



Committee of the Whole Meeting

Date: Monday, January 13, 2020

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

Location: Catholic Education Centre, 35 Weber St. W., Unit A, Kitchener, ON – Boardroom 2nd Floor

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 Cymbron, Rori Schaefer

Senior Administration:
Loretta Notten, Jason Connolly, Maria Ivankovic, 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	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 1.4.1 From the current meeting 1.4.2 From a previous public or in-camera meeting	Individual Trustees		
1.5 Items for Action: 1.5.1 In-camera meeting of January 13, 2020 regarding Human Resources Matters and Special Education Matters.	Chair		Approval

ITEM	Who	Agenda Section	Method & Outcome
2. Consent Agenda: Director of Education (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)			
3. Consent Agenda: Board (Minutes of meetings)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Minutes of November 11, 2019 Committee of the Whole Minutes.	Trustees	pp. 4-7	Approval
4. Delegations			
5. Advice from the CEO			
5.1 Healthy Active Living 5.2 Mathematics Updates 5.3 St. Francis Kitchener Partial Construction Delay	M. Ivankovic/B. Webster J. Klein/ P. Le Duc/ N. Snyder S. Maharaj	pp. 8-11 pp. 12-18 pp.19-20	Information Information Information
6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Linkages Activity 6.2 Pastoral Care Activity	Trustees Trustees	-- --	Discussion Discussion
7. Reports from Board Committees/Task Forces			
8. Board Education (at the request of the Board)			
8.1 OCSTA Communications	Chair	pp.21-84	Information
8.2 OCSTA Modules Module 13: Finance Module 14: Human Resources	Trustees	--	Discussion
8.3 OCSTA PD session: WCDSB Regional Meeting responses	Trustees	pp. 85	Discussion
9. Policy Discussion (Based on Annual Plan of Board Work)			
9.1 Interim Report re: Board Self-Assessment Committee	W. Price	pp.86-87	Information
9.2 OCSTA Resolutions Review 9.2.1 Regional Director Term Limit Resolution 9.2.2 TLLP Resolution 9.2.3 PRO Grant Discussion 9.2.4 Summer Boost Resolution	M. Van Alphen/W. Price M. Van Alphen/W. Price J. Gravelle T. Weiler	pp.88 pp. 89 -- Walked in	Discussion Discussion Discussion Discussion
10. Assurance of Successful Board Performance (monitoring)			
11. Assurance of Successful Director of Education Performance (monitoring)			

ITEM	Who	Agenda Section	Method & Outcome
11.1 Monitoring Reports & Vote on Compliance			
12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries			
12.1 Trustee Discussion regarding Trustee Lounge	Chair	--	Discussion
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): •Jan 14: Governance •Jan 17-18: OCSTA Seminar •Jan 20: Boundary Review – Public Meeting #1 •Jan 27: Board of Trustees Meeting •Jan 28: State of Region Luncheon •Jan 28: Audit Committee Meeting •Jan 31: FACE Webinar •Feb 10: Committee of the Whole •Feb 12: Boundary Review: Public Meeting #2 •Feb 19: Pastoral Plan (Gathered to Become) Launch •Mar 26: CEC Blessing			
14. Items for the Next Meeting Agenda	Trustees		
15. Adjournment/ Confirm decisions made tonight	Director of Education		
15.1 Confirm Decisions		--	Information
15.2 Move into Private, Private	Chair	--	Decision
15.3 Move into Private, Private, Private	Chair	--	Decision
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



Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, November 18th, 2019 at the Catholic Education Centre, Kitchener.

Trustees Present:

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

Student Trustees Present:

Meghan Cymbron, Rori Schaefer

Administrative Officials Present:

Loretta Notten, Jason Connolly, Maria Ivankovic, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson, Laura Shoemaker

Special Resources For The Meeting:

Regrets:

Kevin Dupuis

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 6:00 p.m.

1.1 Opening Prayer & Memorials

The opening prayer was led by Trustee Price.

1.2 Approval of Agenda

Amendment, agenda should state date of November 18th not November 11th, 2019. The meeting of Monday, November 11th, 2019 was canceled due to inclement weather.

2019-31 -- It was moved by Trustee da Silva and seconded by Trustee Van Alphen:

THAT the agenda for Monday, November 18, 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

1.4 Items for Action:

1.4.1 Committee of the Whole In-Camera Meeting on November 18th, 2019 regarding Real Estate matters.

2019-31 -- It was moved by Trustee Price and seconded by Trustee Reitzel:

THAT the Items for Action from Monday, November 18, 2019 regarding Real Estate Matters be now approved. --- Carried by consensus.

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 7, 2019 Committee of the Whole Minutes

3.1.2 Minutes from In-Camera meeting of September 23rd, October 3rd and October 28th, 2019 in relation to Human Resources matters.

2019-32 -- It was moved by Trustee da Silva and seconded by Trustee Schmalz:

THAT the Consent Agenda of 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 (TLLP)

The Board of Trustees were provided with an update on the most recent TLLP projects. It was confirmed that the Ministry did not support any projects for the current year.

Michael Leonard and Justyna Knopinska discussed their project "*Developing Deeper Learning Competencies in Mathematics*" including the project focus, teaching methods used and outcome.

Michael Kearns, Tara Townes and Tammy Frayne discussed their project "*Developing Interactive, Engaging Learning through e and m (mobile) Learning Courseware, Simulation, and Gamification*". The project initiatives and goals for 2019-2020 were discussed.

Trustees asked clarifying questions and provided feedback. Teachers were thanked for their work and dedication to these projects. Trustees discussed the possibility of raising concerns with OCSTA with respect to lack of Ministry funding.

5.2 Pastoral Plan Update

Superintendent Olson presented on the 3 Year Pastoral Plan: Called to Belong, Gathered to Become and Sent to Build. A debrief was given on the activities and celebrations that took place during "Called to Belong" and an introduction to "Gathered to Become" was given.

5.3 Period Poverty in Ontario schools

Superintendent Ivankovic provided the Board of Trustees with the data from the principals surveyed in October 2019 regarding feminine hygiene product practices in their schools. All schools make feminine hygiene project available to students who require them. In order to increase awareness for students, schools are asked to highlight availability with signage of where the products are accessible. Superintendent Ivankovic confirmed that she is in the midst of obtaining information on costs and possible corporate sponsorship programs.

Trustees asked clarifying questions and provided feedback including whether student voice has been considered, a pilot project and cost of outfitting all schools. A follow up was requested for Spring from the Trustees.

6. Ownership Linkage (Communication with the External Environment)

6.1 Linkages Activity

Trustees reported back from the Linkage Committee. Highlights included debrief of November 6th Commissioning, rescheduling of networking date with WRDSB Trustees, possibilities of combining the Parish Hall Blessing and Clergy Dinner and promoting Winter Walk day.

6.2 Pastoral Care Activity

Trustees reported back from the Pastoral Care Committee. Highlights included debrief of Trustee/Senior Admin Retreat on October 29th, interest in booking Soup Sisters, interest in supporting the Stocking Stuffing Campaign and collection of Trustee Christmas funds to support St. Mary's Outreach Program.

7. Reports From Board Committees/Task Forces

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

8.1 OCSTA Communications

OCSTA Communication were reviewed.

8.2 OCSTA Modules:

Module 11: Conflict of Interest, Quasi-Judicial Proceeding

Module 12: Running Effective Meetings

Trustees engaged in discussion with respect to Module 11 & 12.

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

12.1 Reinstatement of the Trustee Log

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 - 41st Annual Justice Dinner
- Nov 15 – St. Louis Grad
- Nov 20 – CPIC Meeting
- Nov 22 – St. Louis Grad
- Nov 25 – Board of Trustees Meeting
- Dec 2 – Inaugural Election Chair/Vice-chair
- Dec 4 - SEAC
- Dec 6 – Spiritual Development Day
- Dec 9 – Board of Trustees' Meeting
- Dec 12 – Christmas Social (Blackshop)
- Dec 19 – 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

2019-33-- It was *moved* by Trustee da Silva and *seconded* by Trustee Gravelle:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 8:25 p.m.

Chair of the Board

Secretary



Date: January 13, 2020
To: Board of Trustees
From: Director of Education
Subject: 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:

Building capacity to lead, learn and live authentically.

Nurture the well-being of all students and staff.



Background/Comments:

WCDSB's commitment to Healthy Active Living among our students continued to be strong in the 2018-19 school year. This year's report draws attention to four key advancements and a great set of celebratory achievements.



PPM 138 – Daily Physical Activity (DPA)

PPM 138 requires all schools in Ontario to provide 20 minutes of DPA to all elementary school students. Funding was provided by the Ministry to expand teacher capacity in delivering quality programming based in the adjustments made to PPM 138 in November 2017. In October 2018 all schools were invited to send an intermediate teacher to spend a half day in professional development to assist with this renewed focus. During this day, teachers were provided with an opportunity to observe DPA in action in our schools. Educators viewed what a quality DPA session could look like in the first 20 minutes of the day in a gymnasium. Teachers were also given a chance to see a grade 7/8 class in one of our schools, participate in DPA activities in a classroom. Building on this opportunity, all Planning Time Teachers were provided with support and resources during the afternoon of the first day of school, as well as the afternoon of our October 26th professional development day. Further, working through a model of integration and collaboration, the Healthy Active Living consultant was invited to join into three different mathematics in-services, to provide DPA activities teachers could use in their mathematics lessons. Finally, time was spent with our French Planning Time teachers as well as our French Immersion teachers discussing ways in which quality DPA can be supported in French language classrooms.

Don't Walk in the Hallway

To support teachers in providing engaging opportunities for students to participate in DPA activities in schools, WCDSB purchased the "Don't Walk in the Hallway" program. This program was built out of the Ever Active Schools initiative from the Alberta provincial government in support of building comprehensive healthy schools throughout their province. The program involves placing decals in the floor of the hallway in such a pattern that encourages students to hop, skip and jump their way down the hallway. Decals come in the form of circles, squares, rectangles, triangles as well as hands and feet, all in various colours (red, blue, green, yellow). Each school in our system was provided with the opportunity to request a program. Delivery of programs happened in June of 2019 for September 2019 installation.

Professional Development for Planning Time Teachers

Planning Time Teachers in our system visit classrooms for 40 minutes each day. During this time, Planning Time teachers deliver curriculum content in a variety of areas (Physical Education, DPA, Health, Dance, Drama, Music). There has been a need identified by these teachers to find a way to collaborate. Often times, there is only one Planning Time Teacher in a school and their ability to connect with other teachers can be limited. As a result, a shared Google platform was created whereby educators can upload resources they have found, created or are using. With this, other teachers can see what is being used by their colleagues. This has become a place for teachers to find good resources vetted or created by their colleagues. Much time was spent populating this drive from a Healthy Active Living perspective last year and this will continue to build moving forward.

New Canada Food Guide

The Ontario Ministry of Health, released a new food guide in January 2019. The four food groups were dropped as were the recommended number of daily servings in each food group. This has provided a reset button for the entire country and these changes are also reflected in the new Health & Physical Education curriculum that was



released in August 2019. Planning Time Teachers (K-3) have been provided with time during professional development days to discuss these changes and how these changes will affect programming moving forward. To assist with these changes a variety of manipulatives were purchased in the form of food model kits, allowing students to have hands-on experiences when learning about the new food guide.

Foundations for a Healthy School

The Foundations for a Healthy School program continues to expand. In the 2018-2019 school year, all schools in the St. David's family as well as the Monsignor Doyle family were invited to be supported by our Region of Waterloo Public Health Nurses. Principals in each of these families as well as the two other families already supported (St. Benedict's and Resurrection) were invited to a breakfast in October to explain how their buildings could benefit from the support of a Public Health Nurse with their Healthy Schools programming.



A week of concentrated focus on healthy habits at the end of February, titled FITGO, continues its development. During this week, classes are challenged with activities on a BINGO card, to participate in actions focused on Healthy Minds, Healthy Bodies, Healthy Environments, Healthy Eating and DPA. Students complete activities on the FITGO card and earn points towards a school total. Our Secondary Healthy Schools Teams have created prizes for the winners in their family of schools. St. Benedict awarded "The Golden Shoe" to Christ the King for the second consecutive year. Resurrection's mascots "Peep" and "Peepette" visited both St. Paul and Holy Rosary school as there was a tie for first place in this family. Monsignor Doyle and St. David's provided a celebratory video for the winning efforts of Holy Spirit and St. Teresa of Avila respectively. A great week of activities and conversations were had by all, all in the name of continuing to build foundationally healthy schools at WCDSB.

Celebratory Achievements

At the end of the year, four major celebrations were to be had. First, WCDSB improved to having 19 OPHEA certified Healthy Schools. All 5 of our Secondary Schools achieved certification and 12 of 14 schools achieved GOLD status. Secondly, St. Benedict's was successful in gaining a Physical Activity in Secondary Schools grant from the Ministry for \$10 000. This money was used to purchase the necessary equipment to create an indoor cycling option for students to use during lunch hours. The target population for this project has been the large percentage of the St. Benedict's community that is not currently involved within the inter-school athletics program. Developing this program will provide a non-competitive way for students to engage in a life-long physical activity in a safe and nurturing way. Additionally, the Healthy Schools Team at St. Mary's was awarded \$15 000 through the Community Legacy Project to support their vision of developing a multi-purpose community court outside. This multi-purpose space will provide new opportunities for pickle ball participation as well as a much needed re-development of tennis court and basketball court space. The St. Mary's community finished first in votes out of 188 competing submissions. Finally, this same St. Mary's Healthy Schools Team, was successful in their application to the Lyle S. Hallman Children & Couth Capital Fund in the full amount of \$330, 000. This financial gift will support the continued development of this community outdoor space as well. 2018-19 proved to be quite a successful year for Healthy Schools Teams across our system.

Next Steps/Moving Forward

Looking ahead in 2019-20, schools will continue to be supported with Healthy Schools planning as the St. Mary's family of schools will be the last family brought into the Region of Waterloo Public Health nurses support model. *The Don't Walk in the Hallway* program will be rolled out in all schools. The new PPM 158, *School Board Policies*



on *Concussions*, requires significant attention regarding concussion education, training and tracking within our system. Professional development will continue throughout all elementary school levels as the new Health & Physical Education curriculum dictates. All outdoor education teachers in the secondary school panel will undergo rigorous retraining as required every three years.

Recommendation:

The report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

Maria Ivankovic
Superintendent of Learning

Brigitte Webster
Consultant: HPE

*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.”





Date: Jan. 13th, 2020
To: Board of Trustees
From: Director of Education
Subject: Mathematics 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 **XX XXX**
☒ Information only of day-to-day operational matters delegated to the CEO

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

Education 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)
The Ontario Curriculum Grades 1-8, Mathematics (2005)
Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Grades 1 to 12 (2010)
2019-20 Priorities and Partnerships Fund (PPF) Memorandum 2019: B15 (page 5 of 10 Math Strategy)
New Vision for Education (page 6 of 11)

Alignment to the MYSP:

Priority Area:

Student Engagement, Achievement & Innovation

Strategic Direction:

Foster maximum opportunity for success for all

PURPOSE:

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

1. Math Lead Teacher (Elementary)
2. Mathematics PD Day (Nov. 15, 2019)
3. Math Coaching Update for Targeted-Support, Board-Identified & Intermittent schools
4. Mathematics Leadership Learning Series for elementary principals
5. Priorities within Secondary Math
6. Next Steps for Math Professional Learning: Elementary & Secondary



1. MATH LEAD TEACHER (ELEMENTARY)

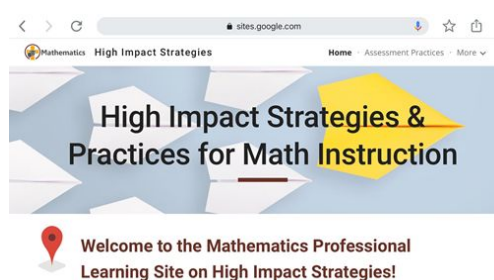
During October & November 2019, **91 Math Lead Teachers (MLTs)** and **40+ elementary administrators** attended one half-day of professional learning in mathematics addressing the following learning goals:

- developing students' mathematical reasoning through problem solving (Non-Routine prompts & tasks)
- building capacity of high impact strategies in math instruction (Actions & Practices)
- knowing the learner through the Fundamentals of Math (aligned the progression of learning in the Ontario Mathematics 1-8 Curriculum)
- making connections to a comprehensive approach to assessment (Observations, Conversations & Products)

This learning happened over 10 sessions, **one half-day session per the following 10 Family of Schools Hubs:**

Monsignor Doyle	Resurrection Hub A	Resurrection Hub B	St. Benedict Hub A	St. Benedict Hub B
St. David Hub A	St. David Hub B	St. Mary Hub A	St. Mary Hub B	St. Mary Hub C

During the fall session MLTs deepened their understanding of the **high impact strategies & actions/practices** on the BIPSA, with a specific focus on **assessment 'for' and 'as' learning** of the **Fundamentals of Math** and teaching through problem solving. Each session featured a student-centered "**learning lab**" with either grade 3 or 6 students, in total 120 students assisted to provide opportunities for MLTs and administrators to co-facilitate & co-observe math learning.



Math Lead Teachers and their administrators used the learning tasks in session one as a vehicle to launch the **High Impact Strategies google site** to guide the facilitation of the November 15th, 2019 Numeracy PD Day.



2. MATH PD DAY: NOV. 15th, 2019

Math Lead Teachers and their administrator(s) co-facilitated, co-led learning for their staff on the morning of the Math PD Day in November. Each school site participated in a common problem solving task highlighting instructional decision-making and the use of high impact strategies & practices. The common task, located on the homepage of the **High Impact Strategies google site**, introduced the remainder of the morning which consisted of self-directed learning modules aligned with the high impact strategies on the BIPSA.

→School sites tweeted their learning to [#wcdsbmath](https://twitter.com/wcdsbmath)

Self-Directed Learning on this site:

There are **7 pages/modules** that are available by either clicking on the underlined titles below or by accessing the pages on the nav bar at the top of the page next to the 'home' page.

1. [Assessment Practices](#) (recommended to visit for all ele. schools)
2. [C-R-A: Strategies & Models](#)
3. [Small Group Instruction](#)
4. [Non-Routine Problem Solving](#)
5. [Number Sense Routines & Math Discourse](#)
6. [Distributed \(Spaced\) Practice](#)
7. [Leveraging Technology](#)

WHAT'S NEXT?

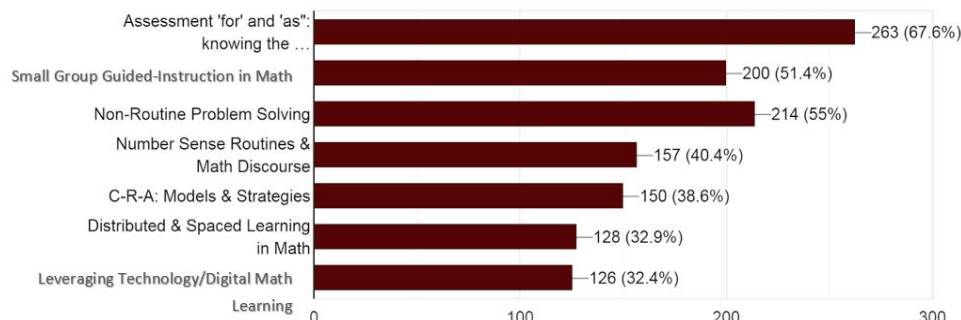
 [#wcdsbmath](https://twitter.com/wcdsbmath)

Secondary teachers across all disciplines discussed and shared how these high-impact strategies, as well as the math process expectations, connected to learning within their specific subject areas. Teachers were challenged to consider implementing a new strategy and were given time to co-plan for such with colleagues



Select the module (s) you participated in today

389 responses



389 participants submitted a **pre-concept** survey at the start of the day and a **post-concept** at the end of the learning rating their **level of awareness** of the High Impact Strategies & Practices for Numeracy Pillar on the BIPSA.

Increased awareness across all 7 High Impact Strategies learning modules from **pre** to **post** concept survey results were reported. (See data tables below).

Level of Awareness: Assessment 'for' & 'as' Learning					
	1-I have never heard of it	2-somewhat aware	3-growing awareness	4-aware	5-very aware
pre-concept	4%	5%	24%	38%	30%
post-concept	0%	3%	18%	51%	28%

Level of Awareness: Small Group Guided-Instruction					
	1-I have never heard of it	2-somewhat aware	3-growing awareness	4-aware	5-very aware
pre-concept	3%	8%	28%	36%	26%
post-concept	0%	5%	24%	50%	22%

Level of Awareness: Concrete-Representational-Abstract (C-R-A), use of strategies & models					
	1-I have never heard of it	2-somewhat aware	3-growing awareness	4-aware	5-very aware
pre-concept	21.7%	22.5%	30.0%	17.4%	8.4%
post-concept	4.1%	9.8%	30.5%	39.1%	16.5%

Level of Awareness: Non-Routine Problem Solving					
	1-I have never heard of it	2-somewhat aware	3-growing awareness	4-aware	5-very aware
pre-concept	12%	21%	33%	22%	12%
post-concept	1%	5%	24%	50%	20%

Level of Awareness: Number Sense Routines & Math Discourse					
	1-I have never heard of it	2-somewhat aware	3-growing awareness	4-aware	5-very aware
pre-concept	5%	10%	28%	32%	25%
post-concept	1%	4%	25%	46%	24%

Level of Awareness: Distributed & Spaced Instruction in Math					
	1-I have never heard of it	2-somewhat aware	3-growing awareness	4-aware	5-very aware
pre-concept	21%	21%	30%	18%	9%
post-concept	4%	11%	33%	39%	13%

Level of Awareness: Leveraging Technology/Digital in Math Learning					
	1-I have never heard of it	2-somewhat aware	3-growing awareness	4-aware	5-very aware
pre-concept	17%	23%	30%	20%	10%
post-concept	4%	13%	42%	31%	10%

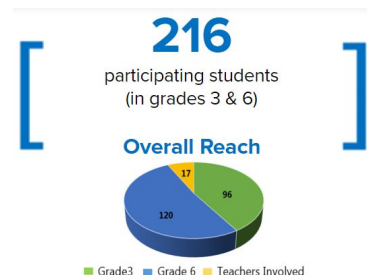
3. MATH COACHING UPDATE: TARGETED-SUPPORT, BOARD-IDENTIFIED & INTERMITTENT SCHOOLS

Ministry Targeted Support Schools

St. Anne C (20 days)	St. Gregory (15 days)
St. Michael (20 days)	St. Peter (15 days)

Board Inputs to Targeted-Support Schools in Cycle One

- Day-to-day coaching support for 15 or 20 days (dependent on school size) during Sept. and early Oct. - focused on high impact strategies
- Collected baseline data using a common entry assessment for all students in grades 3 & 6
- Release time for professional learning
- On-going math content focus for grades 3 & 6 teachers and principals for planning and monitoring of the work



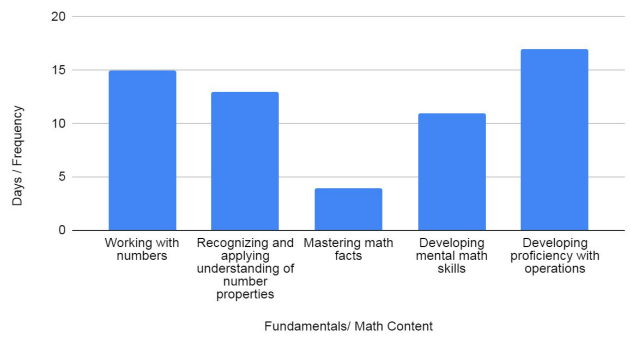
Grade 3: All Targeted-Support Schools Fall 2019 (n=96)

	Not Yet/R	L1	L2	L3	L4	No data
Fall: Overall	50%	14%	14%	13%	6%	4%
Growth Prediction (1)	13%	33%	26%	18%	10%	0%
Mid-Year: Check-in						
Growth Prediction (2)						
Final: Overall						

Grade 6: All Targeted-Support Schools Fall 2019 (n=120)

	Not Yet/R	L1	L2	L3	L4	No Data
Fall Overall	54%	15%	13%	11%	6%	2%
Growth Prediction (1)	14%	28%	30%	20%	8%	0%
Mid-Year Check-in						
Growth Prediction (2)						
Final Overall						

Fundamentals/ Math Content Focus



Note: Achievement Levels: R=below 50%, L1=50-59%, L2=60-69%, L3=70-79%, L4=80+

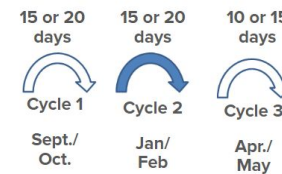
Successful Classroom Strategies

- Use of Pre/entry assessments: to guide instruction and focus coaching work.
- Co-teaching, refining use of math discourse: The collaborative preparation of the lessons with a focus on conversations.
- Punctuating number sense routines: aligned with fundamentals of math content area.

Tensions & Coaching Strategies

Challenge/ Tension	Coaching Strategy
Use of common entry-assessment & use of interview/conferences	Model the benefit of using common assessments with grade partners (not yet-getting there-got it) to plan for responsive instruction. Co-administer interview/conference questions of the entry assessments (grade 3) where possible within a focus on anecdotal observations.
Day-to-day coaching for a continuous cycle	Offer opportunities to co-plan & debrief moving from modeling instruction to coach-led instruction to teacher-led co-teaching.
Coaching starting in the 2nd week of the school year	Outline the benefit of having two educators in the room when getting to know the learners; responding to learning gaps to assist with initial planning of next steps and instructional decision-making.
Small Group guided-Instruction	Emphasize the development of operational/organizational structures to create the conditions for small group instruction. (<i>Refining guided instruction using a C-R-A progression will continue to be a focus in cycle two.</i>)

What's next? ↓



Knowing **what** strategies to implement **when** for maximum impact - **MID-YEAR** check in assessments for grades 3 & 6
Nature of Learning in the categories of:

- **Surface**
- **Deep**
- **Transfer**



- cycle 2 begins **Jan. 7, 2020**
- return to grades 3 & 6 to administer MID-YEAR assessments
- monitor the progress to date and plan for necessary adjustments
- celebrate student successes
- modify instructional strategies
- debrief - **release day** for grades 3 & 6 to analyze the MID-YEAR assessments against predictions, set the course for cycle two's coaching focus, professional learning in the content area related to the urgent learning need

Board Identified Support Schools

Blessed Sacrament	Canadian Martyrs,	Christ the King
Monsignor Haller	Our Lady of Fatima	St. Bernadette
St. Daniel	St. John	St. Joseph

Board Inputs to Board-Identified Schools in Cycle One

- Day-to-day coaching support for **10** days Oct. and early Nov. - schools selected a variety of focus grades from 1 to 6/7, coaching emphasis on high impact strategies
- Collected entry data for marker-students to identify an area of content for coaching
- On-going math content support for teachers and principals for planning and monitoring of the work
- Post-assessment data collection reported for for marker students



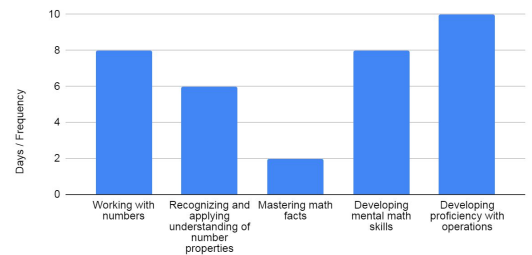
Pre & Post Assessment: Marker Students @ Board Identified Schools

Grades	Pre: Not Yet	Pre: Getting There	Pre: Got It	Post: Not Yet	Post: Getting There	Post: Got It
Grade 1	60%	40%	0%	20%	40%	40%
Grade 2	76%	27%	21%	37%	24%	52%
Grade 2/3	100%	0%	0%	0%	80%	20%
Grade 3	67%	18%	16%	28%	16%	56%
Grade 3/4	68%	12%	2%	38%	32%	50%
Grade 4						
Grade 4/5						
Grade 5	74%	15%	11%	44%	34%	24%
Grade 5/6						
Grade 6	84%	9%	24%	23%	50%	58%
Grade 6/7	100%	0%	0%	0%	60%	40%

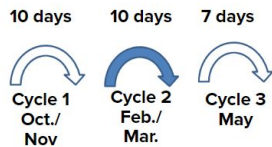
Successful Classroom Strategies

- Use of Pre/Post assessments: to guide instruction, focus coaching work and monitor growth
- Co-teaching, refining use of small group instruction
- Teaching through problem solving; non-routine questions
- Punctuating number sense routines: aligned with fundamentals of math content area.

Fundamentals/ Math Content Focus



What's next? ↓



Knowing **what** strategies to implement **when** for maximum impact - **check-in** assessments to revisit target grades from cycle one

Nature of Learning in the categories of:

- Surface
- Deep
- Transfer



- cycle 2 begins **Feb. 5th, 2020**
- revisit targeted grades from cycle one with check-in assessment for marker students
- monitor the progress to date and plan for necessary adjustments
- celebrate student successes
- modify instructional strategies
- debrief & analyze the check-in assessment to set the course for cycle two's coaching focus, and professional learning in the content area related to the urgent learning need

Intermittent Support Schools

Holy Family (4 days)	Holy Spirit (8 days)	John Sweeney (9 days)	Our Lady of Grace (4 days)	St. Aloysius (6 days)
St. Augustine (6 days)	St. Bernadette	St. Boniface (3 days)	St. Brigid (6 days)	St. Kateri Tekakwitha (6 days)
St. Paul (4 days)	St. Teresa of Avila E (3 days)	St. Teresa of Calcutta (6 days)	St. Timothy (3 days)	St. Vincent de Paul (8 days)

Board Inputs to Intermittent Support Schools in Cycle One

- Coaching support for **3 to 9** days (depending on school size), in Nov. & Dec. - schools selected a variety of focus grades from 1 to 8
- On-going math content support for teachers & principals for planning & monitoring of the math focus area on the SIPSA
- Focus on high impact strategies aligned with SIPSA

Note: No student data was collected for math coaching reporting purposes due to the short length of the cycles

What's Next? Cycle 2 will begin Mar. 9, 2020

15 Periphery Support Schools

Holy Rosary	Our Lady of Lourdes	Sir Edgar Bauer	St. Agnes	St. Anne K
St. Clement	St. Elizabeth	St. Gabriel	St. John Paul II	St. Luke
St. Margaret	St. Mark	St. Matthew	St. Nicholas	St. Teresa K

Periphery Math support schools received on-going & direct support in the fall for school improvement planning, staff & divisional mtgs., PLC planning from math consultants.

A math coaching report is sent every Monday of the math coaching cycle to update the administrators & superintendents of the math work for the past week in their schools. This report includes the following information:

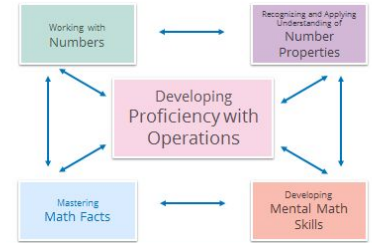
- grades worked with
- high impact strategies focus
- nature of the coaching work
- math content & next steps



4. MATHEMATICS LEADERSHIP LEARNING SERIES FOR ELEMENTARY PRINCIPALS

Elementary administrators attended the first of five Math Leadership Learning Sessions in November. Additionally, three follow up sessions were offered during Nov. & Dec. with 27 elementary administrators in attendance. The learning goals for the session included:

- High Impact Strategies (supporting the BIPSA)
- Deeper look at the C-R-A progression (concrete-representational-abstract)
- Fundamentals of Math (in the curriculum) as related to your SIPSA
- Creating a Culture of Thinking through non-routine problem solving

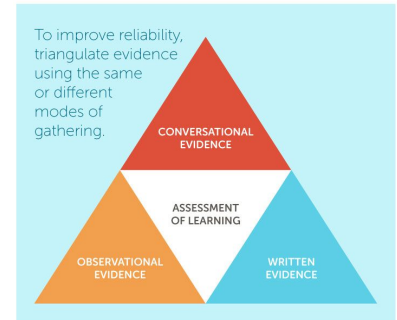


The next whole-group session in January will continue the learning from November and focus on monitoring effective math learning and instructional decision making. Three optional follow up sessions will be offered between Jan.-Feb.

5. CURRENT PRIORITIES WITHIN SECONDARY MATH

Each secondary school has identified priorities for professional learning and strategies to improve student learning based on student needs & gaps. These are listed and described below:

- Assessments
 - co-creating quality questions to better gauge student achievement with expectations
 - collaboratively refining success criteria through moderated marking
 - teaching students how to self-assess & monitor their own learning in order to refine their work, plan next steps, and prepare self-study tools
 - providing effective feedback (assessment 'for/as' learning)
 - Triangulation of Achievement evidence
- Resilience & perseverance
 - student participation with solving problems they haven't seen before, i.e. non-routine questions
 - use of mistakes to advance learning, improve confidence
- All Junior Level Math Courses: Increased attention to and acquisition of numeracy skills related to the Fundamentals of Math
- Continue to use marker students in junior and Applied courses to monitor progress of teaching-learning progress
- Gr 10-11 Math Courses: connection to financial literacy introduced in Careers course
- Refining implementation of Building Thinking Classrooms techniques
- Student and teacher use of technologies to construct knowledge and document learning
- Pre-AP Pathway Development
 - this is becoming a highly developed pathway within 3 of our 5 secondary schools
- Improving Hands-On Learning within senior Math courses (e.g. gr. 11 construction project based on sinusoidal curves)
- Refine differentiation within the College Math Pathway
 - implementing more project-based learning to better engage this learner



Monitoring of these initiatives through:

- Professional Learning Cycle SLT Logs
- Marker Student samples - work shared among teachers to compare improvement on success criteria
- Amount of time between the initial problems/tasks given and student questions requesting hints or help
- Level of student and teacher understanding through qualitative conversations; feedback loop (teacher↔student↔peers)
- Assessment of Learning results over time
- Mock EQAO & EQAO Results
- Credit accumulation data



6. NEXT STEPS FOR MATH PROFESSIONAL LEARNING: ELEMENTARY & SECONDARY

K-12

April 3, 2020 Math PD Half-Day (AM) Capacity building in support of the implementation of the new curriculum. A continued content focus on Number and Operation and a pedagogical focus on instructional High-Impact Strategies in math learning related to the BIPSA & SIPSA.

Elementary

- A. Elementary Schools will continue with:
 - Math Coaching for **Targeted-Support**, **Board-Identified** and **Intermittent-Support** Schools - cycle 2
 - MLT (math lead teacher) professional learning (Jan. half-day, Mar. full-day & Apr. half-day)
 - Elementary Administrator Math Leadership Learning Series (Jan., Mar. & May)
 - Consultant Support for **Periphery Schools** (on-going)
- B. K-1 Pedagogical Leadership in Math (Early Number: Quantity & Magnitude) (~Jan. to Mar.)
- C. EQAO Session – New to Grade 3 and Grade 6 Teachers Administering the EQAO Assessments (Feb. 5)
- D. Professional Learning to support the new Math Curriculum (~April to June); Implementation, resources, & support for grades 1-8 curriculum release. (41 half-day sessions by FoS by grade band)

Secondary/Cross-Panel

- A. Secondary schools will continue with their math priorities
- B. Enhanced teacher support for Grade 9 & 10 Applied Math classes in semester two
 - similar to the Gap Closing support teacher of 2018-19
 - enabled through funds acquired due to secondary scheduling changes
- C. Beginning early semester two we will extend our Cross-Panel Financial Literacy PLC to another family of schools (Pilot PLC in 2019 was with St. Mary's Family)
- D. Professional Learning for grade 9 teachers to support understanding and continuum of revised Math Curriculum grade 6-8 (~April-May)
- E. Revitalize SMLT for semester two

For Information

Prepared/Reviewed By: Loretta Notten

Director of Education

John Klein

Superintendent of Learning

Richard Olson

Superintendent of Learning

Petra LeDuc

Student Achievement Consultant, Mathematics 1-8

Nancy Snyder

Student Achievement Consultant, Mathematics 7-10





Date: January 13, 2020
To: Board of Trustees
From: Director of Education
Subject: St. Francis Kitchener Partial Construction Delay

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)

The purpose of this report is to provide Trustees with an update on construction and renovations at St. Francis School in Kitchener.

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

N/A

Alignment to the MYSP:

Strategic Priority: Student Engagement, Achievement, and Innovation
Strategic Direction: Foster maximum opportunity for success for all

Strategic Priority: Building Capacity to Lead, Learn and Live Authentically
Strategic Direction: Nurture the well-being of students and staff

Background/Comments:

St. Francis School in Kitchener has until recently offered language programming to newcomers that have relocated to the Region of Waterloo. In addition, the St. Francis School site was home to an EarlyON centre, providing services and supports to young families.

Funding was received from the government to build an addition onto St. Francis School to house an EarlyON centre and an 88-space childcare facility. As part of this project, management had planned to fully renovate the existing school to deliver services to adult learners. Both the addition and the renovation were to be completed and open for students in September 2020.

Architects were hired and design was completed for the addition and renovations. The project was then tendered for bids from contractors to carry out the work. The tender closed in December 2019. There were 8 bidders for the work, and all bids came back within a narrow range.



The lowest bid for the project is \$2M over our project budget of \$6.5M.

The tender results were reviewed by the architect and it was concluded that the overage is attributable to the addition.

As this portion of the project was funded by the Ministry of Education, a request went back to the Ministry for funding for the overage. Ministry staff indicated the request was not likely to be assessed in the short term. Accordingly, the renewal work for the main school will take place, and at this time is still planned to be completed by September 2020.

In the interim, the partners that would have occupied the EarlyON space, childcare, and the Region of Waterloo have all been notified of the delay.

Recommendation:

This report is being provided for information only.

Prepared/Reviewed By: Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Terri Pickett
Senior Manager, Facility Services

Lindsay Ford
Manager of Planning

*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.”





December 2019 | 2019 Décembre

Newsletter

REJOICING IN GOD'S CREATION:

2020 CCSTA Annual General Meeting & Convention at Georgian Bay



REJOICING
IN GOD'S
CREATION

CÉLÉBRER LA
CRÉATION
DE DIEU

The 2020 CCSTA Annual General Meeting & Conference is set to take place from June 4 to 8 on the beautiful shores of Georgian Bay. MonAvenir Conseil Scolaire Catholique and Simcoe Muskoka Catholic District School Board are co-hosting the event, and the organizing committee has been having a blast collaborating and planning what they hope to be an educational and inspirational experience for all.

We are particularly excited about the theme for this year's conference: Rejoicing in God's Creation. The theme draws its inspiration from Pope Francis and his essential message of respecting the integrity of creation in our shared world. Throughout the conference, we will be focusing on three interrelated ideas:

- Environmental stewardship
- Social justice
- Our relationship with Indigenous peoples

We believe this will provide an excellent foundation on which to build a meaningful and memorable AGM.

The conference will feature three amazing keynote speakers:

- **Fr. Michael Knox:** Fr. Michael is the Executive Director of The Martyrs' Shrine near Midland, Ontario. He is also a gifted speaker who will inspire and challenge us to be leaders and servants in Catholic education.
- **Dr. Robert Murray, Ph.D:** Dr. Murray is a longtime advocate and advisor to many Catholic organizations. He is keenly aware of both the internal and external pressures Catholic education faces today.
- **Sr. Mary Rowel:** Sr. Mary is the Vocation Coordinator for the Congregation of the Sisters of St. Joseph. In addition to being a clinical bioethicist, Sr. Mary teaches theology at Regis College and St. Michael's College at the University of Toronto.

We can't think of a better place to celebrate the beauty and vitality of Catholic Education in Canada than Georgian Bay. The Blue Mountain Resort and Conference Centre offers fantastic amenities, and the surrounding area has a plethora of sites, scenery, and activities available to experience. The Village boasts quaint shops, wonderful restaurants and a wide range of fun activities. If time permits, we encourage delegates to

visit the Martyrs' Shrine. It's the only national shrine west of Quebec. The committee will provide a full list of activities and attractions so that people can plan their visit accordingly.

The conference agenda promises to be engaging, informative, and meaningful, as we will be learning how to be more political in our approach with local government officials. Along with our keynote speakers, there will be a number of workshops and opportunities for growth. We look forward to sharing all the details of the program with you in the coming weeks. Registration details will be shared at the end of January.

We look forward to seeing you in June!

Future AGM/Conventions Congrès/AGA à venir

2021: June/Juin 3-5, Saskatoon, SK

For more information, visit our website:
www.ccsta.ca

Pour plus d'informations, visitez notre site Web:
www.ccsta.ca/fr

CÉLÉBRER LA CRÉATION DE DIEU: Congrès / AGA 2020 de l'ACCEC à la Baie Georgienne

Le congrès et assemblée générale annuelle 2020 de l'ACCEC aura lieu du 4 au 8 juin sur les rives de la superbe Baie Georgienne. Le Conseil scolaire catholique MonAvenir et le Simcoe Muskoka Catholic District School Board s'unissent pour organiser l'évènement, et le comité organisateur a planifié, dans la joie et la collaboration, ce qui sera pour tous une expérience inspirante et informative.

Nous sommes particulièrement fiers du thème du congrès de cette année : Célébrer la Création de Dieu. Ce thème s'inspire du pape François et de son message essentiel de respecter l'intégrité de la création dans ce monde que nous partageons. Tout au long du congrès, trois idées interreliées seront à l'avant-plan :

- La gérance de l'environnement
- La justice sociale
- Nos relations avec les peuples autochtones

Nous croyons qu'il s'agit là d'une excellente base pour monter un congrès constructif et mémorable.

Nous présenterons trois conférenciers formidables :

- **Le P. Michael Knox:** Le père Michael est directeur général du sanctuaire des martyrs canadiens, près de Midland en Ontario. Il est aussi un conférencier doué qui saura nous inspirer et nous donner le défi d'être de vrais leaders et serviteurs en éducation catholique.
- **Le Dr Robert Murray:** Le Dr Murray est depuis longtemps conseiller et défenseur de plusieurs organisations catholiques. Il est très au courant des

défis internes comme externes auxquels fait face l'éducation catholique d'aujourd'hui.

- **Sr Mary Rowel:** Sr Mary est la coordonnatrice des vocations à la congrégation des Sœurs de Saint – Joseph. En plus d'être bioéthicienne clinique, elle enseigne la théologie à Regis College et à St. Michael's College à l'Université de Toronto.

La Baie Georgienne est un endroit exceptionnel pour célébrer la beauté et la vitalité de l'éducation catholique au Canada. Le complexe Blue Mountain Resort and Conference Centre offre des installations fantastiques, et la région environnante recèle d'innombrables sites, paysages et activités. Au village, on trouve de jolies boutiques, d'excellents restaurants et plusieurs activités amusantes. Nous invitons les participants, si le temps le permet, à visiter le sanctuaire des martyrs. Il s'agit du seul sanctuaire national à l'ouest du Québec. Le comité vous fournira une liste des activités et des attractions pour vous aider à planifier votre séjour.

Le congrès s'annonce engageant, informatif et instructif, car nous apprendrons à développer une attitude plus politisée dans nos interactions avec les politiciens locaux. En plus de nos conférenciers, il y aura bon nombre d'ateliers et des occasions de croissance personnelle. Nous pourrions partager les détails du programme dans les prochaines semaines. Les détails relatifs à l'inscription seront disponibles à la fin janvier.

Nous espérons vous rencontrer en juin prochain!

PRESIDENT'S MESSAGE

Advent is a time to reflect on the past year and prepare for the coming of our Lord and the year ahead. As we light our Advent candles and pray, let us keep in mind our Catholic Education family. Especially those who may struggle through this season due to emotional or financial difficulties.

I had the pleasure of attending the SCSBA and ACSTA AGMs and conferences. The theme for SCSBA was “We can do all things in Christ who strengthens us.” The theme for ACSTA was “Created, Transformed, Filled, and Sent by God’s Love.”

At SCSBA, we spent time looking at what our strengths are and how best to use them. Members of Light of Christ School Division gave trustees the tools to understand our strengths and those of our fellow trustees. My top strength is responsibility, which I share with Joseph. Perhaps this is why I have always admired Joseph and his courage to say, “Yes, Lord.” He too anxiously awaited the arrival of Jesus and the great responsibility he was given to be his father on earth.

At ACSTA, we had the privilege of listening to ValLimar Jansen. Her extraordinary voice and storytelling lifted our spirits and hearts. We sang, moved, laughed and shared God’s love. Her stories brought the bible alive from creation to the road to Emmaus. It was such a privilege to share in Ms. Jansen’s joy and love of God.

Bishop Albert Thevenot reminded me that as a child enters our schools, they don’t just carry their backpacks, they also carry their families with them. It is an opportunity to evangelize not only the child, but also the parents, grandparents, etc. That is a gift far greater than anything we can wrap and put under the tree.

During the hustle and bustle of the Christmas season, I ask you to pause and reflect on the gift of Catholic education and what it means to you. For me it offers children and families an opportunity to grow in Christ and to be a part of something bigger and more than just themselves. Let us shine the light of Christ throughout the entire year and in all that we do.

I wish you all a very Merry Christmas and many blessings for 2020.

Paula Scott
CCSTA President



Paula Scott
CCSTA President
Président de l’ACCEC

Contact Us! / Contactez-nous!

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MESSAGE DE LA PRÉSIDENTE

L'Avent est une période qui favorise une réflexion sur l'année qui s'achève et qui nous prépare à la venue du Seigneur ainsi qu'à la nouvelle année qui s'en vient. Quand nous allumons nos chandelles de l'Avent pour prier, gardons en tête les membres de notre famille de l'éducation catholique, surtout ceux ou celles qui vivent des difficultés personnelles ou financières.

J'ai eu le plaisir d'assister aux congrès/AGA de la SCSBA et de l'ACSTA. Le thème de la SCSBA était « We can do all things in Christ who strengthens us », et celui de l'ACSTA, « Created, Transformed, Filled, and Sent by God's Love ».

À la SCSBA, nous avons appris à identifier nos forces et à mieux les mettre en pratique. Les membres de la Division scolaire Light of Christ nous ont proposé des outils pour identifier nos forces et celles de nos collègues conseillers et conseillères. Ma force principale est la responsabilité, caractéristique que je partage avec Joseph. Voilà peut-être pourquoi j'ai toujours admiré chez Joseph son courage de dire « Oui, Seigneur ». Lui aussi avait fébrilement anticipé l'arrivée de Jésus et la grande responsabilité d'être son père terrestre.

À l'ACSTA, nous avons eu le privilège d'entendre Valimar Jensen. Sa voix extraordinaire et ses histoires ont élevé nos esprits et réchauffé nos cœurs. Nous avons chanté, bougé, et partagé l'amour de Dieu. Ses histoires

nous ont fait revivre la Bible, de la création jusqu'au chemin d'Emmaüs. Ce fut un réel privilège d'entrer dans l'univers de Mme Jensen et de partager son amour de Dieu.

Pour sa part, Mgr l'évêque Albert Thevenot m'a rappelé que quand les enfants arrivent à l'école, ils apportent avec eux non seulement leurs sacs à dos, mais aussi leurs familles. Cela nous offre l'opportunité d'évangéliser non seulement l'enfant, mais aussi ses parents et ses grands-parents. Voilà un cadeau bien plus grand que tout ce qu'on pourrait mettre sous l'arbre à Noël.

À travers l'effervescence de la période des Fêtes, je vous propose de faire une pause et de réfléchir au don de l'éducation catholique et à ce que cela représente pour vous. Pour moi, il s'agit d'offrir aux enfants et à leurs familles la possibilité de grandir dans le Christ et de faire partie d'un phénomène qui les transcende.

Puissions-nous briller dans la lumière du Christ par tout ce que nous ferons au cours de la prochaine année.

Je vous souhaite un joyeux Noël et vous offre mes meilleurs vœux pour 2020.

Paula Scott
Président de l'ACCEC

Our Vision: "Enlivened by the Word of God and our tradition, we promote and protect the right to Catholic education in Canada. We speak as one."

Our Mission: The CCSTA works in communion with the Catholic Church through:

- Collaborating with the Canadian Conference of Catholic Bishops;
- Dialogue with Catholic education organizations throughout the world;
- Working in solidarity with Catholic School Trustees' Associations and other partners in Catholic education throughout Canada;
- Providing opportunities for faith formation and professional development of trustees;
- Providing leadership and service by promoting and protecting the right to a Catholic education among the relevant government agencies within Canada;
- Promoting excellence in Catholic education throughout Canada.

FROM THE OFFICE DESK

Winter certainly arrived early in Ottawa and many other parts of the country this year. We had 10 cm of snow on November 11th. Fortunately, it fell later in the day and did not disrupt the Remembrance Day Ceremony at the cenotaph in Ottawa.

By the time you read this, Christmas will be around the corner. It is an enjoyable time to be working in a school

setting, as Christmas events and liturgies are always a favourite time of year. In addition, many schools reach out to the less fortunate in their communities and provide much needed support to help ensure all families have a Merry Christmas.

With the fall election, CCSTA delayed the annual Lobby Day on Parliament Hill until the February board meeting. In the interim, we are reaching out to newly elected MPs via a letter of congratulations. Parliament is scheduled to resume sitting on December 5, and the Lobby Day agenda will be finalized shortly after. President Scott represented CCSTA at The Alberta Catholic School Trustees' Association (ACSTA) and Saskatchewan Catholic School Boards Association (SCSBA) AGM's this past fall. ACSTA's theme was "Created, Transformed, Filled and Sent by God's Love".

SCSBA's AGM theme was "Strengths". Light of Christ School Division gave trustees the tools to understand their strengths based on the Clifton Strengths Assessment. It helped trustees better understand both themselves and their fellow trustees, and provided insight on how to use their strengths to accomplish great things in Catholic Education.

The feedback we received from our AGM in Canmore, AB was extremely positive. So once again a big thank you to ACSTA for hosting. Planning is well underway for our 2020 AGM in Collingwood, ON. Registration will open in January. Be sure to check our website regularly for updates. Thank you Simcoe Muskoka Catholic District School Board and Conseil scolaire catholique MonAvenir for all the hard work to date. We are pleased to announce that Greater



Julian Hanlon
Executive Director/
Directeur général

NOUVELLES DU BUREAU

L'hiver s'est manifesté un peu tôt ici, à Ottawa, un peu comme ailleurs au pays. Nous avons reçu 10 cm de neige le 11 novembre. Heureusement, comme la neige est tombée plus tard durant la journée, les cérémonies du jour du Souvenir au cenotaphe à Ottawa n'ont pas été perturbées.

Lorsque vous lirez ceci, Noël sera à nos portes. C'est une période agréable dans les écoles, car les liturgies et les activités entourant Noël sont toujours appréciées. De plus, plusieurs écoles tendent la main aux moins fortunés de leurs communautés pour les aider à profiter de la période des Fêtes.

Suite aux élections de l'automne, l'ACCEC a dû reporter sa journée annuelle de lobbying sur la colline du Parlement à février, à la même date que sa rencontre du conseil d'administration. Entre temps, nous avons fait parvenir des lettres de félicitations à tous les nouveaux députés. Le Parlement doit recommencer à siéger le 5 décembre, et l'agenda de la journée de lobbying sera finalisé à ce moment.

Cet automne, Paula Scott, présidente de l'ACCEC, a représenté l'association aux AGA de l'Alberta Catholic School Trustees' Association (ACSTA) et de la Saskatchewan Catholic School Boards Association (SCSBA). Le thème de l'ACSTA était « Created, Transformed, Filled and Sent by God's Love ».

Le thème de l'AGA de la SCSBA était « Strengths ». La Division scolaire Light of Christ a proposé aux conseillers et conseillères de découvrir leurs forces grâce au test CliftonStrengths. Les participants ont appris à mieux se comprendre eux-mêmes et les autres, et à utiliser leurs forces pour mieux accomplir leur travail en éducation catholique.

Les commentaires reçus suite à notre congrès/AGA de Canmore en Alberta sont extrêmement positifs. Encore une fois, grands mercis à l'ACSTA de nous avoir si bien accueillis. La planification de l'AGA de 2020 à Collingwood en Ontario bat son plein. L'inscription commencera en janvier. Consultez notre site web régulièrement pour prendre compte des mises à jour. Merci au Simcoe Muskoka Catholic District School Board et au Conseil scolaire catholique MonAvenir pour le travail accompli jusqu'ici. Nous sommes heureux d'annoncer que l'AGA de 2021 se tiendra à Saskatoon en Saskatchewan, sous les auspices du Greater Saskatoon Catholic Schools'.

FROM THE OFFICE DESK

Saskatoon Catholic Schools' will be hosting our 2021 AGM in Saskatoon, SK.

In closing, we wish everyone a Merry Christmas and all the best in 2020.



Julian Hanlon
Executive Director

NOUVELLES DU BUREAU

Pour finir, je souhaite à toutes et à tous Joyeux Noël, et vous offre mes meilleurs vœux pour 2020.



Julian Hanlon
Directeur général

TOONIES FOR TUITION PROMOTIONAL CAMPAIGN PACKAGE COMING SOON!

The Toonies for Tuition (T4T) Charitable Foundation has partnered with the Ottawa Catholic School Board to create a communications package that school boards and other Catholic organizations will be able to use to promote their T4T fundraising efforts. The package will be available for use at CCSTA's 2020 AGM, then made available electronically for use as a fundraising and awareness tool.

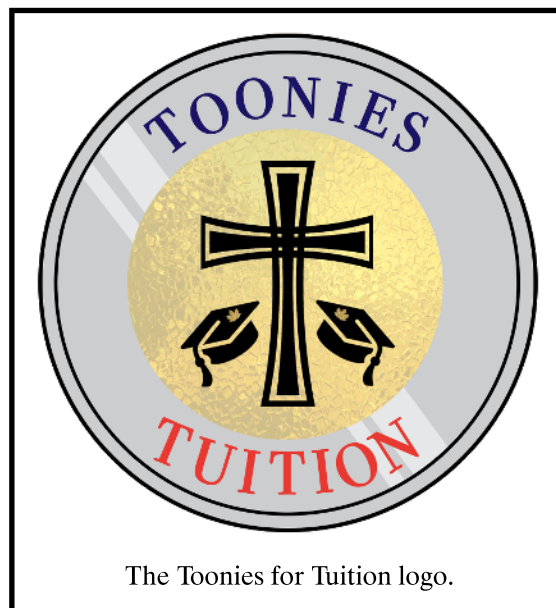
The package will come with enough content and examples to run an entire social media campaign. There will be messaging for use on websites, including example social media posts, images, and even a short promotional video.

"We're going to have a text-based video that talks about what a difference a Toonie can make, and the impact that donating can have on Catholic Education in Canada," says OCSB Engagement Specialist Jon Juane. "We really wanted to keep it shorter so that people are able to use it in more places, they'll be able to put it on Instagram, and it will be more social."

The goal is to make supporting and promoting T4T campaigns easier and more efficient for everyone involved. The hope is that this will lead to more awareness, engagement, and ultimately more donations.

"Last year was by far our most successful year ever, and we'd like to continue to build on that momentum for sure," says Mr. Hanlon. "And the hope is that this communications package will help."

CCSTA would like to thank the OCSB for partnering with us to create this promotional content supporting the amazing impact that T4T has on Catholic families, students, and schools in Canada.



The Toonies for Tuition logo.

BIENTÔT : DOSSIER PROMOTIONNEL POUR LA CAMPAGNE TOONIES FOR TUITION

La fondation de bienfaisance Toonies for Tuition (T4T) s'est associée à l'Ottawa Catholic School Board pour créer un dossier de communication que les autres conseils ou divisions scolaires et les autres organismes catholiques pourront utiliser pour promouvoir leurs campagnes T4T locales. Ce dossier sera disponible dès le congrès/AGA de l'ACCEC 2020, avant d'être distribué en format électronique comme outil promotionnel.

Le dossier offrira un large contenu et nombre d'exemples de façon à pouvoir facilement lancer une campagne entière sur les médias sociaux. Il y aura des messages pour les sites web, les médias sociaux, des images et même une courte vidéo promotionnelle.

« Nous aurons une vidéo qui expliquera l'impact d'une pièce de deux dollars, et comment le fait de donner influence l'éducation catholique au Canada, dit Jon

Juane, spécialiste en engagement à l'OCSB. Nous voulons que la vidéo soit courte pour permettre aux utilisateurs de s'en servir à plusieurs endroits, comme Instagram par exemple, et la rendre plus accessible. »

L'objectif est de faciliter et de rendre plus efficace la promotion de T4T pour tous les intervenants. Nous souhaitons que cela amènera plus de sensibilisation, d'engagement, et ultimement, plus de dons.

« L'année dernière a été de loin la plus fructueuse et nous aimerions continuer sur cette lancée, dit M. Hanlon. Nous espérons que le dossier de communication nous aidera à y arriver. »

L'ACCEC remercie l'OCSB pour son aide dans la création de ce dossier de communication qui appuiera T4T dans ses efforts pour venir en aide aux familles, aux élèves et aux écoles catholiques au Canada.

Share Your Good News!

We want to hear from you.

Send us your stories about the value and impact of Catholic Education, so that we can share the good news with the world!

2019-2020 CCSTA Executive/Executif

President/Présidente: Paula Scott
Past President/Past Président: Marino Gazzola
Vice-President/Vice-Président: Patrick J. Daly
Chaplain/Aumônier: Fr. Stephano Penna
Executive Director/Directeur général: Julian Hanlon

2019-2020 CCSTA Directors/Directeurs/Directrices

British Columbia: Colleen Easson
Alberta/NWT/Yukon: Serena Shaw
Saskatchewan: Vicky Bonnell
Manitoba: Teresita Chiarella
Ontario French: Langis Dion
Ontario English: Thomas Thomas/Mark Mullan
Atlantic: Catherine Burnham

PROVINCIAL REPORTS

BRITISH COLUMBIA



Catholic schools in British Columbia have been in existence since the late 1800s. There are five Catholic Dioceses in the province to support 79 Catholic schools. These schools provide religious and moral reference points to help students critically examine the culture around them and build a society enlightened by the values of the Gospel.

In partnership with the family and the parish, the Catholic school participates in the saving mission of the Church. By evangelization, catechetics, and works of service, the Catholic school builds up both the family of faith and the human community.

The core elements of our Catholic faith provide a framework of Catholic Education which includes:

- Teaching the whole person (spiritual, academic, physical, social, and emotional)
- A faith lived in the Christian community
- Commitment to justice and compassion

FISA Update

The FISA funding subcommittee was busy throughout the summer preparing a document to submit to the Ministry of Education in response to the 22 recommendations in the Improving Equity Funding: Report of the Funding Model Review Panel. FISA appreciates that the Ministry of Education is open to hearing their feedback on this important topic.

Catholic Schools Week

“I Can Do All Things Through Christ”

This is an opportunity to celebrate the incredible gift

that Catholic schools offer in the education of all who are open to the Good News.

Catholic Schools Week varies from Diocese to Diocese. It occurs January 26-31 in the Diocese of Prince George, February 2-8 in the Diocese of Victoria, and February 3-9 in the Archdiocese of Vancouver and the Diocese of Kamloops.

Professional Development

Leadership Seminar

This past July a Leadership Seminar was offered for prospective administrators in Catholic schools in the province. It was held at the Archdiocese of Vancouver.

Professional Development Day

On Thursday, September 26, all Catholic school Principals and Vice-Principals in the province met at the Catholic Independent Schools Archdiocese of Vancouver for sessions to review the BC Catholic Independent Schools Framework for Teaching Tool. This is the first time they have all met at the same time.

Policies

Gender Theory

Michel Gloanec, CISVA's Director of Evangelization and Catechesis, is presently working on developing approved resources related to navigating Gender Theory through a Catholic worldview.

ALBERTA / NWT / YUKON



Advocacy

The Elected Officers and Executive Director of the Alberta Catholic School Trustees' Association (ACSTA) continue to engage with the Minister of Education, Ministry of Education, MLAs and stakeholder groups to discuss issues relevant to

Catholic education and important to ACSTA member boards.

It was an extremely busy summer with Bill 8 (Revisions to the previously passed Education Act in 2012 but not proclaimed) and the revision and release of the accompanying regulations. ACSTA, together with our superintendents association, took all opportunities available to provide input into the regulations. With the release of the regulations in mid-August, we were very pleased with the results, and it appears that ACSTA's input was heard and made a difference. The Choice in Education Act, originally to be brought forward this fall, has been pushed back to the spring, with consultations beginning as early as October. ACSTA looks forward to working with stakeholders and Alberta Education to provide input towards this Act.

Immediately after the election, a "blue ribbon panel" led by former Saskatchewan finance minister Janice MacKinnon was created to examine Alberta's fiscal situation. The report, which was released on September 3, found "Alberta has a spending problem." The panel presented what it called an "ambitious plan" to bring Alberta's spending in line with other provinces, including 26 recommendations – 2 aimed specifically at education. ACSTA will continue to follow the developments to see how many of the recommendations will be acted upon and how this will affect Catholic Education. The changes being proposed to education and funding require us to be vigilant and prepared to safeguard our denominational rights.

ACSTA continues to have a strong working relationship with key stakeholders and partner organizations. The Council of Catholic School Superintendents (CCSSA) works closely with us and the Bishops to further our mission of Catholic education. Our GrACE project (partnership between CCSSA, the Bishops and ACSTA) is gathering momentum and growing and has increased awareness of Catholic education in Alberta, NWT, and Yukon. The Alberta School Board Association, which represents all 61 boards (Public, Catholic and Francophone) in Alberta and NWT, continues to be supportive and responsive to the needs of all of its members, including Catholic and Francophone.

Communications

ACSTA communications continues to ensure that our member boards are continually updated on important

and relevant communications initiatives that the ACSTA is involved in. This is done through social media ([Facebook](#), [Twitter](#), and [Instagram](#)), sending out regular President Updates, weekly media news headlines updates, emergent emails with information regarding legislation, and through the ACSTA publication, *The Catholic Dimension*. The Summer 2019 edition of *The Catholic Dimension* was released in June. The issue was distributed to all stakeholders, posted online, and to the ACSTA website and social media.

Faith Development & Governance

The theme for the 2019 ACSTA AGM & Convention was "Created, Transformed, Filled and Sent by God's Love". ACSTA was excited to have ValLimar Jansen as this year's Convention keynote speaker. Ms. Jansen is a highly regarded inspirational catechetical speaker, singer, composer and recording artist. She is also an experienced college professor, a leader of worship and prayer, and an internationally renowned workshop presenter.

In her three presentations, ValLimar led participants through a journey in which they met people of Holy Scripture and Roman Catholic tradition. ValLimar shared new thoughts and applications to catechize and evangelize in our challenging world, through the Arts and the sheer beauty of the Word of God.

The 2020 ACSTA Operating Budget proposal and a new proposed set of By-laws were accepted by the Board of Directors at their September meeting and will be presented to the 2019 Annual General Meeting for approval.

SASKATCHEWAN



**SASKATCHEWAN CATHOLIC
SCHOOL BOARDS
ASSOCIATION**

Theodore Litigation

We are still awaiting a decision from the Saskatchewan Court of Appeal for the appeal which was heard on March 12-13, 2019. As previously indicated, the decision could take anywhere from 6 to 18 months. A wild guess would be November this year.

Should the case be further appealed to the Supreme

Court of Canada, we may need to revive the fundraising campaign. Due to the actions of Good Spirit School Division and their counsel, a lot of unnecessary expenses were incurred. To date, we have spent \$275,992. On the other hand, we have raised \$304,987.

Notwithstanding Clause

As previously reported, Bill 89 The School Choice Protection Act was passed in May of 2018, but not proclaimed into law. It can be proclaimed fairly quickly by the cabinet if necessary. The Act was passed with support of both the Government and the Opposition. We continue to lobby the Government and the Opposition for their continued support in proclaiming the legislation if it should prove necessary. In our meetings with the Government and the Opposition in June we were provided assurances that we still had that support.

In our lobbying efforts, we make clear that this use of the notwithstanding clause would not be the same as other uses of the clause. The usual criticism of its use is that the majority is seen as imposing its will on the minority. In this case, the Government is actually supporting the minority.

Communication/Social Media Campaign

After the creation of a website dedicated to the Theodore Appeal (opencatholiceducation.ca) and other communications surrounding the Appeal, it was decided that a social media campaign would be beneficial during the period between the hearing of the appeal and the decision. It was felt that a paid campaign highlighting individuals for their choice of Catholic Education would fill the vacuum of information with our narrative instead of the narrative of our opponents. We believe that we have had a lot of success with six advertisements which ran from June to September. The advertisements reached the desired audience; they created engagement with the audience (clicking on the ad, expanding the ad, clicking directly on the website for more information, numerous shares of the ad); and the cost per thousand impressions was lower than expected. We had a large increase in activity in September. There were very few negative comments on the ads and these were largely addressed by the Facebook followers. The plan is to continue to maintain a presence on social media and to finish preparations for communications on decision day.

2019 Convention and AGM

SCSBA held their 2019 convention and AGM on October 25-27 at the Light of Christ Learning Center, in North Battleford, SK. The conference theme was “We can do all things in Christ who Strengthens us”. Special thanks to Light of Christ Catholic School Division for hosting the convention. At the AGM on Saturday, October 26, elections were held for President and Vice-President of the Association. Congratulations to President Delmer Wagner and Vice-President Jerome Niezgoda. Vicky Bonnell will continue to serve as the Saskatchewan representative on the CCSTA Board of Directors.

On Saturday evening at the Convention Banquet and Awards Ceremony, the SCSBA presented the following awards:

- Appreciation Awards to Deacon Gil Bellavance from North Battleford, Derrick Kunz and Twylla West, communications directors for Greater Saskatoon Catholic Schools and Regina Catholic Schools, respectively, and Laurie Makichuk from Lloydminster.
- The Julian Paslawski Meritorious Service Award was presented to George Bolduc from Prince Albert (posthumously) and Bishop Albert Thevenot, Bishop of Prince Albert.

MANITOBA



Enrolment

School enrolment continues to be strong, although there are some small fluctuations in individual school communities. As of September 30, we have a reported student population of approximately 5300 from kindergarten to Grade 12 in our 19 schools. Several school communities are currently in the planning stages for building projects that would increase the capacity of our school system. We

currently have very limited physical space to increase our enrolment and many schools have waiting lists. We are also considering several proposals that could add a new elementary school, additions, and a French immersion program to an existing parochial school. There are considerable costs associated with new schools as there is no government funding of capital projects and new schools have to be in operation for three years before they receive operational funding.

Government Relations

Manitoba recently re-elected a Progressive Conservative Government under Premier Brian Pallister, and Kelvin Goertzen will remain the Minister of Education. Goertzen has developed a positive relationship with independent schools in the province since becoming Minister. He has introduced legislation to change the word “private” to “independent” in the Public Schools Act that references our funding. This is important to us as we see ourselves as independent from the public system and not as a private school system which has elitist connotations. Several key areas of political advocacy with government have been identified, including communication and input concerning future directives, requirements, legislative impacts, and curriculum changes that impact our schools. We would also like to see the three-year waiting period for operational funding for new schools reduced to one year. This is currently being reviewed by the Department of Education after it was raised with the Minister.

We have also presented to the Public Education Review Commission that is currently reviewing all aspects of the public system. Since Catholic schools in Manitoba are not part of the public system, this will not directly impact how independent schools are organized. However changes to the public system could indirectly impact our schools through our service agreements with public divisions and their expenditures. Our funding is based on a formula that is based on 50% of public school expenditures in the previous year.

Religion Programs

In 2013, the Archbishops of Manitoba approved the Sadlier religion program We Believe for use at the K-8 levels as they wanted a complete program to replace the old Born in the Spirit series that was discontinued by the CCCB. The new Canadian program being developed by Pearson for the Bishops

of Ontario, Saskatchewan, and Alberta was just in the first stages in 2013. With the Pearson program Growing in Faith, Growing in Christ nearing completion (2021), the Archbishops have approved it as an option for our schools as of September 2019. While most classes remain with the Sadlier program, some schools have started to purchase the Pearson program at different grade levels. Pearson will be offering staff training workshops for teachers in October. The Pearson program has not yet completed the Grade 7 and 8 levels, and there is no kindergarten program in development.

Professional Development

The Catholic Schools Office will be offering different opportunities for staff professional development this year. Dr. Carolyn FitzGerald from the Faculty of Education, Wilfrid Laurier University will present on student anxiety and staff well-being. Mental health issues are a major area of concern identified by school administrators and teachers.

We are now in our fourth year of offering the five session course, Foundations of the Catholic Faith. This course is mandatory for all new teaching staff and can be completed over a period of two years. Existing staff that do not have an equivalent program or university study have four years to complete the program. The Archbishops of Manitoba wish to strengthen the faith development of all teachers in our system.

ONTARIO



Ontario Catholic School Trustees' Association

Collective Bargaining

The education sector in Ontario is currently negotiating collective agreements with unions representing school board employees. Under the School Boards Collective Bargaining Act, OCSTA is the employer bargaining agent for Ontario's 29

Catholic District School Boards.

OCSTA's bargaining efforts are led by the Labour Relations Committee under the leadership of Past President Patrick Daly and OCSTA Director of Labour Relations Sharon Duffy.

Ontario Minister of Education – Educated in Catholic Schools

During the summer, the provincial government appointed a new Minister of Education - the Hon. Stephen Lecce.

A former student at Ontario's York Catholic District School Board, Minister Lecce is a graduate of St. Michael's College School in Toronto.

OCSTA President Beverley Eckensweiler has had the opportunity to meet with Minister Lecce several times since his appointment. During those discussions, the Minister promised his personal and party support for Catholic schools stating that he was "an unapologetic supporter of Catholic education."

OCSTA Regional Meetings

During the fall, OCSTA's president and staff participated in the Association's annual fall regional meetings. This year, the following boards hosted regional meetings: Wellington CDSB, Renfrew County CDSB, Sudbury CDSB, York CDSB and Thunder Bay CDSB.

At each meeting, OCSTA President Beverley Eckensweiler provided trustees with an update on current education issues and matters OCSTA has been advocating to the provincial government on behalf of OCSTA member boards. Topics included:

- The launch of the province's capital priorities program and the concerns of Catholic school boards with respect to the degree of local board autonomy and flexibility within this program;
- The impact at the board level resulting from structural changes to the province's community based autism program;
- Concerns of Catholic boards with respect to the government's e-learning strategy, which requires students to take four mandatory e-learning courses to meet graduation requirements.

Additional elements of the regional meeting included a presentation on best practices in school board internal and external communications – especially during labour negotiations; and an interactive and

facilitated discussion session where boards highlighted the impact of the government's funding platform on Catholic school boards' operations and other local issues and priorities.

OCSTA Annual Student Short Video Contest

One of the ways OCSTA fulfills its mandate of "promoting" Catholic education is through an annual promotion that invites students to create content that can be shared on social media as part of a contest. The particular type of content we invite students to work with is video and we use the YouTube platform to view and manage submissions. Once the contest is completed the Association, our Catholic school boards and their supporters then share this video content on social media (via Twitter, YouTube, and Facebook) with the thousands of parents and students in their networks.

On October 2, OCSTA announced the call for submissions for the annual OCSTA short-video contest for students in grades 4 through 12 at Ontario's publicly funded Catholic schools. This year's theme is:



Over the next few months students will be creating 2-minute videos to help communities experience and understand how that hope that we have in Christ is brought to life in Catholic schools.

Three winning videos will be selected at both the elementary and secondary panels. To view past winners please visit: <https://youtu.be/bB0H3A9SKJo>.



AFOCSC (ENGLISH)



Environment

Political Environment

The Ford government has reversed some of its decisions announced over the past year and has adopted a much more conciliatory tone than in its first year in power. The return of government to the Legislative Assembly on October 28th was under a new philosophy. The new Minister of Education, Stephen Lecce, is a skilled communicator with an openness to understand the issues related to Ontario's Francophone population. He is determined to reach negotiated agreements with unions whose collective agreements expired on August 31st, 2019.

The recent agreement with the Canadian Union of Public Employees (CUPE) prompted the Minister to ask all bargaining parties to return to the table.

Catholicity

Revised Curriculum "Physical Education and Health"

On August 21, the government released a revised curriculum for physical education and health, which makes minor changes to the aspects of the program dealing with personal development and human sexuality. The Office provincial de l'éducation de la foi catholique de l'Ontario (OPÉCO) and representatives from our eight member school boards worked together to integrate Catholic content into the revised curriculum.

Meeting with the French-Catholic Bishops of Ontario, the Directors of Education and AFOCSC Board Members

A first meeting for the 2019-2020 school year took place on October 10, 2019. At this meeting, the Bishops, Catholic School Board Directors and AFOCSC Board members participated in a work session related to AFOCSC's 2020-2024 strategic plan.

In addition, each Catholic partner presented his/her activity report.

Visibility Day for French-Catholic Education in Ontario- November 25, 2019

On November 25, AFOCSC organized a Journée de visibilité de l'éducation catholique en langue française. Board members or their delegates received training the day before to discuss the political environment and review AFOCSC's key messages. The day's schedule included meetings with four MPPs: Guy Bourgouin (NDP), Kathleen Wynne (Lib.), Natalia Kusendova (PCP) and Sam Oosterhoff (PCP). AFOCSC attended the Question Period at the Legislative Assembly. In addition, some AFOCSC members met and briefly discussed with Minister Lecce, Minister Mulroney and Prime Minister Doug Ford who welcomed AFOCSC to the Question period.

AFOCSC AGM and Conference

AFOCSC is currently planning its 22nd conference to be held May 22-23 in Toronto. This year's theme will be "Aiming higher". AFOCSC will present its new strategic plan and 4 workshops: Catholic Governance, Communication Skills for Engaging with Various Stakeholders, The Role and Responsibilities of Trustees, and Our Catholic Schools : Community Citizens.

AFOCSC also plans to offer workshops such as the Role and Responsibilities of Student Trustees to help them in assuming their role.

Francophone Vitality

Francophone Meetings and Groups

AFOCSC has participated in several Francophone meetings and groups over the past few months and was the exclusive sponsor of a breakfast debate on La résistance franco-ontarienne, un an après : bilan et perspectives on November 20th at the Club canadien de Toronto.

Organizational Capacity

Central Negotiations 2019

The Elementary Teachers' Federation of Ontario (ETFO) and the Ontario Secondary School Teachers' Federation (OSSTF) began pressure tactics including information pickets and administrative service withdrawals beginning November 26th. Francophone teachers represented by the Association des enseignantes et enseignants franco-ontariens de

l'Ontario (AEFO) are planning a strike vote from December 18th to the 20th.

Strategic Planning

AFOCSC initiated its strategic planning process this fall. It administered surveys to its members, staff and various partners to assess its successes and challenges over the past five years. More recently, the Association organized working sessions to further reflect on its mission, vision, values and the challenges it has identified for the next four years and the strategic orientations it wants to adopt. AFOCSC hopes to complete this process by winter 2020 and present its new strategic plan during its annual conference in May.

AFOCSC (FRANÇAIS)

Environnement

Environnement politique

Le gouvernement Ford est revenu sur certaines décisions qui avaient été annoncées pendant la dernière année et a adopté un ton beaucoup plus conciliateur que durant sa première année au pouvoir. Le retour en chambre le 28 octobre reflète la nouvelle philosophie. Le nouveau ministre de l'Éducation, Stephen Lecce s'avère un communicateur habile avec une sensibilité pour les questions de la francophonie ontarienne. Il insiste pour avoir des ententes négociées avec les syndicats dont les conventions collectives sont échues depuis le 31 août.

L'entente survenue récemment avec le Syndicat canadien de la fonction publique encourage le ministre à demander aux parties de revenir à la table des négociations.

Catholicité

Curriculum révisé « Éducation physique et santé »

Le gouvernement a publié le 21 août un curriculum révisé d'éducation physique et santé, qui apporte certains changements aux aspects du programme traitant du développement de la personne et de la sexualité humaine. L'OPÉCO et la table scolaire ont intégré un contenu catholique au curriculum révisé.

Réunion avec les évêques de l'Ontario français, les directions de l'éducation et l'AFOCSC

Une première rencontre pour l'année scolaire 2019-2020 a eu lieu le 10 octobre 2019. Lors de cette rencontre, les évêques, les directions de l'éducation des conseils scolaires catholiques et les membres du CA de l'AFOCSC ont participé à une session de travail en lien avec la planification stratégique 2020-2024 de l'AFOCSC.

De plus, chaque partenaire a présenté son rapport d'activités.

Journée de visibilité de l'éducation catholique en langue française – le 25 novembre 2019

Le 25 novembre, l'AFOCSC a organisé une Journée de visibilité de l'éducation catholique en langue française. Les membres du CA ou leurs délégués ont reçu une formation, la veille, afin de discuter de l'environnement politique et revoir les messages clés de l'AFOCSC. L'horaire de la journée comprenait des rencontres avec quatre députés : Guy Bourgouin (NPD), Kathleen Wynne (Lib.), Natalia Kusendova (PPC) et Sam Oosterhoff (PPC). L'AFOCSC a également participé à la Période de questions à l'Assemblée législative. De plus, certains membres de l'AFOCSC ont croisé et discuté brièvement avec le ministre Lecce, la ministre Mulroney et le premier ministre Doug Ford qui a souhaité la bienvenue à l'AFOCSC lors de la période de questions.

Congrès annuel

L'AFOCSC planifie présentement son 22e congrès qui se déroulera les 22 et 23 mai à Toronto. Le thème cette année sera « Visons plus haut ». L'AFOCSC présentera son nouveau plan stratégique et 4 ateliers

- la gouvernance catholique,
- la communication avec les divers intervenants,
- le rôle et les responsabilités des conseillères et conseillers,
- l'école catholique communautaire citoyenne.

L'AFOCSC prévoit offrir des ateliers pour les élèves conseillers entre autres, Le rôle et les responsabilités de l'élève-conseiller au sein d'un conseil scolaire afin de les préparer à prendre la relève sur la scène de l'éducation catholique en langue française.

Vitalité francophone

Rencontres et regroupements francophones

L'AFOCSC a participé à plusieurs rencontres et regroupements francophones pendant les derniers

quelques mois et a été le commanditaire exclusif d'un déjeuner-débat La résistance franco-ontarienne, un an après : bilan et perspectives le 20 novembre au Club canadien de Toronto.

Capacité organisationnelle

Négociations centrales 2019

La Fédération des enseignants et des enseignantes de l'élémentaire de l'Ontario (FEÉO) et la Fédération des enseignantes et des enseignants du secondaire de l'Ontario (FEESO) ont entamé des moyens de pression dont des piquets d'information et des retraits de services administratifs à partir du 26 novembre. Les enseignants francophones qui sont représentés par l'Association des enseignantes et des enseignants de l'Ontario (AEFO) prévoient un vote de grève du 18 au 20 décembre.

Planification stratégique 2020-2024

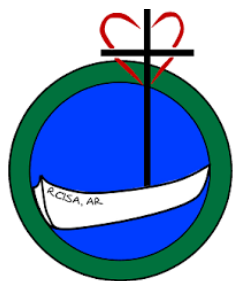
L'AFOCSC a enclenché son processus de planification stratégique cet automne. Elle a administré des sondages auprès de ses membres, son personnel et différents partenaires pour faire un bilan de l'état des lieux. Présentement, elle organise des sessions de travail pour réfléchir davantage sur sa mission, sa vision, ses valeurs ainsi que les enjeux qu'elle a identifiés pour les quatre prochaines années et les orientations stratégiques qu'elle veut se donner. L'AFOCSC espère compléter ce processus à l'hiver 2020 et compte le présenter lors du congrès annuel.

Canadian Catholic Schools. His mentorship and presence in this organization was invaluable and we continue to reap the fruit of his many years of hard work. Bon's mission to promote and preserve Catholic Education has impacted thousands of students, staff and trustees who will continue to be inspired by and carry on his passion. We will miss Bon dearly and will continue to keep in our prayers in gratitude for all he has given us! Catherine Burnham has taken over as coordinator of RCISA-AR.

There are various renovation projects happening at our schools – Immaculate Heart of Mary is undergoing a major gym floor project, Divine Mercy Catholic School is raising funds to renovate an additional floor of their current building and ongoing fundraising efforts are underway at each school. St. Bonaventure's in Saint John's NFLD had a particularly special visit from the Papal Nuncio to Canada, Archbishop Luigi Bonazzi, on September 10th. He toured the school, visited classes and even read a story to the Kindergarten class! This year, St. Bonaventure's celebrated 20 years of having been an independent, Jesuit school! In 1998, after 142 years of operation, a referendum ended denominational education and thus St. Bonaventure's was slated to close. A group of parents and community members began plans for an independent Jesuit, Catholic School. The school celebrated this 20-year anniversary with a Mass and reception for the community. A new intensive French program is underway at Our Lady of Grace school in Maryland, NB and is going very well as they continue to work with a group of amazing teachers and volunteers who make their mission possible. Sacred Heart School in Halifax, NS is joining 23 other Sacred Heart schools in Canada / US to revision the criteria that describe what it means to live their goals as a Sacred Heart School. This process repeats every 15 years to ensure mission alignment and vibrancy.

Our five schools are unique in their traditions and associations and create a beautiful dynamic within our Atlantic Provinces. We know that Catholic Education is continuing to make a positive impact in our provinces and want to make sure this work continues. We are deeply grateful to CCSTA and all of those who contributed to Toonies for Tuition for their incredible generosity to families in need – this is an invaluable support system which enables many families in our provinces to attend Catholic school.

ATLANTIC REGION



As of September 2019, we have about 1200 students enrolled in Catholic schools in Atlantic Canada; a similar figure to last year. Families continue to seek out Catholic schools as an alternative to the public system for a variety of reasons including quality

academics, faith-based learning, safe and loving environments and smaller class / school sizes.

This year, our Coordinator and Catholic Education advocate, Bonaventure Fagan, decided to step down in his role as Coordinator of RCISA-AR. His leadership, dedication and passion for Catholic Education played a significant role in the development and success of each of the five Atlantic

CHAPLAIN'S MESSAGE

From Terror to Testimony: “The Lord is coming to judge the peoples with equity” (Ps. 98)

I have a response when someone or other explains their policies with the words, “Because it is 2019”. I simply ask, “Why is it 2019?” This usually elicits a blank stare. It is “2019” because that is number of the year of the Lord ... oh yes, forget all the “CE” (Common Era) business – that is just the secular children of Christianity projecting their commonplace dismissal of Jesus on all cultures. It is 2019 of the Lordship of Jesus Christ – and in Him we live in the end of all ages.

Catholic Education is shaped by this historical understanding – that our world’s history is actually the story of a Humanity’s relationship with God the Creator – a history that with Jesus the Saviour has entered into its final stage. This is the vision we give to our children. It is a vision of hope. It is a vision that allows our children to dream. Dreams. “You have stolen my dreams” raged Greta. She is right... but perhaps for the wrong reason. She speaks of terror in the face of climate collapse, of lack of safety before the ending of a way of living. Yet is not this world always ending? No minimizing of the imperative of caring for creation, but if our dreams are only of this world are they really great dreams at all? We do not surrender our children’s dreams to the limits of those who do not see that all endings are all part of God’s great Dream for each of us. Catholic Education refuses to allow Jesus who is the reality of God’s dream for every person to be stolen from our children. We do not cower nor do we rage before the endings of life. What is it that we do?

At the end of the Church year we sing, “The Lord is coming to judge the peoples with equity” (Ps. 98). I recall coming home from St. Joseph’s School as a young child to find the headlines of the Star Phoenix read, “World War III?”. I was terrified. The Six Day War was raging. I knew well what the civil alarm sirens sounded like from under the desks where we “sheltered” from the flying nuclear bombs. Perhaps it was the imprint of a toddler experiencing his parents trying to get back to Saskatoon from Toronto during the Cuban Missile crisis that fixed panic into any hint of the “End of the World”. But this threat did not steal my dreams.

“The Lord is coming to judge the peoples with equity”

(Ps. 98). This singing about the coming end – is accompanied by ... JOY?! “With trumpets and the sound of the horn make a joyful noise before the King, the Lord... let the hills sing together for joy at the presence of the Lord. For the Lord is coming, coming to judge the earth. He will judge the world with righteousness, and the peoples with equity.” It is a wonder to me that my toddler terror has been transformed – the thought of His coming now fills me with anticipation and with excitement. How is this? Because my parents and my teachers not only tried to protect me, they also surrendered to the Holy Spirit and gave me the gift of faith. They gave me a dream of hope that has allowed me to engage in the struggle for justice, for care for people and their environment, for attention to the salvation of my neighbours. I know that the coming of the Lord of which the Psalmist sang has happened. Jesus – the King, the Lord – has come. The End has come and we live in Him who will come again. How I long for that.

Recently at the funeral of a 96-year-old I heard some good old Redemptorist preaching on the Final Things: Death, Judgment, Heaven, and Hell. He told us that the warning sirens are sounding– it is not a practice exercise; the sirens tell us that death is on the way. Will the Lord’s Second Coming intervene before each of our deaths? Jesus tells us not to be terrified, “many will come in my name and say, ‘I am he!’ and, ‘The time is near!’ Do not go after them.” (Lk 21:8). What then are we to do? Be filled with joy, for the Judge is also the



Fr. Stephano Penna
CCSTA Chaplain/Aumônier

Saviour. How to live that joy? St. Paul our heavenly patron tells us: “imitate us, we were not idle when we were with you ...” (2 Thess 3:7) Get with it, Catholic Educators, he says, no mere lip service and gossip division for you, “I hear that some of you are living in idleness, mere busybodies, not doing any work.” (3:11).

What work? The Jews of Jesus’ time were about to be visited with destruction and exile, Christians have constantly followed them in being persecuted, today violence is visited upon Christians more than any other community in the world. The first target is usually our

schools. “You will be hated by all because of my name”, even by family, Jesus tells us in no uncertain terms. Yet for we who know that all the beautiful things around us will be thrown down this is not a time for timid terror ... it is a time to testify to Joy. “I will give you words and a wisdom that none of your opponents will be able to withstand or contradict... not a hair of your head will perish. By your endurance you will gain your souls.” (Lk. 21:15,18-19)

That we might be free of timid terror to testify with joy, Jesus, King of the Universe, have mercy on us.

MESSAGE DE L'AUMÔNIER

De la terreur au témoignage: « L'Éternel vient pour juger la terre; Il jugera le monde avec justice, et les peuples avec équité. » (Ps.98)

Lorsque quelqu'un justifie ses opinions en disant « parce qu'on est en 2019! », je lui demande simplement « Et pourquoi on est en 2019? ». Et d'habitude, on me jette un regard vague. On est en 2019 parce que c'est la 2019ème année de l'ère chrétienne... et laissez faire cette idée de l'ère courante – ce n'est qu'une projection du rejet généralisé de Jésus par certains chrétiens. C'est la 2019ème année de la Souveraineté de Jésus Christ, et en Lui nous vivrons jusqu'à la fin des temps.

L'éducation catholique est influencée par une compréhension historique, celle selon laquelle l'histoire du monde est en fait l'histoire de l'humanité en relation avec le Dieu Créateur, une histoire qui est entrée dans sa dernière phase avec la venue de Jésus notre Sauveur. C'est cette vision que nous donnons à nos enfants. C'est une vision d'espoir. C'est une vision qui permet à nos enfants de rêver. Le rêve. « Vous m'avez volé mes rêves » s'indignait Greta. Elle a raison... mais peut-être pour d'autres motifs. Elle parle de sa terreur face aux changements climatiques, de son incertitude et de la disparition d'un mode de vie. Mais notre monde n'est-il pas en disparition perpétuelle? Sans diminuer l'importance de prendre soin de la création, si nos rêves ne sont que de ce monde, sont-ils de grands rêves? Nous ne limitons pas les rêves de nos enfants aux frontières de ceux qui ne voient pas que toutes les finalités font partie du grand rêve de Dieu pour chacun de nous. L'éducation catholique refuse que Jésus, incarnation du rêve de Dieu pour chaque être humain, ne soit pris de nos enfants. Nous ne nous indignons pas, et nous ne plions pas

devant les finalités dans nos vies. Que devons-nous faire alors?

À la fin de l'année liturgique, nous chantons « L'Éternel vient pour juger la terre; Il jugera le monde avec justice, et les peuples avec équité. » (Ps.98). Je me souviens d'une fois étant enfant, en revenant de l'école St. Joseph, j'avais lu en gros titre à la une du Star Phoenix « La Troisième Guerre Mondiale? » J'étais terrifié. La guerre des Six Jours faisait rage. Je me rappelais le son des sirènes que nous entendions lors des « simulations d'attaques nucléaires », cachés sous nos pupitres. C'était peut-être cette empreinte d'inquiétude d'un enfant, au moment où ses parents essayaient de revenir de Toronto à Saskatoon pendant la Crise des missiles de Cuba, qui déclenchait la panique devant toute allusion à la Fin du Monde. Mais cette menace ne m'a pas privé de mes rêves.

« L'Éternel vient pour juger la terre; Il jugera le monde avec justice, et les peuples avec équité. » (Ps.98) Ce chant d'annonce de la fin s'accompagnerait-il de... JOIE? « Avec les trompettes et au son du cor, poussez des cris de joie devant le roi, l'Éternel! ...Que toutes les montagnes poussent des cris de joie, devant l'Éternel! Car il vient pour juger la terre. Il jugera le monde avec justice, et les peuples avec équité. » Je me demande encore comment ma terreur infantile a pu se transformer. Aujourd'hui, la pensée de Sa venue me remplit d'anticipation. Comment est-ce possible? C'est que mes parents et mes enseignants ne m'ont pas seulement

protégé, ils se sont abandonnés à l'Esprit saint et m'ont fait le don de la foi. Ils m'ont fait le don d'un rêve d'espoir qui m'a lancé sur la quête de la justice, du bien-être et du salut des autres. Je sais que la venue du Seigneur que le psalmiste chantait est déjà accomplie. Jésus – le Roi, le Seigneur – est venu. La Fin est venue et nous vivons en Lui qui reviendra. Que j'ai hâte à ce moment.

Récemment, aux funérailles d'un homme de 96 ans, j'ai entendu un bon vieux Rédemptoriste prêcher au sujet des choses finales : la mort, le Jugement, le Ciel et l'Enfer. Il racontait que les sirènes d'alerte sont là. Ce n'est pas une simulation. Les sirènes nous annoncent que la mort arrive. La seconde venue du Seigneur arrivera-t-elle avant notre propre mort? Jésus nous dit de ne pas avoir peur, « ...plusieurs viendront en mon nom, disant: C'est moi, et le temps approche. Ne les suivez pas. » (L 21 :8) Alors que devons-nous faire? Soyons remplis de joie, car le Juge est aussi le Sauveur. Et comment vivre cette joie? Saint Paul, notre patron céleste, nous dit : « Vous savez vous-mêmes comment il faut nous imiter, car nous n'avons pas vécu parmi vous dans le désordre. » (2 Thess 3 :7) Il nous le dit à nous, éducateurs et éducatrices catholiques, de passer de la

parole aux actes : « Nous apprenons, cependant, qu'il y en a parmi vous quelques-uns qui vivent dans le désordre, qui ne travaillent pas, mais qui s'occupent de futilités. » (3 :11)

De quel travail parle-t-il? Les juifs de l'époque de Jésus allaient vivre la destruction et l'exil. Les chrétiens ont constamment vécu un sort semblable par les persécutions. Aujourd'hui, les chrétiens sont victimes de violence plus que toute autre communauté dans le monde. La première cible est habituellement nos écoles. « Vous serez haïs de tous à cause de mon nom, » nous disait Jésus sans équivoque. Cependant pour nous, même si nous savons que tout ce qu'il y a de beau autour de nous est voué à disparaître, l'heure n'est pas à la terreur timide... c'est le moment de témoigner dans la joie. « ...car je vous donnerai une bouche et une sagesse à laquelle tous vos adversaires ne pourront résister ou contredire... Mais il ne se perdra pas un cheveu de votre tête; par votre persévérance vous sauverez vos âmes. » (L 21 :15,18-19)

Afin que nous soyons libérés de la terreur timide pour témoigner dans la joie, Jésus, Roi de l'univers, aie pitié de nous.

Stay up to date on all AGM details by visiting the CCSTA website at:

www.ccsta.ca

Restez au courant des détails sur les congrès/AGA au site web de l'ACCEC :

www.ccsta.ca/fr

Merry Christmas!
Joyeux Noël !





Canadian Cancer Society
Société canadienne du cancer

November 27th, 2019

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

Dear Loretta Notten,

Thank you for joining the Canadian Cancer Society Relay For Life Youth event this year and being part of the global movement to end cancer. Many of us have been touched by cancer and Relay For Life Youth offers the chance to create hope for those living with the disease while at the same time offering students an opportunity to learn about philanthropy and the power of helping others.

With the support of educators and school administration, Relay for Life Youth events are student leadership volunteer opportunities that build school spirit and equips students with the knowledge, skills, values and attitudes to adapt to diverse situations in life, work and learning to become better global citizens.

The commitment from Waterloo Catholic District School Board, students at Resurrection Catholic Secondary School and St. Mary's High School who organized 2 Relay For Life events in 2019 raising \$137,259.48, is much appreciated and will help fund game-changing research on all cancers, advocate to make healthy living easier and provide essential support services for people living with cancer and their families.

Through your participation in Relay this year we were able to unite to celebrate and remember those who live and have lived in the face of cancer.

Together, we are bigger than cancer. And thanks to you and your school board, we are making a lasting change in the lives of people with cancer and their families.

Sincerely,

Laurie McKnight

Director, Relay For Life Youth

NEWS RELEASE

OCSTA Statement Regarding EWAO Tentative Agreement

FOR IMMEDIATE RELEASE

TORONTO, December 10, 2019— We are very pleased that today, following many days of bargaining, the Council of Trustees' Associations, the Provincial government and the Education Workers Alliance of Ontario (EWAO) reached a tentative collective agreement. The tentative agreement ensures that the students in Catholic schools throughout Ontario, and the dedicated EWAO staff who serve them, will benefit from this agreement.

Details of the tentative agreement will be shared following ratification. We are appreciative of the efforts of our bargaining team, Trustee Associations and Crown partners and the representatives of the Education Workers Alliance of Ontario.

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 570,000 students in Ontario, from Junior Kindergarten to Grade 12.

For more information or to arrange an interview, please contact:

Sharon McMillan, Director of Communications

Tel: 416-460-7937/E-mail: smcmillan@ocsta.on.ca

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

January 6, 2020

MEMORANDUM

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

FROM: Michelle Griepsma, Chair, Political Advocacy Committee

SUBJECT: List of Integrity Commissioners

On March 1, 2019 Bill 68 – “*Modernizing Ontario’s Municipal Legislation Act*” was changed. Trustees have to now declare “conflict of interest” in writing for the public record at each meeting. This then becomes part of the public record of that board or committee meeting. School Board trustees are required to serve the public interest by upholding the letter and spirit of high standards by serving the Catholic education system and the public in a conscientious and diligent manner.

Currently, only the Toronto District School Board, York District School Board, Peel District School Board and Thames Valley District School Board have an Integrity Commissioner on staff. Some school boards have looked into reaching out to the Municipal Integrity Commissioners to discuss school board matters and were advised that education does not fall under the jurisdiction of municipalities.

Role

The role of these Integrity Commissioners comprises several interrelated functions:

- **Policy and Code of Conduct Development:** Integrity Commissioners are often involved in the development of policies governing the ethical behaviour of trustees, including codes of conduct and ethical behaviour frameworks.
- **Education and Training:** They also provide advice and training for trustees in respect of the ethical framework, policies and code of conduct for trustees. This may include programs, one on one training sessions and annual reports on these activities.
- **Advisory:** Integrity commissioners provide both written and oral advice to trustees in maintaining compliance with their ethical obligations as outlined in their codes of conduct and applicable board policies. They also provide general advice regarding a trustee’s obligations under the *Municipal Conflict of Interest Act* (“MCIA”). According to the Integrity Commissioner for the Toronto District Public School Board “upon request by the Chair of the Board, the Integrity Commissioner also provides opinions and reports to the

Board on issues of ethics and integrity and Board policies that may intersect with the application of the code of conduct rules”.

- **Complaint Investigation and Resolution:** Integrity Commissioners serve as the independent office for receipt of complaints, the assessor of these complaints and the investigator of complaints when an ethical breach has occurred involving trustees. This includes formal procedures for the investigation of potential breaches of the trustee code of conduct. This can include formal and informal investigations. If an Integrity Commissioner finds that in a specific case a trustee was in breach of the code of conduct, they can recommend various penalties for imposition by the board.

Integrity Commissioners generally do not provide formal legal advice to trustees in respect of their obligations to disclose possible conflicts of interest. They provide general information and training on those issues. Toronto’s Commissioner focused more of her time educating trustees around their ethical obligations and responsibilities, not assisting trustees in their legal questions related to conflicts of interest.

The Municipal Act that was proclaimed in 2017 through the *Modernizing Ontario’s Municipal Legislation Act*, came into effect expanding the role of municipal Integrity Commissioners to provide advice and receive complaints about compliance with the *Municipal Conflict of Interest Act* (“MCIA”). However, this legislative reform did not include changes to the *Ontario Education Act*.

As a result, the role of the Integrity Commissioner for the Toronto Board was not expanded to include the receipt of complaints about trustee compliance with the rules of the MCIA. The Office of the Integrity Commissioner at the TDSB clearly envisioned having the Integrity Commissioner be the ethics advisor for the Board and provide advice to trustees on their obligations under the MCIA. However, the Board policy cannot invest enhanced powers in the Integrity Commissioner that are not enshrined in the *Education Act*.

The Political Advocacy Committee, through OCSTA staff, has been looking into the role of the Integrity Commissioner as it pertains to education. An Integrity Commissioner would be able to conduct investigations or attempt to resolve matters when allegations arise around breaching of standards in the code of conduct.

Background

At the Political Advocacy Committee meeting on August 23, 2019, a motion was passed that states:

“Staff will investigate and produce a resource list of Integrity Commissioners that would be suitable for distribution to member Boards, who would be available to trustees as the need arises”.

Comments

Catholic trustees are called to give witness to the teachings of Jesus Christ, act with integrity, avoid conflicts of interest and the improper use of influence. They are entrusted to arrange their private affairs in a way that promotes public confidence and will bear close public scrutiny.

An Integrity Commissioner would provide detailed accounts of any work that they undertake in reviewing the request of the trustee while keeping confidential the identity of the person making the request. The Integrity Commissioners are independent and have oversight on the conduct of elected officials. They can also act in an advisory role to provide confidential written and oral advice to trustees in the exercising of their official duties.

Integrity Commissioners

The following individuals were selected based on their experience in the education sector as Integrity Commissioners as well as their expertise in the relevant areas of education, conflict mediation, municipal and administrative law.

1. **Suzanne Craig** - Integrity Commissioner, Toronto District School Board, City of Barrie, City of Vaughan, Town of Blue Mountains. Ms. Craig holds advanced degrees in Law from Osgoode Hall, the American University and the University of Rome. Proficient with the legal principals involved in conducting investigations and natural justice, Ms. Craig has been an independent administrative tribunal agent, arbitrator and mediator in Ontario, in the areas of Labour Relations, Human Rights, Workplace Safety and Insurance, Consent and Capacity and Tenant Protection. Ms. Craig has held various leadership positions at the Province of Ontario. At the municipal government level, Ms. Craig has drafted codes of conduct, conducted code and workplace harassment complaints investigations and developed corporate enterprise ethics strategies. In 2005, Ms. Craig was appointed Director of Corporate Access and Privacy at the City of Toronto and from 2009, has been the Integrity Commissioner for the City of Vaughan and several other Ontario municipalities.
2. **Sandhya Kohli** – Integrity Commissioner, Durham District School Board, Peel District School Board, Thames Valley District School Board and York District School Board. Ms. Kohli has advanced law degrees (LLM) in Alternative Dispute Resolution from Osgood Hall Law School and a diploma in Mediation from Harvard Law School. She is the founder of her own law firm, Guide Mediation, which focuses on alternative dispute resolution and workplace conflict management. Ms. Kohli also teaches dispute settlement and mediation at Queen’s University Faculty of Law and Osgoode Hall Law School. Prior to establishing her own law firm, Ms. Kohli worked as a federal Crown prosecutor and criminal defense lawyer.

Based on our inquiries, there are few legal and dispute resolution professionals that have the relevant experience with Ontario’s school boards and the specific issues affecting trustees. These issues include, for example:

- The fair application of a trustee code of conduct;
- Investigation of complaints filed by the public, Board staff and trustees regarding the behaviour of a trustee;
- Advice regarding the trustee code of conduct;
- General information about the *Municipal Conflict of Interest Act*.

Municipalities typically have Integrity Commissioners that have backgrounds in municipal and administrative law but with limited experience working with school Boards or trustees. Below is a revised list that includes Integrity Commissioners with municipal experience:

1. **Guy Giorno:** Integrity Commissioner in the Ontario municipalities of Durham Region, Dufferin County, Renfrew County, Wellington County, Adjala-Tosorontio, Amaranth, Brock, Centre Wellington, Clarington, Deep River, Dryden, East Garafraxa, Grand Valley, Greater Madawaska, Guelph/Eramosa, Madawaska Valley, Mapleton, Melancthon, Minto, Mono, North Algona Wilberforce, North Bay, Orangeville, Oshawa, Peterborough, Pickering, Puslinch, Scugog, Shelburne, Uxbridge, Wellington North and Whitby. He is a partner with Fasken's LLP and leader of their political law group. Guy was Chief of Staff to Prime Minister Stephen Harper and Premier Mike Harris.
2. **Jeffrey Abrams/Principles Integrity:** Established in early 2017, Principles *Integrity* is a registered partnership operated by its' two principals Jeffrey Abrams and Janice Atwood-Petkovski, two experienced municipal lawyers and corporate leaders, with over 30 years of experience each in municipal law and governance. Currently the firm serves as the Integrity Commissioner for County of Grey, Municipality of Trent Hills, Town of Halton Hills, Town of Wasaga Beach and several other local governments. Jeffrey is the former City Clerk, City of Vaughan. He holds a LL.B from the University of Windsor and has been a practicing lawyer since 1985.

For further details about the role of the Integrity Commissioner currently serving school boards see <https://www.tdsb.on.ca/Leadership/Boardroom/Integrity-Commissioner>; and <https://www.ddsb.ca/en/about-ddsb/integrity-commissioner.aspx>.



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

December 19, 2019

MEMORANDUM

TO: OCSTA Board of Directors,
Chairs and Directors of Education
- All Catholic District School Boards

FROM: Stephen Andrews, Director of Legislative and Political Affairs

SUBJECT: Ontario Human Rights Commission Inquiry Regarding Students with Reading Disabilities

Introduction

In late September 2019, the OHRC launched a public inquiry into human rights issues affecting students with learning disabilities. As part of this inquiry, the OHRC has contacted eight school boards in Ontario including two Catholic boards (London CDSB and Simcoe-Muskoka CDSB). The concern is that students with reading disabilities are not receiving the supports they need in order to learn to read. The inquiry is entitled “Right to Read” and will measure boards’ educational practices against the following criteria:

- Universal design for learning
- Mandatory early screening
- Reading intervention programs
- Effective accommodations
- Psycho-educational assessments (if required)

The OHRC will also inquire into whether a board uses scientific evidence-based strategies to meet students’ reading learning needs. It will also review the definitions of learning disabilities and determine whether these terms are used properly in assessing a student’s learning challenges. The inquiry will also consider factors such as whether students are racialized, living in poverty or are recent immigrants to Ontario. The inquiry will ask boards to provide documents, data and information under the criteria listed above by December 18, 2019.

Inquiry Process

The inquiry will obtain information from the eight school boards, conduct research and analysis of the data, work with experts (including the Ministry of Education, Faculties of Education, the Ontario College of Teachers) and consult with stakeholders.

Public Consultation Strategy

As part of the inquiry process, the OHRC will consult with various stakeholders including parents, students, disability organizations and educators across Ontario. It will report publicly on its findings and will make recommendations to the government. Prior to making its reports public, school boards will have the opportunity to respond to the inquiry's recommendations.

Next Steps

The OHRC has announced dates and locations for public meetings for stakeholders in 2020. Each meeting will run from 6 p.m. to 9 p.m.

- Brampton - January 14, Chris Gibson Recreational Centre, 125 McLaughlin Rd. North
- London - January 29, Amethyst Demonstration School, 1515 Cheapside St.
- Thunder Bay - February 25, Public Library-Waverly Community Hub, 285 Red River Rd.
- Ottawa - March 10, Nepean Sportsplex, 1701 Woodroffe Ave.

In addition, the OHRC issued a survey for students with reading disabilities. To date, the OHRC has received a number of submissions from parents, students and disabilities organizations.

OCSTA will continue to monitor the inquiry and provide updates as required. If you have any questions or concerns or for further information please contact me at sandrews@ocsta.on.ca

For details on the process, see http://www.ohrc.on.ca/en/news_centre/ohrc-launches-right-read-public-inquiry



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December 12, 2019

MEMORANDUM

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

FROM: Beverley Eckensweiler, President

SUBJECT: OCSTA 2019 Annual Finance Brief Submission
Partners in Excellence: Stability & Flexibility in Education Funding

On behalf of the Board of Directors of OCSTA, I am pleased to share with you our 2019 Finance Brief. As you are aware, this year's Brief covers several education policy and funding matters that are of concern to our member boards, including:

- Cybersecurity
- Student Transportation
- Special Education and Mental Health
- Capital Planning
- School Bus Driver Retention
- Parent Reaching Out Grants
- Information Technology

We will be sharing this Finance Brief with the Minister of Education and will schedule a meeting with him and his senior staff to discuss our concerns and recommendations.

If you have any questions, please contact me or Steve Andrews (sandrews@ocsta.on.ca).

Submission to

The Minister of Education

**Partners in Excellence: Stability & Flexibility
in Education Funding**

December 10, 2019



Ontario Catholic School
Trustees' Association



Ontario Catholic School Trustees' Association

Mission Statement

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

Vision Statement

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

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Introduction

The Ontario Catholic School Trustees' Association (OCSTA) was founded in 1930. It represents 237 elected Catholic trustees who collectively represent 29 English-language Catholic district school boards. Together, these school boards educate approximately 545,000 students from junior kindergarten to grade 12 and 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.

Annually, OCSTA submits a brief to the government with recommendations for improvements to the funding of education. Recommendations are made on the basis that the education funding system in Ontario must respond to 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.

The recommendations contained in this brief were approved by the members of OCSTA and are important issues to the 29 Catholic District School Boards in our province. In some cases, they represent on-going concerns and in others describe recent priorities. We trust that the Minister of Education will consider our comments as part of the government's on-going commitment to consultation. As always, we would be pleased to meet with representatives of the Ministry to discuss any of the following items in more detail.

Catholic School Boards as Partners in Service Delivery

The OCSTA and Catholic school boards work closely with the Ministry of Education to develop education programs, budgets and curriculum that supports the legislative and regulatory requirements spelled out in the *Education Act*. We have enjoyed a positive working relationship for many years with all stakeholders in the education sector, including all Ontario political parties. Our school board trustees are the democratically elected representatives of the Catholic school system with responsibilities for:

- Establishing the education mission of the board;
- Developing school board policies that promote and protect Catholic education;
- Promoting the constitutional right of the Catholic school community to govern, manage and control publicly funded Catholic schools.

Our member school boards design and deliver Christ centered education programs to students. These boards are directly supported by 2.4 million Catholic ratepayers and have been an integral part of the history and fabric of our province for over 175 years.

Efficiencies at Catholic School Boards

OCSTA supports the government's objective of providing public services as efficiently as possible. Catholic school boards have historically and remain committed to being as effective and efficient as possible and have found significant cost efficiencies in the following areas:

1. Student transportation consortia;
2. Purchasing consortia;
3. Curriculum co-operatives;
4. Ontario Education Collaborative Marketplace (non-profit group that sources products and services for the education sector at price discounts);
5. Ontario Education Services Corporation (OESC) provides a central repository for resources and provides a host of services for school boards;
6. Ontario School Boards' Insurance Exchange (OSBIE) is a school board owned, non-profit insurance program, representing 78 school boards/school authorities.

These partnerships save Ontario taxpayers millions of dollars each year. The Auditor General states that "school boards have been increasing their use of group purchasing arrangements to acquire goods and services. We noted that the value of school board purchases acquired through supplier agreements negotiated by the Ontario Education Collaborative Marketplace increased from \$10 million in 2010 to \$112 million in 2016". (2017 Annual Report, Chapter 3, section 3.12 p.615-616).

Cybersecurity in School Boards

School boards throughout North America are facing increased threats from cybercriminals. According to Statistics Canada, incidents of cybercrime in Canada is increasing on average 23% each year and have almost doubled since 2014.

(<https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=3510000101>)

In the Auditor General's 2018 Annual Report, cyberattacks is identified as a growing threat to the security of Ontario's school boards' IT systems and related infrastructure. The report identifies cyberattacks as those security breaches

...both intentional and unintentional unauthorized access, use, manipulation, interruption or destruction of electronic information and/or the electronic and physical infrastructure used to process, communicate and/ or store that information. The biggest potential consequences of cyberattacks are disruption of operations and compromise of sensitive data. In extreme circumstances, cyberattacks can lead to damage to physical property and harm to human life.¹

School boards host large amounts of personal information about students and board staff that can make them vulnerable to cyberattacks. This information could be used for identity theft or other forms of criminal activity that pose a significant risk for student and staff safety. It is paramount then that school boards have the resources, training and support required to develop cybersecurity systems to prevent cyberattacks. While our school boards support the general recommendations of the Auditor General in refining existing cybersecurity and risk management frameworks to reduce the school boards' risks, including cybersecurity awareness training to teachers and staff who have access to information technology, additional funding and support resources are necessary.

OCSTA Recommendations:

- **That the Ministry of Education ensure that boards have sufficient resources to develop and implement new cybersecurity policies and risk management frameworks;**
- **That the Ministry of Education expand the work of the Educational Computing Network of Ontario (ECNO) in building a shared service capacity for cybersecurity analysis and a shared security service for boards in Ontario;**
- **That the Ministry of Education expand the mandate of the Ministry's Broadband Modernization Initiative to fund and support cybersecurity training and awareness programs.**

¹ See chapter 3.12 p. 555 (http://www.auditor.on.ca/en/content/annualreports/arreports/en18/v1_312en18.pdf)

Economic Realities with Capital Projects/Funding for Retrofitting/Renovating Schools

Capital Costs Regarding School Construction:

Several factors are increasing the capital costs related to school construction in Ontario. They include:

- Increased tariffs on steel and aluminum;
- Rising interest rates;
- Increasing labour costs;
- Current construction tendering environment.

The current Ministry of Education Capital Priorities Funding Benchmark (“benchmark”) does not recognize these increasing cost factors and is currently not an adequate standard for determining construction costs. The last formal review of the benchmark was in 2010 based on the analysis provided by the Expert Panel on Capital Standards. There is an urgent need to increase this benchmark to better align with current economic realities in the construction sector.

Recently, however, the Ministry announced a review of the Design Standard and Benchmark standards as part of the launch of the Capital Priorities Program (July 22, 2019 B17). OCSTA welcomes this review and believes addressing the increased costs associated with school construction is overdue.

In addition, in the context of retrofitting and renovating schools, funding has not been adequate to reduce the overall deferred maintenance backlog or provide sufficient funds for schools to replace or renew energy efficient building components or meet the heating and cooling costs of schools. The loss of the Greenhouse Gas Reduction Fund, for example, has compromised many energy efficiency retrofit projects in our schools. The review panel represents an opportunity to address this issue of deferred maintenance.

Capital Program Planning:

School boards benefitted from previous capital allocation programs in a number of ways. Paramount among these were the predictability and flexibility afforded to school boards to plan, on a district-wide basis, for the most effective and efficient means of addressing their various capital requirements.

The continuing needs of school boards include the following:

1. Old schools need to be re-built;
2. Some schools need to be consolidated due to declining enrolment and this often requires some capital upgrades;
3. Ultimately all schools will need to meet AODA accessibility standards, but there are no funds earmarked to address these needs; and
4. Even with overall decreases in enrolment, new schools need to be built in boards’ growth areas that are sometimes far from existing schools.

The Ministry of Education now issues calls for applications for capital projects. Each of these calls gives the appearance of being a one-off call, with no certainty about whether or when there will be another. As a consequence, many boards have treated these calls as though there will be no other. A multiplicity of different projects, which under the previous system were streamed into specific capital programs, is now herded into a single funding stream. This makes it difficult for boards to assign priorities and difficult for Ministry officials to make decisions that are fair and equitable.

In addition, the current approvals process under this single funding stream for capital projects is administratively burdensome. Streamlining this process will go some distance to increasing efficiency and lessening the administrative burdens for school boards.

The current situation would also benefit from the creation of a multi-year program to address capital needs. This would add an element of predictability to the system and would make it possible for school boards to plan and clearly articulate those plans to the Ministry. It would also make it easier for the Ministry to review applications and make allocations in an orderly and transparent manner that reflect the priorities of both the Ministry and school boards.

OCSTA Recommendations:

- **That the Ministry of Education include key education stakeholders, including OCSTA, in the review panel regarding school construction capital benchmarks;**
- **That the Ministry of Education establish a multi-year capital funding process in order to restore the ability of both the Ministry of Education and school boards to plan for future capital needs;**
- **That the Ministry of Education streamline and provide increased local autonomy with regard to the capital approvals process for school boards to reduce administrative costs.**

Student Transportation

OCSTA appreciates the 10% increase in funding in the 2019-2020 GSN in respect of student transportation. Along with the “stabilization funding” to assist boards that are running deficits in their student transportation budgets, these two measures go some distance in addressing OCSTA concerns regarding transportation funding. In addition, OCSTA welcomes the government’s commitment to review the existing student transportation funding formula and looks forward to participating in that process.

However, as OCSTA has noted previously, the structure and funding of student transportation is not based on the needs of a school board. The funding model is based on a “historical amount—each boards’ 1997 spending level with annual adjustments for enrollment and inflation, and other minor adjustments. The most important influences on a school board’s student transportation costs are not factored into the model such as enrollment density, geography, the number of special needs students and safety hazards.

In addition, the current competitive procurement process that school boards must follow in securing transportation has resulted in significant cost increases. In one case of a large urban transportation consortium, costs increased by roughly 20% that had to be absorbed by the affected school boards.

OCSTA Recommendations:

- **That the student transportation funding formula be restructured to reflect the actual needs of school boards;**
- **The competitive procurement process restore school board autonomy and flexibility in negotiating school bus operator contracts;**
- **That the Ministry of Education consult with OCSTA and other education partners in its on-going review of the student transportation funding formula.**

School Bus Driver Retention

School boards across Ontario are facing a shortage of qualified school bus operators. Various cost pressures such as the increases in the minimum wage and the guaranteed minimum daily hours for part-time workers negatively impact the operational costs for small and medium sized bus operators. This circumstance has resulted in delays and cancellations and generally inadequate transportation services for school boards which in turn negatively impacts student learning and well-being.

The previous government created a “School Bus Driver Retention Program” with an initial investment of a \$60 million program of three direct bonus payments to bus drivers. These payments are designed to improve recruitment and retention rates of drivers through a financial incentive. However, the program has only just started and the results are mixed at this time.

OCSTA Recommendations:

- **That the Ministry of Education continue the School Bus Driver Retention Program;**
- **That the Ministry continue to review the results of this program in the broader context of restructuring the student transportation funding formula to meet the needs of school boards.**

21st Century Programs and Services for Students with Differing Abilities Including Diverse Learning Needs

Student Mental Health

Recent research from Centre for Addiction and Mental Health shows that roughly 328,000 children in grades 7-12 report moderate to serious psychological distress (2016). The Provincial Centre for Excellence in Children and Youth Mental Health state that schools need to develop comprehensive mental health supports and strategies to address the growing challenge. In addition, with the legalization of recreational use of cannabis, many school boards anticipate greater demands on mental health resources and supports, with the potential increased use of cannabis products and accompanying impacts on student mental health and well-being.

Catholic school boards have developed comprehensive mental health strategies to build awareness/organizational capacity, reduce stigma, use evidence based best practices for promotion and prevention strategies and partner with community organizations.

Rural and northern school boards face unique issues with fewer professional resources to support student mental health services. Boards need more resources to expand promotion and prevention programs at the elementary and secondary school level. Key program areas include suicide prevention, anxiety issues, behaviour problems and addictions.

OCSTA Recommendations:

- **That the Ministry of Education ensure funding for student mental health needs is equitable and sustainable for all students;**
- **That the Ministry of Education continue to support funding of a board level “Mental Health Lead” into the Grants for Student Needs structure. We also encourage the government to monitor and update the financial supports to boards to support local mental health initiatives;**
- **That the Ministry of Education continue to address the changing nature of student mental health needs as evidenced in the need for on-going enhanced prevention/intervention and aligned staff professional development supports for students with mental health challenges in transition.**

Special Education and Students with Autism Spectrum Disorder

Currently, the vast majority of Ontario’s Catholic school boards are running deficits in meeting the educational, psychological and support needs of its exceptional students. More sophisticated diagnostic techniques related to Autism Spectrum Disorder (ASD), have resulted in significant increase in identifying this segment of the student population and led to increases in demand on special education services in boards.

Further, school boards are anticipating a significant increase in the number of ASD students entering the elementary grades over the course of the next year as the government’s new autism program is fully implemented. The Ministry of Education has recognized this issue and provided

boards some increased funding to assist program planning, professional development and enhanced funding to hire applied behavior analysis therapists.² However, it is not clear that these enhancements will be sufficient to meet the challenges boards face with students with ASD.

Additionally, with the introduction of full-day kindergarten and various social factors, school boards must reallocate funding between different program areas to ensure students receive the educational services and supports they require. In many cases, school boards are having their special education grant reduced due to phased in changes to a key part of the grant structure. The “high needs” amount of the grant is being replaced by the Differentiated Special Education Needs Amount (DSENA). This new model is composed of the Special Education Statistical Prediction Model (SESPM), Measures of Variability Amount (MOV) and Base Amount for Collaboration and Integration. This new grant structure has redistributive funding impacts across all boards, some gaining and some losing funding.

School boards also face a range of other funding and program challenges in meeting the needs of special education students. For example, boards struggle to fund the specialized staff required to support students with complex behavioural needs. This may include staff support for student transportation to treatment programs and other support services. Another example is the operational costs associated with classroom design to accommodate students that require quiet spaces for learning and behavioural management interventions.

OCSTA Recommendations:

- **That the Ministry of Education establish a Special Education Working group, including OCSTA, with a stakeholder advisory board to review the adequacy of special education funding, including the structure of the DSENA;**
- **That the Ministry of Education review “needs based” funding models for high needs special education students to supplement the overall Special Education Grant structure;**
- **That the Ministry of Education continue to survey and monitor the situation with boards and provide program/financial support as required to ensure students with ASD can be assessed in a timely manner so boards can make the necessary accommodations.**

² These supports and resources were outlined in the March 11, 2019 Memorandum from the Deputy Minister of Education to Directors of Education. For details on OCSTA’s concerns and recommendations, see the May 2019 submission to the Autism Consultation.

Information Technology

Funding in the area of technology is of paramount importance for school boards as technology is increasingly prevalent in curriculum delivery and linked to equity of access and student engagement. The Ministry of Education provided Technology Learning Funds (TLF) to school boards that was discontinued, leaving boards with infrastructure sustainability concerns. Over the last several years, school boards have made large-scale investments in their information technology due to aging hardware. In addition, boards are required to support maintaining and updating their suite of devices, including software, programs, and infrastructure.

The Grants for Student Needs (GSN) funding does not address technology needs for corporate functions, including financial, plant and maintenance work order systems, payroll systems, student information systems and human resource and employee relations reporting. Aligned to the province's focus on modernizing learning and modernizing classrooms, and with plans moving forward to mandate e-learning opportunities for secondary students, school boards would benefit from increased and stable funding to support the technology priorities of the government.

OCSTA Recommendations:

- **That the Ministry of Education provide boards with sustainable funding for information technology infrastructure through the GSN;**
- **That the Ministry of Education continue to consult with boards and OCSTA in respect of its Broadband Modernization strategy to ensure the IT needs of boards are factored into the strategy.**

Parent Reaching Out Grants

The Parent Reaching Out (PRO) Grants program provides funding to district school boards to lead projects with a focus on the identification and removal of barriers that prevent parents and families from participating and engaging fully in their children's learning.

This year (2019-20) the Ministry of Education is investing \$1.25M in Parent Reaching Out Grants through the new Priorities and Partnerships Fund (PPF). School boards will receive a predetermined funding amount for parent engagement projects.

Changes to the program were made for the 2019-20 school year from an application-based funding model to an allocation-based grant provided to each district school board. This funding is intended to help district school boards address local needs and priorities connected to enhancing parent engagement.

Catholic school boards rely on these PRO grants to offset the costs of parent engagement events, programs and related initiatives. These are critically important for our Catholic educational community to foster parent engagement with our schools and to assist in our student's faith formation activities. OCSTA applauds the Ministry of Education in continuing to fund these PRO grants, while examining alternative funding options for boards to support parent engagement within the school community.

OCSTA Recommendations:

- **That the Ministry of Education continue to fund PRO grants and share examples of innovative initiatives.**

School Board Flexibility and Autonomy

Catholic district school boards in Ontario face increased budget pressures in the delivery of educational programs and services required by the Ministry of Education. As part of an expanding list of programs and services, the ministry continues to reduce boards' flexibility and autonomy in designing and delivering these programs that meet local needs and conditions. In addition, the ministry continues to reduce boards' flexibility in developing specific policies for students or implementing ministry policy directives making prudent financial decisions locally. The recent proposed revisions to the Pupil Accommodation Review Guideline is one example.

The ministry has also placed increased restrictions on how school boards spend their capital and operating funds. For example, the increased number of areas in the GSN that are "enveloped" reduces school boards' budget flexibility along with more targeted Program Priorities Funding (PPF). These restrictions on school boards have reduced their capacity to plan for, fund and operate specific education programs that serve the unique needs of their local constituents.

In essence, then, Ontario's publicly funded school boards require sufficient flexibility and autonomy to realize their distinct missions and unique mandates.

OCSTA Recommendations:

- **That the Ministry of Education develop new regulations/policies to restore school board autonomy and flexibility:**
 - 1. In overall school board planning/program design and the implementation of ministry policy directives;**
 - 2. Reduce restrictions (enveloping) on operating funds that decrease school board flexibility.**

Summary of Recommendations

Cybersecurity in School Boards

- That the Ministry of Education ensure that boards have sufficient resources to develop and implement new cybersecurity policies and risk management frameworks;
- That the Ministry of Education expand the work of the Educational Computing Network of Ontario (ECNO) in building a shared service capacity for cybersecurity analysis and a shared security for boards in Ontario;
- That the Ministry of Education expand the mandate of the Ministry's Broadband Modernization Initiative to fund and support cybersecurity training and awareness programs.

Economic Realities with Capital Projects/ Funding for Retrofitting/Renovating schools

- That the Ministry of Education include key education stakeholders, including OCSTA, in the review panel regarding school construction capital benchmarks;
- That the Ministry of Education establish a multi-year capital funding process in order to restore the ability of both the Ministry of Education and school boards to plan for future capital needs;
- That the Ministry of Education streamline the capital approvals process for school boards to reduce administrative costs.

Student Transportation

- That the student transportation funding formula be restructured to reflect the actual needs of school boards;
- The competitive procurement process restore school board autonomy and flexibility in negating school bus operator contracts;
- That the Ministry of Education consult with OCSTA and other education partners in its on-going review of the student transportation funding formula.

School Bus Driver Retention

- That the Ministry of Education continue the School Bus Driver Retention Program;
- That the Ministry continue to review the results of this program in the broader context of restructuring the student transportation funding formula to meet the needs of school boards.

21st Century Programs and Services for Students with Differing Abilities Including Diverse Learning Needs

Student Mental Health

- That the Ministry of Education ensure funding for student mental health needs is equitable and sustainable for all students;
- That the Ministry of Education continue to support funding of a board level “Mental Health Lead” into the Grants for Student Needs structure. We also encourage the government to monitor and update the financial supports to boards to support local mental health initiatives;
- That the Ministry of Education continue to address the changing nature of student mental health needs as evidenced in the need for on-going enhanced prevention/intervention and aligned staff professional development supports for students with mental health challenges in transition.

Special Education and Students with Autism Spectrum Disorder

- That the Minister of Education establish a Special Education Working group with a stakeholder advisory board to review the adequacy of special education funding, including the structure of the DSENA;
- That the Ministry of Education review “needs based” funding models for high needs special education students to supplement the overall Special Education Grant structure;
- That the Ministry of Education continue to survey and monitor the situation with boards and provide program/financial support as required to ensure students with ASD can be assessed in a timely manner so boards can make the necessary accommodations.

Information Technology

- That the Ministry of Education provide boards with sustainable funding for information technology infrastructure through the GSN;
- That the Ministry of Education continue to consult with boards and OCSTA in respect of its Broadband Modernization strategy to ensure the IT needs of boards are factored into the strategy.

Parent Reaching Out Grants

- That the Ministry of Education continue to fund PRO grants and share examples of innovative initiatives.

School Board Flexibility and Autonomy

- That the Ministry of Education develop new regulations/policies to restore school board autonomy and flexibility:
 1. In overall school board planning/program design and the implementation of ministry policy directives;
 2. Reduce restrictions (enveloping) on operating funds that decrease school board flexibility.

Ontario Catholic School Trustees' Association
BOARD OF DIRECTORS

2019-2020

Beverley Eckensweiler, President	Bruce-Grey Catholic District School Board
Michelle Griepsma, Vice President	Peterborough Victoria Northumberland & Clarington Catholic District School Board
Patrick Daly, Past President	Hamilton Wentworth Catholic District School Board
Linda Ainsworth	Peterborough Victoria Northumberland & Clarington Catholic District School Board
Frank Bastone	Kenora Catholic District School Board
Michael Bellmore	Sudbury Catholic District School Board
Kathy Burtnik	Niagara Catholic District School Board
Clifford Casey	Brant Haldimand Norfolk Catholic District School Board
Carol Cotton	York Catholic District School Board
Nancy Crawford	Toronto Catholic District School Board
Marino Gazzola	Wellington Catholic District School Board
Todd Lalonde	CDSB of Eastern Ontario
Colleen Landers	Northeastern Catholic District School Board
Mark Mullan	Ottawa Catholic School Board
Mario Pascucci	Dufferin-Peel Catholic District School Board
Garry Tanuan	Toronto Catholic District School Board
Thomas Thomas	Dufferin-Peel Catholic District School Board
Linda Ward	St. Clair Catholic District School Board
Bishop John Boissonneau	ACBO Liaison to OCSTA
Fr. Patrick Fitzpatrick	Chaplain
Nick Milanetti	Executive Director



Ontario Catholic School
Trustees' Association

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

November 18, 20219

To: All Catholic Trustees, Ontario CDSBs
From: Sharon McMillan, Director of Communications
Re: Catholic Trustees on Catholic Education – 90th Anniversary Project



Catholic Trustees on Catholic Education

OCSTA is pleased to announce that in celebration of the Association's 90th Anniversary in 2020, we will be highlighting the insight, experience and aspirations of our Catholic trustee members in a yearlong series of profiles.

The series “Catholic Trustees on Catholic Education” focuses on the theme of our 2020 OCSTA AGM and Conference – *Celebrating our Legacy, Embracing our Future*. To participate in this project, we ask that trustees respond to the following two questions:

1. **What singular experience as a trustee at your CDSB can you share that can serve to illustrate the positive impact of Catholic schools in the community?**
2. **What current Good News story about students/Catholic schools at your CDSB would you like to share?**

The response to each question should ideally be no more than 200 words (so a maximum of 400 words for both questions). We also ask that you provide a jpeg file containing your headshot photo and please include your full name, CDSB name and contact information.

Please send your submission to Sharon McMillan at OCSTA - smcmillan@ocsta.on.ca / 416-932-9460. OCSTA will publish submissions in the OCSTA Newswire and on the Association website and social media platforms (Twitter and Facebook).

Trustees are encouraged to submit responses before December 20. The Association will begin publishing profiles in January.

Thank you.



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

October 2, 2019

MEMORANDUM

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

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

FROM: Margaret Binns, Director of Administrative Services

RE: **2020 OCSTA Student Trustee Alumni Award**

OCSTA is pleased to invite nominees for the Student Trustee Alumni 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 2020 OCSTA Student Trustee Alumni Award.

The recipient of the Award will be honoured during the Annual Dinner on Friday, May 1, as part of the 2020 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 17, 2020.**

OCSTA Student Trustee Alumni 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 Alumni 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 Alumni 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 Marie Palombi at mpalombi@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 17, 2020**. The deadline is firm and will not be extended.

OCSTA Student Trustee Alumni 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 _____ / _____ to _____ / _____
(month/year):

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 Marie Palombi at mpalombi@ocsta.on.ca or by mail, courier, or fax (416-932-9459).

Nomination must be received by **12:00 p.m. EST, Friday, January 17, 2020.**



Ontario Catholic School
Trustees' Association

OCSTA Student Trustee Alumni Award Recipients since 2017

YEAR	RECIPIENT
2019	Trevor Arnason , Ottawa CSB
2018	Ben Verboom , Durham CDSB
2017	Kristine Soufian , York CDSB



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

October 2, 2019

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

CC: Board Secretaries and Administrative Assistants
- All Catholic District School Boards

FROM: Margaret Binns, Director of Administrative Services

RE: **2020 OCSTA Trustee Award of Merit**

Boards or individual trustee members are encouraged to submit nominations for the 2020 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 Annual Dinner on Friday, May 1, as part of the 2020 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 17, 2020.**

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 Marie Palombi at mpalombi@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 17, 2020**. 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 to Present

YEAR	RECIPIENT
2019	Vikki Dupuis , Trustee, Wellington CDSB Anne-Marie Fitzgerald , Northwest CDSB
2018	John Curry , Trustee, Ottawa CSB
2017	Andy Bray , Vice Chair, Renfrew County CSB
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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Ontario Catholic School
Trustees' Association

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

November 22, 2019

MEMORANDUM

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

FROM: Nick Milanetti, Executive Director

SUBJECT: **Topics for Discussion at Regional Meetings at 2020 Catholic Trustees Seminar**

OCSTA's Regional Meetings serve as timely opportunities to consult with members on issues that are local or province-wide priorities for school boards or at the forefront of the government's agenda.

In preparation for the upcoming Regional Meetings, taking place at OCSTA's Catholic Trustees Seminar in January 2020, CDSBs are asked to come prepared to discuss the following topics:

1. Please identify and share approaches and strategies adopted by your board to combat global warming and climate change. Examples can include strategies adopted board-wide to reduce greenhouse emissions and waste, or innovative efforts incorporated into boards' facilities design and management to achieve higher energy efficiencies.
2. School boards face growing financial pressures due to the current moratorium on consolidating underutilized schools. The pupil accommodation review process (PARG) for boards was recently changed to require boards assess the impact of accommodation options on communities, student well-being, programming and school board resources. The new process also requires boards to explore at least three accommodation options and to provide more public input over an extended period of time. Please identify your concerns and advocacy priorities regarding the current moratorium on school consolidation and the PARG process.
3. School boards have experienced changes in funding in the area of mathematics. How has your board continued emphasis on mathematics, and what are some best practices that you would like to share in implementing the Focusing on the Fundamentals of Math Strategy?
4. Please identify a local issue for discussion.

Each Regional Meeting will provide an opportunity to discuss the perspectives of CDSBs on these important topics. It is recommended that the perspectives of each board be discussed/prepared, prior to the Regional Meetings.



Date: January 13, 2020
To: Board of Trustees
From: Board Self-Assessment Committee
Subject: Interim Report to the Board

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

Type of Information: ☒ Information for Board of Trustees
☐ 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)

Board Policy II 002 Governing

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

Policy II 002- Governing Style-states "Monitor and discuss the Board's process and performance at each meeting. Self-monitoring will include comparison of Board activity and discipline to policies in the Governance process and Board-Staff Relationship categories."

Alignment to the MYSP:

Not applicable

Background/Comments:

This is an interim report regarding progress to date from the Board Self-Assessment committee:

- Committee has met three times. Terms of reference were developed and approved by the Board
- Surveyed 12 Catholic School Boards and discovered that none have a formal self-assessment process.
- Committee asked that Wendy contact OCSTA for further information and feedback. Nick Milanetti shared some assessments from Alberta and Saskatchewan.
- Examining how our policies can be incorporated into the self-assessment.
- We are examining the following:
 1. Do we include feedback from Superintendents and Director?
 2. What role do student trustees play in the self-assessment process?
 3. How do we ensure that the work of the Board is assessed/reviewed?



4. How do we ensure that the self-assessment tool helps to formulate the work of the Board for the following year?
 5. Do we include feedback to the Chair for professional growth?
- Currently we have 7 sections for the self-assessment but this is only the preliminary draft. Sections include: Catholic Development (Pastoral), Board Meetings, Chair, Governance, Work of the Board, Board-Director Relationship and Communication (Advocacy, Linkages, Consultation).
 - As a result of our inquiry to OCSTA regarding Boards completing self-assessments, the committee has been asked to do a workshop at the OCSTA AGM regarding our process.

Recommendation: That the Board accepts this report for information only.

Prepared/Reviewed By: Wendy Price, Board Self-Assessment Committee Chair

*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."



Moved by: Wendy Price

Waterloo Catholic DSB

Seconded by: Melanie Van Alphen

Topic: Term Limit for Regional Directors

Whereas: Regional Directors play a critical role in keeping their regions abreast of current events at the provincial level; and

Whereas: Regional Directors from CDSB's are selected every second year as described in section 7.4 of the by-laws; and

Whereas: Term of office for Regional Directors is for two years with no limit on terms; and

Whereas: Terms limits are imposed for positions of President, Vice-President and CCSTA Directors as outlined in section 7.11 of the by-laws; and

Whereas: Including a term limit of two consecutive two year terms for Regional Directors allows more opportunity for other members to put their name forward, allowing for more diversity, conversation and distributed leadership within OCSTA;

Therefore be it Resolved that:

OCSTA amend the by-laws to include a term limit of two consecutive two year terms for Regional Directors.

Moved by: Wendy Price

Waterloo Catholic DSB

Seconded by: Melanie Van Alphen

Topic: Teacher Learning and Leadership Program (TLLP)

Whereas: The TLLP has funded over 1250 project proposals from experienced teachers seeking a peer leadership role in curriculum, instructional practice and supporting other teachers; and

Whereas: TLLP's create and support opportunities for teacher professional learning and foster teacher leadership; and

Whereas: The TLLP projects allow teachers to improve and share practices that benefit the academic well-being of all students; and

Whereas: The TLLP projects are consistent with Ministry goals relative to innovation and fostering classrooms of strong future-focused learning; and

Whereas: Despite providing previous funding for Boards to foster TLLP's, the Ministry has neither funded projects for 2019-2020 nor committed to supporting this initiative in 2020-2021

Therefore be it Resolved that:

OCSTA petition the Ministry of Education to prioritize the practice and funding of the TLLP Program for the 2020-2021 school year.