



## Committee of the Whole Meeting

**Date:** Monday, February 10, 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

**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 Private, Private meeting of January 27, 2020 regarding Human Resource matters.	Chair		Approval

ITEM	Who	Agenda Section	Method & Outcome
<b>2. Consent Agenda: Director of Education</b> (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)			
<b>3. Consent Agenda: Board</b> (Minutes of meetings)			
3.1 Approval of Minutes of Regular and Special Meetings	Trustees	pp. 4-7	Approval
3.1.1 Minutes of January 13, 2020 Committee of the Whole Minutes.			
3.2 Interim Financial Report - #1 of 3	Trustees	pp. 8-13	Information
<b>4. Delegations</b>			
<b>5. Advice from the CEO</b>			
5.1 Annual Report on STSWR	S. Maharaj/B. Bourgault	pp. 14-30	Information
5.2 Early Years Report	J. Klein	pp. 31-34	Information
5.3 Parent Engagement Update	J. Merkel	pp. 35-40	Information
<b>6. Ownership Linkage</b> (Communication with the External Environment related to Board's Annual Agenda; ownership communication)			
6.1 Linkages Activity	Trustees	--	Discussion
6.2 Pastoral Care Activity	Trustees	--	Discussion
<b>7. Reports from Board Committees/Task Forces</b>			
<b>8. Board Education</b> (at the request of the Board)			
8.1 OCSTA Communications	Chair	pp. 41-72	Information
8.2 OCSTA Modules	Trustees	--	Discussion
Module 15 - What Makes a Great Chair?			
Module 16 – First Nations Trustees: Leading in Two Worlds			
<b>9. Policy Discussion</b> (Based on Annual Plan of Board Work)			
<b>10. Assurance of Successful Board Performance</b> (monitoring)			
<b>11. Assurance of Successful Director of Education Performance (monitoring)</b>			
11.1 Monitoring Reports & Vote on Compliance			
<b>12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries</b>			

ITEM	Who	Agenda Section	Method & Outcome
<b>13. Announcements</b>			
<b>13.1 Upcoming Meetings/Events</b> (all scheduled for the Catholic Education Centre unless otherwise indicated): •Feb 12: Boundary Review: Public Meeting #2 •Feb 19: Pastoral Plan (Gathered to Become) Launch •Feb 25: St. Benedict FOS Beacons of Hope •Feb 27: Monsignor Doyle FOS Beacons of Hope •Mar 7: International Women's Day Breakfast •Mar 10: St. Mary's FOS Beacons of Hope •Mar 12: Resurrection FOS Beacons of Hope •Mar 26: St. David FOS Beacons of Hope •Mar 28- Mayors' Dinner •Mar 26: CEC Blessing •Mar 31: St. Louis Beacons of Hope •April 28: Staff Recognition * <i>New date</i>			
<b>14. Items for the Next Meeting Agenda</b>	Trustees		
<b>15. Adjournment/ Confirm decisions made tonight</b>	Director of Education		
15.1 Confirm Decisions	Recording Secretary	--	Information
15.2 Move into Private, Private	Trustees	--	Approval
15.3 Move into Private, Private, Private	Trustees	--	Approval
<b>16. Closing Prayer</b>			
<b>17. Motion to Adjourn</b>	Board of Trustees	Motion	Approval

### **CLOSING PRAYER**

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

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

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

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

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

Amen

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



## **Committee of the Whole Meeting**

A public meeting of the Committee of the Whole was held Monday, January 13, 2020 at the Catholic Education Centre, Kitchener.

**Trustees Present:**

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

**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:**

**Absent:**

**Recorder:**

Alice Figueiredo, Executive Administrative Assistant

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

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

The Chair called the meeting to order at 6:05 p.m.

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

The opening prayer was led by Trustee Dupuis.

#### **1.2 Territorial Acknowledgement**

The Territorial Acknowledgement was led by Trustee Conway.

#### **1.3 Approval of Agenda**

Amendment to the agenda as follows: 9.2 OCSTA Resolutions Review to follow Section 5 to allow for input from Superintendents.

**2020-01 -- It was moved by Trustee Van Alphen and seconded by Trustee da Silva:**

**THAT the agenda for Monday, January 13, 2020, as amended, be now approved. --- Carried by consensus.**

#### **1.4 Declaration of Pecuniary Interest**

1.3.1 From the current meeting – NIL

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

### **1.5 Items for Action:**

1.5.1 Committee of the Whole In-Camera Meeting on regarding Real Estate matters.

**2019-02 -- It was moved by Trustee Schmalz and seconded by Trustee Weiler:**

**THAT the Items for Action from Monday, January 13, 2020 In-Camera meeting regarding Human Resources Matters and Special Educations 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 November 18, 2019 Committee of the Whole Minutes.

**2019-03 -- It was moved by Trustee da Silva and seconded by Trustee Reitzel:**

**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 Healthy Active Living**

Superintendent Ivankovic provided the Board of Trustees background information on the Healthy Active Living Report and introduced Brigitte Webster, Healthy Active Living Consultant. Mrs. Webster discussed 2018-19 priorities, Daily Physical Activity Renewal, professional development and Canada's Food Guide Foundations for a Healthy School.

Trustees asked clarifying questions and provided feedback.

### **5.2 Mathematics Updates**

Superintendent Klein provided the Board of Trustees with background information on the Mathematics report and introduced Petra Le Duc, Student Achievement Consultant, 1-8 Mathematics and Nancy Snyder Student Achievement Consultants Mathematics, 7-12. An update on the Math Strategy for 2019-2020 in both the elementary and secondary panel was given including priorities, professional development and next steps.

Trustees asked clarifying questions and provided feedback.

### **5.3 St. Francis Kitchener Partial Construction Delay**

Superintendent Maharaj provided the Board of Trustees with an update on the partial construction delay at St. Francis Kitchener. Trustees asked clarifying questions and provided feedback.

\*Agenda moved forward to Section 9 at this point.

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

### **6.1 Linkages Activity**

Trustees reported back from the Linkage Committee. Highlights included:

- CEC Blessing confirmed for March 26, 2020, will replace Clergy Dinner.
- Committee working on new date for networking meeting with WRDSB Trustees.
- Winter Walk initiative was discussed, scheduled for February 5<sup>th</sup>.
- Committee to start work on invitation to committees to present to Board.

## **6.2 Pastoral Care Activity**

Trustees reported back from the Pastoral Care Committee. Highlights included:

- Debrief on Christmas events including Soup Sister and Stocking Stuffers.
- Looking at scheduling a Mass during Catholic Education Week. A rural location was suggested, specifically Elmira, details to be confirmed.
- Student Trustees will provide Trustees with list of initiatives from schools for Trustees to visit.
- Looking into another initiative to giving back to the community. Community Clean up suggested, details to be confirmed.

## **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 13: Finance**

##### **Module 14: Human Resources**

Trustees engaged in discussion with respect to Module 13 & 14.

#### **8.3 OCSTA PD session: WCDSB Regional Meeting responses**

Director Notten and Board of Trustees discussed responses to upcoming OCSTA meeting. Suggestions and edits were provided.

## **9. Policy Discussion**

### **9.1 Interim Report re: Board Self-Assessment Committee**

Trustee Price provided the Board with an interim report on the Board Self-Assessment Committee and it's work to date.

### **9.2 OCSTA Resolutions Review**

#### **9.2.1 Regional Director Term Limit Resolution**

Trustee Price presented OCSTA Resolution regarding Regional Director. Trustees agreed no edits are necessary.

#### **9.2.2 TLLP Resolution**

Trustee Price presented OCSTA Resolution regarding TLLP programs. Trustees agreed no edits are necessary.

#### **9.2.3 PRO Grant Discussion**

Trustees discussed whether a resolution was still required for PRO Grant. Superintendent Merkel provided an update on the Ministry's new process and that funds were decreased. Family of Schools are encouraged to work together. No resolution will be brought forward at this time.

#### **9.2.4 Summer Boost Resolution**

Trustee Weiler brought forth the Summer Boost Resolution for comment and review. Recommendations were made including making the resolution more of a province wide lens instead of specifically WCDSB and to modify paragraph 5.

## **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 Trustee Lounge Discussion**

Trustees discussed importance of having a space during the day or evening to meet and keep valuables safe. Locations discussed along with pros and cons of each meeting room. Trustees agreed to keep Trustee Lounge as is.

2019-05-- It was moved by Trustee da Silva and seconded by Trustee Price:  
That the meeting be extended past 9:00 p.m. --- *Carried by consensus*

**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):  
Trustees discussed upcoming events.

**14. Items for the Next Meeting Agenda/Pending Items**

**15. Adjournment – Confirm decisions made tonight. Closing Prayer**

15.1 Confirm Decisions

The Recording Secretary confirmed the meeting decisions.

15.2 Move into Private, Private

2019-06-- It was moved by Trustee da Silva and seconded by Trustee Gravelle:  
THAT the meeting moves into Private, Private at 9:21 p.m.

**16. Closing Prayer**

**17. Motion to Adjourn**

2019-07-- It was *moved* by Trustee Van Alphen and *seconded* by Trustee Reitzel:  
*THAT the meeting be now adjourned.* The meeting was adjourned by consensus at 10:25 p.m.

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Chair of the Board

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Secretary



**Date:** February 10, 2020  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Interim Financial Report - #1 of 3

**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-Board Policy IV 008 "Financial Conditions and Activities"
- ☐ Information only of day-to-day operational matters delegated to the CEO

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

Interim financial reports are presented to the Board to assist Trustees in their monitoring of the financial well-being of the school board. These reports are presented to the Board of Trustees three times per school year (January, March, and June). Reports are reviewed by the Audit Committee prior to being sent to the Board of Trustees.

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

Executive Limitation IV008: Financial Conditions and Activities

With respect to the actual, ongoing financial condition of the organization, the CEO shall not cause or allow the development of fiscal jeopardy or a significant deviation of actual expenditures from board priorities established in the approved budget

**Alignment to the MYSP:**

Building Capacity to Learn, Learn and Live Authentically

Strategic Direction: Investment in global competency development and leading technologies

**Background/Comments:**

Attached to this report are the following:

1. Dashboard Report
2. Expenditure Summary
3. Revenue Summary

This report contains data up to and including November 30, 2019. Notes, where appropriate are included to provide the reader with additional information.





General Commentary:

- Changes have been made to the approved budget as a result of updated enrolment projections and expense information. A summary has been provided below:

<b>Revenue Adjustments</b>		
Reduced enrolment - GSN	\$ (365,000)	
Additional ESL funding	385,000	
Other revenue adjustments	224,000	
<b>Total Revenue Adjustments</b>		\$ 244,000
<b>Expense Adjustments</b>		
Additional teaching staff	\$ 159,629	
Additional vice principals	97,538	
Other staffing	90,955	
Reduction to ELHT budget	(591,846)	
Revised contracts, portable rentals/movement	293,200	
Other operational budget changes	194,524	
<b>Total Expense Adjustments</b>		244,000
<b>2019-2020 Revised Estimates Submission – December 2019</b>		<b>\$ -</b>

\*\*Filing Date: Dec 13, 2019

- A material reduction to the estimated expense for Employee Life Health Trust (ELHT) benefits was incorporated into the revised budget based on information provided from the Ministry of Education.
- Other notable changes include added expenses for portable rentals, technology contracts, and software fees.
- Management will continue to closely monitor supply teacher costs, utilities, and EA costs as these are perennial areas of risk.
- Lawsuits, grievances, and any employee-related contractual financial pressures, if any, have been disclosed in private to the Audit Committee.

The overall risk assessment related to the Board's financial well-being for the 2019-2020 school year is **LOW**.

There have been no significant deviations from board priorities set in June 2019, with the exception of items outlined above.

Recommendation:

That the Board of Trustees receive this monitoring report as information on the financial well-being of the board as at November 30, 2019



Prepared/Reviewed By: Loretta Notten  
Director of Education

Shesh Maharaj  
Chief Financial Officer

Laura Isaac  
Senior Manager of Financial Services

Renee King  
Manager of Budget

\*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."



**Waterloo Catholic District School Board**  
**2019-2020 First Quarter Interim Financial Report - Revised Estimates**  
**For the Period Ended November 30, 2019**

Summary of Financial Results				
	Budget	Revised Budget	In-Year Change	
			\$	%
<b>Revenue</b>				
Provincial Grants (GSN)	259,236,202	260,880,409	1,644,207	0.6%
Grants for Capital Purposes	6,340,336	6,402,559	62,223	1.0%
Other Grants	3,208,804	4,589,775	1,380,971	43.0%
Other Revenues	13,401,381	14,425,170	1,023,789	7.6%
Amortization of DCC	17,738,809	17,346,636	(392,173)	(2.2%)
<b>Total Revenue</b>	<b>299,925,532</b>	<b>303,644,549</b>	<b>3,719,017</b>	<b>1.2%</b>
<b>Expenses</b>				
Classroom	206,593,868	209,387,090	2,793,222	1.4%
Non-Classroom	39,524,300	40,623,622	1,099,322	2.8%
Transportation	6,764,925	6,840,393	75,468	1.1%
Pupil Accommodation	26,067,906	26,073,755	5,849	0.0%
Capital	3,120,778	3,263,654	142,876	4.6%
Amortization/Write downs	17,853,755	17,456,035	(397,720)	(2.2%)
<b>Total Expenses</b>	<b>299,925,532</b>	<b>303,644,549</b>	<b>3,719,017</b>	<b>1.2%</b>
<b>Balance before Accum Surplus</b>	-	-	-	-
Accumulated surplus use	-	-	-	-
<b>Surplus/(Deficit) - end of year</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

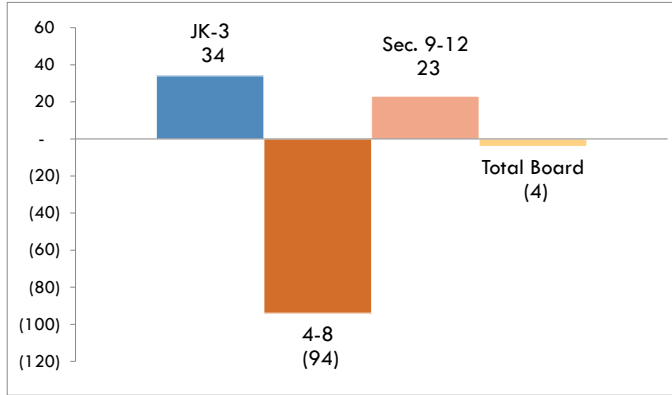
Note: GSN - Grants for Student Needs  
 Note: DCC - Deferred Capital Contribution

- Changes in Revenue**
  - GSN:** Increase due to ESL learners and CUPE labour enhancements
  - Other Grants:** Increase due to additional PPFs since budget announced
  - Other Revenues:** Increase due to participation in International and Extended Day programs
  - Amortization:** Decrease due to the timing of the completion of construction projects
- Changes in Expenses**
  - Classroom:** Increase due to CUPE labour enhancement and PPFs received since budget announced
  - Non-Classroom:** Increase due to growth of International Education program, additional contracts as well as PPFs received since budget announced
  - Amortization:** Decrease due to the timing of the completion of construction projects

Summary of Enrolment				
ADE	Budget	Revised Budget	In-Year Change	
			#	%
<b>Elementary</b>				
JK-3	8,321	8,355	34	0.4%
4-8	8,579	8,485	(94)	-1.1%
VISA Students	23	35	12	52.2%
<b>Total Elementary</b>	<b>16,923</b>	<b>16,875</b>	<b>(48)</b>	<b>-0.3%</b>
<b>Secondary &lt;21</b>				
Pupils of the Board	6,775	6,798	23	0.3%
VISA Students	185	206	21	11.4%
<b>Total Secondary</b>	<b>6,960</b>	<b>7,004</b>	<b>44</b>	<b>0.6%</b>
<b>Total</b>	<b>23,883</b>	<b>23,879</b>	<b>(4)</b>	<b>0.0%</b>

Note: ADE is comprised of actual enrolment reported at October 31, 2019 and projected enrolment as at March 31, 2020  
 Note: VISA students pay tuition & their enrolment does not affect our GSNs

Changes in Enrolment: Budget vs. Revised Budget

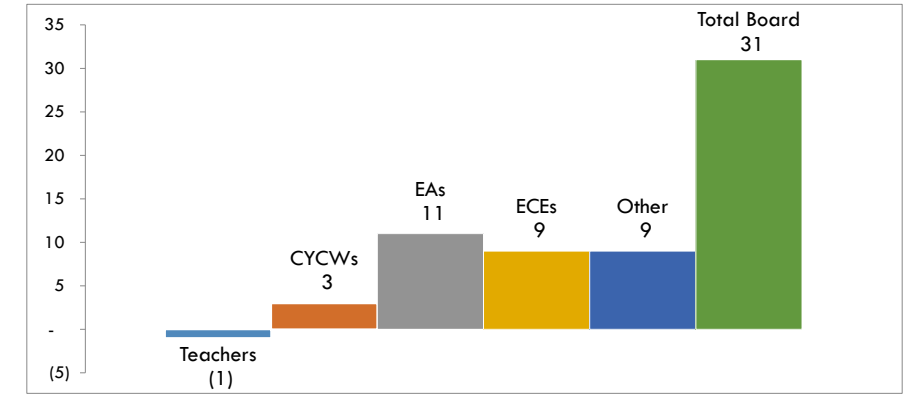


**Highlights of Changes in Enrolment:**  
**Elementary:** Decrease is attributed to families transferring to other boards  
**Secondary:** Increase is attributed to regional growth

Summary of Staffing				
FTE	Budget	Revised Budget	In-Year Change	
			#	%
<b>Classroom</b>				
Teachers	1,444	1,443	(1)	-0.1%
Child & Youth Care Workers (CYCWs)	46	49	3	6.5%
Educational Assistants (EAs)	366	377	11	3.0%
Designated Early Childhood Educators	173	182	9	5.2%
<b>Total Classroom</b>	<b>2,029</b>	<b>2,051</b>	<b>22</b>	<b>1.1%</b>
<b>Other Support Staff</b>				
School Administration	161	162	1	0.6%
Board Administration	74	76	2	2.7%
Facility Services	198	196	(2)	-1.0%
Consultants/Co-ordinators	25	26	1	4.0%
Paraprofessionals	91	97	6	6.6%
Library & Guidance	62	63	1	1.6%
<b>Total Other Support Staff</b>	<b>611</b>	<b>620</b>	<b>9</b>	<b>1.5%</b>
<b>Total Staffing</b>	<b>2,640</b>	<b>2,671</b>	<b>31</b>	<b>1.2%</b>

Note: FTE is calculated as of Mar 31, 2020

Changes in Staffing: Budget vs. Revised Budget



**Highlights of Changes in Staffing:**  
**Classroom Teachers:** Decrease due to elementary enrolment, offset by secondary enrolment growth and PPF announcement  
**Classroom Support Staff:** Increased EAs and CYCWs due to student needs and CUPE LPF reinstatement; Increased ECEs to support primary enrolment and extended day program  
**Other Support Staff - Paraprofessionals:** Increase due to CUPE LPF re-instatement

**Waterloo Catholic District School Board**  
**2019-2020 First Quarter Interim Financial Report - Revised Estimates**

**Revenues**  
**For the Period Ended November 30, 2019**

	Budget Assessment				Material Variance Note
	2019-2020				
	Budget	Revised Budget	Change		
			\$ Increase (Decrease)	% Increase (Decrease)	
<b>Grant Revenues</b>					
Pupil Foundation	123,812,303	124,249,240	436,937	0.4%	
School Foundation	16,604,351	16,561,846	(42,505)	(0.3%)	
Special Education	33,597,039	33,564,428	(32,611)	(0.1%)	
Language Allocation	7,648,875	8,032,022	383,147	5.0%	
Learning Opportunities	3,711,872	4,316,277	604,405	16.3%	
Adult Education, Continuing Education	3,906,777	3,863,905	(42,872)	(1.1%)	
Teacher and DECE Q&E	24,563,327	24,979,551	416,224	1.7%	
Teacher Job Protection Funding	5,429,044	5,382,951	(46,093)	(0.8%)	
Transportation	7,219,728	7,237,221	17,493	0.2%	
Administration and Governance	7,435,225	7,428,074	(7,151)	(0.1%)	
School Operations	23,470,781	23,388,947	(81,834)	(0.3%)	
Community Use of Schools Grant	311,926	311,926	-	0.0%	
Indigenous Education	400,061	439,833	39,772	9.9%	
Safe Schools Supplement	426,933	426,228	(705)	(0.2%)	
New Teacher Induction program	239,596	239,596	-	0.0%	
Rural and Northern	60,389	60,389	-	0.0%	
Permanent Financing - NPF	397,975	397,975	-	0.0%	
<b>Regular Operating On-going Grants</b>	<b>259,236,202</b>	<b>260,880,409</b>	<b>1,644,207</b>	<b>0.6%</b>	a.
<b>Grants for Capital Purposes</b>					
School Renewal	367,742	378,560	10,818	2.9%	
Temporary Accommodation	2,901,369	2,901,369	-	0.0%	
Short-term Interest	128,563	179,968	51,405	40.0%	b.
Debt Funding for Capital	2,942,662	2,942,662	-	0.0%	
<b>Total Capital Grants</b>	<b>6,340,336</b>	<b>6,402,559</b>	<b>62,223</b>	<b>1.0%</b>	
<b>Other Grants</b>					
Continuing Education	2,287,886	2,391,899	104,013	4.5%	
Partnership and Priorities Fund (PPF)	920,918	2,197,876	1,276,958	138.7%	c.
<b>Total Other Grants</b>	<b>3,208,804</b>	<b>4,589,775</b>	<b>1,380,971</b>	<b>43.0%</b>	
<b>Other Revenues</b>					
Continuing Education Fees	2,765,924	2,773,363	7,439	0.3%	
Rentals	898,464	737,286	(161,178)	(17.9%)	d.
Interest	250,000	300,000	50,000	20.0%	e.
Tuition Fees	3,486,100	4,434,600	948,500	27.2%	f.
Extended Day Fees	4,236,055	4,513,460	277,405	6.5%	
Other International Fees	1,198,250	980,025	(218,225)	(18.2%)	f.
Other	566,588	686,436	119,848	21.2%	g.
<b>Total Other Revenue</b>	<b>13,401,381</b>	<b>14,425,170</b>	<b>1,023,789</b>	<b>7.6%</b>	
<b>Deferred Revenues</b>					
Amortization of DCC	17,738,809	17,346,636	(392,173)	(2.2%)	
<b>Net Deferred Revenue</b>	<b>17,738,809</b>	<b>17,346,636</b>	<b>(392,173)</b>	<b>(2.2%)</b>	
<b>Total Revenue and Grants</b>	<b>299,925,532</b>	<b>303,644,549</b>	<b>3,719,017</b>	<b>1.2%</b>	

**Explanations of Material Grant Variances**

- a. Increase due to ESL learners and CUPE labour enhancements, including re-instatement of Learning Priorities Funds (LPF)
- b. Increase due to timing of construction projects
- c. Increase due to PPF grants originally not anticipated
- d. Decrease due to timing of sale of site where rental revenues were received
- e. Increase due to higher interest earned
- f. Increase due to participation in International short and long term programs offset by decrease in homestay usage
- g. Increase due to anticipated rebates for p-cards and energy efficiencies

**12 Notes:**

1. Budget is the 2019 - 2020 Estimates Budget as approved by the Board of Trustees in June 2019

**Waterloo Catholic District School Board**  
**2019-2020 First Quarter Interim Financial Report - Revised Estimates**  
**Expenses**  
**For the Period Ended November 30, 2019**

	Budget Assessment				Material Variance Note
	2019-2020				
	Budget	Revised Budget	Change		
			\$ Increase (Decrease)	% Increase (Decrease)	
<b>OPERATING</b>					
<b>Classroom Instruction</b>					
Teachers	151,159,949	151,047,585	(112,364)	(0.1%)	
Supply Teachers	3,724,368	3,960,788	236,420	6.3%	
Educational Assistants	17,471,988	17,967,406	495,418	2.8%	a.
Designated Early Childhood Educators	9,297,523	9,654,518	356,995	3.8%	
Classroom Computers	2,573,874	3,052,339	478,465	18.6%	b.
Textbooks and Supplies	4,520,441	4,811,736	291,295	6.4%	
Professionals and Paraprofessionals	11,043,425	11,713,178	669,753	6.1%	a.
Library and Guidance	5,085,143	5,135,529	50,386	1.0%	
Staff Development	1,223,785	1,548,740	324,955	26.6%	c.
Department Heads	493,372	495,271	1,899	0.4%	
<b>Total Classroom</b>	<b>206,593,868</b>	<b>209,387,090</b>	<b>2,793,222</b>	<b>1.4%</b>	
<b>Non-Classroom</b>					
Principal and Vice-Principals	9,602,813	9,686,343	83,530	0.9%	
School Office	5,987,336	6,119,554	132,218	2.2%	
Co-ordinators and Consultants	4,697,191	5,298,825	601,634	12.8%	d.
Continuing Education	10,085,809	10,165,516	79,707	0.8%	
<b>Total Non-Classroom</b>	<b>30,373,149</b>	<b>31,270,238</b>	<b>897,089</b>	<b>3.0%</b>	
<b>Administration</b>					
Trustees	236,372	244,872	8,500	3.6%	e.
Director/Supervisory Officers	1,622,489	1,614,800	(7,689)	(0.5%)	
Board Administration	7,292,290	7,493,712	201,422	2.8%	f.
<b>Total Administration</b>	<b>9,151,151</b>	<b>9,353,384</b>	<b>202,233</b>	<b>2.2%</b>	
<b>Transportation</b>	<b>6,764,925</b>	<b>6,840,393</b>	<b>75,468</b>	<b>1.1%</b>	
<b>Pupil Accommodation</b>					
School Operations and Maintenance	25,700,164	25,695,194	(4,970)	(0.0%)	
School Renewal	367,742	378,561	10,819	2.9%	
Other Pupil Accommodation	3,120,778	3,263,654	142,876	4.6%	
Amortization and Write-downs	17,853,755	17,456,035	(397,720)	(2.2%)	
<b>Total Pupil Accommodation</b>	<b>47,042,439</b>	<b>46,793,444</b>	<b>(248,995)</b>	<b>(0.5%)</b>	
<b>TOTAL OPERATING</b>	<b>299,925,532</b>	<b>303,644,549</b>	<b>3,719,017</b>	<b>1.2%</b>	

**Explanations of Material Budget Variances**

- a. Increase due to CUPE labour enhancements, including re-instatement of Local Priorities Funding (LPF)
- b. Increase due to revised software contracts and technology needs
- c. Increase due to PPF grants originally not anticipated
- d. Increase due to growth of International Education program and PPFs announced since budget
- f. Increase due to contracts and services including additional WSIB costs

**Notes:**

1. Budget is the 2019 - 2020 Estimates Budget as approved by the Board of Trustees in June 2019



**Date:** February 10, 2020  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Annual Update on Student Transportation Services of Waterloo Region (STSWR)

**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 the activities and outcomes of STSWR for the 2018-19 School Year.

**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:**

Annually a report on the activities of STSWR is provided to Trustees. The report/presentation also serves as an opportunity for Trustees to ask questions of the General Manager of STSWR on transportation programs and initiatives in the Region.

Highlights for the year just ended include:

- A major reduction in instances of speeding year over year
- A customer service survey which resulted in an 80% approval rate
- A public information blitz for the benefit of student safety
- Development and distribution of an inclement weather [informational video](#)
- Renewal of a multi-year contract for taxi services
- School travel staff worked with 39 schools in the Region to improve walking routes for students
- A better inventory of bus drivers resulting from enhancements to compensation in 2018



Complete details on the operations of STSWR are attached to this report as an appendix.

**Recommendation:**

This report is being provided for information only.

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

Shesh Maharaj  
Executive Superintendent of Corporate Services

Benoit Bourgault  
General Manager, STSWR

\*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."





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# Student Transportation Services of Waterloo Region

## 2018-2019 Annual Report

February 2020





# 2018-2019 Annual Report

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Measuring Performance

Summary of Appeals

2018-19 Overview and Outlook for 2019-2020

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# 2018-2019 Highlights

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## Safety Initiatives:

- STSWR continued to focus on speeding and significantly changed driver behaviour.
- STSWR continues to focus on student safety and offers training to students, parents, school staff and school bus drivers through the following events:
  - Updated First Rider program for Kindergarten students
  - Bus patrols, standing patrols (student crossing guards) and trailblazers (walking student leaders)
  - New Bus Evacuation training for all elementary students
  - New bi-annual interactive bus safety training for elementary student
  - Bus Driver professional development day

## Contract Compliance and Performance Management:

- All bus operators and taxi operators are audited annually to ensure contract compliance.
  - All operators were in compliance with the terms of the contracts.
  - Audits are updated to promote continuous improvement.
- Weekly speeding report addresses gaps and drives improvement.
- A monthly scorecard system ensures ongoing compliance for some KPI's.
  - Valid Driver License
  - First Aid Valid
  - EpiPen Annually
  - Vehicle Age
  - Vehicle GPS
- All Bus Routes are formally audited at least twice a year using GPS tracking data.



# 2018-2019 Highlights

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## Productivity Initiatives:

- We continue to experience modest growth of 0.6%. The growth is localized to specific areas exceeding the available capacity causing the need for some additional vehicles.
- Large vehicles
  - Mileage increased by 2%
  - 2 vehicles added during the year.
- Special Needs
  - Focus on students needs, reliability and consistency of service

## Customer survey:


- Families were invited to participate in satisfaction survey.
  - Overall families rated our services at 3.99 on a 1 to 5 scale.



# Measuring Performance

## Key Performance Indicators:

- STSWR has developed a number of key performance indicators to benchmark performance against industry standards and track improvements year over year.

		<b>STSWR Scorecard 2018-2019</b>					
Updated :August 31		Goal	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
<b>Safety</b>	Student Injuries	0	0	1	0	0	2
	Collisions	0	46	58	41	48	54
	Collision Frequency	4.4	10.2	11.2	6.6	8.3	9.3
<b>Quality</b>	Student Ride time	14	14	14	14	14	13
<b>Service</b>	Service interruption	0	0	6	0	0	2
	Late bus over 50 minutes	0	36 (100)	67 (158)	20	33	13
<b>Cost</b>	Variance to Plan	\$ -	\$ 118,528	\$(98,793)	\$(14,800)	\$ 545,530	\$ 346,423
	\$/student	\$ 767	\$ 748	\$ 722	\$ 670	\$ 666	\$ 676

Injuries: No Injuries

Collision 20% reduction in collision with students on board

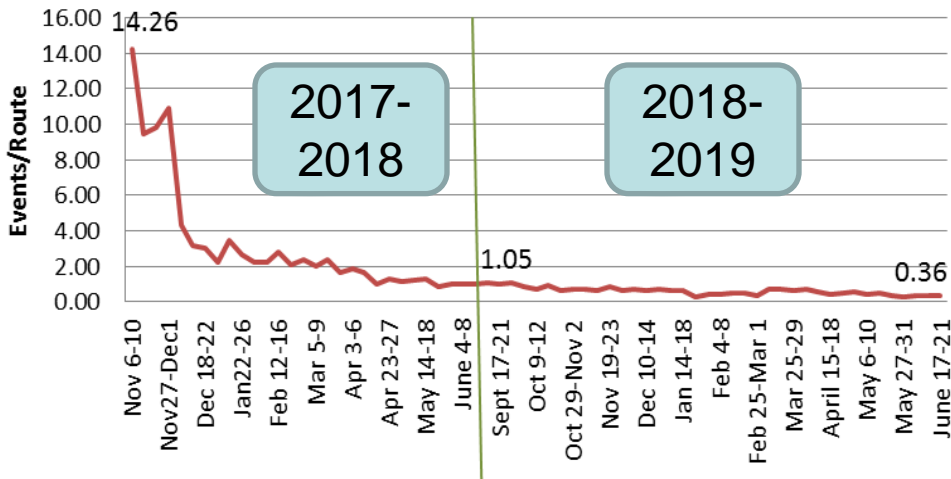
Delays 9 driver related, 46 cold weather, 9 traffic

Service Interruption None



# Improving safety

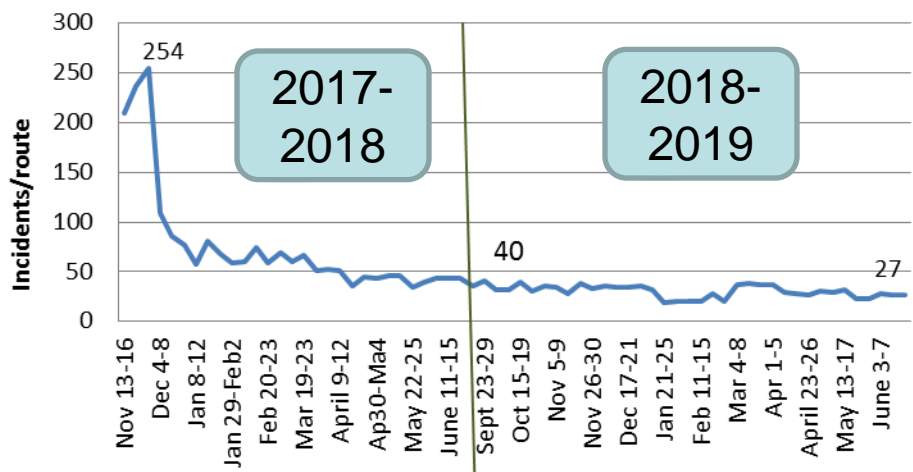
## Speeding Events/route/week



Speeding event:  
sustained speeding  
over 40 seconds

Speeding incident:  
any speeding 10%  
over posted speed,  
10 seconds intervals.

## Speeding incidents/route/week





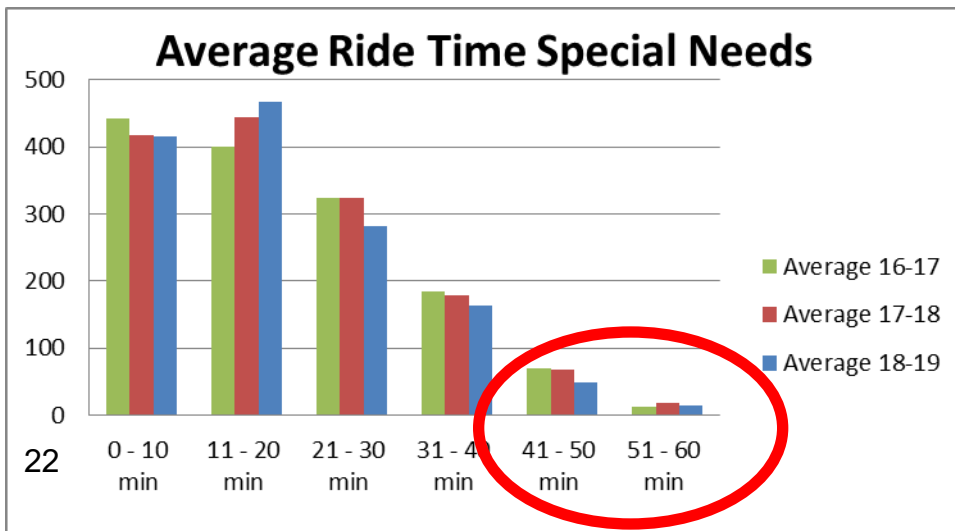
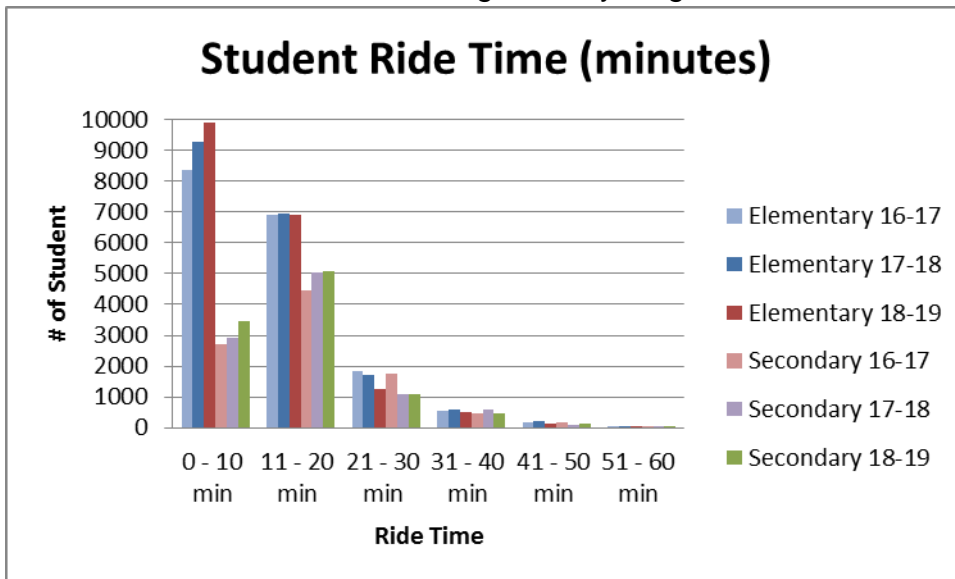
# Measuring Performance

## Average Distance to Bus Stop:

- Kindergarten Students 135m, range from 0 to 500m
- Elementary Students 151m, range from 0m to 941m
- Secondary Students 291m, range from 0m to 1,548m

## Ride Time Distribution:

- The slight increase in distance to stop has an impact on ride time
- Continued focus on reducing the very long ride time



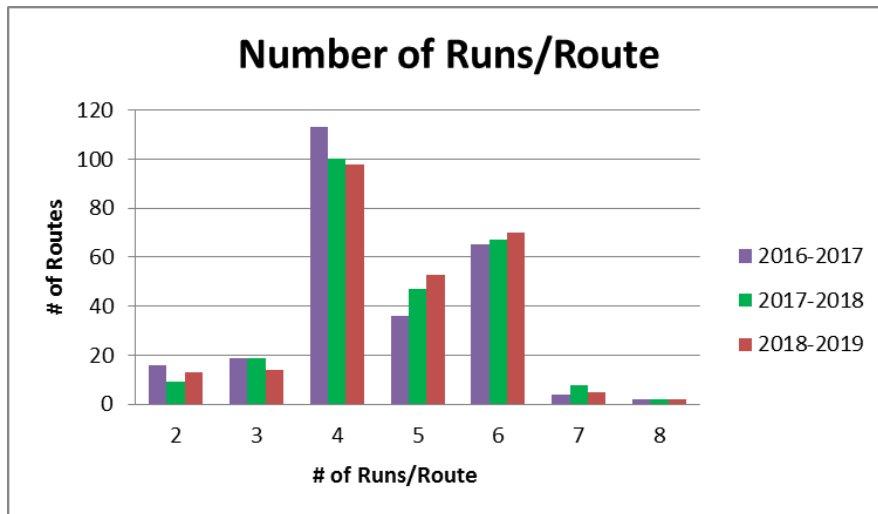
Focused on  
minimizing  
long ride  
time



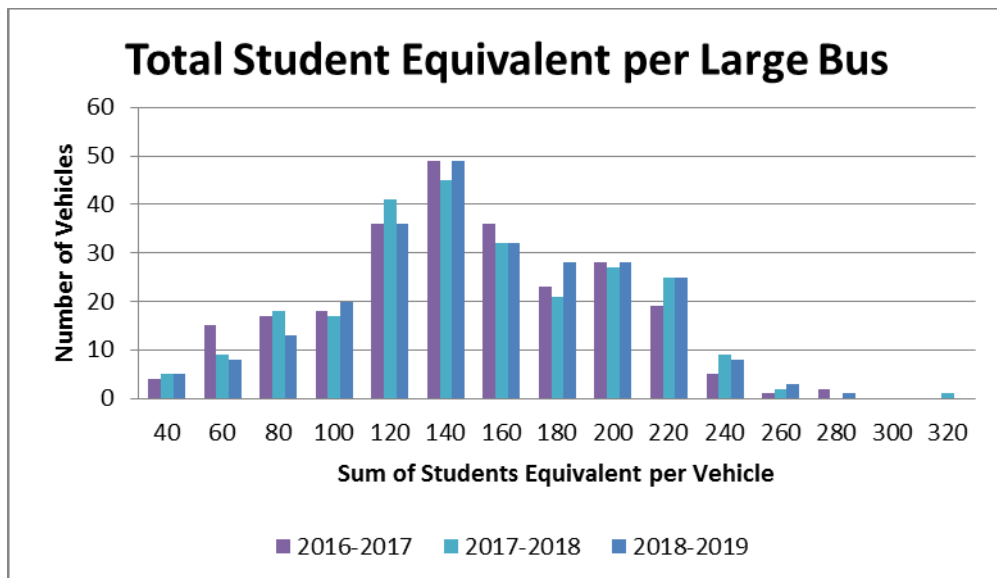
# Measuring Performance

## Vehicle Capacity Utilization:

- The growth is absorbed in the current number of vehicle



- We transport on average 142 students equivalent per vehicle
- The load factor is calculated as such: JK to 6 students count as 1.0, 7-12 students count as 1.5

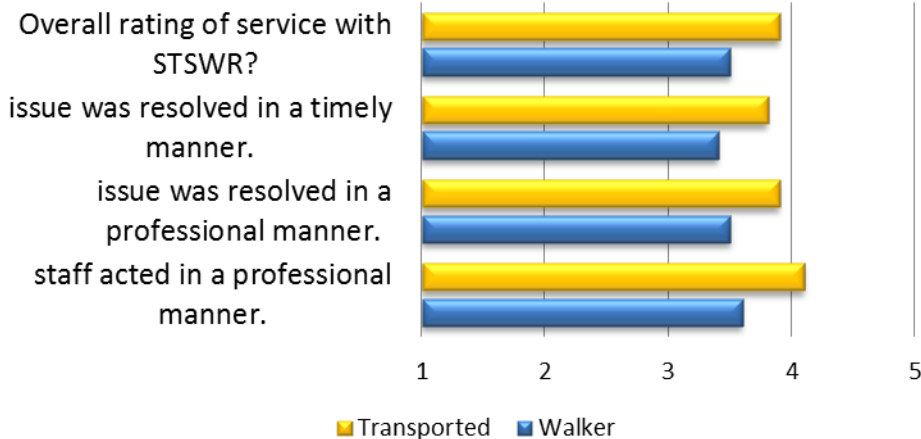




# Customer Satisfaction

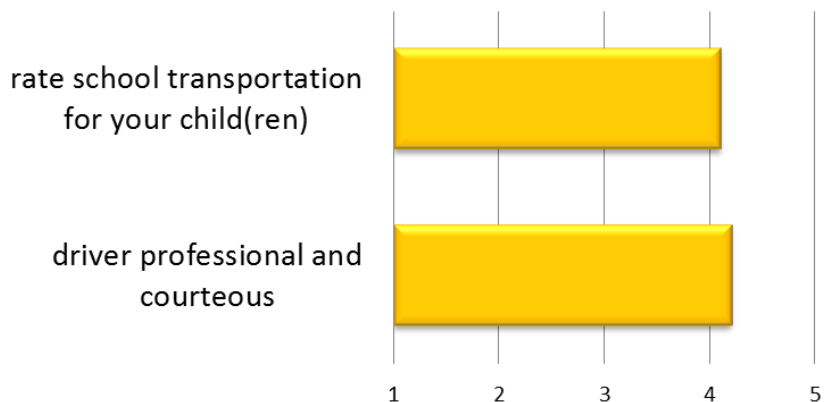
We conducted a customer survey to measure the level of satisfaction with our services. Over 3700 families responded.

## Customer Survey, Staff interactions



Good overall rating of drivers and transportation services

## Customer Survey, Service and Drivers





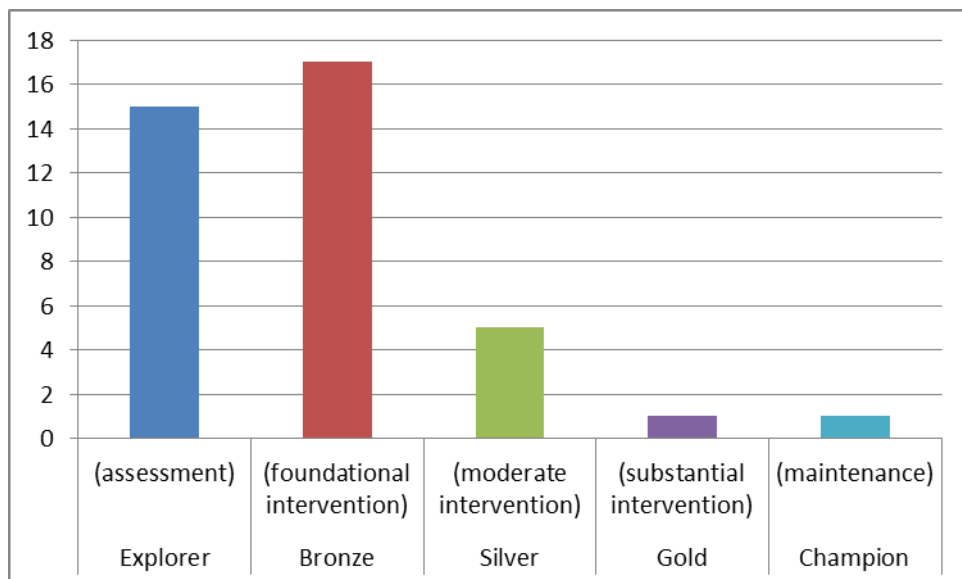


# Growing the Participation with School Travel Planning

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Developing tools and programs to support active transportation to schools and addressing traffic and parking issues.

- Developed and piloted the pedestrian skills training program.
- Develop milestone to independent walking
- Doubled the number of student trained to 152 students participated in Trailblazer training program
- 71 parents engaged in School Travel Planning Committees



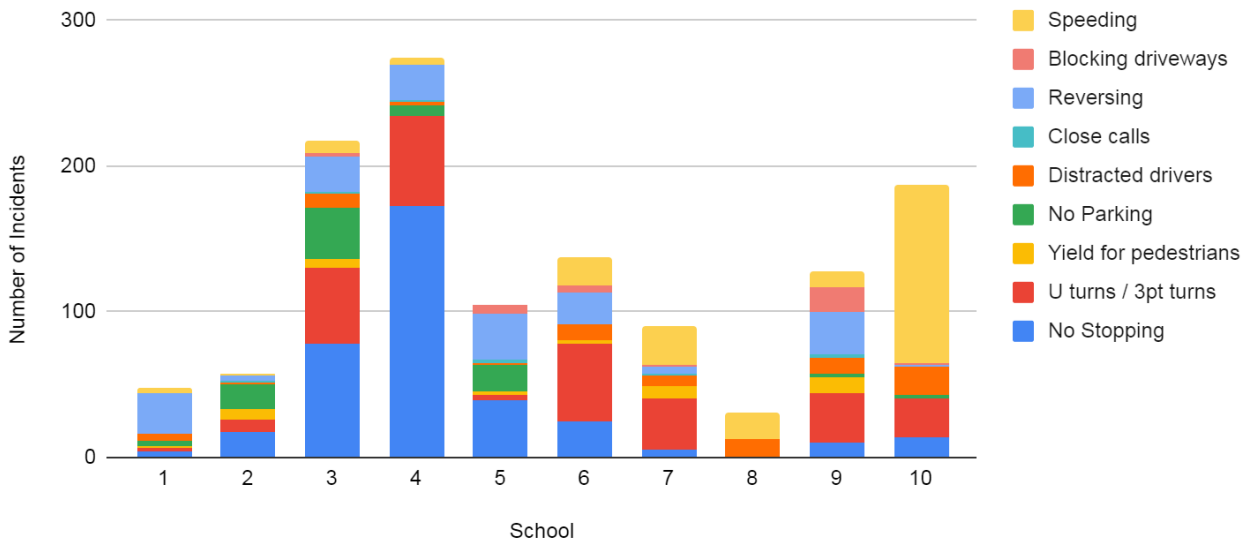
39 schools are engaged at different level of development.



# Traffic behaviour has room for improvement

We initiated traffic observation to identify safety issues around our schools.

Driving Behaviours in School Zones





# Appeals

## Appeals:

- We had a considerable decrease in appeal last year. We received 44 appeals from 73 the previous year.
- At both School Boards, the distance continues to be the main point of contention.
- The following tables illustrate the number of appeals for the WCDSB, the reason for the appeal, and the outcome.

	2018-2019 School Year					
<b>WCDSB</b>	Elementary	Secondary	Total	Granted by GM	Elevated to CMC	Granted by CMC
Distance	7	3	10		5	1
Sibling	3		3		2	
Stop location	1		1		0	
Out of Bound	1		1		1	
Total	12	3	15	0	8	1



# 2018-2019 Overview

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## 2018-19 Summary:

Transportation continues to be very safe for students. Overall a very successful year.

### – Safety

- Sustainable process to ensure kindergarten safe drop off.
- Maintained the reduction of speeding.
- Public awareness campaign continued with 2 radio campaigns.
- Continued the development of alcohol detection sensors on all school purpose vehicles.
- Launched the bi-annual school bus safety training to half the elementary schools.
- Secondary student evacuation review twice per year.

### – Customer Service

- Making strides in ensuring every interaction is a positive one.
- Good satisfaction level from your customer.
- New video to explain the cancellation process when encountering inclement weather.

### – Active Transportation

- Engaged 39 Schools
- Developed pedestrian skills program.

### – Driver Shortage

- Actions taken the previous year allowed us to maintain an adequate level of skilled drivers.

### – Procurement

- Renewed Taxi contracts will help improve availability of service.



# 2019-2020 Outlook

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## 2019-2020 Objectives:

- Building upon our successes and challenges from 2018-19, there are a number of key areas that STSWR will focus on during the 2019-2020 school year. These include:
  - Safety
    - Continue with simple message to slow down and leveraging the Bus Driver PD day.
    - Complete the rollout of the bi-annual school bus safety training to elementary students.
    - Participate in School Bus Safety week.
    - Renew discussion with the Region to pursue the stop arm camera.
    - Update emergency plan to include natural disasters.
  - Customer Service
    - Continuously working with all stakeholders to ensure every interaction is a positive one.
    - Developing Customer Service support software
  - Special Needs transportation
    - Developing evacuation plan for Spec Ed
  - School Travel Planning
    - Launching “Sidewalks Smarts” program
    - Leverage the 2 additional staff to support Active Transportation services
    - Growing parent resources so support children independence
    - Monitoring Canadian Cancer Society’s walking school bus program
  - Technology
    - Replace existing GPS technology due to bankruptcy



# 2018-2019 Financial Report

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STSWR 2018-2019	Total
Overhead	\$ 1,474,205
WCDSB transportation cost	\$ 5,233,335
WRDSB transportation cost	\$16,716,797
School Travel Planning	\$ 44,138
Total	\$23,468,475

WCDSB Details	Total
Regular School Bus	\$ 3,956,883
Spec-Ed Bus	\$ 839,266
Taxi	\$ 227,414
GRT	\$ 21,170
Total	\$ 4,996,905

WRDSB Details	Total
Regular School Bus	\$ 7,747,922
Spec-Ed Bus	\$ 6,601,998
Taxi	\$ 1,190,009
GRT	\$ 228,782
Total	\$16,716,797



**Date:** February 10, 2020  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Early Years at the WCDSB

**Type of Report:**

- ☐ Decision-Making
- ☐ Monitoring
- ☒ Incidental Information concerning day-to-day operations

**Type of Information:**

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

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

*Education Act Section 169. (1)*

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

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

- The Kindergarten Program, 2016
- Growing Success-The Kindergarten Addendum, Assessment, Evaluation, and Reporting in Ontario Schools, 2016
- PPM 159 Collaborative Professionalism (2016)
- APS017 Responsible Use of Information Technology and Electronic Data

**Alignment to the MYSP:**

**Priority Area:**

Nurturing our Catholic Community

**Strategic Direction:**

Promote a culture of belonging and respect, that supports success for all

**Goal:**

Equitable access to learning opportunities

**Priority Area:**

Student Engagement, Achievement & Innovation



**Strategic Direction:**

Nurture a Culture of Innovation

**Goal:**

Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success

**Strategic Direction:** Foster maximum opportunity for success for all

**Background/Comments:**

In February 2019 trustees were apprised of ongoing progress in implementing two renewed policies and programs in Ontario which form the core of Kindergarten: *The Kindergarten Program 2016* and *Growing Success: The Kindergarten Addendum 2016*. The report that follows will provide further details regarding the ongoing implementation of the Kindergarten program at the Waterloo Catholic District School Board.

**Kindergarten Professional Learning Supports: Waterloo Catholic District School Board**

Jan. 2019: Session for teachers in the New Teacher Induction Program (NTIP) to support communicating learning within the four frames for Communication of Learning templates

Jan. – June 2019: K-3 after school learning sessions focusing on early number concepts to connect kindergarten and primary expectations in mathematics and extend the pedagogy of kindergarten into primary grades

Jan. – June 2019: K-3 supports in classrooms with a focus on early number concepts with instructional and numeracy coaches

Jan. – June 2019: K-3 reading record training to connect kindergarten and primary reading expectations and standardized assessment practices

Jan. – June 2019: K-3 supports in classrooms with a focus on early literacy with instructional coaches

Jan. 2019 - Present: K-3 early literacy networks focusing on the use of *Balanced Literacy Assessment Measures*, K-3 to plan precise instruction and interventions for students who are scoring below standard

Apr. 2019: Kindergarten vocabulary building sessions for educators who teach students that are learning English as a second language

Apr. - May 2019: K-1 Pedagogical Leadership networks focusing on building an understanding of quantity and magnitude in mathematics and extending the pedagogy of kindergarten into grade one

Apr. 2019 – Present: Presentations to administrators on the early year's partnership between teacher and early childhood educator in relation to quality programming within *The Kindergarten Program, 2016*

Nov. 2019 – Present: K-8 reading record training with the *Benchmark Assessment Systems, K-2 and 3-8* to connect kindergarten and grades 1-8 reading expectations and standardized assessment practices

Sept. 2019 – Present: *My Math Path* pilot in kindergarten to explore quality mathematical content and appropriate kindergarten pedagogies

Sept. - Oct. 2019: Communication of Learning support sessions for educators new to kindergarten

Nov. 2019 – Present: Pedagogical documentation supports for all kindergarten educators to ensure equitable access to iPads for electronic documentation in both core day and extended day programs. Educators responsible for delivering the kindergarten program will be moving away from “*capturing stories of learning to engaging in the study of learning*”





Nov. 2019 – Present: *K-1, LD in Literacy* sessions with a focus on early literacy interventions using *Balanced Literacy Assessment Measures, K-3* to plan responsive and precise instruction for students who are scoring below standard

Nov. 2019 – Present: Kindergarten collaborative inquiries on the frame of Self-Regulation and Well-Being through Belonging and Contributing with a focus on building relationships through guided play

Spring 2020 – Opportunities for ECEs to learn more about play-based learning and ASD

**“K-1 Connections”:** This online educator resource (using a D2L platform) houses information, professional learning, and classroom resources to support system learning around the pedagogy of play/inquiry-based learning. The focus is on building an understanding of teaching and learning from kindergarten through grade one.

## What We Are Learning:

### Celebrations:

- Educators new to kindergarten have attended formal Kindergarten Communication of Learning sessions to support their understanding of teaching, learning and communicating within the four frames and *Growing Success, The Kindergarten Addendum, 2016*
- 50% of all schools have received professional learning supports in mathematics on early number concepts through after school sessions, K-1 Pedagogical Leadership network, and in classroom learning supports with instructional and numeracy coaches
- Walking number lines were purchased for all kindergarten and grade 1 classrooms to support professional development of early number with the use of a linear model
- Educators experienced a 70% increase in Math content knowledge (quantity and magnitude) in the K-1, Pedagogical Leadership network
- In our K-1 Pedagogical Leadership network, educators received walking number lines, cuisenaire rods and rulers for early years and primary classrooms to support playful learning experiences in early number using a linear model
- As we engage in the mobilization of iPads in all schools, all kindergarten educators will experience equitable access to electronic forms of pedagogical documentation in kindergarten so that they will know their learners and communicate student learning to families using green tools
- K-3 educators at 11 schools are engaging in professional learning sessions to support their understanding of *Balanced Literacy Assessment Measures, K-3*, with a focus on curricular connections, standardized assessment practices, data analysis, responsive instruction and interventions, and pedagogical approaches to optimize student learning. This provides appropriate supports for educators and students. Educators have shown an increase in the Meaning-Structure-Visual (MSV) coding on reading records; evidence of precise planning with literacy assessments; and an increase in small group instruction. Students have shown an increase in phonological awareness according to Rosner Test of Auditory Skills (Phonemic Awareness Assessment Measure); and increased reading levels according to Reading Records Assessment Measure
- We purchased 30 *Benchmark Assessment Systems, K-2* and 38 *Benchmark Assessment Systems, 3-8*. K-8 educators are beginning to use these reading record assessments to learn more about the reading behaviours of their students. This new reading record provides us with consistent assessment practices from K-8 and measures more curriculum expectations in literacy in comparison to our current assessment tools
- We are expanding our understanding of self-regulation as we begin to look at the importance of relational pedagogy, the child’s sense of belonging, and the child’s view of themselves as an effective contributor in the classroom and community. We are also aligning our view of self-regulation with the work at Our Place to ensure children have consistent experiences and supports from birth to kindergarten and beyond in the Waterloo Region.



- We continue to build early years connections with the following community partners in the Waterloo Region: Consolidated Municipal Service Managers of the Waterloo Region (CMSM); Child and Youth Planning Table; Early Literacy Alliance of the Waterloo Region; EarlyOn Centres; Early Years Steering Committee; Kitchener Public Library; Our Place; Strong Start; Waterloo Public Library; Waterloo Region Public Health

#### Challenges:

- Attraction and retention of ECEs within our system
- Availability of supply coverage to support professional learning for classroom teachers and ECEs
- Providing job-embedded classroom supports for educators

#### Moving Forward:

- Build timely supports for administrators in using *The Kindergarten Program 2016* as a professional learning tool to support deep learning in the early years
- Continue to develop accessible opportunities to build system understanding of playful learning through inquiry
- Continue to support educator partnerships with intentional and collaborative planning practices using: assessment data; program expectations; and student interests
- Continue to support educators with pedagogical documentation practices

#### Recommendation:

For information.

#### Prepared/Reviewed By:

Loretta Notten  
Director of Education

John Klein  
Superintendent of Learning

\*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:** February 10, 2020  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Parent Engagement

**Type of Report:**

- ☐ Decision-Making
- ☐ Monitoring
- ☒ Incidental Information concerning day-to-day operations

**Type of Information:**

- ☐ Information for Board of Trustees Decision-Making
- ☐ Monitoring Information of Board Policy **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: APSC001 Catholic School Councils

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

- O. Reg. 612/00: School Councils and Parent Involvement Committees under *Education Act, R.S.O. 1990, c. E.2*
- Parent Engagement Policy  
[www.edu.gov.on.ca/eng/parents/policy.html](http://www.edu.gov.on.ca/eng/parents/policy.html)
- Parents Reaching Out Grants
- Ontario's PRO Grants are designed to support parents in identifying barriers to parent engagement in their own community and to ... 2017-18 Parents Reaching Out ...  
[www.edu.gov.on.ca/eng/parents/reaching.HTML](http://www.edu.gov.on.ca/eng/parents/reaching.HTML)

**Alignment to the MYSP:**

- Strategic Priority: Nurturing our Catholic Community
- Strategic Direction: Bear witness to our Faith through joyful discipleship and our relationships with and in Christ



## Background/Comments:

Ontario's parent engagement policy recognizes many different forms of parent engagement, and that each is an important contributor to student and school success. Within the policy, parent engagement includes:

- Providing a positive learning environment at home, actively working with children to support what they are learning in school, and making learning an important part of the day
- Having productive conversations with teachers so that there is clear communication between the school and the home
- Becoming involved in school activities and volunteering to help with school events, trips and other activities
- Participating in School Councils at the school level and Parent Involvement Committees at the board level to provide perspective

The WCDSB has continually focused on supporting the partnership between home and school to meet the various forms of parent engagement as presented in the Ontario Parent Engagement Policy by promoting and supporting:

- Celebration of our Catholic School Advisory Council Chairpersons through our WCDSB annual commissioning ceremony
- Parent Reaching Grants
- Catholic Parent Involvement Committee Support to Schools and Catholic School Advisory Councils

## **Celebration of our Catholic School Advisory Council Chairpersons through our WCDSB annual commissioning ceremony.**

Our parents are our true partners in education and to celebrate this strong relationship the WCDSB once again commissioned our new Catholic School Advisory Council Chairs along with our new Administrators and Senior Team Members at our annual Commissioning Ceremony with approximately 94 people in attendance and under the leadership of Fr. Joseph de Viveiros, C.R. 36 new parent council chairpersons and new WCDSB administrators participated in a liturgy, were acknowledged through a formal commissioning, and received a blessing founded in gratitude and love for their servant leadership offered to the Waterloo Catholic District School Board.

School Year	Number of Parents Commissioned
2016/17	54
2017/18	57
2018/2019	66
2019/2020	36



## **Parent Reaching Out Grants- Update**

The Parent Reaching Out (PRO) Grants program provides funding to district school boards and school authorities 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.

New for this year, district school boards received a predetermined funding amount for parent engagement projects so the past practice of individual schools applying for funding for independent projects no longer exists.

As a system, the Waterloo Catholic District School Board worked closely with our Catholic Parent Involvement Committee, Catholic School Advisory Councils and other stakeholder groups as we developed initiatives that support increased parent engagement and involvement.

### **WCDSB PRO Grant Outcomes: 2019-2020:**

The WCDSB proposed that the following PRO Grant plan will include projects that:

- Enhance the resiliency of our parents, allowing them to better support their children / our students
- Provide collaborative cross-region projects of family of schools: Building Stronger Catholic School Advisory Councils
- Parent Engagement Speaker/CPIC All Chairs Meeting

The Waterloo Catholic District School Board upcoming parent opportunities shared via Newswire (our main communication channel), our school websites, on Twitter, and through your local Catholic School Advisory Councils.

Current projects include the following:

#### **What to Teach your Kids About Money**

Jan. 22 – St. Benedict CSS Registrations: 30

Feb. 4 – St. Mary's CSS Registrations: 88

Feb. 22 – St. David CSS Registrations: 54

#### **Daring Parenting: Courageous Conversations**

Apr. 29 at St. David's

#### **Daring Parenting: Put the Armor Down: What to do When Shame Shows Up**

May 7 Monsignor Doyle

\*In discussion with stakeholders regarding the opportunity to offer an additional translated session for our diverse parent community

## **Collaborative Cross-Region Projects of Family of Schools: Building Stronger Catholic School Advisory Councils**

In addition to our preplanned offerings each WCDSB Secondary School has been allocated \$1000 to work with their feeder schools to host a project that will either promote increased Catholic School Advisory Council Partnerships or a larger scale Guest Speaker Engagement Event.



Our Special Education Advisory Committee also receives \$2000 this year to host an additional opportunity for parents as well.

Finally, the remaining funds will be allocated to CSAC's through an application process mirroring past application of PRO Grants. Approximately eight schools may receive up to \$500 dollars.

### **Catholic Parent Involvement Committee Support to Schools and Parent Involvement Committees**

On April 17<sup>th</sup>, 2019 the CPIC was proud to offer "Connecting Parents: Shaping Futures" parent engagement opportunity. Speakers, Becky Keller Duke (Women's Hockey Olympic Medalist) and Rick Osborne (Recovered Addict) who both spoke to teaching our children that they can achieve anything through hard work and commitment as well as the importance of belonging, and how despite struggle, resiliency and faith can overcome life's struggles.

Feedback from the event was very positive:

81% agreed that the event gave them a better understanding of how they might be able to continue to support my child(ren).

86% said would recommend Becky, as a speaker, to others.

Sample responses:

- *Girl power message and how girls can achieve goals!*
- *Positive team building messages*
- *Great info on helping your kids grow their passion*

87% said they would recommend Rick, as a speaker, to others.

Sample responses:

- *Hard to hear but important to know how quickly a child can be turned down a dark path*
- *Love hearing his story and the struggles he overcame*
- *So transparent and real; God's grace*
- *Incredibly powerful story. Incredible person. I will never forget this experience.*

On December 3, 2019 CPIC offered a board wide parent engagement opportunity with speaker, Nick Foley. Nick's presentation was titled: *Nurturing our Catholic Community: Fostering Belonging and Inclusion*. 48 participants rsvp'd to attend, and 30 people attended. Childcare and dinner were provided. The evening also included CSAC Chair event that served as an orientation to the role, an overview of the CSAC and CPIC Mandate, an introduction to the MYSP and SIPSA's. This gathering promoted the development of links between CSAC Chairpersons and their CPIC representative, and the introduction to a soon to launch D2L Parent Portal.

### **Next Steps:**

The Catholic Parent Involvement Committee continues to develop strategies to strengthen the link between our parent communities and the WCDSB. The CPIC is in the process of developing a 3 working



plan in efforts to increase and encourage parent engagement in our catholic schools. The CPIC will be formally launching the D2L parent portal in February 2020.

Every parent has different communication preferences. In order to be responsive to the needs of parents we look forward to rolling out School Messenger to all Elementary schools (which is currently employed as a messaging tool for our secondary schools). With School Messenger, you can reach custodial parents in the way they want to receive messages, send school, teacher, classes, clubs and teams notifications via voice, text, email, social media, web, and push notifications - and do so quickly from a simple interface. In 2020/21 we will be rolling out the automated attendance application portion of School Messenger called Safe Arrival to all schools.

Finally, in 2020/2021 the WCDSB will also begin to pilot the Aspen Parent Portal which will bring together into one web interface all of our parent resources like School Cash Online, D2L, Online Registration, School Messenger and others.



As in the past, a list of the various events, with dates and times, that our Catholic School Councils have planned to support parent engagement in their own community and to find local solutions to involve more parents in support of student achievement and well-being will be provided to trustees as they are confirmed.



Recommendation:  
For Information for the Board of Trustees.

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

Judy Merkel  
Superintendent of Education

\*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.”







## Ontario Catholic School Trustees' Association

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

January 27, 2020

### MEMORANDUM

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

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

**SUBJECT:** Student Transportation Advisory Group

---

On January 27, 2020, the Ministry of Education announced the establishment of a Student Transportation Advisory Group. The mandate of the group is to review and make recommendations on:

- The funding formula for student transportation;
- Consortia model and operations;
- Student transportation procurement.

The review will be lead by Sam Oosterhoof, the Parliamentary Assistant to the Minister of Education, with support from the Capital and Business Support Division of the Ministry. Membership on the committee includes OCSTA and other trustee and school board associations and school bus operators. A full list of participants is included in the attached media release.

The committee intends to meet over the coming months with an initial focus on the funding formula. Pat Daly, Chair of Hamilton-Wentworth Catholic District School Board and OCSTA Past President, is our trustee representative on the advisory group. Dan Duszczyszyn, Special Policy Advisor-Finance is also supporting OCSTA on the advisory group.

Please send any comments or recommendations on student transportation funding matters to Pat Daly at [pdaly@ocsta.on.ca](mailto:pdaly@ocsta.on.ca).

If you have any questions, please contact me at [sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca).

Attachment

## **Ontario Reviews Student Transportation to Improve School Bus Service for Students and Families**

*Review Focuses on More Effective, Equitable and Accountable Transportation Service*

January 27, 2020 9:00 A.M.

TORONTO — Sam Oosterhoff, the Parliamentary Assistant to the Minister of Education, today announced that the Government of Ontario is moving forward with a review of the student transportation funding formula to achieve a more efficient and accountable student transportation system and improve the transportation experience for students across the province.

First announced in March 2019, the review responds to calls from student transportation partners to improve the funding formula, which could be more responsive to the changing needs and costs encountered by school boards. The review is also a follow-up to the Auditor General's 2015 value-for-money audit that recommended the government revisit the funding formula.

"Parents and taxpayers deserve the most reliable and effective bus service possible, where every tax dollar we invest is maximized to benefit Ontario's students," said Parliamentary Assistant Oosterhoff. "With student transportation costs projected to be over \$1 billion this school year, it's critically important that we ensure value for money so we are better serving students in rural and urban communities."

In order to allow student transportation sector partners to share their expertise, experience and ideas for the review, the ministry is establishing a Student Transportation Advisory Group that will meet with the Parliamentary Assistant and ministry staff over the coming months.

Stakeholders and ministry officials will discuss the funding formula, as well as other topics, including consortia models and operations, and student transportation procurement. The government is approaching the review with three goals to guide decision-making:

- Equity;
- Fiscal responsibility and accountability; and
- Evidence-based decision making.

"Every day, more than 830,000 students are transported back and forth from school safely, and on time, thanks to the terrific work of school bus drivers and the hard-working staff who support them," said Stephen Lecce, Minister of Education. "By launching this funding review with our sector partners, we are taking action to achieve a more efficient and accountable student transportation system that continues to deliver the high-quality service that students and parents can depend on."

## QUICK FACTS

- In August 2019, the province announced the continuation of the school bus driver retention program which provides funding incentives for school bus drivers that provide continuous service throughout the year.
- In the 2019-20 school year, funding for student transportation is projected to be more than \$1 billion.
- More than 830,000 students are transported each school day in Ontario.

## LEARN MORE

- [Ontario Addresses School Bus Driver Shortage](#)

---

**Alexandra Adamo** Minister's Office  
alexandra.adamo@ontario.ca  
**Ingrid Anderson** Communications Branch  
Ingrid.E.Anderson@ontario.ca  
437-225-0321

[Available Online](#)  
[Disponible en Français](#)



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Nick Milanetti, *Executive Director*

January 27, 2020

## MEMORANDUM

**TO:** OCSTA Board of Directors  
Chairs and Directors of Education

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

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

---

Further to the Memorandum sent on December 12, 2019, OCSTA has received additional information from the Ontario Human Rights Commission regarding its' Right to Read inquiry. The Commission has formally requested that OCSTA participate in the public consultation portion of the inquiry. We have attached the notice from the Commission that describes the request. The Commission intends to have further town hall meetings throughout Ontario in the coming months. Some of these town halls will be held in northern Ontario and focus on reading issues related to Indigenous students. In addition, the Commission has developed a set of surveys targeting students and parents about their experiences regarding reading and literacy programs. Further surveys are now being developed for educators and other professionals.

### Next Steps

OCSTA will create a small working group of board staff with expertise in special education and curriculum issues as we develop a submission to be submitted to the Commission by February 21, 2020. We will also continue to monitor the public consultation process.

In addition, we would appreciate boards forwarding to us any relevant background information on policies, programs and services related to supporting students with learning disabilities that affect the acquisition of reading and literacy. **Please forward this information by February 10, 2020** to me at [sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca).

If boards wish to make a submission, please forward the submission to the following web address:

[https://ontariotbs.ca1.qualtrics.com/jfe/form/SV\\_2h2I29mZJVAAjZ3?RID=MLRP\\_bqguCsEk7tj5rlX&Q\\_CHL=email](https://ontariotbs.ca1.qualtrics.com/jfe/form/SV_2h2I29mZJVAAjZ3?RID=MLRP_bqguCsEk7tj5rlX&Q_CHL=email)

Each submission should reference the terms of reference for the inquiry that may be found here:

[www.ohrc.on.ca/en/right-read-terms-reference](http://www.ohrc.on.ca/en/right-read-terms-reference)

If you have any questions or concerns, please feel free to contact me at [sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca) or 416-932-9460 ext. 224.

*Attachment*

Begin forwarded message:

**From:** Ontario Human Rights Commission <noreply@qemailserver.com>  
**Date:** January 21, 2020 at 1:41:55 PM EST  
**To:** OCSTA - Nick Milanetti <NMilanetti@ocsta.on.ca>  
**Subject:** OHRC Right to Read Inquiry - Submission Form for Organizations  
**Reply-To:** Ontario Human Rights Commission <legal@ohrc.on.ca>

We are writing to request your organization's participation in the Ontario Human Rights Commission's (OHRC) Right to Read public inquiry into human rights issues that affect students with reading disabilities.

There are three ways your organization can participate:

1. Promote the OHRC's surveys
2. Promote the OHRC's public hearings
3. Make a submission on behalf of the organization

Below, please find a flyer for the inquiry which includes information about how people can get involved. We would appreciate it if you could distribute this flyer through your networks/to your members so that as many people as possible can tell us about their experiences.

[Flyer \(EN\): Reading disabilities surveyinfoflyer 2019 en](#)  
[Flyer \(FR\): Reading disabilities surveyinfoflyer 2019 fr](#)

All information and updates on the inquiry can be found here: <http://www.ohrc.on.ca/en/right-read-public-inquiry-on-reading-disabilities>

### **Surveys**

The OHRC has received an overwhelmingly positive response to the launch of the inquiry. Hundreds of people have contacted us asking to share their experiences. In order to make it easier for them to do so, and for us to analyze their feedback, we have developed a survey through Qualtrics, a secure web-based survey tool. We have developed a [survey](#) for parents and students and are in the process of developing a separate survey for educators and other professionals. The surveys can be accessed on a computer or a smart phone.

### **Public Hearings**

We had our first public hearing in Brampton on January 14, 2020. Our next public hearings will take place in:

- London on January 29, 2020;
- Thunder Bay on February 25, 2020; and

- Ottawa on March 10, 2020.

We will post more information on location, times, and how people can participate on our website as soon as the details are finalized. We are planning community visits to Kenora, Hamilton and Barrie as well.

We will also be working with local Indigenous organizations to hold Indigenous-focused meetings in Kenora, Thunder Bay, London, Ottawa and other locations.

### **Submissions**

Organizations can provide an official submission to the Right to Read inquiry. Please consider the issues that are identified in the inquiry's Terms of Reference when making your submission. Please upload your organization's submission and any related resources or documents you want the OHRC to consider using this link: Submission Form for Organizations

We would appreciate receiving your organization's submission by February 21, 2020.

Please continue to engage with us on social media:

- via Twitter <https://twitter.com/OntHumanRights> or by including the hashtag #RightToRead in your tweets
- via Facebook <https://facebook.com/the.ohrc>, and
- via Instagram <https://.instagram.com/onhumanrights/>

Follow the link to opt out of future emails:  
[Click here to unsubscribe](#)



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

January 30, 2020

### MEMORANDUM

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

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

**SUBJECT: Membership: Boards' Special Education Advisory Committee**

---

A number of boards have expressed an interest in receiving background information on Special Education Advisory Committees of boards ("SEAC") membership matters. This memorandum outlines key requirements for membership on a boards' SEAC.

SEAC committees are statutory committees mandated by the Education Act. Section 57.1 (1) states that, "every district school board shall establish a Special Education Advisory Committee". Subsection 57.1 (3) grants cabinet the power to make regulations governing the structure and function of SEACs.

Regulation 464/97 under the Education Act describes in detail the composition, policies and procedures of SEACs and the duties of school boards to support these committees. In terms of the length of membership on a SEAC, subsection 6 of the regulation states:

Subject to section 7, each of the persons appointed to a Special Education Advisory Committee of a board shall hold office during the term of office of the members of the board and until a new board is organized.<sup>1</sup>

The school board appoints SEAC members. They serve for the term of office of board members and until a new board is organized. **A new SEAC is formed every four years following the election of the board of trustees.**<sup>2</sup>

### Composition of a SEAC

A SEAC for a school board is composed of the following:

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<sup>1</sup> See <https://www.ontario.ca/laws/regulation/970464>

<sup>2</sup> See <http://www.edu.gov.on.ca/eng/general/elemsec/speced/seac/members.html>



- Representatives and alternates for these representatives from up to 12 local associations. The local associations must be affiliated with associations or organizations that:
  - are incorporated;
  - operate throughout Ontario;
  - further the interests and well-being of one or more groups of exceptional children or adults; and,
  - do not represent professional educators.
- The lesser of 3 or 25 percent of the total number of board trustees rounded down to the nearest whole number.
- Where 1 or 2 board trustees are appointed to the SEAC, each trustee has an alternate appointed, however where the number is 3 or greater there are no alternates appointed.
- One or two persons to represent the interests of First Nations students attending board schools under a tuition agreement.
- One or more additional member, sometimes called members at large, may be appointed who are neither representative of a local association nor trustees of another committee of the board.
- Alternates, for local association members, are able to attend and participate in SEAC meetings if the local association member cannot be present.

SEAC members must be qualified to vote for members of the board and must be a resident in their jurisdiction. Members appointed to represent First Nations students do not need to meet this requirement as the students are attending the board schools under a tuition agreement.

Employees of a school board are not eligible for membership on the SEAC of the board that employs them. However, they can be members of another school board's SEAC as long as they are eligible to vote for members of that school board.<sup>1</sup>

A member of a SEAC is removed if he or she:

- is convicted of an indictable offence;
- misses three consecutive regular meetings of the committee without being authorized to do so by a resolution entered in the minutes; and/or
- ceases to hold the qualifications to be appointed to the committee.

If you have any questions, please contact me at [sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca).



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

January 31, 2020

Mr. Bill Conway, Chairperson  
Waterloo Catholic District School Board  
35 Weber St., West, Unit A  
Kitchener, ON N2H 3Z1

Dear Bill:

I would like to confirm receipt of your letter dated January 29, 2020 regarding on-going central bargaining with the Ontario English Catholic Teachers' Association. At the out-set, I would like, on behalf of the OCSTA Labour Relations Committee, to thank you and the trustees of the Waterloo Catholic District School Board for your long standing and strong support. That shared commitment to mission and unity has well served publicly funded Catholic Education in Ontario throughout its history.

As you know, collective bargaining at anytime is complex and not without challenge. As we have reported through our bargaining update memos, teleconferences and meetings with Chairs and Directors of Education, that level of complexity and challenge has been exacerbated significantly as a result of the issues raised in your letter and many others.

Throughout our participation at the various central tables, we have been guided by OCSTA Member Board responses to our bargaining survey as well as our negotiation mandate. This mandate includes a commitment to promote stable labour relations and places priority on nurturing Christian community and well-being (academic, faith formation, physical and mental) of the students our Catholic schools serve. We recognize and appreciate that similar priorities are referenced (and impressed upon us) in your January 29, 2020 letter.

Please be assured that we continue to do all we can to keep the lines of communication open with both our OECTA and Crown partners and are fully committed to achieving a freely negotiated collective agreement. Yours very truly,

Patrick J. Daly  
Chair, Labour Relations Committee, OCSTA

cc. B. Eckensweiler, President, OCSTA  
M. Griepsma, Vice-President, OCSTA  
N. Milanetti, Executive Director, OCSTA  
S. Duffy, Director & Labour Relations Counsel, OCSTA  
L. Notten, Director of Education, WCDSB



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

February 3, 2020

## MEMORANDUM

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

**FROM:** Nick Milanetti, Executive Director

**SUBJECT:** FSL Labour Market Partnership Project Phase II Report

---

OPSBA has been leading a Labour Market Partnership Project, of which OCSTA has been a part of, to address the insufficient number of French as a Second Language (FSL) teachers to ensure quality and sustainable FSL programs in publicly funded English language school boards in Ontario. The partnership team has now completed Phase II of the project and there are emerging promising strategies that will be further developed and implemented over the course of the final phase, Phase III of the project, which will begin in February 2020. Attached please find OPSBA's media release for your reference.

Please share the attached executive summary and full report with the appropriate staff in your school board. Given the current landscape, the FSL partnership team will find appropriate time/venues to present the findings and promising practices to school board HR and program staff. In the interim, the FSL partnership team will begin the Phase III planning and next stages of the project.

We would like to thank Dan Crandall, Hamilton-Wentworth CDSB for his contributions to Phase I and II of the partnership project. OCSTA Director of Catholic Education, Anne O'Brien will be representing OCSTA in Phase III of the Labour Market Partnership Project.

Your continued support for this initiative is much appreciated.

*Attachments*

# Meeting Labour Market Needs for French as a Second Language Instruction in Ontario



ONTARIO PUBLIC  
SCHOOL BOARDS'  
ASSOCIATION

*Moving Forward with Understanding Perspectives Regarding  
the French as a Second Language Labour Market Issue*



## Phase II Executive Summary

**EMPLOYMENT  
ONTARIO**



---

## INTRODUCTION

This summary report describes the actions and outcomes of Phase II of the three-year Ontario Labour Market Partnership initiative entitled, *Meeting Labour Market Needs for French as a Second Language Instruction in Ontario*. The Phase II report, *Moving Forward with Understanding Perspectives Regarding the French as a Second Language Labour Market Issue*, can be found at [www.opsba.org](http://www.opsba.org) along with the full report from Phase I. Funding for this Labour Market Partnership Project was provided in part by the Government of Canada and the Government of Ontario.



**Please note that the views expressed in this report are the views of the Ontario Public School Boards' Association and do not necessarily reflect those of the Province.**

## BACKGROUND

During Phase I, key stakeholder partners used research findings to develop recommendations and action plans towards workable solutions to address the growing gap between the number of students enrolling in French as a Second Language (FSL) programs and the availability of qualified teachers to do the job. Phase I was guided by two key objectives:

1. to study the supply and demand issues specifically related to the recruitment, hiring and retention of FSL teachers;
2. to develop and begin to implement recommendations towards workable solutions with key stakeholder groups.

In November 2018, the Ontario Public School Boards' Association (OPSBA) was approved for Phase II Ontario Labour Market Partnership funding. The objectives of Phase II were drawn from the Next Steps articulated in the 2018 final report of Phase I, namely:

1. to begin to develop action plans to effectively implement the recommendations germane to the recruitment, hiring, retention and professional support of FSL teachers, and
2. to conduct research and develop recommendations that address the recruitment, hiring, and professional support of sufficient numbers of French-speaking education workers (such as Early Childhood Educators\*, Child and Youth Workers, and Educational Assistants).

To achieve the above objectives, work in Phase II has resulted in two sets of Next Steps and Recommendations that will:

- a) expand the implementation strategies to improve the recruitment, hiring, retention and professional support for FSL teachers in Ontario, and
- b) begin to implement strategies to improve the recruitment, hiring, and professional support for education workers working in FSL programs in Ontario.

.....  
**Since 2005, the average annual enrolment growth of French Immersion has been 5.7 %.**  
.....

.....  
**Under the Education Act, French language instruction is mandatory in Ontario schools, with students obliged to study the language for a period of six years from grades 4 through 9. School boards have the option to offer supplementary French language programs, such as French Immersion, based on local demand and resources.**  
.....

*\*the term Early Childhood Educators includes Registered Early Childhood Educators, also known as Designated Early Childhood Educators*

---

## **PHASE II FRAMEWORK AND PARTNERSHIPS**

Given the complexity of workable solutions related to the FSL teacher supply and demand issue, the FSL-Labour Market Partnership Project was structured through the work of four inter-dependent committees. Each committee's work was grounded in the guiding principles of *Program/Policy Memorandum 159, Collaborative Professionalism* to ensure that all voices were heard in order to build shared understanding, ongoing consensus and commitment to the project's objectives.

The framework for meeting the objectives in Phase II is structured through the FSL-Labour Market Partnership committee (FSL-LMPC); the FSL - LMPC Steering committee; the Education Worker committee, and the Research Technical Team. Additionally, an action plan committee was established to support the implementation of each Phase I recommendation. Partnership membership was expanded to include representatives from organizations and associations that support education workers in the province, and to form the Education Worker committee. The full membership of the FSL-LMPC is listed below.

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### **FSL-LABOUR MARKET PARTNERSHIP COMMITTEE**

Partnership committee membership continues to include representatives from the Elementary Teachers' Federation of Ontario (ETFO), the Ontario Secondary School Teachers' Federation (OSSTF), the Ontario English Catholic Teachers' Association (OECTA), the Ontario Teachers' Federation (OTF), the Ontario College of Teachers (OCT), the Council of Ontario Directors of Education (ECCODE & PCODE), the Ontario Association of Deans of Education (OADE), the Ontario Principals' Council (OPC), the Catholic Principals' Council of Ontario (CPCO), Public and Catholic Supervisory Officers Associations of Ontario (OPSOA & OCSOA), all publicly funded English-language public and Catholic school boards in the province through their trustee/school board associations (OPSBA & OCSTA), and the Ontario Ministry of Education. New members included representatives from the College of Early Childhood Educators (CECE), the Canadian Union of Public Employees (CUPE), the Ontario School Board Council of Unions (OSBCU), and the Ontario Council of Education Workers/Ontario Public Service Employee Union (OCEW/OPSEU). The FSL-LMPC serves as the key decision-making body of this project, makes recommendations linked to research findings and is respectful of collective agreements.

## KEY PROJECT COMPONENTS

The work of the Labour Market Partnership committee followed two parallel paths in order to realize the key objectives of Phase II. First, the FSL-LMPC self-organized to lead the action planning of the seven recommendations from Phase I related to FSL teacher recruitment, hiring, retention and professional support. Six pilot projects were conducted across the province to operationalize the various recommendations with a view to inform the next steps in Phase III. At the same time, the LMPC supported a research plan to investigate the circumstances of education workers working in FSL programs in Ontario.

Below is a high-level summary of the key work of Phase II. Please refer to the full report for detailed descriptions related to action plans, pilot projects and education worker research organized as Sections 1, 2 and 3.

### SECTION 1: RECOMMENDATIONS FROM PHASE I INTO ACTION

All members of the FSL - LMPC collaborated to develop and implement an action plan for each of the Phase I recommendations. Based on their professional interest and expertise with the content of the individual recommendations, two or three members of the LMPC were identified to lead the action planning thereafter and provide regular updates to the committee.

The recommendations and action plans fall into two broad categories: FSL teacher recruitment and hiring, and FSL teacher retention and professional support. While action plans for each recommendation were operationalized individually, it was recognized early in the planning process that the outcomes of individual action plans had strong potential to impact the outcomes of others. Indeed, this interplay was perceived as a likely positive result given the interconnectedness of recruitment, hiring, and professional support identified in Phase I research.

.....  
Existing tools, such as the CEFR, when implemented and supported more fully, increase the prominence of developing French language proficiency among teachers and students in FSL programs.  
.....



## SECTION 2: PILOT PROJECTS TO SUPPORT ACTION PLANS

.....  
FSL teacher retention is influenced by their active participation in high-quality professional learning and the value placed on their work.  
.....

Associated with the action plans were six pilot projects across the province. The goal of the pilot projects was to implement specific strategies in response to the challenges related to FSL teacher recruitment, hiring, retention and professional support. The six pilot projects selected gathered evidence of impact from small-scale implementation with a view to expand implementation in Phase III of the FSL-Labour Market Partnership project.

### Pilot Projects related to FSL Teacher Recruitment and Hiring

- Assessment Tool and Guidelines for Hiring FSL Teachers – Algoma District School Board (DSB), Near North DSB, and DSB Ontario North East
- Developing FSL Part 2 Additional Qualification Course – Halton DSB
- Subsidizing FSL Part 2 or 3 AQ Courses in Spring/Summer 2019 – Waterloo Catholic DSB

### Pilot Projects related to FSL Teacher Retention and Professional Support

- Retention of FSL Teachers Through CEFR-Inspired Resources and Professional Learning – Renfrew County Catholic DSB
- Apprendre Ensemble – Greater Essex DSB
- French Immersion Teacher Retention and Developing the French Immersion Program – Ontario Principals' Council

## SUMMARY OF SECTIONS 1 AND 2: NEXT STEPS REGARDING ACTION PLANS/PILOT PROJECTS

The FSL-LMPC collaboratively developed the following next steps for Phase III of the labour market partnership initiative. These next steps aim to expand implementation across the province.

### Next Steps regarding Recruitment and Hiring of FSL Teachers in Ontario:

*Recommendation 1a): English language school boards continue to support the expansion of implementation of CEFR (Common European Framework of Reference)-based assessment tools with secondary school-aged students in order to provide a common measure of French language proficiency for graduating students.*

In order to enhance the understanding and use of the CEFR as a meaningful tool in assessing French language proficiency, the following actions are planned for Phase III:

- School boards have committed to review their FSL Board Plans in order to ensure the inclusion of professional learning about the CEFR, and to provide ongoing support for students to access the Diplôme d'études en langue française (DELF) virtual assessment centre.
- Monitor and support increased participation in the DELF in 2019-2020.
- The FSL-Labour Market Partnership Project will become a standing agenda item for all Directors' meetings (CODE - PCODE and ECCODE) meetings for the duration of the initiative.

*Recommendation 1b): the FSL-LMPC facilitate a collaborative forum to discuss the viability of creating and consistently using a provincial framework for describing and developing FSL teachers' French proficiency, e.g., informed by the CEFR. Viability discussions to include:*

- *Faculties of Education using/implementing such a provincial framework to develop teacher candidates' French proficiency and French language pedagogy in preparation for employment in FSL programs in Ontario schools.*
- *School boards using the provincial framework to describe their respective proficiency level requirements when recruiting, hiring and developing teachers in their FSL programs.*

Once sufficient data have been collected and analysed from school boards and Faculties of Education regarding the tools used to assess French language proficiency of FSL teacher candidates, the FSL-LMPC will support further efforts for both groups to problem-solve towards greater consistency in the use of such tools. Specifically, the action plan will:

- proceed with gathering sample French language proficiency assessments from school boards used in the recruitment/hiring processes;
- initiate the collection of information from Faculties of Education regarding proficiency assessments used for intake to, and/or graduation from, FSL teacher education programs, all levels; and
- explore the potential for a pilot project between a school board(s) and a Faculty of Education to align proficiency assessments that allow teacher candidates greater predictability in understanding the French language proficiency requirements in school settings.

*Recommendation 2: school boards, teacher federations, the Ontario College of Teachers, and the Ministry of Education collaborate to extend the Ministry's current efforts and further develop a communication strategy to highlight the employment opportunities available in Ontario for FSL teachers. This strategy will target both the international teacher community as well as teachers who received their Canadian teacher-education from outside the province.*

The FSL-LMPC will continue to work with key partners to further develop a communication plan that begins with the distribution and implementation of the following two documents during Phase III of the project:

1. *Pathways to Employment as an FSL Teacher in Ontario* - a guide that identifies the pathways available for individuals interested in pursuing FSL teaching in Ontario; and
2. *Guiding Questions to Review School Boards' Websites Re: Promoting Employment Opportunities for FSL Teachers* - a resource to assist school boards who wish to review and potentially modify their existing websites to showcase FSL job opportunities and related application processes.

*Recommendation 3: Faculties of Education, Ministry of Colleges and Universities (MCU) collaborate to develop a targeted recruitment strategy that maximizes enrolment of teacher candidates in the FSL qualifications streams.*

The FSL-LMPC has a key role to play, in consultation with the Ontario Association of Deans of Education (OADE), by providing ongoing information about the FSL teacher education demand pressures to the full complement of stakeholders involved in the initiative. As such, the following actions will be pursued during Phase III:

- Faculties of Education continue to monitor and maximize, where possible, enrolment in all FSL teacher education programs.
- Identify barriers that may challenge teacher candidates who wish to access FSL qualifications as part of their initial teacher education program and explore workable solutions.
- The FSL-LMPC will continue to collaboratively examine the multiple factors influencing the number of FSL teacher candidates graduating from Faculties of Education.

*Recommendation 4: the Ontario Public School Boards' Association (OPSBA) facilitate forums with English language public school boards' Human Resources officials to share data collected in this project related to effective recruitment and hiring strategies, e.g., use of technology to conduct portions of job interviews, use of social media, pool hiring, hiring timelines, and others.*

Given the impact of pilot projects dedicated to effective FSL teacher recruitment and hiring practices, the FSL-Labour Market Partnership Project will expand work in Phase III regarding French as a Second Language teacher recruitment and hiring as follows:

- Expand support for boards to collaborate to develop French language proficiency assessments based on the CEFR.
- Expand support for boards to provide targeted professional learning opportunities to occasional teachers with FSL Part I who require support to further develop French proficiency to levels needed for teachers to access the full range of FSL teaching opportunities.
- Create a provincially organized pathway for FSL-qualified teachers who have been unsuccessful in securing employment as an FSL teacher and who require improvement to their proficiency in French language.

#### **Next Steps regarding Retention and Professional Support of FSL teachers in Ontario:**

*Recommendation 1: the Ministry of Education provide financial subsidies for FSL teachers to enrol in courses and other language learning opportunities that support French language development, e.g., language development courses, general interest courses taught in French, language immersion experiences, Additional Qualification courses taught in French.*

Given the impact of pilot projects dedicated to effective FSL retention and professional support, the FSL-Labour Market Partnership Project will expand work in Phase III regarding French as a Second Language teacher retention and professional support as follows:

- Expand support in order to document the specific component parts of successful professional learning models for FSL teachers in a way that could be replicated or modified to local school board contexts.
- Expand support for school boards to collaborate with existing Additional Qualifications (AQ) providers to offer subsidized FSL AQ courses reflecting local board contexts in order to build professional communities of practice.

- Expand support of subsidies for a range of professional development opportunities for current or potential FSL teachers with a focus on language and cultural development.
- Expand support for organizations/boards to provide professional learning for principals/vice principals regarding leadership specific to FSL programs.

*Recommendation 2: key stakeholders develop a coordinated provincial strategy for professional learning that articulates a range of professional learning opportunities for FSL teachers that includes:*

- *being responsive to professional learning needs identified by FSL teachers and school boards;*
- *developing teachers' own French language proficiency;*
- *professional learning opportunities that span the first five years of an FSL teacher's employment in a board and provides continuity with the New Teacher Induction Program;*
- *providing funding as an incentive to participate in French language and cultural immersion experiences.*

This recommendation led to the development of a professional learning framework for FSL teachers accompanied by supportive strategies and resources. In Phase III, the action team will:

- develop a step-wise communication plan to accompany the document, *Strategies and Resources to Support Professional Learning for FSL Teachers* (Appendix I in full report). This document identifies strategies and resources available to school boards, teacher federations, professional associations and others supporting the professional learning of FSL teachers that build a community of practice to enhance French language and FSL teaching skills.
- conduct a provincial scan of school boards to determine the range of methods used to identify the professional learning needs of FSL teachers and education workers in FSL programs.
- based on the provincial scan, create sample instruments for school boards to use in identifying professional learning needs of FSL teachers and education workers in FSL programs.

*Recommendation 3: the Ontario Public School Boards' Association (OPSBA) facilitate forums with English language public school boards' Human Resources and Program officials to share research that identifies issues that may affect the long-term retention of teachers in FSL programs.*

Given the multi-layered nature of this recommendation, OPSBA is committed to providing ongoing support to all school boards by:

- using results from related FSL Labour Market Partnership pilot projects to facilitate follow-up opportunities with FSL program coordinators/consultants, school board leaders, and Human Resources (HR) personnel to expand discussions about perceived barriers and effective practices that affect FSL teacher retention.
- continuing to facilitate discussion with school board leaders to identify mitigating practices that respond to the research findings from the Phase I report (e.g., access to suitable teaching resources and workspaces).
- identifying and sharing innovative staffing and/or timetabling models in schools that support FSL teacher retention.
- supporting broader sharing of Teacher Learning and Leadership Program (TLLP) projects, many of which have focused on FSL teaching contexts.
- working with HR officials to establish processes that may assist in quantifying the number of FSL teachers seeking alternate teaching assignments.



### **SECTION 3: RESEARCH REGARDING EDUCATION WORKERS IN FSL PROGRAMS**

Phase II of the FSL-Labour Market Partnership included a research component into the recruitment, hiring, retention and professional support of education workers supporting FSL programs. In this context, education workers include registered early childhood educators (RECEs), educational assistants (EAs), and child and youth workers (CYWs). In varying capacities, education workers may work in the full range of FSL programs offered in Ontario schools and are an important part in helping teachers and students meet FSL program objectives.

The purpose of this research aimed to examine the following questions:





The questions above span the recruitment and transition-to-working period in order to describe both the experience of French-speaking education workers in Ontario as well as factors affecting supply and demand. Survey questions for school boards included:

How many education workers work in FSL programs and to what extent?	What processes are used to assign education workers to FSL programs?	Are the French-speaking skills of education workers part of the recruitment process?
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Surveys and focus groups were also used to gather the recruitment, hiring and working experiences of education workers in FSL programs to explore questions such as:

How did you come to work in an FSL program as an education worker?	How does your ability to speak French affect your work in FSL programs?	What professional learning experiences have you had to support your work in FSL programs?
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## WHAT WE LEARNED

From the HR perspective in this project:

- Of the total EW workforce, education workers allocated to FSL programs range from a low of 15% (RECEs, CYWs) to a high of 18% (elementary EAs).
- 40% of school boards reported inquiring about the French speaking ability of early childhood educators specifically and 14% of school boards followed a similar process when recruiting and hiring educational assistants.

From the Education Worker perspective in this project:

- Registered Early Childhood Educators spend more time in FSL programs than other education worker groups.
- most EWs working in FSL programs did not perceive their limited French skills to be a deterrent to fulfilling their job requirements.
- most education workers expressed strong interest in improving their oral French skills through professional learning opportunities.

### Recommendations for Phase III regarding Education Worker Research

The recommendations below represent the consensus of the FSL-LMP committee members achieved through collaborative professionalism. It is, therefore, recommended that:

1. Education workers be provided with professional learning opportunities germane to supporting students in FSL programs, where possible;
2. School boards consider adjustments to their recruitment and hiring procedures for education workers to include inquiries about applicants' ability to speak French;
3. Education workers' ability to speak French becomes a consideration when assigning EWs to work in FSL programs.

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*"Now I'm more confident to read stories and allowing myself to make mistakes [in French] and show them that it's ok, I'm learning too."*

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## Overall Phase II Project Summary and Next Steps

Based on the successful completion of the Phase II deliverables, OPSBA has submitted an application to the Ministry of Labour, Training and Skills Development (MLTSD) for a Phase III Ontario Labour Market Partnership Project based on the identified Next Steps and Education Worker Recommendations described in this summary report.



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From an FSL teacher:

*"This module provided an excellent opportunity to improve my French language skills in a safe and encouraging environment amongst my colleagues. These kinds of experiences allow for important dialogues to occur and collaboration to happen."*

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From a school Principal:

*"I am committed to increasing the visibility of French at my school next year."*

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Please see the full *Moving Forward with Perspectives Regarding the French as a Second Language Labour Market Issue* report at [www.opsba.org](http://www.opsba.org)

# Natalie MacMaster to Perform at OCSTA 90th AGM & Conference



Juno Award winning musician Natalie MacMaster spoke at the Ontario Prayer Breakfast back in 2018 and at that event left a lasting and meaningful impression with the many attendees of various faiths who filled the audience. She spoke of her faith journey as a Catholic woman, mother, and wife and shared her gift of music as part of her presentation. OCSTA is pleased to announce that in celebration of our 90th Anniversary in April, the Association will be welcoming award winning Canadian fiddler Natalie MacMaster as the closing presenter and performer on Saturday, May 2 at the Fairmont Chateau Laurier Hotel in Ottawa.

The full line-up of sessions and presenters for OCSTA's 90th AGM and Conference includes:

- "The Future of Freedom of Religion in Canada", **Justice Peter Lauwers, Court of Appeal for Ontario**
- "Core Governance: The Neglected Relationship Between Trustees and Directors of Education", **Michael Fullan, Global Leadership Director, New Pedagogies for Deep Learning**
- "Urban School Boards & the Impact of Demographic Change", **Jack Ammendolia, Watson & Associates Economists Ltd.**
- "2020 – A New Decade of Hope!", **Denise Andre, Director of Education, Ottawa CSB and Tom D'Amico, Associate Director of Education, Ottawa CSB**



- “Reviewing and Developing a Board Self-Assessment Tool”, **Waterloo CDSB: Bill Conway, Chair; Melanie Van Alphen, Vice Chair, and; Wendy Price, Trustee**
- Closing Session Presenter and Performer: **Juno Award Winning Musician, Natalie MacMaster and Family**

Register now to attend OCSTA's 90th AGM & Conference at the Fairmont Chateau Laurier Hotel in Ottawa by clicking [here](#).

# 90th Anniversary Trustee Highlight:

Leslie Cassidy-Amadio, Trustee, Huron-Superior CDSB



**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?**

Although there are many experiences that I have had in our Catholic schools that reflect their positive impact in the community, one singular experience does stand out for me at this time of year. I started a charity nine years ago called JOY-Full Socks. I collect socks and grooming products for those in need in our community. When the Huron-Superior Catholic

District School Board (HSCDSB) heard about the charity, they embraced the call to participate and have been doing so ever since. The students get involved, joyfully filling socks and asking parents to please send more toothpaste! This year, JOY-Full Socks donated over 4,200 pairs of socks to those in need. More than half of the socks collected were donated by the staff, students, and families of our Catholic board. Each year, I am overwhelmed with joy by their generosity and kindness, which has helped many individuals and families in our community who have very little. This simple gift of socks has ignited hope in many who thought no one cared about them.

**2. What current Good News story about students/Catholic schools at your CDSB would you like to share?**

The students, staff and families of the Huron-Superior Catholic District School Board (HSCDSB) are fully involved in many events that bring awareness to poverty and help those in need in our community. Just to mention a few initiatives — they have slept in a box in chilly downtown Sault Ste. Marie in November, stuffed a bus with toys, shopped as “Secret Santas” for fellow students, raised funds for “Operation Smile”, visited seniors in long-term care facilities, stocked shelves at a local food bank, and hand-delivered Christmas cards to seniors and family homes in schools’ neighbourhoods. One initiative that has been going on for over 15 years is “Pennies from Heaven”, now called “Heaven Cent”. Our St. Mary’s College high school students raise funds through numerous events and donate the funds to multiple charities in our community. They also involve parishes and the business community in this initiative. To date they have raised approximately 400K. This year alone, Heaven Cent has raised \$19,000 and donated to 13 different charities in our community.

## **Legislative and Policy Update**

*Stephen Andrews, OCSTA Director of Legislative and Political Affairs*

### **Ontario Human Rights**

As part of its “Right to Read” inquiry, the Ontario Human Rights Commission is conducting an audit of the practices related to teaching children with learning disabilities how to read. Two Catholic school boards are among the boards across the province involved in this inquiry. In addition to discussing the audit with those boards, OCSTA is reviewing the full process and putting together information to form the Association’s submission on this matter. OCSTA will keep boards updated on these proceedings.

**Education Accessibility Standards:**

A working group has been struck to consider various recommendations for the development of an education accessibility standard or regulation under the Accessibility for Ontarians with Disability Act (AODA). The recommendations discussed include changing perceptions, attitudes and behaviour towards students with disabilities, removing digital and technology barriers to learning and the long-term objectives of the education accessibility standards. The committee met on January 8th and will continue to meet until its final recommendations are sent to the Minister responsible for Seniors and Accessibility in June, 2020.



## Ontario Catholic School Trustees' Association



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Nick Milanetti, *Executive Director*

2020: B 63

February 4, 2020

**TO:** Chairs (or Alternates where applicable) and Directors of Education  
- Catholic District School Boards

**FROM:** Patrick Daly, Chair, Labour Relations Committee

**RE:** Bargaining Update Memo

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Ratification votes took place over the past few weeks by both Catholic School Boards and local EWAO members. We are pleased to advise that the central terms as contained within the Memorandum of Settlement signed December 9, 2019 were ratified by the parties. Local bargaining continues across the province at Catholic school boards.

We would like to thank OCSTA member boards for your support throughout the bargaining and ratification process. We would also like to express deep appreciation to the members of the OCSTA labour relations department and to the school board members of the EWAO bargaining team for their tireless work and commitment which was instrumental to the successful realization of the renewal of the 2019-2022 collective agreement.

If you have any questions, please call Sharon Duffy or myself.