



## Committee of the Whole Meeting

**Date:** Monday, October 5, 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 (1<sup>st</sup> Floor)

**Attendees:**

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

**Student Representatives:**  
Abby Barbosa & Kate Morrison

**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: None	Board of Trustees		
<b>2. Consent Agenda: Director of Education</b>			

<b>ITEM</b>	<b>Who</b>	<b>Agenda Section</b>	<b>Method &amp; Outcome</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 (Minutes of meetings)</b>			
3.1 Approval of Minutes of Regular and Special Meetings			
3.1.1 Minutes of September 14, 2020 Committee of the Whole Minutes	Trustees	pp.4-7	Approval
3.2 CPIC Minutes of May 13, 2020	Trustees	pp.8-10	Information
3.3 Audit Committee Open Meeting Minutes of June 9, 2020	Trustees	pp.11-12	Information
<b>4. Delegations</b>			
<b>5. Advice from the CEO</b>			
5.1 Mathematics Report	J. Klein/R. Olson/P. Le Duc/ N. Snyder	pp.13-20	Information
5.2 Initiation of 2020/21 French Immersion Review	J. Klein/J. Passy/J. Kruithof	pp.21-26	Information
<b>6. Ownership Linkage (Communication with the External Environment related to Board's Annual Agenda; ownership communication)</b>			
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 (at the request of the Board)</b>			
8.1 OCSTA Communications	Chair	pp. 27-37	Information
8.2 Media Spokesperson Training	Chair	--	Discussion
<b>9. Policy Discussion (Based on Annual Plan of Board Work)</b>			
<b>10. Assurance of Successful Board Performance (monitoring)</b>			
<b>11. Assurance of Successful Director of Education Performance (monitoring)</b>			
11.1 Monitoring Reports & Vote on Compliance			
<b>12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries</b>			

ITEM	Who	Agenda Section	Method & Outcome
<b>13. Announcements</b>			
<b>13.1 Upcoming Meetings/Events</b> (all scheduled for the Catholic Education Centre unless otherwise indicated): •Oct 7: SEAC (Virtual) •Oct 26: Board •Oct 28: Commissioning (Virtual)			
<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
<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, September 14, 2020 at the Catholic Education Centre.

**Trustees Present:**

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

\*Via MS Teams

**Student Trustees Present:**

Abby Barbosa & Kate Morrison

**Administrative Officials Present:**

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

**Special Resources For The Meeting:**

**Regrets:**

Laura Shoemaker

**Absent:**

**Recorder:**

Alice Figueiredo, Executive Administrative Assistant

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

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

The Chair called the meeting to order at 6:00 p.m.

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

The opening prayer was led by Trustee Gravelle

#### **1.2 Territorial Acknowledgement**

The Territorial Acknowledgement was led by Trustee Conway.

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

International Education should be noted at 5.4, not 5.3 and the report is for approval not information.

**2020-31 -- It was moved by Trustee da Silva and seconded by Trustee Dupuis:**

**THAT the agenda for Monday, September 14, 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:

### **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 Approval of Minutes of Regular and Special Meetings

##### 3.1.1 Minutes of May 11, 2020 Committee of the Whole Minutes

##### 3.2 Reports to Board Schedule

**2020-32 -- It was moved by Trustee Weiler and seconded by Trustee Schmalz:**

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

### **4. Delegations**

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

#### **5.1 Update on Summer Boost**

Pat Runstedler, principal of the Summer Boost program for 2019-2020 provided the Board of Trustees with a presentation on the program. The WCDSB offered 15 mornings of literacy and numeracy online learning support for students in grades SK to Grade 7 through the Summer Boost 2020 program which ran from June 29 to July 20 (9-11 am). Summer Boost created opportunities for students to make new friends online and hone their literacy and numeracy skills through fun and engaging stories, games, activities and weekly STEM challenges. Summer Boost utilized online resources such as Google Classroom, Lexia, Knowledgehook and MathUp as well as encouraged the use of the STEM Learn@Home kits.

Trustees asked clarifying and provided feedback.

#### **5.2 Education Development Charge Process**

Superintendent Maharaj introduced Jennifer Passy, Manager of Planning and Jack Ammendolia of Watson & Associates Economists Ltd. An in-depth presentation on what is an Education Development Charge, the Board role, policies, legislative changes and next steps were discussed.

Trustees asked clarifying questions.

#### **5.3 7-12 Program Review**

Superintendent Maharaj introduced Jennifer Passy, Manager of Planning. Mrs. Passy presented a report on the initiation of 7-12 Program Review. The 7-12 Program Review will be undertaken in two (2) phases, starting in September 2020 and concluding by May 2021. The first phase will focus on research and program development and be guided by the 7-12 Program Review Committee. Receiving input from stakeholders will form part of this first phase. A draft report and recommendations will conclude this phase and be provided to the Board for approval.

Trustees asked clarifying questions and questioned why there was no Trustee voice on the committee. It was noted that there is no policy like a boundary or accommodation committee, so they followed the same guidelines used in the French Immersion committee. Final approval will go to the Board of Trustees upon completion of the review process. Trustees noted concerns that this decision could have major impact on the system would have appreciated a voice early in the process.

#### **5.4 International Education**

Dan Witt, Senior Manager of RDO (International Education) provided the Board of Trustees with a report to seek support for the WCDSB Attestation to Receive International Students per federal and provincial requirements as well as a Board resolution endorsing ongoing participation in international education and commitment to upholding the requirements.

Due to the travel uncertainty, approximately one-third of our 155 returning students remained in Canada over the summer. Currently, we have 144 new or returning international students registered for studies in September. Of these students, 29 will be engaging in distance learning from their home country; eleven of these are new students to our system. The Ministry of Education has permitted school districts to issue OEN's to students new to our school system who are beginning their learning in their home country. The goal is to have these students travel to Canada as soon as borders open. That being said, the Ministry will allow them to complete a full year of studies earning credits through distance learning from their home country if necessary.

Trustees asked clarifying questions on cost and internet security for students abroad. Clarification was given. Mr. Witt ask for approval as Ministry requires motion from Board to proceed.

***2020-33 -- It was moved by Trustee Schmalz and seconded by Trustee Gravelle:***

***"The WCDSB maintain its commitment to continuing its International Education program in compliance with the guidelines for accepting international students that have been established by the Ontario Ministry of Education and the Canadian Federal Government." --- Carried by consensus***

#### **5.5 Re-Opening Update**

Director Notten provided an in-depth update on WCDSB Re-Opening of Schools. The update included details on our new virtual school (St. Isidore), Outbreak Protocol, update on the Professional Activity Days and training for school staff and air quality. Director Notten also spoke of the Board's largest concerns consisting budget, staffing, scheduling and Chromebook distribution.

Trustees asked clarifying questions and expressed concerns. Concerns include St. Isidore class sizes, staffing short fall, mask policy and expectations and air quality. Director Notten confirmed that the Board will be distributing UV light that will help clean classroom air in the coming weeks.

It was noted that the meeting must be extended.

***2020-34 -- It was moved by Trustee Price and seconded by Trustee Van Alphen:***

***THAT the Board of Trustees extend the Board of Trustees meeting beyond 9:00 p.m. --- Carried by consensus***

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

#### **6.1 Linkages Activity**

Trustees reported back from the Linkage Committee. Highlights included:

- Possibility of a Trustee video to welcome back school community
- Discussion of Commissioning event, Director Notten will follow up with Fr. Joseph
- Looking into options for pastoral dinner/ Community Breakfast.

#### **6.2 Pastoral Care Activity**

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

- Rotating of prayers with Student Trustees
- Possibility of Trustee Retreat with Fr. Joseph
- Volunteer opportunities for the year

### **7. Reports From Board Committees/Task Forces**

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

### **8.1 OCSTA Communications**

Trustees discussed communication from OCSTA.

### **8.2 OCSTA Questions for Board**

Questions were read by Chair. Director Notten will gather information and share with Trustees prior to AGM meeting.

### **8.3 Work of the Board for 2020-2021**

Trustees had a roundtable discussion with respect to 2020-2021 Priorities and Work of the Board. Strength, weakness, opportunities, and threats discussed along with priorities. Item referred to Governance for structure and will bring back to Board in October for further discussion and decision. Top priorities include how to evaluate Monitoring Reports, how to introduce motions, bringing forth shared concerns and how monitoring reports tie into policy.

## **9. Policy Discussion**

## **10. Assurance of Successful Board Performance**

## **11. Assurance of Successful Director of Education Performance**

## **12. Potential Agenda Items**

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

### **13.1 Upcoming Meetings/Events**

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.

## **16. Closing Prayer**

## **17. Motion to Adjourn**

*2020-35-- It was moved by Trustee Gravelle and seconded by Trustee Price:*

*THAT the meeting be now adjourned. The meeting was adjourned by consensus at 10:09 p.m.*

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Chair of the Board

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Secretary



## Catholic Parent Involvement Committee Minutes

Date:	May 13, 2020
Time:	6:00 p.m.
Location:	Teams Meeting
Tentative Meeting Dates:	June 10, 2020
Committee Members	<ul style="list-style-type: none"> <li>• Fr. Joseph de Viveiros, C.R. (Diocesan Rep)</li> <li>• Judy Merkel (Superintendent)</li> <li>• Linda Gregorio (Chair &amp; Member-at-large)</li> <li>• Manuel da Silva (Trustee)</li> <li>• Wendy Price (Trustee)</li> <li>• Brian Schmalz (alternate -Trustee)</li> <li>• Marg Ingoldsby (Secondary Principal Rep.)</li> <li>• Sharon Adie (Elementary Principal Rep.)</li> <li>• Marchelina Andrea (St. Mary Elem.)</li> <li>• Wilma Laku (Member-at-large)</li> <li>• David Perlaky (St. Benedict Elem.)</li> <li>• Kim Snage (Member-at-large)</li> <li>• Maria Turner (Member-at-large)</li> <li>• Bernadette Vanspall (Resurrection Elem.)</li> <li>• Patrycja Wiecek (Kitchener Secondary)</li> <li>• Eric Vaz (Cambridge Secondary)</li> <li>• Andrea Visneskie (St. David Elem.)</li> </ul>
Attendees:	Sharon Adie, Manuel daSilva, Father Joseph deViveiros, Linda Gregorio, Lisa Legault, Marg Ingoldsby, Judy Merkel, Wendy Price, Brian Schmalz, Kim Snage, Bernadette Vanspall, Eric Vaz, Andrea Visneskie, Diana Bumstead (recorder), William Conway (guest)
Regrets:	Patricia Wiecek
Absent:	Wilma Laku, Dave Perlaky, Maria Turner

TOPIC	Presenter
<b>1. Opening Prayer &amp; Welcome</b> New members:  Marg Ingoldsby is our new Secondary representative. Marg is the principal at St. Benedict. Chris Woodcroft, our past Secondary representative has moved on to become a superintendent at Simcoe Muskoka Board.	Fr. Joseph/ Judy



<p>Lisa Legault will be replacing Diana as the administrative assistant to this committee.</p>	
<p><b>2. Approval of Agenda:</b> Kim approved, Andrea seconded.</p>	
<p><b>3. Approval of the Minutes:</b> Sharon and Father Joseph moved. Minutes passed.</p>	
<p><b>4. Trustee Update:</b></p> <p>Here is the link to the notes from the <a href="#">Virtual Board meeting</a> on May 11. Other past Committee of the Whole minutes may be found through the <a href="#">WCDSB website</a>.</p> <p>Student Success – there is an informal survey given in early days of gr. 9; a well-being check. Linda suggested WCDSB share this with parents (not the data but the fact it is being done). Is there an opportunity for a related survey for parents of gr. 9 students?</p>	<p>Wendy/Manuel/ Brian</p>
<p><b>5. Superintendent Update: Superintendent Update:</b></p> <p>Covid Response:</p> <p>The new learning environment involves a very technical change from face to face to distance learning. The Board is proud of our parents and educators who have given 100% to students. The Board has donated internet connections and devices to families who need them. The <a href="#">Learn@Home</a> site contains mental health information, parent support and pray at home information. We are conveying resources to educators to help them pivot to this new platform of learning.</p> <p>WCDSB held a webinar with Jen Forristal about coping with the new environment. #WCDSBFindtheUmbrella social media campaign is coming out. It includes an opportunity to win 1 of 7 \$100 PC gift card. This will be launched soon. We also did a coupon shout-out to Mother's so students could use these coupons as gifts for mom.</p> <p>The Umbrella Project is critically assessed by Trent University and evaluated at a school level. MDI survey future results would also be impacted by the Umbrella Project. Self-evaluation also plays a piece in this program.</p> <p>Parents receive a newsletter home every month with the <a href="#">Umbrella Project</a>. All parents invited to become part of the program. Goal next year is to be at all schools.</p> <p>Reached out to St. Louis community and our WCDSB Indigenous lead in initial conversations on parent support engagement.</p> <p><b>5.1 Parent Engagement: system-wide Parent Engagement Update</b></p> <p>Can we mirror student events or new initiatives with parent events/activities? Parents like engagement where they can do it with their kids/ applies to them. CPIC in moving forward on determining engagement activities to circle back to address system wide initiatives and how to roll out communication.</p> <p>Sharon brought CPIC's concerns up to Equity committee. The committee brainstormed solutions. The new communication tool – School Messenger will allow WCDSB to send information in multiple languages to 100% of the parent population. Will be putting something together to share with school councils at beginning of next year. The Equity Committee has not met recently because of covid. Bernadette to email Sharon some documents from a former similar committee.</p>	<p>Judy</p> <div data-bbox="1295 915 1354 982" data-label="Image"> </div> <p>UP-WCDSBWebinar Worksheet (2).pdf</p>

6. Discussion Items/ Updates:	
<p><b>6.1 CPIC Mandate / Goals / (include Finance/Audit Com) (Linda)</b> Recommended Meeting Process Change (R,R,R/MotionAction)</p> <p>Need to do better job explaining CPIC mandate and CSAC mandate. Linda proposed this philosophy: What did we review, what recommendations are we making, what is the response and what are we motioning/ what actions are if any.</p> <p>Recommend that 1) Governance sub-committee is set up – ensure we act in accordance with Ministry and by-laws. 2) Continue to educate around Ministry regulation 612 and use <a href="#">2001 Ministry handbook</a>. 3) Measure success against Ministry expectations – create a loose score card for CPIC and CSAC</p> <p>No finance committee update.</p> <p><b>6.2 CPIC Committees:</b></p> <p><b>6.2.1</b> Communications Committee (Kimberley/ Andrea) – (a) D2L for All Chairs and CSAC Members (b) CSAC website audit/recommend</p> <p>D2L – all council sites are now added and there is a folder for each. Kim says our communication needs to enhance congruency between governance and all initiatives together. The Communications committee will be bringing forward recommendations at the next meeting. Linda noted D2L was not the first choice. She would like to bring it back to IT.</p> <p>Defer CSAC website audit/ recommendation for next meeting. Linda to send notes to be distributed.</p> <p><b>6.2.2</b> All-Chairs Committee (Bernadette/ Linda) – Nomination Process(CPIC/CSAC) Expanding CSAC / Next Year Onboarding</p> <p>Nomination form to be put on school council website tab. Change ‘nomination’ to ‘participation’. Follow p. 7.3 of Ministry handbook instead of our handbook. APSC001 – use this form and a description on the website might be helpful (one nomination form). Change ‘nomination’ on the form. Be aware translations may be helpful depending on school demographics. Send out on first day in Sept (include expectations).</p>	<p>Committee Chairs / Judy</p>
7. Gratitude and Closing Prayer:	Father Joseph
<p><b>8. Adjournment</b> Meeting adjourned at 7:40 p.m.</p>	



## Audit Committee Open Meeting

Date: **June 9, 2020**  
Time: 6:15 p.m.  
Location: Teams Meeting  
Next Meeting: TBD

Attendees: **Committee Members:**  
Greg Reitzel, Wendy Price, Kevin Dupuis  
**Community Members:**  
Philip Silveira, Jessica Perkovic  
**Administrative Officials:**  
Loretta Notten, Shesh Maharaj, Laura Isaac, Shane Durham  
**Guests:**  
Jenny Baker (RIAT); Chirag Shah (PWC), Bill Conway, Manuel da Silva, Brian Schmalz, Tracey Weiler, Jeanne Gravelle, Melanie Van Alphen  
**Regrets:**

### 1. Welcome and Opening Prayer

2. Approval of Agenda  
*Motion: Wendy Price*  
*Seconded: Greg Reitzel*  
*Carried by consensus*

3. Declared Pecuniary Interest  
*None*

4. Approval of the Minutes  
• Open Meeting of **April 21, 2020**  
*Motion: Greg Reitzel*  
*Seconded: Philip Silveira*  
*Carried by consensus*

### 5. Discussion Items

#### 5.1 RIAT Update

- June Update
- RIAT provided their annual independence assertion; provided for information only

#### 5.2 Audit Committee Closed Session

*Motion: That the Audit Committee move into Closed session at 6:20pm*  
*Motion: Wendy Price*  
*Seconded: Philip Silveira*  
*Carried by consensus*

### 5.3 Q3 Dashboard Report

- Laura Isaac reviewed the Q3 dashboard report which highlighted the changes since Q2

*Motion: That the 3rd Quarter dashboard report for the period ended May 31, 2020 be sent to the Board of Trustees for approval*

*Motion: Wendy Price*

*Seconded: Philip Silveira*

*Carried by consensus*

### 5.4 Audit Committee Administration

- Audit Committee Self-Evaluation Report
- Required by Regulation; survey completed in March
- Shane to correct Auditors listed as Grant Thornton to PWC prior to finalization

*Motion: That the Audit Committee Self-Evaluation report be sent to the Board of Trustees for information only*

*Motion: Greg Reitzel*

*Seconded: Wendy Price*

*Carried by consensus*

- Audit Committee Interim Report to the Board
  - Report is supposed to cover entire year, but only covers up to June 15 Board Meeting
  - This will be re-named as "Interim" and subsequent report will be brought forward in November with the final June to August items
  - Jessica questioned what the point of the Interim report is - AC is required to report all activities; could transition to 1 report in November only; do this year as report is ready. Look to complete only 1 report next year
  - Shane to update the attendance at June 9<sup>th</sup> meeting

*Motion: Recommendation that the Audit Committee Interim report is provided to the Board of Trustees as evidence of monitoring and information only*

*Motion: Greg Reitzel*

*Seconded: Philip Silveira*

*Carried by consensus*

- Community Member Recruitment
  - Philip's last year according to Terms of Reference of Audit Committee
  - Need to discuss process for recruiting new Audit Committee member
  - Post notice for applicant;
  - Shane indicated that if the committee cannot find a suitable candidate, the incumbent can be asked to return to duties
  - Philip has agreed that he would stay on until a suitable candidate is found
  - Shane and Shesh will draft the advertisement for the posting
- 2020-2021 Meeting dates
  - Shane to create a Doodle Poll to send to Audit Committee members to determine dates for next year

## 6. Pending Items

### 7. Adjournment at 8:11 pm

*Motion: Wendy Price*

*Seconded: Phil Silveira*

*Carried by consensus*



**Date:** Oct. 5 2020  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Mathematics Report

**Type of Report:**

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

**Type of Information:**

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

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

Education Quality and Accountability Office Act, 1996

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

(New) The Ontario Curriculum, Grades 1-8: Mathematics, 2020 (replaced 2005 as of September 2020)  
Focusing on the Fundamentals of Math: A teacher's Guide (2018)  
Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Grades 1 to 12 (2010)  
Multi-Project Agreement 2020 p. 46 E1: Project Plan - Math Strategy (p.5 of 8)  
New Vision for Education (page 6 of 11)

**Alignment to the MYSP:**

**Priority Area:**

Student Engagement, Achievement & Innovation

**Strategic Direction:**

Foster maximum opportunity for success for all  
Goal: Improve Numeracy Achievement

**PURPOSE:**

This report will provide information with respect to the following:

1. Highlights of New 2020 Math Curriculum, Grades 1-8
2. Math Coaching Support Plan (Elementary)
3. Report on pre/post learning from Sept. 2 Math PD Day
4. Math Professional Learning opportunities
5. Secondary Priorities
6. Looking Forward/Next Steps



## 1. HIGHLIGHTS OF NEW [2020 MATHEMATICS CURRICULUM, GRADES 1-8](#)

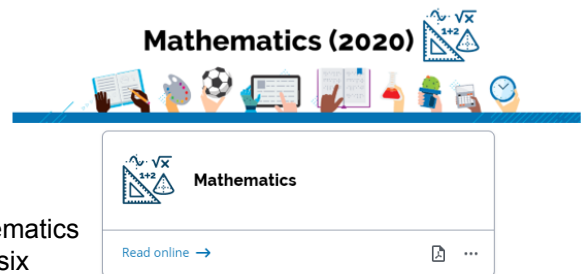
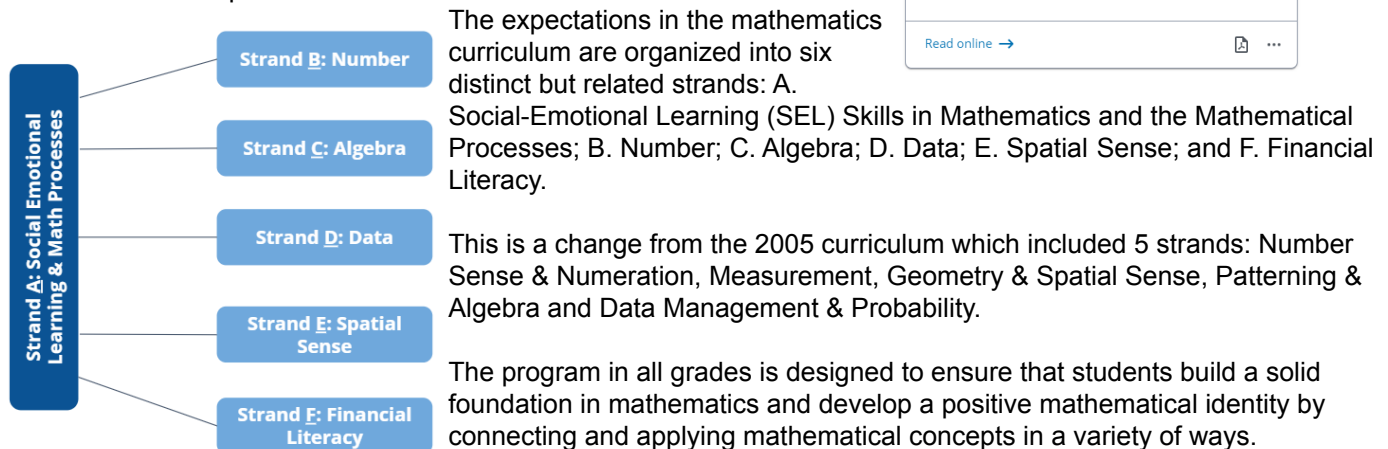
This curriculum policy replaces *The Ontario Curriculum, Grades 1–8: Mathematics, 2005*. Beginning in September 2020, all mathematics programs for Grades 1 to 8 will be based on the expectations outlined in this curriculum policy.

The update to the elementary mathematics curriculum is one part of Ontario's Four-Year Math Strategy designed to:

- Improve student performance in math
- Help students solve everyday math problem
- Increase students' employability for the jobs of tomorrow -ensuring students have the skills required to succeed
- Reflect recent research and practice have provided a clearer understanding of how students learn
- renew expectations; Ontario's elementary math curriculum was last updated in 2005 (a *scheduled review in the curriculum policy update process*)

Some highlights:

- The same curriculum learning expectations for English-Language and French-Language students
- Consistent Overall Expectations throughout the grades
- Foundational ideas developed in the early grades
- Time for consolidation in Grade 8
- 151 fewer expectations



Updates in the New 2020 Mathematics Curriculum, Grades 1-8

- it is **digital** with interactive supports (i.e., clickable glossary, teacher supports, parent supports etc.)
- **Social Emotional Learning Skills & Mathematical Processes** as a Strand
- **Coding expectations & Mathematical Modelling** as part of the Algebra Strand (starting in grade 1)
- working with **fraction concepts** earlier (starting in grade 1)
- **Measurement** as an overall expectation in the Spatial Sense Strand
- **Financial Literacy** as a Strand
- alignment to **Transferable Skills** in each overall expectation per strand for each grade
- elementary report card will provide **ONE overall mark** in math, along with comments on the different strands of the curriculum
- Program planning supports including outlining the **High Impact Instructional Practices** in Mathematics



What hasn't changed is that problem solving is central to doing mathematics and to mathematics instruction. "Problem solving forms the basis of effective mathematics programs that place all students' experiences and queries at the centre." p.22 MATHEMATICS CURRICULUM CONTEXT, 2020, The Ontario Curriculum, Grades 1–8

## 2. MATH COACHING SUPPORT PLAN (ELE.) - CURRENTLY ON HOLD

### Structure:

The **WCDSB 2020-21 Elementary Math Coaching Model** reflects the objectives of the **Ontario Math Strategy**. Math coaching support will **prioritize work with teachers in grades 3, 6 & 8** as well as implementation **support to all teachers grades 1-8**. The 2020-21 coaching model will consist of 3 cycles:

•Sept.-Dec. (currently on hold)

•Jan.-Mar. (TBD)

•Apr.-June (TBD)

### Objective:

The **Ontario Math Strategy** is dedicated to strengthening math teaching and fostering learning environments that will lead to improved student performance for all students, including students with special education needs. The primary goals of this strategy are to:

- Support the effective implementation of the [NEW 2020 Elementary Math Curriculum \(grades 1 to 8\)](#)
- Increase the performance of all students in targeted schools, including students with special education needs and students facing systemic barriers in their math learning (ex. Indigenous students, Black students and students in poverty)
- Continue to strengthen educator math content knowledge and pedagogy on the fundamentals of math,
- Build awareness for parents about what their children are learning in school, and
- Ensure that students, parents, teachers, and leaders have the support, tools and resources they need to advance student learning and confidence in math.

NEW

**Remote-Coaching support** will also be a priority for all teachers at **St. Isidore** during Sept. to Oct.

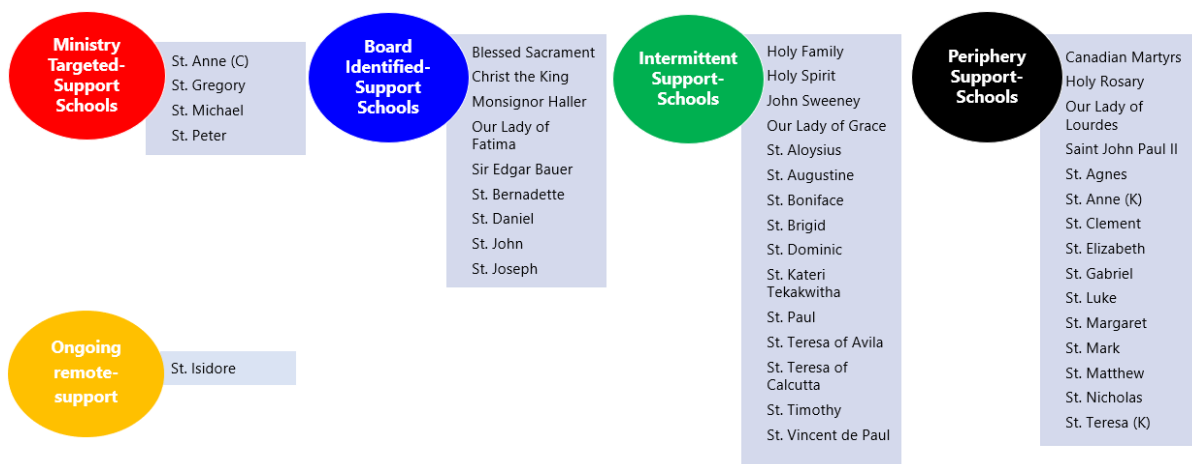
Remote coaching for **ALL** schools for the **NEW Curriculum Implementation, Mathology.ca (Gr. K-3)** and **Knowledgehook (Gr. 3-8)** via staff meeting support, math coaching office hours and by optional after school sessions.

### Note:

**Targeted elementary** and secondary schools have been selected based primarily on **EQAO numeracy results over the past five years**. In some cases, average daily enrolment, school size, and socio-economic factors were also considered. These schools were identified in 2019-20 and remain the same for 2020-21 due to the absence of EQAO data from 2020:

- St. Peter (845108)
- St. Anne Cambridge (770876)
- St. Michael (834440)
- St. Gregory (795445)

*No secondary schools at this board were identified as requiring targeted support.*





## Distribution of Coaching/Support Days - ON HOLD

### 4 Ministry Targeted Support Schools

St. Anne C	St. Gregory
St. Michael	St. Peter.

Math Coach Days in schools at **Ministry Targeted-Support Schools** & **Remote-Support** → **Sept. 21 - Oct. 30**

Sept. 21 to Oct. 30 - math coaches will report to their targeted-support school each day

- **AM:** Math Coach will bubble with / cohort with 2 classrooms at their targeted school in the morning for classroom-embedded math coaching for this cycle of coaching
- **PM:** Math Coach will be available for remote-coaching to St. Isidore as per the assigned grades & to their **targeted support- schools** (Grades 1-8) - [office hours & info. to request support](#)

### 15 Periphery Support Schools

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

- **Periphery** Math support by Consultants #days as available
- Mid-October, November & December (\*Math Curric. Implementation, resource support for mathology.ca & knowledgehook, SIPSA planning, PLC planning, divisional meetings, staff meetings etc.) - [office hours & info. to request support](#)

### 9 Board Identified Support Schools

Blessed Sacrament	Sir Edgar Bauer	Christ the King
Monsignor Haller	Our Lady of Fatima	St. Bernadette
St. Daniel	St. John	St. Joseph

### 15 Intermittent Support Schools

Holy Family	Holy Spirit	John Sweeney	Our Lady of Grace	St. Aloysius
St. Augustine	St. Bernadette	St. Boniface	St. Brigid	St. Kateri Tekakwitha
St. Paul	St. Teresa of Avila E	St. Teresa of Calcutta	St. Timothy	St. Vincent de Paul

Math Coach Days in schools at **Board Identified-Support Schools** & **Remote-Support** to **Intermittent-Support Schools** → **Nov. 2 - Dec. 4**  
3 week blocks at each school (\*with the exception of one 2-week block)- math coaches will report to their **Board Identified-Support** school each day for the assigned block

- **AM:** Math Coach will bubble with / cohort with 2 classrooms at their targeted school in the morning for classroom-embedded math coaching
- **PM:** Math Coach will be available for remote-coaching to **Intermittent-Support Schools** & to **Board identified-Support Schools**

Message to the system on Sept. 23: "Our current **math coaching support plan** (memo released Sept. 15) is **on hold**."



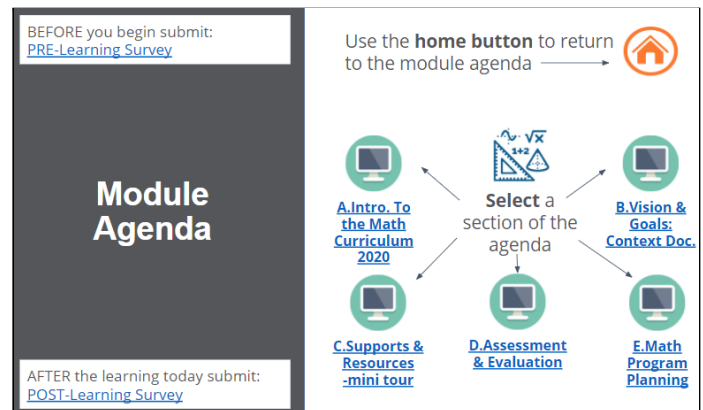
For math support: email us [kimberley.degasperis@wcdsb.ca](mailto:kimberley.degasperis@wcdsb.ca) (K-3), [petra.leduc@wcdsb.ca](mailto:petra.leduc@wcdsb.ca) (gr.1-8), [nancy.snyder@wcdsb.ca](mailto:nancy.snyder@wcdsb.ca) (gr.7-10)

### 3. MATH PD DAY: Sept. 2, 2020 (AM)

**Elementary** Educators, Administrators, Student Support Staff & System Support Staff were invited to participate remotely in a half-day self-directed module, [Sept. 2 AM Intro. 2020 Math Curric., Gr. 1-8](#), introducing the NEW 2020 Mathematics Curriculum, Grades 1-8.

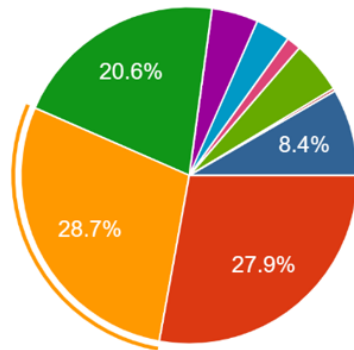
The module agenda for this learning included:

- building knowledge of the vision
- goals & structure (organization) of the new curriculum
- developing understanding of the front matter of the new math curriculum
- investigating key aspects of the curriculum context including ideas for implementation and navigating features of the digital curriculum & resources platform.





- Early Years (Kindergarten)
- Primary
- Junior
- Intermediate
- FSL
- Spec. Ed.
- ESL
- Planning Time
- Administrator
- Other



**Who participated?** 359 participants submitted a **pre-learning** survey at the start of the day and a **post-learning** survey at the end of the module; rating their **level of awareness** of the aspects & components of the NEW math curriculum.

**PRE / POST Learning Survey Results:** Increased awareness across all areas from **pre** to **post** learning survey results (See data tables below). ↓

Learning Areas (the Strands)				
	1 - Limited awareness	2- somewhat aware	3 -growing awareness	4- very aware
PRE	78	127	126	28
POST	2	44	223	90

	1 - Limited awareness	2- somewhat aware	3 -growing awareness	4- very aware
<b>Strand A: SEL &amp; Math Processes</b>				
PRE	129	145	75	10
POST	6	67	247	39
<b>Strand B: Number</b>				
PRE	53	105	147	54
POST	4	45	215	95
<b>Strand C: Algebra</b>				
PRE	54	104	147	54
POST	6	57	223	73
<b>Strand D: Data</b>				
PRE	54	90	158	57
POST	4	47	225	83
<b>Strand E: Spatial Sense</b>				
PRE	58	104	147	50
POST	5	49	233	72
<b>Strand F: Financial Literacy</b>				
PRE	106	136	100	17
POST	5	63	246	45

Vision & Goals in the Curriculum Context document				
	1 - Limited awareness	2- somewhat aware	3 -growing awareness	4- very aware
PRE	107	151	92	9
POST	3	55	240	61

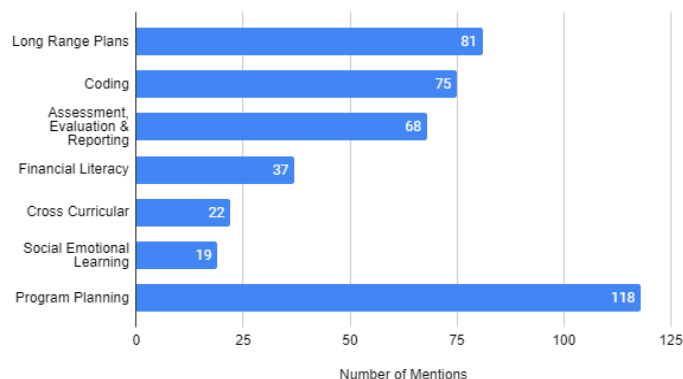
Supports & Resources				
	1 - Limited awareness	2- somewhat aware	3 -growing awareness	4- very aware
PRE	128	125	84	22
POST	13	71	200	75

Assessment & Evaluation				
	1 - Limited awareness	2- somewhat aware	3 -growing awareness	4- very aware
PRE	98	132	111	18
POST	12	92	212	43

Math program planning (considerations)				
	1 - Limited awareness	2- somewhat aware	3 -growing awareness	4- very aware
PRE	98	145	102	14
POST	20	103	206	30

**Linking the Curriculum Context to the big picture ideas:** Equity, Diversity, Mental Health & Well-Being, Catholic Graduate Expectations, Positive Identity and Constructivism (view <http://bit.ly/BigPictureCurrContext>)

### “What would you like to learn more about?”



As a result of the POST-learning survey; our October 9th Math PA Day will focus on **long range planning, assessment, coding, financial literacy, SEL skills, and program resources.**

### Program Planning Breakdown

Program Planning	Number of Mentions
Resources	60
Lessons & Samples	18
Digital tools	17
Gap Closing	10
Combined / Split Grades	7
Real Life Examples	6



#### 4. MATH PROFESSIONAL LEARNING OPPORTUNITIES

ELEMENTARY SUPPORT	
MATHEMATICS PROFESSIONAL LEARNING	DETAILS
ELEMENTARY TARGETED & NON-TARGETED COACHING SUPPORT MODEL (SEE ABOVE #2)	
<p><b>4 Numeracy Coaches and 3 Consultants</b> focus work on increasing content knowledge &amp; pedagogy through job-embedded co-learning, within a <b>tiered coaching model</b> as described in #2.</p> <p><b>Math Consultant Support</b></p>	<p>Coaching cycles are consistent blocks of service with a focus on grades 3, 6 &amp; 8 with some support to grades 2, 5 &amp; 7.. Both the daily collaborative relationship between teachers, as well as the PL sessions (<b>for targeted &amp; brd ident. schools</b>), to identify and analyze content areas of strength and need.</p> <p>Remote coaching &amp; planning support by consultants is ongoing.</p>
MATHEMATICS PROFESSIONAL LEARNING	DETAILS
ADDITIONAL CAPACITY BUILDING for MATH CONTENT KNOWLEDGE & PEDAGOGY for NEW CURRICULUM IMPLEMENTATION	
<p><b>Math Curriculum Implementation Learning sessions (after-school learning)</b></p> <ul style="list-style-type: none"> <li>Ministry Educator Webinars &amp; Educator Learning Modules</li> <li>OAME (Ontario Association of Mathematics Educators) Curriculum Context &amp; Content Webinars</li> <li>OPC (Ontario Principal Council) Math Curriculum Learning Sessions</li> <li>WCDSB Remote Math Learning Sessions</li> <li>WCDSB Math Content Learning Modules by Strand (starting after Oct. 9th)</li> <li>WCDSB Math Curriculum Tuesdays - 1st Tuesday of each month from 4:00-4:30 pm</li> </ul> <p><b>AQ Math Subsidy</b> for educators taking Mathematics Primary and Junior AQ courses.</p> <p><b>Weekly Math NEWS Updates</b> on system announcements</p>	<p>Implementation resources &amp; support for grades 1-8 for the new curriculum including:</p> <ul style="list-style-type: none"> <li>Long-Range Planning</li> <li>Financial Literacy</li> <li>Coding &amp; Mathematical Modelling</li> <li>Social Emotional Learning Skills &amp; Math Processes</li> <li>Spatial Sense connecting to Measurement</li> <li>Data Literacy</li> <li>Assessment, Evaluation &amp; Reporting (in time for Term One reporting)</li> <li>Virtual Math Learning Supports</li> <li>Math Curriculum Support for administrators</li> </ul> <p>Increasing the number of AQ courses in Mathematics has been recognized by the Ministry of Education as a Promising Practice. (During the Spring &amp; Summer sessions of 2020 we were able to subsidize 64 teachers across Math PJ Part1, 2 &amp; the Specialist.)</p> <p>Communication for educators and administrators about time-sensitive information re: math webinars, resource training, resource-sharing and ministry &amp; digital site math updates.</p>
MATHEMATICS PROFESSIONAL LEARNING	DETAILS
TECH-ENABLED LEARNING IN MATH: ELEMENTARY & SECONDARY	
<p><b>KnowledgeHook (3-10)</b> premium licences to continue in elementary/secondary schools for 2020-21. During October, after-school training sessions will be provided for teachers.</p> <p><b>Mathology.ca (K-3)</b> access for all K-3 teachers to this online math system. After school overview training sessions were held in September and additional sessions focusing on</p>	<p>The purpose of these sessions are to highlight how the resource supports gap closing and remediation.</p> <p>To provide ongoing support for using the activities, little books, lessons, curriculum alignment, planning &amp; assessment tools as we launch this resource to K to 3 teachers.</p>



the planning & assessment in October & November.	
<b>SECONDARY SUPPORT</b>	
<b>MATHEMATICS PROFESSIONAL LEARNING</b>	<b>DETAILS</b>
Collaborative Learning opportunities	Facilitated through teachers collaborating on-site, through Google Classroom, & self-directed virtual meetings
Consultant Support	Responsive remote support with a priority on grade 9 & 10 Secondary Math Program Head - regular virtual meetings to support their ongoing leadership needs

## 5. SECONDARY PRIORITIES

Secondary teachers are identifying gaps in learning as they review essential prerequisite skills & concepts with students prior to each section of new learning. This provides opportunities for 'just-in-time' gap closing, as well as addressing misconceptions and areas of concern as they arise. And as we pay attention to student well-being, this targeted approach allows us to foster positive attitudes towards math and helps to create a firm foundation which students can then build upon as they engage in subsequent curriculum content. As well, grade 9 & 10 teachers are using Knowledgehook to assist with closing gaps & inform instruction.

Teachers spend significant time collaborating and planning how to utilize all three learning environments within the cohort structure, F2F, synchronous, & asynchronous. Considering what areas of the curriculum might best align with each format for optimal learning, and what modifications they would need to consider for instructional approaches like spiraling & collaborative group work. Additionally, to inform planning & gap closing, grade 10-12 teachers refer to documents created during the spring that identified the instructional scope provided with respect to big ideas & expectations within each course.

Once again, we have created Google Classrooms to offer a way for our gr 9 & 10 teachers across our system to connect. Teachers are beginning to share their resources and gather feedback from each other.

In an optional survey we gave to grade 9 students, we asked them how comfortable they were feeling with the three learning environments we would be using this year. Of those who participated, results are below. This helped to inform teachers' attention to student well-being and their ability to feel successful in mathematics.

*Percentage represents students who said they were feeling comfortable or very comfortable*

	<i>F2F</i>	<i>Synchronous</i>	<i>Asynchronous</i>
<i>9 Academic</i>	82 %	48% (42% somewhat)	65% (23% somewhat)
<i>9 Applied</i>	45% (43% somewhat)	40% (43% somewhat)	39% (41% somewhat)

## 6. MOVING FORWARD

1. October 9, 2020 Math PD Half-Day (PM)



- Elementary - Implementation support for the new curriculum including integrated math planning, assessment, evaluation and reporting
  - Secondary - SELs & High Impact Practices
2. Math Coaching Support Plan
  3. After-school Virtual Learning Sessions about 2020 Math Curriculum for elementary teachers
  4. Secondary Innovation
    - At St. Benedict - Use of the TI Rover robot to apply mathematical concepts
    - Monsignor Doyle - Refining use of Articulate Storyline to engage students in multi-modal approach
  5. Grade 9 support for understanding new intermediate curriculum in anticipation of how it will align with destreamed grade 9 in 2021

For Information

Prepared/Reviewed By: Loretta Notten  
Director of Education

John Klein  
Superintendent of Learning

Richard Olson  
Superintendent of Learning

Petra Le Duc  
Student Achievement Consultant, Mathematics 1-8

Nancy Snyder  
Student Achievement Consultant, Mathematics 7-10





**Date:** October 5, 2020  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Initiation of 2020/21 French Immersion Review

**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:**

The recommendations of the 2017/18 French Immersion Program review concluded that a further update of the board's plans for French Immersion (FI) be completed by 2023, including a plan related to secondary FI. In May 2020, the Long Term Accommodation Plan identified undertaking this update in 2020/21.

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

**IV 010 - Facilities/Accommodations**

The CEO shall not permit the establishment of facilities that lack physical signs of our Catholic faith and allowance for sacred space; limit students from fully experiencing the curriculum and do not have relationship with the community.

**Alignment to the MYSP:**

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

- Equitable access to learning opportunities

**Background/Comments:**

Under the Education Act, French language instruction is mandatory in Ontario schools. Students are required to study French from Grades 4 through 9. Boards of Education have the option to offer additional French as a Second Language (FSL) instruction, such as French Immersion.

The board began offering FI in 2015/16. FI was initially offered at St. Anne (K) and Sir Edgar Bauer. Additional FI sites were added in 2016/17, 2019/20 and in 2020/21. Table 1 illustrates the current configuration of FI in the six existing locations.

Since 2015/16 the board has refined the approach to school direction for FI from creating service areas to associating regular track/English schools with FI locations.



The first cohort of FI students will graduate from Grade 8 in 2022/23.

Table 1 - 2020/21 FI Grade Configurations

City	School	Family of Schools	First Year Offering FI	2020/21 Grade Configuration
Waterloo	Holy Rosary	Resurrection	2019/20	Grades 1-2
Cambridge	Our Lady of Fatima	St. Benedict	2016/17	Grades 1-5
Waterloo	Sir Edgar Bauer	St. David	2015/16	Grades 1-6
Kitchener	St. Anne (K)	St. Mary's	2015/16	Grades 1-6
Waterloo	St. Luke	St. David	2019/20	Grades 1-2
Cambridge	St. Peter	St. Benedict	2020/21	Grade 1

## 2017/18 French Immersion Program Review

During the 2017/18 school year, the board undertook a French Immersion Program Review which concluded with a [report](#) to the board on April 9, 2018.

General recommendation of that report included:

- That the Board update its French Immersion Plan by 2023, including a plan related to secondary French Immersion.
- That the entry point for French Immersion remain as Grade 1.
- That the Board prioritizes offering French Immersion at the same school for Grades 1 to 8.

Specific recommendations of the review were grouped according to areas of accommodation, registration and transportation as follows:

### ACCOMMODATION

That to address enrolment pressure, portables, boundary changes, and opening new French Immersion sites are contemplated before any other accommodation solution.

That the following criteria be prioritized when selecting schools for French Immersion:

- Empty/underutilized space
- Traffic impacts on school
- Easily accessible location (close to highways/major road)

That the following new sites be considered for French Immersion:

- Holy Rosary CES (2019)
- St. Luke CES (2019)
- New Huron Brigadoon school (2020)
- St. Peter CES (2020)
- New southeast Galt school (TBD)

That French Immersion boundaries are modified to reflect the addition of new schools.

### REGISTRATION

That the registration process remains the same until additional sites make prioritizing in-boundary students more practical.



#### **TRANSPORTATION**

That the Board continues to allow students to attend the French Immersion program from outside of the school's English boundary, subject to parents/guardians providing their own transportation. (No bussing will be provided for French Immersion)

That the Board work with municipalities and the school community to identify alternate drop-off/pick-up points to alleviate traffic congestion and safety issues immediately adjacent to the school.

### **Provincial French Immersion Trends**

Since the early 2000s, school boards have experienced persistent challenges with recruitment and retention of qualified French as a Second Language (FSL) teachers. These challenges have led to reviews by several boards across the province, the Ministry of Education, and have been reported in academic literature.

In 2017, the [Report of the French as a Second Language Ontario Labour Market Partnership Project](#) noted that as of 2015/16, the average annual French Immersion enrolment growth rate of 5.7 percent had been sustained for the 11th consecutive year.

Across the province, the most prevalent issues and challenges related to French Immersion include:

- Recruitment and retention of qualified FSL teachers
- Supporting robust English language programming in dual track schools
- Accommodating enrolment pressures associated with French Immersion growth

### **2020/21 French Immersion Review**

The board must undertake an updated French Immersion review to address emerging elementary accommodation trends, plan for the continued expansion of elementary FI opportunities, and establish criteria for secondary FI accommodation.

The 2020/21 French Immersion Review Committee (FI Review Committee) will be responsible for providing guidance and advice to the Executive Committee and Board of Trustees related to French Immersion programming and future accommodation issues.

#### **SCOPE**

The following factors are to be re-confirmed or addressed in this review:

- Elementary school organization (i.e. grade structure, single track, dual track)
- Grade 1 entry point
- Approach to Grade 1 application for FI
- Attendance of siblings in FI school
- Impact of transportation, as it relates to school organization
- Establish strategy for delivery of FI courses for grades 9 to 12 to meet secondary FI certificate requirements
- Review and confirm criteria for selecting new elementary FI location(s)
- Identify areas of future consideration for new elementary FI location(s)
- Establish criteria for selecting new secondary FI location(s)

#### **PROBLEM STATEMENT:**

How does the Waterloo Catholic District School Board continue to support the expansion of FI instruction, while ensuring that students have equitable opportunity for access to quality programming?





**GOALS:**

- To confirm the Waterloo Catholic District School Board's values and beliefs regarding French Immersion.
- To ensure that students in French Immersion receive equitable access to quality program.
- To update the French Immersion delivery plan which:
  - considers all Waterloo Catholic District School Board students and families,
  - respects fiscal and accommodation realities,
  - provides guidance and structure to future decisions related to program expansion and accommodation
  - is aligned with the Board's Long Term Accommodation Plan, and
  - provides a predictable and transparent method of locating programs.

**OBJECTIVES:**

- French Immersion should enhance a student's educational experience.
- High quality, inclusive learning environment should be maintained for both French Immersion and English track students.

**CONSTRAINTS:**

- Based on projected enrolment, there may be insufficient space to accommodate students at the six existing French Immersion sites in the future.
- The staffing component related to attracting, developing, and retaining qualified FSL Teachers and support staff will be discussed internally by board staff and will not be discussed by the FI Review Committee.
- The ability to offer a variety of secondary FI courses to support retention of students in FI and achievement of the secondary FI certificate is affected by FI enrolment levels.

## **2020/21 French Immersion Review Committee**

The FI Review Committee will be comprised of:

- Principals of the three French Immersion schools that have students closest to entering the secondary panel (3)
- Principals of two secondary schools (2)
- Superintendent of Learning and French Immersion (1)
- Superintendent of Corporate Services (1)
- Manager of Planning (1) (Co-Chair)
- French Consultant (1) (Co-Chair)
- Director of Education, Ex Officio (1)
- Three French Immersion parent/guardian representatives from three unique elementary schools offering FI (3)
- Three English parent/guardian representatives from three unique elementary schools offering both FI and English (dual track) (3)
- Additional staff resources, as required.

### **PARENT/GUARDIAN REPRESENTATIVE SELECTION CRITERIA**

Parent/guardian representatives will be invited to apply to be a member of the FI Review Committee and will be selected by board staff.

#### **FI PARENT/GUARDIAN CRITERIA**

- Grade/Division of Children
- Gender balance
- Geographic dispersion
- Home school FI attendance vs. Out of Boundary
- Principal input





#### ENGLISH PARENT/GUARDIAN CRITERIA

- Grade/Division of Children
- Gender balance
- Geographic dispersion
- Principal input

To ensure continuity of the FI Review Committee's work, no substitutes will be allowed to attend committee meetings in the absence of the designated parent/guardian representatives.

#### Timing

Staff will advertise on the board website, via social media channels and through local schools to seek applicants for the parent/guardian representatives. The expectation is that the committee's work would be initiated in November 2020 and conclude in the Spring of 2021 and generally follow the schedule as outlined in Table 2. A final report will be presented to the Board by June 2021.

Table 2 - French Immersion Review Schedule

Activity	Detail	Purpose
Meeting #1	Nov 18/20 4:00pm TBD	<ul style="list-style-type: none"> <li>• Establish group norms</li> <li>• Review terms of reference</li> <li>• Review background Information</li> <li>• Review elementary school organization (i.e. grade structure, single track, dual track)</li> <li>• Review projections and utilization of current locations</li> </ul>
Meeting #2	Jan 13/21 4:00 pm TBD	<ul style="list-style-type: none"> <li>• Discuss Grade 1 entry point</li> <li>• Discuss approach to Grade 1 application for FI</li> <li>• Discuss attendance of siblings in FI school</li> <li>• Discuss impact of transportation, as it relates to school organization</li> </ul>
Meeting #3	Feb 10/21 4:00 pm TBD	<ul style="list-style-type: none"> <li>• Discuss strategy for delivery of FI courses for grades 9 to 12 to meet secondary FI certificate requirements</li> <li>• Discuss criteria for selecting new elementary FI location(s)</li> <li>• Discuss criteria for selecting new secondary FI location(s)</li> <li>• Undertake SWOT analysis of selection criteria - Strengths, Weakness, Opportunities, Threats</li> <li>• Identify areas of future consideration for new elementary FI location(s)</li> </ul>
Meeting #4	Mar 10/21 4:00 pm TBD	<ul style="list-style-type: none"> <li>• Confirm information and materials to be shared at open houses (virtual as needed), and via Thought Exchange.</li> </ul>
Thoughtexchange	Mar 22-31	<ul style="list-style-type: none"> <li>• Solicit input on matters evaluated by the committee to inform recommendations.</li> </ul>
Open Houses	Mar 23-25 TBD	
Meeting #5	Apr 14/21 4:00 pm TBD	<ul style="list-style-type: none"> <li>• Review public input</li> <li>• Develop strategic options and/or recommendations</li> </ul>
Meeting #6	May 12/21 4:00 pm TBD	<ul style="list-style-type: none"> <li>• Review draft report and recommendations for inclusion in final report.</li> </ul>
Board of Trustees	May 31/21	<ul style="list-style-type: none"> <li>• Present final report.</li> </ul>
Board of Trustees	June 14/21	<ul style="list-style-type: none"> <li>• Board decision.</li> </ul>



## Recommendation:

This report is for the information.

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

John Klein  
Superintendent of Learning

Jennifer Kruithof  
French Consultant

Jennifer Passy  
Manger of Planning

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



**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA Memo - Best Practices in Online Learning at Ontario CDSBs  
**Date:** Tuesday, September 29, 2020 11:44:16 AM  
**Attachments:** [image005.png](#)  
[image007.png](#)

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For Oct COWB

*Loretta Notten*

**Director of Education**

Waterloo Catholic District School Board | [www.wcdsb.ca](http://www.wcdsb.ca)

35 Weber St W Unit A, Kitchener, ON, N2H 3Z1

519-578-3660 | [loretta.notten@wcdsb.ca](mailto:loretta.notten@wcdsb.ca)



**Waterloo Catholic  
District School Board**  
Quality, Inclusive, Faith Based Education

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**From:** OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>  
**Sent:** Monday, September 28, 2020 4:16 PM  
**To:** OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>  
**Subject:** OCSTA Memo - Best Practices in Online Learning at Ontario CDSBs

**Caution** - External Email - This Message comes from an external organization. Do NOT click on unrecognized links or provide your username and/or password.

September 28, 2020

**MEMORANDUM**

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

**FROM:** Nick Milanetti, Executive Director

**SUBJECT:** **Best Practices in Online Learning at Ontario CDSBs**

---

OCSTA is pleased to host for our members a virtual presentation demonstrating a sampling of best practices in online learning currently in place at Ontario's Catholic school boards.

This panel presentation is scheduled for Wednesday, October 14, 9:30 a.m. to 11:30 a.m. Boards participating in this presentation include the London District Catholic School Board, the Ottawa Catholic School Board, and the Sudbury Catholic School Board. We are awaiting confirmation from a few other boards.

Together these boards bring different perspectives based on size, geography, and socio-economic diversity.

This presentation will include multi-media highlights and will be delivered as a live panel presentation on the Zoom videoconferencing platform.

There is no cost associated with attending this event and we invite you to complete the following registration form...

You are invited to a Zoom meeting.

When: October 14, 2020 09:30 AM Eastern Time (US and Canada)

Register in advance for this meeting:

<https://us02web.zoom.us/join/9tJfse6P39>

After registering, you will receive a confirmation email containing information about joining the meeting.

ASHLEE CABRAL | Ontario Catholic School Trustees' Association | 1804-20 Eglinton Avenue West, Box 2064, Toronto, ON, M4R 1K8 | 416-932-9460 Ext. 230 | Website: [www.ocsta.on.ca](http://www.ocsta.on.ca)

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**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA: Memo - Bill 204 - Helping Tenants and Small Business Act, 2020  
**Date:** Thursday, September 24, 2020 3:44:15 PM  
**Attachments:** [image003.png](#)

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For OCT COWB...

*Loretta Notten*

**Director of Education**

Waterloo Catholic District School Board | [www.wcdsb.ca](http://www.wcdsb.ca)

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**Waterloo Catholic  
District School Board**  
Quality, Inclusive, Faith Based Education

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**From:** OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>  
**Sent:** Thursday, September 24, 2020 1:10 PM  
**To:** OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>  
**Subject:** OCSTA: Memo - Bill 204 - Helping Tenants and Small Business Act, 2020

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**Ontario Catholic School  
Trustees' Association**



September 24, 2020

**MEMORANDUM**

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

**CC:** OCSTA Directors and Staff  
Board Secretaries and Administrative Assistants  
• All Catholic District School Boards

**FROM:** Patrick J. Daly, President

**SUBJECT:** **Bill 204 - *Helping Tenants and Small Business Act, 2020***

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On September 17, 2020, the Minister of Municipal Affairs and Housing introduced the *Helping Tenants and Small Business Act, 2020* or Bill 204. The Bill proposes to change parts of the *Municipal Elections Act*, the *Assessment Act*, and the *Municipal Property Assessment Corporations Act* to transfer responsibility for municipal voter's lists to the Chief Electoral Officer at Elections Ontario. As outlined in the government's media materials, the proposed amendments to these Acts would:

- Create a single register of electors for municipal and provincial elections that would be used by Elections Ontario and municipalities. A single list is expected to be more accurate, and could mean fewer corrections for voters at polling stations, and fewer delays for people on election day;
- Cut red tape and help make voting easier for voters, candidates and municipal clerks in time for the 2026 regular municipal elections and any municipal by-elections initiated after January 1, 2024;
- The single list would be managed by Elections Ontario. Currently, the Municipal Property Assessment Corporation provides municipalities with a preliminary list of people eligible to vote for every municipal election. This initial list, that has been created by MPAC, is used by boards for the determination and distribution of trustees in advance of elections. Having Elections Ontario take over this function should provide for much greater accuracy for trustee determination and distribution. For the election itself, municipal clerks make corrections and revisions to develop the voters list.

In response to the proposed Bill, OCSTA sent a letter to the Minister of Municipal Affairs and Housing and the Minister of Education outlining our long-standing concern with the default provisions in the *Assessment Act* regarding school support designation. We state that with the introduction of these amendments, the government has an opportunity to amend section 16.4 of the *Assessment Act* and correct the default provisions that negatively impact Catholic ratepayers and school boards.

### **Next Steps**

Bill 204 is currently in second reading debate in the Legislature and we are carefully monitoring its' progress. We are also following up with discussions with officials in the Ministry of Education and the Ministry of Finance on our proposed change to the *Assessment Act*. Once the Bill goes to committee for input from stakeholders, we will participate in that process as well.

If you have any questions or concerns, please contact Steve Andrews at [sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca) or myself at [pdaly@ocsta.on.ca](mailto:pdaly@ocsta.on.ca) at your convenience.

A handwritten signature in black ink, consisting of a stylized 'R' followed by a checkmark-like flourish.

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**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA: Memo re: Government Announcement - Ontario working to increase supply of French-language teachers in the Province  
**Date:** Tuesday, September 29, 2020 12:38:06 PM  
**Attachments:** [image002.png](#)

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For COWB in October...

*Loretta Notten*

**Director of Education**

Waterloo Catholic District School Board | [www.wcdsb.ca](http://www.wcdsb.ca)

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**Waterloo Catholic  
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**From:** OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>  
**Sent:** Tuesday, September 29, 2020 12:24 PM  
**To:** OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>  
**Subject:** OCSTA: Memo re: Government Announcement - Ontario working to increase supply of French-language teachers in the Province

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September 29, 2020

**MEMORANDUM**

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

**CC:** OCSTA Directors and Staff  
Board Secretaries and Administrative Assistants  
• All Catholic District School Boards

**FROM:** Patrick J. Daly, President

**SUBJECT:** **Ontario Announcement re: Increase Supply of French-Language Teachers in the Province**

Please see the attached Ontario government news release regarding the supply of French-language teachers, sent to you for your information. We thought the following announcement would be of interest to our Catholic boards.



### *News Release*

## **Ontario Working to Increase the Supply of French-Language Teachers in the Province**

September 29, 2020

### **Initiative will help students receive a high-quality education in French**

TORONTO — The Ontario government is taking action to recruit and retain more French teachers to ensure that all students receive a high-quality French-language or French as a Second Language (FSL) education. To assist in this effort the province is supporting various initiatives such as career fairs, as well as partnering with two working groups in order to focus on professional development for French teachers and raise awareness of employment opportunities.

"Our government is committed to protecting and promoting French-language and bilingual education in Ontario now and into the future," said Stephen Lecce, Minister of Education. "The rising enrollment and increased popularity of our French-language and French as a Second Language programs, coupled with a long standing national shortage of educators, underscores the need for action which is why we are ensuring schools have access to more qualified French language educators."

To attract more French-Language teachers the government is taking several actions including:

- A partnership with Laurentian University to create a new hybrid initial teacher education

program (with a first cohort in 2020-21);

- The development of projects with sector partners, such as career fairs, and [a recruitment portal for the French-language school boards](#) which includes a link to supporting resources and an [online help desk](#) for educators; and
- Possible changes to regulations that would help hire more qualified French-language teachers.

To attract more French as a Second Language teachers the province is taking several actions including:

- A new guide for English-language school boards and a French proficiency assessment tool that will help public schools hire and train more French as a Second Language (FSL) teachers;
- An online portal, to be created by Canadian Parents for French (Ontario) aimed at students to promote postsecondary studies and experiences that can lead to a career as an FSL teacher in Ontario; and a promotional campaign about the FSL career path;
- Outreach activities, to be developed by York University and aimed at Grade 11 students that will promote careers as an FSL teacher in Ontario; transition courses for internationally-trained Francophone teachers; and an online platform for French as a Second Language teachers that will support them in their professional learning.

"We are very proud of our thriving French-language education systems and FSL programs in Ontario," said Sam Oosterhoff, Parliamentary Assistant to the Minister of Education. "The French language is one of our country's official languages and an essential part of our country's identity. We look forward to continued work with our valued stakeholders to make sure that all students in Ontario have access to quality education in French."

Ontario continues to partner with various education stakeholders, including its provincial French Language Working Group, to address the recruitment and retention of teachers in the French-language school system. In addition, it is relaunching the FSL Provincial Working Group, whose membership will represent a variety of perspectives, including those of senior school board administrators, teachers, parents, FSL associations and researchers.

"By supporting the recruitment of more qualified French-language teachers, the government is ensuring that Ontario students and their parents have greater access to learning opportunities in French, as a first language or as a second language," said Francophone Affairs Minister Caroline Mulroney. "Today's announcement supports Ontario's commitment to provide our young Francophone and Francophile students with more options for their education and their future."

"By working to train and retain more French-language teachers, our government is taking a decisive step towards the development of stronger, more empowered French-speaking communities in Ontario," said Ross Romano, Minister of Colleges and Universities. "The French language and our Francophone community are vital elements of our province's identity and help contribute to the cultural richness of our society."

"Education is an essential pillar of the vitality of official languages and communities," said the

Honourable Mélanie Joly, Minister of Official Languages. "Through the national recruitment and retention strategy for Francophone teachers, the Government of Canada is helping to address the labour shortage in French immersion and French first-language programs in Ontario. French-language learning contributes to our cultural and economic wealth, which is why we have invested in a \$62 million Francophone teacher recruitment and retention strategy as part of our Action Plan for Official Languages 2018-2023. Bilingualism is at the heart of Canadian identity and culture, and a major asset in the labour market. This type of investment supports Francophone minority communities in addition to supporting the learning of French in immersion programs."

#### **QUICK FACTS**

- The French-language education network is comprised of 12 school boards across the province – eight Catholic and four public, including 471 elementary and secondary schools.
- There are more than 111,000 students enrolled in French-language schools this year.
- More than one million students are currently enrolled in FSL programs in the English-language school system, including 250,000 students enrolled in the French Immersion program.
- In some parts of Ontario, growth in student enrolment combined with attrition has resulted in a shortage of teachers for both the French and English-language education systems.
- The study of French in Ontario's English language education system is mandatory from Grades 4 to 8, and secondary students must earn one FSL credit to obtain the Ontario Secondary School Diploma (OSSD).
- Partners in Ontario's French Language Working Group include the Association des enseignantes et des enseignants franco-ontariens, the Association des conseils scolaires des écoles publiques de l'Ontario, the Association franco-ontarienne des conseils scolaires catholiques and the Ministry of Education.
- Ontario officially recognizes September 25th of each year as Franco-Ontarian Day, celebrating the contribution of the Francophone community to the social, economic and political life of the Province and the community's importance in Ontario's society.

#### **ADDITIONAL RESOURCES**

- [French-Language Education in Ontario](#)
- [French as a Second Language](#)

#### **CONTACTS**

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