulfill the unwritten commandment to leave the world a better place than the way we found it. We are grateful for the support and partnership of our Ontario Catholic Student Youth Day partners, the Ontario Catholic School Trustees Association and WE.

In this package, we hope that you find useful information and ideas as you embark on your journey of doing good in our world for Ontario Catholic Student Youth Day. We are inspired by your passion and innovation as you take part in fundraisers and activities to support WE's Walk for Water project, or a local water project supported by your School Board.

Doing good in the world is one of the most rewarding things we as humans can partake in. Jesus has called us to action to lend a hand to all our brothers and sisters in Christ. May God bless our journey as students and may he allow us to do his will on earth; spreading the words of Gospel and leaving small impacts on the world that add up to be a major force for good in our world.

Yours in Faith and Education,

Ben Smith
President

Christina Atrach
Vice President

Ontario Catholic Student Youth Day Initiative Ideas and Best Practices

This year we have decided to allow student leaders across the province to run initiatives best suited to their schools and the areas they represent. We as the Catholic Board Council, believe that it is a truly remarkable opportunity to use the talents and diversity of the Catholic students in our province to unite under one positive and significant action. Below are potential ideas and prompters of what potential initiatives could be run within your board's respective schools. If you have any questions or need assistance, please feel free to contact Ben Smith (ben.smith@osta-aeco.org) and Christina Atrach (christina.atrach@osta-aeco.org).

Please note that these initiatives are only a suggestion, students are not limited to these options and are encouraged to be as creative as possible

- **WE Walk for Water**, which is similar to a Terry Fox run. Students carry water jugs and wear blue in support of raising money that will be donated to an organization providing access to clean water for students locally and globally.
- **T-shirt Fundraiser**, students can host a blue t-shirt civvies day, where students bring in a two dollars to wear a colour in support of the cause.
- **Dunk the Principal/Teacher (with their approval)**, each student that bring in one dollar will receive a cup in which they fill with water that accumulates in a large jug to be poured on the staff member of choice.
- **Bottle Purchases**, proceeds from the sale of every bottle of water bought in the cafeteria will be donated to the charity of choice.
- **Bake Sale**, students can bake goods and donate all proceeds to the charity of their choice to support providing access to clean water for students globally and locally.

Student Trustee Leader Activity Outline for Ontario Catholic Student Youth Day

As we approach this exceptional day in Catholic Education, it is imperative that we set out clear steps that we recommend are followed so that this initiative spreads throughout all of Ontario and positively impacts students in our Catholic schools. Below is a suggested list of steps to take to make this day possible. We strongly encourage you to follow these recommendations in support of your Catholic school board's Catholic Student Youth Day initiative.

1. **Upon Receipt of this Package:** Review the package and outline of the day (see memo from OCSTA President, Patrick Daly). Review idea prompters and the WE Walk for Water Event Toolkit that is enclosed.
2. **Seek Board Approval for Your Initiative:** Talk to a member of your board (chair or student trustee advisor) to coordinate your school's event(s) and get approval to proceed forward with the initiative. It is also very important to choose the charity you wish to support at this point. We have given Boards the flexibility to support any initiative of their choosing. However, as an official partner of Ontario Catholic Student Youth Day, we recommend Boards consider supporting WE's Walk for Water Program, which has the infrastructure and track record to put your funds to good use in giving children access to clean water around the world.
3. **Introduce to your Student Senate:** Once approved, introduce your idea to your student senate. **It is suggested that your initiative take place prior to Catholic Student Youth Day (May 8) so that highlights might be shared during the Ontario CSYD event in Toronto.**
4. **Contact OSTA-AECO:** Communicate to OSTA-AECO's Catholic Board Council what your **finalized and approved** initiative is for the schools within your board (if there are various initiatives please list and explain all).
5. **Ontario Catholic Student Youth Day:** Ontario Catholic Student Youth Day happens on May 8 at the WE Global Learning Centre in Toronto! We encourage delegates to this event from your board to come prepared to share with the province how your board is contributing to positive change in this world through your 2018 Ontario Catholic Student Youth Day initiative!

A WALK FOR WATER

page
1/10

OBJECTIVES //

- To learn about the issue of water commodification and related Indigenous and faith perspectives
- To stimulate ideas for action that participants can take regarding water issues in their lives and in their communities.

TIME // 2 - 2 ½ hours

GROUP SIZE // 18-40

MATERIALS //

- Flip chart paper
- Enough copies of the infographic and fact sheets listed in the Resources section for each of the groups
- Copies of 1) the Water Walkers story, 2) the Bottled Water story, 3) the Reflections on Water sheet, and 4) the Take Action sheet for every two participants
- Video projector and laptop or computer on which to view the videos (see Resources, section 3)
- Lots of sticky notes and pens
- Markers
- Coloured markers, especially blue, purple and green
- Laptops and cellphones for doing research
- Water vessels: cups, glasses, bowls
- Blue cloth, paper or beads to represent water

PREPARATION //

- Set-up a laptop and projector for the two short videos.
- Create six "stations" around the room, or less if there are fewer participants.
 - » Each station will have a large piece of flipchart taped to the wall as well as sticky notes, pens and markers.
 - » Label half of the stations "Water Walkers/Indigenous Water" and the other half "Bottled Water" accompanied with 3-7 copies of the corresponding story – depending on group size.
 - » If you wish, you can post the infographic and copies of the factsheets near the stations (see Resources, section 2).
 - » Have items that represent water on the floor in front of the station: bowls or glasses of water; glass beads; blue cloth or paper.
- Have copies of the "Take Action" sheet available to hand out to each group for Part 3.
- Participants will eventually travel to each station as part of their own "Walk for Water"

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ACTIVITY GUIDE

PART 1: SEE //

1. Begin with a prayer about water; if you have done the Drinking Water Mindfully activity, remind participants of it.
2. Explain to participants that they will soon take a journey inspired by what they are about to learn.
3. Divide participants into groups of 3-7 people, and direct each group to one of the six stations.
4. At each station they are invited to read the material, talk about it, and write down three new things they learned on three separate sticky notes. When finished, each participant puts up their sticky notes on the flipchart paper. They are welcome to use the markers to draw relevant pictures or symbols on the flipchart. Give them about 20 minutes to complete this.
5. Next, invite them to walk to the other stations, look at and reflect on what the other groups have come up with. Allow 10-15 minutes for this.
6. When all of the groups are finished, invite them back together to watch the 8-minute video "The Story of Bottled Water" and the 2-minute video on how far bottled water travels. (See Resources, section 3.) Have them bring sticky notes and pens to write down anything new they weren't familiar with, or didn't see at any of the stations.
7. When finished, invite them to share and then add any other sticky notes/facts they'd like to their own group's flipchart.

PART 2: JUDGE //

1. When they are back at their stations, distribute the Reflections on Water handout – one for every two participants. Give them 10-15 minutes, or longer if needed, to read over the reflections and discuss in their small groups.
2. Bring the group back together.
3. Ask questions such as the following:
 - Was there anything you read or saw that surprised you?
 - What do you think about the idea of the commodification of water?
 - Do you think water should be a human right?
 - What is significant about what the Water Walkers are doing?
 - Does their journey remind you of anything in our Catholic tradition? In what way is it similar to a pilgrimage? In what way is it different?
 - What does our faith say about water? And about water as a human right?

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PART 3: ACT //

1. Invite the groups to go back to their home station and hand out a Take Action sheet for every two participants.
2. Invite them to read and discuss with each other which actions they find most interesting. They can use their cellphones and laptops to find out more about each possibility.
3. They can use the sticky notes to write out individual commitments.
4. Encourage them to choose one action they prefer as a group, and to write it on the flipchart in large letters. Give them 15-20 minutes to do these first three steps.
5. Have each group present this idea to the other groups.
6. Ask: what is the most common action between groups?
7. Ask the large group to brainstorm (or in small groups if you prefer): What steps would it take to make it happen? Have them write down the action steps and post or write these on the flipchart.
8. Discuss these plans as a group, and encourage leadership from the group to carry out these steps.

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REFLECTIONS ON WATER //

1. Indigenous Perspectives

"Anishinabe people think of rivers, especially the underground rivers, as the veins of Mother Earth carrying her lifeblood to all her children. Many of our elders are deeply concerned that her lifeblood is being polluted, contaminated and depleted willfully, thoughtlessly, and extensively by people of our times. These elders...recognize the urgency of transformation of consciousness and human behaviour toward water, the lifeblood and the birthright of every being in the web of life on Mother Earth."

Priscilla Solomon, Anishinabeque and Sister of St. Joseph, Sault Ste. Marie, Ontario, from *Water Lifeblood of Earth*, which she wrote for the Development and Peace Water campaign, 2002.

"We know in Creation, women are given the gift to create and sustain life. We respect our bodies when we are carrying our children by watching what we put in our bodies. Well, Mother Earth gives birth to all life and the water is her lifeblood. She needs to be respected also. The Water Walk is an opportunity for us to shift our thinking towards respect for life."

Josephine Mandamin, Anishnaabekwe, "Water Walker" and grandmother, the founder of the Mother Earth Water Walk.

2. Pope Francis: "A caress of God."

"Water is many things: a sacred element, a human right — or perhaps even more profoundly considered — a gift from God, intrinsically valuable in itself. It should also be seen by authentic believers as an entry point toward many justice concerns: wetland preservation, healthy living, opposition to destructive mining practices and extractive industries that destroy essential aquifers, respect for indigenous livelihoods and traditional knowledge, and more. Above all, I find inspiration in Francis' poetic reference to water in *Laudato Si*, describing it as 'a caress of God.' If we fully took this to heart, our actions to respect and protect water would change immediately and profoundly."

Joe Gunn, *Prairie Messenger*, June 1, 2017. Executive Director of Citizens for Public Justice, previously Social Justice Director for the Canadian Conference of Catholic Bishops.

3. "You love all that exists..."

⁶ "The bible also teaches about an equitable distribution of resources, including sharing land, animals and water. This insistence on justice is often directed towards distributing the bounty of the Earth and providing for those who are marginalized ... Ecological problems are enmeshed within social structures that serve the interests of the few at the expense of the many, especially those marginalized and in poverty."

¹³ "Such a basic human right as access to water cannot be left to the whims of market forces to deliver. In our own country, Canadians should insist on government action to ban bulk exports of water, exclude water services from international trade agreements, ensure high quality standards of drinking water for all and guarantee that water utilities remain public, rather than private entities."

From: "You Love All That Exists... All Things Are Yours, God, Giver of Life." A Pastoral Letter on the Christian Ecological Imperative from the Social Affairs Commission, Canadian Conference of Catholic Bishops, October 4, 2003.

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STORY: THE WATER WALKERS

Josephine Mandamin, an Anishnaabekwe “Water Walker” and grandmother, has, walked the circumference of each of the five Great Lakes: Erie, Superior, Ontario, Huron and Michigan.

She started by walking around Lake Superior in 2003, at the age of 61, with a copper pail of water in one hand and a staff in the other. The pail contains 8 litres of water. She is accompanied by other Indigenous leaders and supporters, including Grandmother Peters. Each year a growing number of people of all backgrounds join them on their annual spring walk, now known as the Mother Earth Water Walk. They walk at a brisk clip and cover 70 kilometres a day in all kinds of weather. Since completing all of the Great Lakes, the group has also walked along rivers and other lakes.

“Water is precious and sacred. It is one of the basic elements needed for all life to exist,” says Josephine Mandamin. “As women, we are carriers of the water. We carry life for the people. So when we carry that water, we are telling people that we will go any lengths for the water. We’ll probably even give our lives for the water if we have to. We may at some point have to die for the water, and we don’t want that.”

The Water Walkers call for action from each community that they pass through on their walk. “It is important for each community to think of what they can do to protect the water. Each community will come up with their own ideas of how they can keep the water clean,” said Grandmother Peters. “It is also a personal responsibility. We have to ask ourselves: How are we using the water? We should not be wasting the water. We should not be putting our garbage in there,” says Peters.

They have also started an annual Women’s Water Walk, where they raise the awareness of those living near the lakes of the importance of water to our lives, and of clean water in the lives of Indigenous peoples. The Water Walkers are currently asking Canadians to ask our governments to ensure clean water for Indigenous communities that are under boil water advisories.

“Pope Francis’ encyclical *Laudato Si’* ... mentions water 47 times ... concluding that there is a human right to safe drinking water,” says Joe Gunn of Citizens’ for Public Justice, writing in *The Prairie Messenger*. “So should Christians consider water as ‘sacred,’ a ‘human right,’ or something more? More importantly, how should we act in a world where water is being ruthlessly polluted, incessantly wasted, and increasingly sold as a commodity available only to those who can afford to pay?”

Good questions. The Water Walkers are doing what they can to raise awareness of these issues. What can you do?

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STORY: BOTTLED WATER

Where do you get your water when you are at school? It may surprise you, but Canada, a land which appears to have endless water, is not immune to potential clean water scarcity.

According to the Council of Canadians, our water sources are being affected by commercial use, a growing population and by climate change that is causing an increasing number of droughts. In 2010 Statistics Canada calculated that renewable water in southern Canada declined by 8.5 per cent between 1971 and 2004.

Indigenous communities are already feeling the effects of clean water scarcity – more than 100 Indigenous communities regularly have boil water advisories and some must depend on expensive bottled water. The concern for the ongoing availability of clean water has led Anishnaabekwe elders such as Josephine Mandamin, known as the “Water Walker,” to travel the circumference of each of the five Great Lakes. “Water is precious and sacred. It is one of the basic elements needed for all life to exist,” she says.

Against a backdrop of potential clean water scarcity, reaching for a bottle of water when we’re thirsty is not a neutral act. The bottled water industry affects communities and water tables in Canada as much as it affects those in Indonesia and other parts of the Global South.

Bottled Water: just a few of many facts

- Bottled water creates plastic waste, much of which isn’t recycled. Those empty water bottles have created plastic “islands” in the Pacific and Atlantic oceans, which harm ocean wildlife. They also litter pristine beaches around the world.
- Even bottles that are recycled can only be recycled a certain number of times before they leave an unrecyclable residue.
- Water bottlers remove water from local watersheds and export it to faraway places – many of which have perfectly safe, free or inexpensive, tap water.
- Water that is bottled for shipping won’t be recycled in the place it was harvested, depleting the water table.
- With every kilometre that a water bottle is shipped, its ecological footprint grows.
- It takes 5.5 litres of water to produce a 500 ml bottle – 0.5 litres in the bottle itself and another 5 litres of water that are contaminated when making the plastic bottle from oil.
- 83% of Canada’s bottled water exports come from BC, a province that experiences drought and wildfires.
- \$9 billion of Nestlé’s annual revenues come from the sale of its 52 bottled water brands.

There are many more facts about bottled water that might surprise you. To find out more, watch the animated video *The Story of Bottled Water*.

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STORY: BOTTLED WATER

(continued)

Water as a commodity

Something else is happening with the bottling and sale of water – the commodification of water. What is considered a human right by the United Nations becomes a product, or commodity, that someone, or rather some company, profits from. Every litre of water that is no longer available locally to support a local community's activities – household use; farming – will eventually be replaced by purchased water.

Canadians in Aberfoyle, ON and Hope, BC have been bringing attention to this process in their communities, where the bottled water giant Nestlé has been sucking water from their aquifers and selling it in bottles across Canada. The process is threatening available future groundwater the Ontario location, where the company pays only \$3.21 for every million litres of water it bottles. Some bottled water ends up in St. John's NFLD, which has its own nearby clean water reserves.

"Pope Francis' encyclical *Laudato Si'* ... mentions water 47 times ... concluding that there is a human right to safe drinking water," says Joe Gunn of Citizens for Public Justice, writing in *The Prairie Messenger*. "So should Christians consider water as 'sacred,' a 'human right,' or something more? More importantly, how should we act in a world where water is being ruthlessly polluted, incessantly wasted, and increasingly sold as a commodity available only to those who can afford to pay?"

Good questions. What can you do?

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TAKE ACTION //

Here are some ideas. Explore them further with the help of the online resources listed at the end of this document.

1. Stop buying bottled water.

2. Convince your school or municipality to become a Blue Community.

The Council of Canadians promotes a movement called "Blue Communities" to protect water. Schools, school boards and communities of many types are invited to become a Blue Community and commit to these three actions:

- recognize water and sanitation as human rights,
- ban the sale of bottled water in their facilities and at events they sponsor, and
- promote publicly financed, owned and operated water and waste water systems.

3. Convince school boards and schools to install new water fountains that accommodate students' own reusable water bottles.

In Northern Ontario, students inspired by a previous Development and Peace campaign against bottled water were successful in getting some schools to do so.

4. Take action for First Nations and Indigenous people's access to fresh water.

The Council of Canadians has a special campaign for teachers and students that will help you do this. See the Resources section for more information.

5. Join a Water Walk.

The Annual Women's Water Walk is open to all people - men, women, children, Indigenous and non-Indigenous. Show your support by joining one, or by joining or initiating other celebrations of the sacredness of water.

What will you do?

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RESOURCES //

1. Our faith and water

"You Love All That Exists... All Things Are Yours, God, Giver of Life." A Pastoral Letter on the Christian Ecological Imperative from the Social Affairs Commission, Canadian Conference of Catholic Bishops, October 4, 2003. <http://www.cccb.ca/site/Files/pastoralenvironment.html>

Gunn, Joe. *Journey to Justice*, Prairie Messenger, June 21, 2017.
http://www.prairiemessenger.ca/17_06_21/Gunn_17_06_21.html

This article covers concerns about Canadian water raised at the Conference of Canadian Religious' annual meeting 2017, and actions arising from the Conference.

2. Factsheets and infographic on bottled water and water issues

The Council of Canadians: <https://canadians.org/water>

If the links do not work, you can use a search engine and enter Council of Canadians and the following titles.

Factsheet: Spinning the bottle: Tackling Industry Spin on Bottled Water, 2017.
<https://canadians.org/sites/default/files/publications/bott%20water%20they%20say%20we%20say.pdf>

Factsheet: Five reasons to ban bottled water. March 4, 2014.
<https://canadians.org/sites/default/files/publications/5%20reasons%20to%20ban%20bottled%20water.pdf>

Poster. *Water 101*, an infographic on Canada's current water issues. 2015.
<https://www.flickr.com/photos/councilofcanadians/20552894569/in/dateposted-public/>

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3. Videos on bottled water

Video (8 min) and background information

The Story of Bottled Water, Annie Leonard and the Story of Stuff Project, 8 minutes. YouTube. 2010.
<https://www.youtube.com/watch?v=Se12y9hSOM0>

The video uses some examples from the United States, but much is applicable to Canada. You can also find footnotes and a document called Myths vs. Reality, both for The Story of Bottled Water video, at <http://www.motherearthwaterwalk.com>

Video and news report (2 min)

Paling, Emma, The Huffington Post Canada: *Nestlé Bottled Water Travels Up To 3,100 Km. Your Tap Is Metres Away*. Updated 04/15/2017.
http://www.huffingtonpost.ca/2017/04/13/nestle-water-bottles-cana_n_15915622.html

Video and news story on how far bottled water travels from two sites in Canada: Aberfoyle, ON and Hope, BC.

4. Campaigns for water

Lui, Emma. Blog. *How students and teachers can take action for clean water in First Nations*. April 27, 2017.
<https://canadians.org/blog/how-students-and-teachers-can-take-action-clean-water-first-nations>

Blue Communities Project, Council of Canadians: search for Blue Communities on the Council of Canadians website. Try copying this URL into your browser : <https://canadians.org/bluecommunities>

Mother Earth Walk for Water

Many great resources are available on this website, including interviews with the founders of the Walk for Water such as Josephine Mandamin. <http://www.motherearthwaterwalk.com>

Gurson, Ayse. "Meet Josephine Mandamin (anishnaabekwe), the 'Water Walker.'" Indigenous Rising website, September 24, 2014. <http://indigenusrising.org/josephine-mandamin/>

Goulais, Bob. "Native Women Walk Around Great Lakes." Anishnaabe Blog, April 29, 2006.
<http://www.anishnaabe.ca/index.php/2006/04/29/native-women-walk-around-great-lakes/>



Ontario Catholic School
Trustees' Association

CATHOLIC EDUCATION WEEK CHRISTIAN SERVICE ACTIVITY

Please complete and return to Ashlee Cabral (acabral@ocsta.on.ca) by April 2, 2018.

Board: Click or tap here to enter text.

Catholic Education Week Administrator:

Name: Click or tap here to enter text.

Email: Click or tap here to enter text.

Phone: Click or tap here to enter text.

Number of Attendees (up to 9 students and 1 supervisor):

Click or tap here to enter text.

Names of Attendees (optional):

1. Click or tap here to enter text.
2. Click or tap here to enter text.
3. Click or tap here to enter text.
4. Click or tap here to enter text.
5. Click or tap here to enter text.
6. Click or tap here to enter text.
7. Click or tap here to enter text.
8. Click or tap here to enter text.
9. Click or tap here to enter text.
10. Click or tap here to enter text.

Details of Christian Service Activity that your Board will be launching as part of this Catholic Youth Day Celebration:

Click or tap here to enter text.



Ontario Catholic School
Trustees' Association

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Patrick Daly, *President*
Beverley Eckensweiler, *Vice President*
Nick Milanetti, *Executive Director*

February 27, 2018

MEMORANDUM

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

FROM: Patrick J. Daly, President

SUBJECT: **Regulatory Proposals under the Anti-Racism Act, 2017**

As you are aware, the Government of Ontario passed the Anti-Racism Act in 2017 in an effort to eliminate systemic racism from public sector organizations. On February 12, 2018, the Anti-Racism Directorate issued a posting to Ontario's Regulatory Registry for proposed standards and potential regulations in respect of the identification and monitoring of systemic racism. Specifically, The Ontario government is proposing to establish Anti-Racism Data Standards ("ARDS") under the *Anti-Racism Act, 2017* for the collection, use and management of personal information to identify and monitor systemic racism and racial disparities for the purpose of eliminating systemic racism and advancing racial equity.

The proposed ARDS would apply to public sector organizations, as defined in the Anti-Racism Act, (including school boards) which may be required or authorized to collect specified personal information in a potential regulation under the ARA. The full background and proposal can be found at (<http://www.ontariocanada.com/registry/view.do?postingId=26766&language=en>).

Next Steps

OCSTA will continue to monitor the development of standards and potential regulations under the *Anti-Racism Act, 2017* that have an impact on school boards and provide summary information as required.

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



*Join Us at the World's Largest
Elmira Maple Syrup Festival*

*Mayor Sandy Shantz
on behalf of the
Township of Woolwich*

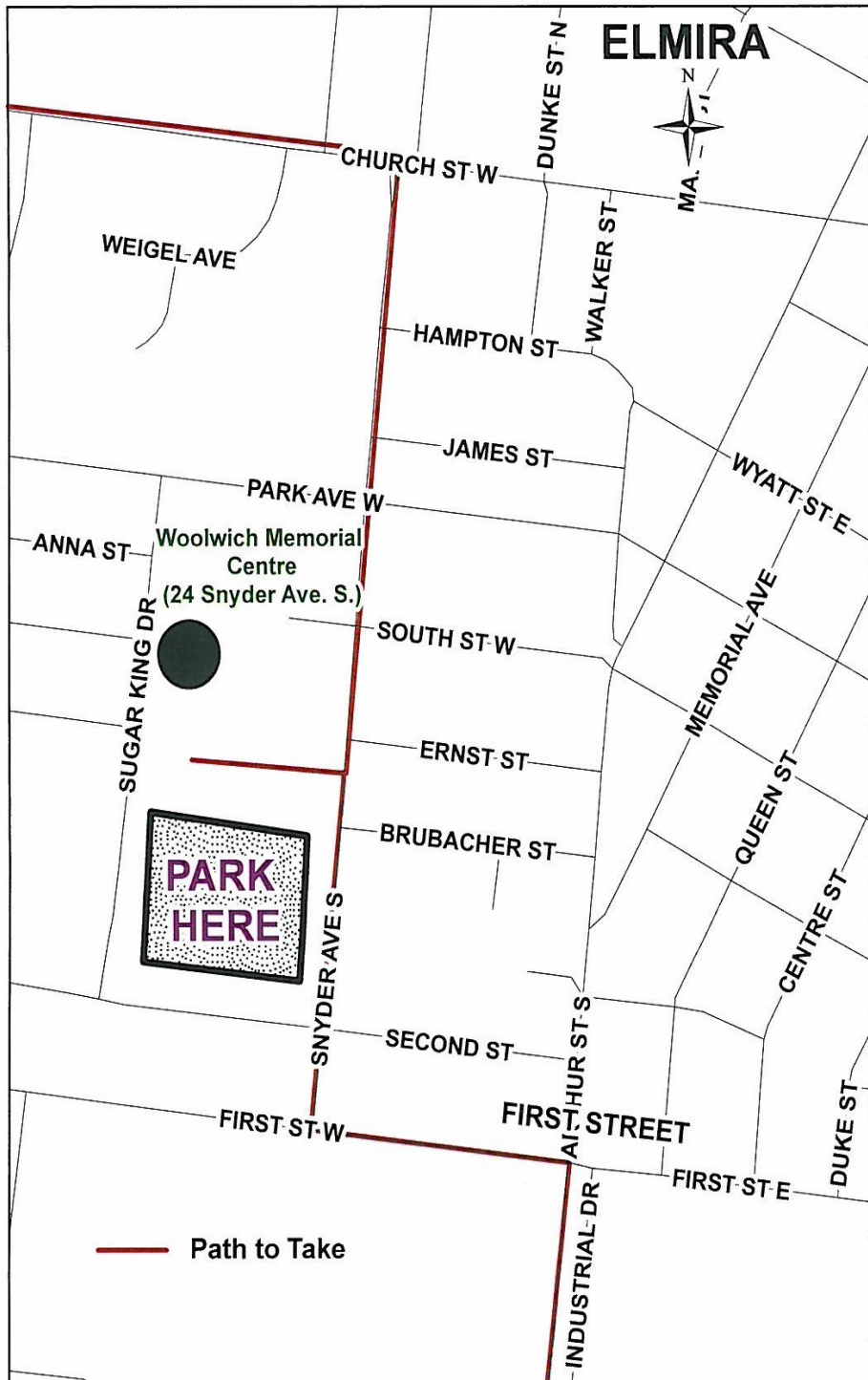
Invites you and your family to attend the Annual Mayor's Breakfast!
This will be in conjunction with the 54th Annual Elmira Maple Syrup Festival.

Saturday, April 7th, 2018
7:00am to 10:00am
Woolwich Memorial Centre, Community Room
24 Snyder Ave. S., Elmira

*R.S.V.P. to
Rae Ann Bauman at
events@woolwich.ca
by March 23rd, 2018*

I look forward to seeing you!

Mayor Sandy Shantz



Event Parking Pass

Welcome to the
Woolwich Memorial Centre

Date: Saturday, April 7th, 2018
Expires: Saturday, April 7th, 2018

Please place placard on the dash
of the vehicle.

Elmira Maple Syrup Festival

Pancake Flipping Contest

Saturday April 7, 2018
Registration at **9:40 a.m.**

“Flipping Zone”
Woolwich Memorial Centre (WMC)
Dan Snyder Arena
24 Snyder Ave. S., Elmira

It's that time of year again! On behalf of the EMSF committee, I would like to invite your group to come out and join the fun by entering a team in our annual Pancake Flipping Contest.

A big thank you to our friends at RBC Elmira for sponsoring us again this year!

(Please have registration in by:
Tuesday March 13, 2018)

What to bring:

- **5 Participants**
(Coaches & cheerleaders also welcome)
- Team Uniform (optional but encouraged)

There is no cost and those brave enough to participate will have a flipping good time!!

Where to go:

- “Networking Alley” (small side door right of main entrance to WMC)



When to arrive:

- No later than **9:40 a.m.** (Registration)

Prizes:

- There will be many prizes to encourage you to flip furiously, and of course the much sought after Sap Bucket Trophy is up for grabs!

****If your organization has any SWAG you'd like to contribute to the prizes, I would love to hear from you. Thanks!****

All the rules and regulations of this wacky relay race will be explained on festival day.

This popular and entertaining contest will feature some fast and furious flipping action from defending champions – “Crouching Tiger Hidden

Dragon - Waterloo Region Chinese Community Association”, some of our area’s finest politicians, local radio personalities, police officers from the Waterloo Regional Police Service, community groups, minor sports organizations and some local businesses.

...follow us on [Twitter](#) to stay informed [@FlippingPancake](#)

We've already begun to receive registration requests.

****Registration Form Link****

Please register your team **ASAP**, it is first come first serve.

If you don't know the names of all of the team members, you can still register with those that you do know:

https://docs.google.com/forms/d/e/1FAIpQLSdoWsH9jy9KoUmaS_YaCjewy0hnzjRPUB5sVZqHqYCkUSp51g/viewform?usp=sf_link

If you need any more information, please **email me** at **pancakeflipping@gmail.com**

If you have participated in this event in years past, thank you, you make it the fun event that it is! I look forward to seeing you out with your team!

THANK YOU!