



Committee of the Whole Meeting

Date: Monday, January 14, 2019

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:
Bill Conway (Chair), Manuel da Silva, Kevin Dupuis, Jeanne Gravelle, Wendy Price, Greg Reitzel, Brian Schmalz, Melanie Van Alphen, Tracey Weiler

Student Representatives:
Meghan Nemeth, Izabella Tyc

Senior Administration:
Loretta Notten, Jason Connolly, Gerald Foran, 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 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 Approval of Minutes of Regular and Special Meetings 3.1.1 Minutes of November 12, 2018 Committee of the Whole Minutes		pp. 4-6	Approval
4. Delegations			
5. Advice from the CEO			
5.1 Well Being – Healthy Active Living	G. Foran, B. Webster	pp. 7-10	Information
5.2 Renewed Math Strategy	J. Klein, S. Rellinger, N. Snyder	pp. 11-17	Information
5.3 Value for Money IT Audit	S. Maharaj, C. Demers	pp. 18-22	Information
5.4 Lobby Day presentation	C. Bencina, J. Murphy, M. Worth, Students	--	Information
5.5 Delivery of Final MYSP Documents	L. Notten	--	Information
6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Linkages Activity	Trustees	--	Discussion
6.2 Pastoral Care Activity	Trustees	--	Discussion
6.3 Work of the Board of Trustees for 2018-2019	Trustees	pp. 23-30	Discussion
7. Reports from Board Committees/Task Forces			
8. Board Education (at the request of the Board)			
8.1 OCSTA Communication	B. Conway	pp. 31-65	Information
8.2 Discussion of responses for OCSTA Regional Meeting	Trustees	--	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			

ITEM	Who	Agenda Section	Method & Outcome
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): <ul style="list-style-type: none"> Jan 18-19: OCSTA Seminar Jan 21: Governance Jan 24: Mayor Doug Craig Year's of Service Jan 28: Board of Trustees Jan 31: Audit Committee Feb 6: SEAC & CPIC Feb 11: Launch of Pastoral Plan – 4 p.m. St Anthony Daniel COWB – late start: 6:30 p.m. at the CEC Feb 21: OSTA-AECO Student Trustees Feb 25: Board of Trustees <i>Beginning with March 2019 Board – all COWB and Board Meetings will take place in Secondary Schools during the CEC Renovation. Locations for March through June 2019 will be announced at January Board.</i>			
14. Items for the Next Meeting Agenda	Trustees		
15. Adjournment Confirm decisions made tonight	Director of Education		
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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

Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, November 12, 2018 at Waterloo Region Catholic Education Centre, Kitchener

Trustees Present:

Joyce Anderson, Wayne Buchholtz, Bill Conway, Manuel da Silva, Jeanne Gravelle, Wendy Price (Chair), Greg Reitzel, Brian Schmalz, Melanie Van Alphen

Student Trustees Present:

Izabella Tyc

Administrative Officials Present:

Loretta Notten, Jason Connolly, Gerald Foran, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson, Laura Shoemaker

Special Resources For The Meeting:

Regrets:

Meghan Nemeth

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 Chair called the meeting to order at 7:04 p.m.

1.1 Opening Prayer & Memorials

The opening prayer was led by Trustee Schmalz.

1.2 Approval of Agenda

Amendment to agenda, 6.1 Linkages Activity 6.2 Pastoral Care Activity will proceed during this evening meeting.

2018-25 -- It was moved by Trustee Conway and seconded by Trustee Reitzel:

THAT the agenda for Monday, November 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 October 15th, 2018 Committee of the Whole Minutes

2018-26 -- It was moved by Trustee Buchholtz and seconded by Trustee Gravelle:

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

4. Delegations

5. Advice From the CEO

5.1 Teacher Learning and Leadership Program

Superintendent Klein introduced presenters from St. Benedict CSS including Matt Anderton, Program Head of Mathematics, Delmar Borba, Vice-principal and Sarah Gonzalez-Day, Math Teacher. Presenters discussed The Teacher Learning and Leadership Program (TLLP) in which Mr. Anderson is leading at St. Benedict. TLLP is an annual project-based professional learning opportunity for experienced classroom teachers.

Mr. Anderton provided a synopsis of this TLLP project which focuses on Gr. 9 and Gr. 10 Applied and Academic level Mathematics across the department. The leaders intend to, “develop capacity around effectively conducting collaborative activities in our mathematics classrooms and creating classroom climates where the students are the drivers of investigative learning with teachers acting as facilitators and guides.” The focus is to build capacity and develop of culture of learning, not just grades.

Trustees asked clarifying questions and provided feedback.

5.2 Pastoral Plan Update

Superintendent Olson provided the Board of Trustees with an overview of the present pastoral plan: People of Love, People of Hope, People of Faith along with the themes and highlights from the past three years. Superintendent Olson noted that the System Faith Formation Council is in the final planning stages for our next three-year pastoral plan, set to be launched before the new year.

Trustees provided feedback.

6. Ownership Linkage (Communication with the External Environment)

6.1 Linkages Activity

Trustees reported back from Linkage Committee.

6.2 Pastoral Care Activity

Trustees reported back from Pastoral Care Committee.

7. Reports From Board Committees/Task Forces

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

8.1 OCSTA Communication

OCSTA communications were discussed.

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):

- Nov 14: Ken Seiling End-of-term Reception
- Nov 16: St. Louis Grad re: SSC/STW
- Nov 23: St. Louis Grad re: PSW
- Nov 26: Board of Trustees
- Dec 3: Inaugural
- Dec 6: Director's Office/Trustee Christmas Dinner
- Dec 7: Spiritual Development Day
- Dec 10: Board of Trustees Meeting
- Dec 20: CEC Christmas Mass & Lunch

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

2018-27-- It was moved by Trustee Anderson and seconded by Trustee Gravelle:

THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:38 p.m.

Chair of the Board

Secretary



Newman

Date: January 14, 2019
To: Board of Trustees
From: Loretta Notten, Director of Education
Subject: Well Being – Healthy Active Living

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)

Board Governance Policy I:001 Ends
Ontario Catholic School Graduate Expectations (OCSGE, 2011): [Institute for Catholic Education]
Elementary School Food & Nutrition APH021
Health & Physical Education Safety Guidelines APH024

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

PPM 138 – Daily Physical Activity in Elementary Schools (2017)
PPM 144 – Bullying Prevention & Intervention (2012)
PPM 150 – School Food & Beverage Policy (October 2010)
Ontario Ministry of Health – Standards for Public Health Programs & Services (School Health Standard)
Ontario's Equity and Inclusive Education Strategy (2009)
Ontario's Well-Being Strategy for Education: Discussion Document (2016)
Ontario's Equity Action Plan (2017)

Alignment to the MYSP:

Students & staff are healthy in mind, body and spirit:

To strengthen system commitment to physical health and its importance to mental and spiritual health.

Background/Comments:

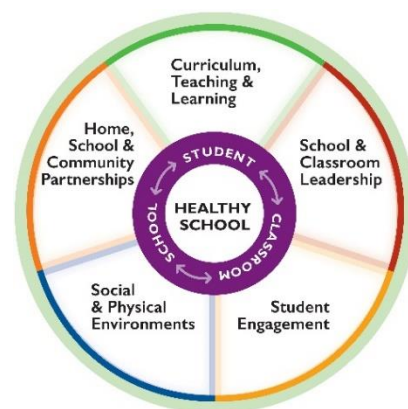
Across the province much research and work has been completed regarding the goal of promoting well-being. Furthermore, the Ministry of Education recognises the importance of well-being and its role as a key factor in overall student success. As a result, the Ministry has created a “Well-Being Strategy for Education”. The four key components of the strategy are 1) Positive Mental Health 2) Safe and Accepting Schools 3) Healthy Schools 4) Equity and Inclusive Education. For the purposes of this report, the focus will be on the component of Healthy Schools and the many initiatives that have been implemented within WCDSB.

WCDSB's 2017-18 school year was a banner year from a Healthy Active Living perspective. The Healthy Kids Community Challenge (HKCC) came to a conclusion, our footprint with Healthy Schools programming expanded, two Physical Activity in Secondary School (PASS) Grants worth \$15,000 each were awarded, we ran the “Raise the Bar” conference in which 39 of our schools investigated ways to develop Intramural programming and there was a re-investment in the Playground Activity Leaders (P.A.L.S) program.

The HKCC launched the fourth and final theme, “Power Off & Play”, which was aimed at challenging kids aged 0-12 to turn off the screens and go play. Students had the opportunity to view live dramatic plays at their schools, emphasizing this message. Subsidies were received from the HKCC to supplement bus trips to local grocers to engage elementary learners in authentic learning opportunities in the grocery store with registered dietitians. Grade 1 students were invited to participate in skating programs free of charge once a week over the course of 5 weeks. Schools also had the opportunity to apply for up to \$2,000 if they demonstrated how they were eliminating screen time during indoor recesses. Five schools qualified for this funding. Another two schools qualified for a similar opportunity during this theme. These two schools completed a screen tracking device over the course of a week for an additional \$500. WCDSB has been a great beneficiary of the HKCC initiatives and we are disappointed to see this opportunity come to an end. Theme 1 began in September 2015, ran until June 2016 and was called, “Run, Jump, Play... Everyday”. It was aimed at getting kids moving more throughout the day. “Water Does Wonders,” Theme 2, operated from July 2016 to March 2017 with the intent to encourage children to drink more water and less sugar based beverages. In April 2017, Theme 3, “Choose to Boost Fruits & Veggies” launched and concluded in December 2017. Finally, in January of 2018, the final theme, “Power Off & Play” anchored the great work of this committee. There has been a lot of rich learning experienced by our students during this campaign!



The Healthy Schools program continues to operate under the provincial Well-Being Strategy of which details are housed in a model that reflects the Student Effectiveness Framework. Over the past year, the Foundations of a Healthy School footprint has expanded from 18 to 24 schools being supported. The remaining schools in the Resurrection family (Holy Family; Our Lady of Lourdes; St. Paul) as well as the outstanding secondary schools (Monsignor Doyle SS; St. David SS; St. Mary SS) were recently folded into the support model. Great success has been achieved by all; however, our three secondary schools made some major head way in a very short period. St. Mary's quickly developed a large committee (44 people) and a subsequent smaller steering committee (12 people). They created a greening project for the front of their school which involved students, parents, teachers and community members coming together to develop the presentation of the front property in their school. This initiative combined with their intramural programming designed to involve students in non-



traditional Physical Education programming landed the school a spotlight section on the “In Your Backyard” segment with CTV News. St. David Secondary School Healthy Schools committee was another highlight for WCDSB as they were successful in obtaining a PASS Grant from the Ministry of Education. Alongside this success were initiatives such as “Turn Off & Tune In: Together Table” operating during lunch. Tables were rolled into the hallway and students were invited to commit to eating their lunch “device free”. What started as a single table, expanded to tables stretching the length of the hallway by the end of the year! Board games were brought out and connections were made! Student engagement was high and healthy choices were growing.

PASS Grants were awarded to both St. David and Resurrection Secondary School. Each submitted applications outlining their intent to build a wellness room within their schools that focused on engaging their student population in physical activity opportunities outside of the gymnasium. In February, both schools were notified that their applications were accepted and approved in full (\$15,000). St. David temporarily converted a classroom into a wellness room that was well received by both students and staff. Cycling, yoga and fitness classes were held before school, during lunch time and after school which engaged many students. Resurrection implemented a similar plan and converted classroom space into a wellness room.



In October, 39 elementary schools sent one teacher and 5 students to the “Raise the Bar” conference in Cambridge. This conference was designed to work with student-leaders to develop quality Intramural programming. Students and teachers were tasked with the challenge to modernize Intramurals in an effort to engage more of their student population. Students spent the morning in gymnasiums learning new games and the afternoon developing a plan to bring back to their schools. Teachers supported these plans and also spent time learning about the gender gap in physical activity patterns of our youth. The day began with a welcoming message by then Education Minister, Mitzie Hunter and was capped off by an inspiring keynote by 6-time Canadian Paralympian Jeff Adams. All were treated to an inspiring story of self-actualization through sport.

WCDSB's investment in the Playground Activity Leaders (P.A.L.S) program was renewed this past year. P.A.L.S is a program where junior aged students (Gr. 4-6) lead organized physical activities on the playground for their primary counterparts (Gr. 1-3). This program is valuable as junior students are being provided with leadership opportunities at a young age and primary students can participate in fun and inclusive physical activities at recess time. This program has been shown to decrease negative behaviour issues during recess and contributes to the healthy practices of students. One teacher and five junior students from every school were provided with the opportunity to attend training in the fall. A great day was celebrated at Blessed Sacrament school as 17 schools took advantage of this opportunity. A valued partnership with Conestoga College nursing students assisted in delivering the programming and training to teachers and students.



Playground Activity
Leaders in Schools

Next Steps:

Healthy Schools programming and support continues to increase. The St. David Family and Monsignor Doyle Family of schools are the most recent schools to be partnered with the Region of Waterloo Public Health Nurses. These schools will be supported by both the Healthy Active Living Consultant and the Region of Waterloo Public Health Nurses in establishing a Healthy Schools committee and action plan. The St. Mary's Family of schools will join the Public Health caseload in late spring/early fall. OPEHA Healthy Schools Certification will also be a priority within the WCDSB. In 2016-17, WCDSB had four schools certified and nine in 2017-18 (Gold – Resurrection, St. Benedict, St. Joseph, St. Elizabeth; Silver – Holy Rosary, St. David, St. Margaret, St. Nicholas, St. Michael). WCDSB will see a renewed commitment to the Daily Physical Activity requirements outlined in PPM 138 as it expands the number of schools supported by the Region of Waterloo Public Health. Additionally, the Healthy School goals outlined in the WCDSB Well-Being Strategy have been created in collaboration with the Well-Being Committee and align to form common goals across all four pillars (Safe Schools, Mental Health and Wellness, Healthy Schools, Equity and Inclusion). As a result, Healthy Schools will continue to be a key focus for both staff and students.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten, Director of Education

Gerald Foran, Superintendent of Learning

Brigitte Webster, Healthy Active Living Consultant

*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: Jan. 14, 2019
To: Board of Trustees
From: Director of Education
Subject: Numeracy Updates

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)

Education Quality and Accountability Office Act, 1996

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

Achieving Excellence: A Renewed Vision for Education in Ontario (2014)
Focusing on the Fundamentals of Math: A Teacher's Guide (2018)

Alignment to the MYSP:

Priority Area:

Student Engagement, Achievement, & Innovation

Strategic Direction:

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

Goals:

To focus on the 21st century competencies of critical thinking and problem solving, creativity and collaboration

To support our students in meeting the Ontario Catholic Graduate Expectations

Priority Area:

Student Engagement, Achievement, & Innovation

Strategic Direction:

Staff are engaged in cultivating collaborative learning communities

Goal:

To improve student learning and achievement in mathematics

To improve student learning and achievement in Applied Level classrooms

To improve student learning and achievement for those students who have an IEP

Priority Area:

Building Capacity to Lead, Learn, & Live Authentically

Strategic Direction:

Leadership & succession planning is intentional and nurtured

Goal:

To improve and to build collaborative ownership of system goals and priorities so they are owned by all

To support Principals and educators in maintaining high levels of professional judgement and Assessment

PURPOSE:

This report will provide updated information with respect to the following:

- Elementary and Secondary Math Lead Teacher
- Numeracy PD Day (Nov. 16, 2018)
- Professional learning opportunities for Mathematics Teaching and Learning
- Instructional Coaches' collaborative inquiries
- Gap Closing Teacher

ELEMENTARY AND SECONDARY MATH LEAD TEACHER:

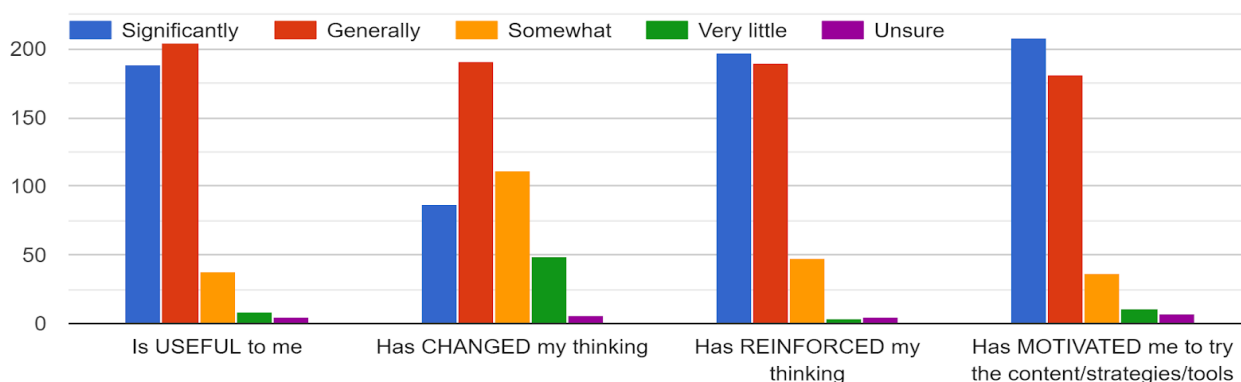
Our 91 Elementary Math Lead Teachers (EMLTs) came together with their administrators, for one and a half days of professional learning in mathematics targeting the pedagogical systems of worthwhile math tasks, classroom discourse, tools and representations and supporting a non-threatening classroom environment. Each session allowed for EMLTs to deepen their understanding of Board Improvement Plan for Student Achievement (BIPSA) revisions to mathematics, more specifically with respect to routine and non-routine questions and “spaced/distributed” learning. Additionally, all math leads and administrators were given opportunities to engage and critically reflect on the new ministry document [*Focusing on the Fundamentals of Math: A Teacher's Guide*](#). Elementary Math Lead Teachers and their administrator as co-facilitators, were provided time to co-plan and carefully select learning opportunities for the Numeracy PD Day. The purpose was to provoke thinking, explicitly highlight learning connected to the BIPSA and to move the conversation of math learning forward.

Secondary Math Lead Teachers (SMLTs), 2 per school, have met for three half-days of professional learning focusing on a variety of pedagogical strategies connected to BIPSA & ministry priorities, such as: routine and non-routine questions, research-based high-yield strategies from *Visible Learning*, paying attention to well-being in the classroom informed by the ministry document [*Yes I Can!*](#), student self-assessment, rich tasks, and New Pedagogies for Deep Learning. As well they reviewed and discussed the new ministry document *Focusing on the Fundamentals of Math*. SMLTs build capacity by facilitating learning at department meetings and piloting new strategies within their own classrooms.

NUMERACY PD DAY:

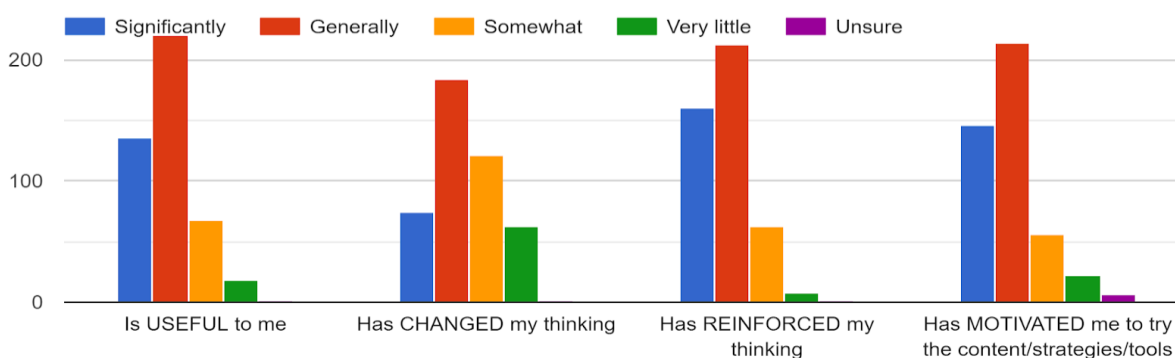
EMLTs and their administrator(s) as co-facilitators, co-led learning for their staff on the morning of the Numeracy PD Day in November. Each school's learning focus was contextually chosen based on identified needs and goals of the school, informed by professional learning from fall sessions. Based on the feedback from 444 educators using a 5-point Likert scale, 88% noted the learning was useful to them and that the learning had motivated them to try out the content/strategies/tools to a "significant" or "general" degree. (See graph below).

In regards to the information shared and/or thinking that was provoked...



The afternoon in the Elementary panel provided an opportunity to collectively explore the *Focusing on the Fundamentals of Math: A Teacher's Guide*. This investigation allowed for educators to increase their familiarity with, and understanding of the document, as well as to connect this document with our Board Improvement Plan goals. The graph below highlights the feedback based on the learning around the ministry document from the educators who took part.

In regards to the information shared and/or thinking that was provoked...



Our 60 secondary math teachers participated in a full-day collaborative learning session with Peter Liljedahl from Simon Fraser University focusing on his framework for "Building Thinking Classrooms." Teachers authentically experienced what it would be like to be a student in this kind of classroom, with opportunities to ask questions throughout. Teachers were then formally introduced to the framework for "Building Thinking Classrooms" and the research associated with it.

The following feedback, based on a 61% response rate, represent “significantly” or “generally” chosen from the 5-point Likert scale asking teachers to reflect on their learning session about “Building Thinking Classrooms”:

- 88% stated the learning was useful to them
- 64% changed their thinking
- 76% reinforced their thinking
- 80% shared they were motivated to try the strategies presented

Additionally, 83% of these teachers cited their growth in understanding of “Building Thinking Classrooms” was within the significantly/generally categories. Notably, 94% could cite one or more specific new learning and identify a component they will implement immediately.

All other secondary staff participated in numeracy learning focused on various aspects of number sense, what the fundamentals of math means, routine & non-routine questions as well as numeracy connections to the OSSLT and their subject areas. Of the 25% who provided feedback, 98% made one or more connections between what was presented and their practice.

PROFESSIONAL LEARNING OPPORTUNITIES FOR MATHEMATICS TEACHING & LEARNING:

A. EQAO session:

Thirty-two educators new, or returning to, the EQAO assessment testing years of grade 3 and 6 attended a half day of professional learning. During the session, educators learned about the provincial assessment framework and supports available to educators on the website. These educators also examined student thinking with reference to the scoring guides, explored common misunderstandings and reviewed important information related to this standardized assessment.

Feedback from teachers was based on a 5-point Likert scale. Percentages below denote those who selected “significantly” or “generally”:

- 100% stated the content was useful to them
- 81% stated the content changed their thinking

B. After school 3-Part Learning Series, focusing on building fractional sense:

This series took place during October-November, where participants met on three occasions and were asked to complete tasks in-between sessions to examine student thinking and determine next steps for instruction. In total, 22 grade 3-8 educators and 1 administrator participated. This series focused on building fractional sense through active engagement in fractions tasks, current research, looking at the continuum of learning from gr. 1-8, opportunities for fractional thinking in various strands and resources to further support fraction sense. Highlights from the feedback include:

- 100% stated the fractional content explored was useful to them to a “significant” degree
- 100% stated the learning motivated them to try the content/strategies/tools to a “significant” degree
- 97% “strongly agree” they believe their new learning will impact student achievement
- 87% stated their content knowledge of fractions has increased to a “significant” degree
- 73% stated the research they conducted “in-between” sessions allowed them to drive responsive instruction with their students

C. Connecting Divisional Educators in Mathematics Learning after school sessions:

Thus far, a total of eight after school math sessions have been offered with varying topics and divisional foci such as number talks, counting principles, number lines and mathematics and well-being. Sixty-six educators attended these sessions; 52% attended a single session, while 48% attended multiple sessions. Participants were surveyed after each session and the mean scores were calculated for all sessions based on those selecting “significantly” or “generally” from the 5-point Likert scale provided:

- 98% stated the content was useful to them
- 98% found the content applicable to their role as classroom teacher
- 89% changed their thinking
- 96% reinforced their thinking
- 98% stated the content motivated them to try the content/tools/strategies shared
- 96% shared the content explored increased their confidence that they could apply the learning

ELEMENTARY COACHES’ COLLABORATIVE INQUIRIES:

The nine coaches who support elementary schools have engaged 18 schools in the first cycle of collaborative inquiries in mathematics. Each cycle consisted of 8-12 days of non-consecutive support spanning 2-3 months. The coaches are currently engaged in another cycle of job-embedded co-learning, most often with different educators, and which may include application schools.

Each collaborative inquiry commences with a pre-concept assessment in a targeted focus area. This data is used to drive responsive instruction, propel collaboration between educators involved in the cycle of co-learning and to monitor growth.

The data presented below highlight the percentage of overall growth from pre-concept assessment to post-concept assessment averaged over the 18 schools who have completed cycle one. The percentages are based on the five marker students each of the four teachers participating in the collaborative inquiry has selected. Overall growth celebrates the continued progression of student learning; it shows either growth progressing towards provincial standard and/or growth to provincial standard or above. Please note, this data does not indicate the impact of the coaching position, but rather presents growth from pre-concept (beginning of cycle support) to post-concept (end of cycle support).

Average Scores for Cycle 1	
Overall Growth	Growth to Provincial Standard
52%	30%

**Note: based on a scale of Not Yet, Getting There, Got It*

A survey was sent to educators who took part in the collaborative inquiries with their school assigned coach. Forty-two percent of teachers invited to participate seized the opportunity to provide feedback. Feedback below focuses the criteria “significantly” or “generally” from the 5-point Likert scale provided:

- 93% stated the collaborative inquiry cycle was useful to them and applicable to them as classroom teachers
- 80% stated they believed the collaborative inquiry cycle supported student achievement
- 80% stated that as a result of the collaborative inquiry cycle, they grew professionally with respect to triangulation of assessment practices (*i.e.* conversations, observations and products)

Quality • Inclusive • Faith-based • Education
w w w . w c d s b . c a

GAP CLOSING TEACHER - GRADE 9 APPLIED:

Each high school has one Gap Closing Teacher who partners with the classroom teacher to support the learning in Grade 9 Applied Math classes. This co-operative relationship offers opportunities to co-plan and co-teach, as well as to seek improvement in student motivation and confidence while doing math.

Gap Closing Teachers participated in bi-weekly collaborative learning sessions which enabled them to explore, discuss, and refine their understanding of how to improve student learning. Topics included strategies to improve conceptual understanding, intervention strategies, specific content areas of need and related pedagogy, how educators give feedback to elicit student reflection and action, success criteria, and how students communicate their understanding. Teachers cited their most significant learning was in the areas of feedback, pedagogy, and student communication.

Through ongoing moderation and discussion with the classroom teacher, marker students are identified. Both teachers have daily interactions with these marker students through conversations and conferences. Marker students may stay the same or may change between cycles of learning, depending on student success with each content area within the cycle. We have seen growth in achievement for many of these marker students, as evidenced by the samples below.

School A

Overall Achievement Data

	Initial Results	Midterm Results	Current Results
Student 1	R	2	2-
Student 2	R	2+	2-
Student 3	1+	2	2
Student 4	R	1	1+
Student 5	1+	2+	2+
Student 6	R	1-	1-
Student 7	R	2	2
	100%	Overall Growth	
	43%	Growth by 2 levels	
		Denotes IEP Student	

*Note: Current Results as of Dec. 14, 2018

School B

Specific Strand Data

RATIO - PROPORTIONS		
	Initial Results	Current Results
Student A	R+	4+
Student B	1-	1+
Student C	R	3
Student D	R+	3-
Student E	1	2-
Student F	1-	3+
Student G	R+	R+
Student H	R+	1-
Student I	1	1-
	78%	Overall Growth
	44%	Growth to Provincial Standard
		Denotes ELL
		Denotes IEP Student

Of particular note, teachers have witnessed growth in students' confidence while doing math, their self-advocacy, ability to collaborate, and social skills.

SUMMARY:

Throughout the school year thus far, there were multiple opportunities for educators to deepen their understanding of mathematics pedagogical content knowledge. These opportunities included Math Lead Teacher in both panels, system-wide engagement on the Numeracy PD Day, after-school sessions, collaborative inquiries with coaches in the elementary panel and Gap Closing Teacher collaborations with their grade 9 Applied teacher partner.

Based on data collected, growth in both student learning and perceived educator learning has been documented. Although there is much to celebrate, high expectations are held. We seek to ensure every interaction is meaningful and centered around increasing mathematics achievement in a safe, inclusive learning environment. Professional learning for all educators will continue to be provided in a responsive manner through after school sessions, addressing a variety of concepts. Math Lead Teachers will have further opportunities to engage in distributed leadership as the year unfolds through job-embedded collaboration focused on co-planning, co-teaching and co-debriefing. Collaboration between coaches and educators at schools will benefit from targeted focus on precise coaching moves, capitalizing on relationships that have been built and on refinement of the inquiry process. Gap Closing Teachers, in partnership with classroom teachers, will continue to deepen their understanding of how students learn math and how to best engage students in the applied pathway. Lastly, administrators will receive guidance in supporting educators to comprehend and implement targeted BIPSA goals.

REFERENCES:

- Hattie, J. (2017). *Visible Learning in Mathematics, grades K-12: What Works Best to Optimize Student Learning*. Thousand Oaks, California: Corwin Mathematics.
- Ministry of Education. (2018). *Focusing on the Fundamentals of Math: A Teacher's Guide*. Queen's Printer for Ontario.
- Ministry of Education. (2018). *Yes I Can! Paying Attention to Well-Being in the Mathematics Classroom*. Queen's Printer for Ontario.

For Information

Prepared/Reviewed By:	Loretta Notten Director of Education
	John Klein Superintendent of Learning
	Richard Olson Superintendent of Learning
	Nancy Snyder Numeracy Consultant 7-12
	Sherrie Rellinger Numeracy Consultant 1-8

*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: January 14, 2019
To: Board of Trustees
From: Director of Education
Subject: Office of the Auditor General of Ontario – IT Audit

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)

This report provides information, recommendations, and planned actions arising as a result of an audit conducted by the Office of the Auditor General of Ontario (OAGO).

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

Board Policy IV 012 "Communication and Support to the Board"
Policy Statement: The CEO shall not permit the board to be uninformed or unsupported in its work.

Alignment to the MYSP:

Strategic Priority: Student Engagement, Innovation & Achievement

Strategic Direction: Foster maximum opportunity for success for all

Goal: Improve Numeracy Achievement

Goal: Improve Graduation Rate

Goal: Improve Secondary Literacy Achievement

Strategic Priority: Building Capacity to Lead, Learn & Live Authentically

Strategic Direction: Investment in global competency development and leading technologies

Goal: Ensure technology is current and relevant to optimal teaching and learning practices

Background/Comments:

In the spring of 2018 staff were informed by the Ministry of Education that the Office of the Auditor General of Ontario would be conducting an audit of information technology practices employed and supported by the Ministry of Education. As part of the audit, four school boards were selected for field visits by the OAGO:

Waterloo Catholic District School Board
Algoma District School Board
Toronto District School Board
Peel District School Board

Quality • Inclusive • Faith-based • Education
w w w . w c d s b . c a

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

In the months that followed, each board was visited by a team of OAGO staff who sought to learn about boards' practices in various areas. The focus areas were fluid with no audit scope defined until later in the audit.

The audit team was professional and easy to work with, and as such, there were no surprises while they were onsite or in the recommendations that followed.

Late in 2018 an identical draft recommendation report was issued to each participating board and to the Ministry of Education. Each entity was charged with providing responses to the recommendations where applicable, and following that, a second draft containing aggregated responses from each board was issued by the OAGO for review. In December 2018 the report was finalized and issued to the public.

Overall, WCDSB did well on the audit. Many of the recommendations made by the OAGO were things that WCDSB was already doing. Some of the recommendations rely on the Ministry to take action, and there were good recommendations on ways to increase awareness around cyber-security and privacy.

Following is a summary of recommendations and WCDSB responses:

OAGO Recommendation	WCDSB Response
In order to better understand how information technology (IT) resources may be used for curriculum delivery and to guide their allocation of resources, we recommend that the Ministry of Education together with the school boards develop a strategic plan specifying minimum expectations for the use of IT in the classroom.	We agree and look forward to working with the Ministry of Education on this initiative. If acceptable, WCDSB would best be represented on this matter by the Council of Directors of Education (CODE) and by the Ontario Association of School Business Officials' Information and Communications Technology Committee. This would ensure a common approach is supported and employed across the province.
In order to achieve more equitable access to classroom information technology (IT) resources for Ontario students across schools and school boards, we recommend that the school boards: <ul style="list-style-type: none"> • Perform an assessment to evaluate students' needs with regard to classroom technology; and 	WCDSB would agree that equitable access to classroom IT resources is desirable and support to achieve articulated student device ratios through Ministry funding is necessary.
<ul style="list-style-type: none"> • Develop and implement a classroom IT policy outlining a computer-to-student allocation ratio, the types of technologies to use in the classroom, the optimal age of the technology systems and devices, and the refresh cycle of classroom technology. 	WCDSB has an IT Strategic Plan which outlines current student to device ratios, types of technologies in the classroom, a refresh cycle based on when technology becomes dated and or out of warranty, and a forecast for future investments.
In order to reduce the differences in student-to-computer ratios among schools and potentially bring down the cost of acquiring information technology (IT) equipment, we recommend that the school boards assess the benefits of private-sector donations to schools of lightly used IT equipment.	WCDSB has assessed the usefulness of donated technology in classrooms. Prior experience indicates that donated equipment is at or near end of life and is not useful to students or staff in today's environment. Our published refresh cycle ensures equipment is current, supported, and useful. The minimal savings offered by obtaining used equipment is far less than the cost of support that is required to keep old technology running and safe for our users. By using purchasing co-operatives such as CPGWR and OECM, the cost of new technology is relatively inexpensive and comes with a full-service plan to ensure reliability and therefore minimal downtime for students and staff.

<p>In order to ensure that only authorized users have access to the Ontario Education Number application, we recommend that:</p> <ul style="list-style-type: none"> • Ontario's school boards periodically review their lists of users with access to the Ontario Education Number application and notify the Ministry of Education (Ministry) of any changes, so that it can revoke the access of unauthorized users: and • The Ministry track and review unusual activity in the Ontario Education Number application. 	<p>The WCDSB agrees that a formal process is required to periodically review authorized users of the Ontario Education Number (OEN) application portal. WCDSB recommends that, on an annual basis, the Ministry of Education automatically remove inactive users from the OEN application portal.</p> <p>N/A</p>
<p>To safeguard students' personal information, we recommend that the school boards in collaboration with their schools:</p> <ul style="list-style-type: none"> • Deliver ongoing privacy training to staff who access to personal data: and • Perform risk assessments and take necessary actions associated with using non-approved websites or software. 	<p>WCDSB agrees and will implement a periodic privacy training program beginning in the 2019/20 school year. WCDSB has assessed the software and apps being used by students and staff and has categorized each into 'Red' and 'Green' categories. Sites or apps that are not suitable are blocked centrally and cannot be accessed at all. A listing of websites and apps that can be used has been provided to all staff through Administrative Procedure APS 017 "Responsible Use of Information Technology and Electronic Data".</p>
<p>In order to mitigate the risks of cyberattacks, we recommend that school boards:</p> <ul style="list-style-type: none"> • Develop a policy that outlines roles and responsibilities in cybersecurity at both the board and school levels; 	<p>Administrative Procedure APS035 "Electronic Mail and Social Media Use Guidelines" and APS017 "Responsible Use of Information Technology and Electronic Data" contains information for employees on cybersecurity. We will enhance this administrative procedure to specifically outline roles and responsibilities for both school and board staff. This will be completed before the end of the 2018-19 school year.</p>
<ul style="list-style-type: none"> • Provide formal information security training to teachers and staff who have access to information technology; and 	<p>Formal information security training will be provided to staff beginning in the 2019/20 school year.</p>
<ul style="list-style-type: none"> • Institute regular cybersecurity awareness campaigns and measure the effectiveness of the campaigns. 	<p>WCDSB will implement regular cybersecurity awareness campaigns and measure the effectiveness of these campaigns beginning in 2019-20.</p>
<p>To improve the effectiveness of existing cyberbullying programs in Ontario schools, we recommend that the Ministry of Education track and measure the incidence of cyberbullying in Ontario schools.</p>	<p>N/A</p>
<p>To improve the effectiveness of existing cyberbullying programs in Ontario schools, we recommend that the school boards:</p> <ul style="list-style-type: none"> • Monitor school-provided equipment to mitigate cyberbullying incidents; and 	<p>WCDSB monitors school-provided equipment and has filtered websites that are known for such activity.</p>
<ul style="list-style-type: none"> • Formally track, report and review cyberbullying incidents at schools. 	<p>WCDSB will develop procedures to formally track, report, and review cyberbullying incidents beginning in the 2019/20 school year.</p>

<p>In order to maintain the security of information technology (IT) assets, and to reduce financial losses due to lost or stolen IT assets at school boards and schools, we recommend that the school boards:</p> <ul style="list-style-type: none"> • Develop and implement an IT asset management system defining clear roles and responsibilities of the school boards and schools for efficient IT asset life-cycle management; and • Design and implement formal IT asset tracking and reporting procedures. 	<p>WCDSB has asset management systems in place including MS Active Directory, SCCM, Google Console, and Airwatch. Using our asset management systems, all assets are tracked and monitored on a regular basis.</p>
<p>To manage risks to key information technology (IT) processes and infrastructure at the school boards and in the school, we recommend that the boards develop and test effective disaster recovery plans that:</p> <ul style="list-style-type: none"> • Define processes for identifying, assessing and managing risks and uncertainties resulting from internal and external events that could impede the boards' ability to achieve their strategic objectives; 	<p>With the help of an outside expert, IT staff identified our key risks as part of the development of our Disaster Recovery Plan (DRP).</p>
<ul style="list-style-type: none"> • Train staff in their roles and responsibilities in disaster recovery; and • Put in place effective mitigation measures. 	<p>Our DRP outlines the mitigation measures WCDSB has in place. Staff have been trained in their roles and responsibilities as pertains to the DRP.</p>
<p>To manage risks to key information technology (IT) processes and infrastructure at the school boards and in the schools, and to help ensure that in case of disaster, essential information technology (IT) assets continue to function so that the boards are able to achieve their strategic objectives, we recommend that the school boards:</p> <ul style="list-style-type: none"> • Develop and put in place effective business continuity plans 	<p>WCDSB has portions of a Business Continuity Plan in various documents including the DRP, Emergency Response Plan, Pandemic Plan, and in other operational documents. We will consolidate these documents and add additional content to create a Business Continuity Plan. This plan will be prepared for the 2020/21 school year.</p>
<ul style="list-style-type: none"> • Establish backup policies, including backup schedules, retention policies, and disposal and security policies and practices. 	<p>WCDSB has policies and schedules for backup, retention, disposal, and security policies and practices.</p>
<p>In order to ensure a good return on investment in all classroom equipment and student learning software, we recommend:</p> <ul style="list-style-type: none"> • School boards ensure that teachers and staff receive necessary training in the use of the technology already purchased and on all future purchases of technology on a timely basis; 	<p>WCDSB already provides training to staff on the use of technology. We will continue to ensure all staff is trained on the use of technology.</p>
<ul style="list-style-type: none"> • The Ministry of Education and school boards perform a cost-benefit analysis of the need for and use of equipment and software that can take the form of a business case before purchase. 	<p>WCDSB looks forward to the opportunity to participate in any cost-benefit analysis on the need for and use of equipment and software undertaken by the Ministry of Education.</p>
<p>To eliminate duplication, save on costs and realize potential efficiencies in collecting and submitting student data, we recommend that the Ministry of Education, in collaboration with the school boards,</p>	<p>WCDSB looks forward to collaborating with the Ministry of Education on the investigation and implementation of a shared centrally managed student information system. If acceptable, WCDSB would best be represented on this</p>

investigate implementing a shared centrally managed student information system and determine whether such a system will achieve these aims.	matter by the Ontario Association of School Business Officials' Information and Communications Technology Committee.
To improve the data reporting process for student information, we recommend that the Ministry of Education, in collaboration with the school boards: <ul style="list-style-type: none"> • Improve the student information workflow with a focus on streamlining processes and providing clear information regarding errors and how to resolve them; 	WCDSB looks forward to collaborating with the Ministry of Education on improving the data reporting process for student information. If acceptable, WCDSB would be best represented on this matter by the Ontario Association of School Business Officials' Information and Communications Technology Committee.
<ul style="list-style-type: none"> • Establish key performance indicators and monitor the time required for boards to sign off on OnSIS submissions and the quality of signed-off data; and 	N/A
<ul style="list-style-type: none"> • Improve the training provided on OnSIS submission and reporting. 	N/A

It is important to note that in the public version of the OAGO's report, responses from school boards and the Ministry of Education are aggregated and summarized. Therefore, what is published may be different than the actual findings at WCDSB and may not reflect WCDSB's commitment to implement recommended changes.

The full report can be found here:

http://www.auditor.on.ca/en/content/annualreports/arreports/en18/v1_312en18.pdf

The OAGO's staff will be following up in the future to ensure the commitments made were completed within the timeframes specified. To facilitate the changes noted above, work has already been assigned to applicable staff.

Management appreciates the good work done in Information Technology Services, and the OAGO's audit results confirm WCDSB's commitment to ensuring students and staff have appropriate technology and training available to them in a safe and secure environment.

Recommendation:

This report is being provided for information.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent, Corporate Services

Chris Demers
Chief Information Officer

Work of Board 2019

WCDSB



Work of Board 2019

- ☐ Overview of Governance Model/Policies
- ☐ Training on Robert's Rules
- ☐ Renewing the Promise actions
- ☐ More active role at OCSTA
- ☐ Director Performance for 2019

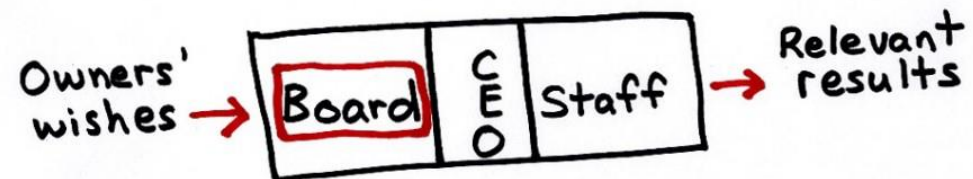


Overview of Governance Model/Policies

- Goal of Task:
 - Training on policy governance/hybrid
 - Values and worries session on policies in Section IV
 - Review of policies – Sec 1,2,3

“**Governance** exists in order to translate the **wishes** of an organization’s **owners** into organizational **performance**.”

– John Carver



Training on Robert's Rules

- Goal of Task:
 - Workshop on how to run a board meeting
 - Bylaws



More Active Role in OCSTA

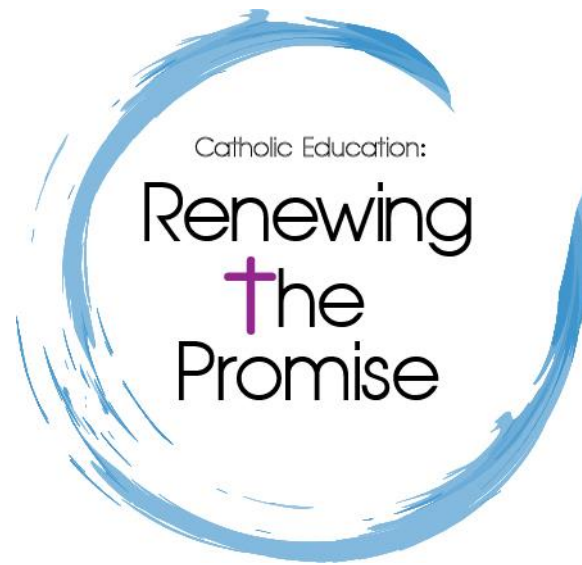


Ontario Catholic School
Trustees' Association

- Goal of Task:
 - Work on resolutions to be submitted by January 31, 2019 for 2019 AGM
 - Advocacy for Federal Tax Treatment of Trustee Honoraria (Greg)
 - Lobbying the government to remove the “pause” and honour the grants that were to be distributed this year and continue supporting them going forward (Melanie)
 - Have a deeper look at the teacher shortage and the impact this is having on our system and province as a whole. Over the past couple months I have heard from stakeholders including parents and teachers that our schools have a shortage of French teachers and a growing concern over availability of supply teachers. Not sure if or how we as Trustees can address such concerns but thought it might be worth further discussion? A possible resolution could be looking at the teachers college and requesting a review or changes to the two year requirement? I am not very experienced with this one though. (Melanie)
 - School repairs (TBA)
 - Support Trustee from Waterloo Catholic to become the successful candidate for Regional 4 representative at 2019 AGM
 - Continue to research for potential candidates for Student Trustee Alumnus Award and Trustee Award of Merit to put forward nominations at future AGMs

Renewing the Promise Actions

- Goal of Task:
 - Work with Father Joseph on this task



Director Performance Review 2019

- Goal of Task:
 - Determine best method for director performance for 2019 and if professional assistance will be required



Questions/Comments?



Ontario Catholic School
Trustees' Association

CONFIDENTIAL

December 6, 2018

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

FROM: Beverley Eckensweiler, President
Patrick Daly, Chair, Labour Relations Committee

SUBJECT: 2019-2020 Education Funding Guide

Further to our memorandum of November 27, 2018, attached is OCSTA's response to the Ministry of Education's engagement on its 2019/2020 Education Funding Guide. This response will be provided to the Ministry by December 12, 2018. Many of the concepts and language articulated within the Guide have not historically been utilized in the Ontario education sector. Accordingly, we have attempted to strike a balance between highlighting key issues for the Ministry's consideration in seeking efficiencies, while also continuing to advocate for fair, equitable and adequate funding to meet the needs of our students. We have further stressed that any changes/reform in funding should permit flexibility and autonomy at the local school board level to deliver programming for each board's distinct mission.

While we recognize that there are serious issues facing boards, including restrictions with respect to hiring practices and costs associated with replacement staff, OCSTA's deliberate focus in this response was restricted to issues relevant to the GSN reform. Other issues, while clearly significant, are more appropriately raised in other forums, including during collective bargaining. To this end, we would refer boards to our previous memorandum dated November 27, 2018, seeking input from boards with respect to central bargaining priorities.

We remain cognizant of the importance of strong relationships with our Catholic Education and other partners within the sector. We further recognize the need for a consistent voice for Catholic Education. In this regard, we would invite boards to endorse and adopt OCSTA's attached response to the Ministry of Education's engagement on its 2019-2020 Education Funding Guide, should this response meet their needs. As noted, OCSTA will provide the response by December 12, 2018. We would appreciate being informed of board's endorsement or alternate submissions, in the event that any are provided. Please advise Pam DeNobrega at pdenobrega@ocsta.on.ca.

We thank you, as always, for all that you do on behalf of Catholic Education in Ontario.

Attachment: OCSTA Response to the 2019-2020 Education Funding Guide

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Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*



The Ontario Catholic School Trustees' Association (OCSTA) was founded in 1930. It represents 29 English-language Catholic district school boards, which collectively educate approximately 545,000 students from junior kindergarten to grade 12 and many more adults in continuing education programs province-wide. Inspired by the Gospel, the Mission of the Ontario Catholic School Trustees' Association is to provide leadership, service and a provincial voice for Catholic school boards in promoting and protecting Catholic education.

OCSTA has consistently advocated for an education funding model build on the following four essential principles:

Equity: A funding formula must distribute education dollars equitably among all Ontario school boards and their students;

Adequacy: The level of funding for education must be adequate to ensure quality education for today's students;

Autonomy/Flexibility: The model must allow school boards the autonomy and flexibility in spending they require to achieve the distinctive goals of their system, and to meet local needs; and

Accountability: The educational funding model must include mechanisms that ensure the appropriate degree of accountability for all parties and transparent processes and reporting mechanisms to support efficient and effective use of educational resources for students.

Setting the context:

"The EY review outlined an objective of efficiency gains in the order of four cents on the dollar to be found in the governments' expenditures. As such, the government will be looking to our partners in the education sector to find efficiencies and improve accountability."

Based on 2018-19 GSN allocation projections for our 29 boards, (\$6.76 Billion), the magnitude of "efficiency gains" within the English Catholic sector of "four cents on the dollar" equates to approximately \$270.44 million in GSN funding reduction (\$483.92 per pupil).

Within our school boards, between 80% -85% of expenditures are directly related to salary and benefit costs. As such, it is not feasible to consider finding the magnitude of efficiency gains (funding reductions) articulated, absent of direct impact on staffing levels and in such a way as to not impact students. The majority of staffing levels are constrained through legislative, regulatory and/or collective agreement obligations. We note that collective agreements for the sector expire August 31, 2019. The number of these regulatory mandates has increased significantly in recent years and, together with previous

government program initiatives and onerous reporting requirements, has further dictated a portion of staffing obligations.

Efficient Price Setting

“Efficient Price Setting” is not a term that has historically been utilized within the education sector. A review of available literature identified this as a concept implemented in the Australian Hospital Sector funding reform. It is with this understanding that we provide our comments. In terms of implementing “Efficient Price”, we note that averages are always preferable to absolutes. System averages provide school boards with much needed flexibility that allows for maximizing available resources for the delivery of programs and services to our students. Absolutes (for example, deliberate enveloping of funding allocation, hard caps as opposed to system averages) result in cost pressures (staffing and physical resources) that drive up average costs and inefficiencies within a school board and, by extension, within the sector as a whole. Equally, requiring that funding be utilized for specialized, dedicated positions may also result in inefficiencies.

In order to allow school boards to seek to maximize efficiencies within the funding allocation provided, consideration should be given to restricting “absolutes” and providing the opportunity for school boards to utilize their funding allocation with increased flexibility. School boards have, and continue to be, prepared to provide significant levels of transparency with respect to the utilization of the funding allocations. In this regard, accountability and rigidity are not synonymous and we would encourage the government to allow school boards the latitude to seek efficiencies which are locally derived and respectful of the distinct missions of each school system. Available efficiencies within a large urban setting are likely highly distinct from efficiencies which may be realized within a geographically disparate, rural board. Providing school boards with latitude and adopting an incremental, phased-in approach over an extended period of time will assist in producing change which is student-focused and more palatable in the short-term, as well as more sustainable in the long-term.

Outcomes Based Funding

Catholic school boards have, and will continue to, utilize their funding allocation in the best interests of the students entrusted to us. It is OCSTA’s view that the GSN was not designed as an outcomes-based model precisely because each student’s needs are unique, with some students’ obstacles for success greater than others. Regardless, within the minimal flexibility which is currently afforded within the model, Catholic school boards seek to clear those obstacles in order to assist our students in achieving their full potential of which Jesus Christ is the model. To this end, the vast majority of our Catholic boards are currently overspent in their special education funding allocation.

Other outcomes-based indicators currently in place include the English Catholic sector Catholic Graduation Expectations, multi-year strategic plans and high school graduation rates as well as EQAO results.

Catholic school boards are committed to assisting each student to achieve their full potential, and understand linking these outcomes to education funding and the investment made in students. It is also the view of Catholic school boards that as the system funder it is incumbent on the Ministry to articulate which outcomes are a priority and to provide resources and flexibility appropriate to achieve those priorities. Clearly defining education policy priorities, providing school boards resources and latitude within which to achieve those priorities and adopting an incremental, phased-in approach to new benchmarks and standards are steps which the Ministry should take in this regard. Recognizing that

measuring a return on investment in students may be more nuanced than other, more traditional, measures of return on investment, will also be key.

Accountability and Value-For-Money

Catholic school boards' responsibilities for delivering programs and services have expanded well beyond JK-12 education. This expansion has occurred in large measure as a result of public policy setting by various governments of the day. Catholic school boards are presently seen as central to the provision of a host of community-based services including: Community Use of Schools, Child Care, Before & After School Care, Child and Family Centers, Community Hubs/Partnerships and Adult Education to name only a few. Notwithstanding that significant board resources, (physical, human, financial) are allocated to the delivery and maintaining of these services we note that these programs have become part of the lexicon of education and are valued by our communities. Any change in this regard would, of necessity, be driven by a reassessment and realignment of policy priorities emanating from the Ministry.

Other Education Funding Efficiencies

Any funding reductions implemented will result in Catholic school boards facing increased budget pressures to deliver educational programs and services currently required by the Ministry of Education. While the provincial education budget is large, 80-85% of that budget is directly related to salary and benefit costs. Within the current funding structure and service-delivery expectations, reductions in the magnitude of 4% will have an impact on program delivery. The Ministry has also placed increased restrictions on how school boards spend their operating funds with ever-decreasing flexibility through greater enveloping of funding. These restrictions on Catholic school boards have reduced their capacity to plan for, fund and operate specific education programs that serve the unique needs of their local constituents. Enveloping of funding is not efficient in the delivery of services nor does it enable a school board to target funds to the areas of need within its jurisdiction. The increased use of Education Program Other (EPO's) and regulatory obligations associated with class size and a number of other areas has further exacerbated the financial challenges for school boards. In addition, there are numerous areas where Catholic school boards are over-spent in their current funding allocation, with little flexibility to address those concerns. Special education funding and funding for occasional staff coverage are two examples in this regard. Finally, clarity from the Ministry with respect to priority policies and the continuation of funding allocations (EPO's and otherwise) are necessary to allow school boards to manage these allocations as staffing commitments are constrained through collective agreement obligations and often cannot be altered mid-year.

To enable boards to implement funding reductions of this magnitude, which we are not proposing, will require transition funding and flexibility for boards to implement solutions within their jurisdictions. The Ministry should allow local school boards to find ways of seeking efficiencies that are appropriate to their local context and that will be sustainable for the future. This will require clear policy direction from the Ministry as well as adoption of an incremental, phased-in approach over an extended period of time. Such policy decision making necessitates a careful consideration of the impact on students and local communities. Further, assistance from the Ministry in removing barriers to finding efficiencies will be required. Finally, we would underscore that it is not realistic to ignore that certain long-term efficiencies will require an infusion of funding which cannot be supported by Catholic school boards within the current model. In this regard, Catholic school boards are already experiencing cost pressures in numerous areas.



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Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

December 10, 2018

MEMORANDUM

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

FROM: Beverley Eckensweiler, President

SUBJECT: **Bill 66: Restoring Ontario's Competitiveness Act, 2018**

Summary:

On Thursday, December 6, 2018, the Minister of Economic Development and Trade introduced Bill 66 for first reading. The bill's overall purpose is to reduce regulatory burdens on business enterprises by streamlining regulations across government. As stated in the government's press release:

If passed, the *Restoring Ontario's Competitiveness Act* will, along with regulatory changes, cut business costs, harmonize regulatory requirements with other jurisdictions, end duplication and reduce barriers to investment.

Proposed Legislative Amendments Affecting the Education Sector:

The bill introduces changes to the *Child Care and Early Years Act, 2014* and *Education Act* that may concern our school boards. First, the bill introduces amendments to the *Child Care and Early Years Act, 2014* that would remove restrictions on home-based child care providers, allowing additional children. Second, the bill lowers the age of children that authorized recreational programs can serve from six years to four years of age. Third, the bill amends the *Education Act* in respect of the conditions required for third party childcare programs.

Below are highlights of the proposed amendments:

Currently, sub-subparagraph 1 iv A of subsection 6 (3) of the *Child Care and Early Years Act, 2014* provides that the group of children in the care of a one home child care provider may not include more than two children who are younger than two years old. This sub-subparagraph is amended to increase the number to three children who are younger than two years old.

Currently, sub-subparagraph 1 iv B of subsection 6 (3) of the *Child Care and Early Years Act, 2014* provides that the group of children in the care of two home child care providers may not include more than four children who are younger than two years old. This sub-subparagraph is amended to increase the number to six children who are younger than two years old.

Currently, subparagraph 2 iii of subsection 6 (3) of the *Child Care and Early Years Act, 2014* provides that the group of children in the care of an unlicensed child care provider may not include more than two children who are younger than two years old. This subparagraph is amended to increase the number to three children who are younger than two years old.

Currently, subparagraph 3 iv of subsection 6 (3) of the *Child Care and Early Years Act, 2014* provides that, with respect to in-home services, financial assistance must be provided under the Act for child care in order to be excepted from the application of subsection 6 (1). This subparagraph is repealed.

Currently, paragraph 4 of subsection 6 (4) of the *Child Care and Early Years Act, 2014* provides that only children who are six years old or older may be registered in an authorized recreational and skill building program. This paragraph is amended to lower the age restriction to children who are four years old or older.

Currently, paragraph 2 of subsection 259 (2) of the *Education Act* provides that a board must ensure that a third party program operated for the purposes of section 259 of the Act is led by an early childhood educator or another person who meets criteria set out in a regulation made under the *Child Care and Early Years Act, 2014*. This paragraph is repealed.

Currently, paragraph 1 of subsection 259.1 (2) of the *Education Act* provides that a board must ensure that a third party program operated for the purposes of section 259.1 of the Act must meet the requirements set out in subsection 259 (1) or (2) or be a program prescribed by the regulations. This paragraph is re-enacted to provide that a board must ensure that a third party program operated for the purposes of section 259.1 of the Act must be a child care centre licensed under the *Child Care and Early Years Act, 2014* or another program prescribed by the regulations made under the *Education Act*.

If you have any questions, please contact Steve Andrews at sandrews@ocsta.on.ca



Ontario Catholic School
Trustees' Association

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Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

December 11, 2018

MEMORANDUM

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

FROM: Beverley Eckensweiler, President

SUBJECT: Student Trustees – CDSB Board Meetings

The voice of students is an important and respected voice in education. At the local level, that voice is represented at the board table by student trustees. To reinforce this role, many CDSBs have in place, processes or procedures to ensure that student trustees serving on the board have a means for bringing forward ideas, issues and proposals to the board for review and discussion.

Currently under the *Education Act*, student trustees cannot make motions or issue-binding votes, however, the legislation does permit student trustees to suggest motions and put forward non-binding votes that are recorded for the minutes.

Education Act
R.S.O. 1990, CHAPTER E.2
STUDENT TRUSTEES

Recorded vote

(3) A student trustee is entitled to require that a matter before the board or one of its committees on which the student trustee sits be put to a recorded vote, and in that case there shall be,

- (a) a recorded non-binding vote that includes the student trustee's vote; and*
- (b) a recorded binding vote that does not include the student trustee's vote. 2006, c. 10, s. 6.*

Motion

(4) A student trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the board or of one of its committees on which the student trustee sits, and if no member of the board or committee, as the case may be, moves the suggested motion, the record shall show the suggested motion. 2006, c. 10, s. 6.

...Continue

To strengthen the student voice at board meetings, OCSTA encourages CDSBs to have in place a clearly defined process for students to submit to the board, ideas, issues or proposals. For example, at some boards when student trustees have an item/proposal that they would like discussed at the board table, they are advised to request that an elected trustee bring the item forward as a motion at the board meeting. In other boards, during the public segment of the board meeting, student trustees are invited to make presentations on topics or issues that they wish to present as relevant, timely or otherwise significant information for the board's review and discussion.

Additionally, it is important for student trustees to be recognized in the minutes when an item they submit via an elected trustee is brought forward as a motion, or otherwise raised and discussed by the board. Recognition of the participation of student trustees in the board minutes is not only a legislated responsibility of boards, it is a public reflection of our respect for the contributions of our student trustee leaders.

Your efforts with respect to putting in place such procedures is greatly appreciated and will help to ensure that student trustees at Catholic school boards have the appropriate platform and opportunities to be effective student advocates and leaders in Catholic education.

Thank you.

Members' Centre

f t y .. SEARCH 🔍



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OCSTA NEWSWIRE – DECEMBER 18, 2018

Posted by Editor | Dec 18, 2018 | OCSTA Newswire | 0 🗨️ | ★★★★★

CHRISTMAS MESSAGE FROM THE OCSTA PRESIDENT



To my fellow Catholic Trustees:

During this blessed Advent season, as we prepare for Christmas and reflect on the needs of the most vulnerable around us and around our world, there is a sense of deep gratitude in the Catholic school communities we serve. We are blessed to have the support of families, communities and Parish partners who together share a commitment to Catholic education.

As Catholic Trustees, we have each been given the responsibility to serve our church and the young people and families who depend on publicly funded Catholic education across this province. What an honour and joy it is to be answering that call to service each and every day!

Our confidence in the work we do is reinforced by the knowledge that we are following a rich tradition of Catholic Trustee service that spans over a century. As a result of the vigilance and advocacy of our predecessors, Ontario's vibrant publicly funded Catholic schools provide Christ-centred learning environments where today almost 600,000 students are able to participate in Advent activities in preparation for the celebration of the wonderful Solemnity of Christmas Day.

May this Christmas and our personal journeys going forward be characterized by a generous and gracious love of God and love for all of Creation.

2018 STUDENT
SHORT-VIDEO
CONTEST



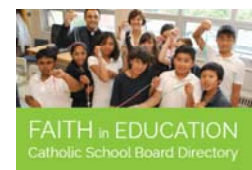
CATHOLIC EDUCATION
WEEK



SPEAK UP FOR
CATHOLIC EDUCATION

Together
in Faith

CATHOLIC SCHOOL
BOARD DIRECTORY



God bless you and Merry Christmas to all!

Beverley Eckensweiler
OCSTA President

A STATEMENT FROM OCSTA RE: EDUCATION FUNDING CUTS

In response to the recent [provincial government announcement](#) regarding education funding cuts the Association has released the following statement by President Eckensweiler:

"While the recent announcement of education program funding cuts is assessed at the local level, the Ontario Catholic School Trustees' Association urges the government to consult with education partners when seeking necessary efficiencies in the education sector. We would be concerned about funding cuts that could negatively impact the quality of education provided to students. Student achievement and well-being are goals we all share and support through collaborative efforts that build upon the experience and insight of Ontario's major education stakeholders."

Beverley Eckensweiler, OCSTA President

IT'S TIME TO VOTE: BEST IN THE PROVINCE SHORT-VIDEOS


Elementary School Video Contest Finalists

To cast a vote you must be signed up for 'Together in Faith'.


Enter your contact information below and you'll automatically be signed up when you vote.

Clicking the 'Submit Your Pick' button will take you to the secondary school voting page.


First Name	Last Name	Email
<input type="text"/>	<input type="text"/>	<input type="text"/>




St. Christopher CS
Durham (C208)





St. Mary's Academy CS
Eastern Ontario (C208)



Pope John Paul II CS
C208 Eastern Ontario







The OCSTA "Community Builders" short-video contest for students in Ontario's Catholic schools is now closed and online voting has begun!

The videos to make the list of finalists have been selected and are posted at www.togetherinfaith.ca.

To vote you MUST be registered as a subscriber. The sign up form to register as a subscriber is on the [contest page](#).

Online voting will be open between the dates December 17th and December 31st. The elementary panel and secondary panel winners will be announced on January 21st.

^

UPCOMING EVENTS



OCSTA Catholic Trustees Seminar

When: January 18 – 19, 2019

Location: Delta Hotels by Marriott Toronto Airport

For program and registration details please click [here](#).

Labour Relations Meeting

When: January 19, 2019

Location: Delta Hotels by Marriott Toronto Airport (same location as the Catholic Trustees Seminar)

Time: 12:30 pm – 2:30 pm – for registration information click [here](#).

|

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RATE:





Ontario Catholic School
Trustees' Association

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Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

November 2, 2018

TO: Trustees and Directors of Education
– Catholic District School Boards

FROM: Margaret Binns, Director of Administrative Services

RE: **2019 OCSTA Trustee Award of Merit**

Boards or individual trustee members are encouraged to submit nominations for the 2019 OCSTA Trustee Award of Merit. This award recognizes current and former Catholic trustees who have rendered exceptional service to Catholic education over the years.

The recipient(s) of the Trustee Award of Merit will be honoured during the Eucharistic Celebration on Friday, April 26, as part of the 2019 AGM & Conference.

Please see the attached guidelines and nomination form, as well as a list of past recipients of this award.

**The deadline for receipt
of nominations in the OCSTA office is
12:00 p.m. EST, Friday, January 18, 2019.**

OCSTA Trustee Award of Merit: Guidelines

NOMINATION ELIGIBILITY

- Only current and former Ontario Catholic school trustees are eligible to receive this award.
- Nominations may be made by OCSTA member boards or individual trustees.
- A trustee may nominate another current or former trustee who is not from his or her own board.
- Current members of the OCSTA Board of Directors are not eligible to receive this award.

EVALUATION CRITERIA

This award is given to current and former trustees who have demonstrated one or more of the following three criteria, given a weighted value in points totalling 100:

- The nominee has made a significant contribution to the Catholic education community while serving as a Catholic trustee. (50 points)
- The nominee has strong Catholic leadership qualities and gives witness to their faith commitment. (30 points)
- The nominee has served as a Catholic trustee for a significant period of time. Although this award is not a reward for long-term service, length of service will be taken into account. (20 points)

PROCESS

- Up to three awards may be presented in any given year.
- All nominations will be reviewed, and the winner of the Award announced, at the February Board of Directors' meeting.
- For information purposes, a list of past winners will be provided to the OCSTA Board of Directors (included in this package).
- The presentation of the Award will take place at OCSTA's Annual General Meeting & Conference.
- OCSTA will reimburse each award recipient, plus one guest, for reasonable combined travel expenses up to \$1,000 and one hotel night to attend the Awards Ceremony and Annual Dinner at the Annual General Meeting & Conference. In lieu of travel, an option for videoconferencing or taped message may be provided.

NOMINATION FORMAT

- Nominations must be preceded by the Nomination Cover Sheet and submitted using the three sheets following it, each headed by one of the criteria (please see below).
- The response in support of the nominee for each of the three criteria must **not** exceed one 8.5 x 11 double-spaced page or 400 words. Only information within the prescribed length will be considered.
- Within the prescribed length, please provide sufficient information about the nominee to permit the Board of Directors to make an informed choice.
- Submissions must be clearly legible.

SUBMISSION METHOD AND DEADLINE

- Nominations may be submitted by email to Camille Martin at cmartin@ocsta.on.ca, or by mail, courier, or fax (416-932-9459).
- The deadline for the receipt of nominations in the provincial office is **12:00 p.m. EST, Friday, January 18, 2019**. The deadline is firm and will not be extended.

“To their Catholic school trustees, families entrust hundreds of thousands of human lives with the capability, the possibility, and finally the promise of achieving human greatness. It is these small, fragile and ultimately marvellous lives that you as a trustee are called to serve.”

BECOMING A CATHOLIC SCHOOL TRUSTEE (OCSTA PUBLICATION)

Nomination Cover Sheet

OCSTA Trustee Award of Merit

Name of Nominee: _____

Nominated by: _____

Board: _____

Contact Person: _____

Telephone #: _____

Email: _____

Please provide details of the nominee's contributions to the Catholic education community that, in your opinion, exceed the community's expectations of a Catholic trustee. (50 points)

Please provide details of how this nominee's strong Catholic leadership qualities exemplify his/her faith commitment. (30 points)

The term of service will be taken into consideration. How long has the nominee served as a trustee? What positions has he/she held? (20 points)



Ontario Catholic School
Trustees' Association

OCSTA Award of Merit Recipients since 1974

YEAR	RECIPIENT
2018	John Curry , Trustee, Ottawa CSB
2017	Andy Bray , Vice Chair, Renfrew County CDSB
2016	Norm Bethune , Vice Chair, Bruce-Grey CDSB
2015	Wilf Garrah , Former Trustee, Algonquin & Lakeshore CDSB
2014	John Grisé , Former Trustee, Simcoe-Muskoka CDSB
2013	Gerald Beerkens , Huron-Superior CDSB Betty-Ann Kealey , Ottawa CSB
2012	Mike Favreau , Kenora CDSB
2011	Bernard Murray , Huron-Perth CDSB
2010	Ronald Eamer , CDSB of Eastern Ontario Alice Anne LeMay , Halton CDSB
2009	Kathy Ablett , Ottawa CSB
2008	Ron Marcy , Huron-Perth CDSB Ken Adamson , Dufferin-Peel CDSB Donald Clune , Toronto CDSB
2007	Louise Ervin , Waterloo CDSB
2006	Joe Corey , Durham CDSB Barbara McCool , Nipissing Parry Sound CDSB Ed McMahon , Toronto CDSB
2005	Philip Colosimo , Thunder Bay CDSB Regis O'Connor , Huron Superior CDSB Ed Viana , Halton CDSB
2004	Patrick Daly , Hamilton-Wentworth CDSB
2003	Dave McCann , Kenora CDSB
2002	Donald Sunstrum , Huron-Superior CDSB
2001	Patrick Meany , Dufferin-Peel CDSB
2000	A. J. M. (Art) Lamarche , Ottawa-Carleton CDSB
1999	Robert Hubbard , St. Clair CDSB

	Joseph Kraemer , London DSCB
1998	Jacqueline Legendre-McGuinty , Ottawa-Carleton RCSS Board Tina Rotondi-Molinari , York Region County RCSS Board Donald Schrenk , Halton County RCSS Board
1997	Mary Hendriks , Lincoln County RCSS Board Rev. Tom Day , Metropolitan Separate School Board
1996	Monsignor Edward Boehler , Metropolitan Separate School Board Michael Kelly , Ottawa RCSS Board Ray Voll , Waterloo Region RCSS Board
1995	Fr. Carl J. Matthews , Metropolitan Separate School Board John Shrader , London & Middlesex County RCSS Board
1994	James V. Sherlock , Halton County RCSS Board Mary O. O'Connor , Kirkland Lake-Timiskaming District RCSS Board Roberta B. Anderson , Ottawa RCSS Board
1993	Jim Carpenter , London & Middlesex County RCSS Board Robert Flanagan , Welland County RCSS Board Paul Duggan , Metropolitan Separate School Board
1992	Dr. Angelo Albanese , Welland County RCSS Board Robert O'Brien , Halton County RCSS Board Charles (Chuck) Yates , Waterloo Region RCSS Board
1991	Joseph H. Duffey , Frontenac-Lennox & Addington County RCSS Board Bertram R. Garrett , Frontenac-Lennox & Addington County RCSS Board William J. Hillyer , Bruce-Grey County RCSS Board
1990	Robert Hall , Dufferin-Peel County RCSS Board Lillian O'Connor , Hastings-Prince Edward County RCSS Board Ferbie St. Cyr , Kirkland Lake & Timiskaming District RCSS Board
1989	Martha Joyce , London-Middlesex County RCSS Board Angus MacLellan , Dryden District RCSS Board
1988	Kathleen Nolan , Hamilton-Wentworth County RCSS Board Cecil Poirier , Kenora District RCSS Board William Winters , Renfrew County RCSS Board
1987	Gerry Meehan , Dufferin-Peel RCSS Board
1986	Rev. Raymond Durocher, O.M.I. , Metropolitan Separate School Board Frank Furlong , Waterloo Region RCSS Board John Hourigan , Wellington County RCSS Board

	James Jordan , Lanark, Leeds & Grenville County RCSS Board Dr. N. A. Mancini , Hamilton-Wentworth County RCSS Board B. E. Nelligan , Metropolitan Separate School Board Pat Whelan , Lincoln County RCSS Board
1985	Betty Biss , Dufferin-Peel RCSS Board Rev. Patrick H. Fogarty , Metropolitan Separate School Board T. T. Joyce , York Region County RCSS Board Phil McAllister , Metropolitan Separate School Board Chris Asseff , Lakehead District RCSS Board
1984	Gerald E. Dwyer , Windsor-Essex County RCSS Board Frank E. Shine , Durham Region RCSS Board Archbishop J.L. Wilhelm , Frontenac-Lennox & Addington County RCSS Board Archbishop Philip F. Pocock , Metropolitan Separate School Board
1983	Lorne Charbonneau , Kirkland Lake & Timiskaming District RCSS Board A.F. (Al) Dunn , Elgin County RCSS Board C.F. Gilhooly , Ottawa RCSS Board Carl Mundy , Lambton County RCSS Board
1982	Sr. Emeline Forbes , Windsor-Essex County RCSS Board Rev. Ken A. Burns , Welland County RCSS Board Mary Cowley , Lambton County RCSS Board Joseph Hugel , Dufferin-Peel RCSS Board Monsignor Percy Johnson , Metropolitan Separate School Board Rev. Cornelius Siegfried , Waterloo Region RCSS Board Les Silaj , North Shore District RCSS Board
1981	Aime Arvisais , Ottawa RCSS Board John Trepanier , Brant, Haldimand & Norfolk County RCSS Board Janis Bunkis , North of Superior District RCSS Board Rev. L.P. Casartelli , Hastings-Prince Edward County RCSS Board Dr. Joseph W. Fyfe , Sudbury District RCSS Board Albert (Al) Klein, Q.C. , Nipissing District RCSS Board
1980	Almon Doolan , Frontenac-Lennox & Addington County RCSS Board John Pearson , Lincoln County RCSS Board Alexander Kuska , Welland County RCSS Board
1979	Rev. Blake Ryan , Wellington County RCSS Board Nicholas Marino , Lincoln County RCSS Board Rita Desjardins , Ottawa RCSS Board A.C. Thompson , Dufferin-Peel RCSS Board

	Rosario Paquet , Nipissing District RCSS Board Robert Butler , Huron-Perth County RCSS Board
1978	Monsignor Charles Colgan , Hamilton-Wentworth County RCSS Board Dr. John Andrachuk , Metropolitan Separate School Board Jean Paul Parent , Cochrane-Iroquois Falls, Black River-Matheson District RCSS Board Daniel Murawksy , Waterloo Region RCSS Board Sylvia Brown , Windsor-Essex County RCSS Board Eugene Jacobs , York Region RCSS Board Dr. Bernard Nolan , Windsor-Essex County RCSS Board
1977	Edward J. Brisbois , Metropolitan Separate School Board James Copeland , London & Middlesex County RCSS Board Eileen Coombs , London & Middlesex County RCSS Board Sr. Bernadette Boivin , Kirkland Lake-Timiskaming District RCSS Board Joseph Donihee , Frontenac-Lennox & Addington County RCSS Board John Johnson , Windsor-Essex County RCSS Board Morgan O'Connor , Durham Region RCSS Board Monsignor Delaney , Lincoln County RCSS Board Rev. Francis Grant , Peterborough Victoria Northumberland & Newcastle County RCSS Board Rev. Bernard Cox , Hamilton-Wentworth County RCSS Board
1976	Joseph Gruzleski , Wellington County RCSS Board Joseph Mahoney , Lakehead District RCSS Board Millard McGill , Bruce-Grey County RCSS Board
1975	George Charron , Lincoln County RCSS Board J. Lamarche , Frontenac-Lennox & Addington County RCSS Board
1974	T. Meyers , Hamilton-Wentworth County RCSS Board T. Melady , Metropolitan Separate School Board A. Eastdaile , London-Middlesex County RCSS Board

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Trustees' Association

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Beverley Eckensweiler, *President*
Michelle Griepsma, *Vice President*
Nick Milanetti, *Executive Director*

November 5, 2018

MEMORANDUM

TO: Trustees and Directors of Education
– Catholic District School Boards

CC: Student Trustees
Secretaries & Administrative Assistants
– Catholic District School Boards

FROM: Margaret Binns, Director of Administrative Services

RE: **2019 OCSTA Student Trustee Alumnus Award**

OCSTA is pleased to invite nominees for the Student Trustee Alumnus Award, designed to recognize the achievements of former student trustees and celebrate the positive impact of Catholic education on their lives and the communities they reach.

Boards or individual trustee members are encouraged to submit nominations for the 2019 OCSTA Student Trustee Alumnus Award.

The recipient of the Award will be honoured during the Eucharistic Celebration on Friday, April 26, as part of the 2019 AGM & Conference.

Please see the attached guidelines and nomination form.

**The deadline for receipt
of nominations in the OCSTA office is
12:00 p.m. EST, Friday, January 18, 2019.**

OCSTA Student Trustee Alumnus Award: Guidelines

NOMINATION ELIGIBILITY

- The nominee must be a former Catholic school Student Trustee.
- The nominee must have graduated from a Catholic secondary school in Ontario at least five years prior to his/her nomination.
- Any OCSTA trustee member or Ontario Catholic school board can submit nominations to help recognize the positive impact of Catholic education on the lives of student trustees and the communities they reach after graduation.

EVALUATION CRITERIA

This award is given to student trustee alumni who have demonstrated exceptional achievement in any field—vocational or voluntary—and positive Catholic values reflective of the characteristics described in the Ontario Catholic School Graduate Expectations. The nominations will be assessed based on the following three criteria, given a weighted value in points totalling 100:

- The nominee has distinguished himself/herself through service to their community and/or serving as a positive, inspiring role model to others. (40 points)
- This award is given to Catholic student trustee alumni who have demonstrated outstanding leadership, philanthropic and/or service capabilities and orchestrated exceptional and meaningful change as leaders in their profession or community. (30 points)
- The nominee has reflected the characteristics of the Ontario Catholic School Graduate Expectations: (30 points)
 - a discerning believer formed in the Catholic faith community
 - an effective communicator
 - a reflective and creative thinker
 - a lifelong learner
 - a collaborative contributor
 - a caring family member
 - a responsible citizen

PROCESS

- Only one person will be honoured in any given year. The Board of Directors is not required to present an OCSTA Student Trustee Alumnus Award each year.
- All nominations will be reviewed, and the winner of the Award announced, at the February Board of Directors' meeting.
- The presentation of the Award will take place at OCSTA's Annual General Meeting & Conference.
- OCSTA will reimburse the award recipient, plus one guest, for reasonable combined travel expenses up to \$1,000 and one hotel night to attend the Awards Ceremony and Annual Dinner at the Annual General Meeting & Conference. In lieu of travel, an option for videoconferencing or taped message may be provided.

NOMINATION FORMAT

- Nominations must be submitted using the OCSTA Student Trustee Alumnus Award Nomination Form.
- The response in support of the nominee must **not** exceed one 8.5 x 11 double-spaced page or 400 words. Please explain why the individual is deserving of this recognition. Only information within the prescribed length will be considered.
- Within the prescribed length, please provide sufficient information about the nominee to permit the Board of Directors to make an informed choice.
- Submissions must be clearly legible.

SUBMISSION METHOD AND DEADLINE

- Nominations may be submitted by email to Camille Martin at cmartin@ocsta.on.ca, or by mail, courier, or fax (416-932-9459).
- The deadline for receipt of nominations in the provincial office is **12:00 p.m. EST, Friday, January 18, 2019**. The deadline is firm and will not be extended.

OCSTA Student Trustee Alumnus Award Nomination Form

Trustee or Board Submitting Nomination: _____

Name of Nominee: _____

Current address: _____

City: _____ Province/State: _____ Postal/Zip Code: _____

Telephone: _____ Email: _____

Catholic School(s) Attended: _____

Dates of Service as Student Trustee (month/year): _____ / _____ to _____ / _____

Year of Graduation: _____ Current Vocation: _____

Board Contact Person: _____

Telephone: _____ Email: _____

Using 8 ½ x 11-inch paper, please explain why the individual is deserving of this award. The submission must **not** exceed 400 words. Only information within the prescribed length will be considered.

Nominations may be submitted by email to Camille Martin at cmartin@ocsta.on.ca or by mail, courier, or fax (416-932-9459).

Nomination must be received by **12:00 p.m. EST, Friday, January 18, 2019.**



Ontario Catholic School
Trustees' Association

OCSTA Student Trustee Alumnus Award Recipients since 2017

YEAR	RECIPIENT
2018	Dr. Anthony Silva , Kenora CDSB
2017	Ben Verboom , Durham CDSB Kristine Soufian , York CDSB

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From: OCSTA - Camille Martin <CMartin@ocsta.on.ca>
Sent: Wednesday, December 19, 2018 2:39 PM
To: OCSTA - Camille Martin <CMartin@ocsta.on.ca>
Subject: OCSTA - Funding for Student Trustees to attend 2019 Catholic Trustees Seminar

TO: Chairs, Directors of Education
- Catholic District School Boards
OCSTA Directors
CC: Student Trustees
Secretaries & Administrative Assistants
- Catholic District School Boards
OCSTA Staff *(for information)*
FROM: Margaret Binns, Director of Administrative Affairs

We are pleased to announce that there is a possibility that the Ministry of Education will provide some financial support to help offset costs associated with student trustee attendance at the 2019 Catholic Trustees Seminar (January 18 – 19 at the Delta Hotels by Marriott Toronto Airport).

Boards are therefore encouraged to register their student trustees for this annual faith formation, learning and networking opportunity for OCSTA members.

To register please click on the following link:

https://events.myconferencesuite.com/2019_Catholic_Trustees_Seminar/reg/landing

Thank you.
Margaret

Camille Martin
Administrative Assistant
Ontario Catholic School Trustees' Association
1804-20 Eglinton Ave W, Box 2064
Toronto, ON M4R 1K8
t 416-932-9460 ext. 234

December 2018

Dear trustees of Ontario's publicly funded school boards:

On behalf of the board of directors and staff of the Education Quality and Accountability Office (EQAO), we congratulate you on your election as district school board trustee.

As you may know, EQAO is an agency of the Government of Ontario mandated to support student achievement through the provision of independent information. EQAO data are discussed widely among educators, parents, decision-makers and leaders such as you. Our assessment results and questionnaire data help to measure quality, foster accountability and contribute to continuous improvement in our publicly funded education system. We hope EQAO data will help inform your discussions as you seek to strengthen education programs in your community.

Attached are answers to 20 common questions about our agency. The information in this document speaks primarily about EQAO's current framework and approach to large-scale assessments. Please note, however, that EQAO is in the process of modernizing its assessments to reflect today's classroom more closely and to better meet the needs of Ontario. We'll be sure to share updates with district school boards as the vision for modernization is confirmed and as we seek input on our plans.

We wish you well in your role as school board trustee and very much look forward to working with you in support of the students of Ontario.

Sincerely,



David Agnew
Interim Chair, EQAO Board of Directors



Norah Marsh
Chief Executive Officer, EQAO

20 Questions About EQAO

A Trustee's Introduction to EQAO and Large-Scale Assessments

SCHOOL BOARD TRUSTEES AND EQAO

1. As a school board trustee, how can I make use of data from the Education Quality and Accountability Office (EQAO)?

EQAO data offer useful tools that can help school board trustees as they consider ways of supporting continuous improvement in student achievement. EQAO generates two information sets that are specific to each school board's education community: large-scale assessment results and questionnaire data.

EQAO's provincial assessment results offer an independent snapshot of student achievement, helping to measure quality and foster accountability in Ontario's publicly funded education system. Questionnaire data offer contextual information that helps us understand students' learning environments.

Both EQAO's assessment results and questionnaire data help us to gain insights into local or regional trends. By analyzing these data alongside information from other local sources (e.g., report cards, attendance records, community profiles, educator observations, student focus groups and parental input), it is possible to build a more complete understanding of student achievement. These insights can help trustees make evidence-informed decisions as they consider improvement plans for their school boards.

THE AGENCY

2. Why was EQAO created?

The Government of Ontario established EQAO as a Crown agency through the *Education Quality and Accountability Act* of 1996 in response to recommendations from the 1994 Royal Commission on Learning. After consulting extensively with educators and parents, the Commission concluded that province-wide testing of all students was required to provide "independent and public scrutiny of the education system." The main focus was to monitor students' achievement at key points in their learning as a way of assuring the public that all students were being assessed in the same way and according to an established set of standards. The government also wanted to respond to the public's demand for more accountability and better information about the quality and effectiveness of the province's publicly funded education system.

3. What does EQAO do?

To contribute to the equity, quality and accountability of Ontario's publicly funded education system, EQAO provides independent information that can help support the achievement of every student. The agency's activities fall under four broad categories.

- **Provincial Assessments.** EQAO provides independent, objective and reliable data on student performance in relation to curriculum standards. Large-scale assessment and provincial questionnaire data complement the information obtained from classroom assignments and other assessments and, together, these provide a detailed picture of student achievement. These insights can serve as a basis for meaningful improvement planning at the individual student, school, school board and provincial levels. EQAO results are the only consistent measure of individual student achievement and progress over time available across the province. Nevertheless, regular classroom assessments have the most direct impact on student learning and well-being.

- **National and International Assessments.** EQAO also coordinates Ontario's participation in national and international assessments to develop a broader understanding of the strengths of the province's education system in relation to other jurisdictions.
- **Research.** In addition to its large-scale assessment program, EQAO contributes to research that examines the factors that influence student achievement and education quality, and the processes that result in high-quality assessments. Over the years, the agency has produced research reports in such areas as student achievement, school effectiveness and best assessment practices. Currently, EQAO is partnering on projects related to the Early Development Instrument, academic creativity, and the relationship between some chronic illnesses and academic success.
- **School Support and Outreach.** EQAO's School Support and Outreach Team delivers data-literacy workshops to school boards, schools, educators, parents and guardians, and teachers in training. Through these workshops, the agency supports Ontario's education community by explaining how EQAO data can be analyzed alongside schools' and boards' information to adjust learning strategies, resource distribution and programming.

4. How much influence does the provincial government have over EQAO?

EQAO is an independent agency of the Government of Ontario. The government sets the curriculum as well as EQAO's mandate, but the agency performs its assessments independently of the government to ensure they reflect an independent and non-partisan view of student learning. Such independence is important for the credibility of the data EQAO provides.

5. What is EQAO's annual budget?

The agency receives base allocation payments from the Government of Ontario in accordance with the fiscal year's approved budget. During the 2017–2018 fiscal year, the cost of operating EQAO was approximately \$31 million. This amounts to a cost of \$15.69 of the approximately \$12,000 spent annually per student enrolled in an Ontario public school. In addition, EQAO's budget represents approximately 0.13% of the Government's overall education expenditures in Ontario—a relatively small percentage for a program that measures quality, fosters continuous improvement and contributes to accountability in the education system.

In 2002, the agency's budget accounted for 0.46% of the K–12 education budget in Ontario. This amounted to a cost of \$29.93 per student of an annual per student cost of \$6,556.53. K–12 funding has almost doubled since 2002. During this same period, the funding allocation to EQAO in relation to the overall K–12 budget has fallen by roughly 71%.

6. Does every individual who works at EQAO have to have a background in education? If not, why?

EQAO has a strong team with the specialized knowledge and skills required to deliver a high-quality assessment program. Approximately one-third of agency staff are educators from across the province or have backgrounds in education. The agency's current chief executive officer, [Norah Marsh](#), was a teacher, principal and district leader in two school boards before joining EQAO. The agency's chief assessment officer also has a background in K–12 education and senior leadership experience with Ontario school boards; this position is currently held by [Dr. Steven Reid](#).

As with many organizations, however, EQAO also engages staff with other backgrounds and skills required to run a multidisciplinary business (e.g., operations, production, IT and data specialists).

THE ASSESSMENTS

7. When do EQAO's assessments take place?

EQAO's large-scale assessments are administered yearly to approximately 600 000 students in Ontario's publicly funded education system. Assessments are developed, reviewed and scored by Ontario educators and are based on *The Ontario Curriculum*. They measure achievement in reading, writing and math at key stages of each child's education:

- Grade 3 (i.e., end of primary division): reading, writing, math;
- Grade 6 (i.e., end of junior division): reading, writing, math;
- Grade 9 (i.e., first year of secondary school): math and
- Grade 10: Ontario Secondary School Literacy Test (graduation requirement).

This approach benefits both the student and the education system. By measuring student achievement at regular intervals, parents and teachers can identify individual students' learning needs and track progress over time. In addition, the education system is able to focus its resources on areas that are in most need of support, to enhance the quality of learning programs.

8. Why does EQAO assess every student in Ontario? Why don't we rely on sample-based assessments instead?

By assessing every student, EQAO provides insights into achievement at the student, school, school board and provincial levels. Sampling would challenge EQAO's ability to track progress over time at the first three levels and would diminish its ability to provide independent accountability to stakeholders across the province. Full-census assessment results also provide reliable achievement information for groups of students (e.g., students with special education needs, English or French language learners) to inform improvement planning and resource allocation. EQAO has undergone multiple reviews since its creation, and none of these have recommended switching to a sample-based assessment model, because of the subsequent loss of data such an evolution would entail.

In addition, a sample-based model would affect the French-language school system differently. To have a large enough sample from which to derive reliable data, the number of French-language schools and boards included would need to approach the full population. Currently, each school and school board benefits equally from having its own data that illuminate its specific cohort trends and circumstances.

9. What's the value of EQAO's assessment program?

Because EQAO assesses achievement at key stages of every child's education, the agency's data can serve as the basis for discussions about improvement planning at the individual, school, school board and provincial levels. Analyses of EQAO results have led to decisions and strategies that have benefited thousands of Ontario students. In the late 1990s, EQAO data revealed challenges in literacy achievement, which prompted the education community to mobilize to strengthen students' reading and writing skills. More recently, EQAO data that pointed to a decline in math achievement were among the factors that led to the launch of Ontario's Renewed Math Strategy. EQAO data have also shed light on a number of areas in education that could benefit from further inquiry (e.g., how applied and academic courses in secondary schools serve students; the progress of learning among English or French language learners and students with special education needs). According to EQAO's questionnaire data, thousands of educators across the province are using EQAO results to help improve learning programs in their schools. In doing so, they are actively engaging in evidence-informed decision making to support students' learning needs.

10. Why do we need EQAO assessments if we already have classroom tests?

Teachers know their students best, and classroom assessments have the most direct impact on student learning. EQAO results complement classroom assessments and are the only consistent and independent measure of achievement over time available across the province.

Large-Scale Assessment	Classroom Assessment
Measure students' cumulative knowledge and skills in relation to a provincial standard	Measure how well students have learned specific information
Are given at key stages of students' education	Provide timely results that teachers can use to modify strategies
Are administered, scored and reported on in a consistent and objective manner	May have subjective components based on the teacher's knowledge of each student
Provide results that are comparable across the school, board and province from year to year	Provide results that may not be comparable across the school, board or province

11. How do we know EQAO assessments are accurate?

From its inception, EQAO has adopted a rigorous process to develop high-quality assessments that provide an accurate snapshot of student achievement. The assessments are based on expectations in reading, writing and math outlined in *The Ontario Curriculum*. Every question is developed by a professional Ontario educator and is then reviewed by an Assessment Development and Sensitivity Committee, which is also composed of educators from across the province. This review helps ensure that the question aligns with the curriculum.

Educators are involved in every step of the assessment cycle—from development to administration to scoring. This helps EQAO maintain alignment with curriculum expectations, and ensures a fair and inclusive assessment experience across the province.

In fact, the Auditor General of Ontario confirmed that EQAO tests reflect the provincial curriculum expectations fairly and accurately, are consistent in difficulty from one year to the next, and are administered and scored to ensure that their results are valid, consistent and reliable indicators of student achievement.

12. How do we know schools are actually using EQAO data?

Educators across the province actively use EQAO data and information from other sources to help improve student success.

In 2018, 75% of elementary-school principals in Ontario responded to EQAO's Principal Questionnaire (2564 out of 3423). Of those who indicated that they used EQAO data,

- 94% used EQAO data to identify areas of strength and areas for improvement in elementary programs.
- 96% used EQAO data to guide school improvement initiatives.
- 86% used EQAO data to identify how well students were meeting curriculum expectations.
- 82% used EQAO data to support change in teaching practices.

In 2018, 71% of Grades 3 and 6 teachers in Ontario responded to EQAO's Teacher Questionnaire (12 063 out of 17 030). Of those who responded,

- 76% used EQAO data to identify areas of strength and areas for improvement in elementary programs.
- 75% used EQAO data to identify how well students were meeting curriculum expectations.

13. Do EQAO assessments take into account the requirements of students with special education needs?

A basic guiding principle in the field of large-scale assessment is that tests must be accessible to all students. In EQAO's current practice, the ideas of diversity and equity are interconnected. There is a Sensitivity Committee for each EQAO assessment program, in both English and French, and the members of each committee meet to review items and reading selections at various stages of development, before they appear on an assessment. The Sensitivity Committee members—who are practicing teachers, administrators and subject experts from across Ontario—provide a specialized equity perspective to ensure fairness for all students, and they make recommendations that will assist EQAO in revising assessment content.

Because there isn't a common context for Ontario's students, it is important to have mechanisms in place to ensure assessment questions are free of biases that potentially favour or disadvantage a specific group. EQAO's commitment to equity is manifested in the ways it administers the assessments: the agency understands that different students have different needs, so a range of accommodations are included in assessment parameters to ensure equitable opportunities for all students.

EQAO's accommodation guides indicate which accommodations are permitted for students who have an Individual Education Plan (IEP). Alternative-format versions include large print, colour, Braille, adaptive devices and audio, as well as the option to audio-record responses.

Recently, EQAO has incorporated educators' feedback into its assessment practices by introducing Google Read&Write, and by eliminating the IEP requirements for certain accommodations (e.g., extra time; quiet, individual and/or small group setting; preferential seating in an assessment room; prompts for students with severe attention problems who are at risk of being off-task for significant periods of time). In 2017–2018, EQAO created an Equity and Inclusion Committee, which is looking more closely at the experience of students who are new to Canada and those who aren't accessing the provincial curriculum and whose progress is communicated through an alternative report card.

As more changes are being considered, EQAO welcomes feedback from the education community to help strengthen its approach to inclusivity.

14. Are EQAO assessments getting harder every year?

EQAO assessments are developed by Ontario teachers and are based entirely on the curriculum taught in classrooms every day. The assessments are psychometrically sound with a consistent level of difficulty over time (Office of the Auditor General of Ontario, 2009).

ASSESSMENT PREPARATION AND STRESS

15. Why do some say that teachers need to “teach to the test” to prepare students for EQAO assessments?

EQAO assessments are based on the curriculum taught in classrooms every day, so students should know the material without any special instruction. In addition, much of what is called “EQAO prep” is simply a review of curriculum expectations, using EQAO assessments as the tool. To get a sense of the types of questions on EQAO assessments, students or teachers can refer to previous years’ assessment materials on the agency’s Web site. When students are working with EQAO questions, they are working on skills and expectations contained in *The Ontario Curriculum*: there isn’t a difference.

16. EQAO creates a lot of anxiety for students and teachers. What can we do to address this?

It is natural for students to feel nervous about their performance on any assessment or evaluation. However, there are times when this normal nervousness and anxiety escalate and become problematic and can interfere with student performance and well-being.

Understanding the difference between stress, distress and anxiety disorder can be helpful. **Stress** is a natural part of living, and learning how to manage challenges in healthy ways is important. Explicitly teaching students how to cope with stress from a young age can help them to navigate challenges and transitions throughout their lives. When coping skills are not well-developed, and when life circumstances become too much, acute or chronic stress can lead to **distress** that can interfere with a student’s well-being and ability to learn. An **anxiety disorder** is a mental health condition that arises in response to a combination of predisposing factors and circumstances and is best addressed through a treatment plan that informs supports at school. When needed, EQAO works with school staff when students with this disorder are scheduled to participate in an EQAO assessment to ensure that the student’s mental health and well-being are the first priority.

Students can and do feel some stress in relation to EQAO assessments. This is a common experience when it comes to any form of evaluation. The results of the Organisation for Economic Co-operation and Development (OECD) survey of students’ well-being in 2015 revealed that, in Canada, 64% of students agreed or strongly agreed with the statement “Even if I am well-prepared for [an in-class] test, I feel very anxious.” Twenty percent more girls than boys feel this way (PISA 2015 Results, Volume III: *Students’ Well-Being*, pp.292-294).

EQAO is also aware of the data that suggest that young people (and adults) are reporting greater levels of stress and distress in recent years. For example, on the 2017 Ontario Student Drug Use and Health Survey, 30% of students reported feeling an elevated level of stress or pressure in the past month, and 17% indicated that they were experiencing a serious level of psychological distress. Similarly, Statistics Canada’s 2014 Perceived Life Stress survey of the Canadian population showed that 23% of adults between the ages of 20 and 34 reported that they feel quite or extremely stressed most days, while 20% of young adults between the ages of 15 and 19 reported feeling the same (15.5% for male respondents and 24% for female respondents).

In order to ensure that the normal experience of stress during tests does not escalate and become problematic, EQAO is working on understanding students’ experiences with its assessments and how the agency can make these accessible to students in a less stressful way. For example, the agency is considering how to make its assessments better reflect students’ classroom experience, so that their participation is aligned with their daily expectations of school. As part of its commitment to listening to the student voice, in 2018, the agency launched the EQAO Student Advisory Committee, a group that helps foster a two-way conversation with Ontario’s students.

With respect to pressure on teachers, it is important to recall that learning is cumulative and that, in order to evaluate the effectiveness of the public education system, EQAO assessments take place at key stages of students' learning. EQAO assessments and scores do not reflect a specific teacher's work in one classroom and are not meant to be analyzed as such.

17. Do EQAO assessments reflect the cultural diversity of the province?

EQAO is dedicated to offering a high-quality large-scale assessment program that is equitable, inclusive and reflective of the diversity of Ontario so that all students can demonstrate their understanding of *The Ontario Curriculum*. To ensure the validity and fairness of EQAO assessments for all students, test questions are developed by Ontario teachers to align with the curriculum. Questions are reviewed by diversity experts and field tested across the province prior to being included in assessments. Questions that fail to meet EQAO's rigorous standards do not appear on assessments.

USE OF EQAO DATA

18. Is it true that a single teacher is responsible for a class's EQAO scores?

No. Learning is cumulative, and EQAO assessments take place at key stages of students' learning to evaluate the effectiveness of the public education system rather than a specific teacher's work.

19. What can we do to stop the use of data to rank schools?

EQAO's data are known for their reliability, so it is understandable that many organizations would want to leverage them for an array of purposes. In light of the government's open-by-default approach to data access, and given freedom-of-information requirements in Ontario, EQAO cannot deny access to its information. That said, EQAO does not support the ranking of schools, as it invites overly simplistic comparisons and distracts from conversations about improving learning for all students. In addition, the agency actively communicates how its data can be used alongside information from other sources to undertake analyses that strengthen decision-making in relation to student learning.

THE FUTURE OF EQAO

20. What is EQAO's vision for modernizing its activities?

EQAO recognizes that it is time to modernize. With constant technological advances, classrooms are relying more on digital tools for teaching, and there is a wider array of means available to assess academic and other transferable skills. The agency seeks to continue to collaborate with Ontarians, students, parents and educators to modernize its assessments to

- reflect more closely today's classroom,
- measure skills that EQAO does not currently measure, and
- facilitate some online customization to accommodate students' unique learning needs.

But EQAO does more than just administer assessments. Modernization is therefore an opportunity to reflect on how the agency provides reports and delivers data, particularly in light of the Government of Ontario's open-by-default approach to data access. It is also appropriate to reinvigorate the agency's research program, explore ways of engaging Ontarians more effectively in matters of education quality and accountability and streamline internal business procedures.