



## Board of Trustees' Board Meeting

Date: Monday, October 26, 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

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Chair		
1.1 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		
1.2 Opening Prayer Service & Presentation ➤ Tracey Weiler - Distinguished Graduate Award ➤ Melanie Van Alphen – Community Partner's Award ➤ Loretta Notten/Bill Conway – Chair's Award	Fr. Joseph de Viveiros, C.R./ Chair/Director	pp.4-5	Information
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: Private, Private meeting of September 28, 2020 regarding Human Resource Matters, In-camera meeting of October 5, 2020 regarding HRS matters and In-camera meeting of September 28, 2020 regarding Planning & HRS matters.			

ITEM	Who	Agenda Section	Method & Outcome
<b>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)</b>			
<b>3. Consent Agenda: Board (Minutes of meetings, staff report)</b>			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Board of Trustee Meeting Minutes of September 28, 2020 3.2 SEAC Minutes of September 9, 2020 3.3 Governance Minutes of October 19, 2020	Board of Trustees Board of Trustees Governance Committee Members	pp.6-9 pp.10-16 pp.17-19	Approval Information Approval
<b>4. Delegations/Presentation</b>			
<b>5. Advice from the CEO</b>			
5.1 Director Update 5.2 Learning Commons Update 5.3 Well Being Plan Update 5.4 Update on WCDSB COVID Education Delivery Plan	L. Notten S. Maharaj/S. Wood J. Merkel/R. Olson L. Notten	pp.20-22 pp.23-24 pp.25-32 pp.33-35	Information Information Information Information
<b>6. Ownership Linkage (Communication with the External Environment)</b>			
<b>7. Reports from Board Committees/Task Forces</b>			
7.1 Student Trustee Update	A. Barbosa, K. Morrison	pp.36-37	Information
<b>8. Board Education (at the request of the Board)</b>			
8.1 Chair's Report 8.2 OCSTA/CCSTA Communications	Chair Chair	pp.38 pp.39-127	Information Information
<b>9. Policy Discussion</b>			
9.1 Governance Report	M. Van Alphen	pp.128-134	Approval
<b>10. Assurance of Successful Board Performance</b>			
10.1 Board Policy II 003 Board Job Description Is there a need to review the policy?	M. Van Alphen	pp.135	Approval
<b>11. Assurance of Successful Director of Education Performance</b>			
11.1 Monitoring Reports & Vote on Compliance			
<b>12. Potential Agenda Items/Trustee Inquiry Report (CEO)</b>			
<b>12.1 Trustee Inquiry Report from the CEO</b>			
<b>12.2 Shared concerns</b> 12.2.1 Notice of Motion - Rising Prevalence of Mental Health Issues among Students"	Trustees	pp.136-137	Decision

ITEM	Who	Agenda Section	Method & Outcome
<b>13. Announcements</b>			
<b>13.1</b> Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): •Oct 28: Commissioning (Virtual) •Nov 6: Committee of the Whole •Nov 23: Spiritual Development Day •Nov 23: Board of Trustees' Meeting •Dec 7: Inaugural •Dec 14: Board of Trustees' Meeting			
<b>13.2</b> Pending Items: <b>13.3</b> Pending Items for OCSTA Consideration	<u>Committee/Task Force</u>	<u>Due Date</u>	<u>Action Taken</u>
<b>14. Items for the Next Meeting Agenda</b>	Trustees		
<b>15. Adjournment</b>	Director of Education		
<b>Confirm decisions made tonight</b>			
15.1 Confirm Decision made tonight	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



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Mary Immaculate*

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October 9, 2020

Bill Conway, Chair  
Board of Trustees  
Waterloo Catholic District School Board

Loretta Notten  
Director of Education  
Waterloo Catholic District School Board

Dear Mr. Conway and Ms. Notten,

Having carefully reflected upon the current situation which we all are facing, i.e. COVID-19 and the “second wave”, it is with thoughtful concern that I ask for your understanding. I regret that I cannot attend your invitation to attend the **Community Partner Award** dinner and ceremony on October 26, honouring our Community of *Sisters Servants of Mary Immaculate* as this year’s recipient.

Current circumstances present a reality in which each of us are faced with critical choices. It is because of the Pandemic that I am unable to be with you in person. My responsibilities also include caring for vulnerable and frail senior Sisters. I hope this letter can be read in place of my attendance.

It seems that Our Lord, in His Providence is taking us through a trust-walk of life-changing realities. Once we were owners and administrators of Mount Mary Immaculate with its bountiful history of accomplishments; now God has us entrusting Mount Mary into the care of the Hamilton Diocese. We are grateful for this. As before, our hearts remain listening in prayer, pondering His Will for us for the future.

We have been enriched by being God’s stewards here. He has blessed Mount Mary with its beautiful creation, a holy and bountiful history in which He used us to be a part of your history. Mount Mary has partnered with Waterloo Catholic District Schools and hosted your Residential Program (approximately 978 KW groups with an estimated 57,862 students). We have been privileged to provide a safe place for all ages, a place of beauty, a place of prayer and reflection, a playground for God’s creatures. We are grateful to God that our history has been richly embedded into your legacy. How blessed we are.

*Слава Богу, Честь Марії, Нам Мир – Glory to God, Honor to Mary, Peace to us.*



This legacy lives on in those who have benefitted from your Program since 1975 (over 44 years). This is due to your support and direct encouragement, without which we, as *Sisters Servants of Mary Immaculate* would not have been able to participate. Our

gratitude goes to Waterloo Catholic District School Board, your many dedicated staff members, and the wonderful KW Team you have provided during our partnership. The teams which led these young people have been exceptional. Through the lives of your students, many others are being enriched in their faith and love for God.

Last year, as we passed the torch to the Diocese of Hamilton, your team members gifted us with three beautiful evergreens which are very symbolic. Each evergreen has been planted in a special place. We look upon them with gratitude for your friendship, your trust, your past support and the history that we share. As with the fledgling evergreens, may your students be grounded in rich faith, reaching for God's unlimited love, and extending their branches to build the Kingdom of God wherever they go!

Congratulations to you all who are helping to educate great Christian leaders.

On behalf of the *Sisters Servants of Mary Immaculate*, past and present,

Our sincerest prayers and gratitude,

A handwritten signature in black ink, reading "St. Theresa Matwe, SSMI". The signature is written in a cursive, flowing style.

Sister Theresa Matwe, SSMI  
Vice-Provincial



## **Board of Trustees' Board Meeting**

A public meeting of the Board of Trustees was held on Monday, September 28, 2020 at the Catholic Education Centre, 35 Weber St. W., Unit A, Kitchener, ON

### **Trustees Present:**

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

### **Student Trustees Present:**

Abby Barbosa & Kate Morrison

### **Administrative Officials Present:**

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

\*Via Teams

\*\*Maria Ivankovic left the meeting at 7:00 p.m.

### **Special Resources For The Meeting:**

### **Regrets:**

### **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 of the Board called the meeting to order at 6:06 p.m.

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

The meeting opened with prayer service led by Fr. Joseph de Viveiros to celebrate and commission incoming Student Trustees.

### **1.2 Territorial Acknowledgment**

The Territorial Acknowledgement was declared by Trustee Conway.

### **1.3 Approval of Agenda**

Agenda was amended to add Student Trustees commissioning at 1.1 and move into Private, Private at 15.2.

**2020-220-- It was moved by Trustee da Silva seconded by Trustee Dupuis:**

**THAT the agenda for Monday, September 28, 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)**

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

- 3.1 Approval of Minutes of Regular and Special Meetings
  - 3.1.1 Board of Trustee Meeting Minutes of August 24, 2020
- 3.2 SEAC Minutes of July 8, 2020
- 3.3 Audit Committee Appointment
- 3.4 Semi-Annual Administrative Procedure Update
- 3.5 Update on WCDSB Trustee Inquiries
- 3.6 Trustee Budget Update for 2019-20 (As of Aug. 31., 2020)
- 3.7 Trustee Budget Update for 2020-2021
- 3.8 Trustee Committee Assignment 2020-21

Trustees Van Alphen noted that upon review of Section 12 of the Board of Trustee Meeting Minutes of August 24<sup>th</sup> regarding the mask motion, that the amended motion was moved by Trustee Gravelle and Seconded by herself and to note that the motion was amended.

**2020-221- It was moved by Trustee da Silva and seconded by Trustee Weiler:**

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

Trustee Van Alphen requested a detailed report on the status of the SRO program within our Board. Superintendent Merkel provided a verbal update noting that the WRPS made the decision to halt the program from feedback received from community members during their investigation. Trustees requested an update or report when more information becomes available.

### **4 Delegations**

### **5 Advice from the CEO**

#### **5.1 Director's Update**

Director Notten provided the Board of Trustees with an update on the various virtual meeting attended provincially and locally to ensure the safety and wellbeing of WCDSB community during the re-opening of schools.

#### **5.2 Headstart**

Superintendent Ivankovic introduced Principal Cox of St. Louis and Michele Breault, Program Manager. A report on the HeadStart to Grade 9 Program was presented. Data trends, successful participation, safety protocols, challenges and looking ahead were discussed.

Trustees provided feedback which included personal positive experience of their own children who attended the program.

#### **5.3 Summer Construction Update**

Superintendent Maharaj introduced Terri Pickett, Senior Manager of Facility Services. Mrs. Pickett provided the Board of Trustees with an update on summer construction, including budget, implications due to Covid-19, before and after pictures of work completed, upcoming capital projects and next steps.

Trustees asked clarifying questions.

#### **5.4 Information Technology Services Update Summer 2020**

Chris Demers, Chief Information Officer provided an update on projects/initiatives completed during the summer of 2020 including the telephone system roll-out, St. Isidore and remote learning preparation, Aspen/School Messenger rollout and social media data and trends.

Trustees asked clarifying questions and provided feedback.

#### **5.5 Enrollment/Staffing Report**

Superintendent Connolly provided an update on enrollment and projection and impacts of St. Isidore virtual school. Trustees asked clarifying questions on budget and projection, clarification was given.

#### **5.6 WCDSB Framework for Learning**

Superintendent Merkel provided the Board of Trustees with a report on the WCDSB Framework for Learning created to support educators with virtual learning. This framework aims to support all educators in transitioning between learning scenarios (conventional, adapted, remote) as needed. It is a living framework and will be updated as emerging processes, practices, and resources become available.

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

#### **7 Actions From Board Committees/Task Forces**

##### **7.1 Student Trustee Update**

Student Trustees' provided an update on SAC meetings, activities throughout high schools and their initiative "Developing our Roots" a yearlong initiative to engage, encourage grade 7 & 8 students.

Trustees provided positive feedback to Student Trustees.

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

##### **8.1 Chair's Report**

Chair Conway provided report on meetings attended.

##### **8.2 OCSTA/CCSTA Communications**

Chair Conway briefly discussed communications.

### **9 Policy Discussion**

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

##### **10.1 Board Policy II 002 Governing Style**

Trustee Weiler confirmed review of Board Policy II 002 Governing Style and confirmed that the Board was in compliance, however, noted last update was 2018. Also noted that Trustees should review area around bringing shared concerns forward and recommended bringing this policy to Governance for review.

**2020-222 -- It was moved by Trustee Weiler and seconded by Trustee Reitzel:**

**THAT the Board of Trustees reviewed Board Policy II 002 Governing Style and find that the Board is in compliance. --- Carried by consensus**

Is there a need to Review the Policy? Yes.

##### **10.2 Board Policy III 006 CEO Compensation and Benefits**

Chair Conway confirmed review of Board Policy III 006 CEO Compensation and Benefits and noted that the Board is still not in compliance due to the current executive limitation on the Director's contract.

Trustee da Silva noted that the question "Is there a need to Review the Policy?" was not stated in the agenda and noted a good practice to continue to state this question in the agenda.

2020-223 -- It was moved by Trustee Conway and seconded by Trustee da Silva:  
THAT the Board of Trustees reviewed III 006 CEO Compensation and Benefits and find that the Board is not in compliance due to the current executive limitation on the Director's contract. --- Carried by consensus

Is there a need to Review the Policy? No

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

### **11.1 Monitoring Reports & Vote on Compliance**

## **12 Potential Agenda Items**

### **12.1 Trustee Inquiry Report from the CEO**

#### **12.2 Shared Concerns**

##### **12.2.1 Notice of Motion - Rising Prevalence of Mental Health Issues among Students"**

Chair Conway noted that Notice of Motion presented to be spoken to at upcoming Board.

## **13 Announcements**

### **13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):**

Discussed upcoming events.

### **13.2 Pending Items:**

### **13.3 Pending Items for OCSTA Consideration**

## **14 Items for the Next Meeting Agenda**

## **15 Adjournment – Confirm decisions made tonight.**

15.1 The Recording Secretary confirmed the meeting decisions.

### **15.2 Move into Private, Private**

2020-224 -- It was moved by Trustee da Silva and seconded by Trustee Gravelle:  
THAT the Board of Trustees move into Private, Private at 8:18 p.m. --- Carried by consensus

## **16 Closing Prayer**

## **17 Motion to Adjourn**

2020-225 -- It was moved by Trustee Price and seconded by Trustee Gravelle:  
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:00 p.m.

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Chair of the Board

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Secretary



## SEAC Committee Meeting Minutes

<b>Date&amp; Time:</b>	September 9th, 2020 at 6:00 p.m.
<b>Location:</b>	Teams Meeting
<b>Next Meeting:</b>	October 7 <sup>th</sup> 2020
<b>Committee Members:</b> Kim Murphy, John Gilbert, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Sue Simpson, Kristen Feduck, Sarah Van Dyke	
<b>Administrative Officials:</b> Laura Shoemaker, Gerald Foran	

<b>1. Opening Prayer</b>  <b>Welcome</b>	L. Shoemaker
<b>2. Approval of Agenda</b>  Motion by: Jeanne Gravelle Seconded: Tracey Weiler	
<b>3. Declared Pecuniary Interest</b> N/A	
<b>4. Approval of the March 4<sup>th</sup> Minutes</b>  Motion by: Kim Murphy Seconded: Jeanne Gravelle	
<b>5. School System Operational Business</b>  5.1. Updated Concussion Policy APH027  <div data-bbox="227 1453 1023 1902" data-label="Image"> </div>	D. Stryker

# PPM 158

<http://www.edu.gov.on.ca/extra/eng/ppm/ppm-158-jan-2020.pdf>



- Understanding PPM 158 is necessary to understand why APH027 is so robust.

## Rowan's Story

**FRIDAY, MAY 3rd 2013**

- Rowan Stringer, captain of Ottawa's John McRae High School rugby team, plays three games in an all-day tournament.
- Her mom, Kathleen, leaves briefly after the second game to make a Tim Hortons run and returns part way through the third game.
- While she is gone, Rowan is hit in the head.
- She goes to the bench, shakes it off for a bit, then returns to the field.
- In the evening, she complains to her mom of a headache and asks for a painkiller, but does not mention the incident in the game.

**MONDAY, MAY 6th, 2013**

- Kathleen Stringer travels to Brandon, Manitoba for work.
- Rowan plays another game in which she is dragged to the ground and clocked in the head with a shoe.
- The headache returns.

#### TUESDAY, MAY 7th, 2013

Rowan is not feeling right, as evidenced by her exchange of texts with friend Michelle Hebert:

Rowan: "I might have gotten a concussion ... have a headache again."

Michelle: "How was your game?"

Rowan: "Well I smashed it on the ground and then got kicked in the head."

Michelle: "Doesn't that happen every time?"

Rowan: "Which is why I probably have a concussion."

Michelle: "Ya well, you need to stop dying ... Are you still going to play on Wednesday?"

Rowan: "Yeah. Nothing can stop meeee! Unless I'm dead."

Michelle later suggests Rowan see a doctor which Rowan dismisses.

#### WEDNESDAY, MAY 8th, 2013

- Rowan suits up for another rugby match.
- In the second half, she is grabbed by the shirt and thrown to the ground with an illegal swing tackle.
- Rowan lands on her head.
- She sits up momentarily, then falls back to the ground, losing consciousness.
- She is rushed by ambulance to the Children's Hospital of Eastern Ontario.

#### SATURDAY, MAY 11th, 2013

- Rowan is wheeled into the operating room where — in a final act of kindness, according to her previously stated wishes — surgeons remove her heart, lungs, liver, pancreas, kidneys and corneas for organ donation.

#### SUNDAY, MAY 12th, 2013

- Rowan Stringer is removed from life support on Mothers' Day. Her official cause of death is second-impact syndrome, a rare condition when a second concussion occurs before a previous one has time to heal, causing severe swelling of the brain.



## **Resources**

<https://www.ontario.ca/page/rowans-law-information-sports-organizations-and-schools>

### **Rowan's Law - The Risk Commercial**



<https://www.ontario.ca/page/rowans-law-information-sports-organizations-and-schools>

## **Some Key Points**

- PPM 158 was written for student concussions based from Rowan's Law which was enacted in March 2018.
- Staff dealing with concussions will continue to be supported through Health & Safety policies.
- All resources have been adopted from OPHEA & Parachute Canada and align with the Berlin consensus on concussions.
- Large increase and focus on staff training.

## **Three Pillars of APH 027**

- Awareness & Prevention
- Identifying Suspected Concussions
- Return to School Plan

## **Awareness & Prevention**

- Rowan's Law Day - Last Wednesday in September (Oct 7, 2020)
- Creation of Codes of Conduct
  - Students
  - Parents/Guardians
  - Coaches/Trainers
- Concussion Awareness Resource
- [www.wcdsb.ca/concussions](http://www.wcdsb.ca/concussions)

## **Return to School Plan**

- Return to School (RTS) = Return to Learn (RTL) + Return to Physical Activity (RTPA)
- Updated Passport for RTS Plan includes school and parental sign off at various stages of recovery
- Requires Medical Clearance to enter final stages of RTPA
- Includes a nine page RTS Plan resource for school and parents/guardians
- Collaborative team meetings occur when students cannot progress through the RTS plan in a 'normal' time

## **APH027**

### **Forms**

**01F-** Sport & Rec Consent  
**02F-** Suspected Concussion Identification  
**04F-** [Concussion Passport](#)  
**07F-** Intramurals Consent  
**09F-** Concussion Medical Assessment  
**10F-** Officials Confirmation  
**11F-** Suspected Concussion Tracking Tool  
**12F-** Concussion Awareness Tracking Coaches  
**13F-** Concussion Awareness Tracking Student/Parents  
**14F-** Concussion Code of Conduct Students  
**15F-** Concussion Code of Conduct Parents

### **Appendices**

**A-** Concussion Awareness Resource  
**B-** Code of Conduct Coaches & Trainers  
**C-** Identifying a Suspected Concussion Steps & Responsibilities  
**D-** [Return to School Plan](#)  
**E-** Return to Learn Accommodations

## **Final Points**

- Procedure is robust and heavily based on tracking, communication & documentation... we expect push back, but so far so good.
- If we do the awareness/training/prevention well, it will make the rest much easier.
- This will be a mindset shift:
  - Smoking
  - Seatbelts
  - Bike helmets

Q&A

### 5.2. COVID update - Question & Answers

- Protocols are provided by the Chief Health Officer and are implemented on the local level (boards are reviewing and updating practices)

Q&A

### 5.3. SEAC topics for 2020/21

#### **SEAC TOPICS FOR 2020-2021**

Month	Topic	Presenter	Location
September 9, 2020	<ul style="list-style-type: none"> <li>• Covid Update</li> <li>• New Concussion Policy</li> </ul>	L. Shoemaker D. Stryker	Teams Online Meeting
October 7, 2020	<ul style="list-style-type: none"> <li>• ABA/BCBA and Mental Health</li> </ul>	T. Battistella S. Porty	Teams Online Meeting
November 4, 2020	<ul style="list-style-type: none"> <li>• Assistive Technology</li> </ul>	C. Runstedler	Teams Online Meeting
December 2, 2020	<ul style="list-style-type: none"> <li>• T.B.D.</li> </ul>		Teams Online Meeting
January 6, 2021	<ul style="list-style-type: none"> <li>• T.B.D.</li> </ul>		Teams Online Meeting
February 3, 2021	<ul style="list-style-type: none"> <li>• T.B.D.</li> </ul>		Teams Online Meeting
March 3, 2021	<ul style="list-style-type: none"> <li>• T.B.D.</li> </ul>		Teams Online Meeting
April 7, 2021	<ul style="list-style-type: none"> <li>• T.B.D.</li> </ul>		Teams Online Meeting
May 5, 2021	<ul style="list-style-type: none"> <li>• T.B.D.</li> </ul>		Teams Online Meeting
May 19, 2021	<ul style="list-style-type: none"> <li>• T.B.D.</li> </ul>		Teams Online Meeting
June 2, 2021	<ul style="list-style-type: none"> <li>• T.B.D.</li> </ul>		Teams Online Meeting

L. Shoemaker

L. Shoemaker

<p><b>6. Ministry Updates (10 min)</b></p> <p>Ministry has been providing protocols, updates and answering questions. We are now working more with the public health. Our senior team is meeting weekly with the public health and working along side with them.</p>	
<p><b>7. SEAC Committee Functions</b> N/A</p>	
<p><b>8. Policy Advice to the Board</b> N/A</p>	
<p><b>9. Updates (20 minutes)</b></p> <p><b>9.1. Association Updates</b></p> <ul style="list-style-type: none"> <li>• <b>WRDSS</b> – Buddy Walk yearly event was transitioned to virtual event.</li> <li>• <b>WRFN:</b> Link to September Family Pulse newsletter that refers to the Q and A session on August 18. <a href="https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fmailchi.mp%2F136bbcc67672%2Fwrfnfamilypulse%3Fe%3Dfc3c78289c&amp;data=02%7C01%7C0Ija.Djukanovic%40wcdsb.ca%7Cd5a9156a66484b40882908d855c258d6%7C723db89317ed44ec8613011938c37276%7C0%7C1%7C637353640487845291&amp;sdata=X7tRNu6KkqyloAaCBkxa4V64KYM3cTBDsAmHPBOshIM%3D&amp;reserved=0">https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fmailchi.mp%2F136bbcc67672%2Fwrfnfamilypulse%3Fe%3Dfc3c78289c&amp;data=02%7C01%7C0Ija.Djukanovic%40wcdsb.ca%7Cd5a9156a66484b40882908d855c258d6%7C723db89317ed44ec8613011938c37276%7C0%7C1%7C637353640487845291&amp;sdata=X7tRNu6KkqyloAaCBkxa4V64KYM3cTBDsAmHPBOshIM%3D&amp;reserved=0</a> Direct link to the Q&amp;A document. <a href="https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwrfn.info%2FuserContent%2Fdocuments%2FQA%2520Aug%252018%2020.pdf&amp;data=02%7C01%7C0Ija.Djukanovic%40wcdsb.ca%7Cd5a9156a66484b40882908d855c258d6%7C723db89317ed44ec8613011938c37276%7C0%7C1%7C637353640487855286&amp;sdata=GPqhwmEpaQ8GK%2Bp9YYeqwrlS1xKXP87XeZNyGb2o8Co%3D&amp;reserved=0?">https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwrfn.info%2FuserContent%2Fdocuments%2FQA%2520Aug%252018%2020.pdf&amp;data=02%7C01%7C0Ija.Djukanovic%40wcdsb.ca%7Cd5a9156a66484b40882908d855c258d6%7C723db89317ed44ec8613011938c37276%7C0%7C1%7C637353640487855286&amp;sdata=GPqhwmEpaQ8GK%2Bp9YYeqwrlS1xKXP87XeZNyGb2o8Co%3D&amp;reserved=0?</a></li> </ul> <p><b>9.2. Trustee Updates</b></p> <p><b>Aug 24<sup>th</sup> – Special meeting regarding school reopening</b></p> <p>At the August 24th Special Board meeting, the Board received a more comprehensive overview of planning and proposals moving into the school year.</p> <ul style="list-style-type: none"> <li>• Motion passed to write the letter to Minister with raised concern about class sizes and number of busses.</li> <li>• Passed the motion for masks to be required gr 4-12 but JK-3 do not require official exemption.</li> </ul>	
<p><b>10. Pending Items</b></p> <p>Reach to organizations we currently have a gap in membership.</p> <ul style="list-style-type: none"> <li>• Family and Children's Services of Waterloo Region</li> <li>• Autism Ontario – Waterloo Chapter)</li> </ul>	
<p><b>11. Adjournment</b></p> <p>Motion by: Kim Murphy Seconded: Jeanne Gravelle</p>	
<p><b>12. Action Items Place Holder</b></p>	



## Governance Committee Meeting

<b>Date:</b>	October 19, 2020
<b>Time:</b>	5:00 p.m.
<b>Location:</b>	St. Francis Meeting Room (former Boardroom)
<b>Next Meeting Date(s):</b>	<ul style="list-style-type: none"> <li>Monday, January 18, 2021</li> <li>Monday, March 1, 2021</li> <li>Monday, May 25, 2021</li> </ul>
<b>Attendees:</b>  <b>Committee Members:</b> Bill Conway, Greg Reitzel, Brian Schmalz, Melanie Van Alphen (Chair), Tracey Weiler  <b>Administrative Officials:</b> Loretta Notten  <b>Regrets:</b>	

### 1. Welcome and Opening Prayer

### 2. Approval of Agenda

**Moved:** Greg

**Second:** Brian

Carried by consensus

### 3. Declared Pecuniary Interest

### 4. Approval of the Minutes – **June 8, 2020**

Moved:

Second:

Carried by consensus

### 5. Discussion Items

#### **5.1 Review Board Policy II 007 Board Members Code of Conduct**

(PPM 128 and APC018 as references for discussion)

<http://www.edu.gov.on.ca/extra/eng/ppm/ppm-128-nov-2019.pdf>

<https://www.wcdsb.ca/about-us/policies-and-administrative-procedures/code-of-conduct-apc018/>

Discussion regarding whether there should be a full listing of Respect, Civility, and Responsible Citizenship that are found in PPM 128.

To keep it more at Governance level- could add to

*"Individual Trustees are expected to:"*

- Familiarize themselves with their duties and any requirements of them as prescribed by the Education Act, Regulations and PPMs;

Under: Enforcement of Code of Conduct and Municipal Conflict of Interest Act:

Step 2: Process Resolution (**Remove Informal**)

**Add a Header at 4.1 that says: Informal Process Resolution**



And

Header: Formal Process Resolution: **(Bold this header)**

**Moved By** Brian

**Seconded by** Bill

**Motion:** Make amendments to Policy Number: II 007 Subject: Board Members' Code of Conduct per the revisions and edits noted above.

## **5.2 2020-2021 Priorities and Work of the Board**

(Top priorities include how to evaluate Monitoring Reports, how to introduce motions, bringing forth shared concerns and how monitoring reports tie into policy)

- Discussion regarding understanding how to best facilitate trustee learning regarding bringing forth motions and shared concerns; further – want greater understanding of how to better assess monitoring reports when they come forward.
- Discussion about whether it is worthwhile to have a facilitator come in to assist with this process
- Perhaps at COWB – in-service regarding bringing forward a motion and a trustee inquiry
- ByLaws address Motions versus Trustee Inquiries
- Trustee Price suggested that inquiries precede motions – to ensure a shared concern is established
- Director Notten highlighted 3.18 regarding the nature of a trustee inquiry – which has a genesis in work already delegated to CEO and discussed with Chair
- Recommend training on inquiries and motions. Likely self-taught with review of ByLaw language
- Perhaps a training template developed by Governance (started by Trustee Reitzel)
- Discussion that trustee monitoring is critical – recommend we hire someone to facilitate training
- Scope: suggest it is written together with full Board
  - Originally (in 2016) looked at how to monitor strategic plan – how is Board doing relative to what was previously agreed
  - Now looking at how to monitor Monitoring Reports in a Policy Governance board
  - Consider 2 sessions or dedicate a full COWB to that purpose
  - Need to better understand evaluation criteria; possibly a case study approach

**Motion:** Bring discussion to Board, recommending tackling motions and trustee inquiries internally and follow up with Professional Development, with a consultant, (potentially Marion Thompson Howell), to further review the effective Monitoring of Executive Limitations policies.

**Moved:** Greg

**Seconded:** Brian

## **5.3 Board Policy II 002 Governing Style**

[https://www.wcdsb.ca/wp-content/uploads/sites/36/2020/06/II-002\\_Governing\\_Style.pdf](https://www.wcdsb.ca/wp-content/uploads/sites/36/2020/06/II-002_Governing_Style.pdf)

Previous discussion looked at Trustee Inquiries and their purpose

## **5.4 Call Log Review**

(Noted to bring back in fall to clarify whether all call/emails should be added, agreed that should be used as a learning tool)

Began reviewing the purpose of the call log... need clarification from full Board as to purpose of the call log  
Vice Chair to bring call log back to Governance, with a summary report, so that Governance can recommend purpose and path forward.



### **5.5 Board Policy II 001 General Governance Commitment**

(Noted it had been 10 year since the policy was updated and recommended it be reviewed at Governance)

[https://www.wcdsb.ca/wp-content/uploads/sites/36/2020/06/II-001\\_Global\\_Governance\\_Commitment.pdf](https://www.wcdsb.ca/wp-content/uploads/sites/36/2020/06/II-001_Global_Governance_Commitment.pdf)

Policy II 001 – Melanie will make the clerical updates that appear to be required and Governance Committee can then approve what needs to come forward to Board for revision.

### **6. Pending Items**

### **7. Recommendations to the Board**

### **8. Adjournment**

**Moved:** Bill

**Second:** Brian

Carried by consensus



**Date:** October 26, 2020  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** October Director's 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 **IV 012**
- ☒ Information only of day-to-day operational matters delegated to the CEO

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

Executive Limitation IV 012 Communication to Board

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

Policy 1 001 Ends  
Policy IV 013 Leadership

**Alignment to the MYSP:**

**Strategic Priority:** Nurturing Our Catholic Community

**Strategic Priority:** Student Engagement, Achievement and Innovation

**Strategic Priority:** Building Capacity to Lead, Learn and Live Authentically

**Background/Comments:**

The Month of October is characterized as a month of gratitude and certainly as we reflect on all the ways Waterloo Catholic is fulfilling its mission and vision, it is not difficult to identify the many reasons we have to be grateful to our staff and to our broader WCDSB community. We continue to be a board – like most of the province – in a state of flux and evolution. Everyone is centered on the core purpose of meeting the needs of our students, but we are also endeavouring to be attentive to the demands on our staff and all who serve our WCDSB system.

This year is also evolving in a manner that is different for the Director and Senior team as well. Visits to schools and special events are fewer as we endeavour to minimize contacts in various schools, compounded by the fact that there are a myriad of new and different meetings that have evolved as additions to the calendar and draws on staff time. Nonetheless, I am happy to provide a number of highlights from the past month.

Some of the meetings that were common-place into October included:





- Lengthy senior team meetings – Monday and Thursday; by late month the Thursday meeting started to evolve to an Academic Council meeting.
- Meetings with Public Health – various times
- CODE continuity of Learning sub-group – once a week (Tuesday mornings)
- CODE Continuity of Learning mtg with DM – Friday Mornings (Thursday late afternoon)
- Chairs and Directors of Ed with Minister – Monday afternoons
- Administrator meetings, where myself and senior staff take admin through operational, public health and educational updates – weekly on Tuesdays; now moving to bi-weekly on Wednesdays
- Invited in a variety of provincial dialogues as Chair of CODE
- Continue to chair weekly ECCODE meetings – every Monday morning. Will now move to bi-weekly
- Currently sit as ECCODE's rep on a new committee being convened by the Ministry of Health, in partnership with Ministry of Education —The table will include reps from local public health units, Public Health Ontario, the childcare sector and the education sector (4 Directors from each of the affiliates).
- Arising out of the aforementioned committee – now sitting on 2 sub-committees, looking at the role of PH nurses in schools and how provincial guidance can be provided as to their role and how their support might be optimized
- I continue to field 3-6 media inquiries a week; completed radio interviews, TV interviews and several newspaper interviews.

A few other quick highlights from the past few weeks include:

- Interviewed by KPMG at the request of the THEMUSEUM to explore my feedback on their proposal for expansion and work to identify themselves as part of the cultural core of KW.
- Participated in 2 days of secondary vice principal interviews.
- Presented ECCOE update at OCSOA BOD meeting
- Participated in conference call with OCSTA President Patrick Daly with Chair Bill Conway to discuss items that OCSTA are working on and an opportunity to raise local issues with OCSTA.
- Attended the first meeting of the new year of our WCDSB Well-Being Steering Committee.
- Visited Our Lady of Fatima and St Paul's to speak with administrators and tour/visit buildings and staff.
- Two meetings each with Elementary Principals Association Representatives and with Secondary Administrator Association reps
- Attended and offered welcome at CODE's virtual PD event with Michael Fullan and Andy Hargraeves
- Participated in dialogue with the new Executive Director of the Institute for Catholic Education regarding the role of the ICE Director in partnership with Catholic Directors
- Attended Audit committee meeting
- Attended Well Being Steering Committee meeting
- Participated in a ThoughtExchange Leadership Council by personal invitation with 28 members from across North America.
- Attended ERDI virtually and participated in two sessions hosted by Michael Fullan
- Attended OCSTA's session on Best Practices in Online Learning in Ontario CDBs

- Attended Governance Committee Meeting
- Attended the newly merged Catholic Community Foundation of Waterloo Region BOD meeting
- Attended Administrator Well Being Dare to Lead virtual session
- Chaired the Bishop's meeting with the Directors of Education of the Hamilton Diocese
- Participated in the quarterly meeting of Southwest CODE
- Various meetings with the members of the senior team to discuss goals and priorities for the upcoming school year.

**Recommendation:**

This report is for the information of the Board.

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

\*Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."





**Date:** October 26, 2020  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Learning Commons Renovations Year 3 + COVID-19 Resource Update

**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 2018-2021 MYSP made commitments to refresh learning commons spaces at each school. This report provides an update on this achievement of this goal.

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

N/A

**Alignment to the MYSP:**

Priority: Building Capacity to Lead, Learn, and Live Authentically

Strategic Direction: Investment in global competency development and leading technologies

Goal: Increase in precise student programming and use of New Pedagogies for Deep Learning (NPDL)

Action: Continued investment in Learning Commons refresh and in school classroom furniture

**Background/Comments:**

In 2017-18 staff embarked upon a 5-year plan to refresh all of the learning commons spaces in the system.

As part of preparing the plan, each school was visited by the Library Support Services Supervisor to scope out proposed changes as well as to draft an annual budget for the investments. Administrators, library technicians, and other school staff at each site were part of the planning process.

This project enhances global competency learning for students in environments where collaboration and innovation are the norm. Our learning commons will be outfitted with collaborative furniture, shelving, Lego walls, branding, and additional electrical outlets to support use of mobile devices for collaborative student work.



During the summer of 2019-20, renovations at following schools were completed:

Blessed Sacrament  
Holy Spirit  
John Sweeney  
Our Lady of Grace  
St. Anne Kitchener  
St. John Paul II  
St. Kateri  
St. Matthew  
St. Teresa K

In the current school year (year 4), the following schools will be updated:

Holy Rosary  
Our Lady of Lourdes  
Resurrection  
St. Augustine  
St. Clement  
St. Mark  
St. Teresa Elmira

At present, 30 of our 48 learning commons spaces have been renovated. Updates on progress on the five-year plan will be brought annually to the Board of Trustees. Shelly Wood, Library Support Services Supervisor will be present at the Board meeting to provide more detail on the renovations that took place including before and after pictures of the work.

### COVID-19 Learning Commons Update

As a result of a partial shift to virtual learning and through the auspices of St. Isidore, many teachers have been accessing and recommending for students several online resources supported by the Resource Centre. While there has always been steady use of on-line resources, COVID-19 has provided an opportunity for more of our staff to learn about and access these tools to support of student learning. It is hoped that 'post-virus', users will continue to use these embrace these dynamic resources. Usage statistics for Sora will be provided during the presentation referenced above. In 2019-2010, 22 637 items were borrowed in Sora. On October 21, 2020 9 890 items were borrowed in Sora. An increase in usage is expected during 2020-2021.

Many thanks to the Resource Centre team for leading these important initiatives.

### Recommendation:

That the Board of Trustees receives this report as information.

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

Shesh Maharaj  
Executive Superintendent of Corporate Services

Shelley Wood  
Library Support Services Supervisor

\*Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."





**Date:** October 26, 2020

**To:** Board of Trustees

**From:** Director of Education

**Subject:** Well Being Plan Update

**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)**

Ontario Human Rights Code (OHRC)

Ontario's Well Being Strategy for Education: Discussion Document, 2016

PPM 128: The Provincial Code of Conduct and School Board Codes of Conduct

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

Board Policy 1- Ends

APC037: Equity and Inclusive Education Policy

APH018: Wellness

APC018: Code of Conduct

APC034: Bullying Prevention and Intervention

**Alignment to the MYSP:**

Nurturing Our Catholic Community

- Promote a culture of belonging and respect, that supports success for all:
  - Equitable access to learning opportunities

Building Capacity to Lead, Learn and Live Authentically

- Nurture the well-being of all students and staff
  - Intentional programming for students on well-being as a skill
  - Exposure to constructive conflict resolution processes through restorative justice program and Alternative Suspension program
  - Continued implementation of The Umbrella Project and resiliency training
  - Integration of Healthy Active Living and Learning into local School Well Being Plans



## Background/Comments:

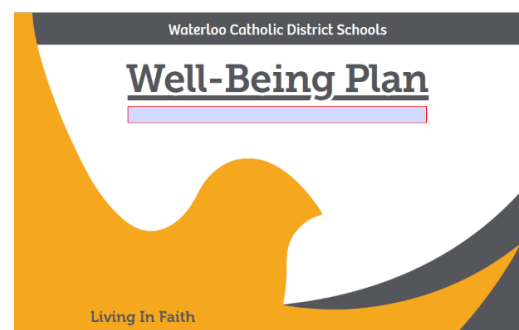
*"I have called you by name, you are mine." (Isaiah 43.1)*

Ontario's Well Being Strategy for Education defines well-being as "that positive sense of self, spirit and belonging that we feel when our cognitive, emotional, social and physical needs are being met." (3) Educators are aware that well-being is fundamental to overall student success. Students who do not feel safe or welcomed at school have a more difficult time achieving academically. The Well Being Strategy reminds us that children who have a positive sense of well-being are more resilient and more successful as learners. We also know that children who have a positive sense of self are better equipped to meet the challenges of a fast-paced and globally connected world and to be active engaged citizens now, and in years to come. (2)



In planning our three-year Well Being Strategy at Waterloo Catholic District School Board (WCDSB), we looked to align a Catholic vision of the human person with our current Pastoral Plan – which in turn was influenced by the Ontario Bishops' Pastoral Letter, *Renewing the Promise*.

The stated purpose of our Well-Being Strategy is to guide our work towards meeting the cognitive, emotional, social, physical, and spiritual needs of all WCDSB students and staff, and to ensure all feel a deep sense of belonging in a Catholic faith-learning community where they are nourished to become builders of the local and global community.



With the collaboration of several working committees: Safe Schools, Mental Health and Wellness, Healthy Schools, and Equity/Inclusion, we have developed a three-year Well Being Strategy for all schools and staff within the Waterloo Catholic District School Board.

The Well-Being Strategy goals are aligned with our Pastoral Plan:

1. Students and staff feel a sense of belonging and inclusion in their learning community. Pastoral Plan (Belonging)
2. Students have equitable access to learning opportunities. Pastoral Plan (Becoming)
3. Building a culture of well-being that supports success for all in the WCDSB community. Pastoral Plan (Building)

Each stated goal includes strategies identified across our four domains of wellbeing – Safe Schools, Mental Health and Wellness, Healthy Schools, Equity, and Inclusion. Attention to the prayer and spiritual life of staff and students are embedded in the strategies. Each goal also identifies key performance indicators that will be used to monitor and evaluate the success of each school community in meeting the goals of overall wellbeing.

## Safe and Accepting Schools



A safe, inclusive, and accepting school environment is essential for student well-being and achievement. To foster and maintain an environment needed for children to succeed, programming with a focus on wellbeing has included several resources and supports.

The Community Justice Initiatives training for conflict resolution circles has been involved in twelve of our schools, two secondary and ten elementary. Schools who show interest and commitment to the practices of restorative justice noted impacts were an increased number of students requested mediations/circles when they found themselves in conflict and qualitative feedback from students and school personnel indicated that the restorative culture shift increased feelings of belonging and inclusion in their school community. Select student success consultants, school administrators, teachers and support staff have participated in a 3-day "Restorative Circle Training for Educators". CJI (Community Justice Initiatives) staff have provided added support in schools by sharing information with Catholic School Advisory Councils, and at staff meetings. The goal for the two-year Restorative Schools Project is to build the capacity of our school staff to use restorative justice practices for the purpose of supporting Catholic school culture -- which always seeks reconciliation as a sacramental reality within our Catholic/Christian Tradition.

The Waterloo Catholic District School Board continues to nurture the well-being of students and staff through the Umbrella Project which is currently running in 99% of Waterloo Catholic District Schools. By exploring wellbeing through role models in our communities, peer to peer groups, and in our families, we have witnessed the power to shift a child's self-perception! Aligned with our faith, WCDSB students continue to learn the power of "mistakes as learning opportunities" and that blessings often come in the form of struggle and perseverance. During COVID-19 a #WCDSBFindtheUmbrella social media contest was developed to reinforce wellbeing skills. The 2.5-week campaign saw over 1800-page views with an average six minutes spent reviewing the page. To support food security social media submissions had a chance to win \$100 grocery gift cards. Additionally, during COVID19 Dr. Jen Forristal, the founder of The Umbrella Project, created an online webinar directed to learning at home and stress management/ coping/ wellness skills for parents.

The WCDSB has committed to using the Imagine Everything Tool to support student safety and mental health and wellbeing while using the internet. The analytics dashboard provides daily and a week-at-a-glance perspective. Selecting a topic provides a monitoring view filtered by that topic.

- Highest risk users
- Highest traffic users
- Domain risk study
- Malware risks
- Browser plugin usage
- Internal vs external traffic
- Risk traffic vs total traffic

We have dedicated a social worker position to monitor this site daily and activate necessary supports to students at risk.

For Sept 10-Oct 19th:

:

- high risk/vulnerable students identified: 16
- parents requesting referral to Social Work: 15 and below
- schools contacted: 13





The Imagine Everything tool has enabled WCDSB to proactively reach and support students and families and has proven an effective strategy to support well-being.

Supporting administrators' well-being continues to be a focus at WCDSB. Through the funding of book studies in schools, support of additional qualification courses in well-being and most recently a workshop called Dare to Lead based on Brene Brown's courageous leadership has been offered for ongoing well-being support for administrators.

Finally, the importance of creating nurturing environments wherein acceptance of others and personal wellbeing is paramount and will be specifically highlighted during Anti-Bully Awareness Week (November 15-21st). This week a clear focus on relationships and connectedness, will be fostered through engaging activities, direct instruction, and anti-bullying awareness. In alignment with our pastoral launch, "Gathered to Become" we will focus on the transforming ways we can continue to build safe and accepting school communities.

## Mental Health and Wellness

The pandemic has underscored that schools play a pivotal role in more than just academics – school communities are a place where we also play an important role in fostering mental health and wellbeing in our students, their families, and our staff. Connections to safe and supportive adults makes a huge difference in how our students will 'make meaning' of all the events that have unfolded. We have unique opportunities to help students feel safe, cared for, and to help foster hope and resiliency. Since March 2020, our goals have been:

- a. Maintaining safe and supportive relationships with students
- b. Equipping students to understand the impact of stress on their brains/bodies, and to have tools to help them cultivate wellness despite challenging circumstances
- c. Ensure all staff, students, and families can identify how to get help when they need it.

While these goals have not changed, the work we have done to accomplish them has shifted as the needs within our system have evolved. Initially our focus was equipping staff with basic tools to promote wellbeing in a virtual asynchronous context. We transitioned some of our socioemotional literacy resources (i.e. "GoZen!") into "student licenses" so that students could continue to learn important skills to manage stress and anxiety at home. We launched a Mental Health and Wellness webpage to ensure that information about mental health supports were readily available. And we facilitated numerous sessions with staff, leadership, and parents to promote self-care and self-compassion.

Over the summer we ensured that students who were struggling continued to have connection to a safe and caring adult, by offering new Social Work and transition support. And as September approached, we in-serviced all educators on how to promote a mentally health return-to-school for our students. A student mental health and well-being survey will be conducted in 2020/21 to glean the impact of COVID-19 on student mental health and well-being and to provide an opportunity to respond where appropriate and engage community partners in supporting WCDSB students.

## Healthy Schools

Living in the COVID-19 world required that we pivot our Healthy Schools plan. While Health and Physical Education were not on the Ministry of Education's primary list of subjects to be taught in our elementary system, teachers supported students with optional physical activities they could participate in as there was a recognition of the valuable role physical activity plays in a student's overall well-being. Teachers were supported with a "Phys. Ed. At Home Calendar" that supported the Board's STEAM initiative. Each week, five new activities were provided to teachers that they could share with their students. Monday's physical activity was designed to support Science, Tuesday was Technology, Wednesday was Engineering, Thursday was the Arts, and Friday supported





Mathematics.

All activities can be found here:

[https://drive.google.com/drive/folders/1ePRTWEQ5nLyf75xM\\_Gpoh8xYTk\\_M4wkj?usp=sharing](https://drive.google.com/drive/folders/1ePRTWEQ5nLyf75xM_Gpoh8xYTk_M4wkj?usp=sharing). The weekly calendar was tweeted out each Sunday and each day of the week, the relevant activity was highlighted in a separate tweet. There were 546 unique viewers of this calendar from March 22<sup>nd</sup> to June 21<sup>st</sup>.

Additionally, all school staff across WCDSB were in-serviced on the new Concussion Policy (AP027). Five separate online in-services were provided to staff between June 16<sup>th</sup> - 19<sup>th</sup>. There were significant changes to the policy based on Rowan's Law that was passed in Ontario in 2019. Highlights of those changes include increases to training of staff, education of students and staff as well as the recording and tracking of all possible concussive events. Recordings were made of the training and staff had the opportunity to submit outstanding questions via Google doc. Those questions were collated, answered, and shared system wide upon our return in August 2020.

The elementary teachers are being supported with lessons as they teach physical education in a physically distant, contactless world with reduced equipment use and an emphasis on being outside as much as possible. The secondary teachers are being supported as they find alternative spaces in their schools to maintain the integrity of their cohorts. The secondary teachers are also learning to navigate teaching Physical Education through their virtual learning platforms.

## Equity and Inclusion

The work of the Equity Committee is guided by the Ontario Equity Action Plan under four key priority areas: school and classroom practices, leadership and human resource practices, organizational culture change, and the use of data.

In early November, a board team will participate in a Culturally Relevant and Responsive (CRRP) Practitioner Inquiry with the Ministry of Education. The board team includes system and school leaders, classroom teachers, program consultants and an elementary chaplain. CRRP is an evidence-based pedagogical approach that can be tailored to meet the needs of Ontario students, particularly students who face ongoing systemic barriers. CRRP is focused on enhancing leadership and teacher practice and emphasizes that an educators' approach plays a decisive role in the success of students. It requires that educators examine how their own experiences, perceptions and understandings shape expectations, decision-making and interactions with students and families they serve.

A sub-committee to help with assisting and guiding human resource practices has been created. Short-term and long-term goals will be identified and vetted through the Equity Committee which reports to Executive Council.

On November 23, as part our Spiritual Development Day which will focus on our pastoral theme of Gathered to Become, we will offer all staff professional development in the area of bias-awareness and anti-racism. This is an extension of professional development opportunities offered during our system faith day last year and resources that were shared out during the school closure period during Spring 2020. Given the ongoing protocols required due to COVID-19, resources will be digital and have been produced by Wellbeing Waterloo Region. The sessions will include opportunities for dialogue with a focus on actionable items for all participants. Following the November PD Day all staff will be invited to participate in ongoing varied professional development sessions (i.e. book clubs, etc.).

While our staff census was disrupted by labour-action and the school closure period, we intend to re-launch the census at an opportune time. Staff understanding and support of the equity census builds capacity for application of the student equity census. Active planning is underway to develop our student census as the equity committee reviews *draft* census questions at its November meeting.

Wellbeing Plan templates are available for all school administrators to be used to complete their plans:





Goal	Safe Schools	Mental Health and Wellness	Healthy Schools (HS)	Equity and Inclusion	Key Performance Indicators
Students and staff feel a sense of belonging and inclusion in their learning community.	<p>Expand The Umbrella Project and Restorative Justice Practices (or other programs readily available)</p> <p>Implement and track responses to School Climate surveys</p> <p>Improve wrap-around student support model through enhanced community involvement and the Alternative Suspension Program</p>	<p>All schools are using the Leading Mentally Healthy Schools toolkit to build a positive school culture.</p> <p>Pro-social and socio-emotional skills are specifically promoted across all grades in age-appropriate ways.</p> <p>School-specific initiatives are driven as a collaboration between staff, students and parent/caregivers.</p> <p>Secondary student focus groups used to inform the Mental Health and Wellness Plan</p> <p>All students have a caring adult in the school community and at least one person who looks forward to their arrival</p>	<p>Schools offer extracurricular activities that promote physical activity and Inclusivity</p> <p>School wide initiatives promote Healthy Active Living</p> <p>Opportunities exist for student, staff and parent voice in regard to Healthy Schools (e.g., Healthy School Team)</p>	<p>Prayer/liturgies are inclusive of students of other faith traditions or spiritualities when possible or as appropriate</p> <p>Through educator use of Culturally Relevant and Responsive Pedagogy (CRRP), students from diverse backgrounds see themselves reflected in the curriculum and school environment</p> <p>Voluntary self-identification data for Indigenous students is collected and used to provide supportive programming</p> <p>Recognize occasions of significance for diverse groups of students</p> <p>New building projects or renovations use principles of inclusive design</p>	<p>Transition Survey &amp; School Climate Resiliency and MYSR Survey data indicates a year over year upward trend of students and staff who express a positive sense of belonging</p> <p>Decrease in high student absenteeism rates year over year</p> <p>Decline in suspension recidivism rates K-12</p>



Goal	Safe Schools	Mental Health and Wellness	Healthy Schools (HS)	Equity and Inclusion	Key Performance Indicators
Students have equitable access to learning opportunities	<p>Supervised Alternative Learning Programming is responsive to student academic, social and emotional needs</p> <p>Strengthen and leverage community partnerships</p> <p>Provide professional development on how we know the learner</p> <p>Restorative Practices are fostered as part of a progressive discipline strategy</p>	<p>Strengthen and leverage community partnerships</p> <p>Middle Development Inventory programming through the on-line modules for educators</p> <p>Each school has an attendance strategy and planned response for chronically absent students. Individual second intervention is planned and implemented. (as per APC009 Elementary Attendance, APC048 Secondary Attendance)</p>	<p>The Ontario Health and Physical Curriculum is fully implemented with at least 80 mins/week of physical education for all elementary classes</p> <p>Physical and health education opportunities are inclusive to all students</p> <p>As per PPM 138, all classrooms have allotted 20 minutes of DPA on classroom timetables on days where no Physical Education takes place</p> <p>Where appropriate, students have access to Nutrition for Learning in schools</p>	<p>Identity data will be collected and reports generated to measure how well we are serving staff and students</p> <p>Provide professional development on how we know the learner</p> <p>Track resource requests for CRRP and Indigenous perspectives</p>	<p>Increase in specific student outcomes (credit accumulation, report card achievement) based on demographic or identity data</p> <p>Staff feedback from PD with equity focus is positive.</p>





Goal	Safe Schools	Mental Health and Wellness	Healthy Schools (HS)	Equity and Inclusion	Key Performance Indicators
Building a culture of well-being that supports success for all in the WCDSB community	<p>Staff engagement in safe school follow up</p> <p>Staff engagement in workplace violent incident reporting/debrief</p>	<p>Build staff capacity via professional development opportunities, Mental Health events, SafeTALK, PD day sessions, etc.</p> <p>Provide opportunities for staff and students to engage in mental health sessions presented within schools and classrooms</p> <p>Promote daily practice of healthy self-care skills as a "good-for-all" strategy for staff and students.</p> <p>Equip staff and students to be able to navigate to appropriate mental health supports if needed (i.e. EAP, community services)</p> <p>Promote trauma-informed schools through presentations and education for staff.</p> <p>Promote practices that can help build a positive culture and healthy staff relationships</p> <p>Recognize and celebrate accomplishments/contributions of staff</p>	<p>Schools utilize partnerships and resources to build and promote a healthy environment that is rooted in the well-being of students and staff. (Physical, Social, Emotional, Cognitive)</p> <p>Support NTIP programming for well-being of staff &amp; students</p> <p>School wide healthy food and beverage compliance as per APH 021</p>	<p>Use identity data to shape programming for diverse groups</p> <p>Program planning includes the use of an equity lens (Who is not present? Who is not represented?)</p> <p>Strengthen and leverage community partners who support diverse groups</p> <p>Leadership development and mentorship practices include strategies to ensure respectful and bias-aware models of decision-making</p>	<p>Survey results indicate increasing positive trend in staff, student and parent perception of school and/or organizational culture and well-being</p> <p>Decrease in average rate of staff absenteeism year over year</p>

### Next Steps:

- Research confirms that students who feel welcome and accepted in their schools are more likely to succeed academically. At WCDSB, our core Catholic values are strongly congruent with the goals of the well-being strategy. We value the dignity of all learners and employees and work to ensure that everyone feels welcomed, included, and has opportunity to experience academic or work success.
- Within mental health the goal is to expand the scope of the webpage, redesign the wellness resources that are supportive of the distance learning format, and launch the new "Faith and Wellness" classroom activity resource.
- Looking ahead in 2020-21, the Healthy Schools direction will remain focused on supporting teachers in the elementary and secondary systems as they navigate safe ways to deliver physical education programming given the restrictions COVID-19 places on us.
- Intentional expansion of St. Don Bosco Kitchener to enhance well-being programming for SAL and safe school students.
- Executive Council is investigating the hiring of an Equity Officer to guide and animate the WCDSB Equity Action Plan as we move through revised estimates board budget process in late October.
- Our Year 2 pastoral plan theme, *Gathered to Become*, will also contribute to overall staff and student wellbeing as we begin a year-long prayerful meditation on how we are each transformed by God's word in our lives and how we are sustained in each moment by the grace of God's abundant love discovered in our daily encounters with the person of Jesus.

### Recommendation:

The report is for the information of the Board.

**Prepared/Reviewed By:** Loretta Notten



Director of Education

Judy Merkel  
Superintendent of Learning

Richard Olson  
Superintendent of Learning

\*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.” /





**Date:** October 26<sup>th</sup>, 2020  
**To:** Board of Trustees  
**From:** Director of Education  
**Subject:** Update on WCDSB Education Models

**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 IV 012**  
☒ Information only of day-to-day operational matters delegated to the CEO

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

Executive Limitation IV 012 Communication to Board

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

Policy 1 001 Ends  
Policy IV 013 Leadership

**Alignment to the MYSP:**

**Strategic Priority:** Nurturing Our Catholic Community

**Strategic Priority:** Student Engagement, Achievement and Innovation

**Strategic Priority:** Building Capacity to Lead, Learn and Live Authentically

**Background/Comments:**

At the current time the schools of Waterloo Catholic are engaged in learning under our new reality. Our staff, students and parents have been introduced to a new way of experiencing learning and their schools, be that in our face to face learning environment or in the newly conceived virtual environment. COVID-19 has changed the landscape of a traditional school experience and the staff of our board have planned, prepared and now implemented this new reality.

As we began the new school year, 13% of our student population, approximately 3149 students, had opted for virtual learning and began attending our virtual school – St Isidore. We had approximately 2401 elementary students and 740 secondary students who had selected virtual learning. We have since completed two additional surveys – one for elementary and one for secondary students to determine their preference for learning face to face or virtual. That has resulted in an additional 766 elementary students learning virtually in elementary and an additional 337 students learning virtually in secondary. With the additional secondary students and finetuning of



student preferences, we have approximately 4,187 students learning virtually and 19,900 students learning face to face. Thus, at this point approximately 17% of our total student population has opted for the virtual learning environment.

We have appointed a principal for St Isidore, as well as 3 elementary Vice Principals and currently, a secondary Vice Principal, as well as an administrative assistant and a guidance counsellor to assist with the many tasks associated with setting up and supporting this number of students in a virtual environment.

The transition of additional students at the Thanksgiving benchmark resulted in an additional 29 teachers transitioning to St Isidore, resulting in a total of 119 virtual classes, K-8.

The prospect of change, as well as the actual process of re-organizing the elementary system, caused parent, teacher, student and administrator upset. It was perceived as disruptive to both learning continuity and relationships by our parents and students, and it was difficult for teachers to adjust to a new class, be it a different composition of students or a completely different assignment.

At the current time there are 2 additional transition windows planned. The first, when progress reports are distributed in late November and the second, in January when first term report cards are distributed. Given the level of disruption the transition represents to all parties involved, and in an effort to be responsive to our stakeholders, we are proposing to eliminate the November transition window and only have one more transition window in January. This will place our Board in a consistent position with many other boards, including our coterminous board.

Currently we have just completed the transition survey in secondary. The survey was open from October 19<sup>th</sup> to October 21<sup>st</sup>. Prior to the survey, as we looked at secondary staffing, we were approximately 8 teachers short of our required staffing for Quadmester 2. Classes in quadmester one got as large as 37 and 38, though these examples were few in number. In quadmester 2, before the addition of those students wanting to transfer, there are 2 classes over 37 students. The survey has revealed another 377 students wish to transfer to virtual. While there are 40 students that wish to return to face to face, the net gain to virtual is 337 students. As a result we have approximately 14% of secondary students who will be accessing their learning virtually. This may pose staffing challenges that are difficult to surmount.

We have the option to continue with 2 distinct modes of delivery. That is – the students who are learning face to face can continue to do so in their community secondary schools and the students who have selected to learn virtually may do so at St Isidore. If we follow this course of action, which is consistent with our approach from quadmester 1, we have determined that we will have to surplus teachers from the community schools. There are teachers currently open and willing to volunteer to teach in our virtual school, St Isidore.

A number of Boards across the province have embarked on a hybrid model which allows students to learn virtually and face to face at the same time. For greater clarity – in a given class, some students may be in the physical classroom with the teacher and others may be at home, connecting to the lesson virtually. This does require the teacher to connect to students in both modalities.

The perceived benefit of this model is that current teacher shortages will be alleviated, to a greater degree. Further students will be able to seamlessly move between face to face and virtual at transition points, without having to re-schedule the secondary system. There will also be budgetary savings given the extreme pressure the Board is currently experiencing as we hire additional teachers for St Isidore.

A potential third option is to look at having *some* combination of teachers teach one of their classes face to face and one of their classes virtually. Such an approach might reduce the pressure to fill vacancies and reduce the need to surplus teachers. An additional benefit is that we would be able to offer some more experienced/ qualified teachers to offer a fuller complement of courses at St. Isidore. It also allows us more flexibility to remove or restaff single section teachers at the face to face school. Additionally, this model would allow us to retain some of our new teachers in the school providing a richer environment of collaboration and mentorship. This model is not entirely unlike our e-learning teachers on our schedule where they teach some of their courses in class and other courses online.



The path forward in secondary has been a point of discussion, not only within the senior team, but efforts were also made to engage the secondary administrators who were able to provide insights as to how teachers have been feeling and what they assessed as pros and cons of the three options.

We have been aggressively advertising the positions and they remain open to any and all applicants, including retired teachers. Provincially there is work happening to see if the 50 day rule might be loosened during this crisis, as well as exploring other potential solutions to the staffing challenges. Nonetheless, at the current time, we are experiencing a number of unfilled teacher absences, and moving to the hybrid model may give us some additional teachers to assist in covering teacher absences.

Our start up thus far has gone smoothly. The number of positive cases in our schools are relatively low and we have had no cases of school or workplace transmission. We believe our schools and workplaces remain safe, but the desire for choice has been presented to parents and we realize people are in different places with their comfort level with COVID. We have parents share success stories of their children's joy in being back in a face to face learning environment, and we hear success stories of the work happening by our St Isidore team. We have sincerely enjoyed the process of welcoming back our staff and students as we know everyone is happy to return to a dynamic learning experience, but we are also aware that there are a number of persisting questions and considerations given the ever-changing landscape. Things do continue to evolve despite the best of planning and that is what tonight's report highlights. What has remained constant throughout is the dedication and resilience of our staff, students and WCDSB community.

### **Recommendation:**

This report is for the information of the Board.

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

\*Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."







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

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**Date:** October 26, 2020  
**To:** Board of Trustees  
**From:** Student Trustees  
**Subject:** Student Trustee Report for October 2020

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**Type of Report:** Incidental Information

**Type of Information:** Information only of the activities of the Board Chair

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

Policy II 011 Student Representation on the Board  
Policy II 012 Student Trustee Role Description

**Background/Comments:**

This month, students, parents and staff are slowly beginning to settle into a more structured routine. Students have had the opportunity to be face-to-face with both classes, as well as continuing online learning each day. Different online platforms such as twitter and instagram are being used to effectively communicate with students and parents every day. Student Councils are creatively implementing safe but fun spirit activities and executing them as they have been able. Halloween week is typically filled with different activities students can participate in at school, and the schools are executing games, challenges and contests virtually in order to keep students feeling excited and bring a sense of normality to a Halloween that is undoubtedly different than what students are accustomed to.

*Common Activities Hosted by The Schools:*

- **Spirit Week:** St David and Monsignor Doyle have planned and executed their spirit weeks where students are allowed and encouraged to wear spirit wear during their face-to-face learning.
- **Halloween Week:** Each school is facilitating different activities the week leading up to Halloween. This includes decorating doorways, having orange/black shirt day, having a “masquerade” where students are encouraged to wear creative masks, pumpkin carving contests, and halloween trivia.



- **Food Drive:** Resurrection and Monsignor Doyle have run their annual Thanksgiving food drives, where students were able to safely donate non-perishable food items to help those in need within the community.
- **Grade Nine Representation:** Resurrection, Monsignor Doyle, St. Mary's and St. David's have determined their grade nine representatives on SAC, in order to have representation of all grades on the student councils.
- **Online Initiatives:** Each school is communicating with their online community to engage with and provide information as well as positive reinforcement on social media. Guess-the-teacher activities, as well as other challenges and contests, are being utilized to encourage students to be active within the online community and help people feel connected to their school community.

#### *Student Trustee Role Update:*

- **Grade 7/8 Initiative Update:** The Student Trustees are excited to report that with the aid of Superintendent Olson, the October packages have been sent out to grade 7/8 teachers. A survey to gather student feedback is in progress of being reviewed against board guidelines and will be sent out shortly. Additionally, the content and formatting for the November package is currently in progress. Both the survey and package are planned to be sent out approx. November 2nd, 2020.
- **D.O.R Theme Update:** At the start of October an email was sent to each of the highschool co-presidents asking them to explain the D.O.R theme to their councils. Our plan is not only to carry out this theme in the intermediate elementary division, but also in high school. The first week of October the Senate then participated in an interactive activity related to this month's "physical" theme- yoga and a dance workout via google meets.
- **October Senate Meeting:** In addition to the official monthly Senate Meetings, the Student Trustees decided to have a "casual" meeting. This meeting took place on the Monday before the Wednesday official meeting- October 19th and 21st, 2020. The goal of the casual meetings are to create unity amongst the Senate, as well as improve productivity for the official meetings. At the official meeting this month the main focus was sharing and brainstorming ideas for SAC Unity alternatives. More information will be given on this topic as it is finalized (possibly during Oct. Board meeting).
- **OSTA-AECO Fall General Meeting:** Due to COVID-19 restrictions the Ontario Student Trustee Association is running FGM virtually. This conference took place from Thursday October 22nd, to Sunday October 25th. This gave the WCDSB Student Trustees the opportunity to network with other students in the same position across the province. The agenda included but was not limited to the following: icebreakers, working group breakouts, keynote speakers, a media literacy presentation, roundtable discussion on representation within education, etc.

#### **Recommendation:**

This report is for the information of the Board.

**Prepared/Reviewed By: Kate Morrison and Abby Barbosa, Student Trustees**

\*Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."



**Date:** October 26, 2020  
**To:** Board of Trustees  
**From:** Chair of the Board  
**Subject:** Chair's Report for October 2020

**Type of Report:** ☒ Incidental Information  
**Type of Information:** ☒ Information only of the activities of the Board Chair

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

Policy I 001 Ends  
Policy II 003 Board Job Description  
Policy II 004 Advocacy and Advertising

**Background/Comments:**

The following are highlights of the chair's activity during the month of October 2020

- Discussion with Minister Lecce with Waterloo School Boards & Waterloo Region Public Health (Oct 1)
- Attended Chair's & Director of Education Conference Calls with Education Minister Lecce & Deputy Ministry Naylor (October 5/13/20/26)
- Attended SEAC Virtual Meeting (October 7)
- Attended OCSTA – Best Practices in Online Learning at Ontario CDSBs (October 14)
- Attended St. Paul Walkabout hosted by Leslie Maxwell of STSWR to review state of traffic and to identify barriers to active travel (October 19)
- Attended Governance Committee Meeting (October 19)
- Attending Commissioning of CSAC Chairs & Newly Appointed Administrators (October 28)

**Recommendation:**

This report is for the information of the Board.

**Prepared/Reviewed By:** Bill Conway, Chair of the Board

\*Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."



**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA Memo: OCSBOA Membership  
**Date:** Tuesday, October 6, 2020 4:12:46 PM  
**Attachments:** [image005.jpg](#)

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**From:** OCSTA - Connie DeMelo <[CDeMelo@ocsta.on.ca](mailto:CDeMelo@ocsta.on.ca)>  
**Sent:** Tuesday, October 6, 2020 9:33 AM  
**To:** OCSTA - Connie DeMelo <[CDeMelo@ocsta.on.ca](mailto:CDeMelo@ocsta.on.ca)>  
**Subject:** OCSTA Memo: OCSBOA Membership

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October 6, 2020

## MEMORANDUM

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

**CC:** OCSTA Directors & Staff  
Board Secretaries & Administrative Assistants

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

**SUBJECT:** OCSBOA Membership

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As you know the OCSTA places priority on and benefits a great deal from our strong relationship with all Catholic Provincial Education Associations. Each of these partners contribute significantly to the cause of publicly funded Catholic Education in Ontario.

One such valued partner is the Ontario Catholic School Business Officials Association (OCSBOA). For many decades the OCSTA has benefitted from the expertise and commitment of the leadership and members of the OCSBOA. They have given generously of their time and have provided invaluable assistance with regard to membership on Central Collective Bargaining Teams, planning of the annual OCSTA/OCSBOA Business Seminar and the drafting of numerous briefs.

We know that the tireless work provided by Business, Human Resources, Information Technology and other Corporate Service staff is essential to the effective and efficient operation of Catholic School Boards/systems. With the ever increasing complexity of labour relations and education funding as well as the reliance on information technology, the exemplary service provided by these dedicated men and women is more important than ever.

On behalf of the OCSTA, we would like to recognize and express our deep appreciation to OCSBOA and the outstanding individuals they represent. We strongly encourage you to promote and support membership in OCSBOA among your staff.

**CONNIE ARAUJO-DE MELO** | Ontario Catholic School Trustees' Association | 1804-20 Eglinton Avenue West, Box 2064, Toronto, ON M4R 1K8 | t 416-932-9460 ext. 226

**CATHOLIC EDUCATION: *Nurturing Hope***

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**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA: Government News Release - Ontario releases \$35 Million to hire more staff, improve remote learning  
**Date:** Monday, October 5, 2020 5:18:37 PM

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**From:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Sent:** Monday, October 5, 2020 5:14 PM  
**To:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Subject:** OCSTA: Government News Release - Ontario releases \$35 Million to hire more staff, improve remote learning

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Ontario Catholic School  
Trustees' Association

October 5, 2020

**MEMORANDUM**

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

**CC:** OCSTA Directors and Staff  
Board Secretaries and Administrative Assistants

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

**SUBJECT: Government News Release - Ontario Releases \$35 Million to Hire More Staff, Improve Remote Learning in Targeted Communities**

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Please see the attached Ontario government announcement regarding the release of additional funds to hire more staff and improve remote learning. We thought the following announcement would be of interest to our Catholic boards.



*News Release*

**Ontario Releases \$35 Million to Hire More Staff, Improve Remote Learning in Targeted Communities**

October 5, 2020

**Investments Build on Province's Robust \$1.3 Billion Back-to-School Plan**

TORONTO — Today, the Ontario government is announcing the allocation of \$35 million to provide additional immediate school board supports in the communities of Peel, Ottawa, Toronto and York Region to enhance public health measures and protection strategies as they confront higher rates of transmission in their communities.

This funding is part of the government's robust and comprehensive [\\$1.3 billion plan to safely reopen classrooms](#) across the province, including additional resources to help school boards hire more staff, keep class sizes low, and enhance cleaning in schools.

"As we find ourselves at the beginning of a second wave of COVID-19, we know there are schools in hotspot areas that need extra supports to keep students and staff safe," said Premier Doug Ford.

"That's why we're immediately authorizing the release of this funding to reinforce existing investments to improve physical distancing and remote learning and hire more staff, so our kids and teachers stay safe and healthy."

To further enhance the safety of students and staff, this funding will be used for:

- Providing increased distancing between students through the hiring of additional teachers, early childhood educators, and educational assistants; and
- Providing increased remote learning supports, including the hiring of additional teachers, early childhood educators and educational assistants, as well as devices for students who have chosen to learn remotely.

"Our priority as we enter the flu season is to ensure our schools take every preventative measure possible to ensure students and staff remain safe," said Stephen Lecce, Minister of Education. "We are delivering this additional funding — targeting those communities with higher rates of transmission — to ensure we prevent the spread and maximize the safety of Ontario families."

Earlier this summer, Ontario unveiled one of the nation's most [comprehensive plans for the safe reopening of schools in September](#). The plan is supported by \$1.3 billion in resources to hire more teachers and increase physical distancing, support procurement of personal protective equipment (PPE), enhanced cleaning of schools and buses, improving ventilation, hiring of more custodians, and adding school leadership positions and administrative support for virtual schools. The province is also providing funding to public health units to support the hiring of 625 school-focused nurses, while establishing a mandatory masking policy for grades 4-12, and a surveillance strategy to monitor the virus and detect cases and outbreaks quickly in schools.

The government launched a [new voluntary interactive screening tool](#) for students, staff, and visitors to advise individuals on whether they should attend school or child care. The tool is continually updated to reflect current public health advice.

The government also released the [Operational Guidance: COVID-19 Management in Schools](#) document. This guide was developed in consultation with public health experts, including Ontario's Chief Medical Officer of Health, and aims to help schools identify and isolate COVID-19 cases, reduce the spread of COVID-19 in schools, and prevent and minimize outbreaks.

## QUICK FACTS

- As part of its plan to reopen schools safely, Ontario has committed to making [\\$1.3 billion in COVID-19 resources](#) available to school boards in support of the COVID-19 outbreak.
- This \$35 million investment is part of the \$50 million set aside to respond to emerging challenges during the return to school.
- Ontario recently launched a [webpage to report COVID-19 cases in schools and child care centres](#). This page will be updated every weekday with the most up-to-date information available, including a summary of COVID-19 cases in schools and licensed child care centres

and home care agencies.

## BACKGROUND INFORMATION

- [Ontario Releases \\$35 Million for Schools in Priority Communities](#)

## ADDITIONAL RESOURCES

- Visit Ontario's [website](#) to learn more about how the province continues to protect Ontarians from COVID-19.
- Students, parents and staff can visit Ontario's [new voluntary interactive screening tool](#) to assist with the daily assessment of COVID-19 symptoms and risk factors that is required before attending school.

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**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA: Government News Release - Revisions to COVID-19 Screening Guidance for Schools and Child Care  
**Date:** Saturday, October 3, 2020 12:09:00 PM  
**Attachments:** [image006.png](#)  
[image002.jpg](#)  
[image010.jpg](#)

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**From:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Sent:** Friday, October 2, 2020 10:52 AM  
**To:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Subject:** OCSTA: Government News Release - Revisions to COVID-19 Screening Guidance for Schools and Child Care

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October 2, 2020

## MEMORANDUM

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

**CC:** OCSTA Directors and Staff  
Board Secretaries and Administrative Assistants

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

**SUBJECT:** News Release – Ontario Revises COVID-19 Screening Guidance for Schools and Child Care

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Please see attached Ontario government news release regarding revisions to COVID-19 screening guidance for schools and child care, sent to you for your information. We thought the following announcement would be of interest to our Catholic boards.



## *News Release*

### **Ontario Revises COVID-19 Screening Guidance for Schools and Child Care**

October 1, 2020

#### **Updates Reflect Latest Public Health Advice**

TORONTO — In consultation with the Chief Medical Officer of Health, the Ontario government is updating its COVID-19 school and child care screening guidance. This additional information will help parents determine when it is most appropriate for students, children and their families to seek a test for COVID-19.

The school and child care screening guidance is being updated with two sets of questions about symptoms and information to help parents make informed decisions about whether their children should attend school or child care, need to consult a health care provider, or get tested for COVID-19. The guidance can be found immediately at the [COVID-19 Screening Tool for Children in School and Child Care](#), and the refreshed online tool will launch on Friday, October 2 for download.

"Ensuring that children can attend school with minimal interruption is an important part of their healthy growth and development," said Dr. David Williams, Chief Medical Officer of Health. "Based on a review of the current evidence and consulting with paediatric infectious diseases experts, we are updating the list of symptoms in the COVID-19 screening tool for schools and child care to ensure that our children receive the education and care that they need while minimizing the risk of COVID-19 transmission."

The first set of questions asks about symptoms such as fever or cough. Students and children with any of these symptoms will still be advised to stay home until they are able to consult with a health care provider and receive an alternative diagnosis or a negative COVID-19 test.

The second set of questions asks about other symptoms that are commonly associated with other illnesses, such as a runny nose or headache:

- Students and children with only one of these symptoms will be advised to stay home for 24 hours, after which they can return to school or child care if their symptoms are improving.

- Students and children with two or more of these symptoms will be advised to stay home until they are able to consult with a health care provider and receive an alternative diagnosis or a negative COVID-19 test.

In addition, based on the latest public health guidance the symptom list for children in school and child care no longer includes abdominal pain or conjunctivitis (pink eye).

"We are grateful to Ontario's Chief Medical Officer of Health for contributing significantly to the development of Ontario's Back-to School Plan," said Education Minister Stephen Lecce. "Our focus continues to be on limiting the spread within our schools by listening to and acting upon the best available medical advice, which includes ensuring all layers of prevention are in place to keep kids safe."

### **QUICK FACTS**

- With a recent increase in cases of COVID-19 it is critical for everyone to follow public health advice to continue to protect vulnerable populations and stop the spread. This includes: staying home when ill, or keeping your child home from school when ill; practising physical distancing with those outside your household; wearing a face covering when physical distancing is a challenge or where it is mandatory to do so; washing your hands frequently and thoroughly; and adhering to gathering limits and rules.
- For additional protection, the Ontario government is encouraging everyone to download the new COVID Alert app on their smart phone from the Apple and Google Play app stores.

### **ADDITIONAL RESOURCES**

- [New Public Health Measures Implemented Provincewide to Keep Ontarians Safe](#)
- [Ontario Limits the Size of Unmonitored and Private Social Gatherings across Entire Province](#)
- [Get the facts from Public Health Ontario on how to protect yourself and others](#)
- Visit Ontario's [website](#) to learn more about how the province continues to protect Ontarians from COVID-19.

### **CONTACTS**

Alexandra Hilkené

Minister Elliott's Office

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David Jensen  
Communications Branch  
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Ministry of Health  
<http://ontario.ca/health>

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**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA: Memo re: OCSTA Advocacy regarding School Reopening Issues  
**Date:** Friday, October 2, 2020 12:07:19 PM

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**From:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Sent:** Friday, October 2, 2020 9:15 AM  
**To:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Subject:** OCSTA: Memo re: OCSTA Advocacy regarding School Reopening Issues

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October 2, 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: OCSTA Advocacy regarding School Reopening Issues**

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As you are well aware, the current school reopening situation has presented many significant challenges for Catholic boards. Ensuring a safe and healthy learning environment for staff and students has been and remains our top priority. At our recent regional meetings, our boards have shared with us many difficulties they are facing in respect of school reopening—including the shifting requirements from the Ministry, school bus transportation and driver shortages, establishing

virtual schools and the lack of teaching staff and logistical issues related to securing adequate PPE.

OCSTA has been advocating on behalf of our Catholic boards on these issues to try to ensure boards have the resources and planning flexibility to meet the needs of students and staff. For example, along with the other trustee associations, we have written to the Ontario Teachers Federation regarding the 50-day limit on retired teachers; we have also been involved in weekly discussions with the Deputy Minister of Education raising the issue of teacher and occasional teacher shortages.

However, student transportation is an especially challenging area for our boards as well. We are therefore requesting boards to inform us of the following:

- The current financial situation as it relates to student transportation;
- The complement of bus drivers presently;
- If there is a shortage of drivers, approximately how many drivers is the board short;
- Any and all strategies that would enhance the level of bus service relevant to the local situation.

Please send this information to me at [pdaly@ocsta.on.ca](mailto:pdaly@ocsta.on.ca) or Steve Andrews at [sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca) as soon as you can.

If you have any questions, please do not hesitate to contact me.



**MARIE PALOMBI**  
**Ontario Catholic School Trustees' Association**  
**1804 – 20 Eglinton Avenue West**  
**Toronto, ON M4R 1K8**  
**416-932-9460 Ext. 234 | Website: [www.ocsta.on.ca](http://www.ocsta.on.ca)**

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**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA: Memo - Consultation on Child Care Regulations  
**Date:** Wednesday, October 7, 2020 10:45:23 AM  
**Attachments:** [Consultation Document 2020-Proposed Regulatory Amendments CCEYA.pdf](#)  
[image002.jpg](#)

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**From:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Sent:** Wednesday, October 7, 2020 8:50 AM  
**To:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Subject:** OCSTA: Memo - Consultation on Child Care Regulations

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October 7, 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:** Consultation on Child Care Regulations

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On October 2, 2020 the Ministry of Education released a consultation document (attached) outlining a range of proposed amendments to regulations under the *Child Care and Early Years Act, 2014*. In addition to seeking input on the proposed changes to regulations, the Ministry has a number of discussion questions regarding additional, potential policy approaches related to child care.

This regulatory consultation represents the second phase of the review of the *Child Care and Early*

*Years Act, 2014* that is required every five years. The first phase was a survey of issues to identify areas to strengthen the legislative and regulatory framework of child care in Ontario. The results of the survey identified six areas of concern that informed the development of the proposed changes to regulations under the Act. These are:

1. Flexibility and responsiveness
2. Qualification requirements
3. Administrative/regulatory burden
4. Health and safety
5. Regulations requiring clarification of intent
6. Technical matters.

### Next Steps

To assist OCSTA in developing its submission to the regulatory consultation document and discussion questions, we would sincerely appreciate our Catholic boards sending any concerns or suggestions to us by early November 2020. We will also be consulting with a number of senior staff at our boards with expertise in child care as part of the submission development process.

Please send any comments, suggestions or concerns to me [pdaly@ocsta.on.ca](mailto:pdaly@ocsta.on.ca) or Steve Andrews [sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca) **by November 2, 2020**. We would also encourage boards to respond directly to the Ministry's Early Years and Child Care Division **by November 20, 2020** if possible.

Please do not hesitate to contact me if you have any questions or concerns.



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**Consultation Document Regarding  
Proposed Regulatory Amendments under the  
*Child Care and Early Years Act, 2014***

Posting Date: October 2, 2020

Submissions Required by: November 20, 2020

Early Years and Child Care Division  
Ministry of Education  
315 Front Street West, 11<sup>th</sup> Floor  
Toronto, ON M7A 0B8

# Purpose

The Ministry of Education (“the ministry”) is seeking feedback on proposed regulatory amendments under the *Child Care and Early Years Act, 2014* (CCEYA).

Also included in this document are discussion questions regarding additional, potential policy approaches related to child care; the discussion questions begin on page 34 of this document.

More information about how to respond is provided at the end of the document. Responses must be received by the ministry no later than November 20, 2020.

# Background

On August 31, 2015, the CCEYA came into force, replacing the nearly 70 year old predecessor legislation, the *Day Nurseries Act*.

Since its coming into force, the ministry has taken a phased approach to introducing regulatory changes to the two regulations under the CCEYA, most recently in summer 2020 in response to the novel coronavirus 2019 pandemic. The two regulations under the CCEYA are:

- [Ontario Regulation 137/15: General](#) (O. Reg. 137/15)
- [Ontario Regulation 138/15: Funding, Cost Sharing and Financial Assistance](#) (O. Reg. 138/15)

Under the CCEYA, the Minister is required to conduct a review of the Act within five years of it coming into force (see section 80 of the Act). On July 7, 2020, the Minister of Education announced the start of the review of the CCEYA and launched two online surveys on [the government’s website](#). Sector partners were also invited to submit reports to the ministry with their ideas for how to improve the child care and early years system.

The five year review has provided an opportunity to identify a suite of proposed regulatory amendments. The results of surveys and submissions – which are summarized in the [Strengthening early years and child care in Ontario, 2020 report](#) – helped to inform the proposed regulatory amendments to the CCEYA described in this document. The proposals address the following:

- A. Flexibility and responsiveness
- B. Qualification requirements
- C. Administrative/regulatory burden
- D. Health and safety
- E. Regulations requiring clarification of intent
- F. Technical matters

# Proposed Regulatory Amendments

## A. Flexibility and Responsiveness

To support licensees and child care providers in being able to meet the child care needs of their local communities and to help increase the number of child care programs/spaces available to Ontario's families, the following changes to O.Reg. 137/15 are being proposed:

### A1. Schedule 2 – Requirements for Age Groupings, Ratios, Maximum Group Size, and Proportion of Qualified Staff

To address the varied needs of families and communities in Ontario and support successful business models, the ministry is proposing to add Schedule 2 to O.Reg. 137/15. This would be an optional approach where child care centre licensees could apply to the ministry to operate a program in accordance with the age groupings, ratios, maximum group sizes and proportion of qualified staff set out under Schedule 1 (currently in place) or under the proposed Schedule 2. Should it be approved, this proposal would have no impact on the family age groups set out in Schedule 4 in O.Reg. 137/15.

Current Requirements (O.Reg. 137/15):

SCHEDULE 1				
Name of Age Category	Age Range	Ratio of Staff to Children	Maximum Number of Children	Proportion of Qualified Staff
Infant	0-18 months	3 to 10	10	1/3
Toddler	18-30 months	1 to 5	15	1/3
Preschool	30 months-6 years	1 to 8	16	2/4
Kindergarten	44-68 months	1 to 13	26	1/2
Primary /Junior School Age	68 months-13 years	1 to 15	30	1/2
Junior School age	9-13 years	1 to 20	20	1/1

Proposed Change: Add Schedule 2 to O. Reg. 137/15, which would set out the following:

PROPOSED SCHEDULE 2				
Name of Age Category	Age Range	Ratio of Staff to Children	Maximum Number of Children	Proportion of Qualified Staff
Infant/toddler	0-24 months	1-3 (0-12 months)	12	2/3
		1 to 4 (12-24 months)		
Preschool	24 months-5 years	1 to 8	24	2/3
Kindergarten	44 months-7 years	1 to 13	26	1/2
Primary/Junior School Age	68 months-13 years	1 to 20	20	1/2
Junior School age	9 years-13 years	1 to 20	20	1/1

Should the proposal to add Schedule 2 into O.Reg. 137/15 be approved, consequential amendments would be made to provisions in O.Reg. 137/15 to reflect the addition of Schedule 2. For example, consequential amendments would be needed to section 8 of the regulation (*Ratios and maximum group sizes, child care centre*) as well as to provisions related to: mixed-age groupings, reduced ratios, and dedicated areas/spaces (play, sleep, spaces suitable for dressing or changing diapers, etc.).

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## A2: Two Provider Home Child Care Model

The CCEYA provides that “home child care” (as defined in that Act) may be provided by a single child care provider caring for no more than six children (no more than three may be under two years of age).

The CCEYA also sets out that home child care may be provided by two providers *if the regulations so provide*. No such regulations are currently in place.

The CCEYA also stipulates that the total number of children who could be cared for under a two provider model overseen by a licensed home child care agency may not be more than twice the number of children a single home child care provider can care for or, if a lesser number is prescribed in regulation, no more than the prescribed number of children. Please refer to sub-subparagraph 6(3)1i B of the Act to view the statutory provisions related to two provider home child care.

To increase capacity of the licensed home child care sector and provide more high-quality licensed options for families, the ministry is proposing to amend O.Reg. 137/15 to allow for the provision of a two provider home child care model. This would be done by prescribing the maximum number of children who could be cared for in a two provider home child care model and would address some of the unique considerations related to the model.

Current Requirement (O.Reg. 137/15)	Proposed Change
NIL	<p>Add new regulations to O.Reg. 137/15 that would set out that:</p> <ul style="list-style-type: none"> <li>two providers may offer home child care for not more than <b>10 children</b> and the group cannot include more than <b>5 children who are younger than 2 years of age</b>.</li> <li>home child care agencies are to develop policies and procedures with respect to <b>specialized training for providers in a two provider model</b>; the type, frequency, and modality of the training would be up to the home child care agency.</li> <li>home child care agencies are to have policies and procedures in place regarding how to <b>address situations where one of the providers working in a two provider home child care model is not able to work</b> (e.g. she/he is sick). This policy would need to be reflected in the agency's agreement with the providers.</li> </ul>

It is notable that the CCEYA, including the licensing standards set out in regulations, does not distinguish between home child care provided by a single provider versus two providers. As such, all legislative provisions in the CCEYA and existing licensing standards in O.Reg. 137/15 that apply currently to a single provider providing home child care would apply to the two provider model (if approved), including:

- the maximum capacity of each home child care premises providing care in a two provider home model would be determined by the home child care agency (up to the maximum prescribed in regulation). Home child care agencies would be encouraged to work with local public health units and CMSMs/DSSABs to determine maximum capacity for each premises where home child care is provided
- rules in the CCEYA that govern whether a provider's own children are to be counted towards the maximum number of children allowed in home child care premises (see subsection 6(5)) would apply to the two provider child care model (if approved). These requirements would not be changed and would apply to the two provider home child care model; this would mean that in a two provider home child care premises, as is the case with single provider home child care, the providers' own children under age 4 years would be counted towards the maximum number of children allowed.

Given that the two provider model would be a new approach to the delivery of home child care (pending approval), the ministry would be interested in receiving feedback on the new approach during the early stages of implementation to support continued refinement of the approach.

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

### A3: Authorized Recreational and Skill Build Programs

As set out currently under subsection 6(4) of the CCEYA and section 3.1 of O.Reg. 137/15, “Authorized Recreational and Skill Building Programs” may provide up to three consecutive hours of care/programming once a day, on weekdays, for children age 4 years and older (or if the program is provided on or after September 1 in a calendar year, the child will attain the age of 4 years in that year).

To address critical shortages of before- and after-school programs, the ministry is proposing to allow specified Authorized Recreational and Skill Building Programs to operate for more than three consecutive hours. The approach would first be launched with select providers.

Current Requirement (O.Reg. 137/15)	Proposed Change
<p><b>Section 3.1:</b> Subsection 6 (1) of the Act does not apply in respect of the provision of child care if the child care is provided as part of a program that meets the criteria set out in paragraphs 1 to 4 of subsection 6 (4) of the Act and the following criteria:</p> <ol style="list-style-type: none"> <li>1. The program operates on weekdays for no more than one period of three or fewer consecutive hours each day.</li> <li>2. The program is,               <ol style="list-style-type: none"> <li>i. operated by the local service system manager, a municipality, a school board, a First Nation or the Métis Nation of Ontario,</li> <li>ii. part of Ontario's After School Program funded by the Ministry of Tourism, Culture and Sport,</li> <li>iii. operated by a member of YMCA Canada or by a member of Boys and Girls Clubs of Canada,</li> <li>iii.1 operated by a member of a provincial sport organization or multi-sport organization recognized by the Ministry of Tourism, Culture and Sport, where the program's activities are related to the sport or sports promoted by the organization,</li> <li>iii.2 operated by an organization that is recognized by Parks and Recreation Ontario as a HIGH FIVE accredited organization,</li> <li>iii.3 operated by a Friendship Centre that is a member of the Ontario Federation of Indigenous Friendship Centres,</li> <li>iv. operated by an agency or attraction of the Ministry of Tourism, Culture and Sport,</li> <li>v. authorized by the local service system manager to offer child care in their service area provided that the program can demonstrate to the local service system manager that it offers programming that supports the health, safety, and well-being of children, or</li> <li>vi. authorized by a First Nation to offer child care on their territory provided that the program can demonstrate to the First Nation that it offers programming that supports the health, safety and well-being of children.</li> </ol> </li> </ol>	<p>Before and After School programs operated by the following, would be exempt from the requirement to restrict the program to three or fewer consecutive hours a day:</p> <ul style="list-style-type: none"> <li>○ YMCA</li> <li>○ Boys and Girls Clubs</li> <li>○ Municipal recreation programs</li> <li>○ First Nation entities (on reserve)</li> <li>○ Ontario Federation of Indigenous Friendship Centres</li> </ul>

After a review of this new approach (if approved), the ministry may consider extending the exemption to additional program providers.

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## **B. Qualification Requirements**

The ministry is proposing to update several employee qualification requirements set out in O.Reg. 137/15 to support workforce retention and help to address long-standing staffing challenges experienced by the licensed child care sector.

### **B1. Qualified Employees**

Currently, under subsection 54(2) of O.Reg. 137/15, with respect to a licensed junior school age group or a licensed primary/junior school age group that includes only children who are junior school age (as described in Schedule 1 of the regulation), in addition to persons who are in good standing of the College of Early Childhood Educators or those otherwise approved by a director (i.e. ministry employee), the following are considered to be qualified employees:

- An employee who has a diploma or degree in child and youth care;
- An employee who has a diploma or degree in recreation and leisure services;
- A member in good standing with the Ontario College of Teachers.

The ministry is proposing to permit a person with any of the three qualifications listed above to be considered a qualified employee for the purposes of meeting the requirement respecting the proportion of employees that must be qualified for all licensed age groups serving kindergarten age children or older. In addition to supporting employee recruitment and retention, this proposal would help prioritize the supply of early childhood educators to the province's youngest children.

Please note that this proposal would apply to centres operating under the proposed Schedule 2; see part A1 (Schedule 2 – Requirements for Age Groupings, Ratios, Maximum Group Size, and Proportion of Qualified Staff).

Current Requirement (O.Reg. 137/15)	Proposed Change
<p><b>Section 54. (1):</b> The following are qualified employees for any licensed age group:</p> <ol style="list-style-type: none"> <li>1. An employee who is a member in good standing of the College of Early Childhood Educators.</li> <li>2. An employee who is otherwise approved by a director. O. Reg. 126/16, s. 36 (1).</li> </ol> <p>(2) With respect to a licensed junior school age group or a licensed primary/junior school age group that includes only children who are junior school age, the following are also qualified employees:</p> <ol style="list-style-type: none"> <li>1. An employee who has a diploma or degree in child and youth care.</li> <li>2. An employee who has a diploma or degree in recreation and leisure services.</li> <li>3. A member in good standing with the Ontario College of Teachers.</li> </ol>	<p>Make an amendment to section 54(2) to set out that with respect to a kindergarten age group, licensed junior school age group or a licensed primary/junior school age group, the following are also qualified employees:</p> <ol style="list-style-type: none"> <li>1. An employee who has a diploma or degree in child and youth care.</li> <li>2. An employee who has a diploma or degree in recreation and leisure services.</li> <li>3. A member in good standing with the Ontario College of Teachers.</li> </ol>

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## B2. Short-Term Supply Staff

The ministry is proposing to make an amendment to section 54 in O.Reg. 137/15 to deem non-qualified persons to be “qualified employees” for the purpose of backfilling a “qualified employee” who is counted toward the required proportion of qualified employees required in situations where this person is away from work due to illness or vacation for a period of no longer than two weeks.

Current Requirement (O.Reg. 137/15)	Proposed Change
<p><b>Section 54. (1):</b> The following are qualified employees for any licensed age group:</p> <ol style="list-style-type: none"> <li>1. An employee who is a member in good standing of the College of Early Childhood Educators.</li> <li>2. An employee who is otherwise approved by a director.</li> </ol> <p>(2) With respect to a licensed junior school age group or a licensed primary/junior school age group that includes only children who are junior school age, the following are also qualified employees:</p> <ol style="list-style-type: none"> <li>1. An employee who has a diploma or degree in child and youth care.</li> <li>2. An employee who has a diploma or degree in recreation and leisure services.</li> <li>3. A member in good standing with the Ontario College of Teachers.</li> </ol>	<p>Make an amendment to section 54 to allow persons who do not meet qualification requirements in section 54(1) or 54(2) to be deemed as “qualified employee” for the purposes of backfilling a qualified employee for a period of up to two weeks.</p> <p>The proposed regulatory amendment would prohibit <i>consecutive</i> backfilling by non-qualified persons deemed to be qualified for the purposes of backfilling.</p>



Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

### B3. Qualification Requirements for Child Care Centre Supervisors

Currently, under O.Reg. 137/15, a supervisor must be a member in good standing of the College of Early Childhood Educators, have at least “two years of experience providing licensed child care”, and be approved by a director or in the opinion of a director (i.e. ministry employee), be capable of planning and directing the program of a child care centre, being in charge of children, and overseeing staff.

The ministry is proposing to modify the requirement for supervisors to have two years of experience providing licensed child care to require that they have two years of experience in general children’s programming (e.g. child care, recreation, teaching, child and youth services, etc.). This amendment, if approved, would not change the current requirement for the supervisor to be “approved by a director” in clause 53(a).

Current Requirement (O.Reg. 137/15)	Proposed Change
<p><b>Section 53:</b> A supervisor shall be a person who,</p> <p>(a) is a member in good standing of the College of Early Childhood Educators, has at least two years of experience providing licensed child care and is approved by a director; or</p> <p>(b) in the opinion of a director, is capable of planning and directing the program of a child care centre, being in charge of children and overseeing staff.</p>	<p>Amend clause 53(a) to provide that supervisors must, in addition to being a member in good standing of the College of Early Childhood Educators and being approved by a director, have two years of experience providing children’s programming/services.</p>

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

### B4. Resource Teachers

Resource teachers are professionals who are funded under the CCEYA to support the inclusion of children with special needs (as defined in subsection 1(1) O. Reg. 137/15) in licensed child care settings, including home child care, camps, and “children’s recreation programs” pursuant to O.Reg. 138/15 (see section 6(1)(4)), at no additional cost to parents/guardians.

The ministry is proposing to change the term “resource teacher” to “resource consultant” in O.Reg. 137/15 to more accurately reflect the role these professionals play in supporting inclusion. The term “resource teacher” is a relic from the previous child care legislation and no longer reflects the primary modality of service these professionals provide.

The ministry is also proposing to make an amendment that removes the “director approval” requirement in section 55(1)a so that hiring decisions reside solely with employers (namely community agencies and service system managers). If this proposal is approved, this means that the employers of prospective resource teachers/consultants would be able to determine which post-secondary programs of studies that are both theoretical and practical and that relate to the needs of children with special needs would be appropriate to meeting the qualification requirement in clause 55(1)a.

Current Requirement (O.Reg. 137/15)	Proposed Change
Section 55. (1): A resource teacher shall be a person who, (a) is a member in good standing of the College of Early Childhood Educators and has completed a post-secondary program of studies approved by a director that is both theoretical and practical and that relates to the needs of children with special needs; or (b) is otherwise approved by a director.	Amend subsection 55(1) to rename “resource teacher” to “resource consultant”.  Amend clause 55(1)(a) to remove the requirement for the resource consultant to have completed a post-secondary program of study approved by the director.

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## C. Administrative/Regulatory Burden

The ministry is proposing regulatory changes to O. Reg. 137/15 and O. Reg. 138/15 under the CCEYA, with an aim to removing duplicative, onerous, and unnecessary requirements for licensees and providers.

### C1. Time Allowance for First Aid Certification

The ministry is proposing to provide newly-hired staff in child care centres who must be first aid certified per s. 58(2) of O. Reg 137/15 with a three month time period to obtain their certification, as long as at least one first aid certified employee is onsite at all times.

Similarly, if one provider in a two-provider home child care premises (see part A2 (Two Provider Home Child Care) of this document) meets the first aid certification requirements set out in the regulation, the other could be provided with up to three months to obtain his/her certification.

This amendment, if approved, would allow licensees to quickly hire centre staff (where there are already employees with first aid certification at the program) and rapidly contract home child care providers for the two-provider model, helping to address ongoing recruitment challenges experienced by licensees.

Current Requirement (O.Reg. 137/15)	Proposed Change
<p><b>Section 58 (2):</b> Every licensee of a child care centre or home child care agency shall ensure that the following persons have a valid certification in standard first aid, including infant and child CPR, issued by a training agency recognized by the Workplace Safety and Insurance Board:</p> <ol style="list-style-type: none"> <li>1. Every supervisor of a child care centre.</li> <li>2. Every employee of a child care centre who may be counted for the purposes of meeting the ratios required under section 8 or 8.1.</li> <li>3. Every provider of home child care or in-home services.</li> </ol>	<p>Amend the regulation to allow new employees in centres or a provider in a two-provider home child care premises up to three months to meet the requirements in s. 58(2), as long as someone who meets the requirements in s. 58(2) is already at the centre or at the premises operating the two-provider home child care model.</p>

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## C2. Requirements Related to Sanitary Practices and Food Storage, etc.

The ministry is proposing to remove the requirement for licensees to have sanitary policies and procedures and to ensure food and drinks are stored to maintain nutritive value and prevent contamination as these matters are addressed by public health rules.

Removing these duplicative requirements from O.Reg. 137/15 would not have any effect on staff or children's health, safety, and well-being as public health experts in local public health units already address these matters with licensees pursuant to the authority granted to them under the provincial *Health Protection and Promotion Act*.

Additionally, subsection 32(1) in O.Reg. 137/15 already requires centres to follow the direction of local public health units, making sections 33 and 42(1) redundant. Note that the ministry is also proposing to amend section 32(1) to add home child care agencies to the provision; please see part D2 (Medical Officer of Health Directions – Home Child Care Agencies) of this document for a description of this proposal.

Should this proposal be approved, there would be no changes/impacts to paragraph 4 of subsection 15 (1), which sets out that licensees must ensure that each child care centre it operates includes space designated for food.

Current Requirement (O.Reg. 137/15)	Proposed Change
<p><b>Section 33:</b> Every licensee shall ensure that there are policies and procedures with respect to sanitary practices in each child care centre it operates and in each premises where it oversees the provision of home child care</p> <p><b>Section 42.(1):</b> Every licensee shall ensure that,</p> <p>...</p> <p>(c) all food or drink is stored, prepared and served so as to retain maximum nutritive value and prevent contamination.</p>	<p>Revoke section 33 and revoke clause 42(1) (c).</p>

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

### C3. Hiring of Resource Teachers by Licensees

The ministry is proposing to remove a provision from O.Reg. 137/15 which permits licensees to hire resource teachers. This provision is a relic from the previous child care legislation and is no longer required as most resource teachers in the province are not employees of licensees and the funding of resource teachers is already addressed under paragraph 6(1)4 of O.Reg. 138/15. This proposed amendment, if approved and once in effect, would not preclude licensees from hiring resource teachers directly if they wish to do so.

Current Requirement (O.Reg. 137/15)	Proposed Change
<b>Section 10. (1):</b> A licensee of an integrated child care centre or home child care agency may employ a resource teacher to plan and implement individual and small group experiences for children with special needs who receive child care in the child care centre or at a premises where the licensee oversees the provision of home child care, and in respect of whom funds are provided under the Act	Remove subsection 10(1).

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

### C4. Schedule 3 Child Care Centres

Schedule 3 under O.Reg. 137/15 sets out requirements for age groupings, ratios, and proportion of employees that must be qualified employees for “child centres for children with special needs”. This schedule is a historic relic from the previous child care legislation and is no longer operational/functional as child care centres with a Schedule 3 licence no longer exist.

Modern inclusion principles and practices encourage integration of all children in programs. Centres with a Schedule 1 child care licence (or future Schedule 2 licences – see part A1 (Schedule 2 – Requirements for Age Groupings, Ratios, Maximum Group Size, and Proportion of Qualified Staff) of this document) can and do operate specialized models of child care such as “reverse integration” models where the majority of children have special needs. The proposed revocation of Schedule 3 would have no effect on such approaches, if approved.

A number of consequential amendments would need to be made as there are several provisions in O.Reg. 137/15 that contemplate different requirements for Schedule 1 child care centres versus Schedule 3 centres.

Current Requirement (O.Reg. 137/15)	Proposed Change
<a href="#">Schedule 3</a> requirements for “child care centres for children with special needs”.	Revoke Schedule 3.  Make consequential amendments resulting from the revocation of Schedule 3.

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## C5. Digital Records etc.

The ministry is proposing to add a provision to both O.Reg. 137/15 and O.Reg. 138/15 that would clarify, for greater certainty, that every record, policy, individualized plan, parent handbook, program statement, child registration, copy of agreement, or other document required in the regulations may be created, provided, and stored in an exclusively electronic/digital format. The regulation would also provide, for greater certainty, that such digital documents must be available at all times for inspection.

Licensees could still choose to print and distribute physical, hard copies of required documents, handbooks, etc. if they wish to do so.

Note that current requirements regarding posting of certain hard copy documents would continue to exist (e.g. for serious occurrence reports, fire procedures, menus, allergy/allergen list, etc.).

Current Requirement (O.Reg. 137/15)	Proposed Change
<b>NIL in O.Reg. 137/15</b>  <b>NIL in O.Reg. 138/15</b>	Add a provision to both regulations under the CCEYA that provides, for greater certainty, that required documents may be in exclusively digital/electronic format and provide that, for greater certainty, such digital documents must be available at all times for inspection.  Consequential amendments could be made to section 15(1), which requires licensees to have a designated space for the storage of records and section 72(2) which speaks to the need for records to be kept physically onsite.

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## C6. Exempting Certain Persons from Offence Declaration/Attestation Requirements

The ministry is proposing to amend section 61.1 of O.Reg. 137/15 that would, if approved and once in effect, exempt active duty first responders (i.e., (i.e., police, fire, and emergency medical/paramedic professionals), professionals governed by the *Regulated Health Professions Act, 1991* (RHPA), and professionals governed by the *Social Work and Social Service Work Act, 1998* (SWSSWA) from the requirement to provide an attestation or offence declaration when attending a licensed child care premises to provide services, e.g. for consultations, the delivery of presentations to children, etc. These professionals are already subject to oversight by other laws and employer policies in regard to their suitability to be around vulnerable persons such as children.

Current Requirement (O.Reg. 137/15)	Proposed Change
<p><b>Section 61.1 (1):</b> Every licensee of a child care centre shall obtain, in respect of any person who provides child care or other services to a child who receives child care at the child care centre, other than a person described in subsection 60 (1),</p> <ul style="list-style-type: none"> <li>(a) an offence declaration from the person; or</li> <li>(b) an attestation from the person's employer or from the person or entity who retained the person's services that, <ul style="list-style-type: none"> <li>(i) the employer, person or entity has obtained and reviewed a vulnerable sector check from that person,</li> <li>(ii) the vulnerable sector check was performed within the last five years, and</li> <li>(iii) the vulnerable sector check did not list any convictions for any offences under the Criminal Code (Canada) listed in subparagraph 1 ii of subsection 9 (1) of the <i>Child Care and Early Years Act, 2014</i>.</li> </ul> </li> </ul> <p>(2) A licensee shall obtain the offence declaration or attestation described in subsection (1) in respect of a person,</p> <ul style="list-style-type: none"> <li>(a) before the person begins interacting with children at the child care centre; and</li> <li>(b) every year thereafter, no later than 15 days after the anniversary date of the most recent offence declaration or attestation, if the person continues to provide such child care or other services.</li> </ul>	<p>Amend the regulation to exempt active duty first responders (i.e. police and fire professionals and emergency medical technicians) and professionals regulated under the RHPA or SWSSWA from the offence declaration and attestation requirements in section 61.1.</p>

**Timeline:** These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## C7. First Aid Certification Requirements for Resource Teachers

The ministry is proposing to remove the requirement for resource teachers to be certified in first aid. This requirement is a historic relic from the previous child care legislation and reflects a time when “resource teachers” were employed directly by licensees. Resource teachers now provide consultative services and, per section 10(2) under O.Reg. 137/15, cannot be counted towards meeting ratio requirements set out in the regulation.

For related amendments, see also parts B4 (Resource Teachers) and C3 (Hiring of Resource Teachers by Licensees) of this document.

Current Requirement (O.Reg. 137/15)	Proposed Change
<b>Section 55(2):</b> Every licensee shall ensure that every resource teacher has a valid certification in standard first aid, including infant and child CPR, issued by a training agency recognized by the Workplace Safety and Insurance Board.	Revoke section 55(2).

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## C8. Required Resource Area

The ministry is proposing to remove the requirement for “integrated child care centres” to have a resource area. This requirement is a historic relic from the previous child care legislation and presents an unnecessary regulatory and cost burden to licensees. This requirement stems from, what was at the time, a common practice of taking children out of regular child care programming at centres to receive treatment/therapy.

The ministry is also proposing to remove the definition of “integrated child care centre” in section 1(1) and all references and related references to this term.

For related amendments, see part C4 (Schedule 3 Child Care Centres) of this document.

Current Requirement (O.Reg. 137/15)	Proposed Change
<b>Section 18:</b> Every licensee of an integrated child care centre that provides child care for children with special needs shall ensure that each such child care centre it operates has one room or area set aside as a resource area for individual and small group experiences.	Revoke section 18.

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## C9. Lunches for Children 44 Months and Older

To date, the ministry's practice has been to place conditions on licensees' licences, on a case by case basis, to permit children in child care to bring their own lunches, e.g. those provided by parents or prepared at home. The ministry is proposing to allow children age 44 months or older to bring in their own lunches (in centres and home child care premises) without the need for conditions to be placed on licences.

In addition to allowing for this under O.Reg. 137/15, the ministry is proposing that licensees would need to describe their approach to lunches brought in by children in their parent handbook (if they choose to allow this) as well as address lunches brought from home in their required anaphylactic policy. For example, if a licensee chooses to permit children to bring lunches from home, the parent handbook would need to provide this information and also describe what would happen if a child failed to bring a lunch from home. For licensees choosing to allow lunches to be brought in from home by children age 44 months and older, their anaphylactic policies would need to set out that lunches provided by parents must meet the licensee's restrictions/requirements set out in the anaphylactic policy.

Current Requirement (O.Reg. 137/15)	Proposed Change
<p><b>Section 39:</b> sets out requirements related to anaphylactic policies.</p> <p><b>Section 42(2):</b> Subject to section 44, every licensee shall ensure that each child one year old or older who receives child care at a child care centre it operates and or at a premises where it oversees the provision of home child care is given food and beverages in accordance with the following rules:</p> <ol style="list-style-type: none"><li>1. Where the child is present at meal time, a meal must be supplied and provided by the licensee or provider, except where otherwise approved by a director in the case of a child who is 44 months or older.</li><li>2. Between-meal snacks must be supplied and provided by the licensee or provider, except where otherwise approved by a director in the case of a child who is 44 months or older.</li></ol> <p><b>Section 45:</b> sets out requirements related to parent handbooks.</p>	<p>Make amendments that would allow licensees to permit children age 44 months and older to bring their own lunches.</p> <p>Add a requirement for licensees who choose to allow such lunches to address such lunches in the centre's/agency's required parent handbook and anaphylactic policy.</p>

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.



## C10. Providing Certain Reports to Program Advisers

Currently, licensees are required to provide program advisers (ministry employees) with all reports issued by local public health units and fire departments, including those resulting from routine inspections. The ministry is proposing to amend O.Reg. 137/15 so it sets out that the only circumstance when licensees are required to provide documents issued by public health units and fire departments to program advisers is when the licensee is given an order and documents relating to the enforcement of the order from these entities.

The current requirement for licensees to maintain copies of all reports from the public health unit and fire department would not be affected by this proposal.

Current Requirement (O.Reg. 137/15)	Proposed Change
<b>Section 32(2):</b> Every licensee shall ensure that, where a report is made by the local medical officer of health or any person designated by the local medical officer of health or the local fire department with respect to a child care centre operated by the licensee or a premises where it oversees the provision of home child care, one copy of the report is kept on the premises of the child care centre or home child care agency and another copy is sent immediately to a program adviser.	Make an amendment to require only copies of orders made by the local medical officer of health/designate or the local fire department to be provided to program advisers.

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## C11. Emergency Contact Information

There are duplicative requirements in O.Reg. 137/15 related to emergency contact information for parents or alternate persons:

- Section 70 requires licensees to have updated and readily accessible contact information for a parent or alternate person (if the parent cannot be reached) in the event of an emergency.
- Section 72(1)4 requires licensees to ensure up-to-date records are available for inspection for each child, including the address and telephone number at which a parent of the child or other person can be reached in case of an emergency during the hours when the child receives child care.

To eliminate this duplication, the ministry is proposing to remove paragraph 4 of subsection 72(1).

Current Requirement (O.Reg. 137/15)	Proposed Change
<p><b>Section 72.(1):</b> Every licensee shall ensure that up-to-date records that are available for inspection by an inspector or program adviser at all times are kept of the following matters in respect of each child receiving child care at a child care centre operated by the licensee or receiving child care at a premises where it oversees the provision of home child care:</p> <p>...</p> <p>4. The address and telephone number at which a parent of the child or other person can be reached in case of an emergency during the hours when the child receives child care.</p>	<p>Revoke paragraph 4 of subsection 72(1).</p>

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## C12. Emergency Telephone Numbers

Section 69 of O.Reg. 137/15 was put in place under the previous child care legislation and carried over to the CCEYA without amendments; the requirements were set out in a time period in history which predates vast 911 service coverage, the internet, and the common use of mobile/cell phones.

For licensees of centres and agencies *with* 911 service, the ministry is proposing to remove the requirement for licensees to have an up-to-date and accessible list of the telephone numbers for “emergency services”, poison control centre phone numbers, and taxi services.

For licensees of centres and agencies *without* 911 service, the current requirements in section 69, other than the requirement to have a phone number for a taxi service (which are not available in all areas of the province and do not capture mobile phone-based ride sharing applications), would continue to apply.

The requirement for home child care premises to have the agency’s phone number would not be impacted by the above proposed changes.

Current Requirement (O.Reg. 137/15)	Proposed Change
<p><b>Section 69:</b> Every licensee shall ensure that there is an up-to-date list of telephone numbers in each child care centre it operates and in each premises where the licensee oversees the provision of home child care that is accessible in the event of an emergency and that includes contact information for,</p> <p>(a) emergency services;</p> <p>(b) the nearest poison control centre;</p> <p>(c) a taxi service; and</p> <p>(d) the home child care agency, in the case of a premises where the licensee oversees the provision of home child care.</p>	<p>Amend section 69 so the current requirements for emergency telephone numbers would only apply to licensees whose centres or home child care premises are located in areas of the province which do not have 911 service.</p> <p>Remove the requirement at clause (c) of section 69 to have a phone number for a taxi service.</p>

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

### C13. Telephone Service

The ministry is proposing to remove the requirement in O.Reg. 137/15 for licensees to ensure that child care centres and home child care premises be physically equipped with telephone service (i.e. a landline). This requirement is outdated and unnecessary given the common use of mobile/cell phones.

Current Requirement (O.Reg. 137/15)	Proposed Change
<b>Section 67:</b> Every licensee shall ensure that each child care centre it operates and each premises where it oversees the provision of home child care is equipped with telephone service or an alternative means of obtaining emergency assistance that is approved by a director	Revoke section 67.

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

### C14. Direct Visual Checks of Sleeping Children

The ministry is proposing to specify the age of children who need to have a direct visual check conducted. The current proposal is to require direct visual checks only for children under 24 months of age.

The requirement for children to be supervised at all times (see section 11 of O.Reg. 137/15) would not be impacted by this proposal, should it be approved.

Current Requirement (O.Reg. 137/15)	Proposed Change
<b>Section 33.1(2) (a):</b> Every licensee shall ensure that, if child care is provided for a child who regularly sleeps at a child care centre the licensee operates or at a premises where it oversees the provision of home child care ... an employee or the home child care provider periodically performs a direct visual check of each sleeping child by being physically present beside the child while the child is sleeping and looking for indicators of distress or unusual behaviours.	Amend section 33.1(2)(a) to require direct visual checks be conducted on each sleeping child under age 24 months only.

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## C15. Daily Written Record

The ministry is proposing to clarify requirements regarding when a notification to parents is required when an “incident affecting the health, safety or well-being” of a child in a child care centre or home child care premises has occurred.

Currently, section 36(4)(a) and (b) of O.Reg. 137/15 requires licensees to make an accident report when a child is injured and provide a copy of the report to the child’s parent. An accident is implied in this provision to be an event/situation that caused a direct injury to a child.

Section 37(2) requires licensees to notify parents when there has been an “incident affecting the health, safety or well-being” of a child in licensed child care. An incident could be an accident that directly injured a child and it could also be an event where there was not a direct injury. For example, an incident could be a natural disaster, loss of running water, a power outage, etc. that may have or could affect the health, safety, and well-being of a child. Parents need to be aware of such incidents to look out for signs of ill-health in their children and to understand whether such incidents may have had a psychological/emotional impact on children.

The ministry is proposing to clarify in section 37 that an “incident” notification does not need to be provided to parents when the “incident” that occurred was an “accident”, as described in section 36(4)(a).

Further clarification regarding what is an “accident” versus an “incident” would be provided through updates to the ministry’s licensing manuals.

Current Requirement	Proposed Change
<p><b>Section 37.</b> (1) Every licensee of a child care centre or home child care agency shall ensure that a daily written record is maintained that includes a summary of any incident affecting the health, safety or well-being of,</p> <ul style="list-style-type: none"><li>(a) any child receiving child care at a child care centre operated by the licensee;</li><li>(b) any staff at a child care centre operated by the licensee;</li><li>(c) any child receiving child care at a premises where the licensee oversees the provision of home child care; or</li><li>(d) any person providing child care at a premise where the licensee oversees the provision of home child care.</li></ul> <p>(2) If an incident described in clause (1) (a) or (c) occurs, the licensee shall ensure that a parent of the child is notified.</p>	<p>Amend section 37(2) to clarify that parents must be notified of an incident affecting the health, safety, or well-being of a child only when the incident is not otherwise captured by the accident reporting requirements under section 36(4)(a).</p>

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## C16. Administration of Drugs or Medications

The ministry is proposing to remove the requirement for licensees who agree to the administration of drugs/medication to have only one person responsible for overseeing/being in charge of the administration of drugs/medication. The expectations around this requirement and application of this provision can be inconsistent as the “one person” may not be present at all shifts, may be on vacation, etc.

Additionally, consistent with current policy (as described in the ministry’s licensing manuals), the ministry is proposing to exempt the following commonly used over-the-counter products from the application of section 40 in O.Reg. 137/15: sunscreen, lotion, lip balm, insect repellent, hand sanitizer, as well as diaper cream that is not used for acute, symptomatic treatment.

Current Requirement (O.Reg. 138/15)	Proposed Change
<b>Section 40. (1):</b> Where a licensee agrees to the administration of drugs or medications, the licensee shall ensure that, ... (c) one person in each child care centre operated by the licensee and in each premises where it oversees the provision of home child care is in charge of all drugs and medications and that all drugs and medications are dealt with by that person or a person designated by that person in accordance with the procedures established under clause (a);	Revoke section 40(1)(c).

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## C17. Funding Provisions

The ministry is proposing to remove from O.Reg. 138/15 provisions that are no longer in use as they were carried over from the previous child care legislation and no longer functional.

Namely, the ministry is proposing to remove provisions related to “capital expenditures” as these matters are solely addressed through transfer-payment agreements and ministry business processes/practices.

Current Requirement (O.Reg. 138/15)	Proposed Change
See sections 21 to 27: capital expenditures	Revoke sections 21-27. Make consequential amendments resulting from the revocation of sections 21 to 27.

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## D. Health and Safety

The ministry is proposing a suite of regulatory changes to O. Reg. 137/15 to support the health, safety, and well-being of children.

### D1. Harmful Substances

The ministry is proposing amendments to the regulation to protect children from serious injury in relation to potentially *harmful* objects and substances, including objects and substances may not be obviously “poisonous or hazardous” (e.g. recreational/medical cannabis, sharp knives, alcohol, and an employee’s/provider’s own medication).

Current Requirement (O.Reg. 137/15)	Proposed Change
<p><b>Section 15. (1):</b> Every licensee shall ensure that each child care centre it operates includes space designated for each of the following:</p> <p>5. Storage for medical supplies, cleaning materials and equipment and other poisonous or hazardous substances.</p> <p><b>Section 31:</b> Every licensee shall ensure that in respect of each premises where the licensee oversees the provision of home child care,</p> <p>(a) all poisonous and hazardous substances are inaccessible to children;</p>	<p>Amend sections 15(1)(5) and section 31 to contemplate potentially harmful objects/substances, including those which are poisonous or hazardous.</p>

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

### D2. Medical Officer of Health Directions – Home Child Care Agencies

In light of the need to rely on the expertise of the province’s public health professionals, the ministry is proposing to amend O.Reg. 137/15 to set out that home child care agencies must ensure that any direction of a medical officer of health with respect to any matter that may affect the health or well-being of a child receiving home child care in a child care premises be carried out by the home child care provider.

The relationship between medical officers of health and home child care agencies is currently contemplated in O. Reg. 137/15 as follows:

- Section 25 of the regulation stipulates that every person who applies for a licence to operate a home child care agency under section 20 of the Act must ensure that each premises the person oversees in which child care is to be provided complies with, among other things, clause 13 (1) (b).
  - Clause 13 (1) (b) requires compliance with “any rule, regulation, direction or order of the local board of health and any direction or order of the local medical officer of health that may affect the provision of child care”.

- Section 57 (2) requires that every licensee of a home child care agency ensure that, before any child is provided with home child care, each home child care provider at a premises at which the licensee oversees the provision of home child care and each person who is ordinarily a resident of the premises or regularly at the premises has a health assessment and immunization as directed by the local medical officer of health.

Current Requirement (O. Reg. 137/15)	Proposed Change
<b>Section 32. (1):</b> Every licensee shall ensure that any direction of a medical officer of health with respect to any matter that may affect the health or well-being of a child receiving child care at a child care centre the licensee operates is carried out by the staff of the child care centre.	Amend section 32(1) to add home child care agencies to the provision.  Add a definition of “medical officer of health”.

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

### D3. Rabies Inoculation

The ministry is proposing to update O. Reg. 137/15 so that the requirement for licensees to ensure that certain animals in licensed child care settings are inoculated against rabies includes ferrets. This would align with similar requirements set out in Regulation 567 (Rabies Immunization) made under the *Health Protection and Promotion Act*.

Current Requirement (O.Reg. 137/15)	Proposed Change
<b>Section 41:</b> Every licensee shall ensure that every dog and cat that is kept on the premises of a child care centre it operates or premises where it oversees the provision of home child care is inoculated against rabies.	Amend section 41 to add ferrets.

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

### D4. Health Assessments and Immunization

The ministry is proposing to extend immunization and “health assessment” requirements under O.Reg. 137/15 such that they would apply to students on an educational placement and volunteers who regularly attend a child care centre or home child care premises.

Current Requirement (O.Reg. 137/15)	Proposed Change
<b>Section 57(2):</b> Every licensee of a home child care agency shall ensure that, before any child is provided with home child care, each home child care provider at a premises at which the licensee oversees the provision of home child care and each person who is ordinarily a resident of the premises or regularly at the premises has a health assessment and immunization as directed by the local medical officer of health.	Amend section 57 (2) so it applies to students on an educational placement and volunteers who attend the centre/home child care premises on a regular basis (e.g. weekly).  Consequential amendments would be made to section 57(3) and (4).

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## D5. Safe Arrival and Dismissal Policies and Procedures

There are currently no requirements under the CCEYA addressing safe arrival and dismissal of children.

The ministry is proposing to amend O. Reg. 137/15 to require licensees to develop and implement safe arrival and dismissal policies and procedures. This would help to align the child care sector with the publicly-funded school sector, which has been subject to [Policy/Program Memorandum No.123 - Safe Arrivals](#) since 1999.

The ministry would support the development of licensees' policies and procedures addressing safe arrival and dismissal of children through the creation of sample policies and procedures and/or templates.

Current Requirement (O.Reg. 137/15)	Proposed Change
NIL	Add new regulations requiring licensees to have written policies and procedures addressing safe arrival and dismissal of children.

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## D6. Attendance Records and Inspection by Medical Officers of Health

The ministry is proposing to amend O. Reg. 137/15 to clarify that the required daily attendance records for children are to result in a daily attendance list for each age group in a child care centre and each home child care premises. The ministry is also proposing to make a regulatory amendment to allow medical officers of health (and designates) to inspect attendance records required under the regulation. These proposed amendments are particularly important and relevant in light of the global public health situation stemming from the novel coronavirus 2019.



Current Requirement (O.Reg. 137/15)	Proposed Change
<p><b>Section 72(3):</b> Every licensee shall ensure that a record is kept of the daily attendance of each child receiving child care in each child care centre it operates and in each premises where it oversees the provision of home child care showing the time of arrival and the time of departure of each child or if a child is absent.</p> <p><b>Section 72(6):</b> Every licensee shall ensure that,</p> <p>(a) the medical officer of health or his or her designate, upon producing proper identification, is permitted to inspect the records referred to in paragraphs 2, 3, 8 and 9 of subsection (1); and</p> <p>(b) copies of those records are provided to him or her on request.</p>	<p>Amend section 72(3) to clarify that daily attendance records for “each child” be used to generate a daily attendance list for each age grouping/room and each home child care premises.</p> <p>Amend section 72(6)(a) to permit medical officers of health and their designates to inspect the records required under section 72(3).</p>

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## D7. Application of Licensing Standards to “In-home Services” Child Care

“In-home services” is a type of child care overseen by a licensed home child care agency. See paragraph 3 of subsection 6 (3) of the Act for the definition of “in-home services”.

Regulatory amendments are needed to O.Reg. 137/15 to apply requirements related to critical health/safety and administrative/ procedural matters to this type of child care.

Current Requirement (O.Reg. 137/15)	Proposed Change
<p>The following provisions currently apply to in-home services:</p> <ul style="list-style-type: none"> <li>• <b>Section 39 (1)</b> regarding anaphylactic policy and the development of an individualized plan for each child with an anaphylactic allergy</li> <li>• <b>Section 39.1</b> regarding requirements for development of individualized plans for children with medical needs</li> <li>• <b>Section 48</b> regarding provisions related to prohibited practices</li> <li>• <b>Section 58</b> regarding first aid certification</li> </ul>	<p>Amend the regulation to contemplate “in-home services” including:</p> <ul style="list-style-type: none"> <li>• Serious occurrences – definition and procedures</li> <li>• Implementation and review of policies, procedures, and individualized plans</li> <li>• Supervision by adult at all times</li> <li>• Balconies, outdoor play, bodies of water, hazards, sleep supervision, first aid kit</li> <li>• Immunization</li> <li>• Accident reports and daily written record</li> <li>• Administration of drugs or medications</li> <li>• Special arrangements</li> <li>• Policies and procedures regarding program for children</li> <li>• Screening measures</li> <li>• Records, contact information, and agreements</li> <li>• Home child care agency register</li> </ul>

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## D8. Allergy Lists in Home Child Care

The ministry is proposing to set out requirements regarding the keeping of lists of children's allergies and food restrictions for children in home child care, including what would be the new two provider model of home child care (see part A2 (Two Provider Home Child Care) of this document).

Current Requirement (O.Reg. 137/15)	Proposed Change
NIL	Amend O.Reg. 137/15 to require every licensee of a home child care agency to ensure that each home child care premises it oversees has a list of children receiving child care in the home child care premises who have allergies or food restrictions, and their respective allergens or restrictions.

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## D9. Balconies

The ministry is proposing to clarify that children may not be permitted to be on a balcony unless an adult is also present. Currently, the relevant provision sets out that children may not *play* on a balcony unless an adult is present.

Current Requirement (O.Reg. 137/15)	Proposed Change
<b>Section 29:</b> Every licensee shall ensure that in each premises where the licensee oversees the provision of home child care, no child who receives home child care at the premises is permitted to play on a balcony unless an adult is present on the balcony.	Amend section 29 to set out that children cannot be on a balcony (i.e. regardless of whether they are playing, eating, reading, etc.) unless an adult is present.

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## D10. Prohibited Practices

Currently, prohibited practice provisions in O. Reg 137/15 only apply to licensees, employees, volunteers, students, and home child care providers. They do not apply to some individuals who may be around children in licensed child care settings on a regular basis (e.g. individuals ordinarily a resident of/or regularly at a home child care premises, resource teachers/consultants, etc.). The ministry is proposing to extend the application of the prohibited practice provisions so that employees and child care providers shall not permit other individuals to commit a prohibited practice.

In addition, section 78 currently provides that administrative penalties may only be levied against licensees found to have contravened the prohibited practices set out in subsection 48 (1). The ministry is proposing to amend section 78 in order to capture all individuals who are subject to prohibited practices.

Current Requirement (O.Reg. 137/15)	Proposed Change
<p><b>Section 48. (1):</b> No licensee shall permit, with respect to a child receiving child care at a child care centre it operates or at a premises where it oversees the provision of child care,</p> <ul style="list-style-type: none"> <li>(a) corporal punishment of the child;</li> <li>(b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;</li> <li>(c) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;</li> <li>(d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;</li> <li>(e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or</li> <li>(f) inflicting any bodily harm on children including making children eat or drink against their will.</li> </ul> <p>(2) No employee or volunteer of the licensee, or student who is on an educational placement with the licensee, and no person who provides home child care or in-home services at a premises overseen by a home child care agency shall engage in any of the prohibited practices set out in subsection (1) with respect to a child receiving child care.</p>	<p>Amend section 48 to provide that employees and child care providers shall not permit other individuals to commit a prohibited practice.</p>
<p>See <b>section 78</b>, which contains two tables of accumulating and non-accumulating administrative penalties that may be levied as an enforcement tool to encourage compliance with the Act and its regulations or to prevent a person from deriving an economic benefit as a result of a contravention of the Act or its regulations.</p>	<p>Amend section 78 so that all persons subject to section 48 could be subject to the application of an administrative penalty</p>

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## D11. Children's Records

Subsections 10 (1) and (2) of the CCEYA set out that no person providing child care or operating a premise at which child care is provided may prevent a parent from entering the premises or from having access to his/her child except if the person believes on reasonable grounds that the parent does not have a "legal right of access" to the child.

The ministry is proposing to require licensees to include the name of a parent they believe on reasonable grounds does not have a "legal right of access" to a child in required children's records. This would support compliance with the Act.

Current Requirement (O.Reg. 137/15)	Proposed Change
NIL	Amend section 72(1) to require children's records to include the names of parents who are believed not to have a legal right of access to a child.

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## D12. Programs Offering Non-Standard Hours of Care

In Ontario, there is a need to have licensed child care programs that operate during non-standard hours (e.g. programs that operate overnight).

Rather than continuing to address certain requirements related to the provision of extended hours programs through conditions on a licence, the ministry is proposing to make regulatory amendments that would address the unique characteristics of extended hours programs.

Current Requirement (O.Reg. 137/15)	Proposed Change
NIL provisions specifically addressing extended hours	<p>Introduce a definition of "extended hours" to the regulation.</p> <p>Set out standards related to health and safety that require different policy parameters when care is offered during non-standard hours of care. Amendments would include revisions to requirements around:</p> <ul style="list-style-type: none"> <li>• Licensee responsible</li> <li>• Ratios, mixed age grouping, reduced ratios</li> <li>• Play activity space</li> <li>• Equipment and furnishing</li> <li>• Sleep policies and supervision</li> <li>• Meals</li> <li>• Rest and outdoor time</li> </ul> <p>Consequential amendments resulting from the proposed amendments described above may also be made.</p>

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## **E. Clarifying Intent of Certain Regulations**

### **E1. Home Child Care Agency Registers**

Currently, home child care agencies licensees are required to have an “up-to-date” register that lists the addresses of each premises where it oversees the provision of home child care, the names and addresses of the children receiving child care, and the names of home child care providers.

To foster consistent interpretation of the regulation and ensure agencies have timely and accurate information regarding where children are being provided child care, the ministry is proposing that home child care agency registers be updated within 1 day of a new home child care premises joining or leaving an agency and when children have been enrolled in or leave a home child care premises. This proposal is particularly important and relevant in light of the global public health situation stemming from the novel coronavirus 2019 and is needed to support the implementation of the proposed two provider home child care model (pending approval, see part A2 (Two Provider Home Child Care Model)).

<b>Current Requirement (O.Reg. 137/15)</b>	<b>Proposed Change</b>
<b>Section 74:</b> Every licensee of a home child care agency shall ensure that an up-to-date register that lists the addresses of each premises where it oversees the provision of home child care, the names and addresses of the children receiving child care in each premises and the name of the home child care provider in each premises is kept at the home child care agency.	Amend section 74 to set out that agencies' registers must be updated within 1 business day of an update being required.  Per part D7 of this document, section 74 would also be amended to address in-home services.

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

### **E2. Compliance with Health and Safety Standards, Building Code, Fire Code, etc.**

Subsection 13 (1) and section 25 of O. Reg. 137/15 require licence applicants to provide evidence to the ministry that they are compliant with the laws, requirements, by-laws, etc. specified in the regulation.

The ministry is proposing to amend the regulation in order to require licensees to comply with those laws, rules, requirements, etc. during the course of their operations (i.e. not just at the time the application is made.)

Current Requirement (O.Reg. 137/15)	Proposed Change
<p><b>Section 13. (1):</b> Every person who applies for a licence to operate a child care centre under section 20 of the Act shall at the time of application file with a director evidence that the premises to be used as a child care centre complies with,</p> <ul style="list-style-type: none"> <li>(a) the laws affecting the health of inhabitants of the municipality or of the reserve of a First Nation, as the case may be;</li> <li>(b) any rule, regulation, direction or order of the local board of health and any direction or order of the local medical officer of health that may affect the provision of child care;</li> <li>(c) any by-law of the municipality or any by-law of the council of the First Nation on the reserve, as the case may be, and any other law for the protection of persons from fire hazards;</li> <li>(d) any building by-law passed by the municipality pursuant to the Planning Act or any predecessor of that Act and any by-law of the council of the First Nation on the reserve to regulate the construction, repair or use of buildings;</li> <li>(e) the requirements of Ontario Regulation 332/12 (Building Code) made under the Building Code Act, 1992, where applicable;</li> <li>(f) the requirements of Ontario Regulation 213/07 (Fire Code) made under the Fire Protection and Prevention Act, 1997, where applicable; and</li> <li>(g) the requirements of the Safe Drinking Water Act, 2002, where applicable.</li> </ul> <p>(2) Every licensee who applies for the renewal or revision of a licence to operate a child care centre shall file any evidence that the director may require that the premises used as a child care centre complies with the matters listed in subsection (1).</p> <p><b>Section 25:</b> Every person who applies for a licence to operate a home child care agency under section 20 of the Act shall ensure that each premises the person oversees in which child care is to be provided complies with clauses 13 (1) (a), (b), (c) and (d).</p>	<p>Amend subsection 13 (1) and section 25 to set out that licensees must continue to comply with the laws, rules, by-laws, etc. after the application process is completed and a licence has been issued.</p>

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

### **E3. Break in Employment and Vulnerable Sector Checks**

Currently, O.Reg. 137/15 sets out requirements regarding the submission of vulnerable sector checks (VSCs) when a person's relationship with a licensee is "terminated" and then subsequently resumes.

The ministry is proposing to clarify the requirements regarding the submission of VSCs when a person returns to employment following any type of break in the relationship between the licensee and person such as when a person returns from maternity/parental leave or a prolonged medical leave.

<b>Current Requirement (O.Reg. 137/15)</b>	<b>Proposed Change</b>
<p><b>Section 63:</b> If a licensee's relationship with a person in respect of whom it has previously obtained a vulnerable sector check terminates and then subsequently resumes, the licensee shall obtain a new vulnerable sector check or offence declaration as follows:</p> <ol style="list-style-type: none"> <li>1. If the relationship was terminated for six or more months, the licensee shall obtain a new vulnerable sector check from the person before the relationship resumes.</li> <li>2. If the relationship was terminated for less than six months and, but for the termination, the person would have provided a vulnerable sector check or offence declaration during the period of termination, the licensee shall obtain from the person such vulnerable sector check or offence declaration before the relationship resumes.</li> </ol>	<p>Amend section 63 to clarify under which circumstances a new VSC is needed upon return from any type of break in relationship between a licensee and a person.</p>

Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

### **E4. Relevant Factors When Determining the Primary Purpose of a Program**

The ministry is proposing to clarify the requirements in O.Reg. 137/15 which set out the factors that are considered to be relevant when determining whether the primary purpose of a "recreational, etc." or "academic" program, as defined in the Act, is such that it is exempt from licensing requirements.

This proposal seeks to increase understanding and compliance of the requirements under the CCEYA by codifying in regulation existing ministry licensing policies/practices.

Current Requirement (O.Reg. 137/15)	Proposed Change
<p><b>Section 2.</b> (1): The following factors shall be considered, as may be relevant, when ascertaining the primary purpose of a program or service described in paragraph 7 or 8 of subsection 4 (1) of the Act for the purpose of determining whether the program or service is provided in exempt circumstances:</p> <ol style="list-style-type: none"> <li>1. The schedule of operation for the program or service, including the time of the year, the days of the week, the times of the day and the number of hours each day that the program is operated.</li> <li>2. The ages of the children in the program or service.</li> </ol>	<p>In addition to clarifying in the first statement of this section what the purpose of the section is, amend subsection 2 (1) as follows:</p> <p>Replace paragraphs 1 and 2 of subsection 2 (1) with the following rules:</p> <ul style="list-style-type: none"> <li>• Any program offered to children ages 4 and up (or turning 4 by September 1 of the calendar year) that meets any of the following criteria is not provided in an exempt circumstance described in paragraph 7 or 8 of subsection 4 (1) of the Act: <ul style="list-style-type: none"> <li>○ The program is operated for more than 2 consecutive hours on a weekday.</li> <li>○ The program operates on more than 3 weekdays in a week.</li> </ul> </li> <li>• A program offered to children between the ages of 3 and 4 years old at the time of enrollment for no more than one period of 2 consecutive hours which occurs no more than 2 times a week during weekdays.</li> </ul>
<ol style="list-style-type: none"> <li>3. Whether the program or service provides or organizes transportation for children to or from the program.</li> </ol>	<p>Add that any transportation provided or organized for children to or from the program must be included as part of the hours during which the program operates.</p>
<ol style="list-style-type: none"> <li>4. Whether the type of facility in which the program or service is held and the furnishings and equipment used for the program or service are suitable and intended for the purpose described in the paragraph.</li> </ol>	<p>Amend provision to clarify that the “purpose described in the paragraph” means the purpose of the program described in paragraph 7 or 8 of subsection 4(1), as the case may be.</p>
<ol style="list-style-type: none"> <li>5. The content of the program or service and the portion of time dedicated to the purpose described in the paragraph.</li> </ol>	<p>Amend provision to clarify that the “purpose described in the paragraph” means the purpose of the program described in paragraph 7 or 8 of subsection 4(1), as the case may be.</p>
<ol style="list-style-type: none"> <li>6. Whether the registration and administration for the program or service is coordinated with the registration and administration for one or more other programs or services offered by the same provider.</li> </ol>	<p>Amend to clarify that where a provider offers multiple classes or programs, enrollment must be limited for each child to be in compliance with what would be the new paragraphs 1 and 2 of subsection 2 (1), as described above.</p>



Timeline: These proposed changes would come into effect on a date to be determined. It is anticipated that the effective date would be no earlier than January 1, 2021, with most having an anticipated effective date of July 1, 2021 if approved.

## **F. Technical Matters**

### **F1. Technical Amendments**

The ministry is proposing to make several technical amendments to the regulations under the CCEYA, including:

- Updating references to the federal food guide in O.Reg. 137/15;
- Any consequential amendments necessary to implement the regulatory proposals set out in this document that are approved;
- Revoking transitional regulations under O.Reg. 137/15 which are no longer relevant; and
- In the table to section 2 of O.Reg. 138/15, updating the names of the geographic areas of municipalities and district social services administration boards (DSSABs) and the names of the municipalities and DSSABs.

## Discussion Questions

At this five year anniversary of the coming into force of the CCEYA, looking ahead, the ministry is seeking input on a number of novel/innovative policy approaches/concepts that could be considered in the future. The discussion questions set out below do not constitute a proposal to proceed at this time.

However, the ministry is interested in receiving input from our stakeholders, partners, parents, and any other persons who may be interested in these concepts/policies.

### Discussion Question #1: Forest/Outdoor Programs

The ministry is aware of the emerging interest in forest or outdoor child care programs. Thinking about this novel approach to child care, please provide input on the following questions:

- What are the benefits of forest/nature programs?
- What could the licensing scheme for a forest/nature child care program look like?
- How would a specialized licensing scheme for forest/nature child care program under the CCEYA support licensees/prospective licensees, children, and parents?
- Compared to centre-based child care, what are the unique health and safety considerations related to the provision of forest/nature programs?

### Discussion Question #2: Registry of Unlicensed Child Care Providers

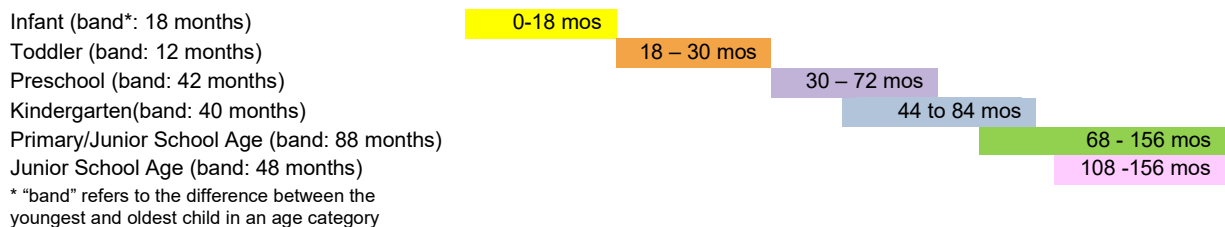
With regards to programs delivered in the unlicensed (also known as independent) child care sector, the government is seeking feedback about how to support the delivery of child care in such settings. For example, the creation of a registry could help the government to communicate with such child care providers and provide them with information about pedagogy, health, and safety. A registry could also help parents locate child care providers in their communities. Specifically, input is being requested in regard to the following questions:

- What are the considerations around the development of a publicly-accessible registry of unlicensed child care providers in Ontario?
- Which entity should be responsible for establishing and maintaining the registry?
- What potential eligibility requirements could be set out for a person to be included on the registry? For instance, should persons on the registry be certified in first aid?
- What information would be helpful for the public to access on the registry?
- If a registry of unlicensed child care providers is established, what support, information, resources, etc. could be provided to those on the registry by the government to support quality, health and safety, etc.?

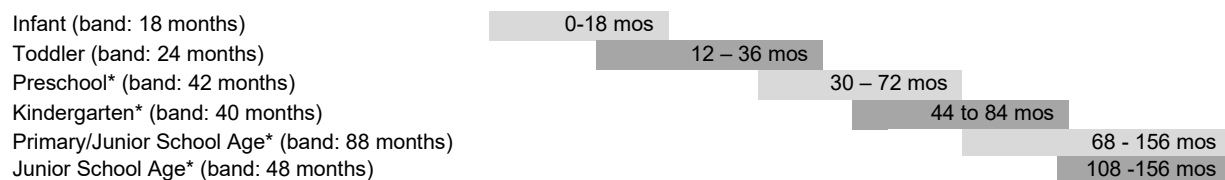
## Discussion Question #3: Overlapping Age Boundaries for Licensed Age Groups/Categories

Understanding the ongoing need to increase the availability of licensed child care spaces in Ontario for families and support the viability of child care centres, as well as meet the dynamic needs of children with a range of developmental abilities, the government is seeking feedback on an approach to how children in child care centres are grouped together that differs from the approach that has been operationalized in the province for decades.

Schedule 1 of O.Reg. 137/15 includes age boundaries (i.e. upper and lower age cut-offs for a particular age grouping) that overlap across the older specified age groupings but there is no such overlap for the younger groupings. Visualizing this, Schedule 1 looks like:



The ministry is seeking input on a potential, future approach to age grouping in child care centres which would set out *overlapping age boundaries* for all age groupings. For instance (as an example and for discussion purposes only), age groupings could be set out as the following:



\*same as current requirements

- How would such an approach to age groupings impact child care centre licensees and parents?
- What are the considerations of shifting to this new approach?
- What could an approach to determining the maximum group size and child:adult ratio look like for each age grouping?
- How would overlapping age boundaries for licensed age grouping support centre viability?
- What would the benefits of such a model be for children who may be on a developmental course/trajectory that is different from their peers?

## Conclusion

The child care needs of families, the make-up of Ontario's communities, sector and government tolerance for regulatory/administrative burden, and our collective understanding of what is best for children continues to change over time. In this evolving context, the CCEYA must also continue to evolve. To this end, the ministry is proposing a set of regulatory amendments described in this document, which would, if approved, continue to support the ongoing refinement of O.Reg. 137/15 and O.Reg. 138/15.

The ministry values the unique and diverse perspectives of all child care and early years partners across Ontario. All interested parties are encouraged to provide feedback on the proposed regulatory amendments described in this document as well as on the discussion questions presented at the end (starting on page 34).

Please provide the ministry with your comments no later than November 20, 2020.

You may send your response by e-mail to: [CCEYA\\_consultation@ontario.ca](mailto:CCEYA_consultation@ontario.ca)

Alternatively, you may wish to send your response by mail to:

Regulatory Registry Feedback  
c/o Early Years and Child Care Division  
Ministry of Education  
315 Front Street West, 11<sup>th</sup> Floor  
Toronto ON M7A 0B8

Thank you for taking the time to review this document and to provide feedback. Please note that you will not receive a formal response from the ministry to any feedback received.

Stakeholders, partners, parents, and the general public are encouraged to continue to stay engaged with news about child care in Ontario by visiting:  
[www.ontario.ca/childcare](http://www.ontario.ca/childcare).

## Loving and Knowing Jesus

Fr. Robert P. Imbelli

Sunday, October 4, 2020

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In the foreword to the first volume of his *Jesus of Nazareth*, Benedict XVI reveals the deep theological and pastoral concern that inspired his labors. Owing to certain currents in biblical studies from the 1950s on, an impression has become widely diffused that "we have little certain knowledge of Jesus and that only at a later stage did faith in his divinity shape the image we have of him."

This theological challenge has immediate pastoral consequences. Benedict rightly discerns that this constitutes "a dramatic situation for faith, because its point of reference is being placed in doubt: Intimate friendship with Jesus, on which everything depends, is in danger of clutching at thin air."

Intimate friendship with Jesus is the heart of the matter.

Benedict had already sounded a similar theme in his first encyclical, *Deus Caritas Est*. In a much-quoted sentence, he writes: "Being Christian is not the result of an ethical choice or a lofty idea, but the encounter with an event, a person, which gives life a new horizon and a decisive direction. Saint John's Gospel describes that event in these words: "God so loved the world that he gave his only Son, that whoever believes in him should. . . have eternal life." (3:16)

This "encounter" by its very nature is destined to grow into an abiding "friendship" as the Last Supper Discourse in Saint John's Gospel makes clear. "No longer do I call you servants. . . but I have called you friends." (Jn 15:15) "Abide in me and I in you. . . He who abides in me, and I in him, bears much fruit, for apart from me you can do nothing." (Jn 15:4-5)

I would like to explore three dimensions of "friendship with Jesus" that may serve us as we all seek to appropriate and deepen this call to friendship with the Lord.

First is what the liturgical and theological Tradition speaks of as the "prevenient" love of Jesus. Friendship with Christ is not our initiative nor is it within our natural capacity. It depends utterly on the initiative of Jesus. "Love of Jesus" is, in the first instance, Jesus' love of us. Saint Paul is firm in his persuasion: "the Lord Jesus who loved me and gave himself for me." (Gal 1:20)

Our love of Jesus is our grace-endowed and grateful response to his love of us even to death, death on a cross. I can still remember the deep affection with which, as a youngster participating in the Stations of the Cross, I joined with many in professing: "I love you, Jesus my love, I repent

of having offended you.”

\*

A second dimension of friendship with Jesus flows from this. Namely, the love of Jesus gives rise to our knowledge of Jesus. My primary knowledge of the Lord is that of his love for me. To adapt Paul: I know “the Lord Jesus who loves me and gives himself for me.” Real, not merely notional, knowledge of Jesus is the abiding fruit of love of Jesus. And the experiential setting for this knowledge is the Church’s celebration of the Eucharist where Jesus’ loving self-gift is re-presented and made actual.

So our knowledge of Jesus has its genesis as an affective, interpersonal knowledge. It is the type of knowledge to which Pascal points in his famous dictum: “the heart has its reasons which reason does not comprehend.” It underlies John Henry Newman’s conviction that “heart speaks to heart.” One may call it a “participatory knowledge,” the mutual knowledge that characterizes true friendship, as friends share one another’s values, views, and virtues.

Of course, here we have an absolutely unique friendship and relation: Jesus remains ever the teacher and we the disciples; Jesus ever the Head and we the members of his Body. Thus one comes to “know” Jesus more deeply the more one is conformed to him. “You are my friends if you do what I command you.” (Jn 15:14) These “commands,” however, are not obedience to external precepts, but adhering to a person, making one’s own the vision and mission of Jesus, abiding in his love.

Paul, apostle and mystic, brings out the depth of his identification with his Savior. “I have been crucified with Christ; it is no longer I who live, but Christ who lives in me.” (Gal 2:20) And all the great Christian spiritual masters have each, in his or her own fashion, echoed Paul’s cry.

This “Christification,” this being configured to Christ, begins in baptism. But the seed planted there must be nourished so that the plant may grow sturdy. And then it must be further pruned and strengthened to withstand the “wickedness and snares” of world, flesh, and devil. Its full flowering will come only when the Lord gathers his beloved from the ends of the earth into the Kingdom of the Father.

The third dimension of our friendship with Jesus is already adumbrated in the previous quote from Paul. As Paul and all the saints bear witness: growth in friendship with Christ entails an ever more generous embrace of his Cross. In the Letter to the Philippians Paul recounts his own experience of “cruciformity.” He speaks of the life-giving loss of all he had formerly counted of worth, the prideful pomp of the “flesh:” pedigree, accomplishments, death-dealing zeal for the ego-inflating cause. All unmasked as vanity in the revelatory light of “knowing Christ Jesus my Lord.” (Phil 3:8)

Yet, at the same time, Paul humbly acknowledges not yet being “perfected” (*teleios*), not yet fully transformed: “But I press on to make it my own, because Christ Jesus has made me his own. .

.forgetting what lies behind and straining forward to what lies ahead.” (Phil 3:12-13) Only at the end of our journey shall we finally know and love even as we are known and loved.

This conviction undergirds and continually nourishes the excruciating, transfiguring adventure of our friendship with him who is Savior, Lord, ever-faithful Friend.

**\*Image:** *The Crucifixion* <sup>[1]</sup> by Paolo Veneziano c. 1340/1345 [National Gallery, Washington, DC]

*Robert P. Imbelli, a Priest of the Archdiocese of New York, studied in Rome during the years of the Second Vatican Council. He has taught theology at Saint Joseph’s Seminary, Dunwoodie, at Maryknoll School of Theology, and at Boston College. He is the author of Rekindling the Christic Imagination: Theological Meditations on the New Evangelization.*

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Article printed from The Catholic Thing: <https://www.thecatholicthing.org>

URL to article: <https://www.thecatholicthing.org/2020/10/04/loving-and-knowing-jesus/>

URLs in this post:

[1] *The Crucifixion*: <https://www.nga.gov/collection/art-object-page.284.html>

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**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA: Memo-Article by Fr. Robert Imbelli  
**Date:** Thursday, October 8, 2020 8:01:35 PM  
**Attachments:** [Loving and Knowing Jesus.pdf](#)  
[image002.jpg](#)

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**From:** OCSTA - Connie DeMelo <[CDeMelo@ocsta.on.ca](mailto:CDeMelo@ocsta.on.ca)>  
**Sent:** Thursday, October 8, 2020 5:50 PM  
**To:** OCSTA - Connie DeMelo <[CDeMelo@ocsta.on.ca](mailto:CDeMelo@ocsta.on.ca)>  
**Subject:** OCSTA: Memo-Article by Fr. Robert Imbelli

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**October 8, 2020**

**MEMORANDUM**

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

**CC:** OCSTA Directors and Staff  
Board Secretaries and Administrative Assistants

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

**SUBJECT:** **Article by Fr. Robert P. Imbelli**

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I thought that the attached article by Fr. Robert P. Imbelli might be of interest to you.





**CONNIE ARAUJO-DE MELO** | Ontario Catholic School Trustees' Association | 1804-20 Eglinton Avenue West, Box 2064, Toronto, ON M4R 1K8 | t 416-932-9460 ext. 226

**CATHOLIC EDUCATION:** *Nurturing Hope*

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Ontario Catholic School  
Trustees' Association

## Guidelines for Preparing Resolutions

To improve the effectiveness of the resolution process, we ask boards to review the following guidelines.

Resolutions are your opportunity to shape the work of the Association by addressing problems, solutions or concerns, which affect Catholic education in Ontario. **A resolution approved by the membership at the Annual General Meeting calls for priority action by OCSTA and the commitment of OCSTA resources to address the particular issue outlined in the resolution.**

- A. All Resolutions will be reviewed by the Resolutions Committee and a Committee Recommendation will be added to each Resolution. Committee Recommendations will be guided by the following criteria.**

The resolution:

- a. Is in keeping with the Mission, Vision and Strategic Priorities of the Association.
- b. Is of a provincial nature and addresses an area of concern for the province's Catholic school boards is a matter that requires attention or action.
- c. Is written in language appropriate for province-wide consideration (language contained in resolutions is often incorporated into subsequent communications to the government or other relevant parties).
- d. Is accompanied by substantiated rationale.
- e. Does not deal with education funding issues.
  - OCSTA addresses education funding issues in the Annual Finance Brief to the Minister and submission to the yearly Pre-Budget Consultation. Boards are encouraged to submit education funding issues requiring Association action and advocacy **by the middle of October.**

**B. Steps in Preparing a Resolution**

1. Review the Mission, Vision and Strategic Priorities of OCSTA.
2. Identify the concern. Be sure the concern is a matter of **province-wide** scope.
3. Research and gather sufficient supporting background materials to substantiate the resolution. If the concern has been presented/dealt with in a previous resolution, review the outcome of that process to assess what changes in approach/additional information might be useful.
4. Write the resolution in the following proposed format taking care to ensure that:
  - a. Each "*Whereas*" is accompanied by adequate background material.
  - b. The "*Therefore be it Resolved*" directs OCSTA to take specific action.

**C. Writing A Resolution**

Structure

The resolution should be assigned a succinct title that identifies the problem or issue (or its proposed solution). There should be two parts to the resolution: a preamble followed by a resolving clause (or clauses).

### 1. Preamble

The preamble is a brief statement of background or rationale coming before the resolving clause(s). The purpose of the preamble is to provide information without which the point or the merits of a resolution are likely to be poorly understood.

Each clause in a preamble is written as a separate paragraph, beginning with the word “WHEREAS”.

### 2. Resolving Clauses

A resolving clause indicates what action(s) is to be taken given the “WHEREAS” clause(s) in the preamble. If more than one action is being recommended, the “Therefore be It Resolved” portion should be divided into a), b), c), etc.

### 3. Submission Statement

Please include the following information in the submission statement.

[Mover’s Name]  
[Seconder’s Name]  
[Board Name]  
[Topic]

### D. Submission Deadline Date

The **final** deadline date for receipt of resolutions in the OCSTA office is **12:00 p.m. EST, January 29, 2021**. We encourage boards to submit their resolutions at any time from May to January by email to Connie Araujo-De Melo at [cdemelo@ocsta.on.ca](mailto:cdemelo@ocsta.on.ca).

### E. Regulations

Please see the attached current regulations regarding submission and presentation of resolutions at the AGM.

These guidelines, the enclosed template and the resolution session procedures are provided as a reference that we hope you will find useful in preparing effective resolutions for your Association and Catholic education in Ontario.

# Template

Please **do not use** tables, text boxes or any type of graphic or letterhead. The type of font to be used in this document is **Times New Roman 12pt**.

The following example is taken from a Resolution dealt with at a previous AGM and is provided for your reference.

**Moved by:** [Mover's Name] [Board Name]  
**Seconded by:** [Seconder's Name]  
**Topic:** [e.g. Vacancies on School Boards]

---

**Whereas:** from time to time a vacancy occurs in the office of a member of the board;  
and

**Whereas:** according to Section 221(1) of the *Education Act*, the vacancy must be filled  
by either a by-election or by appointment; and

**Whereas:** boards choosing to appoint a new trustee will, most commonly, engage in an  
open and fair process of selection; and

**Whereas:** the *Education Act* requires that the process be fully completed within 60  
days of the office becoming vacant; and

**Whereas:** the 60 day time period may encompass a part of the year (e.g. Christmas,  
summer months, March Break) when board operations and processes are  
reduced, thus making the timelines very tight and, potentially,  
unmanageable;

**Therefore be it Resolved that:**

OCSTA petition the Ministry of Education to review the section of the *Education Act* which  
relates to trustee vacancies with a view to extending the timeline by either increasing the number  
of days or altering the requirement that the process be completed within a designated number of  
regular school days.

*If you have any questions regarding this template please contact **Connie Araujo-De Melo** either by  
telephone at 416-932-9460 ext. 226 or by e-mail at [cdemelo@ocsta.on.ca](mailto:cdemelo@ocsta.on.ca).*

## ***Explanation of Committee Recommendations & Resolution Session Procedures***

Resolution sessions will be conducted using “**Robert’s Rules of Order**” and the provisions of the OCSTA Constitution. The chairperson of the session will ensure compliance with their rules.

### ***Explanation of Committee Recommendations***

The **Resolutions** Committee will study the resolutions and offer recommendations on the best way to meet their intent. The recommendations and their implications are:

- i. **Approve**  
The direction given in the “therefore be it resolved” section of the resolution will be carried out.
- ii. **Approve and refer to the ..... committee for appropriate implementation.**  
The resolution will be forwarded to the designated committee for implementation.
- iii. **Receive and refer to the ..... committee for study.**  
The resolution will be forwarded to the designated committee for study. Following the study and receipt of the committee’s recommendation, the Board of Directors will determine whether or not the resolution will be implemented.
- iv. **Not support**  
No action will be taken.
- v. **No recommendation**  
The committee is not making any recommendation with respect to the resolution.
- vi. **No action required**  
The intent of the resolution has been met. No further action will be taken.

### ***Resolution Session Procedures***

Delegates wishing to speak to a resolution must go to one of the floor microphones and state their name and the name of the board they represent.

The mover of a resolution will have the opportunity to be the first and last to speak to that resolution. Other trustees may speak **once** to a resolution.

The chairperson may declare a motion out of order giving the reasons for doing so. The chairperson’s decision may be challenged by a majority vote of those voting delegates at the session when the vote is called.

Voting will be by a show of hands. Delegates carrying proxies must have and show proper identification - i.e. proxy badge. Ballots will be provided in the event that a vote by ballot is called for.

**Note Re Quorum:** *Quorum for the transaction of business at any meeting of the Members shall require the presence in person or by proxy of not less than a total of forty (40) current Members.*

## ***Grouped Resolutions***

- a. the chair of the session will ask for a mover and seconder to approve the **grouping** of various related resolutions.
- b. the chair of the session will ask for movers and seconders for the committee recommendation for each group.
- c. delegates will vote on the committee recommendation for each group.

Delegates may request that any resolution(s) be removed from a “group” to be handled individually. These will be addressed when the group from which they have been removed has been dealt with.

## ***Resolutions Handled Individually***

*These will include resolutions removed from the groups, resolutions for which the committee has not made any recommendation and resolutions from the floor.*

### **A. Resolutions with committee recommendations**

1. The chair of the session will announce the resolution number and the name of the sponsoring board:
  - ☐ the chair will call for the sponsoring board to move and second **the committee recommendation;**
  - ☐ delegates will speak to the committee recommendation;
  - ☐ delegates will vote on the committee recommendation.
2. If the sponsoring board does not move the committee recommendation from the floor:
  - ☐ the chair will call for the sponsoring board to move their **original resolution;**
  - ☐ delegates will speak to the resolution;
  - ☐ delegates will vote on the resolution.
3. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

### **B. Resolutions without committee recommendations**

1. These resolutions will be handled as follows:
  - ☐ the chair will call for the sponsoring board to move their **original resolution;**
  - ☐ delegates will speak to the resolution;
  - ☐ delegates will vote on the resolution.
2. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

### C. Amendments from the Floor

Amendments made on the floor relate to the “therefore be it resolved” section of the resolution and **must be written out** and handed to the chairperson. The chairperson will consider the amendment and, if necessary, discuss it with the parliamentarian or others to ensure that it is clearly understood.

- ☐ the chair will **read** the amendment;
- ☐ delegates will speak to the amendment;
- ☐ delegates will vote on the amendment;
- ☐ delegates will vote on the resolution as amended.

If the amendment is defeated:

- ☐ delegates will be asked to speak to the original resolution;
- ☐ delegates will vote on the original resolution.

### D. Members’ Discussion Rights

Under Article 5.11 (*Members Discussion Right*), a Member may raise a matter for discussion at the Annual General Meeting. Subject to the provisions in Articles 5.10 to 5.10.5, and 5.11, the item may be addressed, and may be referred to a committee of OCSTA for further consideration, but it shall not be put to a vote at the meeting at which it has been raised.

If the Member continues such discussion for three minutes or more, the Chair of the meeting may interrupt the Member and permit others to speak and/or make any subsidiary motion related thereto.

*Revised October 13, 2020*



## Ontario Catholic School Trustees' Association

### Our Mission

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

### Our Vision

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

The Association's **Strategic Priorities** are as follows:

#### **1. Enhance Political Advocacy for Catholic Education**

- a. Strengthen current advocacy platform by building positive new relationships and reinforcing existing ones with groups like OAPCE, OCSOA, CWL, etc.
- b. Communicate and promote current messages about the value of Catholic education to our key target audiences: parents, students, politicians, teachers, alumni, parishioners, etc.

#### **2. Engage Trustees in an Enriched Development Program**

- a. Assess the current needs and interests of members to guide development of appropriate programming.
- b. Ensure OCSTA programming provides timely and relevant content to support trustees in their roles as advocates and spokespersons for Catholic education.

#### **3. Manage Human and Fiscal Resources to Effectively meet Changing Needs**

- a. Align the work of committees, staff and fiscal resources behind structures and initiatives that support the association's three key priorities.
- b. Ensure OCSTA is structurally aligned to successfully fulfill its role as the legislated Employer Bargaining Agent for all of Ontario's English Catholic District School Boards.





## OCSTA 2020 Resolutions with AGM Directives

	Board	Topic	AGM Decision
A-20	OCSTA	Resolution to Amend OCSTA By-Law 2019-01	Approve
1.	Dufferin-Peel	OCSTA Vote Allocations	That OCSTA develop an Ad Hoc Committee comprised of up to 7 members of the OCSTA Board of Directors to consider and research resolutions 1-6 and other governance and operating issues relating to OCSTA.
2.	Toronto	OCSTA Membership Fee Structure	That OCSTA commission a study to be conducted by an independent organization to research and recommend how OCSTA determines its membership fees through the OCSTA Board of Directors prior to the 2021 OCSTA AGM.
3.	Halton	Amendment to OCSTA By-Law relating to Class of Membership & Criteria for Determining Regions & Representation	That OCSTA develop an Ad Hoc Committee comprised of up to 7 members of the OCSTA Board of Directors to consider and research resolutions 1-6 and other governance and operating issues relating to OCSTA.
4.	Halton	Amendments to the By-Laws Relating Generally to the Conduct of Its Affairs	That OCSTA develop an Ad Hoc Committee comprised of up to 7 members of the OCSTA Board of Directors to consider and research resolutions 1-6 and other governance and operating issues relating to OCSTA.
5.	Toronto	Association Name Change	Defeated
6.	Waterloo	Term Limit for Regional Directors	That OCSTA develop an Ad Hoc Committee comprised of up to 7 members of the OCSTA Board of Directors to consider and research resolutions 1-6 and other governance and operating issues relating to OCSTA.
7.	Dufferin-Peel	Funding for Students with Diverse Learning Needs, including Special Education Needs	Approve
8.	Dufferin-Peel	Student Transportation Funding	Approve
9.	Dufferin-Peel	Parent Reaching Out (PRO) Grants	Approve
10.	Dufferin-Peel	Technology Funding	Approve
11.	Dufferin-Peel	Funding for Retrofitting/Renovating Schools	Approve
12.	Algonquin & Lakeshore	Broadband Modernization Program and E-Learning Strategy	Approve and Refer to Political Advocacy Committee
13.	Ottawa	Price on Pollution Funding	Approve and Refer to Political Advocacy Committee
14.	Ottawa	PsychoEd Assessments & Fetal Alcohol Spectrum Disorder	Approve and Refer to Political Advocacy Committee
15.	Ottawa	Single Use Plastics	Approve and Refer to Political Advocacy Committee
16.	Algonquin & Lakeshore	Executive Compensation	Receive and Refer to Labour Relations Committee
17.	Dufferin-Peel	Hard Caps in Kindergarten Classes	Receive and Refer to Labour Relations Committee
18.	Algonquin & Lakeshore	OSAP Access for Certification Program Students	Receive and Refer to Political Advocacy Committee
19.	Waterloo	Teacher Learning and Leadership Program (TLLP)	Receive and Refer to Political Advocacy Committee



## OCSTA 2020 Resolutions with AGM Directives

	Board	Topic	AGM Decision
20.	Waterloo	Renew and increase Funding for Summer Learning Program (CODE Project)	Receive and Refer to Political Advocacy Committee
21.	Dufferin-Peel	Qualified French Teacher Recruitment & Retention	Receive and Refer to Political Advocacy Committee
22.	Toronto	Eco School Catholic Board Partnership	Approve and Refer to Catholic Education & Trustee Enrichment Committee

**2020 (24) OCSTA=2, Algonquin & Lakeshore (3), Dufferin-Peel=(8), Halton=(2), Ottawa=(3), Waterloo=(3), Toronto=(3)**  
**2019 (37) OCSTA=1, Dufferin-Peel=15, Hamilton=1, Northwest =1, Ottawa=4, Peterborough=1, Simcoe Muskoka=7, Toronto=2, Waterloo=5**

2018 (20) OCSTA=1, Dufferin-Peel=12, Huron-Superior=1, Ottawa=1, St. Clair=1, York=4

2017 (08) Dufferin-Peel=4, Hamilton-Wentworth=1, Renfrew=1, Windsor=2

2016 (15) OCSTA=1, Dufferin-Peel=4, Kenora=1, Simcoe=3, York=6

2015 (27) Brant=1, Dufferin-Peel=4, Huron Superior=4, Kenora=1, Ottawa=1, Renfrew=1, Simcoe=6, Superior North=1, Toronto=2, Windsor=5

2014 (16): Algonquin=1, Eastern Ontario=1, Dufferin-Peel=6, Nipissing= 1, Northwest=1, Ottawa=3, Renfrew=1, Waterloo=1

2013 (16): Brant=1, Dufferin-Peel=2, London=1, Renfrew=1, Simcoe=1, Toronto=9, York=1

July 8, 2020



Ontario Catholic School  
Trustees' Association

**Excerpt from  
Ontario Catholic School Trustees' Association  
General Working By-law 2020-1**

**6. MEETINGS OF MEMBERS**

**6.9 Resolutions from CDSBs**

Any CDSB may submit a Resolution for consideration at an Annual Meeting to address any challenge or opportunity which affects Catholic education in Ontario, subject to the following:

- 6.9.1 each such Resolution shall have been received at the Head Office of the Corporation not less than sixty (60) days prior to the date of the Annual Meeting;
- 6.9.2 each such Resolution shall have been considered and reported upon by a Committee of the Board, or by the Board of Directors;
- 6.9.3 each such Resolution shall be circulated among all CDSBs not less than thirty (30) days prior to the Annual Meeting;
- 6.9.4 each such Resolution shall be included in the notice of the Annual Meeting; and
- 6.9.5 no such Resolution shall be acted upon unless approved by a majority of the votes cast at an Annual Meeting.

**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** Fw: OCSTA Memo: 2021 AGM Resolutions  
**Date:** Tuesday, October 13, 2020 4:12:49 PM  
**Attachments:** [image005.png](#)  
[Backup Materials \(Oct13\).pdf](#)

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**From:** OCSTA - Connie DeMelo <[CDeMelo@ocsta.on.ca](mailto:CDeMelo@ocsta.on.ca)>  
**Sent:** October 13, 2020 1:28 PM  
**To:** OCSTA - Connie DeMelo <[CDeMelo@ocsta.on.ca](mailto:CDeMelo@ocsta.on.ca)>  
**Subject:** OCSTA Memo: 2021 AGM Resolutions

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October 13, 2020

**MEMORANDUM**

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

**CC:** OCSTA Directors and Staff  
Board Secretaries and Administrative Assistants

**FROM:** Nick Milanetti, Executive Director

**SUBJECT: 2021 AGM Resolutions**

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**PLEASE REVIEW THIS INFORMATION AT A MEETING OF YOUR BOARD**

The study and processing of resolutions is one of the fundamental responsibilities of OCSTA. The resolution process provides member boards with the opportunity to shape the work of the Association by bringing important issues, which have provincial implications to the attention of all trustees in the province. Delegates will consider and vote on all resolutions received from OCSTA members.

During the year, important issues of a provincial nature that arise at the board level may be used to develop resolutions for OCSTA. Resolutions may be submitted at any time up until the deadline of *January 29, 2021*.

Attachments

- *Guidelines*
- *Template*
- *Explanation of Committee Recommendations & Resolution Procedures*
- *OCSTA Mission, Vision, Strategic Priorities*
- *Chart of 2020 Resolutions with AGM Decisions*
- *Related By-Law Section 6.9 (Resolutions from CDSBs)*

**CONNIE ARAUJO-DE MELO** | Ontario Catholic School Trustees' Association | 1804-20 Eglinton Avenue West, Box 2064, Toronto, ON M4R 1K8 | t 416-932-9460 ext. 226

**CATHOLIC EDUCATION: *Igniting Hope***

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**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA: Memo re: Regulation 247 Changes Announcement  
**Date:** Thursday, October 15, 2020 2:54:44 PM  
**Attachments:** [image004.jpg](#)

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**From:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Sent:** Thursday, October 15, 2020 2:09 PM  
**To:** OCSTA - Marie Palombi <[MPalombi@ocsta.on.ca](mailto:MPalombi@ocsta.on.ca)>  
**Subject:** OCSTA: Memo re: Regulation 247 Changes Announcement

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October 15, 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:** **Regulation 274 Changes Announcement**

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On Thursday October 15, 2020, the Minister of Education announced changes to Ontario Regulation 274 under the *Education Act*. The Minister stated that the Government will be revoking Ontario Regulation 274/12 (Hiring Practices). Along with the revocation of the regulation, the Ministry will be issuing an interim provincial teacher hiring policy which will be in effect until school boards have

adopted their own teacher hiring policies. For further details on the announcement see <https://news.ontario.ca/en/statement/58822/ontario-ensures-teaching-jobs-go-to-the-best-educators>.

### **OCSTA Next Steps**

Since 2012, on behalf of Catholic School Boards, the OCSTA has strongly advocated for the repeal of Regulation 274. Saying that, you would know that unlike OECTA Central Agreements, OSSTF and ETFO have not included language with regard to hiring practices. Building upon the changes made in the most recent round of Central Bargaining, further improvements to hiring language remains a top priority for OCSTA. We will as well be following up with the Ministry of Education to gather additional information.

If you have any questions or concerns, please contact me at [pdaly@ocsta.on.ca](mailto:pdaly@ocsta.on.ca) or Percy Toop in our Labour Relations office at [ptoop@ocsta.on.ca](mailto:ptoop@ocsta.on.ca).

-



**MARIE PALOMBI**

**Ontario Catholic School Trustees' Association**

**1804 – 20 Eglinton Avenue West**

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**416-932-9460 Ext. 234 | Website: [www.ocsta.on.ca](http://www.ocsta.on.ca)**

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**NOVEL CORONAVIRUS/COVID-19 UPDATES**





# swire – October 16,



By Sharon McMillan

Oct 16, 2020



OCSTA Newswire



0 Comments

## Ontario Repeals Regulation 274

Since 2012, on behalf of Catholic School Boards, the OCSTA has strongly advocated for the repeal of Regulation 274. OCSTA President, Patrick Daly issued a memo to all Board Chairs and Directors of Education detailing OCSTA's response to this recent announcement. The full announcement follows:

### NEWS RELEASE FROM THE ONTARIO GOVERNMENT:

TORONTO — October 15, 2020 – Stephen Lecce, Minister of Education, issued the following statement regarding the revocation of [O. Reg. 274/12: Hiring Practices](#), and updated teacher hiring practices:

“Our government is fully committed to standing up for students and parents who deserve the best, most qualified, and reflective educator at the front of the classroom. That means, when it comes to hiring educators, principals should

be able to hire the best teacher for the job – not necessarily the one who has been in line the longest.

Today, I am pleased to announce that, effective October 29, 2020, Regulation 274 will be revoked, and teacher hiring in Ontario will be dictated by merit, diversity, and the unique needs of schools and communities.

For nearly a decade, teachers in this province have been hired through a convoluted system that preferred seniority over skills, abilities, diversity and lived experiences of teachers. In a time where teacher hiring is necessary to ensure students get the best education possible, these changes will further enable principals to swiftly hire the best candidate so they can focus on improving the quality of education and helping our students be the best that they can be.

For too many years, our newer and younger educators have been left behind, and they deserve equal opportunity for progression. By putting students first, we will empower school principals to hire the best teacher for each and every classroom, and not the teacher who has simply been in the school board the longest.

Revoking Regulation 274 is about students, families, and the communities they live and work in. It is about giving school boards more flexibility so they can hire the best, most qualified candidates, especially now as they face increased staffing challenges. It is about ensuring that students can see themselves reflected in the educator at the front of the classroom. And it is about hiring teachers who meet all students' needs and will inspire them to achieve success.

The new hiring Policy/Program Memorandum (PPM) will enable principals to hire based on merit, diversity and the unique needs of the school, while providing strict protocols to avoid concerns of nepotism.

Regulation 274 will become a regulation of the past, and students, parents, and innovative educators across the province will be able to welcome a new wave of opportunity and the knowledge that we will get the most qualified teaching our kids.”

**Background:**

- Upon revocation of Reg. 274/12, the Ministry of Education will implement an interim teacher hiring policy that will provide school boards with guidance, as boards develop local policies that meet the directives set out in a ministry
- 
- The Ministry of Education will implement a PPM that will provide clear and transparent processes and principles that boards will use in finalizing their teacher hiring policies. These principles include:- Promoting diversity, equity and human rights;- Qualifications and merit;- Enhanced teacher employment mobility;- Fair and transparent processes; and,- Monitoring and evaluation.
- Based on these principles and specific directions in the PPM, school boards and authorities will then have the opportunity to develop localized teacher hiring policies that support the memorandum’s objectives, while reflecting the unique needs of the community.
- In 2019, the Ministry of Education engaged in consultations with stakeholders, including education unions, to gather feedback on Regulation 274/12 and teacher hiring practices. The key themes that emerged included enhancing mobility between boards, improving teacher continuity in the classroom and hiring for merit and diversity rather than seniority.
- In their 2019 consultation submission, principals’ associations, including the Ontario Principals’ Council, cited several concerns with O. Reg 274/12, including the inability to

hire the best teacher for the position, and supported the revocation of the regulation.

- The [province's interim policy](#) for school board teacher hiring practices will come into effect on October 29, 2020 and will guide school board hiring until school boards develop their own teacher hiring policies consistent with the PPM to be issued in November.
- Publicly funded school boards and school authorities will have until December 31, 2020 to develop and post their own teacher hiring policies that align with the PPM and respect existing collective agreements.
- A review of the Peel District School Board found that “having a teaching staff that is representative of the students in school would allow students to focus on learning, rather than having to focus so much of their time and emotional energy navigating an education system where they are made to feel like outsiders.”

## Dress Purple Day – October 27

Every October, Children's Aid Societies, in partnership with social service organizations, government, and community members across Ontario, run a provincial awareness campaign called **Dress Purple Day**. On **October 27**, individuals dress in purple to show families facing challenges that we as a community care, and we can help. Its aim is to raise awareness about the supports that are available and how to access them. It also encourages all Ontarians to do their part in supporting vulnerable families in their local community.

Ontario's Association of Children's Aid Societies is asking all to them spread this message. Create a video, join the

conversation online at #DressPurpleDay2020 and **#IDressPurpleBecause**, and wear purple on **October 27** to show that you are part of the community that cares for children, youth, and families.

To learn more about the campaign, visit

[www.oacas.org/dresspurpleday](http://www.oacas.org/dresspurpleday)

## Synchronous and Online Learning – Webinar

If you were unable to participate in the recent Association webinar – “Current Practices in Synchronous and Online Learning at Ontario CDSBs” we are pleased to share the recording on the OCSTA CDSB innovation page at:

<https://www.ocsta.on.ca/briefs-resources/cdsb-innovation/>

This helpful sharing of information and demonstration of the innovation at just a few of our Catholic school boards is very much appreciated – we thank the Chairs, Directors of Education, Superintendents and other staff members at the following CDSBs who made today's event possible:

Dufferin-Peel CDSB

London DCSB

Ottawa CSB

Sudbury CDSB

## Upcoming Events

[2021 Catholic Trustees Seminar](#)

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by Sharon McMillan | Jan 25, 2019



## **OCSTA Responds to Government Directive Regarding Use of School Board Resources**

by Ashlee Cabral | Aug 13, 2020

## **Dr. Mark McGowan Launches OCSTA Speaker Series**

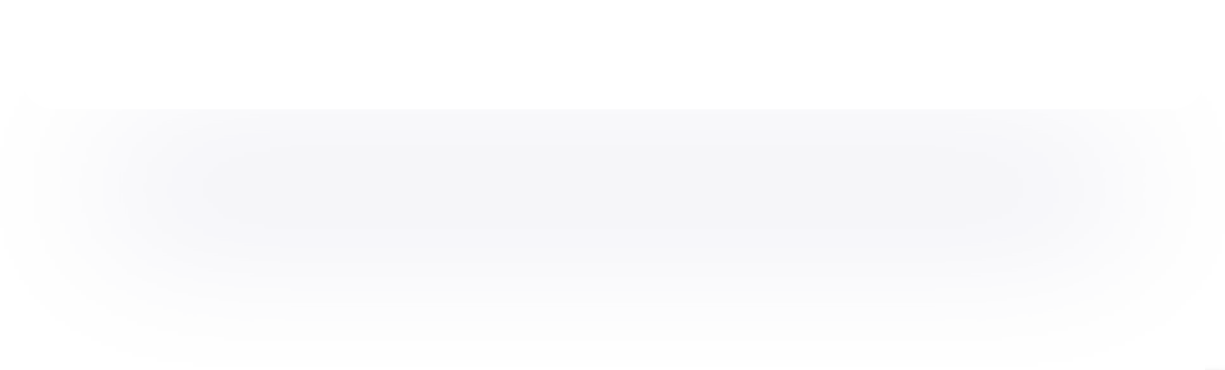
by Sharon McMillan | Oct 1, 2020



**OCSTA Responds to Additional Resources for Reopening of Schools**

by Sharon McMillan | Aug 26, 2020


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**OCSTA**  
@CatholicEdu


LK 12:13-21  
Then he said to the crowd, "Take care to guard against all greed, for though one may be rich, one's life does not consist of possessions."

3h

**OCSTA**  
@CatholicEdu

MT 22:15-21  
They sent their disciples to him, with the Herodians, saying, "Teacher, we know that you are a truthful man and that you teach the way of God in accordance with the truth. And you are not concerned with anyone's opinion, for you do not regard a person's status."

Oct 18, 2020

**OCSTA**  
@CatholicEdu

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CATHOLIC SCHOOL BOARD DIRECTORY



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**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA Letter: Local Government Week (October 19-23, 2020)  
**Date:** Monday, October 19, 2020 2:59:38 PM

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**From:** OCSTA - Connie DeMelo <[CDeMelo@ocsta.on.ca](mailto:CDeMelo@ocsta.on.ca)>  
**Sent:** Monday, October 19, 2020 2:27 PM  
**To:** OCSTA - Connie DeMelo <[CDeMelo@ocsta.on.ca](mailto:CDeMelo@ocsta.on.ca)>  
**Subject:** OCSTA Letter: Local Government Week (October 19-23, 2020)

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Ontario Catholic School  
Trustees' Association

October 19, 2020

**TO:** All Catholic School Trustees

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

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

Dear Fellow Catholic School Trustees:

As we celebrate “Local Government Week” (October 19-23, 2020) throughout Ontario, I would like to thank you for your dedicated service as a Catholic school trustee. On behalf of the OCSTA Board of Directors, I commend each of you for fulfilling the responsibilities of School Boards and locally elected school trustees as outlined in the Education Act.

Most especially I applaud you for your goodness and for faithfully serving as advocates, stewards, servant and political leaders of your Catholic school systems. In our 1997 document, “*Witness to Faith*”, the OCSTA wrote:

*“Parents (Catholic ratepayers) entrust to duly elected trustees the responsibility for governing and implementing policies which assure Christ centred learning environments which support the virtues and values they teach in their homes.”*

We went on to state that the “*Catholic community expects (and I would add requires) trustees to be persons of faith, with a vision of life that is centred on Christ and who have a sense of being called to Ministry.*”

Local Government Week is an appropriate time to recognize each of you for generously responding to God’s call to serve as one of 237 Catholic school trustees in the Province of Ontario. Collectively we form 29 Catholic District School Boards which represent 1.2 million Catholic ratepayers and educates approximately 545,000 students.

To personalize remarks by the late Archbishop Harry Flynn, DD:

*“If I had a hundred lives, I’d live every one of them as a husband, father and Catholic school trustee.”*

I share them in thanksgiving to God for our vocation as Catholic school trustees and to pray that Our Lord and Saviour Jesus Christ showers each of you with all of His blessings for all you do to protect and promote the precious gift of publicly funded Catholic education.

Yours very truly,



Patrick J. Daly  
President

**CONNIE ARAUJO-DE MELO** | Ontario Catholic School Trustees’ Association | 1804-20 Eglinton Avenue West, Box 2064, Toronto, ON M4R 1K8 | t 416-932-9460 ext. 226

**CATHOLIC EDUCATION: *Nurturing Hope***

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# **BOLLETTINO**

SALA STAMPA DELLA SANTA SEDE

## Letter “Samaritanus bonus” of the Congregation for the Doctrine of the Faith on the care of persons in the critical and terminal phases of life, 22.09.2020

Congregation for the Doctrine of the Faith

### **Letter** ***Samaritanus bonus*** **on the care of persons in the critical and terminal phases of life**

#### **Introduction**

The Good Samaritan who goes out of his way to aid an injured man (cf. *Lk* 10:30-37) signifies Jesus Christ who encounters man in need of salvation and cares for his wounds and suffering with “the oil of consolation and the wine of hope”.<sup>[1]</sup> He is the physician of souls and bodies, “the faithful witness” (*Rev* 3:14) of the divine salvific presence in the world. How to make this message concrete today? How to translate it into a readiness to accompany a suffering person in the terminal stages of life in this world, and to offer this assistance in a way that respects and promotes the intrinsic human dignity of persons who are ill, their vocation to holiness, and thus the highest worth of their existence?

The remarkable progressive development of biomedical technologies has exponentially enlarged the clinical proficiency of diagnostic medicine in patient care and treatment. The Church regards scientific research and technology with hope, seeing in them promising opportunities to serve the integral good of life and the dignity of every human being.<sup>[2]</sup> Nonetheless, advances in medical technology,



**From:** [Loretta Notten](#)  
**To:** [Alice Figueiredo](#)  
**Subject:** FW: OCSTA: Congregation for the Doctrine of the Faith Letter - "Samaritanus bonus" on care of persons in critical & terminal phases of life  
**Date:** Tuesday, October 20, 2020 9:20:00 PM  
**Attachments:** [22.09.2020.pdf](#)  
[image005.jpg](#)  
[image006.jpg](#)

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**From:** OCSTA - Connie DeMelo <[CDeMelo@ocsta.on.ca](mailto:CDeMelo@ocsta.on.ca)>  
**Sent:** Tuesday, October 20, 2020 12:11 PM  
**To:** OCSTA - Connie DeMelo <[CDeMelo@ocsta.on.ca](mailto:CDeMelo@ocsta.on.ca)>  
**Subject:** OCSTA: Congregation for the Doctrine of the Faith Letter - "Samaritanus bonus" on care of persons in critical & terminal phases of life

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**October 20, 2020**

**MEMORANDUM**

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

**CC:** OCSTA Directors and Staff  
Board Secretaries and Administrative Assistants

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

**SUBJECT:** Congregation for the Doctrine of the Faith - Letter – “*Samaritanus bonus*” on the care of persons in the critical and terminal phases of life

---

I thought that the attached Congregation for the Doctrine of the Faith: **Letter** “*Samaritanus*

***bonus” on the care of persons in the critical and terminal phases of life*** might be of interest to you.

**CONNIE ARAUJO-DE MELO** | Ontario Catholic School Trustees’ Association | 1804-20 Eglinton Avenue West, Box 2064, Toronto, ON M4R 1K8 | t 416-932-9460 ext. 226

**CATHOLIC EDUCATION: *Nurturing Hope***

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Office of the Minister

Bureau du ministre

777 Bay Street, 5th Floor  
Toronto ON M7A 2J3  
Tel.: 416-314-6790

777, rue Bay, 5<sup>e</sup> étage  
Toronto (Ontario) M7A 2J3  
Tél. : 416.314.6790

357-2020-2411

October 19, 2020

Mr. Patrick J. Daly  
President, Ontario Catholic School Trustees' Association  
Email: [ocsta@ocsta.on.ca](mailto:ocsta@ocsta.on.ca)

Dear Mr. Daly:

Thank you for your letter requesting an update on Ontario's negotiations with Environment and Climate Change Canada (ECCC) to secure \$40.9 million in funding from the federal government's Climate Action Incentive Fund (CAIF) to support energy efficiency and greenhouse-gas reduction projects in Ontario schools. I am pleased to provide you with an update on this matter.

Our ministry, with support from the Ministry of Education, continues to actively negotiate with the federal government on the terms of an agreement to redistribute these funds to Ontario school boards. While the COVID-19 outbreak has delayed negotiations, we continue to work diligently towards an agreement that will help support our schools and limit administrative burden.

We strongly believe that provinces should be able to develop their own solutions to addressing climate change – ones that consider their specific priorities, challenges and opportunities. This approach is reflected in our [Made-in-Ontario Environment Plan](#) which commits to reducing our emissions to 30 per cent below 2005 levels by 2030, a target that aligns with the federal government's Paris commitments, without imposing a carbon tax on the people and institutions of Ontario.

As you know, Ontario is already making significant investments to support the repair and renewal of school facilities. In the 2020-21 school year, the Ministry of Education will continue with the investment of \$1.4 billion to revitalize older buildings and their components. Many of these enhancements will improve the overall energy efficiency of school facilities.

We understand and appreciate your interest in the outcome of these negotiations. Details on funding arrangements will be made available if an agreement is reached with the federal government.

Thank you again for writing.

A handwritten signature in black ink, appearing to read "Jeff Yurek". The signature is fluid and cursive, with the first name "Jeff" being more prominent than the last name "Yurek".

Sincerely,

Jeff Yurek  
Minister of the Environment, Conservation and Parks



**Date:** October 26, 2020  
**To:** Board of Trustees  
**From:** Governance Committee  
**Subject:** Policy Review and Recommendations

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

**Type of Information:** ☒ Information for Board of Trustees  
☐ Monitoring Information of Board Policy  
☐ Information only of day-to-day operational matters delegated to the CEO

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

Board Policy II 007 Board Members Code of Conduct  
Board Policy II 003 Board Job Description  
PPM 128  
APC018  
Education Act – sections 169.1, 207 (1), 218.1, 218.3

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

**Alignment to the MYSP:**

Not applicable

**Background/Comments:**

Board Policy II 007 Board member Code of Conduct

The committee reviewed the Code of Conduct in conjunction with PPM 128, ACP108, and the Education Act. It was concluded that the policy, as written is quite detailed and covers the required information. On page two of the policy it states “that Trustees are expected to – familiarize themselves with their duties and any requirement of them as prescribed by the Education Act and Regulation” under the first bullet. It is being recommended to add PPMs to the end of that line so all requirements are captured and is the responsibility of individual trustees to familiarize and understand said legislative requirements.

The process outlined in the policy lists a number of steps to complete when there is an alleged breach (page 3 of the policy). The committee found the wording of these steps to be unclear and is



recommending some minor changes for clarity. Under the section titled “Enforcement of Code of Conduct and Municipal Conflict of Interest Act – remove Informal from Step Two, add a header at before point 1 that says “Informal Process resolution” (see attached)

Board Policy II 003 in relation to the priorities and work of the Board.

Committee members reviewed the summary of the discussion Trustees had in September around work of the board and setting priorities for the school year. The main areas of focus are around assessing monitoring reports and bringing forward shared concerns through a trustee inquiry and/or formal motion. It is being recommended that Trustees designate a COWB to review and discuss Trustee Inquiries and Formal Motions using parliamentary procedures for clear understanding and consistency. Secondly we are recommending the Board of Trustees hire a facilitator to lead in training around monitoring report.

**Recommendation:**

- 1) That the Board of Trustees make amendments to Policy II 007 Board Members’ Code of Conduct per the revisions and edits noted in this report.
- 2) That professional development around motions and trustee inquiries take place internally during a Committee of the Whole Board meeting whereas Professional Development on effective Monitoring of Executive Limitations Policies be done through a consultant

**Prepared/Reviewed By:** Melanie Van Alphen, Governance Committee Chair

\*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”





Number: II 007

Subject: Board Members' Code of Conduct

**Approval Date:** September 29, 2008  
**Effective Date:** September 29, 2008  
**Revised:** April 26, 2011, November 24, 2014, **October 26, 2020**

### **ACCESSIBILITY:**

**To request this file in large print, please email [aoda@wcdsb.ca](mailto:aoda@wcdsb.ca) or call (519) 578-3660.**

### **POLICY STATEMENT:**

Waterloo Catholic District School Board Trustees represent all the citizens of Waterloo Region and are responsible to separate school supporters through the democratic process. The separate school supporters of Waterloo Region have entrusted Trustees, through the democratic process, with the education of all students in its schools and serve as their advocates. The public is entitled to expect the highest standards from the school Trustees it elects.

Board members must represent un-conflicted loyalty to the interests of the ownership. This accountability supersedes the personal interest of any Board member acting as an individual consumer of the organization's services.

In addition to the duties of a Trustee under Section 218 of the Education Act and Regulations of Ontario, Catholic Trustees honour a set of additional expectations that have been set for them by the Catholic community. These include, but are not limited to:

- An appreciation that Catholic schools are an expression of the teaching Ministry of the Church;
- The facilitation of the best possible Catholic education according to the programs approved by the provincial Minister of Education and supported by the Canadian Conference of Catholic Bishops;
- A recognition and defense of the constitutional right of Catholic education and the democratic and corporate authority of the Board;
- An affirmation of a strong sense of Catholic community; and
- Prayer, support and encouragement for the efforts of all persons engaged in the ministry of Catholic education in Canada.
- The promotion of a positive image of the Board.
- Finally, Trustees will not cause or allow any conditions, procedures, actions or decisions that are undignified unprofessional, or contrary to the preservation of Catholic values and teaching.



**Individual Trustees are expected to:**

- Familiarize themselves with their duties and any requirements of them as prescribed by the Education Act, Regulations, and PPMs;
- Familiarize themselves with their duties and any requirements of them as prescribed by the Municipal Freedom of Information and Protection of Privacy Act and their related regulations;
- Familiarize themselves with positions, policies and directions of the Ontario Catholic School Trustees Association;
- Comply with the Municipal Conflict of Interest Act in declaring any and all direct and indirect pecuniary interests in a matter before the Board. Trustees are responsible and accountable for exercising good judgment and avoiding situations that might present a conflict of interest or an appearance of a conflict of interest;
- Respect and treat others fairly regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- Agree that all information deemed private or confidential that is provided is for Board business only, and will not be communicated beyond those to whom it has been provided;
- Commit to being fully prepared to participate and deliberate on all matters before the Board;
- Share in the distribution of Board workload including preparing, attending and participating in meetings, committees, public events such as graduations or other assignments as appointed.
- Trustees who sit on committees of the Board will bring on-going reports back to the Board of Trustees describing the work and any new learning and information gained as a result of the work of the committee.
- Trustees will treat each other with the respect and dignity requisite with their office including proper use of authority and appropriate decorum when acting as Board members.

**Statutory Duties of a Trustee:**

Trustees are expected to comply with the duties of a Board member as set out in Section 218.1 of the Education Act and Regulations.

A board member shall:

- Carry out his or her responsibilities in a manner that assists the Board in fulfilling its duties under this Act., including but not limited to the Board's duties under Section 169;
- Attend and participate in meetings of the board, including meetings of Board committees of which he or she is a member;
- Consult with parents, students and separate school supporters on the Board's multi-year plan under clause 169.1(1) (f);
- Uphold the implementation of any Board resolution after the Board has made a decision;
- Maintain focus on student achievement and well-being through the development of policies;
- 

**Relationship with the CEO and staff:**

Board members may not attempt to exercise individual authority over the organization.

- Board members interaction with the CEO, or with staff, must recognize the lack of authority vested in individuals except when explicitly authorized by the Board;
- Board members interaction with the public, press or other entities must recognize the same limitation of any board member to speak for the Board;
- Except for participation in Board deliberation about whether reasonable interpretation of Board policy has been achieved by the CEO, Board members will not express individual judgments of performance of employees of the CEO.

- Board members will respect the confidentiality appropriate to issues of a sensitive nature and all issues in-camera;

## **Enforcement of Code of Conduct and Municipal Conflict of Interest Act: Step One: Informal Process**

Notwithstanding policies and procedures contained in other Board bylaws, in accordance with the provisions of section 218.3 of the Education Act, a breach of this Code of Conduct may be dealt with by the following procedures:

- A Trustee who has reasonable grounds to believe that another Trustee has breached this Code of Conduct may bring the alleged breach to the attention of the Board. This is done through the Chair. Alternatively, a Roman Catholic elector may petition the Board of Trustees directly. Any allegation of a breach of the Code must be brought to the attention of the Chair no later than 6 weeks after the breach comes to the knowledge of the Trustee (or Roman Catholic elector) reporting the breach. Unless the allegation is of a criminal nature, allegations of a breach of the code should not come to the Chair if they are alleged to have occurred earlier than six months prior to coming to the awareness of the Trustee or ratepayer.
- If an alleged breach is brought to the attention of the Chair, s/he, along with the Vice-Chair shall make inquiries into the matter and shall, based on the result of the inquiries, determine whether there has been a breach. Investigations of alleged breaches of the Code are to be undertaken by the Chair and Vice-Chair of the Board or by two other Trustees selected by the Board for this purpose. The Chair or Vice Chair and/or selected Trustees shall exercise their powers in a fair and impartial manner having due regard for every Trustee's opinion or view.
- If in the opinion of the Chair and Vice-Chair of the Board an outside consultant should conduct the inquiry, the Director will appoint the consultant. At any time in the process, the Trustee who is alleged to have breached the Code can ask for an outside consultant to be brought in if, in her/his opinion, he/she is not being dealt with fairly.

## **Step Two: Informal Process Resolution**

If, after hearing the evidence provided through the informal process, the Board determines that a Trustee has breached this Code of Conduct, the Board may select from a number of options moving forward in a progressive discipline approach:

### **Informal Process Resolution**

1. A conversation between the Chair/Vice Chair and the Trustee in question where clarification, re-direction and/or a request for an apology may be sought.
2. The Chair/Vice Chair may recommend the Board use a Restorative Circle approach to bring understanding of the alleged offence and reconciliation of the issue so that, as a group, the Trustees can move on and healing occur. If this method is selected an outside facilitator, trained in Restorative Circles, will work with the group on this process.
3. The Board may also opt for a formal process to resolve the issue.

### **Formal Process Resolution:**

4. Similar to the informal resolution process, the Chair/Vice-Chair (or in certain circumstances an outside consultant) investigates alleged breaches and brings a formal report to the Board. The Board will hear the evidence gathered through the investigation and determine if a breach of the Code occurred. It may impose one or more of the following sanctions:
  - request for an apology,
  - reprimand, censure or other sanctions as per board motion. These could include:
    - a) Censure of the Trustee



- b) Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board
  - c) Barring the Trustee from sitting on one or more committees of the Board for a period of time determined by the Board or
  - d) Removal of the Chair or Vice-Chair of the Board or Committee. A Trustee who is removed from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that related to that meeting or that part of the meeting that are not available to any member of the public.
- In appropriate circumstances, the Board may also resolve to disassociate the Board from any action or statement of a Trustee.
5. If a Board determines that a Trustee has breached this Code of Conduct, the Board shall give the Trustee written notice of the determination and of any sanction imposed by the Board.
  6. The notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination or any sanction imposed by the Board.
  7. The notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least 14 days after the notice is received by the Trustee.
  8. The Board shall consider any submissions made by the Trustee and shall confirm or revoke the determination within 14 days after the Trustee's submissions are received.
  9. If the Board revokes a determination that a Trustee has breached this Code of Conduct, any sanctions imposed by the Board are also revoked.
  10. If the Board confirms a determination that a Trustee has breached this Code of Conduct, the Board shall, within 14 days after the Trustee's submissions were received, confirm, vary or revoke the sanction(s) imposed by the Board.
  11. If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination about the alleged breach was made by the Board.
  12. Despite subsection 207 (1) of the Education Act which requires meetings of the Board to be open to the public, but subject to the requirements below for specific resolutions of the Board to be made in public, the Board may close to the public the part of the meeting during which a breach or alleged breach of this Code of Conduct is considered when the breach or alleged breach involves any of the following matters:
    1. The security of the property of the Board;
    2. The disclosure of intimate, personal or financial information in respect of a Trustee or committee, an employee or prospective employee of the Board or a student or his or her parent or guardian;
    3. The acquisition or disposal of a school site;
    4. Decisions in respect of negotiations with employees of the Board or
    5. Litigation affecting the Board.

### **Process to be followed after decision to impose sanctions:**

The Board shall do the following things by resolution at a meeting of the Board, and the vote on the resolution shall be open to the public:

- Make a determination that a Trustee has breached this Code of Conduct;
- Impose a sanction on a Trustee for a breach of this Code of Conduct;
- Confirm or revoke a determination regarding a Trustee's breach of this Code of Conduct;
- Confirm, vary or revoke a sanction after confirming or revoking a determination regarding a Trustee's breach of this Code of Conduct.

A Trustee who is alleged to have breached this Code of Conduct shall not vote on any of the resolutions listed above. When a resolution listed above is passed, the resolution shall be recorded in the Minutes of the meeting.

The Statutory Powers Procedures Act does not apply to any of the enforcement provisions under section 218.3 of the Education Act. Nothing in this Code of Conduct prevents a Trustee's breach of the Municipal Conflict of Interest from being dealt with in accordance with that Act.

A Trustee who is subject to a board inquiry to determine whether the Trustee has breached the Code of Conduct has a right to retain and be represented by legal counsel throughout the process. Legal expenses will not be paid unless extraordinary circumstances are determined by Board motion.

The required vote on any resolutions of determination will be made by a simple majority of all Trustees on the Board not including the accused Trustee.



## **Number: II 003**

### **Subject: Board Job Description**

**Approval Date:** September 29, 2008  
**Effective Date:** September 29, 2008  
**Revised:** April 26, 2010; January 30, 2012; February 26, 2018, June 15, 2020

#### **ACCESSIBILITY:**

To request this file in large print, please email [aoda@wcdsb.ca](mailto:aoda@wcdsb.ca) or call (519) 578-3660.

#### **POLICY STATEMENT:**

The responsibility of the Board is to serve as trustees for the Catholic ratepayers of Waterloo Region in determining and ensuring appropriate organizational performance within the legal requirements of the Province of Ontario. The Board will plan and establish its priorities and the work to be completed at the first Committee of the Whole Board meeting of the new school year in September, concentrating its efforts on:

1. The link between the organization and the Catholic ratepayers of Waterloo Region.
2. Clarity of values and vision in written governing policies which, at the broadest levels of all organizational decisions and situations, address:
  - a. *Aims/Ends:* Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which people and needs, at what cost)
  - b. *Governance Process:* Description of how the board conceives, carries out and monitors its own work
  - c. *Board-Director of Education Relationship:* Delegation of power and its proper use monitored; the Director of Education role, authority and accountability
  - d. *Executive Limitations:* Constraints on executive authority which establish the prudence and ethics boundaries within which all executive activity and decisions must take place.
3. The assurance of Director of Education performance as described in all board policies and detailed in legal responsibilities.
4. Advocacy for positive change to legislation and government policy that impact the organization.
5. Orientation of all new board members.



**Notice of Motion**  
**Regular Board Meeting**  
**September 28, 2020**

In accordance with Board's bylaws 4.1 Trustee Dupuis is providing notice of the following for consideration at the Regular Board Meeting on October 26, 2020

**Topic:                      Rising Prevalence of Mental Health Issues among Students**

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**Whereas:**                It is estimated that 10-20% of Canadian youth are affected by a mental illness or disorder – the single most disabling group of disorders worldwide; and

**Whereas:**                Today, approximately 5% of male youth and 12% of female youth, age 12 to 19 have experienced a major depressive episode; and

**Whereas:**                The total number of 12-19 year olds in Canada at risk for developing depression is a staggering 3.2 million (see attached link) ; and

**Whereas:**                We have the opportunity to promote positive mental health for all students, reduce stigma, build student socio-emotional learning skills, and build pathways to care, as per WCDSB's Mental Health and Wellness strategy; and

**Whereas:**                Education and proper nutrition can alleviate many of these cases in our school system;

**Therefore, be it resolved that the Director:**

- I.    present a report to the regular board meeting scheduled for December 14, 2020 on the current student supports for mental health and how good nutrition can play a role.

6. The priorities of the Board will be set in September, with progress of the work of the Board reviewed in January and a report prepared and brought to June board meeting, of each school year.
7. Continuous improvement including a self-evaluation every year, to be presented at the May board meeting.