



## Committee of the Whole Meeting

**Date:** Monday, May 13, 2019

**Time:** 6:00 p.m.

*\* Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.*

**Location:** St. Benedict C.S.S. (Room 111) 50 Saginaw Parkway Cambridge, Ontario N1R 5W1

**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	Trustee	--	--
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		
<b>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)</b>			

ITEM	Who	Agenda Section	Method & Outcome
<b>3. Consent Agenda: Board (Minutes of meetings)</b>			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Minutes of April 8, 2019 Committee of the Whole Minutes	Trustees	pp. 4-7	Approval
<b>4. Delegations</b>			
<b>5. Advice from the CEO</b>			
5.1 School Travel Planner Update 5.2 Numeracy Updates	S. Maharaj/L. Maxwell J. Klein/R. Olson	pp. 8-25 pp. 26-30	Information Information
<b>6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)</b>			
6.1 Linkages Activity 6.2 Pastoral Care Activity	Trustees Trustees	-- --	Discussion Discussion
<b>7. Reports from Board Committees/Task Forces</b>			
7.1 Audit Committee Update 7.2 CPIC Update	J. Perkovic L. Gregorio	-- --	Information Information
<b>8. Board Education (at the request of the Board)</b>			
8.1 OCSTA Communications	Trustees	pp. 31-53	Information
8.2 OCSTA Modules:  <b>Module 7: The School Board's Role as Policymaker</b> <i>"What new learning can you share?"</i> <i>"What you can bring into practice to the board?"</i>  <b>Module 8: Conflict: Managing it Creatively</b> <i>"What new learning can you share?"</i> <i>"What you can bring into practice to the board?"</i>	Trustees	--	Discussion
<b>9. Policy Discussion (Based on Annual Plan of Board Work)</b>			
<b>10. Assurance of Successful Board Performance (monitoring)</b>			
<b>11. Assurance of Successful Director of Education Performance (monitoring)</b>			
11.1 Monitoring Reports & Vote on Compliance			
<b>12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries</b>			

ITEM	Who	Agenda Section	Method & Outcome
<b>13. Announcements</b>			
<b>13.1 Upcoming Meetings/Events</b> (all scheduled for the Catholic Education Centre unless otherwise indicated): <ul style="list-style-type: none"> <li>•May 14: Bishop's Banquet</li> <li>•May 21: 40th Anniversary of CCFOWR</li> <li>•May 22: Annual School Board Mtg Cambridge</li> <li>•May 25: Dinner &amp; Mass – St. Mary's of Seven Sorrows</li> <li>•May 23-26 OSTA-AECO AGM</li> <li>•May 27: Board of Trustees (St. Benedict)</li> <li>•May 29: ICP Graduation</li> <li>•May 29- Jun 2: CCSTA AGM</li> <li>•June 3: Special Board of Trustees (St. Benedict)</li> <li>•June 5: Mayor Shantz 2019 State of Union</li> <li>•June 10: Governance</li> <li>•June 11: Resurrection Graduation</li> <li>•June 17: Board of Trustees Resurrection CSS</li> <li>•June 20: Retirement Celebration - St Jerome's</li> <li>•June 21: Board Office Mass – St Mary's of Seven Sorrows</li> <li>•June 25: St. Mary's Graduation</li> <li>•June 26 : St. Benedict Graduation</li> <li>•June 26: St. David Graduation</li> <li>•June 27: Monsignor Doyle Graduation</li> </ul>			
<b>14. Items for the Next Meeting Agenda</b>	Trustees		
<b>15. Adjournment</b> <b>Confirm decisions made tonight</b>	Director of Education		
<b>16. Closing Prayer</b>			
<b>17. Motion to Adjourn</b>	Board of Trustees	Motion	Approval

### **CLOSING PRAYER**

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

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

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

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

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

Amen

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



## Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, April 8, 2019 at St. Benedict CSS, Cambridge.

Trustees Present:

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

\*\*Wendy left meeting at 8:38 p.m.

Student Trustees Present:

Izabella Tyc, Meghan Nemeth

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:

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.

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### **1. Call to Order:**

The Chair called the meeting to order at 5:36 p.m.

#### **1.1 Opening Prayer & Memorials**

The opening prayer was led by Manuel da Silva.

#### **1.2 Approval of Agenda**

Amendments to the agenda:

- Add 4.1 acknowledgement from Linda Gregorio on behalf of OPACE
- 7.1 SEAC Update from Chair to be spoken to after 4.1
- 8.3 Motion re: New Vision for Education announcement? to be spoken to after 5.3.

**2019-14 -- It was moved by Trustee Gravelle and seconded by Trustee Price:**

**THAT the agenda for Monday, April 8, 2019, 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 March 4, 2019 Committee of the Whole Minutes

*2019-15 -- It was moved by Trustee Weiler and seconded by Trustee Dupuis:*

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

## **4. Delegations**

### **4.1 OPACE AGM 80<sup>th</sup>**

Linda Gregorio on behalf of OPACE presented Director Notten with the Ontario Association of Parents for Catholic Education (OAPCE) Honorary Lifetime Membership Award. Ms. Gregorio thanked Director Notten for her exemplary leadership throughout her career in Catholic Education.

### **7.1 SEAC Update from Chair**

Irene Holdbrook, SEAC chair provided the Board of Trustees with update on the SEAC committee including current standing members, challenges of soliciting new members and thankful for the Board always keeping the committee updated with current information.

Trustees asked clarifying questions and provided feedback.

## **5. Advice From the CEO**

### **5.1 Adult Education Update**

Superintendent Foran along with Principal Paul Cox provided the Board of Trustees with an update on Adult Education at St. Louis. The updated included current statistics of learners, programs, partnerships, expansions including a site in Cambridge.

Trustees asked clarifying questions and provided feedback.

### **5.2 Well Being Update – Safe Schools**

Superintendent Merkel provided the Board of Trustees with an update on Safe and Accepting Schools. Suspension trends were discussed along with various Board programs, Cannabis Education, initiatives within our Board to promote Wellbeing, specifically the Umbrella Project, the expansion of the Community Justice Initiative Project and next steps.

Superintendent Merkel introduced Beth King, YMCA General Manager of Child and Youth Outcomes. Ms. King discussed the Alternative Suspension Program partnership between YMCA and St. Benedict / Monsignor Doyle. Data was shared along with program initiatives and the hope to expand to 7/8 students and the possibility of having the program in Kitchener.

Trustees asked clarifying questions and provided feedback.

### **5.3 Long Term Accommodation Plan**

Superintendent Maharaj, Lindsay Ford, Manager of Planning and Terri Pickett, Senior Manager of Facility Services presented the Long-Term Accommodation Plan.

Ms. Ford discussed demographics, trends and planning strategies for each planning area within our Board. Ms. Pickett discussed the School Capital Improvement Funding, proposed projects and costs.

Trustees asked clarifying questions and provided feedback.

### 8.3 Motion re: New Vision for Education announcement?

Trustee Van Alphen brought forth a motion and resolution that the Chair of the Board write a letter voicing concerns to the Minister of Education with respect to the recent announcement regarding the "New Vision for Education". Initially the motion was brought forward as a communication, however, given the urgency of the matter and time constraint, it was recommended that a decision being made to direct the Chair of the Board to write the letter as soon as possible. It was clarified that 5.1.5 of the By-laws allows decisions to go forward as long as Trustees are in consent.

Trustees discussed pros and cons of writing such letter to the Minister of Education and the implications of same. It was noted that Special Education should be mentioned on its own merit and that all federation/union presidents should be carbon copied and perhaps all employees and OCSTA, Administrator Association Chairs and local MPP's.

**2019-16 -- It was moved by Trustee Van Alphen and seconded by Trustee da Silva:  
THAT the Chair of the Board write a letter, on behalf of the Trustees, to the Minister of Education sharing our concerns and disappointment with these changes to education. Copies to be shared with OCSTA, Catholic Boards and local MPP's.--- Carried by consensus**

**It was moved by Trustee da Silva and seconded by Trustee Gravelle  
That the Board of Trustees Motion to extend the meeting passed 8:30 p.m. – carried by consensus**

## 6. Ownership Linkage (Communication with the External Environment)

### 6.1 Linkages Activity

Trustees reported back from the Linkage Committee. Highlights include debrief on clergy dinner and suggestions for next year such as personal invitation and have more of a dialogue at next years event and advertise as such. Suggestion of writing letters to new clergy appointment in June. Update on Community Leaders Breakfast was provided.

### 6.2 Pastoral Care Activity

Trustees reported back from the Pastoral Care Committee. Highlights include working on a potential date to have Mass on a Saturday evening at St. Mary's of Seven Sorrows and then having Trustees prepare a dinner for senior managers. It was decided that the Catholic Education Mass will be at 11:00 a.m. at St. Agnes on Sunday, May 5<sup>th</sup>.

## 7. Reports From Board Committees/Task Forces

7.1 SEAC Update from Chair

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

### 8.1 OCSTA Communications

OCSTA Communications were discussed. It was brought forth that perhaps next year there be a challenge sent out to schools as an initiative to raise funds for Toonies for Tuition.

### 8.2 OCSTA Modules:

Module 5: A) Performance Review: Director of Education B) Board Self-Assessment

"What new learning can you share?"

"What you can bring into practice to the board?"

Module 6: The strategic Role and Multi-year Strategic Planning

"What new learning can you share?"

"What you can bring into practice to the board?"

Trustees discussed modules and exchanged dialogue on learning and how to bring practices to the Board.

### **8.3 Motion re: New Vision for Education announcement?**

See after 5.3

## **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):

- Apr 11: Kitchener's State of the City Address
- Apr 13: Mayor's Dinner
- Apr 17: CPIC PRO Grant Event – St. David
- Apr 18: Beacons of Hope -St. Louis
- Apr 24: Beacons of Hope - St. David FOS
- Apr 25-27: OCSTA AGM
- Apr 29: Board of Trustee (St. Benedict)
- Apr 30: Beacons of Hope – St. Mary's FOS
- May 1: Interfaith Breakfast
- May 2: Staff Recognition Celebration
- May 5: St. Vincent de Paul Dedication & Blessing
- May 7: Mayor McGarry-State of City Address (Cambridge)
- May 10: Community Leaders Breakfast
- May 13: COW – St. Mary's HS
- May 14: Bishop's Banquet
- May 29- Jun 2: CCSTA AGM

## **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**

**2019-17-- It was *moved* by Trustee Gravelle and *seconded* by Trustee Weiler:  
*THAT the meeting be now adjourned.* T meeting was adjourned by consensus at 9:11 p.m.**

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Chair of the Board

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Secretary



**Date:** May 13, 2019  
**To:** Committee of the Whole Board  
**From:** Director of Education  
**Subject:** School Travel Planner Update

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**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 and presentation will serve to provide an update to Trustees on the School Travel Planning initiative.

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

<https://ecozone.wcdsb.ca/active-school-travel/>

**Alignment to the MYSP:**

Strategic Priority: Building Capacity to Lead, Learn & Live Authentically  
Strategic Direction: Nurture the Well-Being of Students and Staff

Strategic Priority: Student Engagement, Achievement and Innovation  
Strategic Direction: Foster Maximum Opportunity for Success for All

**Background/Comments:**

Managing traffic flow around school sites, ensuring pedestrian safety, demonstrating respect for neighbours and their properties, and a continued interest in the mental and physical health of our students have 'driven' the need for centralized resources to support schools and communities. The School Travel Planner has been in place now for three years and has been a very welcomed addition and support to all participating partners in the Region. The partners are:

Waterloo Catholic District School Board  
Waterloo Region District School Board  
City of Kitchener  
City of Cambridge  
City of Waterloo

School travel planning and the Active and Safe Routes to School initiative have blossomed across the province as a leading practice that is good for kids and their communities.

Highlights of the past year include:

- Working with municipalities and townships to increase the availability of crossing guards when weather conditions are not ideal
- Working with schools and families to increase active travel to school
- Working with administrators, Board planning staff, and municipalities to improve traffic flow and safety at school sites
- Designating 6 new schools at 'Active Communities'
- Training students as 'Trailblazers' – leaders in walking to school
- Planning and organizing walk to school days – Winter Walk Day, International Walk to School Day, and Walk in their Sneakers Day
- Data collection and development of outreach programs

The architect of our local school travel planning, Leslie Maxwell will attend the Committee of the Whole Board meeting to provide additional highlights of the team's work in our schools over the past year.

**Recommendation:**

This information is being presented for information only.

**Prepared/Reviewed By:** Loretta Notten  
Director of Education

Shesh Maharaj  
Executive Superintendent of Corporate Services

\*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."

To ensure active modes of transportation are safe, comfortable and convenient, the Waterloo Catholic District School Board respects the following principles:

### Accessibility

Active modes of transportation are direct means of accessing educational facilities by everyone.

### Activity and Learning

Daily physical activity prepares students to learn more effectively.

### Equity

Active modes of transportation are the only modes of travel that are universally affordable, and allow the majority of children and youth to travel independently.

### Personal and Community Safety

An environment in which people feel safe and comfortable using active modes of transportation increases community safety for all.

### Health and Well-being

Active modes of transportation are proven methods of promoting personal health and well-being.

### Personal and Community Sustainability

Active modes of transportation rely on human power and have negligible environmental impacts.

### Community Cohesion and Vitality

A supportive active transportation environment encourages and facilitates local community that is a place for all.

# School Travel Planning

*bringing communities together for  
great school commutes*

# Benefits





# Ontario Active School Travel Fund



- ⌘ Funding from Ministry of Education through Green Communities Canada
- ⌘ Matching funds from our partners
- ⌘ Covers 2 STP Facilitators and \$\$ for equipment, marketing, travel, tools and incentives
- ⌘ Aim to reach 15-24 additional schools across two boards between fall 2018 and summer 2020

12 *(prorated, that's approximately 5-8 WCDSB schools)*





# School Travel Planning in Numbers



## School Travel Planning Direct Support

Status	2017/2018	2018/2019
Active committees	1	7
Consultation and support	10	7

### ***Active committees***

*St. John Paul II, St. Brigid, St. Daniel, St. Nicholas, Blessed Sacrament, Holy Spirit, Our Lady of Fatima*

### ***Consultation and support***

*St. Vincent, St. Agnes, Resurrection, St. Mary's, St. John, St. Margaret of Scotland, St. Matthew*



# School Travel Planning in Numbers



## Trailblazers (*Student Walking Experts*)

Activity	2017/2018	2018/2019
Invited to attend fall training	8	all
Number of schools represented at training	1	2
Number of students trained	8	14
Spring refresh assessment	not offered	<i>coming this year!</i>



# School Travel Planning in Numbers



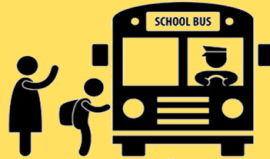
## Walking Events

Event	2017/2018	2018/2019
International Walk to School Day	4	3
Winter Walk Day	1	2
Walk in their Sneakers	10	7



# Bike Walk Roll Score

*the percentage of students who use active travel to get to and from school*



[www.bikewalkroll.org](http://www.bikewalkroll.org)

## All-Time BikeWalkRoll Score

BWR Score  
[What's this?](#)

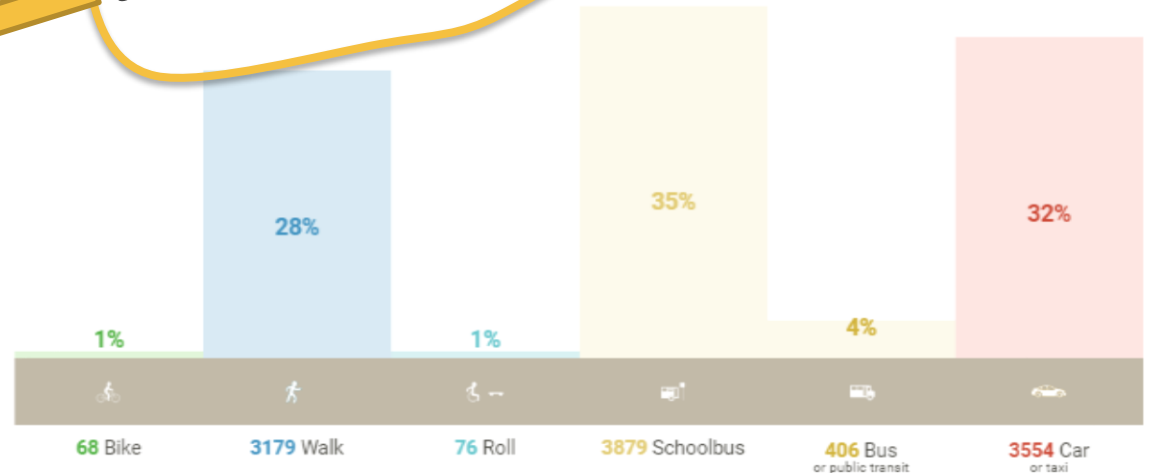
27

11162 answers recorded

Super source of data

Download all data

*WCDSB participating schools' overall score*





# Bike Walk Roll Score

*the percentage of students who use active travel to get to and from school*



	assigned	actual	# differential
WCDSB walk zone	44.7%	27%	1859
WCDSB bus zone	45.8%	39%	731

[www.bikewalkroll.org](http://www.bikewalkroll.org)



# Projects and Partnerships



## 🚶 School-specific

- 🚶 St. Brigid and St. John Paul II working with municipalities for traffic calming
- 🚶 St. Daniel parking lot creative solutions
- 🚶 St. Matthew working with residents on traffic pamphlet
- 🚶 Holy Spirit parking plan – working with Cornerstone Community Church

## 🚶 General

- 🚶 Data collection including traffic observations
- 🚶 Roundabout + PXO instruction partnership with Region of Waterloo
- 🚶 Pedestrian skills training for Grade 4's
  - 🚶 *WRPS Safety Village, Public Health, Canadian Cancer Society, Cycling into the Future, Region of Waterloo*
- 🚶 Kindergarten magnet and colouring book – both boards

# Traffic Calming





# Parking Plans





# Parking Plans



## St. Vincent de Paul CES

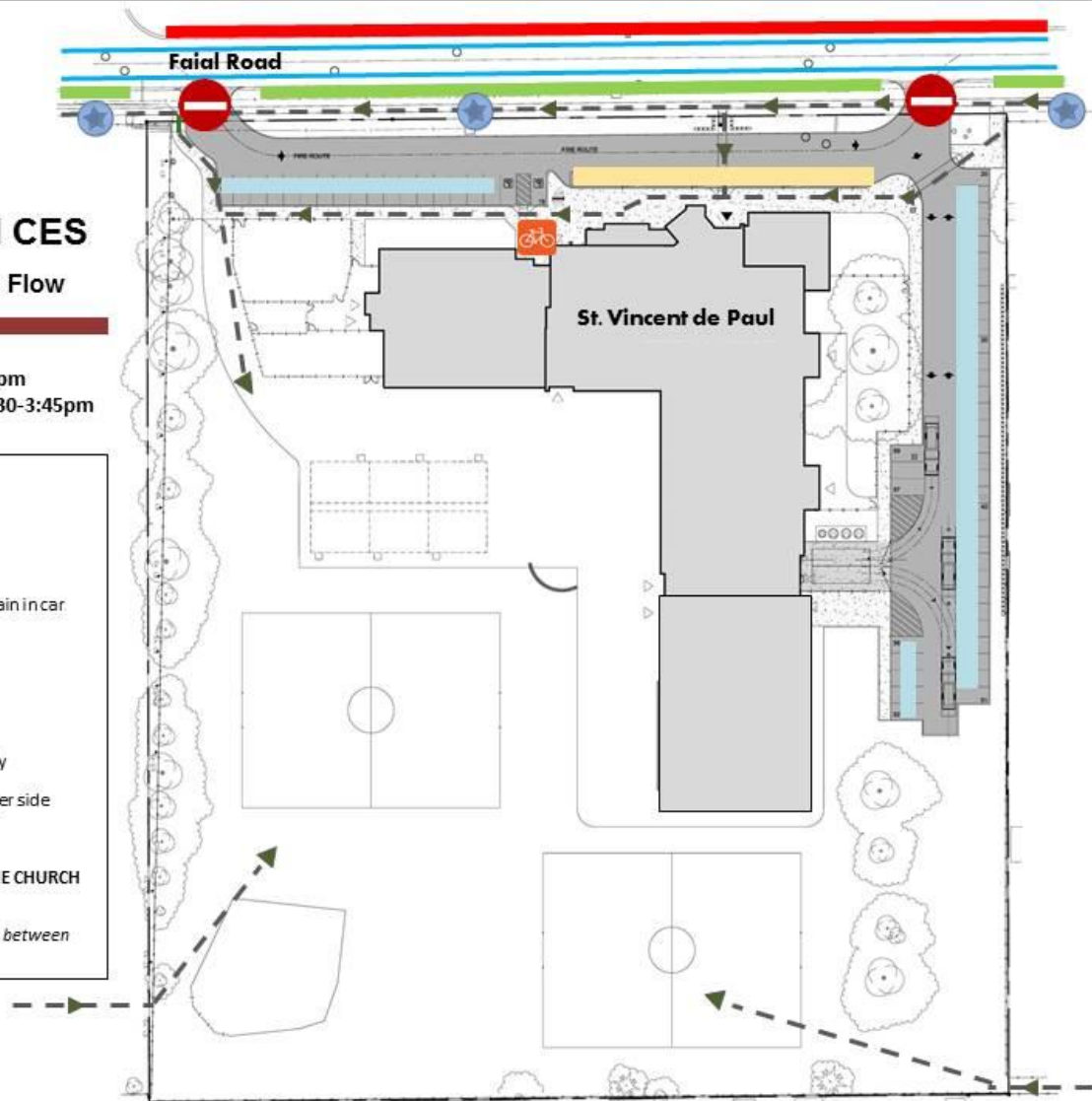
### Arrival and Dismissal Traffic Flow

Schools Hours: 9:00am to 3:30pm  
Yard Supervision: 8:45-9:00am and 3:30-3:45pm

- Student walking route
- Vehicle traffic route
- No parking/stopping
- Parent vehicles – drivers remain in car
- Bus parking
- Staff and daycare parking
- Bicycle racks
- Restricted access - permit only
- Students exit vehicle passenger side

**PARENT PARKING ON FAIAL ROAD PAST THE CHURCH  
AND ON BAKERSFIELD DRIVE**

*Bus loop may be used for sick child pick-up between  
9:30 am and 3:00 pm*



# PXO Instruction



# Pedestrian Skills Training – Grade 4

In-class




On the sidewalk



# Kindergarten Orientation Materials



colouring book



## Walking for Life

Help your children become safe, confident, and independent pedestrians through repeated instruction.

The walk to school is a perfect opportunity for daily practice and modeling.

### Ages 4-6

**Proficiency:** limited judgment, cannot gauge traffic speeds, may be impulsive, loses concentration easily

Ask them to:	Model and explain to them:
<ul style="list-style-type: none"> <li>Stop at the end of sidewalks and before driveways</li> <li>Wait for an adult to cross</li> </ul>	<ul style="list-style-type: none"> <li>Stop, look and listen</li> <li>The meaning of traffic signs</li> <li>Find the safest crossing point</li> </ul>

**Teaching Tip**

Use a strong stop cue with your child to ensure he or she will stop when you see dangers they don't. Have fun choosing it together and practice inside before you need it so your child doesn't consider the warning as a punishment. Use this same cue all throughout their pedestrian development.

### Ages 7-10

**Proficiency:** may identify safe crossing sites and speeds of traffic with help, may stay focused while crossing

Ask them to:	Model and explain to them:
<ul style="list-style-type: none"> <li>Identify safe crossing points before crossing together</li> <li>Stop and look to identify safe crossing times based on gaps in traffic</li> <li>Explain traffic signs to you</li> </ul>	<ul style="list-style-type: none"> <li>More complex crossing points (e.g. pedestrian crossovers, multi-lane intersections)</li> <li>Impact of curves in the road, shrubbery and other obstacles</li> </ul>

### Ages 10+

**Proficiency:** May consistently identify safe gaps and safe crossing points, may safely assess crossing points

Ask them to:	Model and explain to them:
<ul style="list-style-type: none"> <li>Assess more complex crossing points</li> <li>Model good skills for younger children</li> </ul>	<ul style="list-style-type: none"> <li>Safe vs. unsafe mid-block crossing</li> <li>Avoid crossing between parked cars and on curves</li> </ul>

\*\*Adapted from the 2015 NCSRTS Safe Routes to School Guide.

milestones magnet



# We're here to help!



[www.stswr.ca/walkzone](http://www.stswr.ca/walkzone)

**Date:** May 13, 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:**

*Focusing on the Fundamentals of Math: A Teacher's Guide (2018)*  
*New Vision for Education: Education that Works for You, (March 2019)*

**Alignment to the MYSP:**

**Priority Area:**

*Student Engagement, Achievement, & Innovation*

**Strategic Direction:**

*Foster maximum opportunity for success for all*

**Goals:**

*Improve Numeracy Achievement*

**PURPOSE:**

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

- Elementary and Secondary Math Lead Teacher
- Professional learning opportunities for Mathematics Teaching and Learning
- Instructional Coaches' collaborative inquiries
- Gap Closing Teacher
- Cross-Panel Financial Literacy Initiative

## **ELEMENTARY AND SECONDARY MATH LEAD TEACHER:**

Our 91 Elementary Math Lead Teachers (EMLTs) came together with their administrators, for another full day of collaborative co-learning in mathematics. Agenda items were responsive to Numeracy PD Day feedback, primarily as it related to number sense routines and spaced practice. Woven into this session were opportunities to explore supporting learner well-being in mathematics, engage in reflective use of digital tools to enhance mathematics learning, challenge our pedagogical practices as we continue to deepen our content knowledge, and a continued focus on connecting research with BIPSA outcomes.

Additionally, each school's EMLTs took ownership of planning for and providing job-embedded professional learning at their own school, based on their SIPSA goals and EMLT content. This collaborative day allowed for co-teaching and documenting student thinking for the purposes of gathering data to inform the school of student successes and targeted next steps for the school community. Over the course of this school year, EMLTs had 4 full days of professional co-learning tailored to build capacity in mathematics with their colleagues.

During second semester, Secondary Math Lead Teachers (2 SMLT per school) continued to participate in monthly professional learning sessions. Use of non-routine questions, student self-assessment, and building thinking classrooms have remained a focus. In addition, teachers are learning how to best implement visualization techniques and incorporate number strings/talks more intentionally to support student learning. To measure the effectiveness of building thinking classrooms, teachers are beginning to target their focus on 5 of the 8 proxies of engagement, specifically: time to task, discussion/collaboration, persistence (group & independent), non-linearity of work, and knowledge mobility<sup>1</sup>.

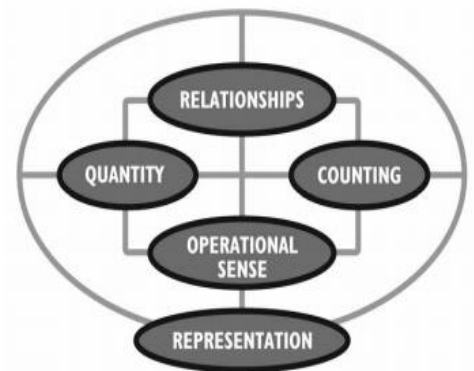
Over the past three years, WCDSB has built capacity by enabling distributed leadership to support mathematics teaching and learning. This was accomplished through intentional professional learning with the 219 Math Lead Teachers in our system. For example, 86% of EMLTs and 100% of SMLTs have shared with colleagues how to effectively leverage technology to support mathematics learning at a staff and/or divisional or Program Dept. meeting this year. Math Leads referenced the exploration of technologies such as: Knowledgehook, Mathies, Which One Doesn't Belong, or Desmos while considering implications for precise pedagogical practice.

## **PROFESSIONAL LEARNING OPPORTUNITIES FOR MATHEMATICS TEACHING AND LEARNING:**

### **a. After school 4-Part Learning Series on Quantity and Magnitude:**

This series took place from April-May for educators from kindergarten to grade 2. Participants met on four occasions and were asked to complete "in-between" session tasks to examine student thinking and determine next steps for instruction. In total, 22 classroom educators and 2 early childhood educators participated. This series focused on deepening an understanding of quantity through investigation of counting, ordering and comparing and operational sense. This professional co-learning was driven by current research and credible resources with a focus on developmental continua from mathematics researchers as it relates to curricular and program expectations. Based on educator pre and post-learning survey data:

- There was a 64% growth in educator understanding of the importance of quantity and magnitude
- When asked about educator confidence rating based on connecting quantity and magnitude to curriculum expectations, pre-data noted 9% stated they were confident to post-data revealing 83% felt confident
- An increase of 43% in educator confidence with providing responsive instruction as it relates to learner needs around early number concepts
- An increase of 45% in educator confidence with providing differentiated instruction to learners at a range of ability levels as it pertains to early number concepts



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

Since February, we have offered five more after-school professional learning sessions, with a focus on Choral Counting, Knowledgehook, Algebraic Reasoning, Leveraging digital to enhance mathematics, and Assessment in Math. This brings the total of after school math sessions offered this year to thirteen. Overall, 82 educators attended these sessions with 34% attending between three and six 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 based on the content presented or explored:

- 97% Useful to them
- 96% Applicable to their role as classroom teacher
- 97% Motivated them to try the content/tools/strategies shared
- 94% Increased their confidence that they can apply the learning

### **ELEMENTARY COACHES’ COLLABORATIVE INQUIRIES:**

The nine coaches who support elementary schools have continued to engage in collaborative inquiry cycles within mathematics. To date, 71 job-embedded collaborative inquiries, involving over 150 educators have taken place with a focus on numeracy as it relates to student learning need and SIPSA goals. Each cycle involved four educators and consisted of 7-12 days of support spanning 2-3 months.

Throughout the year, a targeted pre-concept assessment launched the collaborative inquiry in an effort to provide data to drive the collaborative process and to monitor growth. The data presented below represents the average overall growth and growth to standard from the pre-concept to post-concept assessment within all numeracy collaborative inquiry cycles that took place in 32 elementary schools.

<b>Average Scores for the 71 Collaborative Inquiries in Math</b>		
<b>ROUND</b>	<b>Overall Growth</b>	<b>Growth to Provincial Standard</b>
<b>1</b>	52%	30%
<b>2</b>	64%	37%
<b>3</b>	55%	34%
<b>TOTAL</b>	<b>57%</b>	<b>34%</b>

Note: Each round spanned 3-4 months, with the number of participating schools varying.

A survey was provided to educators who participated in the collaborative inquiries in partnership with their school-assigned coach in order to gain further insights. Of the educators who completed the voluntary survey, 72% indicated their assessment practices have grown either “significantly” or “generally” as a result of the collaborative learning experience.

### **GAP CLOSING TEACHER - GRADE 9 APPLIED:**

This semester four new Gap Closing Teachers (GCTs) were welcomed to our team. The team focused their learning on three instructional strategies to address misconceptions or expose partial understandings: visualization, question & number strings, and CRA<sup>2</sup> - a method of teaching mathematics that enables students to understand a concept before using or memorizing algorithms. Numerous in-class observations provided opportunities for rich dialogue about student learning.



Additionally, teachers found it worthwhile to help students build relationships amongst their peers, which then improved classroom social norms and thus supported student collaboration, perseverance, positive beliefs, and overall better attitudes towards learning.

At the end of Semester 1, the team of GCTs analyzed EQAO trend data over the past five years. As a result, they created and administered a board-wide common assessment consisting of ten EQAO questions representative of areas of challenge. As you can see from the results shown in the table below, student performance was better on 8 of the 10 questions between 1% and 21%, an overall improvement average of 12%.

Q'n #	Strand/OE/Cat	Past EQAO Results	Semester 1 Average Across Schools	Better than Past Results	<b>LEGEND</b>	
1	NAV01 TH	40.00%	40.00%	N	<=40%	Below Level R
2	NAV01 TH	52.00%	64.00%	Y	40% - 60%	Level R-Level 2
3	LRV03 TH	47.00%	68.00%	Y	60% - 70%	Level 2
4	LRV03 K	33.00%	50.00%	Y	>=70%	Level 3 and Above
5	LRV03 TH	50.00%	65.00%	Y		
6	LRV04 TH	30.00%	38.00%	Y		
7	LRV04 TH	44.00%	54.00%	Y		
8	LRV04 A	54.00%	55.00%	Y		
9	MGV02 TH	48.00%	39.00%	N		
10	MGV02 TH	43.00%	54.00%	Y		
<b>Overall Improvement Avg: 12%</b>						

Gap Closing Teachers continue to refine their use of observations and conversations to track student progress. This has helped students and teachers more precisely identify & articulate what is truly understood.

### **CROSS-PANEL FINANCIAL LITERACY:**

Three schools within the St. Mary's Family of Schools participated in a four-week cross-panel professional learning network on financial literacy within multiple subject areas (Grade 7 & 8, Secondary Math, Business, and Religion). Multiple, digital resources were shared and utilized in classrooms from a variety of educational sites such as EduGains and Catholic Curriculum Corporation. All ten educators, representing grades 7-12, facilitated and co-planned multiple lessons related to this topic. Participating educators were provided opportunities to visit classrooms and observe student thinking at all three school sites.



Based on feedback throughout the sessions, teachers remarked that the collaboration and cross-panel network focus of financial literacy was a valuable experience which impacted their classroom practice. In fact, all participating educators indicated growth in understanding of financial literacy and 90% reported considerable growth in their ability to integrate financial literacy within various subject areas. The sessions culminated in a renewed outlook on the connectedness across disciplines through a financial literacy lens. Feeding forward, this team of educators developed a framework to support educators in grades 4-12 to embed financial literacy into various subject areas.

## **SUMMARY:**

Throughout this school year, various networks in mathematics took place in an equitable manner. Each school in both panels took part in the Math Lead Teacher learning community in order to build system capacity in mathematics K-12. Additionally, numerous after-school professional learning sessions were offered to educator audiences from K-10. Our focus of deepening pedagogical content knowledge continues to drive professional learning as it relates to our BIPSA priorities. In moving forward, we plan to: expand financial literacy integration to more educators, continue to support the ministry focus around fundamentals of math, and capitalize on the distributed leadership already in place.

## **REFERENCES:**

- <sup>1</sup>Liljedahl, P. (2016). Building thinking classrooms: Conditions for problem solving. In P. Felmer, J. Kilpatrick, & E. Pekhonen (eds.) *Posing and Solving Mathematical Problems: Advances and New Perspectives*. New York, NY: Springer.
- <sup>2</sup>Fyfe, E. R., McNeil, N. M., Son, J.Y., & Gladstone, R. L. (2014). Concreteness Fading in Mathematics and Science Instruction: A Systematic Review. *Educational Psychology Review*, 26(1), 9-25. <https://doi.org/10.1007/s10648-014-9249-3>

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.



# Laura Mae Lindo

MPP Kitchener-Centre

April 29, 2019

Hon. Lisa Thompson  
Minister of Education  
900 Bay St., 22<sup>nd</sup> Floor  
Toronto, Ontario M7A 1L2

Dear Hon. Thompson,

I was copied on a letter to your office, dated April 17, 2019 from the Board of Trustees of the Waterloo Catholic District School Board regarding the negative impact that your government's education policies will have on children and families in Waterloo Region. I have enclosed their letter for ease of reference.

Their listed concerns reflect my own. Increased class sizes, mandatory e-learning, changes to the Ontario Autism Program, and the elimination of the Local Priority Fund will have a negative impact on the quality of every child's education, and they will be felt most acutely by our most vulnerable students.

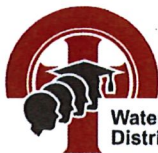
These concerns are echoed by teachers who are already unable to provide sufficient individual attention due to large class sizes; by parents who are being forced to advocate for the unique needs of their children; and by students who are concerned that they will not be able to realize their dreams.

Education spending is an investment that we make in our own future. When we cut investment in our children, we permanently limit their potential and the potential of the entire province.

I ask that you read the Board's letter carefully, and that you provide my office and theirs with a point-by-point response to their concerns. Our community needs and deserves answers.

Sincerely,

Laura Mae Lindo, MPP  
Kitchener-Centre



Waterloo Catholic  
District School Board

w w w . w c d s b . c a

April 17, 2019

The Honourable Lisa Thompson  
Minister of Education  
Mowat Block, 22<sup>nd</sup>. Floor  
900 Bay Street  
Toronto, ON M7A 1L2

Dear Minister Thompson

On Monday April 8, 2019, the Board of Trustees passed a motion to write a letter expressing our concerns around the proposed changes to publicly funded education, specifically the announcement made on March 15, 2019 by the Ministry outlining *The New Vision for Education*.

These changes by your Ministry will have a significant and negative impact on the Education system both in the short term and the long term for the students of our board, serving Waterloo Region. As democratically elected School Board Trustees, it is our primary focus to advocate for student achievement and well-being, all the while voicing the concerns from the stakeholders who elected the Catholic Board of Trustees in Waterloo Region. We write to you to share our concerns, with the hope that your Ministry will reconsider some of the changes you have proposed, as they present challenges to our school board in meeting the needs of our students.

#### Class Sizes

The Ministry of Education has announced an increase in the funded PTR in grade 4 to 8, raising the funded average class size from 23.85 to 24.5 and the average class size requirements in secondary were adjusted from 22 to 28 students for grades 9 to 12. We have many concerns in regard to these proposed changes.

- Smaller class size provides teachers with the opportunity to build strong, meaningful, and engaging relationship with students.
- The proposed increase to secondary class size is in direct contravention of our local collective agreement with our secondary teachers. Therefore, we must staff our secondary school classes at 22:1, which will result in a 4 million dollar deficit to our budget. This in turn is placing pressure on all of our budget lines,

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but most especially those related to student success and program supports for the classroom.

- There has been no definitive direction on the above noted matter causing confusion and uncertainty when planning for the new school year.
- Increasing the *average* class size in secondary school to 28 will, in actuality, have the consequence of creating some classes between 35 and 40 students. This impacts the student-teacher ratio and causes concern about reaching all students to achieve success.
- Increased class sizes at the secondary level will impact the Board's ability to offer specialized and elective courses such as the arts, technology, and languages to name a few. It will also place a strain on smaller schools in terms of their ability to offer all the senior math and science courses. As a result, schools will have difficulty offering viable Pathways to students, and this would seem to be a direct conflict with the government's stated priority of promoting skilled trades, experiential learning, math, technology and the sciences.
- In real terms, a funded PTR of 28:1 would result in 80 fewer teachers in our 5 secondary schools, which would provide approximately 480 less sections across our system, based on current and projected student enrollment. That is an unacceptable loss of programming for our students.
- Further, we have currently had to surplus everyone in our central program and special education departments; some work directly with students and others fulfill coaching roles, but in short – all are instrumental to the success of our students. We are not generously staffed in program and special education supports and to be reduced to nothing is clearly unacceptable. Boards wish to work with the Ministry to support student outcomes and responsiveness to Ministry priorities, but some central staff are necessary to support the work of those goals.
- The funding changes for grade 4 to 8 is not minimal, as it creates significant budget pressures for boards; for WCDSB, it is a significant million-dollar liability.

## E-Learning

The Ministry of Education has announced that the delivery of all e-learning courses will be centralized, and secondary students will take a minimum of 4 e-learning credits out

of the 30 needed to achieve an Ontario Secondary School Diploma. This proposed change causes much concern for student success.

- The articulation that it will be a “centralized delivery model” with a target of an average of 35:1 leaves us questioning the quality of the program and the potential for high failure rates which impact the government priorities regarding credit accumulation and graduation rates.
- Further and most significantly, the centralized delivery model leaves us questioning what assurances will be given regarding Catholic Course content and Catholic teachers delivering the courses to our students.
- Having the ability to offer e-learning as an option is important when working to support all students. However, this type of learning is not suited for all learners and will have a negative impact on student success and has the potential to contribute to a dramatic drop in graduation rates across Ontario.
- We are also concerned regarding the plans for both availability of technology and supervision for those students who will have eLearning courses built into their timetable. As well, students who live in poverty may not have the devices and/or technology necessary to access e-learning at home, providing road blocks for families who are marginalized to fully participate in e-learning in a manner that is equitable and inclusive.

### Special Education

- With respect to the Ontario Autism Program, we would encourage the ongoing consultation process with families, school boards, and professionals.
- With changes to the OAP, more students with ASD are and will continue enrolling in our publicly funded Catholic schools and with the critical issue of historical underfunding of special education, we worry there will not be enough supports based on funding cuts, specifically the Local Priorities Fund.
- While the Local Priority Fund was a recent addition within the past two years, it was providing our school board with much needed staffing in the area of special education, English Language Learners and Guidance supports. The loss of these positions, compounded with the others, once again makes our most in-risk students even more vulnerable.

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- In general, students with special needs will suffer with larger class sizes and mandatory e-learning courses. We need more supports for our most vulnerable students, not less.

### Funding Cuts

- Overall, many of the proposed funding changes, especially the loss of EPO grants, the elimination of local priorities funding and the changes to funded Pupil-Teacher Ratios, will result in significant job losses, a reduction in the programming we can offer here at Waterloo Catholic and most importantly, a significant and sustained threat to our student outcomes, coupled with an inability to successfully work towards our stated goals and priorities.

We understand and appreciate the work of this government to be fiscally responsible, however, we do not believe that it should be done by targeting the youth of Ontario and the most vulnerable of Ontario's students, whose futures depend on the world class education system that we currently have in the Province of Ontario.

We will continue to educate and nurture hope in all learners to realize their full potential to transform God's world and be the heart of the community where there is success for each and a place for all, as stated in our mission and vision statements. We welcome an opportunity to collaborate with you to find solutions that will truly benefit our students, and our future.

Sincerely,

Bill Conway

Chair of the Board

On behalf of The Board of Trustees for the Waterloo Catholic District School Board

Cc: Amy Fee, MPP  
Mike Harris Jr., MPP  
Belinda Karahalios, MPP  
Catherine Fife, MPP  
Laura Mae Lindo, MPP  
Ontario Catholic School Trustees' Association  
WCDSB Board of Trustees  
WCDSB Senior Staff  
WCDSB Principal Association Chairs  
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Patrick Etmanski OECTA President (Local)  
Joanne Delaney-Fraser CUPE President (Local)  
Dan McNulty UNIFOR President (Local)

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**From:** OCSTA - Ashlee Cabral [<mailto:ACabral@ocsta.on.ca>]

**Sent:** Wednesday, May 1, 2019 11:48 AM

**To:** OCSTA - Ashlee Cabral

**Subject:** OCSTA News Release -  
Leaders, Honour Service

<[ACabral@ocsta.on.ca](mailto:ACabral@ocsta.on.ca)>

Catholic School Trustees Elect New



Ontario Catholic School  
Trustees' Association

## NEWS RELEASE

### Catholic School Trustees Elect New Leaders, Honour Service

#### FOR IMMEDIATE RELEASE

Toronto—May 1, 2019—The Ontario Catholic School Trustees' Association (OCSTA) is pleased to announce the results of its Annual General Meeting election held on April 26.

“It is with gratitude that I acknowledge all the candidates who stepped forward to serve the mission of Catholic education at the provincial level as an OCSTA Regional Director. The newly acclaimed and elected trustees take on a responsibility to serve the best interests of students and the priorities of Ontario’s publicly funded Catholic schools. I welcome their commitment and support for the important work we do as part of Ontario’s vibrant education system,” said OCSTA President Beverley Eckensweiler.

### OCSTA Regional Directors - Election Results:

Acclamations:

Region 1: Colleen Landers, Northeastern CDSB  
Region 3: Michael Bellmore, Sudbury CDSB  
Region 5: Linda Ward, St. Clair CDSB  
Region 10: Todd Lalonde, CDSB of Eastern Ontario

Elections:

Region 2: Frank Bastone, Kenora CDSB  
Region 4: Marino Gazzola, Wellington CDSB  
Region 9: Linda Ainsworth, Peterborough Victoria Northumberland & Clarington CDSB  
Region 11: Clifford Casey, Brant Haldimand Norfolk CDSB and Kathy Burtnik, Niagara CDSB

\*CDSB – Catholic District School Board

### Trustee Award of Merit



Each year OCSTA selects one or more trustees who have demonstrated outstanding commitment and service to Catholic education to receive the Association's Award of Merit. Following are the 2019 recipients:

**Trustee Vikki Dupuis** has served on the Wellington Catholic District School Board of Trustees for 24 years. A former Vice Chair of the board, Trustee Dupuis served this year as the Project Manager for the re-structuring of Kids Ability – a local community service agency serving children and families in Guelph and Wellington. Trustee Dupuis is also a compassionate voice and champion of inclusion as the board's representative on the Special Education Advisory Committee.

Former Northwest Catholic District School Board Trustee, **Anne Marie Fitzgerald** was a Trustee with the board for 24 years. During that time, she served for several years as Chair of the board and one year as Vice Chair. Throughout her term as Trustee, Anne Marie helped develop the board's initial governance policies and took that insight and perspective to the provincial level as a Regional Director on the OCSTA board.

### **Student Trustee Alumnus Award**

The 2019 Student Trustee Alumni award was presented to Dr. Trevor Arnason – former student trustee with the Ottawa Catholic School Board.

Trevor is a public health and family physician who recently returned to Ottawa from Nova Scotia, where he was Medical Officer of Health for Halifax and part-time physician at Dalhousie Student Health Services. He is currently Associate Medical Officer of Health at Ottawa Public Health where he works with his team to protect the health of the community and decrease health inequities.

### **25-Year Service Award**

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

Elizabeth Crowe, York CDSB  
Vikki Dupuis, Wellington CDSB  
Dave Howard, Renfrew County CDSB, and  
Linda Ward, St. Clair CDSB

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

#### **For more information, please contact:**

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Tel: 416-932-9460, ext. 232/Cell: 416-460-7937/E-mail: [smcmillan@ocsta.on.ca](mailto:smcmillan@ocsta.on.ca)



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

May 1, 2019

## MEMORANDUM

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

**FROM:** Beverley Eckensweiler, President

**SUBJECT:** 2019-2020 GSN Announcement

---

On April 26, 2019 the Ministry of Education issued Ministry Memorandums 2019:B14 and 2009:B15. These memoranda provide highlights of the 2019-20 Grants for Student Needs (GSN) as well as the 2019-20 Priorities and Partnerships Fund (formerly EPO funding). The GSN for 2019-20 is estimated at \$24.66 billion which is an increase of \$160 million from the previous year.

Highlights of the 2019-20 GSN are as follows:

### FUNDING RELATED TO LABOUR AGREEMENTS

- Increase in salary benchmarks for unionized teaching and non-teaching staff of 1.0 percent for 2019-20 school year *\*Does not include directors of education or senior administration staff. Funding for principal and vice-principal salary increases are provided separately.*

The **Local Priorities Funding (LPF)** \$218.9 Million in 2018-19, has not been renewed for 2019-20. This will have an immediate impact on Board's school-based staffing for the upcoming school year. LPF funding was included within Learning Opportunities Grant (\$514.2M in 2019-20; \$744.2M in 2018-19).

The **Human Resource Transition Supplement**, a fund within the Board Administration & Governance Grant (\$10.0M) to assist in managing agreements, has been eliminated.

The **Cost Adjustment Allocation – Base Amount** (\$36M) which provided supplemental funding for education worker benchmarks has been discontinued for 2019-20.



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## **CLASS SIZE AND ATTRITION PROTECTION: \$214.0M**

### **Junior & Senior Kindergarten**

- No changes proposed in funded average class size (25.57).
- Commencing in 2019-20 Funded Early Childhood Educators (ECE) classroom staffing reduced from 1.14 FTE to 1.0 FTE. Ministry to provide new per pupil amount (\$87.32) to support ECE supply costs.
- Note: this change is not grant neutral, the funding impact on boards is significant. Based on 2018-19 pupil foundation grant benchmarks the net ECE funding loss is estimated at \$129.18 per Jk/Sk pupil.

### **Grades 4-8**

- Commencing 2019-20, Board -wide average adjusted to 24.5.
- Funded average changed from 23.84 to 24.5.
- This change will negatively impact both funding and staffing levels.

### **Secondary Class Size**

- Commencing 2019-20, Board-wide average adjusted to 28.0.
- Funded average changed from 22.0 to 28.0.
- This change will negatively impact both funding and staffing levels.

## **SECONDARY PROGRAMME AMOUNT**

The Secondary programming amount of 1.02 FTE per 1,000 ADE is discontinued for 2019-20. (\$52.0M).

## **SUPPORTED SCHOOLS ALLOCATION**

Benchmarks to be adjusted to reflect changes in class size. This will have negative grant implications.

## **SCHOOL FACILITY OPERATIONS AND RENEWAL GRANT**



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To align with the proposed changes to secondary class size, the Supplementary Area Factor for school facility operations will be adjusted. This change will be phased in over five years.

## ATTRITION PROTECTION

New Attrition Protection Allocation (included in Cost Adjustment and Qualifications & Experience Grant). Four year attrition protection to top up boards where the change in funded classroom teachers exceed the actual attrition and other voluntary leaves.

## SPECIAL EDUCATION

\$15.2M for Behaviour Expertise Amount allocation targeted to hire additional professional staff at the board level with expertise in Applied Behaviour Analysis (ABA) and to enhance training opportunities to build capacity in ABA.

- ABA Expertise Professional Amount increased to \$24.4M
- ABA Training Amount increased to \$6.0M

## CAPITAL FUNDING

In 2019-20, \$1.0 billion will be allocated to school boards through the **School Condition Improvement (SCI)** program to address the significant backlog in school renewal needs.

**School Renewal Allocation (SRA)** of an additional \$40.0 million for improvements to schools for flooring, walls, ceilings, playing fields etc. 40% of the funds are allocated towards operating/maintenance.

## School Foundation Grant Multi-Building Adjustment

Commencing in 2018-19 School Foundation Grant funding based on campus definition of a school. A Campus is defined as a property or properties owned, leased, or rented by a board that are linked by a contiguous property line. This is the 3<sup>rd</sup> year of the four-year phase-in impact of this change on GSN funding.



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## **COST PRESSURE FUNDING**

\$52 million to support boards with increases to electricity, transportation, and non-staff operations costs:

- The Student Transportation Grant will be increased by 4 percent.
- 2 percent cost benchmark update to the non-staff portion of the School Operations Allocation benchmark to assist boards in managing the increases in commodity prices (natural gas, facility insurance, electricity\* and other costs).

## **RURAL & NORTHERN EDUCATION FUNDING**

School boards continue to be required to spend RNEF funding using the List of Schools Eligible for Rural & Northern Education Allocation. School Boards may modify the list by passing a Board motion.

## **TRANSPORTATION**

Stabilization funding will be provided to boards for 2019-20, based on board's 2018-19 transportation deficits. Consistent with the Auditor Generals' recommendations, the Ministry is undertaking a review of the transportation funding formula. For 2019-20 transportation funding of \$1.05B and increase of \$92M over 2018-19.

## **INTERNATIONAL STUDENT RECOVERY AMOUNT (ISRA)**

New for 2019-20, a school board's total GSN operating grant shall be reduced by an amount equal to a flat fee of \$1,300 multiplied by the international student enrolment, prorated for less than full-time students.

## **MODERNIZATION OF SCHOOL BOARDS AND SCHOOL AUTHORITIES**

As previously noted in the 2019-20 Provincial Budget, the government will establish a Minister's task force to review how boards can conduct their operations in an efficient manner to ensure long-term sustainability.



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## 2019-20 PRIORITIES & PARTNERSHIPS FUND

Ministry *Memo 2019:B15* details the PPF funding initiative for 2019-20 (\$330M). To facilitate school boards' budget planning for the 2019-20 school year, the Ministry confirms that \$185 million will be allocated to school boards and school authorities to support Ministry priorities.

Of note, \$24M funding is being provided to support the Broadband Modernization Program to enhance access to internet services across all regions in Ontario.

Board by board estimates, and other information regarding funding for 2019-20 is available on the Ministry of Education website. <http://www.edu.gov.on.ca/eng/policyfunding/funding.html>. The 2019-20 Technical Paper will be available in the coming weeks.

## OCSTA FUNDING RECOMMENDATIONS AND CONCERNS

### *Student Transportation Funding:*

OCSTA welcomes the renewed engagement on reviewing the Student Transportation Grant formula and the \$92 million increase in funding. However, OCSTA would advocate that the ministry needs to restructure the funding model to reflect the actual costs and needs of boards and restructure the procurement process to restore board autonomy and flexibility.

### *Special Education Funding:*

OCSTA welcomes the increase in Applied Behaviour Analysis funding and to enhance training opportunities and capacity building for boards in this therapy for students with Autism Spectrum Disorder (ASD). However, OCSTA is still concerned about the increased number of students coming into the system and the overall capacity of boards to provide adequate supports to those students with ASD.

## NEXT STEPS

OCSTA will continue to review the GSN and PPF announcements and provide information as required. In addition, we will do further analysis, pending the release of the Technical Paper and board by board GSN funding projections as well as board by board PPF by the ministry. This will enable us to provide year over year impacts to boards and compare our board allocations to other publicly funded systems.



Ontario Catholic School  
Trustees' Association

Box 2064, Suite 1804  
20 Eglinton Avenue West  
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Beverley Eckensweiler, *President*  
Michelle Griepsma, *Vice President*  
Nick Milanetti, *Executive Director*

In addition, we will continue to advocate on behalf of our boards on the areas where the GSN/PPF investments fall short on meeting the needs of our boards or look to restrict local flexibility and autonomy. We will continue to monitor and track the minister's Task Force on school board efficiencies and provide updates on a timely basis.

We trust that this summary is of assistance. Any questions with respect to the GSN highlights may be directed to Dan at 519-835-0212 or email: [dduszczyszyn@ocsta.on.ca](mailto:dduszczyszyn@ocsta.on.ca).



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Beverley Eckensweiler, *President*  
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May 2, 2019

**MEMORANDUM**

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

**FROM:** Beverley Eckensweiler, President

**SUBJECT:** Ontario Government Consultation on Autism Programs

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On May 1, 2019 the Minister of Children, Community and Social Services and the Minister of Education announced a province wide consultation on improving autism services and programs, including supports offered by school boards. As Minister Macleod states:

“I invite all people across Ontario to take part in the largest consultation on autism in the history of the province. We are listening, and your advice will be invaluable in helping us best assess how we can build a needs-based approach to autism services, including through additional direct funding in Childhood Budgets.”

As it relates to school boards, the Minister of Education states:

“It is our top priority to ensure every student in this province feels safe and supported at school. We want to hear from Ontario families about how this government can continue to support both students and educators.”

**Format and Mandate**

The format of the consultation for members of the public will include telephone town hall meetings and an on-line questionnaire. In addition, submissions will be accepted by email. Once the information is gathered from these consultations and submissions, an advisory panel of educators, autism experts, parents and adults with autism will review the submissions and make recommendations to the Minister of Children, Community and Social Services on a new, needs based assessment process to support children and youth with autism.

The deadline for submissions is May 31, 2019. For further information see:  
[www.children.gov.on.ca/htdocs/English/specialneeds/autism/consultations.aspx](http://www.children.gov.on.ca/htdocs/English/specialneeds/autism/consultations.aspx).



### **OCSTA Next Steps**

OCSTA will develop a submission in consultation with boards. If you have any concerns, questions or suggestions for the submission, please contact Steve Andrews at [sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca) or 416-932-9460, extention 224.

**From:** OCSTA - Sharon McMillan [<mailto:SMcMillan@ocsta.on.ca>]

**Sent:** Thursday, May 2, 2019 3:45 PM

**To:** OCSTA - Sharon McMillan <[SMcMillan@ocsta.on.ca](mailto:SMcMillan@ocsta.on.ca)>

**Subject:** Important Information for #CatholicEducationWeek

**Importance:** High

**To:** Ontario's Catholic School Boards and Catholic Education Partners

With the launch of Catholic Education Week happening this Sunday, May 5 following are a few tips on the resources and strategies established to help celebrate and promote this annual event:

1. The social media hashtag for this event is **#CatholicEducationWeek** – please use this on all your social media updates. This will help to boost awareness of this event and Catholic schools in Ontario.
2. Resources included in the Catholic Education Week kit include the [Living Rosary and Faith Play Day](#) – please share with your network of family and friends.
3. Download and enjoy the [Catholic Education Week song mp3](#) (recorded by Dufferin-Peel CDSB Teacher, Nancy Bodsworth). The lyrics to this song are also available on the OCSTA Catholic Education Week website – [www.goodnewsforall.ca](http://www.goodnewsforall.ca)
4. The Catholic Education Week committee created a very good [book list](#) that we encourage you to enjoy and share. The books focus on this year's Catholic Education Week sub-themes:
  - a. Rooted in Prayer
  - b. Living in Community
  - c. Doing Justice & Creating Hope
  - d. Journeying Together in Faith
  - e. Sharing the Good News

Thank you for your support and promotion of Catholic Education Week!



**Sharon McMillan** | DIRECTOR OF COMMUNICATIONS

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

May 3, 2019

**MEMORANDUM**

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

**FROM:** Stephen Andrews, Director of Legislative and Political Affairs

**SUBJECT:** Amendments to the *Education Act* and Education Development Charges

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On May 3, 2019 the Minister of Municipal Affairs and Housing introduced the *More Choice, More Homes Act, 2019* (Bill 108) that proposes to streamline various regulations in respect of land development for residential, institutional and commercial property. The overall objective of the Bill is to increase the supply of affordable housing across the province. Details of the announcement can be found at:

<https://news.ontario.ca/mma/en/2019/05/comprehensive-legislation-would-help-give-people-of-ontario-more-homes-more-choice.html>.

Schedule 4 of the Bill proposes several amendments to the *Education Act* related to education development charges (EDCs). This follows the government's consultation on housing strategy and the review of the EDC policy framework.

Key proposed amendments to the *Education Act* that impact EDCs include:

- Amend section 195 of the *Education Act* to require a school board to give notice to the Minister if it plans to acquire or expropriate land and to allow the Minister to reject the board's plans.
- Amendments with respect to education development charges. Section 257.53.1 is added to the Act to provide for alternative projects that, if requested by a board and approved by the Minister, would allow the allocation of revenue from education development charge by-laws for projects that would address the needs of the board for pupil accommodation and would reduce the cost of acquiring land.
- Section 257.53.2 is added to the Act to provide for localized education development agreements that, if entered into between a board and an owner of land, would allow the owner to provide a lease, real property or other prescribed benefit to be used by the board to provide pupil accommodation in exchange for the board agreeing not to impose education development charges against the land.

The bill will now enter the legislative process for second reading and referral to a Standing Committee of the Legislature for stakeholder input. The bill will likely pass into law by early June prior to the end of the current legislative session.

### **OCSTA Next Steps**

OCSTA will carefully monitor the legislative process and make a formal submission on the proposed amendments to the *Education Act*. In addition, OCSTA will liaise with the Ministry of Education to discuss consultations on regulatory and guideline development in respect of EDCs.

If you have any questions please contact Steve Andrews at [sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca) or Policy Advisor Finance Dan Duszczyzyn at [dduszczyzyn@ocsta.on.ca](mailto:dduszczyzyn@ocsta.on.ca).



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May 3, 2019

Hon. Lisa Thompson  
Minister of Education  
Ministry of Education  
438 University Ave, 5<sup>th</sup> floor  
Toronto, ON M7A 2K8

**Re: Draft Policy/Program Memorandum on School Board Policies on Service Animals**

Dear Minister:

Thank you for initiating a consultation on School Board Policies regarding service animals with key education partners and stakeholders. This letter represents OCSTA's concerns and recommendations that covers a number of areas in the draft PPM on service animals.

**Overall Context**

Catholic education is an integral and distinctive part of Ontario's excellent education system. Our schools promote caring communities and the dignity of all persons and social justice. Our publicly funded schools are well known for their tradition of academic and co-curricular excellence and commitment to the marginalized and disadvantaged. In fact, Catholic schools have an outstanding reputation for educating students with special needs and making accommodations to ensure all the mental, intellectual, emotional and spiritual well-being of our students is paramount.

In this context, our schools support students that require the use of service animals, subject to the conditions of our school board policies for service animals. Boards must retain, however, the autonomy and flexibility to develop and modify service animal policies that meet the needs of their community.

**Comments on the Draft PPM**

OCSTA supports the overall purpose and expectations for board policies on service animals as outlined in the draft PPM:

- Allow students to be accompanied by service animals in school when doing so would be an appropriate accommodation to support students' learning needs, and would meet the school boards' duty to accommodate students with disabilities under the Ontario *Human Rights Code* (the "Code");

- Make determinations on whether to approve requests for a service animal on a case-by-case basis, based on the individual needs of each student;
- Put in place consistent and transparent processes that allow for meaningful consideration of requests for service animals to accompany students in school.

Our boards' existing service animal policies are based on these criteria and are in conformity with all applicable legislation. In addition, our boards receive and manage accommodation requests in a timely manner. This involves collaboration with students, staff, and parents and, depending on the accommodation being considered, outside medical/social service agencies. This process is designed to ensure the students' needs are properly identified and appropriate supports and resources are available to remove barriers that allow for access and inclusion in school activities. In this context, service animal requests may form part of the accommodation plan for the student but they may not as well. The standard for (all) accommodations in schools is "reasonable" versus "best", which allows school boards to consider the available resources and the needs of all the students it serves.

Further, school boards can only accommodate to those needs demonstrated in the classroom. In the development of any policy, primacy must be given to how the accommodation will meet/assist with an observable learning need in the classroom and weighed against other accommodation options available to meet the learning need. In addition, any outside experts, such as regulated health professionals, who may be identified as seminal within policy, must also be tied to a provision of assessment data that validates the use of a service animal as the preferred and most appropriate form of accommodation for success in the classroom setting.

### **Definition of Service Animal**

The main point of contention OCSTA has with the draft PPM concerns the ambiguous definition of "service animal" and the potential conflicting legal requirements under the Ontario Human Rights Code, Accessibility for Ontarians with a Disability Act (AODA) and the Blind Persons' Rights Act. In order to develop consistent policies and programs that adequately support students with disabilities and their learning needs in the classroom, our boards require service animals to be narrowly understood as trained dogs with valid certification. This would include guide dogs, hearing or signal dogs, seizure response dogs and dogs that are trained by accredited organizations to support students with psychological disabilities and those with Autism Spectrum Disorder.

For example, in British Columbia the *Guide and Service Dog Act, 2016* and its regulations requires that all service dogs be certified by either an established service dog program or by the Justice Institute of BC as meeting minimum training standards. The regulations go so far as to name specific training centres that meet the requirements for certification.

General support animals or emotional support animals that lack specific training of the sort described above to support students learning, medical or psychological needs would not be included. By including these sorts of animals within the definition of "service animal" many untrained animals of all kinds could end up in the classroom including birds, cats and other animals.

### Review of School Board Service Animal Policies and Data Collection

OCSTA believes that requiring boards to review their service animal policies on an annual basis would impose unnecessary administrative burdens on boards. Boards should have the flexibility to determine appropriate time frames for reviewing its policies on service animals consistent with its existing policy review process. In addition, the time frame for revising or creating service animal policies and protocols should be extended until September 1, 2020 to allow for sufficient time to develop those policies and engage in the necessary training required for consistent implementation and communication to their local communities.

Please do not hesitate to contact me if I can be of any assistance or if you have any questions or concerns.

Yours Truly,



Beverley Eckensweiler  
President





**THE TERRY FOX FOUNDATION**  
LA FONDATION **TERRY FOX**

April 23, 2019

Ms. Loretta Notten  
Waterloo Catholic District School Board  
35 Weber Street West, Unit A  
Kitchener, ON  
N2H 3Z1

Dear Ms. Notten:

2018 was a fantastic fundraising year as more than 4,200 Ontario schools raised over \$7 million for the Terry Fox Foundation. It is with great excitement that we announce the following placements of schools from Waterloo Catholic District School Board on our 'Top 50 Fundraisers of 2018' listing!

**#19 St. Mark Catholic Elementary School Elementary Division**

Terry was very proud to be Canadian and he would be just as proud to know that millions of Canadian students take part in the Terry Fox School Run every year to find a cure for all cancers. It is with the incredible dedication of these students, that to date, an outstanding \$750 million has been raised for cancer research in Terry's name – a sum that has transformed the lives of people living with cancer today.

We would like to share one such success story – 12 year old Aiden, our 2019 School Poster Ambassador. Diagnosed with bladder cancer at only 10 weeks old, Aiden's family knew that he would have a long road ahead. Aiden endured 42 weeks of chemotherapy treatment and surgery to remove the tumor. Six months later, his cancer came back, resulting in another surgery and more chemo and radiation. Fast forward to 2019 and Aiden is now 12 with a passion for hockey. A loyal Ottawa Senators fan, he loves cheering on his team, but also hitting the ice himself. Aiden continues to stay positive and challenge himself to reach new heights and overcome obstacles just like his hero Terry Fox.

The continued support of your dedicated schools ensures that our research teams are able to explore innovative approaches that result in improved outcomes for patients like our friend Aiden. As we embark on the 2019 Terry Fox School Run this fall, we are so grateful to everyone who continues to work so hard to carry on Terry's dream to create a world without cancer.

With sincere thanks,

*Lisa, Wendy, Katie, Nishi*

Lisa Armstrong, Wendy Fric, Katie Fyfe & Nishi Bansal

Enclosure

RECEIVED

APR 29 2019



# The Terry Fox Foundation

## Top 50 of 2018 in Ontario: \$997,470.78



### Elementary: \$449,721.22

|                                               |                      |             |
|-----------------------------------------------|----------------------|-------------|
| 1. The Sterling Hall School                   | Toronto              | \$71,435.34 |
| 2. RHMS                                       | Richmond Hill        | \$33,401.55 |
| 3. Rotherglen School                          | Mississauga/Oakville | \$25,373.15 |
| 4. Lambton Kingsway Junior Middle School      | Etobicoke            | \$22,456.16 |
| 5. Runnymede Junior and Senior Public School  | Toronto              | \$22,417.00 |
| 6. Kingsway College School*                   | Etobicoke            | \$18,435.00 |
| 7. Children's Garden School                   | Toronto              | \$18,209.45 |
| 8. Our Lady of Sorrows School                 | Etobicoke            | \$16,644.00 |
| 9. Lycée Français de Toronto*                 | Toronto              | \$16,141.00 |
| 10. Beaver Valley Community School            | Thornbury            | \$15,828.99 |
| 11. Branksome Hall (Junior School)            | Toronto              | \$15,705.00 |
| 12. Royal St. George's College*               | Toronto              | \$15,173.00 |
| 13. TFS Canada's International School*        | Toronto/Mississauga  | \$14,151.25 |
| 14. Town Centre Private Schools               | Markham              | \$13,670.20 |
| 15. École Sir John A. Macdonald Public School | Kingston             | \$13,170.35 |
| 16. Upper Canada College                      | Toronto              | \$13,136.00 |
| 17. Our Lady of Mount Carmel                  | Amherstview          | \$12,728.59 |
| 18. Claude Watson School for the Arts         | North York           | \$12,579.66 |
| 19. St. Mark Catholic Elementary School       | Kitchener            | \$12,498.65 |
| 20. Hazel McCallion Senior Public School      | Mississauga          | \$11,494.81 |
| 21. TMS                                       | Richmond Hill        | \$11,384.50 |
| 22. Our Lady of Fatima School                 | Woodbridge           | \$11,273.00 |
| 23. The Rosedale Day School                   | Toronto              | \$11,100.00 |
| 24. The Maples Independent Country School     | Amaranth             | \$10,673.00 |
| 25. Northridge Public School                  | London               | \$10,641.57 |

\*Primarily elementary participation

### Secondary: \$547,749.56

|                                                    |              |             |
|----------------------------------------------------|--------------|-------------|
| 1. Villanova College**                             | King City    | \$56,937.03 |
| 2. East Northumberland Secondary School            | Brighton     | \$53,373.14 |
| 3. Holy Trinity Catholic High School               | Kanata       | \$50,688.53 |
| 4. St. Peter's Secondary School                    | Peterborough | \$42,788.17 |
| 5. De La Salle College "Oaklands"***               | Toronto      | \$25,787.00 |
| 6. I. E. Weldon Secondary School                   | Lindsay      | \$25,469.75 |
| 7. Toronto Prep School                             | Toronto      | \$22,811.00 |
| 8. All Saints Catholic Secondary School            | Whitby       | \$21,659.11 |
| 9. St. Robert Catholic High School                 | Thornhill    | \$20,173.19 |
| 10. Vincent Massey Secondary School                | Windsor      | \$18,686.65 |
| 11. Our Lady of Mount Carmel Secondary School      | Mississauga  | \$17,975.00 |
| 12. Crestwood Preparatory College                  | Toronto      | \$17,817.00 |
| 13. Columbia International College**               | Hamilton     | \$16,843.41 |
| 14. Greenwood College School**                     | Toronto      | \$16,364.05 |
| 15. Immaculata High School                         | Ottawa       | \$16,364.00 |
| 16. St. Aloysius Gonzaga Secondary School          | Mississauga  | \$16,175.85 |
| 17. The Humberview Secondary School                | Bolton       | \$15,903.45 |
| 18. St. Thomas Aquinas Secondary School            | Brampton     | \$13,105.05 |
| 19. Sandwich Secondary School                      | LaSalle      | \$11,925.07 |
| 20. Ascension of Our Lord Secondary School         | Mississauga  | \$11,559.48 |
| 21. Trinity College School**                       | Port Hope    | \$11,207.50 |
| 22. St. Augustine Catholic High School             | Markham      | \$11,122.25 |
| 23. Father Leo J. Austin Catholic Secondary School | Whitby       | \$11,093.74 |
| 24. St. Anne High School                           | Belle River  | \$10,980.00 |
| 25. St. Joan of Arc Catholic High School           | Maple        | \$10,940.14 |

\*\*Primarily secondary participation

